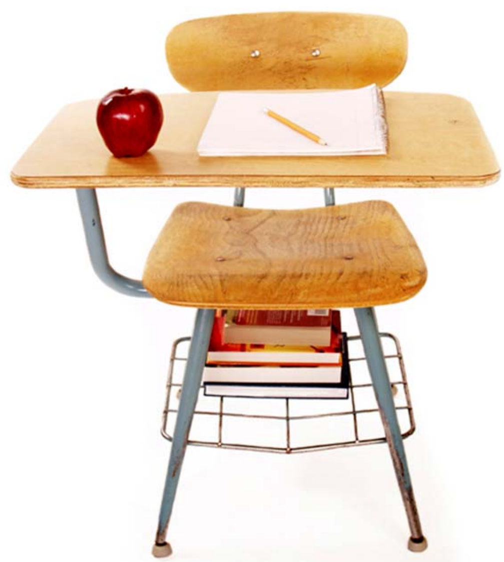
COMMITTEE TO STUDY A NEW METHOD FOR FUNDING PUBLIC SCHOOLS

(SENATE BILL 11, 2011 LEGISLATURE)



Friday, April 20, 2012, 9:00 a.m.

Grant Sawyer State Office Building
555 East Washington Avenue
Las Vegas, Nevada
Room 4401

Videoconference to:
Legislative Building
401 South Carson Street
Carson City, Nevada
Room 4100

STATE OF NEVADA
LEGISLATIVE COUNSEL BUREAU

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MEETING NOTICE AND AGENDA

Name of Organization: COMMITTEE TO STUDY A NEW METHOD FOR FUNDING PUBLIC SCHOOLS (S.B. 11, 2011 LEGISLATURE)

Date and Time of Meeting: Friday, April 20, 2012, 9:00 a.m.

Place of Meeting: Grant Sawyer State Office Building
Room 4401
555 East Washington Avenue
Las Vegas, Nevada

Note: Some members of the committee may be attending the meeting and other persons may observe the meeting and provide testimony through a simultaneous videoconference conducted at the following locations:

Legislative Building
Room 4100
401 South Carson Street
Carson City, Nevada

If you cannot attend the meeting, you can listen to or view it live over the Internet. The address for the Nevada Legislature website is http://www.leg.state.nv.us. Click on the link "Live Meetings – Listen or View."

Note: Please provide the secretary with electronic or written copies of testimony and visual presentations if you wish to have complete versions included as exhibits with the minutes.

AGENDA

Note: **Items on this agenda may be taken in a different order than listed. Two or more agenda items may be combined for consideration. An item may be removed from this agenda or discussion relating to an item on this agenda may be delayed at any time.**

A. ROLL CALL.

B. PUBLIC COMMENT.
(Because of time considerations, the period for public comment by each speaker may be limited, and speakers are urged to avoid repetition of comments made by previous speakers.)

For Possible Action

C. APPROVAL OF MINUTES OF THE MARCH 2, 2012, MEETING.

D. REPORT FROM STAFF ON PROPOSALS SUBMITTED BY PROSPECTIVE CONSULTANT(S) TO ASSIST THE COMMITTEE IN THE STUDY OF A NEW METHOD OF FUNDING PUBLIC SCHOOLS IN NEVADA.

For Possible Action

E. DISCUSSION AND SELECTION OF A CONSULTANT(S) TO ASSIST THE COMMITTEE IN THE STUDY OF A NEW METHOD FUNDING PUBLIC SCHOOLS IN NEVADA AND AUTHORIZATION OF STAFF TO NEGOTIATE A CONTRACT(S).

F. REVIEW OF TIMELINE FOR CONDUCTING THE STUDY.

G. PUBLIC COMMENT.
(Because of time considerations, the period for public comment by each speaker may be limited, and speakers are urged to avoid repetition of comments made by previous speakers.)

H. ADJOURNMENT.

Note: We are pleased to make reasonable accommodations for members of the public who are disabled and wish to attend the meeting. If special arrangements for the meeting are necessary, please notify the Fiscal Analysis Division of the Legislative Counsel Bureau, in writing, at the Legislative Building, 401 South Carson Street, Carson City, Nevada 89701-4747, or call the Fiscal Analysis Division at (775) 684-6821 as soon as possible.

Notice of this meeting was posted in the following Carson City, Nevada, locations: Blasdel Building, 209 East Musser Street; Capitol Press Corps, Basement, Capitol Building; City Hall, 201 North Carson Street; Legislative Building, 401 South Carson Street; and Nevada State Library, 100 Stewart Street. Notice of this meeting was faxed for posting to the following Las Vegas, Nevada, locations: Clark County Government Center, 500 South Grand Central Parkway; and Grant Sawyer State Office Building, 555 East Washington Avenue. Notice of this meeting was posted on the Internet through the Nevada Legislature's website at www.leg.state.nv.us.

MINUTES OF THE MEETING OF
THE COMMITTEE TO STUDY A NEW METHOD
FOR FUNDING PUBLIC SCHOOLS
Senate Bill 11, 2011 Legislature
March 2, 2012

The second meeting of the Committee to Study a New Method for Funding Public Schools was held at 9:00 a.m. on Friday, March 2, 2012, at the Grant Sawyer State Office Building, 555 East Washington Avenue, Room 4401, Las Vegas, with videoconference to the Nevada Legislative Building, 401 South Carson Street, Room 4100, Carson City, Nevada

COMMITTEE MEMBERS PRESENT IN LAS VEGAS:
Assemblyman Marcus Conklin, Chair
Senator Moises Denis, Vice Chair
Assemblywoman Marilyn Dondero Loop

COMMITTEE MEMBERS PRESENT IN CARSON CITY:
Senator Greg Brower
Assemblyman Ira Hansen

COMMITTEE MEMBERS ABSENT:
Senator Shirley A. Breeden (Excused)

STAFF:
Mark Krmpotic, Senate Fiscal Analyst, Fiscal Analysis Division
Rick Combs, Assembly Fiscal Analyst, Fiscal Analysis Division
Julie Waller, Senior Program Analyst, Fiscal Analysis Division
Eileen O'Grady, Chief Deputy Legislative Counsel
Kristin Roberts, Senior Principal Deputy Legislative Counsel
Mindy Martini, Senior Research Analyst
Becky Lowe, Committee Secretary

EXHIBITS:
Exhibit A Meeting Packet and Agenda.
Exhibit B Excerpt from the Federalist Papers provided by Knight Allen

A. ROLL CALL.

Chairman Marcus Conklin called the meeting to order at 9:16 a.m. The secretary called roll; all members were present except Senator Breeden who was excused.

B. PUBLIC COMMENT

Mr. Knight Allen presented the members with an excerpt from the Federalist Papers Number 78 written by Alexander Hamilton (Exhibit B). He thought the ideas in the excerpt applied to what the Committee was considering. Reading from the excerpt, he said "The judiciary has no influence over either the sword or the purse; no direction either of the strength or of the wealth of the society; and can take no active resolution whatever."

Mr. Allen said that legislators have a passion for education and want to be up-to-date in terms of funding for education. He said the Legislature created the Committee to Study a New Method for Funding Public Schools, and the Committee would meet and be presented with information about education within the state. The Committee would then look for an outside view, which was an almost fatal error in judgment. He said the question of equity always returned to the issue of funding. He expected the report to conclude that the state did not adequately fund education, even to the point of perhaps violating the constitution. He said that report would be presented to the full legislature, which would pass any recommendations, political realities being what they are.

Mr. Allen said at that point people with a real passion for education, who do not like the Legislative Branch of government, would go to court and find a friendly judge to decide that the state was not living up to its responsibilities, and take control of education funding in the state.

Mr. Allen predicted that decision would be appealed in the Nevada Supreme Court, which was also quite hungry to grab the power of the purse away from the Legislature. The Supreme Court would rule that the state was not funding education properly, and seize the power of the purse from the Legislature. He said this was not a "Nostradamus" type prediction. He noted that Washington State recently lost its legislative power of the purse, as well as New Jersey, Kansas, Texas and several other states.

Mr. Allen said Agenda Item E, which proposes to contract with an outside consultant for a study will provide those that do not like the Legislature with the necessary ammunition to take the power of the purse away from the Legislature. He said the Committee cannot let that happen. He said there was more than enough talent to perform such a study within Nevada. As an alternative, he suggested that the Brookings Institution and the Nevada Policy Research Institute testify before the Committee on the topic of school funding at the same meeting, and take questions from the Committee members.

Mr. Allen quoted from a newspaper article saying that according to the U.S. Department of Education, Nevada ranked 39th in funding, with $10,377 in support per student in 2010. He noted that was not in agreement with the statement that Nevada ranked 50th with about $6,000 in support per student. He did not know how the federal government could rank the state 39th, while others in the state ranked Nevada 50th. Mr. Allen said these questions have to be answered by people in Nevada. He urged the Committee not to encourage those whose ultimate goal and objective was to get the courts to say "you will do what we tell you to do" when it comes to financing education.

Mr. Allen said the power of the purse was with the Legislature. The only check on the Legislature's authority to decide what is equitable and adequate in Nevada was the Executive Branch veto, which could be overridden. If the Legislature loses that authority, as has happened in other states, the system of government would not be what it is supposed to be.

C. APPROVAL OF MINUTES OF THE JANUARY 24, 2012, MEETING.

SENATOR DENIS MOVED TO APPROVE THE MINUTES OF THE JANUARY 24, 2012, MEETING OF THE COMMITTEE TO STUDY A NEW METHOD FOR FUNDING PUBLIC SCHOOLS. THE MOTION WAS SECONDED BY ASSEMBLYWOMAN DONDERO LOOP.

THE MOTION CARRIED UNANIMOUSLY.

D. REPORT FROM CLARK COUNTY SCHOOL DISTRICT REGARDING FINDING OBTAINED TO CONDUCT THE STUDY.

Joyce Haldeman, Associate Superintendent, Clark County School District, expressed her appreciation to the Chairman and the Committee members for allowing the district extra time to raise funding for the study. She said it was a good exercise because it showed that many people across the state felt this was an important issue. She said the Clark County School District was successful in raising $125,000 for the study, and the check has been transmitted to the Legislative Counsel Bureau. The funds were raised from a variety of sources, including private individuals, and two corporations in Northern and Southern Nevada.

Ms. Haldeman noted that in the process of raising the funding, she had conversations with many people, one of whom was Bob Dolezal, the Superintendent of the White Pine County School District, one of the smaller school districts in the rural area. Mr. Dolezal told her that he hoped the study would include a method to calculate the impact of small schools in remote areas. He told Ms. Haldeman that two communities within his district had very small school populations, and were 50 miles or more away from other centers of learning.

E. DISCUSSION REGARDING A CONSULTANT TO ASSIST THE COMMITTEE IN CONDUCTING THE STUDY:

1. REVIEW AND APPROVE DRAFT REQUEST FOR PROPOSALS FOR A CONSULTANT.

Julie Waller, Senior Program Analyst, Fiscal Analysis Division, referred to page 39 of the meeting packet (Exhibit A) to a draft copy of the Request for Proposals (RFP). She described the changes to the draft since the February 24, 2012, meeting. Referring to page 45 of the meeting packet, Ms. Waller said based on the discussion from the January 24, 2012, meeting, the Scope of Work which identifies the populations to be included in the study has been narrowed from the eight originally listed in S.B. 11 to pupils with disabilities, English Language Learners (ELL), and pupils who are at-risk. She noted the use of the terms “poverty” and “at-risk.” She asked for guidance from the Committee as to what that terminology should encompass. She said that pupils in poverty could be identified by the free and reduced-price lunch metric, or by a broader metric that included both test scores and free and reduced-price lunch.

Ms. Waller said the dates in the RFP have changed, but the Scope of Work items 2 and 3 have basically not changed. She said based on Ms. Haldeman’s comments, the Committee may decide to include a component to study the impact of small schools in remote areas. She asked the Committee to approve of the modifications that had been made to the RFP, and she would incorporate any further changes requested by the Committee. She expected the RFP to be posted by March 7, 2012.

Chairman Conklin believed that the characteristics of pupils with disabilities and ELL were easy to identify. He said the Committee may choose to use as a measurement of at-risk pupils only those pupils who qualify for free or reduced-price meals, or ask the consultant to consider metrics used by other states.

Senator Brower thought that the study should be performed in a comprehensive way, and the consultant should be instructed to consider all of the various factors that other districts around the county consider. He noted that the results and recommendations of the study were not yet known. He had heard some suggest that the Washoe County School District would come out ahead if the system was changed, and others disagreed. He said the consultant would be well instructed to look at the criteria used by other school districts, so that the Committee would have sense of which criteria made sense, and which did not.

Senator Brower addressed a question to Ms. Haldeman as to how much money was raised for the study. In addition, he asked for a list of the donors, which he said should be part of the public record. Chairman Conklin said the Legislative Counsel Bureau received a check for $125,000 for the study, which was the minimum amount agreed upon at the January 24, 2012, meeting. He noted that amount would narrow the scope of the study.

Ms. Haldeman said she would make the list available to the Committee members. She said some contributors did not want to be identified, but she explained to them that it was a matter of public record.

Senator Brower said, unless Legislative Counsel advised otherwise, he thought it would be a matter of public record. He said it was important that the Committee and those who might be evaluating the study later on know exactly how it was funded.

Chairman Conklin asked Senator Brower his opinion on the RFP language identifying at-risk pupils in the Scope of Work section under item 1.3. (page 45, Exhibit A). Chairman Conklin said the language in the RFP was fairly broad in that at-risk pupils were defined by certain metrics such as, but not limited to, test scores or students eligible to receive free or reduced-price meals. Chairman Conklin said the two metrics were the most commonly used to define at-risk students, and the second metric was currently used in the Nevada school districts. In addition, the consultant would not be limited to those two metrics if there was a better method to identify at-risk pupils.

Senator Brower agreed, and added that the consultant would be an expert in the field, and the Committee should rely on that consultant to use the best practices.

Chairman Conklin asked the Committee members if they wanted to amend the list of individual student needs and characteristics in the RFP in any way (page 45, Exhibit A). He noted that Ms. Haldeman reported a request that the study include a method to calculate the impact on funding of small schools in remote areas. He said the Committee may want to add that criteria, or it can be assumed to be included under item 1.4. if the consultant believes it is something that should be considered in the study. There being no comments from the Committee members, Chairman Conklin asked that the record reflect that was a concern, and the if the consultant deemed the issue to have a significant impact, it would be considered to be included under item 1.4.

Ms. Waller, referring to the Scope of Work, said item 1 on page 45 (Exhibit A) indicates that the consultant is requested to provide inventories of states that address individual student needs and characteristics. The consultant shall provide the Committee with a list that incorporates the following specific populations: pupils with disabilities, ELL, and pupils who are at-risk as defined by various metrics. She said item 2 would be an analysis of the methods used in selected comparable states for addressing individual students needs and characteristics. She said the consultant will be asked to select five states most comparable to Nevada in terms of demographics and the existence of urban and rural regions to provide an analysis of the methods that these public schools use to provide targeted funding for these individual student needs and characteristics.

Ms. Waller said item 2.B. (page 46, Exhibit A) requires the consultant to identify the best practices in comparable states, define a standard based on those best practices, and make recommendations to Nevada. Item 3 requires the consultant to show the fiscal impact for each school district in the state, as well as the state as a whole, for any of the recommendations or modifications to incorporate weighted funding or additional categorical funding to provide targeted funding for individual student needs and characteristics.

Ms. Waller said item 4 (page 46, Exhibit A) requests that the consultant attend two meetings of the Committee to Study a New Method for Funding Public Schools to present a preliminary report of the findings and recommendations, and to present the final report.

Ms. Waller said the tentative plan was to incorporate any changes requested by the Committee to the draft RFP, and post the document on the Legislative Counsel Bureau website by March 7, 2012. The potential consultant's responses to the RFP would be due by April 6, 2012 (page 59, Exhibit A). She noted that the timeline was not final, and was open to discussion and changes by the Committee members.

Chairman Conklin asked if there were any suggested amendments to the RFP. He said the timeline would be discussed in detail under Agenda Item F, but it can be discussed under this agenda item as it relates to the RFP.

Assemblyman Hansen suggested the addition of the following language to the Scope of Work of the RFP: "the needs and challenges of smaller school districts and districts with small schools." He said this would not simply identify the individual students, but also included the smaller counties, which have unique funding issues due to their size.

Chairman Conklin recalled that language was included in the original version of the RFP. He noted that specific language was requested by the White Pine County School District, and asked if Mr. Hansen wanted to change that suggested language. Mr. Hansen suggested that be left up to staff.

Rick Combs, Assembly Fiscal Analyst, Fiscal Analysis Division, felt that if the issue brought up by the White Pine County School District was going to be addressed by the consultant, it should be spelled out in the RFP, rather than assuming it would be included under the individual needs and characteristics. He said staff could either use the language in the draft presented at the January 24, 2012, meeting, or the language from Ms. Haldeman that the consultant would consider issues related to small schools within a rural area of the state, or a rural school district.

Chairman Conklin preferred the language, "impact on small schools in remote areas," because it was fairly well-defined. He did not want for the language to be broad and open-ended, because that would diminish the value of the study. He suggested that be inserted as item 4, and the previous item 4 would become item 5. Mr. Hansen agreed.

There were no additional changes from the Committee members. Chairman Conklin asked for a motion to approve the RFP with the proposed changes from Assemblyman Hansen that item 4 be inserted to require the inclusion of the impact of small schools in remote areas. He asked the Committee members to include in the motion that the chairman had the authority to approve the final RFP with the changes that have been agreed upon, and only those changes, so that staff can post the RFP when it has been redrafted.

Senator Brower noted that on page 46 of the meeting packet (Exhibit A) under item 3.A., the consultant was required to show the fiscal impact to each school district in the state for each written recommendation. He thought that requirement was critical. On another topic, he asked whether this sort of private funding mechanism had been used in the past. He did not want for the Committee to move forward with a funding mechanism that was not allowed under statute. He asked Legislative Counsel about the legality of the funding for the study.

Kristin Roberts, Senior Principal Deputy Legislative Counsel, asked for clarification of the question. Senator Brower explained that the idea of using privately raised funds for a study by an interim legislative committee seemed to be unique. He asked if it had been done before, and whether it was authorized in *Nevada Revised Statutes*.

Eileen O'Grady, Chief Deputy Legislative Counsel, explained that S.B. 11 specifically states that the Committee can carry out its duties only to the extent that money is available to do so from sources including gifts, grants and donations. She said that S.B. 11 specifically authorizes the funding.

Senator Brower asked if there was anything in *Nevada Revised Statutes* that allowed this type of funding, or whether the funding method was allowed by S.B. 11. Ms. O'Grady said that S.B. 11 was the specific source authorizing the funding. She was not aware that privately raised funds have been used for an interim study in the past.

Mark Krmpotic, Senate Fiscal Analyst, Fiscal Analysis Division, said he was not aware of any recent studies that were funded with private donations, or any bills that provided for that. He recalled there was another bill passed during the 2011 Legislative Session that provided an appropriation for a study of the Public Employees' Retirement System (PERS). That bill provides for the appropriation to be used if it was matched with funding from other sources.

Senator Brower said his questions have been answered by staff.

Chairman Conklin said he has not seen an interim study funded by privately raised donations, but he has seen legislation for Executive Branch agencies allowing them to accept gifts and donations as part of their revenue stream to fulfill their missions. It is not uncommon to accept gifts and donations, but it is new to the Legislature to accept funds in the course of performing its business.

Chairman Conklin asked for a motion to approve the RFP with the proposed changes from Assemblyman Hansen to require the impact of small schools in remote areas be included under Scope of Work. He asked for the authority as chairman to approve the final RFP with the changes that have been agreed upon.

> SENATOR DENIS MOVED TO APPROVE THE DRAFT RFP WITH THE PROPOSED CHANGES, AND TO ALLOW CHAIRMAN CONKLIN TO APPROVE THE FINAL RFP. THE MOTION WAS SECONDED BY ASSEMBLYWOMAN DONDERO LOOP.
>
> THE MOTION CARRIED UNANIMOUSLY

2. PROCESS FOR SELECTION OF A CONSULTANT.

Julie Waller, Senior Program Analyst, Fiscal Analysis Division, said it is envisioned that the RFP will be posted on the Legislative Counsel Bureau's website and the State Purchasing Division's website, and mailed to a targeted list of known consultants that have worked on K-12 education funding studies. That RFP will be posted for 30 days, at which time responses to the RFP will be due from the potential consultants. The tentative timeline is for the RFP responses to be due on April 6, 2012. Depending on the number of responses, staff will gather a team of evaluators to review those responses. The evaluation team will comprise several members of the staff of the LCB Fiscal Analysis Division, the LCB Research Division, and a staff member from the Nevada Department of Education and/or the Budget Division. The evaluation team will review the responses to the RFP to ensure that the responses meet the conditions and are responsive to the request. All responses will be provided to the members of the Committee. The RFP permits the responses to be submitted either electronically or on paper. Once the evaluation team has reviewed the responses and determined the number of qualified potential consultants, Chairman Conklin would determine how many vendors would be asked to present at the following meeting, at which time the Committee would select the consultant to assist in the study.

Ms. Waller said the proposed timeline was on page 59 of the meeting packet (Exhibit A). It is anticipated that the RFP will be released on March 7, 2012, with responses due on April 6, 2012. During that interval, the evaluation team will meet as necessary depending on the number of responses to make sure the responses qualify, rank the consultants and provide the responses to the Committee members. She said the potential consultants will be available to answer questions at the third meeting of the Committee. Staff would seek to have a contract in place with the selected vendor by April 27, 2012, depending on the date that the final selection is made.

Ms. Waller noted that the proposed timeline was very tightly scheduled. The process was starting later in the interim, and the proposed timeline allowed the vendor approximately 9 weeks to conduct the study, make recommendations and provide the preliminary report by August 1, 2012. The Committee would meet in early August to discuss the preliminary report, at which time the vendor would be present to answer any questions from the Committee members. The vendor would then finalize the report, and provide that report to the Committee several weeks later at which time the Committee would determine whether it wished to submit any bill draft requests to the 2013 Legislative Session.

There were no questions from the Committee members.

F. DISCUSSION OF TIMELINE FOR CONDUCTING THE STUDY.

Chairman Conklin said that the timeline was presented thoroughly under Agenda Item E. He was concerned that the Committee was very small, with only six members, and there were still three remaining meeting dates to be scheduled. It was very important that as many Committee members attend the three remaining meetings as possible. The proposed meeting dates are Friday, April 20, 2012; Thursday, August 9, 2012; and Tuesday, August 28, 2012. He noted the meeting dates were tentative, but he asked the Committee members add those dates to their calendars and let Fiscal Analysis Division staff know if there is a conflict with any of the dates. It would be possible to move the meeting dates by one or two days, but because of the tight timeline, it would be difficult to move the meeting dates any further.

G. PUBLIC COMMENT

Mr. Knight Allen said he thought it was interesting to watch the Committee take the same steps that have been taken by other Legislatures before. He said that when the process was complete, ultimately, the process itself would provide ammunition for people to go to the Judiciary, which happily chooses to ignore its constitutional restrictions, and would take the power of the purse away from the Legislature. He said he may be one of the few private citizens in the state with a passion and a love for the Legislature. He said the Committee has taken a fatal step with its decision to move forward with the study. He knows that the Committee members do not believe him, and that the machinery would move forward like a "John Deere through a wheat field." He predicted that the Legislature would be taken to court, which would result in the Legislature being told what to do by a branch of government that has no business telling it anything. He said the process would take four or five years – it would not happen tomorrow, but it would happen. He thanked the Committee for allowing him to speak twice.

Chairman Conklin said he appreciated Mr. Allen's vigilance, and the fact that citizens were willing to take the time to share their concerns and participate in the process.

Senator Brower also thanked Mr. Allen for his willingness to testify and his eloquence on this topic. He commented that the Committee members were very mindful of the separation of powers and zealously defend the independence of the Legislature. He appreciated Mr. Allen's position, but he believed the legislators understood the independence of the Legislature, and the separation from other branches. He noted that the Committee was only contracting for a study. He said even without a study, anyone who thought the Nevada Plan was unconstitutional, and wanted to file a lawsuit, could certainly do that. He disagreed that the mere study of the issue by the Committee would give rise to litigation. He said Mr. Allen's points were very well taken with respect to the Legislature needing to be very vigilant about how it exercises its power as given by the people, separate from and independent from the other branches.

H. ADJOURNMENT

The meeting was adjourned at 10:06 a.m.

Respectfully submitted,

____
Becky Lowe, Secretary

APPROVED:

____
Assemblyman Marcus Conklin, Chairman

Date:__________________________

STATE OF NEVADA
LEGISLATIVE COUNSEL BUREAU

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M E M O R A N D U M

DATE: March 8, 2012

TO: Prospective Consultants

FROM: Julie Waller, Senior Program Analyst
Fiscal Analysis Division

SUBJECT: **Request for Proposals for a Consultant(s) to Assist in the Study of a New Method of Funding for Public Schools in Nevada**

Senate Bill 11, as enacted by the 2011 Legislature, created a committee to study the development of a new method for funding public schools in Nevada. In conducting the study, the Committee will:

1. Consider a new funding method that considers individual student needs and characteristics inherent in an increasingly diverse student population in the state;
2. Examine other states' methods of funding public schools and the extent to which individual student needs and characteristics are addressed;
3. Consult with and solicit input from individuals and organizations with expertise relevant to the purpose of developing a new method for funding public schools in the state;
4. Submit to the Legislative Commission a report of its findings and any proposed methods for funding public schools in the state and any recommendations for legislation before the commencement of the 77th Session of the Nevada Legislature in February 2013; and
5. Carry out its duties to the extent money is available from sources including, without limitation, gifts, grants and donations.

Pursuant to subsection 3, of Section 22 of Senate Bill 11 (Attachment A), the Committee is requesting proposals from consultants to assist the Committee in conducting the study. The resultant contract(s) will be effective from approximately **April 27, 2012, through September 30, 2012, with the deliverables contained within the Scope of Work primarily completed by August 31, 2012**.

The Request for Proposals is attached. Proposals may be submitted on paper or electronically. All proposals must be received by the Fiscal Analysis Division on or before **5:00 p.m. PST, on Friday, April 6, 2012.** If a proposal is submitted on paper, one (1) original and six (6) copies must be submitted by the deadline date. **No allowance will be made for late submission.**

All questions pertaining to the Request for Proposals must be made in writing to Julie Waller at jwaller@lcb.state.nv.us. Questions will be accepted until 5:00 p.m. PST, on **Monday, March 19, 2012**. To the extent possible, responses to all vendor questions will be posted publicly by 5:00 p.m., PST, on or by **Monday, March 26, 2012**, on the legislative website at http://www.leg.state.nv.us/App/rfp/A/Default.aspx**.**

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REQUEST FOR PROPOSALS FOR A CONSULTANT(S) TO ASSIST IN THE STUDY OF A NEW METHOD FOR FUNDING OF PUBLIC SCHOOLS IN NEVADA

Release Date: March 8, 2012

Closing Date: April 6, 2012 Time: 5:00 p.m. PST

For additional information, please contact:

Julie Waller, Senior Program Analyst, Fiscal Analysis Division
Legislative Counsel Bureau, 401 South Carson Street, Carson City, NV 89701-4747
Telephone: (775) 684-6821 Email: jwaller@lcb.state.nv.us

Firm Name: ____

Address: ____

City: __________________________ State: __________ Zip Code: __________

Telephone: (_____) _______________ Federal Tax ID #: _________________ _____

Signed: ____________________________________ Date: _________________

Print Name and Title: ____

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I. GENERAL INFORMATION

The Legislative Counsel Bureau (LCB) is the nonpartisan, centralized agency serving both houses and all members of the Nevada Legislature. The Fiscal Analysis Division of the LCB provides the Legislature with independent reviews and analyses of budgetary and fiscal matters.

The Nevada Plan for School Finance is the existing model that provides for the financial support of the school districts, charter schools and university schools for profoundly gifted pupils in the state. In order to ensure an adequate educational opportunity for all Nevada students, regardless of individual school district wealth, the 1967 Legislature adopted the Nevada Plan as the primary mechanism to finance elementary and secondary public education.

Under the Nevada Plan, the state determines a guaranteed amount of funding (statewide average basic support per pupil) for each of the local school districts and charter schools. The revenue, which provides the guaranteed funding, is derived both from state and local sources. The formula in the Nevada Plan is expressed as: state financial aid to school districts equals the difference between school district basic support guarantee and local available funds produced by mandatory taxes minus all the local funds attributable to pupils who reside in the county but attend a charter school or a university school for profoundly gifted pupils (NRS 387.121).

From the statewide average basic support per pupil, the Nevada Department of Education calculates a separate basic support per pupil figure for each school district, using a formula that considers the economic and geographic characteristics of each district. The dollar amount of basic support differs across school districts due to variations in the cost of living, differences in the costs of providing education based on school size, and the cost per pupil of administration and support services. A wealth adjustment, based on each district's ability to generate revenue in addition to the guaranteed level of funding, is also included in the formula. Varying levels of categorical funding, outside of the funding formula, are available to support public schools in the state.

The state's public school finance funding model was last reviewed as a result of the 2005 Legislature's adoption of Assembly Concurrent Resolution No. 10, which directed the Legislative Commission to conduct an interim study on the adequacy of the system of school finance in Nevada. The study was conducted during the 2005-2006 interim period by an independent, nationally-recognized consultant, though recommendations from the study were not ultimately implemented by the 2007 Legislature. An electronic copy of the committee's report can be obtained at:

http://www.leg.state.nv.us/Division/Research/Publications/InterimReports/2007/Bulletin07-07.pdf

Actions of the 2011 Legislature

The state's K-12 education budgets include the Distributive School Account (DSA), the School Remediation Trust Fund, the Grant Fund for Incentives for Licensed Educational Personnel, the State Supplemental School Support Fund, and the Other State Education Programs account.

The total required state support of school district and charter school expenditures within the DSA totals $2.505 billion and $2.564 billion for FY 2012 and FY 2013. The state's share of funding in the approved budget is largely provided by General Fund appropriations of $1.088 billion in FY 2012 and $1.111 billion in FY 2013, totaling $2.199 billion for the 2011-13 biennium. The 2011 Legislature approved guaranteed basic support of $5,263 per pupil in FY 2012 and $5,374 per pupil in FY 2013, an increase of $386 and $496 per pupil in FY 2012 and FY 2013. Total approved General Fund for K-12 education (excluding the Department of Education budgets) represents approximately 37.3 percent of the state's General Fund for the 2011-13 biennium.

An electronic summary of the state's legislatively approved K-12 education budgets for the 2011-13 biennium can be obtained at:

http://www.leg.state.nv.us/Division/fiscal/FISBU210/BASN210_2011-13/020_EDUCATION_SUMMARY.pdf (pages 1 through 11).

Senate Bill 11 of the 2011 Legislative Session

Pursuant to Senate Bill 11 of the 2011 Legislative Session, a committee comprised of six (6) Legislators of which three (3) members are appointed by the Majority Leader of the Senate and three (3) are appointed by the Speaker of the Assembly, will:

1. Consider a new method for funding public schools that effectively addresses the variety of individual student needs and characteristics inherent in an increasingly diverse student population in the state;
2. Examine other states' methods of funding public schools and the extent to which individual student needs and characteristics are addressed;
3. Consult with and solicit input from individuals and organizations with expertise relevant to the purpose of developing a new method for funding public schools in the state;
4. Submit to the Legislative Commission a report of its findings and any proposed methods for funding public schools in the state and any recommendations for legislation before the commencement of the 77th Session of the Nevada Legislature in February 2013; and
5. Carry out its duties only to the extent money is available from sources including, without limitation, gifts, grants and donations.

II. SCOPE OF WORK

1. Inventories of States that Address Individual Student Needs and Characteristics

   A. The consultant shall provide the Committee with a list of the states that presently incorporate individual student needs and characteristics in their methods for financing public schools. The consultant must note which states factor in individual student needs and characteristics as part of the funding formula for public education or through other funding mechanisms such as, but not limited to, categorical grants. For purposes of this list, individual student needs and characteristics must include:

      1. Pupils with disabilities, including mild, moderate and severe classifications;
      2. English Language Learners;
      3. Pupils who are at-risk as defined by certain metrics such as, but not limited to, test scores or students eligible to receive free or reduced-priced meals; and
      4. Any other individual student needs and characteristics addressed in the funding models of other states that are deemed notable by the consultant.

      The list provided by the consultant must identify the individual student needs and characteristics addressed and a brief description of the manner in which each identified student need or characteristic is incorporated into the state's funding model for public education. In addition, the consultant shall identify how other funding sources available for each identified student need or characteristic (federal, local or other) are accounted for, or are incorporated into, the state's funding model for public education.

   B. The consultant shall provide the Committee with a list of states that incorporate the needs and challenges of school districts with small schools in remote areas in their methods for financing public schools. Specifically, the list provided by the consultant will include, but not be limited to, detailed information on how each state considers within the state's funding formula for public education or other funding mechanisms such as, but not limited to, categorical grants, the impact of small schools in remote areas.

2. Analysis of Methods Used in Selected Comparable States for Addressing the Individual Student Needs and Characteristics

   A. The consultant shall select five states most comparable to Nevada in terms of demographics and the existence of urban and rural regions and provide an analysis of the methods of public school finance in those states. The analysis must focus on, but not be limited to:

      1. The manner in which the methods for financing the public schools in

those states address the individual needs and characteristics of students including, but not limited to:

a. Pupils with disabilities, including the classifications of mild, moderate and severe;
b. English Language Learners;
c. Pupils who are at-risk, as defined by certain metrics such as, but not limited to test scores or students eligible to receive free or reduced-priced meals; and
d. Any other individual student needs and characteristics addressed in the funding models of other states that are deemed notable by the consultant.

2. The manner in which the methods for financing public schools in those states, including additional states which may be required to be selected as set forth below, address the financial needs of school districts with small schools in remote areas.

If at least three of the five states selected by the consultant for analysis as required in section 2(A) do not address the financial needs of school districts with small schools in remote areas, the consultant will select additional states for purposes of the analysis required by 2(A)(1) and 2(A)(2), as necessary, to ensure that at least three states selected address these criterion.

The analysis must provide the similarities and the differences between the method of public schools finance in the states selected for analysis and the Nevada Plan. The consultant shall provide the Committee, in addition to the written analysis, with a matrix, table or other summary level format that identifies the primary components of the funding methods used in Nevada and the primary components of the funding methods used in the selected states.

B. In the delineation of the components or characteristics of each selected state's method of funding public schools, the written analysis prepared by the consultant must identify those formula components or characteristics that the consultant considers to be a "best practice" for ensuring:

1. The individual needs and characteristics of students are addressed and;

2. The needs and challenges of school districts with small schools in remote areas, are addressed.

The consultant shall define the criteria, such as an accepted national standard, used to determine whether a component or characteristic is a "best practice."

3. Based upon the results of the study, the consultant shall provide written recommendations to improve Nevada's existing school funding model to incorporate those formula components or characteristics that the consultant considers to be a "best practice" for ensuring that the individual needs and characteristics of students and challenges of smaller school districts and districts with small schools, including small schools in remote areas that are 50 or more miles apart from another school within a district, are addressed.

   For each written recommendation, the consultant shall:

   A. Show the fiscal impact to each school district in the state and the state as a whole; and

   B. Propose options for implementation, including a basis and time interval for updating the school formula funding model in the future.

4. <u>Deliverables and Attendance at Meetings of the Committee</u>

   The consultant shall submit a preliminary written report that includes the results of the consultant's study for the deliverables (1) to (3) inclusive, set forth in this Scope of Work, which must include any recommended changes to Nevada's school funding model or any recommendations for improvement to that model. The preliminary written report must be submitted on or before August 1, 2012, with a final written report due on or before August 28, 2012.

   As part of the Scope of Work, the consultant must be prepared to attend at least two (2) meetings of the Committee to Study a New Method of Funding for Public Schools in Nevada. At the first meeting, the consultant shall provide the Committee with a preliminary written report based upon the results of the study that includes the findings of the consultant's study for the deliverables (1) to (3) inclusive, and must be available to answer questions from the Committee. At the second meeting, the consultant shall present a final report with any recommendations for changes or improvement to Nevada's school funding model and shall assist the Committee with any final questions pertaining to the study. The cost of attending Committee meetings must be included as part of the proposal's budget as no additional funding will be made available for consultant travel costs.

   Staff from the LCB and Nevada Department of Education (NDE) will be available to assist the consultant in the gathering of Nevada-specific information and data needed to complete the Scope of Work. However, the amount of time and resources necessary to assist the consultant should not interfere with the daily workload or require overtime by the staff of the LCB or the NDE. Proposals should include an anticipated schedule for LCB and NDE staff and resources necessary to assist the consultant in completing the project.

III. PROPOSAL PREPARATION AND SUBMISSION

Proposals shall be prepared in accordance with this Request for Proposals and must incorporate this document. Proposals may be submitted on paper or electronically. All proposals must be received by the Fiscal Analysis Division on or before **5:00 p.m. PST, on Friday, April 6, 2012**. If a proposal is submitted on paper, one (1) original and six (6) copies must be submitted by the deadline date. If submitted in paper form, consultants who do not submit the required number of copies may be disqualified. **No allowance will be made for late submission.**

Proposals on paper must be submitted to:

Julie Waller, Senior Program Analyst
Fiscal Analysis Division
Legislative Counsel Bureau
401 South Carson Street
Carson City, Nevada 89701-4747

Proposals in electronic format must be submitted to:

jwaller@lcb.state.nv.us

The consultant's company name shall appear on each page of the proposal. The person signing the proposal must initial any erasures, cross-outs, alterations, or other changes.

The person signing the proposal must be authorized to legally commit the consultant and conduct negotiations or discussions if requested and/or required.

Proposals that are incomplete, appear unrealistic in terms of technical commitments, demonstrate a lack of technical competence, or are indicative of a failure to comprehend the complexity and risk of a contract may be rejected.

The LCB reserves the right to alter, amend, or modify any provision of this Request for Proposals, or to withdraw this Request for Proposals at any time before awarding the contract. Any revision will be sent to all known interested parties and posted in the same places as the original Request for Proposals.

The LCB reserves the right to reject any or all proposals, to waive any informalities and/or minor irregularities, and to make the award in the best interest of the Nevada Legislature, with or without further discussion or negotiations.

The LCB assumes no liability for any cost incurred by consultants in the preparation, delivery, or any subsequent meetings relative to responses to the Request for Proposals, or any costs incurred by consultants for travel and other expenses if an oral presentation is requested in the evaluation of proposals.

Proposals may be modified by the consultant at any time, in written or electronic form, prior to the closing date at 5:00 p.m. PST, on **April 6, 2012**. If modified in written paper form, one original and six copies are required for each modification submitted.

Proposals may be withdrawn at any time, by written notice to the LCB. Proposals or modifications received after the closing date of 5:00 p.m. PST, on **April 6, 2012**, will not be considered.

Responses to this Request for Proposals will be the primary source of information used in the evaluation process. Therefore, consultants are requested and advised to be as complete as possible in the initial response. However, the LCB may 1) contact any consultant to clarify any response, 2) contact any current users of a consultant's services, 3) solicit information from any available source concerning any aspect of the proposal, and 4) seek and review any other information it deems pertinent to the evaluation process.

IV. USE OF SUBCONTRACTORS

If necessary due to the specific skills or tasks required to complete the Scope of Work in this Request for Proposals, the consultant may subcontract with one or more individuals or groups to perform those specific tasks or duties. If a consultant intends to subcontract for services to perform any portion of the Scope of Work, the proposal submitted to the LCB must include the name of the individual or group with which the consultant intends to subcontract, the portion of the Scope of Work for which the subcontractor is to be utilized, the qualifications and prior experience of the subcontractor relative to the specified tasks or duties, and the costs required for the subcontractor to perform these duties.

V. CONFIDENTIALITY OF PROPOSALS

Proposals submitted in response to this Request for Proposals will be kept confidential by LCB staff until the day following the deadline for submission of proposals at which time the proposals will be made available to the public upon request.

VI. EVALUATION OF PROPOSALS

The Committee to Study a New Method of Funding Public Education in Nevada will evaluate the proposals, but reserves the right to delegate the review of proposals to a subcommittee or to staff of the LCB. Proposals will be evaluated on all factors, including, but not limited to:

1. Responsiveness of proposal to the Request for Proposals.

2. Functional and technical merits of proposal.
   A. Qualifications of consultant.
   B. Qualifications of assigned staff.

C. Prior experience.
D. Project work plan and timeline to complete the specific components of the Scope of Work.
E. Understanding of technical requirements.
F. Understanding of Nevada's K-12 education funding methodology.

3. Use of subcontractor (if applicable).
   A. Scope of Work to be completed by subcontractor.
   B. Qualifications of subcontractor to complete the specified Scope of Work.
   C. Prior experience of the subcontractor related to the specified Scope of Work.
   D. Project work plan and timeline for the subcontractor to complete the specified Scope of Work.
   E. Understanding of the technical requirements of the specified Scope of Work to be completed by the subcontractor.
   F. Itemized cost associated with the services provided by the subcontractor.

4. Proposed method to accomplish the Scope of Work.

5. Itemized cost associated with the specific components of the Scope of Work.

6. An oral presentation to the Committee by the consultant may be requested.

   (The order listed above is not necessarily an indication of the relative importance of these factors.)

VII. PUBLICITY

No announcement concerning the awarding of the contract as a result of the Request for Proposals can be made by the successful consultant without the prior written approval of the LCB. Additionally, the successful consultant shall not use in its external advertising, marketing programs or other promotional efforts, any data, pictures, or other representations of the state of Nevada, the Nevada Legislature or the LCB, except on the specific advance written authorization by the LCB.

VIII. LIABILITY INSURANCE

1. During the term of the agreement, the successful consultant shall maintain comprehensive public liability and property damage insurance coverage of not less than $1,000,000 in a form and with an insurer or insurers acceptable to the LCB. The policy shall be a combined single limit, bodily injury and property damage, against liability arising out of the services of the successful consultant, its officers, employees, subcontractors and agents, on the project. The successful contractor agrees to name the state of Nevada, the Nevada Legislature, its officers, employees and agents as additional insureds on the policy. The successful consultant may comply with the requirements of this section by endorsement to any blanket policy of insurance carried by the successful consultant provided that the blanket policy meets the requirements of

this section. The cost to provide the liability insurance required by this section must be stated separately in the response to this Request for Proposals.

2. Evidence of the policy or policies required by paragraph 1 must be furnished to the LCB at the time of the signing of the agreement and thereafter from time to time as reasonably requested by the LCB. Such evidence must show that the policy or policies shall not be modified or terminated without at least 30 days prior, written notice to the LCB.

IX. INDEMNIFICATION

1. The successful consultant agrees to hold harmless, indemnify and defend the state of Nevada, the Nevada Legislature and their officers, employees and authorized agents against any claim, action, loss, damage, injury, liability, cost and expense of any kind or nature arising from the consultant's breach of the representations, warranties or obligations under the agreement or from the consultant's negligent acts or omissions in performing the agreement.

2. In any claim against the state of Nevada or the Nevada Legislature, their officers, employees and authorized agents by any employee, any subcontractor of the successful consultant, or any person directly or indirectly employed by any of them, or any person for whose acts any of them may be liable, this indemnification shall not be limited in any way by any limitation on the amount or type of damages, compensation, or benefits payable by or for the successful consultant or any subcontractor under workers' compensation acts, disability benefits acts, or other employee benefit acts.

3. The remedy provided by the indemnification set forth in this section is in addition to, and not in lieu of, any other remedy. This indemnification must not be diminished or limited in any way to the total limit of insurance required by the agreement or otherwise available to the successful consultant.

X. TERMINATION

1. The LCB may at any time, for its convenience and without cause, terminate all or part of the agreement. To terminate the agreement pursuant to this paragraph, the LCB must deliver a notice of termination without cause. Termination of the agreement pursuant to this paragraph shall be within the sole discretion of the LCB and shall become effective upon receipt by the contractor of the notice of termination without cause. The LCB's liability to the contractor with respect to termination without cause is limited to the reasonable costs incurred by the contractor before the effective date of the termination, but not to exceed the maximum fixed fee for the agreement. If requested, the contractor shall substantiate any cost submitted for payment with proof satisfactory to the LCB. This paragraph does not apply to termination for cause.

2. The contractor is in default of the agreement and the LCB may terminate the agreement for cause if the LCB determines any one of the following:

   A. The quality of the work performed by the contractor is unacceptable;
   B. The contractor fails to comply with the terms of the agreement to the satisfaction of the LCB;
   C. The project is more than 30 days behind schedule;
   D. The contractor has breached the agreement in any other respect; or
   E. The contractor has sought, or been forced to seek, protection under the Federal Bankruptcy Act.

3. The LCB is in default of the agreement if, at any time, the LCB materially breaches any term of the agreement.

4. To terminate the agreement for cause, the non-defaulting party shall send to the defaulting party a notice of default. Termination shall become effective ten (10) days after the defaulting party receives the notice of default unless during those ten (10) days the defaulting party cures the default.

5. If the LCB terminates the agreement for cause, the LCB is not liable for any costs incurred by the contractor and the LCB may procure the services from other sources and hold the contractor liable for any excess cost occasioned thereby.

XI. PAYMENT

The consultant will be required to submit monthly progress reports and will be allowed to submit itemized bills to the LCB with those reports. The LCB will pay each bill within 30 days after approval of the bill and any associated progress report by the LCB. Ten percent (10%) will be withheld from each payment and will be paid within 30 days after the consultant has completed all of the deliverables and services set forth in the contract between the parties.

XII. NO ASSIGNMENT, TRANSFER OR DELEGATION

The successful consultant shall not subcontract, assign, transfer or delegate, or otherwise dispose of any rights, obligations or duties under the contract without the prior written consent of the LCB.

XIII. INDEPENDENT CONTRACTOR

The parties agree that the successful consultant is an independent contractor and is not a state employee and there will be no:

1. Withholding of personal income taxes by the state of Nevada;

2. Industrial insurance coverage funded by the state of Nevada;

3. Participation in group insurance plans which may be available to employees of the state of Nevada;

4. Participation or contribution by either the independent contractor or the state of Nevada to the Public Employees' Retirement System;

5. Accumulation of vacation leave or sick leave; or

6. Unemployment compensation coverage provided by the state of Nevada.

XIV. CONFIDENTIALITY OF INFORMATION

The successful consultant must agree to maintain the confidentiality of any information, records, and data obtained for the purpose of performing its duties under the contract. The successful consultant must further agree not to use such information for any purpose other than its performance under the contract and that it will require its employees and subcontractors to comply with the confidentiality requirements of this section.

XV. STATE OWNERSHIP

All work performed and all reports, materials, work products and deliverables prepared for the LCB and the Committee to Study a New Method of Funding Public Schools in Nevada pursuant to the contract are the property of the state of Nevada and all title and interest therein shall vest in the LCB and shall be deemed to be a work made for hire and made in the course of the services rendered hereunder. To the extent that title to any such reports, materials, work products and deliverables may not, by operation of law, vest in the LCB or such reports, materials, work products and deliverables may not be considered works made for hire, all rights, title, and interest therein must be irrevocably assigned to the LCB. All such reports, materials, work products and deliverables shall belong exclusively to the LCB, with the LCB having the right to obtain and to hold in its own name copyrights, registrations or such other protection as may be appropriate to the subject matter, and any extensions and renewals thereof.

The successful consultant shall agree not to use, willingly allow, or cause to have such reports, materials and work products used for any purpose other than the performance of its obligations under the contract without the prior written consent of the LCB.

Further, the successful consultant shall agree to give to the LCB and any person designated by the LCB, reasonable assistance, at the expense of the state of Nevada, required to protect the rights defined in this section. Unless otherwise requested by the LCB, upon the completion of the services to be performed, the successful consultant shall immediately turn over to the LCB all reports, materials, work products and deliverables developed pursuant to the contract.

XVI. PROJECT RECORDS

The consultant must agree that the books, records, documents and accounting procedures and practices of the consultant relevant to the agreement are subject to inspection, examination, audit and copying by a person designated by the LCB, at reasonable times and with reasonable notice. The LCB may request at any time, and the consultant shall provide, any such documentation in a form acceptable to the LCB at a location determined by the LCB.

The successful consultant must further agree to preserve and make available any books, records and documents relevant to the performance of the contract for a period of three (3) years after the date of final payment under the contract. If the contract is completely or partially terminated, the books, records and documents relating to the work terminated shall be preserved and made available for a period of three (3) years after the date of any resulting final settlement.

XVII. COMPLIANCE WITH LAWS

The successful vendor shall comply with all applicable federal, state, county, and local laws, ordinances, regulations, and codes in the performance of its duties under the contract.

XVIII. REQUEST FOR PROPOSALS APPLICATION

INSTRUCTIONS: Thoroughly complete all information requested starting as follows (1 through 6). Provide any additional information regarding your company that would be helpful in evaluating your proposal. Proposals may be submitted on paper or electronically. **If the proposal is submitted in paper form, please submit ONE (1) ORIGINAL AND SIX (6) COPIES with your proposal.**

All proposals must be received by the Fiscal Analysis Division of the LCB on or before **5:00 p.m. PST, on Friday, April 6, 2012**. **No allowance will be made for late submission.**

QUESTIONS: All questions pertaining to this Request for Proposals must be made in writing to Julie Waller at jwaller@lcb.state.nv.us. Questions will be accepted until 5:00 p.m. PST, on March 19, 2012. To the extent possible, responses to all vendor questions will be posted publicly on the legislative website at http://www.leg.state.nv.us/App/rfp/A/Default.aspx by 5:00 p.m. PST, on or before March 26, 2012.

1. CONSULTANT SUMMARY INFORMATION

   A. FIRM NAME
   B. ADDRESS
   C. TELEPHONE
   D. CONTACT PERSON
   E. FEDERAL TAX ID #

2. DESCRIPTION OF COMPANY

Describe your company, including organizational structure, age, location of offices, experience, financial stability, and qualifications of key personnel assigned to the project.

3. COMPANY OWNERS

If not a publicly held company, provide a complete list of owners and officers of company.

4. PROJECT WORK PLAN AND TIMELINE

The proposed work plan must include a detailed plan and time schedule identifying the work activities that must occur, responsibilities of the consultant and the final products that will be produced.

5. COST – INCLUDING ITEMIZATION OF SCOPE OF WORK COMPONENTS

The cost proposal must include an itemization of the cost associated with Sections 1 through 4 of the Scope of Work and the itemized cost of each component specified in subsections (A) through (B) of Sections 1 through 3.

6. CURRENT REFERENCES FOR THE LEGISLATIVE COUNSEL BUREAU

List a minimum of four (4) references, including the name of a contact person, name of company, address, and telephone number who the LCB may contact. References which can speak to prior work engagements with similar scopes of work and higher education are preferable.

Senate Bill No. 11–Committee on Finance

CHAPTER..........

AN ACT relating to public school finance; directing the Legislative Commission to appoint a committee to conduct an interim study concerning the development of a new method for funding public schools in this State; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Under existing law, the Nevada Plan for School Finance provides for the financial support of the school districts, charter schools and university schools for profoundly gifted pupils. The formula in the Nevada Plan is expressed as: State financial aid to school districts equals the difference between school district basic support guarantee and local available funds produced by mandatory taxes minus all the local funds attributable to pupils who reside in the county but attend a charter school or a university school for profoundly gifted pupils. (NRS 387.121) **Section 22** of this bill directs the Legislative Commission to appoint a committee to conduct an interim study concerning the development of a new method for funding public schools in Nevada.

EXPLANATION – Matter in ***bolded italics*** is new; matter between brackets ~~[omitted material]~~ is material to be omitted.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Sections 1-20. (Deleted by amendment.)

Sec. 21. The Legislature hereby finds and declares that:

1. In 1967, the Legislature, as a response to circumstances prevailing at the time and to allow the State to fulfill its responsibility to appropriately fund public schools, adopted a new method, known as the Nevada Plan, for funding public schools;

2. By considering and adopting the Nevada Plan, the Legislature recognized that changing circumstances in the State and changes in the student population in the State would necessitate changes to the Nevada Plan;

3. In 2011, the State and its public schools face remarkably different conditions than in 1967;

4. Nevada is home to both one of the largest school districts in the nation and one of the smallest school districts in the nation;

5. The educational needs and demographic characteristics of students in the public schools vary widely and have disparate impacts on the ability of each student to have a quality education;

6. The fundamental purpose of the State's public education system is to ensure a reasonably equal opportunity for each student to have a quality education;

7. The needs and characteristics of each student have a direct influence on the ability of that student to take advantage of an opportunity for a quality education;

8. Recent education reforms, including the adoption of common core standards, the advancement of empowerment schools and charter schools, the creation of the Teachers and Leaders Council of Nevada and other important advancements in the public education system will enhance the ability of public schools to meet the needs of individual students;

9. Such reforms are specifically designed to improve and advance the purpose of the State's public education system and to help prepare students for higher education and for careers;

10. The success of these reforms depends on a funding method that effectively meets the variety of individual student needs and characteristics inherent in an ever-growing and increasingly diverse student body;

11. Recent economic problems in the State have illustrated the necessity of using every public dollar to its maximum benefit;

12. Many other states use funding systems based on individual student needs and characteristics to advance their goals regarding student achievement; and

13. A new method for funding public schools in this State is necessary to continue to improve and advance the purpose of the State's public education system.

Sec. 22. 1. The Legislative Commission shall appoint a committee to conduct an interim study concerning the development of a new method for funding public schools in this State.

2. The committee must be composed of six Legislators as follows:

(a) Three members appointed by the Majority Leader of the Senate, at least one of whom must be appointed from the membership of the Senate Standing Committee on Education during the 76th Session of the Nevada Legislature; and

(b) Three members appointed by the Speaker of the Assembly, at least one of whom must be appointed from the membership of the Assembly Standing Committee on Education during the 76th Session of the Nevada Legislature.

3. The committee shall consult with and solicit input from individuals and organizations with expertise in matters relevant to the purpose of developing a new method for funding public schools in this State.

4. Any such method proposed by the committee must:

(a) Be consistent with the constitutional responsibility of the Legislature to provide for a uniform system of common schools; and

(b) Account for, and be based on, differences in the needs and characteristics of individual students.

5. The committee shall submit a report on its findings, including, without limitation, any proposed methods for funding public schools in this State and any recommendations for legislation, to the 77th Session of the Nevada Legislature.

6. The committee shall carry out the duties of this section only to the extent that money is available to do so from sources including, without limitation, gifts, grants and donations.

Sec. 23. This act becomes effective on July 1, 2011.

AMERICAN INSTITUTES FOR RESEARCH®

Study of a New Method of Funding for Public Schools in Nevada

Technical Proposal

April 6, 2012

Submitted To: Julie Waller
Senior Program Analyst, Fiscal Analysis Division
Nevada Legislative Counsel Bureau
401 South Carson Street
Carson City, NV 89701-4747
E-mail: jwaller@lcb.state.nv.us

Submitted By: American Institutes for Research
1000 Thomas Jefferson Street, NW
Washington, DC 20007
Nilva da Silva
202-403-5086
E-mail: ndasilva@air.org
Tax Identification Number: 25-0965219

[redacted]

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AMERICAN INSTITUTES FOR RESEARCH®

April 6, 2012

Julie Waller
Senior Program Analyst, Fiscal Analysis Division
Nevada Legislative Counsel Bureau
401 South Carson Street
Carson City, NV 89701-4747

RE: *Study of a New Method of Funding for Public Schools in Nevada*

Ms. Waller:

American Institutes for Research (AIR) is pleased to submit its proposal, *Study of a New Method of Funding for Public Schools in Nevada to the Nevada Legislative Counsel Bureau*.

Founded in 1946, AIR is one of the largest not-for-profit behavioral and social science research organizations in the world. We are committed to empowering communities and institutions with innovative solutions to the most critical education, health, workforce, and international development challenges. With 1,500 global employees, AIR's foundation is in education research and the application of those findings in the field. We currently stand as a national leader in teaching and learning improvement, providing the research, assessment, evaluation, and technical assistance to ensure that all students—particularly those facing historical disadvantages—have access to a high-quality, effective education.

We have enclosed one electronic version of the proposal as requested. Please direct contractual questions about this proposal to Nilva da Silva, Contracts Officer, at 202-403-5086 or ndasilva@air.org. For technical questions, please contact Jesse Levin at 650-843-8270 or jlevin@air.org.

Thank you for your consideration.

Sincerely,

Hans Bos
Vice President
Education, Human Development, and the Workforce

Contents

Consultant Summary Information

American Institutes for Research
1000 Thomas Jefferson Street, NW
Washington, DC 20007
Nilva da Silva, Contracts Officer
202-403-5086
E-mail: ndasilva@air.org
Tax Identification Number: 25-0965219

Description of Company

Founded in 1946, American Institutes for Research (AIR) is one of the largest behavioral and social science research organizations in the world. AIR was incorporated August 11, 1948, in Pittsburgh, Pennsylvania. The not-for-profit is committed to empowering communities and institutions with innovative solutions to the most critical challenges in education, health, workforce, and international development. With nearly 1,500 total global employees, AIR's foundation is in education research. The organization currently stands as a national leader in teaching and learning improvement, providing the research, assessment, evaluation, and technical assistance to ensure that all students—particularly those facing historical disadvantages—have access to a high-quality, effective education.

Headquartered in Washington, D.C., AIR has domestic offices in Atlanta, Georgia; Baltimore, Frederick, and Silver Spring, Maryland; Chapel Hill, North Carolina; Chicago and Naperville, Illinois; Columbus, Ohio; Concord, Massachusetts; Honolulu, Hawaii; New York, New York; and Sacramento, San Diego, and San Mateo, California. It also currently works in 27 countries in Africa, Asia and the Middle East, Europe, Latin America and the Caribbean, and South America, and operates project offices in Egypt, Ethiopia, Georgia, Haiti, Honduras, Kenya, Liberia, Malawi, Nicaragua, Pakistan, South Africa, and Zambia.

The AIR leadership is rich in vision, educational background, and professional experience. The team ensures that the work and the organization are aligned with the articulated mission, values, and strategies; that business and fiscal practices are legally sound and regulation compliant; that the organization is client focused; and that all of our work meets the highest standards of quality, efficiency, and effectiveness. Governing and guiding the work of AIR is a board of directors composed of nationally recognized education, social science, business, and health leaders who are responsive to needs, sensitive to constraints, and driven to high-quality results.

Clients from nonprofit organizations, foundations, corporations, and all levels of government turn to AIR for research, leadership thinking, and strategy. Selected clients include the United States Agency for International Development (USAID), U.S. Department of Education, National Center for Education Statistics, National Institutes of Health, Department of Defense Education Activity (DoDEA), Bill & Melinda Gates Foundation, Ford Foundation, Intel Education Initiative, Microsoft, Motorola, and the Virtual High School Global Consortium.

The American Institutes for Research (AIR) has the financial capability, working capital and fiscal resources necessary to perform all work described in the RFP. AIR has a solid, long term relationship with Sun Trust bank and good credit standing with our vendors. Our existing equity and established commercial lines of credit are sufficient to provide the working capital necessary to complete work awarded through task orders issued to us.

AIR is audited on an annual basis. Financial and A-133 audits are conducted by an independent audit firm that performs annual audits. AIR is also audited on a regular basis by the Defense Contract Audit Agency (DCAA) which also reviews and approves the AIR provisional negotiated indirect rate agreement (NICRA). All completed audits and financial reviews have confirmed that AIR is in full compliance with required accounting standards. Annual up to date, DCAA issued letter of provisional indirect rate is available upon request.

Education, Human Development, and the Workforce

The Education, Human Development, and the Workforce (EHDW) program at AIR is committed to applying the best research evidence available to further human development and potential, increase success in the workplace, and ensure that all students have access to a high-quality effective education. The division's more than 400 staff work to illuminate the root causes of the most pressing education and workforce challenges and to measure the impact of the best known solutions. We ask the difficult questions to increase the field's understanding of what works and why, and our answers drive positive change.

EHDW program staff manage a diversified portfolio of work comprising more than 250 contracts and grants—ranging from direct consulting assignments to multiyear research and technical assistance projects—from a variety of government, public, and private sector clients. AIR operates several federally funded research and technical assistance centers including Great Lakes East Comprehensive Center, Great Lakes West Comprehensive Center, National Center for Technology Innovation, National Center on Response to Intervention, National Charter School Resource Center, National Comprehensive Center for Teacher Quality, and National High School Center.

Our Expertise

EHDW is known for:

- Conducting rigorous research that provides insight into how interventions work, when they work best, and for which populations.
- Identifying, collecting, analyzing, and presenting data to promote action for improvement.
- Applying research to develop state-of-the-art tools and processes to transform organizational and educational practices.
- Informing public policy discussions by translating research and synthesizing trends.
- Implementing innovative approaches and strategies directly with organizations, schools, districts, and states to improve outcomes and create the right conditions for lasting change.

Our expertise includes district and school improvement, educator effectiveness, expanded learning, special education, and STEM (science, technology, engineering, and mathematics) but extends beyond K–12 education. We also have deep knowledge of early childhood development, college and career readiness, higher education, organizational effectiveness, school finance policy, and workforce development. The EHDW adult learning work focuses on the needs of English learners, adults seeking to enhance their literacy skills, and adult students who attend community colleges and alternative learning environments.

The expertise of the team that AIR is proposing for the conduct of the Nevada study is multi-faceted. Though we have selected only a few specific examples for the purpose of this section of the proposal, it is important to recognize that we bring leadership to the Nevada study that consists of a long history of studies related to school finance adequacy, equity, and resource allocation. In the past ten years, Drs. Chambers and Levin have collaborated on school finance reform studies in California, New Mexico and New York, as well as studies of resource allocation and costs of educational services focused on several major educational programs, including early intervention, regular K-12 programs, special education, and compensatory education (e.g., Title I and other programs covered by No Child Left Behind and earlier versions of the ESEA legislation).

The AIR research team exhibits considerable professional experience related to adequacy and equity in school funding, costs of special need populations, regional cost differences related to teacher markets, cost differences related to economies of scale, labor market economics, and legal aspects of education finance reform.

- **Adequacy and equity** – Drs. Chambers and Levin have written extensively and published widely on issues of adequacy and equity in school funding. Drs. Chambers developed the original cost-based funding model directed toward addressing issues of adequacy and equity in school finance.
- **Costs of special need populations** – Dr. Chambers has conducted numerous studies directed at understanding the patterns of expenditure and resource allocation for students with disabilities and students in poverty. See, for example, the work in the last 10 years on the Special Education Expenditure Project and the Center for Special Education Finance, the analysis of special education funding systems and the studies of Title I and other federal programs (the Study of Education Resources and Federal Funding and the Targeting and Resource Allocation Component of the National Longitudinal Study of NCLB).
- **Regional cost differences** – Dr. Chambers published some of the earliest articles on the topic of geographic/regional cost differentials in education. For the National Center for Education Statistics (NCES) he developed a geographic cost of education index for every school district in the nation, which has since been widely used by researchers in the field for analysis of expenditure data. Moreover, Dr. Chambers has developed geographic cost of education indices (GCEI) for several states.[1]

1.

[1] These include Missouri (Chambers, 1978a), California (Chambers, 1978b, 1981a), Florida (Chambers & Vincent, 1980), Illinois (Chambers & Parrish, 1982), Alaska (Chambers & Parrish, 1984 and Chambers, Taylor, & Robinson, 2003), and New York (Chambers et al., 2004).

- **Labor economics** – Drs. Chambers and Levin hold Ph.D.'s in economics with specialized training in labor economics and have published widely about labor markets for school personnel.
- **Scale economies in schools and districts** – The resource cost models developed for Illinois (Chambers & Parrish, 1982), Alaska (Chambers & Parrish, 1984), and New York (Chambers et al., 2004) were specifically designed to address the adequacy needs in the context of schools and districts over a considerable range in size. Explicit modeling of cost differences related to school and district size were incorporated into the models and ways of applying these cost differences in funding formulas were devised.
- **50-State Finance Systems** – Professor Verstegen published an early survey of the states for the Education Commission of the States (1990) and recently published the results of a comprehensive 50-state survey of school finance policies and programs, with a focus on finance components for children with special educational needs. She has recently updated the 50-state survey with data from 2011.
- **Expert Knowledge of Nevada School Finance** – Professors Jordan and Verstegen both have special expertise and knowledge of Nevada school finance and have previously published research reports on Nevada school finance reform (see, for example, Jordan and Verstegen (2009) and Verstegen et al. (2010)).

The following is a selected listing of relevant AIR projects on which the key staff proposed for this project has been involved. An abstract for each, as well as client information, is included.

(1) An Independent Comprehensive Study of the New Mexico Public School Funding Formula

Key AIR Staff:	Dr. Jay Chambers (Principal Investigator)/ Dr. Jesse Levin (Project Director)
Contract Duration:	August, 2006 – July, 2008
Clients:	State of New Mexico
Contract Value:	$894,112

Abstract: This study tapped elements of the three primary costing-out methodologies (professional judgment, expert/evidence-based, and successful schools), in order to calculate the cost of providing an adequate education to all public school students New Mexico. The hybrid model developed by AIR was originally used in the 2004 New York Adequacy Study and more recently applied in California. The approach we proposed directly incorporated issues of efficiency within the context of adequacy and equity in thinking about school funding.
The entire process and set of tasks were designed to develop a foundation from which we will be able to estimate the total amount of the investment necessary for providing the level of excellence demanded in K-12 education in New Mexico. Our analysis provided an estimate of the costs for every school and for every school district in the state to achieve these goals. The AIR team worked with a Policy Advisory Panel and the New Mexico Funding Formula Task Force to determine the best ways to operationalize the analysis and to translate the results of the study into a viable and meaningful funding formula that will help the schools, districts, and the state to achieve mutually agreed upon goals of the public school system in New Mexico.

Completion of this project included the delivery of a newly developed public school funding formula designed to distribute funding to districts and charter schools in an equitable manner based upon student needs and scale of operations. In addition, AIR provided a calculator tool to apply the new funding formula that could be updated with new data from year to year. Analyses on the total amount of funding that would be necessary to provide an adequate education was also produced, in addition to a phase-in analysis of how funding increases could be implemented in a gradual manner. Finally, AIR used this information to help the New Mexico Legislative Council Service draft a bill and supported attempted passage of this bill in the legislative session from January to February, 2008.

Contact: Jonelle Maison
Legislative Council Service
411 State Capitol
Santa Fe, NM 87501

(2) A Study of Adequacy and Efficiency in California Education

Key AIR Staff:	Dr. Jay Chambers (Project Director)/Dr. Jesse Levin (Task Leader)
Contract Duration:	December, 2005 – November, 2006
Clients:	Stanford University, William and Flora Hewlett Foundation
Contract Value:	$600,000

Abstract: This project will attempt to determine the resources, best practices and subsequent costs of providing an adequate education in California public schools. This study will be composed of five related components: 1) Beating-the-Odds Analysis: this analysis will classify schools by degree of success, and will use the results to compare the patterns of resource allocation and other factors that distinguish the highest-performing from the lowest-performing schools across the state of CA. 2) Charter Schools Analysis: in-depth analysis of the allocation of resources and related practices occurring in the ever-expanding population of charter schools across the state of California. 3) Evidence-Based Analysis: drawing upon the research literature of evidence-based analysis we will prepare a paper summarizing the limitations of this approach in evaluating the question of adequacy in education. 4) Professional Judgment Cost Analysis: we will organize two independent professional judgment panels. These will be selected from schools and districts located in metropolitan and non-metropolitan areas. The ultimate goal will be to estimate the total cost of providing "adequate" educational services in California, as well as marginal cost differences associated with the scale of school/district operations, and serving special need populations. 5) Analysis of Adequacy for Special Need Populations: we will focus on the practices, patterns of resource allocation, and subsequent costs of providing an "adequate" education to students with special needs.

Contact: Susanna Loeb,
Stanford University
520 Galvez Mall
Stanford, CA 94305

(3) How Much is Needed? Measuring "Adequate" Educational Investments in Individual Schools and Districts in the State of New York – The New York Adequacy Study

Key AIR Staff: Dr. Jay Chambers (Project Director)/
Dr. Jesse Levin (Deputy Project Director)
Contract Duration: February 24, 2003 – March 31, 2004
Clients: Atlantic Philanthropies, The Bill and Melinda Gates Foundation, and the Ford Foundation through the Campaign for Fiscal Equity
Contract Value: $1,194,497

Purpose: This project attempted to answer the question, how much is needed to adequately fund the public schools of New York State. The study included the development of a system capable of providing a rational, comprehensive, and defensible allocation of dollars to schools, i.e., sufficient funds to meet the special needs of all students. A distinguishing feature of this state adequacy study is that it explicitly included services for students with disabilities, students living in poverty, and those requiring English language learner services.

Approach: This project involved collaboration between AIR and Management Analysis & Planning, Inc. (MAP). AIR and MAP had panels of professional educators design programs and specify the resources needed to provide students of all backgrounds in New York State "a full opportunity to pass the Regents' Examination." AIR used various statistical analysis techniques to determine the cost of a sound basic education based on these resource configurations.

Contact: Michael Rebell
Campaign for Fiscal Equity
6 East 43rd Street
New York, NY 10017

(4) Do Schools in Rural and Nonrural Districts Allocate Resources Differently? An Analysis of Spending and Staffing Patterns in the West Region States

Abstract: The study looked at five cost factors that may influence school district resource allocation. The first three cost factors are commonly thought to be related specifically to districts in rural locales: district enrollment, student population density within a district (students per square mile), and drive time to the nearest urban area/cluster. The other two factors, student needs (incidence of students living in poverty, English language learner students, and students receiving special education services) and geographic differences in labor costs, are generally believed to be related to resource allocation in rural and nonrural school districts. Using regression analysis, the study modeled how relationships varied between each of these cost factors and several measures of resource allocation. The measures are:

- Per-student expenditures on instruction, administration, and student support services, and transportation;
- Ratios of instructional, administrative, and student support staff to students; and
- Ratio of spending on district administration, as well as maintenance and operations, to school level spending (overhead ratio).

The study also looked at whether there were differences across study states in the relationship between the three cost factors associated with rural locale, and resource allocation.

Key AIR Staff: Dr. Jay Chambers (Principal Investigator)/
Dr. Jesse Levin(Project Director)
Contract Duration: April , 2009 – November, 2009
Client: Regional Education Laboratory West (IES)
Contract Value: $169,675

Contact: Catherine Walcott, Director of Strategic Initiatives
730 Harrison Street
San Francisco, CA 94107-1242

(5) Alaska School District Cost Study

Key AIR Staff: Dr. Jay Chambers (Project Director)
Contract Duration: October 15, 2001 – June 30, 2003
Client: Alaska State Legislature,
Contract Value: $348,834

Purpose: The purpose of the study was to allow the state of Alaska to equalize the spending power of education funding in school districts throughout the state. Alaska was provided a computational model for this purpose that could be updated as new data became available.

Approach: AIR provided a report and statistical model describing the derivation of geographic cost differentials that could be used as part of the formula that allocated K-12 funding in Alaska. The report addressed cost differences within and between districts, and considered costs within and outside of the education system.

Results: The costs of four major categories of school inputs were analyzed as part of this study:

- *personnel services*
- *energy services*
- *supplies, materials, and small capital items*
- *travel*

Based on the study's analysis, the purchasing power of the educational dollar varied tremendously in the state of Alaska. Organizing the school districts by region revealed that the highest-cost districts in Alaska are located in the Far North (with average GCEIs of 1.38) and the Southwest (with average GCEIs of 1.31). The lowest-cost districts in the state are located in the Southeast (with an average GCEI of 1.07).

Contact: Heather Brakes
State Capitol, Room 121
Juneau, AK 99801-1182

(6) National Longitudinal Study of No Child Left Behind-Targeting and Resource Allocation Component (NLS-TRAC)

Key AIR Staff:	Dr. Jay Chambers (Principal Investigator)
Contract Duration:	June 2004 – present
Client:	US Dept. of Education
Approx. Contract Value:	$2,000,000

Purpose: The purpose of this study is to examine the patterns of spending in various federal education programs, the largest of which is the Title I program. This study will examine the patterns of allocation of funds to states, school districts, and schools, and it will explore how these funds are being utilized to meet the requirements of the program. It will also determine how these funds complement state and local resources expended on K-12 educational services.

Approach: This study addresses three research questions: (1) How are funds targeted to states, districts, and schools? (2) How are states, districts, and schools spending these federal funds? (3) How do these patterns of spending of federal funds compare to expenditure patterns of state and local funds?

The study is being conducted in conjunction with the NLS, which is collecting data from 1500 schools across 300 school districts across the nation. The data for the TRAC study are being collected for the 2004-2005 school year and will involve obtaining extant documents and files from states and local school districts.

Contact:	U.S. Dept. of Education, Planning & Evaluation Service 400 Maryland Avenue S.W. Washington, DC 20202-0001

(7) National Special Education Expenditure Project (SEEP)

Key AIR Staff:	Dr. Jay Chambers (Project Director)
Contract Duration:	January 2000 – present
Client:	Office of Special Education Programs in the U.S. Department of Education
Approx. Contract Value:	$5,125,000
Other Information:	Specific SEEP studies were completed for the states of Alabama, Nevada, Indiana, Kansas, Maryland, Missouri, New Jersey, New York, Ohio, Rhode Island, and the for Milwaukee Public Schools.

Through the Center for Special Education Finance (CSEF), the U.S. Department of Education contracted with AIR to conduct SEEP, a comprehensive, nationally representative study designed to provide national special education expenditure information. SEEP provided the first nationally representative special education expenditure data in 15 years.

The study provided in-depth information and analysis about:

- What are we spending on special education services in the U.S.?
- How does spending on special education students vary across types of public school districts?

- What are we spending on transportation services for students with disabilities?
- What are we spending on procedural safeguards in special education?
- How does special education spending vary by disability?
- What role do functional abilities play in explaining spending variations for students with disabilities?
- What are we spending on preschool programs for students with disabilities?
- Who are the teachers and related service providers who serve students with disabilities?
- How are special education teaching assistants used to serve students with disabilities?
- What are we spending on special education services in different types of schools?
- How does special education spending vary across states classified by funding formula, student poverty, special education enrollment levels, and income levels?

Data were collected by mailed surveys and requests for pre-existing documents and materials containing demographic, budget, and staffing information. A national database was compiled which represents states, districts, schools, teachers, and students: including all 50 states and the District of Columbia, 350 local education authorities, over 1,050 elementary, secondary, and special education schools. Also included were approximately 5,300 regular education teachers, more than 5,300 special education teachers and related service providers, over 2,000 special education teaching assistants, and nearly 10,000 special education students. Dr. Jay G. Chambers was the project director for SEEP.

Contact: Scott Brown
U.S. Dept of Education, Office of Special Education Programs
400 Maryland Ave., SW
Washington, DC 20202

(8) Study of Education Resources and Federal Funding (SERFF)

Key AIR Staff: Dr. Jay Chambers (Project Director)
Contract Duration: September 22, 1997 – June 22, 1999
Client: U.S. Department of Education
Approx. Contract Value: $1,545,393

Purpose: The study examined how federal education funds were used with other state and local resources to support teaching and learning, how decisions were made about the use of funds, how funds were targeted, and how the targeting of funds changed since the reauthorization of the Elementary and Secondary Education Act (ESEA) in 1994.

Approach: This study required gathering detailed information at the district and school level about the patterns of resource allocation and utilization related to Title I and other specific federal programs. Obtaining such information required structured surveys directed at district Title I directors, principals, and teachers. This detailed "ingredients" approach to data collection was developed and elaborated upon by Drs. Chambers and Parrish, who are the two principal senior staff leading the present project.

This approach is referred to as the *Resource Cost Model*, which is a bottom-up approach to the collection of data on educational service delivery systems. It organizes detailed information on individual resources according to the services they are designated to provide. The services might include professional development or consultation of resource teachers with regular classroom teachers, pull-out programs in resource rooms in specific curricular areas, integrated/inclusionary services provided in regular classrooms to students with special needs, or the administration and support of a parent volunteer program in the schools.

Results: Findings of the study helped inform decisions made by Congress and the President about six major federal education programs for their deliberations regarding reauthorization of ESEA in 1998. The six programs (Title I, II, III, IV, VI, Goals 2000) are all part of a federal initiative to improve America's schools, with the idea that the federal government appropriates and distributes the funds to the states and the states in turn distribute them to local school districts.

Contact: Stephanie Stullich
U.S. Department of Education, Planning and Evaluation Service
400 Maryland Ave.
Washington, DC 20202-0001

(9) Center for Special Education Finance (CSEF)

Key AIR Staff: Dr. Jay Chambers (Project Director)
Contract Duration: September 1992 – August 2004
Client: Office of Special Education Programs in the U.S. Department of Education
Approx. Contract Value: $2,250,000

The Center for Special Education Finance at AIR is funded by the Office of Special Education Programs (OSEP), for the purpose of developing and implementing an agenda for responding to federal, state, and local needs for special education finance data. CSEF was first established in 1992 to provide accurate, up-to-date information for policymakers at all levels. CSEF's mission is to address fiscal policy questions related to the delivery and support of special education services throughout the United States.

The Center implements strategies and studies to obtain information that is needed by state and local education agencies. Specific activities of the Center include the compilation of national special education expenditure statistics. These data allow analyses of per pupil expenditures for special education programs and the computation of individual program and service costs. The Center also conducts and contracts for special education finance policy studies on such topics as cost sharing, alternative financing approaches, and the relationship between special education finance alternatives and the services provided to children with disabilities. The Center also aggregates and exchanges information regarding state special education finance systems. The Center also has a program for the exchange and dissemination of the finance and cost data, and the results of the policy studies produced by the Center. The website is csef.air.org.

Since 1999, CSEF's major focus has been conducting the Special Education Expenditure Project (SEEP) — the first comprehensive, nationally representative study of special education spending to be undertaken in more than a decade. CSEF/SEEP staff are currently analyzing SEEP data and disseminating findings through a series of reports. Dr. Thomas Parrish is the director of CSEF.

Contact: Scott Brown
U.S. Dept of Education, Office of Special Education Programs
400 Maryland Ave., SW
Washington, DC 20202

Key Qualifications of Research Team

We believe that the team assembled is uniquely situated in terms of their background, experience and reputation to deliver a superior study that will meet the needs of the Legislative Counsel Bureau. The proposed work will be led by Dr. Jay Chambers (Co-Principal Investigator), a managing director at AIR who has 35 years of experience as a nationally recognized expert in school finance and education cost analysis, and has led numerous large-scale resource allocation and school finance studies for the U.S. Department of Education and many states across the country. Dr. Chambers will provide the conceptual leadership for the overall project. He will be joined by Dr. Jesse Levin (Project Director), a senior research economist at AIR who has worked closely on many projects with Dr. Chambers over the past 10 years and also has expertise in analysis of resource allocation and state funding systems. Dr. Levin will be responsible for the day-to-day operations of the study and serve as task leader on Objectives 2 (Analysis of Methods Used in Selected Comparable States for Addressing the Individual Student Needs and Special District Characteristics) and 3 (Provide Recommendations to Improve Nevada's Existing Formula).

AIR has also engaged the services of Dr. Teresa Jordan, emeritus professor of the University of Nevada, Las Vegas and Deborah Verstegen, Professor at the University of Nevada, Reno, to serve, respectively, as Principal Consultant and co-Principal Investigator for this project. Professors Jordan and Verstegen have special expertise and knowledge of Nevada school finance and have previously published research reports on Nevada school finance reform. Professor Jordan will be asked to take primary responsibility for conducting the analysis of the Nevada school finance system under Objective 1. Her work will outline the Nevada state school finance system and examine the student and district needs within the system that will be important for our analysis and recommendations. Professor Verstegen, an expert in state finance policy, will take primary responsibility for an analysis of states related to student and district special needs.

Professor Bruce Baker of Rutgers University will also serve as an external consultant to the project. Professor Baker is also a nationally recognized scholar in the field of education finance with an extensive publication record on adequacy and equity in education finance and funding special needs populations. His primary role will be to assist Dr. Levin on the investigations performed under Objectives 3 (Provide Recommendations to Improve Nevada's Existing Formula) and 4 (Deliverables and Attendance at Meetings of the Committee).

The remainder of this section provides a short cameo for each of the key members of the proposed research team. Complete resumes for each research team member are included in Appendix A.

Dr. Jay G. Chambers, a nationally recognized expert in school finance and education cost analysis, will serve as the proposed co-Principal Investigator. He will provide conceptual leadership for the project, offer guidance to the project staff during the course of the project, and will be substantively involved in the design and review of all project deliverables.

Dr. Chambers is a Senior Research Fellow and the Managing Director of the *Education and Public Sector Finance Business Development Group* at AIR. Dr. Chambers holds an appointment as a consulting professor in the Stanford University School of Education and served as the President of the American Education Finance Association in 2002-03. During 2002, Dr.

Chambers was appointed by President Bush to serve on the President's Commission on Excellence in Special Education to help formulate recommendations for reauthorization of the Individuals with Disabilities Education Act (IDEA). Over the past 35 years, he has directed large-scale studies related to programmatic and resource costs in education and has published numerous articles in professional journals and books on this subject. His research has covered virtually every major education or related service program from early intervention to vocational education for children from birth through secondary education. He has also written and conducted projects working directly with local school districts, state departments of education, and federal agencies to improve the quality of fiscal and cost information for school decision making. Prior to joining AIR, Dr. Chambers was president of the Associates for Education Finance and Planning, Inc. (1981-90), served as the Associate Director of the Institute for Research on Educational Finance and Governance at Stanford University (1978-85), and was on the faculties of University of Rochester (1975-78) and the University of Chicago (1973-75). Dr. Chambers earned his Ph.D. in economics from Stanford University in 1975.

Dr. Deborah Verstegen is Professor of finance, policy and leadership in the College of Education, University of Nevada, Reno, and will serve as a co-Principal Investigator. She was previously a faculty member in the Curry School of Education at the University of Virginia for 19 years; and served as an endowed chair in finance management at the University of Illinois, Urbana-Champaign. She is a co-author of the leading text on school finance used in graduate programs in higher education, Financing Education in a Climate of Change (with Brimley and Garfield, Pearson, 2012) and has developed an equity statistic, later given her name by researchers (the Verstegen Index). In 2011, she was selected as a Distinguished National Fellow in Finance by the National Education Finance Conference.

Dr. has served two terms on the Board of Directors of the American Education Finance Association and has provided counsel to the United States Department of Education's National Center for Education Statistics Technical Panel. She has served on the Advisory Board for the University Council in Educational Administration's Education Finance Center, serves as past president of the American Association of University Professors, Virginia conference and the American Education Research Association's SIG, Fiscal Issues, Policy and Education Finance. She serves on numerous editorial boards and has reviewed manuscripts for journals such as The Education Administration Quarterly, Economics of Education Review, Educational Considerations, Education Evaluation and Policy Analysis, The Journal of Education Finance, and The Journal of Law and Politics. She is past editor of the Journal of Education Finance, the premier scholarly journal in the field of education finance. Currently she serves as an Education Policy Editor for the JEF. Currently she serves as a member of the Board of Advisors for the National Education Finance Conference.

She is author or co-author of over 300 books, articles, monographs and chapters (including about 75 refereed journal publications). The focus of her scholarship is on equal opportunity and justice in the area of education finance, and the fiscal aspects of education policy at the state and national levels. Her writing has appeared in such journals as West's Education Law Reporter, Phi Delta Kappan, The Journal of Education Finance, Education Administration Quarterly, The Economics of Education Review, Education Evaluation and Policy Analysis, and Educational Policy. Her book, The Impacts of Legislation and Litigation on Public Education Finance (with Julie Underwood) was released by Harper and Row in 1990. Spheres of Justice in Education (with James Ward) were published by HarperCollins in 1991. Her textbook, *Financing Education in a Climate of Change* (with Brimley and Garfield) was released by Pearson, Inc. in 2012.

Professor Verstegen has been invited to provide counsel/assistance to such groups as the United States Department of Education, the Wisconsin State Legislature, the Colorado Commission on Higher Education, Utah's Department of Education, the Research and Development Center for Teacher Education, the Education Commission of the States, the National Governors' Association, National Conference of State Legislatures, the American Federation of Teachers, U.S. General Accounting Office, the Appalachia Education Lab, the Virginia Education Association, Texas State Education Agency, the Ohio Coalition of Rural and Appalachian School Districts, the Virginia Association of School Boards, The League of Women Voters of Virginia and the Virginia Association of School Superintendents. She was president of the Virginia Conference of University Professors and the American Education Research Association's Fiscal Issues, Policy and Education Finance (SIG). In 1997 she was awarded the Alumni Distinguished Service Award from the University of Wisconsin-Madison. She has served as expert witness in school finance litigation and published extensively on issues of equity, adequacy and equal opportunity in education including 50-state finance systems.

Dr. Jesse D. Levin is a Senior Research Economist at AIR. He will serve as Project Director of the study, taking responsibility for coordinating the joint effort of the research team, including the day-to-day operations of the project, for leading the analyses for study Objectives 2 and 3, and will also be responsible for drafting the final report.

Dr. Levin has been involved in a number of projects investigating educational production, school finance and adequacy, and resource allocation at AIR. Specifically, he has been involved in studies to redesign state school funding formulas, analyses of models for allocating resources to schools within districts, cost analyses of comprehensive high school reform models, and cost analyses of early intervention programs. Prior to joining AIR, Dr. Levin served as an Economics Researcher for the Institute for Research of Schooling, Labor Market and Economic Development (SCHOLAR) in the Netherlands, where he conducted research in the economics of education and labor economics and performed major countrywide studies of the efficacy of class size reduction, the differences in the effectiveness of private versus public schooling, and the rate of return to education. Published versions of his research have appeared as articles in peer-reviewed journals, books and magazines. He is co-recipient of the Association of Educational Service Agencies 2007 E. Robert Stephens Award for the research study "Similar Students, Different Results: Why Do Some Schools Do Better? A Large-Scale Survey of California Elementary Schools Serving Low-Income Students." Dr. Levin's doctoral dissertation, Essays in the Economics of Education, won honorable mention in the 2003-04 Association for Public Policy Analysis and Management (APPAM) Dissertation Award Competition. He also regularly serves as a referee for peer-reviewed journals such as *Economics of Education Review*, *Education Finance and Policy*, *Empirical Economics*, and the *Southern Economics Journal*. Dr. Levin received his Ph.D. in Economics from the University of Amsterdam and the Tinbergen Institute in 2002.

Dr. Teresa S. Jordan is a Professor Emerita of Urban Leadership at the University of Nevada, Las Vegas, and will serve as a principal consultant to the study. Her expertise is in the field of school finance. Her specialties include equity of state school finance programs, funding for special needs youth, and state level accountability systems. Specific research and public policy activities of Dr. Jordan related to this project include the following: an in-depth analysis of New Mexico's public school funding system and the development of a comprehensive state accountability program with rewards and incentives for New Mexico schools; a cost study for the funding of at-risk youth for the Texas Center for Educational Research; studies designed to improve the funding, staff development, and management of schools operated on Federal Indian Reservations by the Bureau of Indian Affairs; and fiscal studies for the Clark County School District. These include the development and simulation of a site-based intra-district allocation system, an historical study of state funding for Nevada public schools, an analysis of the equity of the Nevada public school funding formula, and a projection of the resources required to provide students with access to the human and material resources required to meet state standards and pass the high school proficiency exam.

Bruce Baker, an Associate Professor in the Graduate School of Education at Rutgers, The State University of New Jersey, will serve as Consultant. From 1997 to 2008 he was a professor at the University of Kansas in Lawrence, KS. He is lead author with Preston Green (Penn State University) and Craig Richards (Teachers College, Columbia University) of Financing Education Systems, a graduate level textbook on school finance policy published by Merrill/Prentice-Hall. Professor Baker has written a multitude of peer reviewed research articles on state school finance policy, teacher labor markets, school leadership labor markets and higher education finance and policy. His recent work has focused on measuring cost variations associated with schooling contexts and student population characteristics, including ways to better design state school finance policies and local district allocation formulas (including Weighted Student Funding) for better meeting the needs of students.

Baker, along with Preston Green of Penn State University are co-authors of the chapter on "Conceptions of Equity" in the recently released Handbook of Research Education Finance and Policy, co-authors of the chapter on the "Politics of Education Finance" in the *Handbook of Education Politics and Policy*, and co-authors of the chapter on "School Finance" in the *Handbook of Education Policy of the American Educational Research Association*.

Professor Baker has also consulted for state legislatures, boards of education, and other organizations on education policy and school finance issues and has testified in state school finance litigation in Kansas, Missouri, and Arizona. He is a member of the Think Tank Review Panel, a group of academic researchers who conduct technical reviews of publicly released *think tank* reports on education policy issues.

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Proposed Methodology

The following sections provide a detailed explanation of the analyses that will address each of the four objectives of the study:

1) Develop Inventories of States that Address Individual Student Needs and Characteristics
2) Analysis of Methods Used in Selected Comparable States for Addressing the Individual Student Needs and Special District Characteristics
3) Provide Recommendations to Improve Nevada's Existing School Funding Model to Incorporate Best Practices for Ensuring Individual Needs and Challenges of Smaller School Districts and Schools Are Addressed
4) Deliverables and Attendance at Meetings of the Committee

Objective 1 – Inventories of States that Address Individual Student Needs and Characteristics

In order to address Objective 1, the analysis will include: (a) a historical overview of K-12 finance in Nevada; and, (b) a comparison of Nevada's K-12 funding with other states in the nation. Both analysis components will pay particular attention to the following cost factors:

1. Pupils with disabilities, including mild, moderate and severe classifications;
2. English language learners;
3. Pupils who are at-risk as defined by certain metrics, e.g. test scores, and students eligible for free and reduced price lunches;
4. Other individual student needs and characteristics; and,
5. Adjustments associated with regional characteristics of small and/or remote districts (low enrollment, sparsity of students and schools, etc.)
6. Adjustments related to differential costs associated with the labor market within which a district is located.

In providing an overview of the K-12 finance system, the current funding allocation system (the Nevada Plan for School Finance) will be evaluated with respect to how it addresses student needs and regional characteristics identified in the mainstream literature as factors that drive educational costs such as those mentioned above. The research team will also investigate the revenue sources used to support the adjustments in the existing funding formula. In addition, the strengths and weaknesses of the current system will be delineated in light of the changing dynamics of the state's growth and demographics.

The research team will begin by setting the context for the analysis of the Nevada Plan for School Finance. This component of the analysis entails addressing the current status of funding for K-12 public education in Nevada and providing the task force with information on the strengths and weaknesses of the current funding allocation system including how funding sources are directed to address specific needs. It will also involve the development of a summary historical overview of public school finance in Nevada, a synthesis of any recent studies relative to school finance issues completed in the state, and a comparison of Nevada's program with those in other states.

The next component of the analysis under Objective 1 will evaluate the current Nevada Plan in terms of the extent to which it addresses the components of individual student needs and characteristics in the school finance system as defined in research and the school reform literature (see, for example, Duncombe and Yinger, 2008). State public policy decisions as reflected in legislation may result in some of the following not being applicable, but generally accepted components of an optimal program include:

1. State-adopted goals for public elementary and secondary schools with an assessment and reporting system to ensure that all children are being adequately served and to determine the progress that each district is making toward the achievement of state goals.
2. Linkages of the state school finance system with state goals to ensure that all students have equal access to an adequate educational program regardless of their district of residence.
3. Equity to both students and taxpayers in districts with different levels of wealth.
4. Authority for local districts, with state assistance, to supplement the state program by choosing their level of funding and increasing their local tax effort to provide additional funds.
5. Recognition of the additional costs to certain districts of providing equivalent educational programs and services.
6. Recognition of the differences in the fiscal capacity of districts to provide the physical facilities to house educational programs and meet state requirements.

The final analysis component under Objective 1 will be to compile a list of states that have explicitly included adjustments for the specific needs of remote and rural districts that by their very nature operate on a very small scale. As a research base this analysis component will rely largely on the recent work by proposed co-principal investigator Professor Deborah Verstegen, who is the author of a seminal work comparing state school finance systems. Professor Verstegen has recently collected the most up-to-date (2011) data on state-specific school finance mechanisms and produced a comparative analysis across all 50 states with a focus on funding adjustments for students with special needs (see Verstegen, 2011).

Objective 2 – Analysis of Methods Used in Selected Comparable States for Addressing the Individual Student Needs and Special District Characteristics

Addressing Objective 2 is a multiple-step process that will be explained in detail in the following sections. In brief, the steps to analyzing Objective 2 are: (a) selecting five states most comparable to Nevada in terms of demographics and the existence of urban and rural regions; (b) meeting with the Legislative Committee (LC) to finalize selection; and, (c) determining similarities and differences between the method of public schools finance and the Nevada plan related to pupils with special needs and small and remote schools.

Selecting Comparable States

AIR will conduct an in-depth descriptive analysis to identify five states that will serve as similar "peers" to Nevada for comparative purposes. The dimensions that will be used to designate these peer states will be a host of district-level demographic and regional characteristic measures.

Specifically, we will examine the diversity of districts within each state in terms of the following characteristics and determine which is most comparable to Nevada:

- Incidence of student needs
  - Student poverty – Percent eligible for free/reduced price lunch
  - Special education – Percent of students with an Individual Education Program (IEP)
  - Percent of student that are English language learners
- Degree of remoteness
  - National Center for Education Statistics (NCES) locale classification
  - Student and school density
    - Number of students per square mile within district boundaries
    - Herfindahl index[2]
- District size – Total student enrollment

In addition, we will make use of the NCES Finance Survey (F-33) data to evaluate comparability in terms of the composition of revenue sources across the candidate peer states.

Data Sources

The proposed project will make use only of extant data sources to explore the differences in resource allocation patterns between rural and non-rural communities. Virtually all of the data necessary to complete the proposed study are publicly available from the Common Core of Data (CCD)[3] maintained by the NCES, or the Census Bureau and include the following six sources:

NCES Data Sources

- Local Education Agency (School District) Universe Survey Data
- Public Elementary/Secondary School Universe Survey Data
- Comparable Wage Index: http://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2007397
- Local Education Agency (School District) Finance Survey (F-33) Data

Census Data Sources

- Square miles by district can be found using the following two data sources:
  - Area (Square Miles) by Census Tract - http://www.census.gov/geo/www/gazetteer/places2k.html
  - School District Boundaries - http://www.census.gov/geo/www/cob/sd_metadata.html#elementary

1.

[2] The Herfindahl index has been widely used in industrial economics for decades to measure competition. For more information about the history of this widely used index, see Hirschman (1964). Chambers (1997) has used this to measure competition in the labor market for public school teachers. We will explore ways of measuring the distribution or concentration of schools and school enrollment within a district (e.g., a Herfindahl index of concentration of enrollments in schools within the district or average school enrollment) to see if this can help explain the patterns of resource allocation. For a more in-depth discussion and definition of the Herfindahl index, the reader is referred to the following website: http://en.wikipedia.org/wiki/Herfindahl_index.

[3] The Common Core of Data (CCD) published by the National Center for Education Statistics and corresponding documentation is available online at http://nces.ed.gov/ccd/ccddata.asp.

The specific data elements from each of these datasets that will contribute to this analysis are described in more detail in appendices B, C, D, and E of this proposal. These appendices also provide brief descriptions of how these various data will be used to construct some of the measures employed in our analysis. It should be noted that AIR has extensive experience working with all of these data sources.

Aside from this information being readily available, the LEA Universe Survey Data and the Public Elementary/Secondary School Universe Survey Data each contain a locale code indicator variable that denotes whether a district or school is located in an urban or rural area.[4] In addition to the standard locale codes that NCES uses to classify school districts and schools, NCES has also recently developed a more refined set of codes that permit classification based on rurality as well as proximity to urban areas.[5] In this context, the concept of a remote, rural district has been introduced by NCES. These new classifications that indicate how urban-centricity of districts (i.e., their proximity to more urban areas) will help us sharpen our identification of states that are similar in composition with respect to rural versus non-rural district locale.

Initial Meeting with the Legislative Committee to Select the Comparison States

After completing an initial cut at the analysis described above, AIR will work with the Legislative Committee (LC) to identify the final five states for comparison with Nevada in terms of demographics and the existence of urban and rural regions. This will serve to provide valuable feedback on the selection of states that will be involved in the analysis of methods of public finance and compared to the Nevada Plan. To this end, we propose an initial meeting with the LC where the results of the preliminary comparability analysis can be reviewed and discussed. Per the requirement in the Request for Proposal, if at least three of the five peer state funding systems do not account for the additional costs in rural/remote areas, the research team will suggest additional states that include these adjustments and submit them to the LC for approval.

Description of Need-Specific Adjustments in Comparison States

After the final selection of states is jointly decided by the AIR and the LC, the analysis will turn to an in-depth description of the funding formulas in these states with a specific emphasis on accounting for student needs and the additional costs associated with rural districts. Specifically, in examining the school funding formulas of the comparison states, the research team will look for the following types of elements:

- Special adjustments for student needs such as poverty, English learners and special education;

1.

[4] Specifically, locale codes denote a school or district as being located in one of the following: large city, midsize city, urban fringe of a large city, urban fringe of a midsize city, large town, small town, rural, outside core-based statistical area (CBSA), or rural inside (CBSA).

[5] The more detailed codes and their descriptions can be found at the following NCES website location: http://nces.ed.gov/pubs2007/ruraled/exhibit_a.asp. See appendix E for a listing of the urban-centric locale codes.

- Differential funding (operating either through the general school funding formula or through categorical programs) directed at very small districts and/or small schools and any designations of the concept of “necessarily small” schools or districts;[6], and
- Funding adjustments related to sparsity of student populations.

For this analysis component, we will draft an overview of the funding formulas in each of the comparison states and provide in-depth descriptions of those adjustments used to address the additional costs of specific student needs and regional characteristics associated with rural remote areas. In addition, this analysis will show the levels of different revenue sources that support these funding formulas. This analysis will also document how the current Nevada funding formula compares in terms of accommodations for these factors. The research team will also prepare summary materials suitable for presentation of these findings including a matrix of the following tentative format that will serve as “map” of the similarities and differences between the funding systems in Nevada versus the other states:

Comparison Matrix of Funding Formula Adjustments in Nevada and Peer States								
	Student Needs Formula Adjustments					Regional Characteristics Formula Adjustments		
	Poverty	Special Education			English Learners	Enrollment	Student Density	School Density
State		Mild	Moderate	Severe				
Nevada								
State 1								
State 2								
State 3								
State 4								
State 5								
√ denotes that state <u>does</u> include formula adjustment for given student need or regional characteristic.								
× denotes that state <u>does not</u> include formula adjustment for given student need or regional characteristic.								

The research team will then conduct a critical analysis of those funding formula adjustments in the peer states and determine which might be considered “best practice” in addressing the individual needs of specific student populations and challenges of districts located in remote and/or rural areas. To do so, the team will rely both on the mainstream literature and its own expertise in order to evaluate which of the adjustments adhere to what could be considered best practice. For example, the report by Levin et al. (2011) documents the variation in spending between rural and non-rural districts in the four Western region states (Arizona, California, Nevada and Utah) using similar regional characteristic measures as proposed here. In addition, the research team will draw upon its previous costing-out research.[7] As general guidelines in evaluating the quality of funding formula practices in the comparison states, we will refer to the

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[6] “Necessarily small” refers to situations in which communities are located in such remote regions or areas which are geographically cut off from other population centers that the schools must be operated at smaller than traditional optimal sizes.

[7] For instance, we will refer to the results of the costing-out work for the states of New York, California and New Mexico by Chambers et al. (2004, 2006 and 2008) and for Kentucky by Verstegen (2004).

following desirable properties of distribution mechanisms laid out in the report *Determining the Cost of Providing an Adequate Education for All Students* by Chambers and Levin (2008):[8]

- Adequate and equitable
- Transparent, understandable, and accessible
- Cost-based
- Minimizes incentives
- Reasonable administration costs
- Predictable, stable, and timely
- Flexible
- Outcome and spending accountability
- Political acceptability

Once the research team has finished the work for this objective they plan to confer with the client in order to review the list of best practices that were identified. This will serve to do the following: 1) provide a preview of the coverage of the adjustments for various student needs and remote/rural characteristics; and, 2) facilitate a discussion of the implications the list of best practices has in terms of the support from NDE that will be necessary to secure the additional data required to complete the work in Objective 3.

Objective 3 – Provide Recommendations to Improve Nevada's Existing School Funding Model to Incorporate Best Practices for Ensuring Individual Needs and Challenges of Smaller School Districts and Schools Are Addressed

The purpose of this objective is to show the effect of incorporating those funding formula elements that were deemed "best practice" in the Objective 2 into the existing state formula. The work under this objective will therefore fall under four tasks: 1) emulate the existing formula in a workable simulation model; 2) incorporate the *best practices* identified in Objective 2 into the simulation model; 3) run a variety of scenarios and document the funding outcomes that would result; and, 4) make final recommendations surrounding the implementation of adjustments that would serve to improve the existing school funding model.

Developing Funding Model and Incorporating Best Practice Adjustments

To facilitate this analysis, the research team will first obtain or independently develop a model that effectively emulates the current state funding formula. The model will most likely be developed in MS Excel (if it does not already exist in that format) so that it can easily be transferred and used by the client after the study is completed. It is important to note that this piece of work will necessitate support from both the Nevada Department of Education (NDE) and the LCB. The research team will first have to contact the NDE in order to request the most recent data available necessary to support the simulation model.[9] In addition, it will be necessary

1.

[8] Appendix F includes an excerpt from Chambers and Levin (2008) that describes each of the desirable properties listed here in the main text.

[9] Note that discussions with the LCB may reveal that *projections* of the data elements necessary to feed in to the model (e.g., district-level enrollments, counts of students by need category, etc.) may be required if simulations for the upcoming year is desired. The research team is prepared to work with NDE to develop these projections.

to consult with knowledgeable staff either in the LCB or elsewhere to help review the initial simulation model with last year's data and confirm it is working properly (i.e., generating dollar allocations to districts as the existing formula intended).

Once it has been verified that the simulation model is accurately emulating the existing state funding formula the research team will undertake the second task in which formula adjustments considered to be "best practices" will be incorporated into the simulation model. Again, this will likely require consultation with NDE and a subsequent data request for any additional data necessary to implement these additional formula adjustments. The research team will perform a series of verifications to ensure that each of the added best practice adjustments is working correctly in the modified formula.

Performing Simulations and Making Recommendations

The third task will be to run multiple simulations using the modified formula. We will first take a step-by-step approach to these simulations by inducing each new best practice formula adjustment and documenting what the fiscal impacts in terms of district funding levels would be. Next, we will run a simulation where all of the best practice formula adjustments are activated. Finally, the research team will perform a limited number of scenarios where different combinations of the new best practice formula adjustments are activated. The resulting district funding levels stemming from each of the simulations will be compiled and compared to funding levels under the existing system. This comprehensive collection of simulation results will provide a transparent way to carefully review the effects of each proposed formula adjustment.

The final Objective 3 task will be to make final recommendations concerning which set of final best practice adjustments should be incorporated into the existing funding formula and how the state might proceed to implement these changes. The research team will have many considerations to take into account when making these determinations. Among these is a careful review of the size of the redistributive impacts associated with each proposed best practice adjustment in order to maintain an income neutral formula (i.e., where no additional infusion of dollars are needed). That is, to what extent do increases in vertical equity generated by the adjustment(s) imply decreases in funding for some districts to offset increases for others? Alternatively, if the inclination is to hold all districts "harmless" so that the new formula would never afford a district less than their previous allocation, then the issue turns to identifying additional revenue source(s) that could be used to support the add-on adjustments.

Another important related consideration deals with implementation of the new formula and phase-in. While holding districts harmless would initially be the most politically feasible policy option, holding districts harmless indefinitely so that they would never be covered by the newly implemented formula would clearly undermine its intent. In turn, it is important to develop a logical *phase-in* period that would allow a smooth transition where the extent to which districts were held harmless tapers down over a reasonable period of time.

On a more fundamental note, it is important to implement potentially major changes in school funding that may be recommended in a deliberate way. It is extremely difficult to accomplish this kind of change in a short period of time. School districts and the state must go through a significant planning process with the end goal in mind. In turn, the state will need to work in concert with local school district decision makers to make this process as smooth as possible. The bottom line is that changes in funding need to be phased into the system to provide state and local officials with sufficient time to plan on how best to allocate new dollars or cut old programs, to meet existing standards, and to improve the quality of instructional programs. To this end, the research team will include in their recommendations a realistic phase-in plan over which the formula adjustments might be modified.

Objective 4 – Deliverables and Attendance at Meetings of the Committee

The Deliverables and Attendance at Meetings of the Committee to Study a New Method of Funding for Public Schools in Nevada will address two critical elements that are included in the scope of work: a preliminary report and a final report. The preliminary report will include a draft report submitted to the legislative committee on or before August 1, 2012. The final report will be completed and delivered by or before August 28, 2012.

The research team will attend at least two (2) meetings of the Committee to Study a New Method of Funding for Public Schools in Nevada that coincide with the delivery of the preliminary and final report and will be available to answer questions from the Committee. A presentation of findings and recommendations (if any) will be provided with the delivery of the final report to the Committee and the AIR will assist the Committee with any final questions pertaining to the study.

The written reports, including the preliminary and final report, will include the results of the work addressing Objectives 1 through 3 in the scope of work, including findings and recommendations for changes or improvement to the Nevada Plan.

The ***preliminary report*** to be presented to the Committee on or before August 1, 2012 will address the Objectives 1 through 3 in the scope of work including:

- Inventories of States that Address Individual Student Needs and Characteristics
  - Individual student needs and characteristics that will be considered include:
    - Pupils with disabilities, including mild, moderate and severe classifications
    - English Language Learners
    - Pupils who are at-risk, defined by metrics that include, but are not limited to, test scores or eligibility for federal free and reduced price lunches; and
    - Any other individual student needs and characteristics addressed in the funding models of other states that are notable and relevant to Nevada school finance.
  - The preliminary report will also include a list of states that incorporate the needs and challenges of school districts with small schools in remote areas in their methods for financing public schools as identified in Objective 1. Additionally, a description of how five states incorporate student and district needs (including small schools in remote areas), as outlined above, into their funding model, will be detailed, including aid from federal, state and local funding streams.
- The preliminary report will also include findings and recommendations from Objective 2 in the scope of work. First, this will identify five comparison states and provide an analysis of methods used in these five comparison states for addressing the individual

student and district needs and characteristics (identified in Objective 1) and a comparison of these provisions with the Nevada Plan. At least three of the selected states will address the financial needs of school districts with small schools in remote areas. Second, “best practices” for meeting individual student and district needs, as defined in Objective 2, will be identified and the criterion for selection will be identified and defined.

- The preliminary report will provide written recommendations to improve Nevada’s existing school funding model to incorporate those formula components or characteristics that have been identified as “best practice” for ensuring individual student needs and characteristics and the challenges of smaller schools in remote areas (that are 50 miles or more from another school within a district), are addressed, as specified in Objective 2), above.

The preliminary report will serve as the basis for a presentation and meeting between the AIR team and the LCB in early August to discuss the findings and recommendations. This meeting will serve as the basis for conducting any final analyses necessary and finalizing the report.

The ***final written report***, delivered on or before August 28, 2012, will provide the Legislative Committee a report of findings and any proposed methods for funding public schools in the state including recommendations for legislation. The final report will respond to any concerns or issues identified in during the first Committee meeting, on August 1, 2012. It will include a final written analysis and recommendations related to the scope of work for Objectives 1 through 3 in the scope of work including findings and recommendations for changes to Nevada’s school funding model or any recommendations for improvement to that model.

Project Work Plan and Timeline

Task or Activity	Date of Completion
Objective 1 – Inventories of States that Address Individual Student Needs and Characteristics	
1. Historical overview of K-12 finance in Nevada	5/15/2012
2. Comparison of Nevada's K-12 funding with other states in the nation	5/30/2012
Objective 2 – Analysis of Methods Used in Selected Comparable States for Addressing the Individual Student Needs and Special District Characteristics	
1. Selecting five states most comparable to Nevada in terms of demographics and the existence of urban and rural regions	6/6/2012
2. Meeting with the Legislative Committee (LC) to finalize selection	6/15/2012<a>
3. Determining similarities and differences between the method of public schools finance and the Nevada plan related to pupils with special needs and small and remote schools	6/30/2012
Objective 3 – Provide Recommendations to Improve Nevada's Existing School Funding Model to Incorporate Best Practices for Ensuring Individual Needs and Challenges of Smaller School Districts and Schools Are Addressed	
1. Emulate the existing formula in a workable simulation model	6/15/2012
2. Incorporate the *best practices* identified in Objective 2 into the simulation model	6/30/2012
3. Run a variety of scenarios and document the funding outcomes that would result	7/1/2012
4. Make final recommendations surrounding the implementation of adjustments that would serve to improve the existing school funding model	7/15/2012
Objective 4 – Deliverables and Attendance at Meetings of the Committee	
1. Prepare draft report and PowerPoint slides of recommendations and Meet with LCB to review and discuss recommendations	8/1/2012<a>
2. Based on August 1 meeting, prepare final report and PowerPoint slides for presentation and hold Final meeting with LCB to present recommendations	8/28/2012<a>
<a> Denotes dates of meetings with the LCB.	

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Cost

The following table provides the proposed cost of the study broken out by task.

BUDGET - PERIOD May-12 - Aug-12	Task 1 Inventories of State Funding Approaches to		Task 2 Analysis of Funding Models for Comparable		Task 3 Develop recommendations based on best		Task 4 Deliverables and Attendance at Meetings of the		Task 5 Project Leadership and Management		TOTAL	
	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost	Hours	Cost
Total Personnel	8	$ 1,354	114	$ 19,511	264	$ 35,900	80	$ 16,550	76	$ 13,218	542	$ 86,532
ODCs												
Other Direct Costs		0		0		0		0		200		200
Communications		0		0		0		0		84		84
Travel		0		0		0		0		3,906		3,906
Consultant/Outside Servs		8,702		7,735		7,610		10,230		0		34,278
Total ODCs		$ 8,702		$ 7,735		$ 7,610		$ 10,230		$ 4,190		$ 38,468
Total Firm Fixed Price	8	$ 10,056	114	$ 27,246	264	$ 43,510	80	$ 26,780	76	$ 17,407	542	$ 125,000

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Chambers, J. and Levin, J. (2009). *Determining the Cost of Providing an Adequate Education for All Students*. Washington, DC: National Education Association.

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Verstegen, D. A, Jordan, T. S. and Benedict, Carmen (2010). Stimulating Nevada: The Impact of ARRA Funding on Education. American Education Research Association Annual Meeting, Denver, CO. April 2010.

Appendix A – Résumés

Jay G. Chambers

Education

Ph.D.	1975, Stanford University, Economics
B.A.	1969, San Jose State College, Economics

Present Positions

Senior Research Fellow and Managing Director, Education Finance Business Development Group, Education and Human Development Program, American Institutes for Research (AIR)
Responsible for promotional activities; group and project budgets; project development, planning, and management; the establishment of standards of scientific rigor; assurance of quality of proposals and project deliverables; and communications with clients.

Current Projects

Task Leader – Resource Allocation Component of the Evaluation of the Empowering Effective Teachers (EET) Initiative - funded by the Bill and Melinda Gates Foundation (2010-2016)
This project examines the implementation, outcomes, and replication of the EET initiative which is supported in four Intensive Partnership Sites (Memphis, Hillsborough County, Pittsburgh, and five charter management organizations in Los Angeles). The focus of the evaluation includes alternative compensation for teachers along with new approaches to performance management.

Co-Principal Investigator **(with James Brown of Pivot Learning Partners) -- School Funding for Results (SSFR) (2009 – Present)**
AIR received funding from the William and Flora Hewlett, Ford Foundations, and the Institutes of Education Sciences to support the development, implementation, and evaluation of a pupil and need-based strategy for distributing resources among schools in three school districts in CA. The study has three major goals in mind: (a) to develop and implement more equitable and transparent strategies for allocating resources to schools within each district, (b) to link those strategies to systems designed to encourage innovation, and (c) to strengthen accountability for student outcomes. The AIR/PLP team will provide the data analysis, technical assistance, coaching, and training to achieve the funding strategies and evaluate their success.

Employment History

1989–Present	Senior Research Fellow (economics) and Director, Education and Public Sector Finance Group, American Institutes for Research
2001-2002	Commissioner, President Bush's Commission on Excellence in Special Education

1981–1989 President; Senior Economist, Associates for Education Finance and Planning, Inc.

1983–1985 Senior Research Economist, Institute for Research on Educational Finance and Governance, Stanford University

1978–1983 Associate Director; Senior Research Economist, Institute for Research on Educational Finance and Governance, Stanford University

1978 Visiting Scholar at the Center for Educational Research at Stanford University

1975–1978 Assistant Professor, College of Education and Graduate School of Management, University of Rochester, Rochester, NY. Developed and directed the Ph.D. Program on the Study of Education as an Enterprise, 1977–78.

1973–1975 Instructor in Labor Economics, Graduate School of Business, University of Chicago

Selected Recent Publications

Levin, J., Manship, K., Chambers, J., Johnson, J., and Blankenship, C. (2011). *Do schools in rural and nonrural districts allocate resources differently? An analysis of spending and staffing patterns in the West Region states.* (Issues & Answers Report, REL 2011–No. 099). Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West. Retrieved from http://ies.ed.gov/ncee/edlabs

Chambers, Jay G. (2010) *Compensating Differentials in Teacher Labor Markets* in the International Encyclopedia of Education 3rd Edition. Edited by Eva Baker, Penelope Peterson and Barry McGaw, Elsevier 2010.

Chambers, Jay G. James R. Brown, Jesse Levin, Steve Jubb, Dorothy Harper, Ray Tolleson, and Karen Manship (March 2010). *Strategic School Funding for Improved Student Achievement. School Business Affairs.*

Chambers , Jay G., Jesse D. Levin, and Larisa Shambaugh (Spring 2010). Exploring WeightedStudent Formulas as a Policy for Improving Equity for Distributing Resources to Schools: A Case Study of Two California School Districts. *Economics of Education Review.*

Chambers, Jay G. and Jesse D. Levin (forthcoming 2009). *Determining the Cost of Providing an Adequate Education for All Students.* National Education Association, 1201 16th Street, N.W. Washington, DC 20036-3290.

Hebbeler , Kathleen, Jesse Levin, Maria Perez, Irene Lam, and Jay G. Chambers (2009). Expenditures for Early Intervention Services. *Infants & Young Children,* Vol. 22, No. 2, pp. 73–83. Wolters Kluwer Health | Lippincott Williams & Wilkins.

Shambaugh, Larisa S. and Chambers, Jay G. (March 2009). Implementing a Student-Based Funding Policy: Considerations for School Districts. *School Business Affairs.* A publication of the Association of School Business Officials, International.

Chambers, J.G., Lam, I., Mahitivanichcha, K., Esra, P., Shambaugh, L., and Stullich, S. (2009). *State and Local Implementation of the No Child Left Behind Act:Volume VI—Targeting and Uses of Federal Education Funds* (prepared for the U.S. Department of Education, Office of Planning,Evaluation and Policy Development).

Jay G. Chambers, Larisa Shambaugh, Jesse Levin, Mari Muraki, and Lindsay Poland (October 2008). *A Tale of Two Districts: A Comparative Study of Student-Based Funding and Decentralized Decision Making in San Francisco and Oakland Unified School Districts*. American Institutes for Research.

Jay G. Chambers, Irene Lam, Kanya Mahitivanichcha (2008, July). *Examining Context and Challenges in Measuring Investment in Professional Development: A Case Study of Six School Districts in the Southwest Region.* Issues & Answers Series, Institute of Education Sciences, Regional Education Laboratory-Southwest, REL 2007–No. 037.

Larisa S. Shambaugh, Jay G. Chambers, and Danielle DeLancey (August 2008). *Implementation of the weighted student formula policy in San Francisco: a descriptive study of an equity-driven, student-based planning and budgeting policy*. Issues & Answers Series, Institute of Education Sciences, Regional Education Laboratory-West (REL 2008–No. 061).

Chambers, Jay G., Jesse D. Levin, Danielle DeLancey. Submitted to the Legislative CouncilService January 2008. *An Independent Comprehensive Study of the New Mexico Public School Funding Formula, Vol. I and Vol. II. American Institutes for Research.*

Harr, J. J., Parrish, T. & Chambers, J. (2008). Special Education. In H. F. Ladd & E. B. Fiske (Eds.), Handbook of Research in Education Finance and Policy. New York: Routledge.

Chambers, Jay G., Jesse Levin, James Stapleton, Danielle DeLancey, Maria Segarra (January 29,2008), "*Comprehensive High School Reform Resource Allocation Study*" prepared for the Bill and Melinda Gates Foundation.

Socias, M., Chambers, J., Esra, P., & Shambaugh, L. (2007). *The Distribution of Teaching and Learning Resources in California's Middle and High Schools (Issues & Answers Report, REL 2007–No. 023).* Washington, DC: U.S. Department of Education, Institute of

Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West.

Chambers, J. G. Levin, J. D., Parrish T.B. (2006) *Examining the Relationship Between Educational Outcomes and Gaps in Funding: An Extension of the New York Adequacy Study*. Peabody Journal of Education, 81(2), 1–32.

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Chambers, J.G., Levin, J.D., Parrish, T.B., & Esra, P. (2005). Educational adequacy in New York: A costing-out study. *School Business Affairs, 71*(9), 16-19.

Chambers, J.G., Parrish, D., Muenchow, S., Phillips, G., Wang, G., Mahitivanichcha, K., Agosta, N., & Liu, C. (2005, June). *Preschool program expenditure study.* Palo Alto, CA: American Institutes for Research.

Chambers, J.G., Perez, M., Harr J., & Shkolnik, J. (2005). Special education spending estimates from 1969-2000. *Journal of Special Education Leadership, 18*(1), 5-13.

Vita Highlights

DEBORAH A. VERSTEGEN

Deborah Verstegen is currently a Professor in the Department of Educational Leadership, College of Education, University of Nevada, Reno and also served as endowed chair (Edwin J. O'Leary Chair) of Financial Management, University of Illinois, Urbana-Champaign in 2006-07. She was previously a professor in finance, policy and leadership in the Curry School of Education at the University of Virginia for nearly two decades. Prior to joining the university community in 1984, she was a teacher, administrator and legislative aide in state government. She has had teaching experience at all levels, from pre-school, elementary, secondary, and community college, to university, at the graduate level. Her administrative experience in education is also broad. She has been a central office administrator for a K-12 school system in Alaska's Iditarod Area School District--which is approximately the size of Ohio and includes 14 schools and two preschools--Director of the Mid-management Program at the University of Texas at Austin, and Department Chair at UNR. She has worked in government as a legislative aide in Wisconsin's House of Representatives and as a lobbyist for the nonpartisan League of Women Voters of Virginia in the Virginia General Assembly.

Professor Verstegen received the Ph.D. from the University of Wisconsin-Madison in 1983, when she was elected to membership in the national honorary societies, Phi Kappa Phi and Phi Delta Kappa. In 1984, she was selected as recipient of the Outstanding Dissertation Research Award in the area of education finance sponsored by the American Education Finance Association, the American Association of School Administrators, and the National Education Association. Her dissertation "The Great Society Meets a New Federalism," was added to the Lyndon Baines Johnson Presidential Archives in 1986.

Her scholarly involvement since joining the university community is represented by presentations at national and state conferences and her publication record, which shows that she is author or co-author of over 300 books, articles, monographs and chapters including about 75 refereed journal publications. The focus of her scholarship is on equal opportunity and justice in the area of education finance, and the fiscal aspects of education policy at the state and national levels. Her writing has appeared in such journals as West's Education Law Reporter, Phi Delta Kappan, The Journal of Education Finance, Education Administration Quarterly, The Economics of Education Review, Education Evaluation and Policy Analysis, and Educational Policy. Her book, The Impacts of Legislation and Litigation on Public Education Finance (with Julie Underwood) was released by Harper and Row in 1990. Spheres of Justice in Education (with James Ward) were published by HarperCollins in 1991. Her textbook, *Financing Education in a Climate of Change* (with Brimley and Garfield) will be released in 2011.

Dr. Verstegen is actively involved in several professional associations, including: the American Education Finance Association (AEFA), the American Education Research Association (AERA), the Association for Public Policy and Management (APPAM) and the University Council for Education Administration (UCEA). She has served two terms on the Board of Directors of the American Education Finance Association and has provided counsel to the United States Department of Education's National Center for Education Statistics Technical Panel. She is currently on the Advisory Board for the University Council in Educational Administration's Education Finance Center, serves as past president of the American Association of University Professors, Virginia conference and the American Education Research Association's SIG, Fiscal Issues, Policy and Education Finance. She serves on numerous editorial boards and has reviewed manuscripts for journals such as The Education Administration Quarterly, Economics of Education Review, Educational Considerations, Education Evaluation and Policy Analysis, The Journal of Education Finance, and The Journal of Law and Politics. She is past editor of the Journal of Education Finance, the premier scholarly journal in the field of education finance. Currently she serves as an Education Policy Editor for the JEF.

Professor Verstegen has been invited to provide counsel/assistance to such groups as the United States Department of Education, the Wisconsin State Legislature, the Colorado Commission on Higher Education, Utah's Department of Education, the Research and Development Center for Teacher Education, the Education Commission of the States, the National Governors' Association, National Conference of State Legislatures, the American Federation of Teachers, U.S. General Accounting Office, the Appalachia Education Lab, the Virginia Education Association, Texas State Education Agency, the Ohio Coalition of Rural and Appalachian School Districts, the Virginia Association of School Boards, The League of Women Voters of Virginia and the Virginia Association of School Superintendents. She has served as expert witness in school finance litigation.

Ms. Verstegen received a Distinguished Service Award from the American Education Finance Association and was nominated to Outstanding Young Women of America in 1989. In 1991 she received a Distinguished Service Award from the University Council for Education Administration. Also in 1991, she was a research associate at Oxford University's Department of Education Studies, the Norham Centre for Leadership Studies, United Kingdom, in addition to providing counsel to the National Governors' Association while in residence. She is listed in Who's Who in the World, Who's Who in America, Who's Who in the South and Southwest, International Who's Who of Intellectuals and Who's Who of American Women. She was Associate Faculty in the South Asian Studies Center at the University of Virginia and was attached to the National Center for Educational Planning and Administration in New Delhi, India, in 1995, while on research leave from the University of Virginia. In 1997 the University of Wisconsin-Madison, School of Education, awarded her an alumni achievement award. In 2004 she received a distinguished service award from the Virginia conference of the American Association of University Professors and a service award from AERA-SIG, Fiscal Issues, Policy and Education Finance. She organized the first leadership conference of, by and for women educators in Virginia and served as chair and president of the newly formed organization that emerged as a result. In 2006-07, she was appointed as the Edwin J. O'Leary Chair in Financial Management at the University of Illinois, Urbana-Champaign. Currently, she is a tenured professor at the University of Nevada teaching graduate classes.

VITA

DEBORAH A. VERSTEGEN

The University of Nevada, College of Education, Department of Educational Leadership/283, Reno, Nevada 89557-0201. Telephone: 775-682-9095 (o); 775-338-0797 (cell).

EDUCATION

Ph.D., University of Wisconsin, Madison, WI. (Educational Administration) 1983.
M.S., University of Wisconsin, Madison, WI. (Educational Administration) 1981.
Ed.M., University of Rochester, Rochester, NY. (Curriculum & Instruction) 1972.
B.A., Loretta Heights College, Denver, CO. (English & Philosophy) 1969.

EXPERIENCE

A. College and University

University of Nevada, College of Education. Professor (2004-present). Edwin J. O'Leary Chair in Financial Management, University of Illinois, Urbana-Champaign (2006-07). Department Chair (2004-06). Courses taught: Research Applications, Finance Seminar, Public School Finance, Crucial Issues in Education, Field Experience and Capstone: Leadership in Contemporary Society. As chair responsible for budget, schedule, evaluations, hiring, classified, and general department business and leadership; NCATE and state accreditation, strategic mission statement, two year schedule (all degrees), curriculum revisions, master's degree, other.

University of Virginia, Curry School of Education. *1986-2004*. Professor, 2000-2004., Associate Professor, 1992-1999. Assistant Professor, 1986-1991, Department of Leadership, Foundations and Policy Studies, The Curry School of Education, the University of Virginia. Courses taught: Educational Finance Policy and Practice, Educational Policy Analysis, Policy Seminar, Contemporary Policy Issues, Policy in Curriculum and Instruction, Public Administration, School Finance, Policy Seminar-Special Topics. Supervision of Student Teachers /Administrators /Policy Interns. Associate Faculty - Center for South Asian Studies, University of Virginia, 1995

University of Texas, College of Education. *1984 (Jan)-1986 (May).* Director, Mid-management Program & Assistant Professor, Department of Educational Administration, The University of Texas at Austin. Courses taught: The Politics of Education, Functions of Educational Administration, School Community Relations, Organization and Structure of

American Public Education, Foundations in Educational Administration, Research Seminar, and Special Topics in Education Finance. Director, Mid-management/Supervision Program: Directed program area including policies, recruitment, internships, admissions, advising and job placement. Supervision of Administrative and Governmental Interns.

University of Wisconsin, Wisconsin Center for Education Research. *1980-1984.* Research Assistant, Wisconsin Center for Education Research, The University of Wisconsin at Madison, The College of Education. Collected, processed, and analyzed data on school resource utilization. Three-year longitudinal study, funded by The National Institute of Education. Observations were taken of students in four Wisconsin school districts at three intervals each year. Data were examined on relationships among physical and human resources from home and school, utilizing cognitive and affective outcome measures. Advisor: Dr. Richard A. Rossmiller.

Administrative Assistant, Institute for Administrative Advancement; University of Wisconsin at Madison. Six week international seminar for University Deans and Professors. Financial transactions on two revolving and one gift account; arrangements including program, scheduling, publicity, housing, meals.

B. Related Experience

Elementary and Secondary Schools: Alaska (Public), New York (Public & Private), Wisconsin (Parochial). 1969-79. Teacher and Administrator, Teacher of elementary and secondary students; Administrator (Central Office) responsible for federal programs and curriculum, K-12.

Wisconsin State Capitol, Madison, Wisconsin. 1982-83.
Legislative Aide, House of Representatives, State Capitol. Researched business incentives in selected states, provided legislative recommendations, policy formulation and analysis (Economic Development Session, 1983). Practicum--Issue and background briefings on the University of Wisconsin and Department of Public Instruction biennial budgets for State Representative on the Joint Finance Committee. Assistant, Majority Leader, Senate, 1998.

Bethel Community College. Bethel, Alaska. 1975-76 (PT).
Instructor, Taught Early Childhood courses in the field of Culture and Learning, through a village delivery system.

VISTA, (Volunteers in Service to American), Washington, D. C. 1970. Coordinator, Alternative fine arts program for ghetto schools in street theater, jazz ballet and instrumental music. Pilot for Magnet Schools Programs.

SCHOLARSHIP

A. Refereed Journal Articles & Monograph

Zhang, Zhijuan & Verstegen, D. A. (2011). Retaining K-12 Teachers in Public Education: New Findings from an Analysis of Longitudinal National Data Using Structural Equation Modeling, under review, Frontiers in Chinese Education. Under review.

Verstegen, D. A (2011). State Public Education Finance Systems in the United States and Mechanisms for Funding Special Populations, under review. Education Policy Analysis Archives. In press.

Verstegen, D. A. & Driscoll, L. (Summer, 2009). On Equity: The Illinois Dilemma Revisited. Journal of Education Finance, 35(1), 43-59.

Verstegen, D. A. & Jordan, T. S. (Spring, 2009). A Fifty State Survey of School Finance Policies and Programs: An Overview. Journal of Education Finance. 34 (4)212-231.

Zhang, Z., Verstegen, D. A. & Kim, H. R. (2008). Teacher Compensation and School Quality: New Findings from National and International Data. Educational Considerations. Vol. 35, no.2, 2-19.

Verstegen, D. A. & Driscoll, L. G. (2008). Educational Opportunity: The Illinois Dilemma. Journal of Education Finance, 33, 331-351.

Knoeppel, R. C., Verstegen, D. A. & Rinehart, J. S. (2007). What is the Relationship Between Resources and Student Achievement? A Canonical Analysis. Journal of Education Finance, vol. 33, no. 2, 183-202.

Verstegen, D. A. (2007). Has Adequacy Been Achieved? A Study of Finances and Costs a Decade After Court Ordered Reform. Journal of Education Finance, vol. 32, no. 3, 304-327.

Verstegen, D. A. (Winter 2006). A Framework for Determining the Cost of an Adequate Education: A Tale of Two States. Journal of Education Finance, vol. 32, no. 2, 202-236.

Verstegen, D. A., Venegas, K. and Knoeppel, R. (2006). Savage Inequalities Revisited: Adequacy, Equity and State High Court Decisions. Educational Studies, vol. 40, no. 1, 60-76.

Verstegen, D. A. (2006). Educational Adequacy: What is it? How Much Does it Cost? Australian Association for Research in Education. Referred Conference Proceedings. Parramatta, Australia.

Verstegen, D. A. (2005). Educational Adequacy: What is it? How Much Does it Cost? Australian Association for Research in Education. Referred Abstract. Australian Association for Researchers in Education <aare.aare.edu.au> Parramatta, Australia.

Geske, T. & Verstegen, D. A. (2004). Richard Rossmiller: A Prophet Even in His Own Land. Educational Considerations. 32(1), p. 3-8.

Verstegen, D. A. (2004). Towards a Theory of Adequacy: The Continuing Saga of Equal Educational Opportunity in the Context of State Constitutional Challenges to School Finance Systems. Saint Louis University Public Law Review, 33(2), 499-530.

Verstegen, D. A. (2004). Calculation of the Cost of an Adequate Education in Kentucky Using the Professional Judgment Approach. Education Policy Analysis Archives, 12(8), 1-36. http://epaa.asu.edu/epaa/v12n8/.

Moore, K. & Verstegen, D. A. (Spring 2004). The Year Round Calendar: An Analysis of Student Outcomes. Educational Considerations, 31(2), 15-25.

Verstegen, D. A. (2002). Vertical Equity, Adequacy, and Wisconsin School Finance Policy, Educational Considerations, vol. 29, no. 2, pp. 1-13.

Verstegen, D. A. (2002). Financing Adequacy: Towards New Models of Education Finance That Support Standards-Based Reform. Journal of Education Finance, 27(3), pp. 749-781.

Salmon, R. G. & Verstegen, D. A. (2001).An Analysis of Fiscal Equity Provided by the JLARC System for Financing Public Schools: Commonwealth of Virginia 1987-88 to 1997-98. Educational Considerations, vol. 29, no. 1, pp. 1-6.

Verstegen, D. A. (2000). Fiscal Provisions of the Individuals With Disabilities Education Act 1997 Amendments, Educational Considerations. Vol. 28, no. 1, 32-38.

Grider, A. & Verstegen, D. A. (2000). Legislation, Litigation and Rural & Small Schools: A

Survey of the States. Journal of Education Finance, vol. 26, no. 1, pp. 103-120.

Verstegen, D. A. (2000). Arthur E. Wise and the Promise of Equal Educational Opportunity. Journal of Education Finance, vol. 25, pp. 583-596.

Verstegen, D. A. (2000). Coming Around Again: Equity Litigation and Wisconsin Rural Finance. Educational Considerations, 27(2), 1-12.

Verstegen, D. A. (2000). What Is an Adequate Education, How is it Defined and What Does It Cost? An Analysis of State Supreme Court Decisions on the Constitutionality of the Education Finance System. In Peevely, G. L. (Ed.). Education Funding Adequacy and Equity in the Next Millennium. (pp. 1-31). Memphis, TN: Tennessee State University, Center of Excellence for Research and Policy in Basic Skills.

Verstegen, D. A. (1999). The Impact of School Finance Litigation on Rural and Small Schools. Vermont: Annenberg Rural Policy Program.

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Verstegen, D. A. & King, R. (1998). The Relationship Between School Spending and Student Achievement: A Review and Analysis of 35 Years of Production-Function Research. Journal of Education Finance, 24(1), 243-262.

Verstegen, D. A. (1998). A New Ethic for Children. Journal of a Just and Caring Education, 4(4), 410-434.

Verstegen, D. A. (1998). Judicial Analysis During the New Wave of School Finance Litigation: The New Adequacy in Education. Journal of Education Finance, 24 (1), 51-68.

McLaughlin, M. & Verstegen, D. A., (1998). Increasing Regulatory Flexibility of Special Education Programs at Federal, State and Local Levels: Problems and Promising Strategies, Exceptional Children, 64 (3), 371-383.

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Verstegen, D. A. (1994). Communication Theory and Gender: Implications for Education Organizations and Reform. The Journal of Management Systems, 6(4), 61-74.

Verstegen, D. A. (1993). Financing Education Reform--Where Did All the Money Go? Journal of Education Finance, 19(1), 1-35.

Bass, G. & Verstegen, D. A. (1992). Informing Policymakers About the Impact of State Funding Formula Components on Rural Schools. Journal of Research in Rural Education, 8(1), 15-27.

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Verstegen, D. A. (February 1996). Where We Stand: Virginia's Rank in Education Spending. Virginia Association of School Superintendent's Newsletter, 8(6), 8-9.

Meese, L., Verstegen, D. & Bailey, P. (February 1996). Legislative Priorities Report 1996. League of Women Voters of Virginia. 1-6.

Meese, L., Verstegen, D. & Bailey, P. (January 1996). Legislative Priorities Report 1996. League of Women Voters of Virginia. 1-6.

Verstegen, D. A. (December, 1995). Action Priorities. The Virginia Voter. 42(3), 3.

Verstegen, D. A. (Fall 1995). Toward More Integrated Special Education Funding and Services. The CSEF Resource. Palo Alto, CA: The Center for Special Education Finance. p. 1, 4-5.

Verstegen, D. A. (October 1993). School Finance Litigation Across the States. Virginia Association of School Superintendent's Newsletter.

Verstegen, D. A. (November/December, 1992). Interstate Education Funding Disparities Seem to be Growing. The Fiscal Letter. Denver, CO.: National Conference of State Legislatures.

Verstegen, D. A. (October, 1991). Time for Action--Achieving Equal Educational Opportunities for All Children in Virginia. Virginia Association of School Superintendents Newsletter. 6 (2), 4.

Verstegen, D. A. (1991). Efficiency and Economies of Scale Revisited: Implications of Financing Rural School Districts. Pennsylvania Rural & Small School News. 5(5), 2-3.

Verstegen, D. A. (1990). A Summary--Economies of Scale Revisited: Implications for Financing Rural School Districts. The Link, 9(4), 4-5.

Verstegen, D. A. (December, 1985). Preparing Education Leaders: The University-School Partnership. Developments, Austin, TX.

Verstegen, D. A. (September, 1985). UT Shadows in AISD. Developments, Austin, TX, 4.

[Rochester, L., Rosenblum, B., Verstegen, D. et al.] (January, 1992). LWV-VA School Finance Study Kit. League of Women Voters. Virginia.

G. **Scholarly Paper Presentations**

Verstegen, D. A. (2011). The State of the States: Nevada. American Education Research Association Annual Meeting, New Orleans, LA: April 2011.

Verstegen, D. A. and Jordan, T. S. (2010). State Public Education Finance Systems and Funding Mechanisms for Special Populations. American Education Research Association Annual Meeting, April 2010.

Verstegen, D. A, Jordan, T. S. and Benedict, Carmen (2010). Stimulating Nevada: The Impact of ARRA Funding on Education. American Education Research Association Annual Meeting, Denver, CO. April 2010.

Verstegen and Others (2009). Add Women and Stir: Gender Issues in Educational Leadership Departments. Anaheim CA: University Council in Educational Administration Annual Meeting, November 21, 2009. Conversation/Dialogue. A discussion based on the book: Breaking into the All Male Club: Female Professors of Educational Administration (NY: Suny, 2009).

Verstegen, D. A. & Jordan, T. S. (March 2009). Paying for Schools: An Analysis of State Finance Systems. American Education Finance Association Annual Meeting. Nashville, TN.

Verstegen, D. A. & Jordan, T. S. (March 2009). Nevada: The State of the State. Paper presented at AEFA. In Getzler, L. (Ed.) The State of the States and Provinces. American Education Finance Association Annual Meeting, Nashville, TN.

Verstegen, D. A., Jordan, T. S., Conrad, R., Beattie, J. and Miltenberger, P. Budget Shortfalls and the Impact of the Current Economic Crisis on P-20 Education in Nevada. Roundtable presentation. American Education Research Association Annual Meeting, San Diego, CA.

Verstegen, D. A. & Jordan, T. S. (March 2008). A Fifty State Survey of School Finance Policies and Programs: A First Look. American Education Finance Association Annual Meeting. Denver, CO.

Verstegen, D. A. & Jordan, T. S. (March 2008). Nevada: The State of the State. Paper prepared for presentation at AEFA. In Getzler, L. (Ed.) The State of the States and Provinces. American Education Finance Association Annual Meeting, Denver, CO.

Jordan, T. S. & Verstegen, D. A. (April 2008). The Nevada Plan: The Beginnings of Change. Paper prepared for presentation at the American Education Research Association Annual Meeting. New York.

Verstegen, D. A. (May 3, 2007). Adequate Funding of Illinois Public Schools. Springfield, Illinois: Sagamo.

Verstegen, D. A. (March, 2007). An Analysis of the Distribution and Magnitude of Resources in Illinois: Methodological Issues and Findings. American Education Finance Association Annual Meeting. Baltimore, MD.

Verstegen, D. A. (Feb. 15, 2007). Educational Opportunity: The Illinois Dilemma. Adequacy of Funding and the Future of Public Education in Illinois. Edwin J. O'Leary Winter Conference. Chicago, IL: Whitehall Hotel.

Verstegen, D. A. (April 2006). Local Financing of State Public Elementary and Secondary Education. Presentation at the American Education Finance Association Annual Conference, San Francisco, CA, (State of the States Series).

Verstegen, D. A. (April 2006). Local Financing of State Public Elementary and Secondary Education. Presentation at the American Education Finance Association Annual Conference, San Francisco, CA, (State of the States Series).

Knoeppel, R. C. & Verstegen, D. A. (March 2006). What is the Relationship Between Resources and Student Achievement? A Canonical Analysis. Presentation at the American Education Finance Association Annual Meeting, Denver, CO.

Verstegen, D. A. (February 2006). A Framework for Determining the Cost of an Adequate Education: A Tale of Two States. Invited Presentation at the O'Leary Symposium, Chicago, Illinois.

Verstegen, D. A. (2006). Financing the New Adequacy. Paper presented at the American Education Research Association Annual Meeting, San Francisco, CA, April.

Zhang, A. & Verstegen, D.A. (2006) Teacher Retention and Teacher Satisfaction (A Linear Equation Analysis). Poster Session: American Education Research Association Annual Meeting, San Francisco, CA., April.

Verstegen, D. A. (2005). Educational Adequacy: What is it? What Does it Cost? Paper presented at the Australian Association for Researchers in Education, Parramatta, Australia. November.

Verstegen, D. A. (2005). The State of the States in Nevada, Washington, Nevada. Paper presented at the American Education Finance Association Annual Meeting, Denver CO, March.

Verstegen, D. A. & Noonan, D. (2005). The State of the States in the Far West: Alaska, Washington, Nevada, California, Hawaii and Oregon. Paper presented at the American Education Research Association Annual Meeting, Montreal, Quebec, April.

Verstegen, D. A. (2004). Costing Adequacy Using the Professional Judgment Approach. American Education Research Association Annual Meeting, San Diego, CA, April 2004.

Verstegen, D.A. (2004). Tax Reform: A Southern Strategy. State of the States. American Education Research Association Annual Meeting, San Diego, CA, April 2004.

Verstegen, D. A. & Berlin, R. (2003). Budget Pressures in the Old Dominion: The State of the Commonwealth of Virginia. Paper prepared for the American Education Research Association Annual Meeting, Chicago, IL., April, 2003.

Verstegen, D. A. & Getzler, L. S. (2003). The State of the States: Virginia—Preliminary Actions of the General Assembly, 2003. Paper prepared for the American Education Finance Association Annual Meeting, Orlando, FL., March, 2003.

Verstegen, D. A. (2002). Adequacy: Its Financing and Costing. 6th Annual National School Finance Institute, Fordham University, N.Y., N.Y., June.

Verstegen, D. A. (2002). Reallocation: Redesigning Schools for High Performance. Annual Institutes for Assistant Principals. Charlottesville, VA, June.

Verstegen, D. A. (2002). The State of the States: Virginia. American Education Research Association Annual Meeting, New Orleans, LA, March.

Verstegen, D. A. (2002). The State of the States: Virginia. American Education Finance Association Annual Meeting, Albuquerqe, New Mexico, March.

Verstegen, D. A. (2002). Equity in Four States. American Education Finance Association Annual Meeting, Albuquerque, New Mexico, March.

Verstegen, D. A. (2002). The New Finance. American Education Finance Association Annual Meeting, Albuquerque, New Mexico, March.

Verstegen, D. A. (2001). The State of the States: Virginia. American Education Finance Association Annual Meeting, Cincinnati, OH.

Verstegen, D. A. (2001). Adequacy as Legal Standard. American Education Finance Association Annual Meeting, Cincinnati, OH.

Verstegen, D. A. (2001). The State of the States: Virginia. American Education Finance Association Annual Meeting, Cincinnati, OH.

Verstegen, D. A. (2001). The New Adequacy in Education: National Education Finance Developments. Presentation at the American Education Research Association Annual Meeting, Seattle, WA.

Verstegen, D. A. (2000). Asleep At the Wheel: Discontinuities in Virginia Education Policy and Finance. Presentation at the American Education Research Association Annual Meeting, New Orleans, LA, April.

Verstegen, D. A. (1999). Equal Educational Opportunity: Costs, Benefits and Improvements. Fordham University Finance Institute: N.Y., N.Y.

Salmon, R. G., Verstegen, D. A. & White, D. (1999). State of the States: Virginia. Paper prepared for presentation at the American Education Research Association Annual Meeting, Montreal, Quebec.

Verstegen, D. A. (1999). School Finance Litigation: What Are a State's Data Needs? Presented at the American Education Finance Association Annual Meeting. Seattle, WA.

Verstegen, D. A. & Torrence, P. (1999). A Student Level Analysis of Federal Aid to Education. Presented at the American Education Finance Association Annual Meeting. Seattle, WA.

Verstegen, D. A. & Grider, A. (1999). Rural and Small Schools/Districts: The Impact of School Finance Litigation? Presented at the American Education Finance Association Annual Meeting. Seattle, WA.

Verstegen, D. A. & Torrence, P. (1998). Federal Aid to Education: A Microanalysis. Presentation at the U.S. Department of Education's National Center for Education Statistics Summer Data Conference: Washington, D.C.: U.S. Department of Education.

Verstegen, D. A. (1997). Recent State Supreme Court Decisions Concerning School Finance: Issues of Adequacy and Equity. Presentation at the U.S. Department of Education's National Center for Education Statistics Summer Data Conference: Washington, D.C.: U.S. Department of Education.

Verstegen, D. A., King, R. & MacPhail-Wilcox. (1997). What We Know About the Effect of Resources on Student Cognitive Achievement From Thirty Years of Production-Function Analysis. Paper presented at the American Education Finance Association Annual Conference, Jacksonville, FL.

Verstegen, D. A. (1997). Adequacy, Equity and New Directions in School Finance: A Judicial Perspective. Paper presented at the American Education Research Association Annual Conference, Chicago, Ill.

Verstegen, D. A. & Salmon, R. (1997). Legislative Initiatives in Virginia Education Policy and Finance. Paper prepared for the American Education Research Association Annual Conference, Roundtables: Contemporary Education Finance Issues in Mid-Atlantic States. Chicago, Ill.

Verstegen, D. A. (1997). Production Functions: A Critique and an Analysis of the Effect of School Resources on Students' Proficiency Test Scores. Paper presented at the American Education Finance Association Annual Meeting, Jacksonville, FL.

Verstegen, D. A. & Whitney, T. (1997). With Liberty and Justice for All: The Judicial Role in Education Reform. Paper presented at the American Education Finance Association Annual Meeting, Jacksonville, FL.

Verstegen, D. A. (1997). Gubernatorial and Legislative Initiatives in the Virginia General Assembly--1996-98 Session. Paper presented at the American Education Finance Association Annual Meeting, Jacksonville, FL.

Verstegen, D. A. (1996). The Virginia General Assembly--1996 Session. Review of Selected Education Legislation and Funding. Paper presented at the American Education Research Association Annual Meeting, N.Y., N.Y.

Verstegen, D. A. (1996). Education Policy and Finance in Virginia: In the Aftermath of Scott v. The Commonwealth. Paper presented at the American Education Research Association Annual Conference, New York, NY.

Verstegen, D. A. (1995). Financing Public Education: Changes from 1965 to 1995--The Role of the Courts. Paper presented at the Annual Conference of the American Public Policy and Management Conference (APPAM), Washington, D. C.

Verstegen, D. A. (1995). Higher Stakes, Higher Standards: Designing Schools Where Students Achieve. Topic: Linking the National Education Goals and School Finance: What Are the Implications? Paper presented at the Annual Conference of the American Federation of Teachers, Washington, D.C.

Verstegen, D. A. (1995). Council for the Plaintiffs: Trends in School Finance Litigation Across the States. Paper presented at the American Education Finance Association Annual Meeting, Savannah, GA. Pre-session Workshop.

Verstegen, D. A. & Parrish, T. (1995). The Federal Role in Education and Special Education Funding. Paper presented at the American Education Finance Association Annual Meeting, Savannah, GA.

Verstegen, D. A. & Martin, P. (1995). A Summary of Position Statements on the Inclusion of Special Education Students in the General Classroom and Excerpts on Funding from Fifteen National Associations. Paper presented at the American Education Finance Association Annual Meeting, Savannah, GA.

Verstegen, D. A. (1994). Issues in the New School Finance: Integrating Funding Streams on Behalf of Children, Families and Communities. Paper presented at the American Education Research Association Annual Meeting, New Orleans, LA.

Verstegen, D. A. (1994). Equity is More Efficient: An Analysis of Education Revenue Changes and Student Outcomes. Paper presented at the American Education Research Association Annual Meeting, New Orleans, LA.

Verstegen, D. A. (1994). Plain Talk About School Finance in Virginia. Paper presented at the American Education Research Association Annual Meeting, New Orleans, LA.

Parrish, T. B. & Verstegen, D. A. (1994). The Individuals with Disabilities Education Act: Issues and Possible Alternatives for Reauthorization. Paper presented at the American Education Finance Association Annual Meeting. Nashville, TN.

Verstegen, D. A. (1994). The Missing Piece of the American Education Reform Movement: The Role of Education Finance in Creating Equal Opportunities to Learn. Paper presentation for the Visiting Scholars Lecture Series, Northern Iowa University. Cedar Falls, IA.

Verstegen, D. A. (1993). With Liberty and Justice for All? The State of State School Policy and Finance in Virginia. Paper presented at the American Education Research Association Annual Meeting, Atlanta, GA.

Verstegen, D. A. (1993). Restructuring School Finance: An Idea Whose Time Has Come. Paper presented at the American Education Finance Association Annual Meeting, Albuquerque, New Mexico.

Verstegen, D. A. (1992). An Interstate Analysis of Fiscal Equity in Schooling: Problems and Prospects. Paper presented at the Fourteenth Annual Research Conference of the American Public Policy Analysis and Management Association, Denver, CO.

Verstegen, D. A. (1992). Linking the National Education Goals and Education Finance. Paper presented at the American Education Research Association Annual Conference, San Francisco, CA.

Verstegen, D. A. (1992). The State of the States: Virginia. Paper presented at the American Education Research Association Annual Conference, San Francisco, CA.

Bass, G. & Verstegen, D. A. (1991). Informing Policymakers About the Impact of State Funding Formula Components on Rural Schools. Paper presented at the American Education Research Association Annual Meeting, Chicago, IL.

Verstegen, D. A. & Salmon, R. G. (1991). Virginia--The State of the States: The Condition of State Budgets and the Implications for School Finance. Paper presented at American Education Research Association Annual Meeting, Chicago, IL.

Verstegen, D. A. & Salmon, R. G. (1991). Equity and School Finance Reform in Virginia. Paper presented at the American Education Finance Association Annual Conference. Williamsburg, VA.

Verstegen, D. A. (1991). Financing Education Reform: New Directions, Old Dilemmas. Paper presented at the American Education Finance Association Annual Conference. Williamsburg, VA.

Verstegen, D. A. (1990). The Measurement of Social Welfare: Towards a New View. Paper presented at the Meeting of the American Education Research Association Annual Conference, Boston, MA.

Verstegen, D. A. & Salmon, R. G. (1990). A Case Study of Education Financing in Virginia. Paper presented at the
American Education Finance Association Annual Conference, Las Vegas, NV.

Verstegen, D. A. & Cox, C. (1990). State Models for Financing Special Education. Paper presented at the American Education Finance Association Annual Conference, Las Vegas, NV.

Verstegen, D.A. & C. K. McGuire (1989) Financing Education Reform and Special Populations: New Directions for Federal and State Research Drawn From a Fifty State Survey. Paper presented at the American Education Finance Association Annual Conference, San Antonio, TX.

Verstegen, D. A. (1988). Legal Theory Gone Awry: Towards and Unjust Settlement Under the Law. Paper presented at the American Education Finance Association Annual Conference, Tampa, FL.

Verstegen, D. A. (1988). Virginia Education Finance: The Changing Scene. Paper presented at The American Education Finance Association Annual Meeting, Tampa, FL.

Verstegen, D. A. and McGuire, C. K. (1988, April). Financing Education Reform: Has the Momentum Been Retained? Paper presented at the American Education Research Association Annual Conference, New Orleans, LA.

Verstegen, D. A. (1987). Texas Education Reform Legislation: Where Did All the Money Go? Paper presented at the American Education Finance Association Annual Conference, Phoenix, AZ.
Verstegen, D. A. (1987). Texas Education Finance Reform: The Measurement of Equity. Paper presented at the American Education Finance Association Annual Conference, Phoenix, AZ.

Verstegen, D. A. (1986). Adequacy and Equity in Texas Education Finance. Paper presented at the School Finance Symposium. Disseminated through the Public Broadcasting System-Television, 10-15 Airings March-June. Sponsored by the Equity Center, Austin, TX.

Verstegen, D. A. (1985, October). Cost Projections Under Current Law and with Selected Alternatives. Paper presented at the School Finance Symposium, Austin, TX. Monograph and video tape, Austin, TX.

Verstegen, D. A. (1984). The Education Block Grant: How It Measures Up to Meeting Its Stated and Implied Goals. Paper
presented at the Annual Conference of the American Educational Research Association, New Orleans, LA.

Verstegen, D. A. (1984). The Education Block Grant: Its Programmatic and Distributional Impact. Paper presented at the Wisconsin Education Research Association, Madison, WI.

Verstegen, D. A. (1982). The Education Consolidation and Improvement Act of 1981--An Aberration or New Wave? Paper presented to the Phi Delta Kappans, University of Wisconsin-Stevens Point. Wisconsin Center for Education Research, Madison, WI.

H. Other Presentations

Verstegen, D. A. (2010) State of the States: Nevada. http://aefa.cc/publications/state-of-the-states/ American Education Finance Association Annual Meeting, Richmond, VA.

Verstegen, D. A. (Nov. 1, 2006). Measuring the Adequacy of Funding of Public Schools in America. The 2006 Edwin J. O'Leary Fall Conference, University of Illinois at Urbana-Champaign.

Verstegen, D. A. (Nov. 2, 2006). Education Reform and Funding. 43rd Allerton Conference, Allerton, Illinois.

Verstegen, D. A. (2003). School Finance. Invited presentation to the National Association of State School Boards. Annual Conference. Baltimore, MD.

Verstegen, D. A. (1999). The New Adequacy: What Does it Cost, How is it Defined, and How is it Measured? Nashville, Tennessee: U.S. Educational Adequacy Conference.

Verstegen, D. A. (1999). Education Reform: The Schoolhouse, the Statehouse and the Courthouse. University of North Carolina-Chapel Hill.

Verstegen, D. A. (1998). League of Women Voters of Virginia-Charlottesville-Albemarle Chapters. Trends in Education, General Meeting, Charlottesville, VA., May.

Verstegen, D. A. (1998). League of Women Voters of Virginia-Charlottesville-Albemarle Chapters. Reform, Vouchers & Charter Schools, Charlottesville, VA., May.

Verstegen, D. A. (1998). League of Women Voters of Virginia-Charlottesville-Albemarle Chapters. Effective Investments in Programs That Work--Success for All, Coalition of Essential Schools, the Comer Model, VA, April.

Whitney, T. & Verstegen, D.A. (1998). Adequacy and School Finance Litigation. Presentation at the National Conference of State Legislatures Annual Meeting, General Session.

Verstegen, D. A. (1997). Equity: A Case Study. Presentation at the Summer Leadership Institute for Assistant Principals and Those Aspiring to Become Assistant Principals. University of Virginia, Charlottesville, VA., June.

Verstegen, D. A. (1997). Wellness for Increased Productivity. Presentation at the Summer Leadership Institute for Assistant Principals and Those Aspiring to Become Assistant Principals. University of Virginia, Charlottesville, VA., June.

Verstegen, D. A. (1997). Developments in Special Education: The Reauthorization of the Individuals with Disabilities Education Act. National Education Association, Education Finance Workshop. San Diego, CA., May

Verstegen, D. A. (1997). School Finance, Equity and Adequacy: Emerging Judicial Theories and Finance Implications. Presentation at Alumni Weekend, University of Wisconsin, Department of Educational Administration, Madison, Wisconsin, May.

Verstegen, D. A. (1997). American Schools: Rich, Poor, Unequal. Presentation at the American Education Finance Association Annual Meeting, Jacksonville, FL., March.

Verstegen, D. A. (1997). Legislative Issues in Education Finance: Talking Points and Upcoming Initiatives. League Day Briefing--League of Women Voters of Virginia. Old Town Hall: Richmond, VA., January

Verstegen, D. A. (1997). Upcoming Issues in the Virginia General Assembly. League of Women Voters Fall Conference, Charlottesville, VA., October.

Verstegen, D. A. (1996, December). What Is An Adequate Education and How Much Does It Cost? Annual Conference of the National Conference of State Legislatures, Washington, D. C., December.

Verstegen, D. A. (1996). Education Issues in the Upcoming Legislative Session. Fall Workshops, League of Women Voters of Virginia, Charlottesville, VA., September.

Verstegen, D. A. (1996). Education Action in the Virginia General Assembly. Annual Conference of the League of Women Voters of Virginia, Williamsburg, VA., May.

Verstegen, D. A. (1995). A First Look at University Courses in Education Finance, School Business Administration and the Economics of Education: An Overview. American Education Finance Association Annual Meeting, Savannah, GA., March.

Verstegen, D. A. & Salmon, R. G. (1995). Standing Up for the Needs of Children, Families, and Communities. Topic: Virginia's Education Disparities: Where Are We Now? VEA Instructional Conference, Richmond, VA., October.

Verstegen, D. A. (1993). Teaching Graduate Courses in Education Finance: A Potpourri. Presentation at the American Education Finance Association Annual Meeting, Albuquerque, N.M., March.

Verstegen, D. A. (1992). State Fiscal Data Needs and Recent School Finance Litigation. National Forum on Education Statistics and Annual Data Conference. U. S. Department of Education, Washington, D. C., July.

Verstegen, D. A. (1992). Finance Equity. National Education Association--Mid-Atlantic Leadership Conference. Lexington, KY., January.

Verstegen, D. A. (1991). The American Dilemma: Financing Education Reform in Rich States and Poor States. American Public Policy and Management Association (APPAM) Annual Research Conference. Bethesda, MD., October.

Verstegen, D. A., Wood, C. & Honeyman, D. (1991). Assessing Equity. National Forum on Education Statistics and Annual Data Conference. U. S. Department of Education, Washington, D. C., July.

Verstegen, D. A. (1991). Closing the Gap? An Update on Equity in the Commonwealth of Virginia. Virginia Education Association's Legislative Forum, Richmond, VA., January.

Verstegen, D. A. (1991). How Unequal is the Funding of Virginia School Districts? How Could State Funding Address the Inequality? League of Women Voters Annual Legislative Luncheon, Charlottesville, VA., January.

Verstegen, D. A. (1990). Trends in Financing Education. Phi Delta Kappa, University of Ohio Chapter. Athens, OH. November.

Verstegen, D. A. (1990). Financing Options for Achieving Equity in Education. Coalition of Rural and Appalachian School Districts. Jackson, Ohio; Zanesville, OH. November.

Verstegen, D. A. (1990). State Finance Formulas and Rural Schools. Appalachia Education Laboratory Conference, Fiscal Policies for Rural Schools: The Dollar Dilemma. Roanoke, VA., October.

Verstegen, D. A. (1990). What We Know About States: Changes State Education Funding Formulas. National Forum on Education Statistics & Elementary/Secondary Education Data Conference, U.S. Department of Education, Washington, D. C., July. Two Sessions.

Verstegen, D. A. & Salmon, R. G. (1990). An Analysis of Fiscal Equity in Virginia. Staff briefing for the Governor's Committee on Equal Opportunity for All Virginians. Virginia Education Association, Richmond, VA., January.

Verstegen, D. A. (1990). Finance Committee Recommendations: Reforming School Revenues. Hypothetical Case Study: Rebuilding a State Educational System--Lessons from Kentucky (General Session). American Education Finance Association Annual Meeting, Las Vegas, NV. March.

Verstegen, D.A. & Salmon, R.G. (1990). Closing the Gap: An Equity Analysis of Funding for Education in the Commonwealth of Virginia--Presentation to members of Governor Wilder's Staff, the Superintendent of Education and the press. Richmond, VA., January.

Verstegen, D. A. (1990). Finance Equity and Educational Quality. Phi Delta Kappa, UVa Chapter. The Rotunda, Charlottesville, VA., March.

Verstegen, D.A. & Salmon, R.G. (1990). A Comparative Analysis of Equity in School Finance Before and After Virginia's Legislative Reform. Virginia Education Association, Richmond, VA., January.

Verstegen, D. A. (1989). President Bush and the Education Summit Meeting: Implications for Administrators. Virginia Elementary Principals' Association, Charlottesville, VA., October.

Verstegen, D. A. & Salmon R. G. (1989). An Equity Analysis of Funding for Education in the State of Virginia. The Virginia Education Association, Board of Directors. Richmond, VA., August.

Verstegen, D. A. (1989). Has Equity Improved in Virginia? Presentation to the Economic Benefits Committee, Virginia Education Association. Longwood College, Farmville, VA., July.

Verstegen, D. A. (1989). State Funding Formulas. Presentation to the U.S. Department of Education, National Center for Educational Statistics Annual Conference, U.S. Department of Education, Washington, D. C., July. (Two sessions).

Verstegen, D. A. (1989). Presidential Policy in Education: A Look Forward and a Look Backward. The Virginia School-University Partnership, Charlottesville, VA., April.

Verstegen, D. A. (1988). Virginia Education Finance--Antecedents to Reform. Presentation to the Charlottesville City Council, Funding Committee, Charlottesville, VA., September.

Verstegen, D. A. (1988). The Governor's Budget Bill: What's In, What's Out, What's the Bottom Line? Presentation to the Central Virginia's Superintendents, Charlottesville, VA. Tables and Figures prepared, January.

Verstegen, D. A. (1988). Edgewood v. Kirby: What Next? Testimony before the Governor's Select Committee on Public Education, Senate Chamber, Texas State Capital, Austin, TX., February.

Jones, T. H. & Verstegen, D. A. (1987). Education Finance: Can the Concept of Minimum Competency Testing be Applied to a Graduate Discipline? The University Council for Educational Administration, Thirtieth Anniversary Conference. Charlottesville, VA., October.

Verstegen, D. A. (1986). Texas Education Reform Legislation--A Comprehensive Shift. AEFA Yearbook Roundtable. The American Education Finance Association Annual Meeting. Chicago, IL., April.

Verstegen, D. A. (1986). Adequacy and Equity in Texas Education Finance. Public Broadcasting System (Television, 10-15 Airings) March-June. Sponsored by the Equity Center. Austin, TX.

Verstegen, D. A. (1986). Financing Texas Education: Structure and Issues. Careers in Action, Mid-winter Conference for Women School Executives, Austin, TX., January.

Verstegen, D. A. (1985). Managerial Budgeting and Accountability. Delta Kappa Gamma Society International, Leadership Training. Sponsored by the Graduate School of Business. The University of Texas, Austin, TX.

Verstegen, D. A. (1985). Politics and the Superintendency. Remarks prepared for the 5th Cycle Cooperative Superintendency Orientation. The University of Texas, Austin, TX.

Verstegen, D. A. (1984). The University-School Partnership. Remarks prepared for the 36th Annual Superintendents' Workshop for Educational Leaders, Austin, Texas.

I. Other Creative/Scholarly Accomplishments

Verstegen, D. A. (2008-09). CD of 50 State Survey of School Finance Policies and Programs, Vol. I & Vol. II.

Verstegen, D. A. (2002). Photography Exhibit. Curry School of Education, Ruffner Hall, University of Virginia.

Verstegen, D. A. & Stevens, N. (1992). Income/Finance Inequality Measures-Software Program. Copyright, Washington, D.C.: Library of Congress. Copyright Registration No. TX 499 072.

Verstegen, D. A. (1992). Index for Upper Half of Distribution & Angle of Inequality. Conceptual and Statistical Parameters to Define a New Equity Statistic. Washington, D.C.: Library of Congress. Copyright Registration No. TX 490 682.

TEACHING AND CURRICULUM DEVELOPMENT

A. University of Nevada, College of Education (2004 - present).

Research Applications, EL 790.(3 credits). This course provides an in-depth focus on the doctoral prospectus.

Special Topics in Leadership, EL 791 (3 credits). This course provides a focus on leadership issues and topics.

School Business Administration, EL 726 (3 credits). This is a master's level course that provides an introduction to school level budgeting and business administration topics.

Public School Finance, EL 725 (3 credits). This is a doctoral level course that provides an in depth focus on the financing of public elementary and secondary schools.

Seminar in Public Finance, EL 727 (3 credits). This course includes an in-depth focus on cross-cutting issues and topics in public school finance, including equity, adequacy and efficiency.

Crucial Issues in Education, EL 722 (3 credits). This course addresses key issues of the day. In Fall, 2005 it will explore research support related to education policies and student outcomes. Other topics include: equal opportunity, and classroom practices creating barriers to enhanced outcomes for all students.

Internship, EL 798 (3-9 credits). Guided student field experiences particularly as related to ISLLC standards and other leadership components.

EL 498 CAPSTONE, Leadership in Contemporary Society (3 credits). As a CAPSTONE this is a culminating course for undergrads at UNR taught by university senior scholars.

B. University of Virginia, Curry School of Education (1986 - 2004).

Introduction to Education Policy, EDLF 589 (3 credits). This course provides an introduction to public policy as related to education. It includes a substantive focus on reform in education.

Women, Leadership & Education, EDLF 589 (3 credits). This course addresses theory and research on leadership and women.

Public School Administration, EDLF 776 (3 credits). Introduction to school administration including: the organization and structure of the school system; legal basis for school administration; authority, responsibility and control of different levels of government for education; the administration and supervision of the instructional program; and the application of theories of leadership and organizations to enduring problems of schooling.

School Finance, EDLF 783 (3 credits). This course addresses the problems and principles involved in finance in an individual elementary, secondary or middle school with special emphasis on budgeting procedures and accounting systems.

Education Policy Analysis, EDLF 865 (3 credits). An examination of public policy issues in education and the development and understanding of knowledge utilization in the creation and adoption of statute. Students are expected to acquire knowledge and skills required to interpret and conduct research studies related to educational policy.

Policy in Curriculum and Instruction, EDLF 866 (3 credits).
Decisions regarding what and how to teach increasingly are constrained by policies determined at the school and district level. This course explores the emerging field of educational micro-policy, focusing on policies affecting teaching effectiveness and student learning. Policy areas covered include curriculum content and organization, evaluation, grading, student grouping and tracking, scheduling, time use, retention/promotion, assessment, and school discipline.

Contemporary Issues in Policy Studies, EDLF 870 (3 credits). This course examines contemporary educational policy issues in America's pre- and post-secondary institutions. Topics include the conflicting policies surrounding schools as political institutions, effective schooling, analyses of competing power structures, public opinion, dropouts and push outs, the myth of change, school/business partnerships, standardized testing, the changing definitions of literacy and the Western canon, the hidden curriculum, and affirmative action.

Education Finance Policy & Practice, EDLF 873 (3 credits). This course covers the problems and principles involved in financing public schools in addition to the following topics: the economics of education; characteristics of selected taxes for school purposes; the role of federal, state, and local governments in financing education; finance litigation; and the equality of educational opportunity, liberty, and efficiency, as a basis for resource allocation policies in education.

Independent Study, EDLF 893 (1-3 credits), master's level; EDLF 993 (1-3 credits), post-master's level. This course permits students to work under close guidance of an individual faculty member on areas of particular need and interest to a student when such need and interest cannot be met in regularly scheduled courses. Section 1: Administration and Supervision; Section 3: Policy Studies.

Internship in Policy Studies, EDLF 894 (3-9 credits). Supervised experience in education policy studies in educational, governmental agency setting.

Practicum in Policy Studies, EDLP 895 (3-6 credits). A semester or year long project in policy studies supervised by a resident faculty member.

Policy Seminar, EDLF 966 (3 credits). Special topics in state and national education policy.

Supervised Research, EDLF 995, (1-3 credits). This course permits students to work jointly with faculty members and other students in cooperatively designed and executed research projects. The nature and scope of such projects are advanced beyond the master's level.

Independent Study, EDLP 993, (1-3 credits). This course permits students to work under close guidance of an individual faculty member on individually designed and executed research projects. The nature and scope of such projects are advanced beyond the master's level.

Doctoral Dissertation, EDLF 999, (3-12 credits).

Teaching Associateship, EDIS 588, (6-12 credits). Required internship (student teaching) experience for all potential teachers. It is supervised by Clinical Instructors from the public schools in cooperation with University Supervisors. Section 2: Elementary.

C. University of Texas at Austin, School of Education (Jan. 1984 - May 1986).

The Structure and Organization of Public Education, 380G, (3 credits). A descriptive overview of fundamental principles, status, information, and delineation of issues. Designed primarily for master's degree students with majors outside administration. Prerequisite: Graduate standing.

Administrative Functions in Education, 682G, (6 credits). A fused, multidisciplinary foundational core course covering major task areas, administrative theory and processes and supporting knowledge from other disciplines. Admission by application only. Consumes half-time of student for two semesters. Prerequisite: Graduate standing; and consent of instructor.

School Community Relations, 383, 683, (3 credits). Directed Advanced Studies. Group and individual studies of research literature; execution of investigative projects and reports of research. Prerequisite: Graduate standing; and consent of instructor. Topic 2: School-Community Relations.

The Politics of Education, 388P, (3 credits). Education function studied from a political systems perspective; topics include power, power structures, policy making, and conflict management. Prerequisite: Graduate standing; and consent of instructor.

Research Seminar, 396, (3 credits). Group and individual projects in research design, research methodologies, and research execution. For doctoral students. Prerequisite: Admission to candidacy for the doctoral degree, preparation satisfactory to instructor, and consent of the graduate adviser. Topic: Special Topics in Education Finance: Equal Educational Opportunity.

Graduate Internship, 397P, 697P, (3-6 credits). May, with consent of the graduate adviser, be repeated for credit when the positions vary. Supervised practice in a professional position. Prerequisite: Graduate standing; and admission by internship committee.

Dissertation, 399R, 699R, 999R, 399W, 699W, 999W, (3-9 credits). Prerequisite: admission to candidacy for the doctoral degree.

D. Bethel Community College, Alaska (1970s)

Preschool Teacher Training, Area: Culture and Learning--Language Arts, Mathematics, Social Studies, Science.

F. Doctoral Dissertation Supervision[10]

James Fitzsimmons, Ed.D (2010). Campus Recreational Facilities and Student Recruitment and Retention. In process.

Robert Conrad, Ph.D. (2010). Crisis Communication in Higher Educational Institutions, in process.

Doug Haugen, Ph.D. (2010). Transition Programs to Higher Education. In process.

Laura Austin, Ed.D. (2010). Professional Learning Communities and Teacher Satisfaction. In process.

Laura Monteiro, Ed.D. (2009). No Child Left Behind Act: School Characteristics and Adequate Yearly Progress, Chair.

Robert Collins, Ph.D. (2008).Engineering Graduate Preparedness for the workplace: Employer Assessments of Outcome Based Education. Chair.

Zhijuan Zhang, Ph.D. (2006). Teacher Retention and Teacher Satisfaction. Co-Chair.

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[10]/ Committee memberships for research in progress are not shown

Hoe Ryoung Kim, Ph.D. (2005). The Role of School Resources in Student Achievement Among OECD Countries: A Structural Equation Modeling Analysis. Co-Chair.

Rebecca Berlin, Ph.D. (2004) State Standards and Early Childhood Education. Chair.

Aleta Fears, Ed.D. (2004). Why Do Students Leave School Before Graduation? Chair.

Freddie Dean Smith, Ph.D. (2003). The Impact of the Core Knowledge Curriculum, a Comprehensive Reform Model, On Achievement. Chair.

Shirley Terry, Ed.D. (2003). Co-Teaching: Title I of the Elementary and Secondary Education Act, Chair.

Jean Welch, Ed.D. (2002). Academic Extended Day Programs, and Achievement, Discipline and Attendance. Chair.

Kimberly Moore, Ed.D. (2002). Year Round Schools: How Do Outcomes Compare to Traditional Schools? Chair.

Rob Knoeppel, Ph.D. (2001). Canonical Analyses of Inputs into Student Productivity. Chair. Nominated: Outstanding Dissertation Award.

Michael Hidek, Ed.D. (2001). Funding and Decisionmaking in Special Education. Committee Member.

Gail Dickinson, Ph.D. (2000). Job Satisfaction and Teacher Union Membership. Chair.

Mark Jones, Ed.D. (2000). Principal's Perceptions of Opening a New School. Chair.

Wesley Earnest, Ed. D. (2000). Technological Literacy: Professional Development and Funding in Virginia. Chair.

Anita Rivera, Ph.D., 1998. James Madison and Education: The Formative Years. Chair.

Delome Greenwald, Ed.D., 1997. Equal Employment Opportunity: A Study of the Negotiated Agreement and Grievances Filed by Teachers Within the Department of Defense Dependent Schools. Chair.

Mindy Garber, Ed. D., 1997. Parallel Block Scheduling: A Study of Integrated Services and Funding Resulting in Improved Student Achievement. Committee Member.

Pat Torrence Ed.D., 1996. A Microanalysis of Federal Aid to Education in a Virginia School District. Chair.

Thomas Hanisch, Ed.D., 1996. Preschool and Elementary Programs for At-Risk Students: Effective Practices, Costs, and Funding. Chair.

Dean Hunt, Ed.D., 1996. The Factors That Impact Marketing and Enrollment in Seventh-Day Adventist Boarding Schools. Committee Member.

Ronald Sykes, Ed.D., 1995. Staying Power: Independent Schools and Retention. Chair.

Matthew W. Cooper, 1993. The Compatibility of Efficiency and Equity in Education Reform: Why School Choice Can Work. Woodrow Wilson Dept. of Government and Foreign Affairs Honors Program Thesis. Chair.

Nancy Hildebrand, Ed.D., 1993. An Examination of Programs for At-Risk Students: Implications for Reform. Chair.

Gail E. Honea, Ed.D., 1991. Ethical Dilemmas in Evaluation: Case Studies of Eight Evaluators. Committee Member.

Thomas Melecki, Ph.D., 1991. The Legislative Politics of State Student Financial Aid Authorizing Legislation in Texas, 1975 to 1989. Outstanding Dissertation Award Honorable Mention-American Education Finance Association, 1992. Co-chair.

Bettye Walsh, Ed.D., 1989. Community College Transition Programs. Committee Member.

Michael Robert Kehoe, Ph.D., 1989. The Choice of Format and Advertising Time in Radio Broadcasting, (UVa, Economics). Examining Committee Member.

Margaret McMeans, Ed.D., 1989. School Attendance and Teacher Behaviors. Committee Member.

Gilbert Garcia, Ph.D. 1987. Accountability and Assessment: A Policy Analysis of Minimum Competency Testing in Texas. Chair.

James Bliss, Ph.D., 1987. School Finance Equity in Missouri as Adjusted by the Cost of Education Index. Co-chair.

Sherry Strain, Ph.D., 1986. The Impact of HB 72 on the Equalization of School Finance in the State of Texas. Awarded honorable mention at the University of Texas, and outstanding dissertation award from the National Association of Professors of Educational Administration. Co-chair.

Richard A. Middleton, Ph.D., 1986. Funding Vocational Education by the Program Weight in Instructional Arrangement Method. Committee Member.

Sandra Lennox, Ph.D. 1985. Curriculum Reform (HB 72): Its Impact and Implementation in School Districts in Texas. Chair.

John Chrysostom Dougherty, IV, MPA, 1985. A Matter of Interpretation: Changes Under Chapter I of the Education Consolidation and Improvement Act. Received the LBJ School of Public Affairs outstanding research award and was printed in complete form as a Congressional Report for the Committee on Education and Labor, U.S. House of Representatives. Co-chair.

Berry Tacker, Ph.D., 1985. Fiscal Constraints, Tax Limitations and Property Tax Rollback Elections: Effects on Taxing and Budgeting Practices in Texas Public Schools. Committee Member.

Michael Katims, Ph.D., 1985. Using Efficiency Analysis to Evaluate Program Effects of Educational Intervention. Committee Member.

PROFESSIONAL SERVICE

A. Editorships

Editor, Journal of Education Finance, 1990-1993.

Education Policy Editor, Journal of Education Finance, 1993-.

Legislation Editor, Journal of Education Finance, 1989-1990.

Book Review Editor, Journal of Education Finance, 1985-1989.

Guest Editor, Educational Considerations, Fall, 2005. Adequacy in Education Finance.

Guest Editor, Educational Considerations, Fall, 1994. The Federal Role in Education.

Guest Editor, Journal of Education Finance, Summer 1994, 20(1). Further Evidence on Why and How Money Matters in Education.

Guest Editor (with J. Ward and P. Anthony), Journal of Education Finance, Summer 1987. School Finance: A Retrospective Examination of the Field.

B. Boards

Board of Advisors – National Education Finance Conference, 2011

Advisory Board - University Council in Education Administration, Educational Finance Center, 1989-2003.

Board of Directors - League of Women Voters of Virginia. Action Coordinator, Lobbyist 1995-97; State Education Chairperson, 1995-2002, Board of Directors, 1995-2000.

Board of Academic and Legislative Advisors - The Horizon Institute for Policy Solutions, 1993-2001.

Board of Directors - The American Education Finance Association, 1986-1989. Second Term, 1991-93. (ex officio).

Advisory Board - U.S. Department of Education, National Center for Education Statistics Technical Panel, 1989-1993.

Editorial Boards

Editorial Board - Journal for a Just and Caring Education. Corwin Press, Inc., 1999-2000.

Editorial Board - Education Administration Quarterly (University Council in Education Administration), 1985-1989; Reappointed 1989-1991; Reappointed, 1993-2004. Also: Davis Award Selection Committee, 2000. Select Outstanding Research Recipient from EAQ publications. Reviewer, 1989-2010.

Editorial Board - Educational Considerations, 1993-.

Editorial Board – Journal of Leadership in Special Education, 1999-.

Editorial Board - Educational Resources, School Leadership, and Educational Policy, published by Swets & Zeitlinger, 1999-

Editorial Board - CASE in Point, A journal related to special education, 1998-.

Editorial Board - ERIC Clearinghouse on Rural Education and Small Schools, 1991-2000.

Editorial Board - The Journal of Education Finance, 1987-.

Editorial Board - Issues in Education (American Education Research Association), 1985-l987.

Editorial Board - Texas Study of Secondary Education Research Journal (Texas Association of Secondary School Principals), 1986-l987.

Editorial & Advisory Board - Monograph Series (UCEA), University Council in Education Administration, 1984-1991.

C. Manuscript Reviewer

Educational Evaluation and Policy Analysis - a research journal of the American Education Research Association, ad hoc reviewer, 1989-.

Educational Policy - a research journal on policy, ad hoc reviewer, 1998-.

Review of Education Research - an AERA journal located at Stanford University, CA., 1992, 2002.

Economics of Education Review - an international research journal published by Pergamon Press, ad hoc reviewer, 1991-.

Urban Education, ad hoc reviewer, 2004.

Peabody Series on Leadership, ad hoc reviewer, 2004.

Longman Publishing Group, N.Y., 1992.

Prentice Hall/Merrill Education, N.Y., 1990; 1995.

D. Professional Memberships and Associations

International

United Nations Association, 1982-1984.

National

American Education Research Association
- Member, 1984-.
- The Politics of Education, Special Interest Group (SIG).
- Fiscal Issues, Policy and Educational Finance (SIG), President 2002-2004.
- Women in Research, SIG, 2002-2004.
- Reviewer, Annual Conference Proposals, 1994-99
- Division A, Reviewer, Annual Conference Proposals, 1984-.
- Division L, Nominating Committee (Interim), 1996.

American Education Finance Association.
- Member, 1983-.
- Reviewer, Annual Conference Proposals.
- Board of Directors-Two Terms, Outstanding Dissertation Committee, Publications Committee, 1989-93.

University Council in Educational Administration
- Member, 1984-2004.
- Advisory Board - Education Finance Center, 1989-2004.
- Reviewer, Knowledge-Base on "Financial and Economic Aspects of School," McGraw-Hill, publishers, 1993.
- Reviewer, Annual Conference Proposals, 1994-2004.
- Davis Award Selection Committee (Outstanding Research Publication in the Education Administration Quarterly), 1989.
- Advisory Committee on Assessment Center Methodology, 1987.
- Plenary Council Representative, Indianapolis, Indiana, 1984.
- Advisory Committee for Sex Equity Study Design, 1986.

Phi Delta Kappan
- Member, 1984-.
- Advisory Board, Gallup Poll of the Public's Attitudes Toward the Public Schools, 1994-95.

Phi Kappa Phi
- Member 1984-
- Vice President, UNR Chapter, 2009-

American Association of University Professors

- Member, 1986-.
- Executive committee, VA, 1998-2001.
- President Elect, VA 2002-2003.
- President, Virginia Conference, 2003-2004.
- Past President, Virginia Conference, 2004-2005.

American Public Policy and Management Association
- Member, 1990-1999.

American Civil Liberties Union (ACLU)
- Member 1997-.2007

National Women's Political Caucus
- Member, 1982-1989; 1992-1993.

Local

Women Education Leaders in Virginia, The University of Virginia, Curry School of Education, Chair-Planning Committee, 1997-99; President, Association Founder, 1999-.

Women Faculty and Professional Association, The University of Virginia, 1989-1994.

League of Women Voters of Virginia
- Member, 1986-.
- State Board of Directors, Action Coordinator, Lobbyist, 1995-97 State Education Chair, 1995-.
- State School Finance Committee, 1991-93.
- Treasurer, League of Women Voters of the Austin Area, Austin, Texas. 1985-86.
- State School Finance Committee, Texas League of Women Voters, Austin, Texas 1985-86.

E. University Service

University-wide Service

Committee on the Status of Women, UNR, 2006-2008, 2009-

Grievance Committee, UNR, 2005-

Safe Community/Safe Grounds Teaching Awards Committee, Women's Center, UVa, 1999-2000.

The Center for the Prevention of Disease and Injury--Education Faculty Resource Person in the areas of Stress and Stress Management, UVa 1989-1992.

School Level Committees-UNR

College of Education Research Consortium, 2009-

College of Education Scholarly Activities Committee, 2007-2009.

College of Education. Educational Leadership Team, Member, 2004-2006

College of Education. Strategic Planning Committee, Convener, 2004-2006.

College of Education. Website Committee, 2004-2005.

School Level Committees-UVa

Chair, President, Planning Committee, Virginia Women Leaders in Education Conference/Association Planning Committee Chair, 1997-98; President 1999-00. The Curry School of Education, UVa, 1997-present.

Admissions Committee. UVA, Administration and Supervisions Program Committee; Policy Studies Program Committee, 2000-2001; 2002-.

Curry School Curriculum Committee. The Curry School of Education, UVa, 1994-95.

The Admissions Committee. The Curry School of Education, UVa, 1988-1990, 1994-97.

Search and Screen Committee. Open rank position in Education Policy, Curry School, UVa, 1989-92, 1994.

Dissertation Research Award Committee, Curry School of Education, UVa, 1992.

Ruffner Hall Safety and Access Task Force, Curry School of Education, UVa, 1990-92.

Student Awards Committee, Curry School of Education, UVa, 1988-92.

The Ph.D. Research Exam Committee, Curry School of Education, UVa, 1987-1991.

NCATE, Institutional Resources Committee, Curry School of Education, UVa, 1989.

Advisory Committee, Learning Resources Center, School of Education, UT, 1984-86.

Departmental Committees-UNR

Admissions Committee, Committee of the Whole, 2004-

Search and Screen Committee, 2007

Comprehensive Exams, 2007, 2008

Executive Doctorate, Steering Committee, 2004-2006

Strategic Planning Committee, Chair, 2004-06

Department Policy Manual, Member, 2004-05.

Website Committee, 2004-05.

Search and Screen Committee, Chair, Classified Position, 2004.

Search and Screen Committee, Tenure Track Position, 2005-.

Departmental Committees-UVa

Chair, Virginia Women Education Leaders, 1998, President, 1999, Planning Committee, 1998-present.

Chair, Virginia Women Leaders in Education Conference/Association Planning Committee. The Curry School of Education, UVa, 1997-present.

Policy Comprehensive Exam Committee, Department of Leadership, Foundations and Policy, UVa, 1998.

Chair, Comprehensive Exams, Doctoral. Administration & Supervision, UVa, 1998.

Student Financial Aid Committee, Department of Leadership, Foundations and Policy, UVa, 1997-1998.

Interstate School Leaders Licensure Consortium (Organized by the Council of Chief State School Officers) Ad Hoc Committee. Department of Educational Leadership and Policy Studies, UVa, 1996.

Student Handbook Revision Committee, Department of Educational Leadership and Policy Studies, UVa, 1995.

Policy Studies Search Committee, Department of Educational Leadership and Policy Studies, UVa, 1995.

Curriculum Committee for the Superintendency, Department of Educational Leadership and Policy Studies, UVa, 1994-95.

Student Quality Issues Committee, Department of Educational Leadership and Policy Studies, UVa, 1994-95.

Core Course Committee, Department of Educational Leadership and Policy Studies, UVa, 1994-95.

Student Handbook Committee, Department of Educational Leadership and Policy Studies, UVa, 1992.

PhD Research Exam Committee, Chair, Department of Educational Leadership and Policy Studies, UVa, 1992.

The Instructional Technology Committee, Curry School of Education, UVa, 1986-92.

Admissions Committee, Department of Educational Leadership and Policy Studies, UVa, 1989-92.

Graduate Record Committee, Department of Educational Leadership and Policy Studies, UVa 1990-92.

Policy Studies Committee, Department of Educational Leadership and Policy Studies, UVa, 1987-88; 1991-92.

Student Financial Aid Committee, Department of Educational Leadership and Policy Studies, UVa, 1988-1991.

Search and Screen Committee. Department of Education Administration, UT, 1986.

Student Travel Committee, Department of Education Administration, UT, 1986.

Principal Preparation Program Committee. H.B. 72 (Education Reform Legislation)--Implications for Preparation Programs Committee, Department of Education Administration, UT, 1985-86.

Search and Screen Committee, Department of Education Administration, UT, 1984 (endowed professorship); 1985 (principal preparation program).

Non-Standard Internship Committee, UT, 1984-86.

Other Committees

Teacher Quality Task Force, State of Nevada, Department of Education, 2006-

Outstanding Teacher Award Selection Committee, Lynchburg, Virginia Public Schools, 1990.

Education Committee, United Way, results issued in Implications for Human Services - Austin in the 1990s. Capital Area, Austin, Texas. 1984.

F. Other Service Related Activities

Reviewer, Promotion Materials, Various Universities Across the U.S.A., 2000, 2003, 2004, 2005, 2007, 2008.

Participant: Productive and Influential Scholars Project. Division A, American Education Research Association, 1999.

Roundtable Discussant: Implications of Site-Based Decisionmaking on Your State (Virginia). Seattle: WA: American Education Finance Association, March 1999.

Roundatable Leader: Women in Higher Education. Leadership Conference for Virginia's Women Educators. Charlottesville, VA: November 1999.

Organizer. Panel Presentation and Discussion: Does Money Make a Difference in Education? American Education Finance Association, Jacksonville, FL, March 1997.

Panel Member. Commission on the Future of Public Education in Virginia, Subcommittee on Support for Teaching and Learning. Topic--Leadership in Public Education: Abilities and Traits of Effective School Leaders in Virginia. Richmond, VA: Bell Atlantic-Board Room, January 1997.

Testimony before the Virginia Commission on the Future of Public Education. Topic: An Agenda for the Future of Public Education in Virginia. Arlington, VA., November 1996.

Panel Member. Children in America's Schools (PBS Documentary with Bill Moyers). Panel discussion at the Virginia Film Festival. Charlottesville, VA., November 1996.

Panel Member. Action Priorities for Schools and Children in the Virginia General Assembly. League Day in the General Assembly. Richmond, VA: Virginia General Assembly, January 1996.

Panel Member. Advisory Committee, Gallup Poll of the Public's Attitudes Toward the Public Schools, 1994-95.

Chair. The Federal Role in Education. Panel at the American Education Finance Association Annual Meeting, Savannah, GA., March, 1995.

Presider. Spheres of Justice in Education. Yearbook Roundtable. The American Education Finance Association Annual Meeting, Williamsburg, VA., March 13-17, 1991.

Representative. National Governors' Association. National Commission on Children. Washington, D.C.: Senate Office Building, 1991. Pre- Conference Meeting, Center for Research in Education Finance (CREF), The OERI Center for Educational Finance and Productivity. American Education Finance Association, Williamsburg, VA., 1991.

Presider. The Impacts of Litigation and Legislation on Public School Finance--Yearbook Presentation. American Education Finance Association, Las Vegas, Nevada, 1990. Two sessions.

Presider. Dissertation Research Session, American Education Finance Association Annual Meeting, San Antonio, TX., March, 1989.

Presenter, Outstanding Dissertation Award. The American Education Finance Association Annual Meeting, First General Session, San Antonio, TX., March, 1989.

Davis Award Selection Committee (Awards an Outstanding Research Publication of the Education Administration Quarterly), 1989.

Presider, "Fiscal Stress" Drs. Wade & Meckley; "Demographics" Dr. Dembrowski, American Education Finance Association Annual Meeting, Tampa, FL., 1988.

Presider, "Fiscal Stress", "Demographics" The American Education Finance Association Annual Conference. Tampa, Florida, March, 1988.

Discussant, "The Success of the Manitoba Property Tax Plan." Dr. Anne Jefferson. "Predicting the Impact of Removing the Deductibility of State and Local Taxes." K. Forbis Jordan. "Public School Funding and Legislated Policy-Making: A Case Study of the 1985 Indiana General Assembly." Robert O. Williams. Fiscal Policies and Education Funding Special Interest Group. The American Education Research Association's Annual Meeting, San Francisco, CA., April, 1986.

Presider, "Local Expenditure Variations." The American Education Finance Association Annual Conference. Chicago, Illinois, April, 1986.

Critiquer, "Education Finance Reform in the States." Allan Odden. The American Education Finance Association's Annual Meeting, Phoenix, AZ., April, 1985.

Reviewer, Financing Teacher Education Programs for Research on Teacher Education, Houston, TX., 1989.

Steering Committee, Austin Area Principals Collegium. Austin, TX., 1986.

Institutional Representative, Texas Association of Secondary School Principals, Austin, TX., 1985-86.

Advisory Committee, Learning Resources Center, School of Education, the University of Texas at Austin, 1984-86.

Proofreader for Quality, Productivity and Competitive Position by Edward Deming, 1983.

Senator, Wisconsin Student Government, University of Wisconsin, Madison, for the 11th District representing junior, senior and graduate students in education. Legislative Affairs Committee, Finance Committee, Shared Governance Committee, United Council Representative, 1982-1983.

G. Consultations and Grants[11]

Scholarly Activities Award, University of Nevada, Reno. 2006-07, 2008, 2009. Support for conduct of 50-State Survey.

Council for Better Education. Research/consultation on finance system. 2002-.

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[11] Includes Subgrants.

Weisman and Associates/Massachusetts Civil Liberties Union. Research/consultation on finance system. 2000-04.

Indiana Education Association. Consultation on constitutional issues and finance data. 2004.

Connecticut Committee. Research & equity analysis. 2001.

Rural Challenge: Annenberg Foundation. Consultation and research on rural policy for schools. Montpelier, Vt., 1998-00.

U. S. Department of Education. Researched and reported: core finance data needs of states facing litigation. Washington, D.C. National Center for Education Statistics, 1998-99.

American Institutes for Research, Special Education Finance Center. Researched and wrote reports on selected aspects of financing special education under the Individuals With Disabilities Education Act, 1993-99.

U.S. General Accounting Office. (GAO), Washington, D. C. Advisement concerning school site management, facilities, and the Education Reform Act of 1988 (U.K)., 1992; critiqued report for Congress on ESEA, Title I, Finance Incentive Program, 1996; critiqued School Finance: State and Federal Efforts to Target Poor Students, 1998; advised regarding data collection survey on federal programs.

South Asian Studies Center. Weedon Travel Funds. Department of Religious Studies, University of Virginia, 1995.

Rhode Island. Researched equity of school finance system for coalition of school districts for state school finance litigation, 1995.

Virginia Education Association. Researched fiscal equity of the current finance system and compared it to prior law, 1989-90; researched fiscal equity and updated previous publication, 1990-91; analyzed options for funding education, 1995.

The Coalition for Equity in Education Finance. Virginia. Researched and advised concerning finance litigation, 1991-1995.

Wisconsin State Legislature. Assistant Minority Leader, Madison, Wisconsin, Biennial Session: Provided budget analysis, economic development options, jobs bills, analysis and development of related legislation, 1985; Majority Leader-Current Issues in State Government and School Bill, 1995-.

Indiana. Researched equity of school finance system for coalition of school districts for state school finance litigation, 1994.

Montana Rural Education Association. Billings, Montana. Advised on rural aspects of financing; expert witness, 1992-93.

Missouri. Committee for Educational Equity. Researched the equity of the state finance system for state school finance litigation, 1991-92.

Alabama Coalition for Equity, Inc. Researched the equity and adequacy of the state finance system for state school finance litigation, 1992.

The National Governors' Association. Washington, D. C. Researched and provided counsel on issues related to education reform, restructuring education and fiscal issues; prepared policy papers. In residence, February - July, 1991.

The Colorado Commission on Higher Education. Denver, CO. Performed a policy audit as the basis for model building on incentives for quality teaching and diversity in undergraduate programs, 1991.

The Ohio Coalition of Rural and Appalachian School Districts. Researched and presented options for financing rural education. Researched the equity of the state finance system for court case, 1990.

Education Commission of the States. Researched and prepared publications for dissemination, School Finance at a Glance 1987-88; School Finance at a Glance, 1989-90.

Appalachia Education Lab. Advised and researched options and issues in financing rural schools, 1990.

Crockett County Board of Education, Tennessee. Researched the equity of the state finance system for court case, 1990.

Utah Department of Education. Met and discussed alternatives for financing educational equity in the wake of a statewide teacher's strike, 1989.

Virginia School Boards Association. Charlottesville, Virginia. Analyzed alternatives to current law for education finance. 1988.

Texas Education Agency, Austin, Texas. Researched alternatives to current law for reductions-in-aid to education provided recommendations and wrote analysis; provided assistance in data analysis for Edgewood vs. Kirby, 1986-87. Expert Witness, school finance litigation, Edgewood et al. vs. Kirby, February, 1987. Testimony to the Governor's Select Committee, and School Finance Symposium, Topic: Education Finance Litigation--Trends & Remedies, 1988.

Research and Development Center for Teacher Education. The University of Texas at Austin. Teacher Education Policy:
Worked with Center staff to conceptualize, develop and write a proposal for Teacher Education; responsible for Reanalysis of Initial Teacher Induction Study, 1985-86.

H. Honors

Edwin J. O'Leary Chair in Financial Management, University of Illinois, Urbana-Champaign, 2006-07

Outstanding Service Award. American Association of University Professors, 2004.

Service Award. American Education Research Association, Fiscal Issues, Policy and Education Finance SIG, 2004.

Alumni Achievement Award. University of Wisconsin-Madison, School of Education. (1997).

Who's Who in the World.

Who's Who in America.

Who's Who in the South and Southwest.

Who's Who of American Women.

International Who's Who of Intellectuals, Tenth Edition, Cambridge, England.

Phi Kappa Phi. An honorary society, (1983-).

Phi Delta Kappa. An honorary educational fraternity, (1983-).

Sesquicentennial Associateship from the Center for Advanced Studies, University of Virginia, (Fall, 1995).

Attachment to National Institute for Administration and Planning, New Delhi, India. (1995).

Visiting Scholar - Northern Iowa University, Cedar Falls, Iowa, (Winter, 1994).

Fellow-Senior Common Room, Oxford University, Department of Educational Studies, The Norham Centre for Leadership Studies, United Kingdom; Trinity Trimester, (1991).

Distinguished Service Award. The University Council for Educational Administration, Education Administration Quarterly, (1991).

Distinguished Service Award. The American Education Finance Association, (1989).

Outstanding Young Women in America, (nominated 1989) (missed age cut-off).

Dissertation included in the Lyndon Baines Johnson Presidential Library Archives. Title: The Great Society Meets a New Federalism. Examined presidential policy in education from President Lyndon Johnson to President Ronald Reagan, (1986).

Jean Flanigan Outstanding Dissertation Award in Education Finance, sponsored by The American Education Finance Association, The American Association of School Administrators and the National Education Association (1984).

Jesse Levin

Education

Ph.D.	2002, University of Amsterdam and Tinbergen Institute, Economics with specialization in Labor Economics, Economics of Education, and Applied Econometrics
M.A.	1995, San Francisco State University, Economics, specialization in Public Finance
B.S.	1991, University of Oregon, Economics, minor in Music

Honors and Awards

2007 E. Robert Stephens Award, Association of Educational Service Agencies, for research study "*Similar Students, Different Results: Why Do Some Schools Do Better? A Large-Scale Survey of California Elementary Schools Serving Low-Income Students*", co-authored with research team from EdSource, Stanford University, University of California Berkeley and WestEd.

Honorable Mention, Association for Public Policy Analysis and Management (APPAM) Dissertation Award, 2003–2004.

Present Position

Senior Research Scientist, American Institutes for Research (AIR)
Investigate policy-oriented issues in educational finance and resource allocation, the economics of education, and educational effectiveness including writing reports, dissemination of findings through presentation, and publication in peer-reviewed journals.

<u>Current Projects</u>

Quantitative Task Leader – Evaluation of Gates Intensive Partnership Sites (Bill and Melinda Gates Foundation)

Conduct study component that estimates the cost of planning and implementing reforms aimed at empowering an effective teaching force in four school districts.

Director of Research – Strategic School Funding for Results (Hewlett and Ford Foundations)

Provide directional leadership and analytical support for an evaluation of the current resource allocation across schools in three California districts and development of student weighted funding formulas to promote more equitable distribution of resources.

Principal Analyst – National Evaluation of Magnet Schools (IES)

Serve as primary analyst for an investigation of the relative effectiveness of schools that have received a federal Magnet School Assistance Program (MSAP) grant. Main duties include developing analysis plan, data preparation, and analysis using quasi-experimental techniques (comparative interrupted time series analysis in a multi-level modeling regression framework).

Previous Projects

Project Director – Rural Resource Allocation Study (Fast Response IES Study for REL-West)

Provide directional leadership and analytical support to a comparative study investigating patterns of educational resource allocation in rural versus non-rural school districts in the Western states. Duties include overseeing day-to-day operations of project, design of analytical framework (use of multivariate regression analysis to identify characteristics that explain variation in resource allocation), developing methods for data cleaning and creation, report writing, and dissemination of results.

Principal Analyst – Similar Middle Grades Students, Different Results: A Large Scale Survey of California Middle Schools (2009 – 2010)

Serve as primary analyst for an investigation of educational practices conducive to student achievement in California schools serving the middle grade students. Main duties include manipulation and reduction of primary survey data using factor analytical techniques and performing multivariate regression analysis to identify schooling practices conducive to academic achievement of middle grade students.

Quantitative Task Leader – Understanding the Implementation of Weighted Student Funding in California (2007 – 2009), an evaluation of the resource equity implications of district implementation of weighted student funding systems.

Project Director – An Independent Comprehensive Study of the New Mexico Public School Funding Formula (2006 – 2009), a research study that estimated the cost of providing a sufficient education for all public school students in New Mexico.

Project Director – Comprehensive High School Reform Resource Allocation Study (2005-2008), a study that estimated the cost of successfully implementing and maintaining selected mainstream comprehensive high school reform models

Principal Analyst – Similar Students, Different Results: Why Do Some Schools Do Better? A Large-scale Survey of California Elementary Schools Serving Low-Income Students (2004 – 2007), an investigation into the educational practices of California elementary schools that serve low socio-economic status student populations.

Deputy Project Director – The New York Adequacy Study: Determining the Cost of Providing All Children in New York an Adequate Education (2002 – 2004), an in-depth investigation of the determinants and costs of an adequate education in the state of New York.

Professional Experience

Economics Researcher, Research Center for Schooling, Labor Market and Development (SCHOLAR) and University of Amsterdam, Amsterdam, The Netherlands (1995–2002)
Conducted advanced empirical economic/econometric research in labor economics and the economics of education focused on educational production, returns to education and school choice including presentation of findings and publication of articles in peer-reviewed journals. Teaching responsibilities included conducting classes in intermediate microeconomics.

Information Architect, Information Innovation BV, Amsterdam, The Netherlands (1999–2001)
Aided in the research and development of state-of-the-art competitive intelligence database and visualization system. Participated in database design and software testing, company/industry research, data collection/analysis, and served as designated liaison to charter clients.

Research, Teaching, and Graduate Assistant, Department of Economics, San Francisco State University, San Francisco, California (1993–1994)
Researched changes in the fiscal structure of the California economy before and after the introduction of Proposition 13; provided instruction and tutoring in microeconomics, macroeconomics, econometrics/statistics, and mathematical economics; provided training in econometrics/statistical packages, spreadsheets, word processing, database, and Internet.

Intern, DRI/McGraw-Hill, Inc., San Francisco, California (1993–1994)
Conducted various research projects contracted to DRI by State and Local Governments Group. Duties included data retrieval, analysis, report writing, field research, and literature review.

Lab Consultant, Social Science Instructional Lab, University of Oregon, Eugene, Oregon (1991)
Provided training and support to students on statistical/econometric, spreadsheet, word processing, and database software.

Administrative Assistant, School of Education, Stanford University, Stanford, California (1984–1987)
Processed admissions and financial aid applications, matriculation reports, course registration, and other general office duties.

Employment History

2002–Present	Research Scientist (2002-2005)/Senior Research Scientist (2005-Present), American Institutes for Research
1995–2002	Economic Researcher, University of Amsterdam, Amsterdam, The Netherlands
1999–2001	Information Architect, Information Innovation BV, Amsterdam, The Netherlands
1993–1994	Research/Teaching/Graduate Assistant, San Francisco State University
1993–1994	Intern, DRI/McGraw-Hill, Inc.
1991	Lab Consultant, Social Science Instructional Lab, University of Oregon
1984–1987	Administrative Assistant, Stanford University School of Education

Professional Affiliations

American Economics Association
Association of Education Finance and Policy
American Educational Research Association
Society of Labor Economists

Publications

Levin, J. with Manship, K., Chambers, J., Johnson, J., & Blankenship, C. (2011). *Do schools in rural and nonrural districts allocate resources differently? An analysis of spending and staffing patterns in the West Region states.* Issues & Answers Report, REL 2011–No. 099. Washington, DC: U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory West.

Levin, J. with Williams, T., Kirst, M.W., Haertel, E., M. Rosin, M. Perry, B. Webman, K. Wison, R. Payne & K. Woodward. (2010). *Gaining Ground in the Middle Grades: Why Some Schools Do Better*. Mountain View, CA: EdSource.

Levin, J. with J. Chambers & L. Shambaugh (2010). Exploring Weighted Student Formulas as a Policy for Improving Equity for Distributing Resources to Schools: A Case Study of Two California School Districts. *Economics of Education Review*, 29(2), 283-300.

Levin, J. with J. Chambers (2009). *Determining the Cost of Providing an Adequate Education for All Students.* Washington, DC: National Education Association.

Levin, J. with K. Hebbler, M. Perez, I. Lam & J. Chambers. (2009). Expenditures for Early Intervention Services. *Infants and Young Children*, 22(2), 76-86.

Levin, J. with J. Chambers (2006). Funding California schools, Part II: Resource adequacy and efficiency. In H. Hatami (Ed.), *Crucial Issues in California Education 2006* (pp. 27-50). Berkeley, CA: University of California, Policy Analysis for California Education.

Levin, J. with J. Chambers & T. Parrish. (2006). Examining the relationship between educational outcomes and gaps in funding: An extension of the New York adequacy study. *Peabody Journal of Education*, 81(2), 1-32.

Levin, J. with Chambers, J., Parrish, T., & P. Esra. (2005). Educational adequacy in New York: A costing-out study. *School Business Affairs, 71*(9), 16-19.

Levin, J. with S. Dobbelsteen & H. Oosterbeek. (2002). The causal effect of class size on scholastic achievement: distinguishing the pure class size effect from the effect of changes in class composition. *Oxford Bulletin of Economics and Statistics*, 64, 17–38.

Levin, J. (2001). For whom the reductions count: A quantile regression analysis of the effect of class size and peer effects on scholastic achievement, *Empirical Economics*, 26, 221–246. Article also published as book chapter in B. Fitzenberger (Ed.), (2002), *Economic applications of quantile regression* (pp. 221–246). Heidelberg, Germany: Physica-Verlag Company.

Levin, J. with E. Plug. (1999). Instrumenting education and the returns to schooling in the Netherlands. *Labour Economics*, 6, 521–534. Has also appeared as European Commission Targeted Socio-Economic Research (TSER) Working Paper 12/98.

Levin, J. with S. Dobbelsteen & H. Oosterbeek. (1999. April 2). Waarom klassenverkleining niet helpt. *Economisch Statistische Berichten (Economic Statistical Messages), nr. 4197*, 250–253.

Professional Reports, Working Papers and Unpublished Works

Levin, J. with J. Chambers, L. Shambaugh, M. Muraki, & L. Poland (2008). *A Tale of Two Districts: A Comparative Study of Student-Based Funding and Decentralized Decision Making in San Francisco and Oakland Unified School Districts*. Palo Alto, CA: American Institutes for Research.

Levin, J. with J. Chambers, D. Delancey & K. Manship (2008). *An Independent Comprehensive Study of the New Mexico Public School Funding Formula: Volume 1 – Final Report*. Palo Alto, CA: American Institutes for Research.

Levin, J. with J. Chambers, J. Stapleton, D. DeLancey & M. Segarra (2008). *Comprehensive High School Reform Resource Allocation Study*. Palo Alto, CA: American Institutes for Research.

Levin, J. with T. Williams, Kirst, M., Haertel, E., Hakuta, K. Brazil, N. & I. Oregon. (2007). *Similar English learner students, different results: Why do some schools do better?*, Research report prepared for EdSource.

Levin, J. with J. Chambers & D. DeLancey (2006). *Efficiency and adequacy in California school finance: A professional judgment approach.* Palo Alto, CA: American Institutes for Research.

Levin, J. & Haertel, E. (2006) "Elementary School Curriculum Program and API: A More Detailed Examination". Research report prepared for EdSource.

Levin, J. with T. Williams, Kirst, M., Haertel, E., Perry, M. & S. Reardon. (2005). *Similar students, different results: Why do some schools do better? A large-scale survey of California elementary schools serving low-income students*, Research report prepared for EdSource.

Levin, J. (2004). *Differences in educational production between Dutch public and religious schools.* National Center for the Study of Privatization in Education Occasional Paper 93. New York: Teacher's College, Columbia University.

Levin, J. (2004). *MALDEF adequacy study: A preliminary determination of the costs of providing an adequate education in the edgewood intervenor districts.* American Institutes for Research (AIR) report prepared for the Mexican American Legal Defense and Education Fund (MALDEF).

Levin, J. with J. Chambers, Parrish, T., Smith, J., Guthrie, J., Seder, R. & L. Taylor. (2004). *The New York adequacy study: Determining the cost of providing all children in New York an adequate education.* American Institutes for Research (AIR)/Management Analysis and Planning (MAP) report prepared for the Campaign for Fiscal Equity (CFE).

Levin, J. with K. Hebbler, M. Perez, I. Lam & J. Chambers. (2004). *National Early Intervention Longitudinal Study (NEILS) expenditure analysis.* American Institutes for Research (AIR) report prepared in cooperation with Stanford Research International (SRI) for the Office of Special Education Programs (OSEP).

Levin, J. (1998). *When education doesn't pay? Returns to intermediate vocational education in the Netherlands*. Max Goote Foundation for Vocational Education Report No. 44.

Levin, J. with H. Oosterbeek. (1996). Economische aspecten van het duale systeem in Duitsland (Economic aspects of the dual system in Germany). In *Jaarboek 1995 van het Max Goote*

Kenniscentrum (Yearbook 1995 of the Max Goote Foundation for Vocational Education). Den Haag, Germany: VUGA.

Levin, J. (1998). *When education doesn't pay? Returns to intermediate vocational education in the Netherlands*. Max Goote Foundation for Vocational Education Report No. 44.

Levin, J. with J. Osman & J. Gemello. (1995). *Tarnished gold: The declining fiscal fortunes of California.* Mimeograph prepared for the Annual Meeting of the Western Regional Science Association, San Diego, CA.

Levin, J. (1991) *Modernizing to stay competitive: A technology needs assessment of small and mid-sized Illinois manufacturers.* DRI/McGraw Hill report prepared for the Illinois Coalition.

Levin, J. (1991) *The Great Lakes Water Quality Initiative: Cost effective measures to enhance environmental quality and regional competitiveness.* DRI/McGraw Hill report prepared for the Council of Great Lake Governors.

Levin, J. (1991) *An olympic economic strategy*. DRI/McGraw Hill report prepared for Georgia Power.

Levin, J. (1991) *Strategies for El Paso's economic development.* DRI/McGraw Hill report prepared for the El Paso Chamber of Commerce.

Professional Presentations

Policy Analysis for California Education Seminar for Education Policy Makers and Scholars, California Capitol in Sacramento, California, November 18, 2011.

Colorado Children's Association, Denver, October 11, 2011.

Association for Education Finance and Policy Annual Meeting in Seattle, Washington, March 24–26, 2011.

National Rural Education Association Annual Meeting in Cincinnati, Ohio, October 9-11, 2009.

American Educational Research Association Annual Meeting in **San Diego, California**, April 13–17, 2009.

American Education Finance Association Annual Meeting in Nashville, Tennessee, March 19–21, 2009.

Policy Analysis for California Education Seminar for Education Policy Makers and Scholars, California Capitol in Sacramento, California, February 13, 2009.

American Educational Research Association Annual Meeting in **New York, New York**, March 24–28, 2008.

American Education Finance Association Annual Meeting in Baltimore, Maryland, March 22–24, 2007.

Policy Analysis for California Education Seminar for Education Policy Makers and Scholars, California Capitol in Sacramento, California, November 15, 2006.

American Educational Research Association Annual Meeting in **San Francisco**, California, April 7–11, 2006.

Conference on Educational Vouchers in Comparative Perspective, Princeton Institute for International and Regional Studies, Princeton University, New Jersey, March 31–April 1, 2006.

American Education Finance Association Annual Meeting in Denver, Colorado, March 23–25, 2006.

American Educational Research Association Annual Meeting in Montréal, Canada, April 15–21, 2005.

American Education Finance Association Annual Meeting in Louisville, Kentucky, March 17–19, 2005.

American Education Finance Association Annual Meeting in Salt Lake City, Utah, March 11–13, 2004.

American Public Health Association Annual Meeting, San Francisco, California, November 15–19, 2003.

Division for Early Childhood Annual Conference, Washington, D.C., October 12–15, 2003.

American Education Finance Association Annual Meeting in Orlando, Florida, March 26–30, 2003.

European Society for Population Economics Annual Meeting in Bilbao, Spain, June 13–15, 2002.

ZEW Summer Workshop on Human Capital at Center for European Economic Research (Zentrum für Europäische Wirtschaftsforschung, ZEW) in Mannheim, Germany, May 16-18, 2002.

1st World Meeting of the Society of Labor Economists/European Association of Labor Economists in Milan, Italy, June 22-25, 2000.

International Conference "Economic Applications of Quantile Regression" in Konstanz, Germany, June 2-4, 2000.

European Society for Population Economics Annual Meeting in Amsterdam, Netherlands, June 4–6, 1998.

Workshop "Rates of Return to Education: New Evidence" at Tinbergen Institute, Amsterdam, Netherlands, October 10-11, 1997.

European Association of Labor Economists Annual Congress in Chania, Greece, September 19-22, 1996.

Jordan, Teresa S. PhD

Professor Emerita
School of Environmental and Public Affairs
University of Nevada, Las Vegas
Graduate Faculty, Appointed 1990

Education

Ph.D.	Educational Leadership and Policy Studies Arizona State University, Tempe, AZ Dissertation: *Alternative State Funding Allocation Methods for Local School Programs to Serve At-Risk Students* (1990 AEFA Outstanding Dissertation Award)
M.S.	Communication Disorders Arizona State University, Tempe, AZ
B.S.	Speech Pathology and Audiology Miami University, Oxford, OH

Professional Experience

2009-2011	Chair, Department of Educational Leadership, College of Education, University of Nevada, Las Vegas
2005-2011	Coordinator, Executive Doctoral Leadership Program, Department of Educational Leadership, College of Education, University of Nevada, Las Vegas
2003-2011	Professor, Department of Educational Leadership, College of Education, University of Nevada, Las Vegas
2000-2005	Chair, Department of Educational Leadership, College of Education, University of Nevada, Las Vegas
1999-2000	Associate Dean/Director, Division of Teacher Education, College of Education, University of Nevada, Las Vegas

1998-1999	Interim Dean, College of Education, University of Nevada, Las Vegas
1997-1998	Associate Dean/Director, Division of Teacher Education, College of Education, University of Nevada, Las Vegas
1996-2003	Associate Professor, Educational Leadership, University of Nevada, Las Vegas
1990-1996	Assistant Professor, Educational Administration and Higher Education, University of Nevada, Las Vegas
1989-1990	Director, Research & Development, Peoria Unified School District, Peoria, AZ
1987-1989	Research Assistant, Educational Leadership & Policy Studies Arizona State University
1986-1987	Coordinator, Psychological/Special Services, Dysart Unified School District, El Mirage, AZ
1985-1986	Instructor, Department of Special Education, College of Education, Arizona State University, Tempe, AZ
1975-1985	Director, Maricopa Speech and Hearing Consultants, Phoenix, AZ
1969-1975	Ohio and Arizona School Districts, Speech/Language Pathologist/Teacher/Administrator/Consultant

Journal Articles

Verstegen, D. and Jordan, T., (Winter, 2009). A fifty state survey of school finance policies and programs: An overview, *Journal of Education Finance,* University of Illinois Press, Urbana, ILL.

Jordan, T., Jordan, K., & Crawford, J. (2005) The interaction among tax and expenditure limitations, supermajority requirements and school finance litigation. *Journal of Education Finance*, Fall, 125-145.

Jordan, T., & Jordan, K. (2004). Rural schools under scrutiny. *The Rural Educator,* 26(1), 1-3.

Jordan, K., Jordan, T. & Crehan, K. (2004), The fiscal impact of the shift from equity to adequacy in school finance litigation. *Educational Considerations,* 31(1), 33-41.

Chance, E., Steinhoff, C., Chance, P. & Jordan, T. (1999). Preparing urban principals: The UNLV/CCSD collaborative principal preparation program. *National Forum of Educational Administration and Supervision Journal,* 16(3), 5-14.

Jordan, T., Garcia, P., Kops, G. & Jordan, K. (1998). School finance reform in New Mexico. *Journal of Education Finance.* 23(3) (Winter), 323-350.

Jordan, T., Jordan, K., & Weiner, C. (1997). The interaction of shifting special education policies with state funding practices*. Journal of Education Finance,* 23(1) (Summer), 43-48.

Lyons, T. (1991). Development of expenditure indices for programs to serve at-risk youth. *Journal of Education Finance*, 16(4) (Spring), 431-435.

Lyons, T. & Jordan, K. (1991). An analysis of state funding options for local school district programs to serve at-risk youth. *The Journal of School Business Management,* 3-2 (July), 28-33.

Lyons, T., & Smith, M. (1990).Effects of extra-year programs prior to first grade. *Early Child Development and Care*, 61(October), 11-18.

Books/Monographs

Verstegen, D. and Jordan, T., (2008) A quick glance at school finance: A 50 state survey of school finance programs Vol.I: state by state descriptions*, Center for Research and Educational Planning*, University of Nevada, Reno, pp. 220.

Verstegen, D., Jordan, T., and Amador, P. (2008) A quick glance at school finance: A 50 state survey of school finance programs Vol.II: finance formulae and cost differentials, *Center for Research and Educational Planning*, University of Nevada, Reno, pp. 91 .

Gallavan, N., Jordan T., Tanaka, W. & Stein, K. (2001).*Valuing cultural diversity in high schools.* Reston, VA: National Association of Secondary School Principals.

Jordan, K., & Lyons, T. (1992).*Financing public education in an era of change.* Bloomington, IN: Phi Delta Kappa.

Jordan, K., Lyons, T., & McDonough, J. (1992). *Funding and financing for programs to serve K-3 at-risk children.* Washington, DC: National Education Association.

Chapters in Books/Monographs

Jordan, T. & Verstegen, D. (2008). The Nevada Plan: Then and Now. In Iatorola, P. (ed.), [Monograph]. School Finance SIG, American Education Research Association.

Steinhoff, C.R., Jordan T., & Babbitt, B (2008). Hardware domain. In J. D. Lindsay (Ed.), *Computers and exceptional individuals.* 5th edition, Columbus, OH: Merrill Publishing Co.

Jordan, T. & Ackerman, R. (2003). Resolving Nevada's fiscal plight: A short-term fix exacerbating a long-term dilemma. In C. Sielke (ed.), *Accountability and fiscal crisis: Fiscal issues, policy, and education finance,* [Monograph]. American Education Research Association, 64- 68.

Jordan, T., (2001) The interaction of shifting special education policies with state funding practices. In Barnes, MaryAnn. (Ed.), *Taking Sides: Special Education*, Boston, MA: McGraw-Hill/Duskin Publishing.

Jordan, T. & McCord, R. (2001). Nevada. In *Public school finance programs of the United States and Canada*. Washington, DC: U.S. Department of Education, National Center for Education Statistics.

Steinhoff, C., Babbitt, B., & Jordan, T. (2000). Hardware domain. In J.D. Lindsay (Ed.), *Computers and exceptional individuals.* 3rd edition, Columbus, OH: Merrill Publishing Co.

Lyons, T. (1994). Nevada school finance policy issues in Theobold, N. D. (ed.), *The State of School Finance Policy Issues.* Monograph of AERA Fiscal Issues, Policy and Education Finance Special Interest Group (SIG).

Steinhoff, C., & Lyons, T. (1992). Hardware domain. In J. D. Lindsey (Ed.), *Computers and exceptional individuals*. 2nd Edition, Columbus, OH: Merrill Publishing Co.

Lyons, T. (1992). State funding alternatives for at-risk programs. In P. Anthony & S. L. Jacobson (Eds.), *Helping at-risk students: What are the educational and financial costs?* Newbury Park, CA: Corwin Press, Inc.

Curriculum Materials

Weiner, C., Creighton, J., Bunting, M., Jordan, T. (1999). *Primary success: Learning skills assessment.* Phoenix, AZ: Syndactics, Inc.

Weiner, C., Creighton, J., & Lyons, T. (1989). *K-TALK: Kindergarten teacher administered language kit.* Tucson, AZ: CSB Publishing Co.

Grants

Jordan, T. (2001). FIPSE/LAAPD grant*. BATE: Borderless access to training and education.* ($162,256)

Jordan, T. (1999). ARI grant: *SCANS for workplace basic skills training and follow-up.* University of Nevada, Las Vegas. ($55,000)

Jordan, T., & Sauer, M. (1998). *Planning initiative grant.* University of Nevada, Las Vegas. ($30,000)

Jordan, K., & Lyons, T. (1994). *Improving educational adequacy and learning opportunities for American Indian youth* (Research report, Contract No. 30341PA). U.S. Department of Interior, Bureau of Indian Affairs, Washington, D.C. ($250,000)

Jordan, K., Lyons, T., & McDonough, J. (1990). *Alternative state funding allocation methods for local school district programs to serve at-risk students.* (Research report No. R117E90146, ERIC No. ED 334 329). U.S. Department of Education, Washington, D.C. ($80,000)

Policy Studies/Research Reports

McCord, R. et. al. (2008) Impact of the economic downturn on school superintendent decision-making, American Association of School Administrators, Arlington, VA

McCord, R., Jordan, T. & Jordan, K. (2007) Superintendent Supply: Pipeline Study, AASA Center for System Leadership, Arlington, VA

Jordan, T., (2007) *Funding Nevada's Charter Schools: A Proposal for Refinement*, Commissioned report to the Nevada Charter Schools Association

Meyers, J. and Jordan T., (2007) *Two Year Baseline Report: School Site Finances for Empowerment and Non-Empowerment Control Schools in Clark County School District* report submitted to Empowerment Schools Study Committee, Clark County School District, Las Vegas, NV

Jordan, K. & Jordan, T. (2003) *Resource adequacy for the Clark County School District,* Study for Legal Services Division, Clark County School District, Las Vegas, Nevada

Jordan, T. & Jordan, K. (2003) *Equity of the current Nevada school funding system*, Study for Legal Services Division, Clark County School District, Las Vegas Nevada

Jordan, T., McCord, R. & Jordan, K. (2002). *Feasibility of decentralizing pupil transportation services in the Clark County School District*. CCSD, Las Vegas, NV.

Jordan, K. & Jordan, T. (2001). *Revisions in the funding formula for education line officers*. Office of Indian Education Programs, Bureau of Indian Affairs, United States Department of Interior, Washington, D.C.

Jordan, K. & Jordan, T. (1999) *Problems and concerns with aspects of the New Mexico public school funding formula.* New Mexico State Board of Education and New Mexico State Department of Education, Santa Fe, N.M.

Jordan, K. & Jordan, T. (1999). *Analysis of fiscal impact and possible*

equity impact of a cost-of-living adjustment (COLA) in the New Mexico Public School Funding Formula. Task Force on COLA, New Mexico State Board of Education, Santa Fe, N.M.

Jordan, K., Dowling, J. & Jordan, T. (1998). *Recommendations for staff development and fiscal resources to assist BIA-funded schools in developing and implementing a standards-based educational program.* Office of Indian Education Programs, Bureau of Indian Affairs, U.S. Department of Interior, Washington, D.C.

Dowling, J., Jordan, T., Jordan, K., & Weiner, C. (1998). *Incentives, recognitions, and interventions for the New Mexico accountability program.* New Mexico State Board of Education and New Mexico State Department of Education, Santa Fe, N.M.

Jordan, K., Jordan, T., Moak, L., & Kops, G. (1996). *Final report on the equity of the New Mexico school funding formula to the Public School Funding Formula Task Force.* Office of the Legislative Council, New Mexico State Legislature, Santa Fe, N.M.

Jordan, T. (1996). *Methodology for Calculating Indices of Need: A Technical Discussion*, report to Public School Funding Formula Task Force, New Mexico State Legislature, Santa Fe, N.M.

Jordan, T. (1996). *Equity of the Current New Mexico School Funding Formula*, report to Public School Funding Formula Task Force, New Mexico State Legislature, Santa Fe, N.M.

Clark, C., Powell, R., Jordan, K., & Lyons, T. (1992). *Study on funding compensatory education programs (*Research report submitted to State of Texas Legislative Board). Texas Center for Educational Research, Austin, Texas.

Jordan, K., & Lyons, T. (1990). *Improving the vertical equity and funding adequacy of the Arizona school finance program: An analysis of the educational overburden of the Phoenix Union High School District* (Research report to the PUHSD Board, Phoenix, AZ.)

Lyons, T. (1990). *An evaluation of Kindergarten and First Grade Programs in the Peoria Unified School District* (Research report to the PUSD Board, Glendale, AZ.)

Jordan, K. & Lyons, T. (1989). *Recommended evaluation criteria for vocational education in Indiana (*Research report to Phi Delta Kappa, Bloomington, IN)

Lyons, T. & Jordan, K. (1989), *Background and Options Paper on Intermediate Educational Service Agencies*, (Research report to Arizona Department of Education), Phoenix, AZ:

Presentation of Professional Papers

Stimulating Nevada: The impact of ARRA funding on education, Paper presented at the American Education Research Association Annual Meeting, Fiscal Issues, Policy and Education Finance SIG. Denver, CO. May 1, 2010. (Co-authors: D. Verstegen, C. Benedict)

State public education finance systems and funding mechanisms for special populations Paper presented at the American Education Finance Association Annual Conference, Richmond, Virginia, March19, 20 (Co-author: D. Verstegen)

Budget shortfalls and the impact of the current economic crisis on P-20 education in Nevada Education Research Association Annual Meeting, Fiscal Issues, Policy and Education Finance SIG San Diego, CA. April 14, 2009 (Co-authors: D. Verstegen, B.Conrad, J. Beattie, & P. Miltonberger)

How do states pay for schools? An analysis of state funding systems. American Education Finance Association Annual Conference , Nashville, TN March, 2009. (Co-author: D. Verstegen)

A fifty state survey of school finance policies: A first look, American Education Finance Association, Denver, CO, April, 2008. (Co-author: D. Verstegen)

What is the Cost of an Adequate Education in Nevada? American Education Research Association, San Francisco, CA, March, 2007. (Co-author: D. Verstegen)

School site fiscal allocations and the linkages between fiscal decision-making and school improvement efforts, American Education Finance Association, Baltimore, Maryland, March, 2007 (Co-author: M. Barton)

State of the State: A Nevada Legislative Update, American Education Finance Association Baltimore, Maryland, March, 2007. (Co-author: D. Verstegen) *Future of Nevada Funding: Issues of Equity Adequacy, and Choice,* NASA Annual Conference, June, 2006 Lake Tahoe, NV (Co-author: K. Jordan)

Managing School Finance to Improve Student Achievement: Issues of Equity and Adequacy, NASA Principals' Academy, March, 2006, Las Vegas, NV (Co-author: K. Jordan)

Education Funding in Nevada: Complex Convergence Annual Conference of the American Education Finance Association, Louisville, KY, March, 2005. (Co-Author R. Ackerman)

Changes in School Finance Funding Patterns: 1970-2000, Annual Conference of the An 2005. (Co- Authors K. Jordan & C. Crawford)

State of the States: Nevada Equity, Annual Conference of the American Education Finance Association, Salt Lake City, UT, March, 2004.

Results of 30 Years of School Finance Litigation: What Do the Data Show? Annual Conference of the American Education Finance Association, Salt Lake City, UT, March, 2004 (co-authors: K. Jordan & K. Crehan)

Borderless Access to Training and Education (BATE): An Inter-Institutional Collaborative or Administrative Certification, Conference within a Conference, American Association of School Administrators, San Francisco, February, 2004 (co-authors P. Chance & G. Boris)

Using Output Evidence to Demonstrate Program Effectiveness, American Association of Colleges of Teacher Education, Chicago, Ill, February, 2004 (co-author: L. Olifson)

Equity of the Nevada Funding Allocation System, Pre-conference Presentation Nevada Superintendents, Annual Nevada Association of School Administrators Conference, Las Vegas, NV, November, 2003. (Co-author: K. Jordan)

Community at a Distance: A New Framework for Studying Online Distance Education, Conference on Learning Communities and Collaboration: Student Learning and Engagement, Indianapolis, IN, November, 2003.

(Co-author: D. Diramio)

Shifting Conceptual Frameworks in Public School Finance, Presentation to MBA Bursar Program, Lincoln School of Management, University of Lincoln, UK in Las Vegas, October, 2003. (Co-author: K. Jordan)

Promoting Mid-Career Development of Educational Leaders Through an Executive Leadership Doctoral Program, National Conference of Professors of Educational Administration, Sedona, AZ, August, 2003. (Co-authors: P. Chance & C. Steinhoff)

Reaching Out Through Cyberspace: An Inter-Institutional Collaborative Administrative Certification Effort, National Conference of Professors of Educational Administration, Sedona, AZ, August, 2003. (Co-authors: P. Chance & G. Boris)

Issues And Opportunities in Cross Institutional Collaboration, Stop Surfing, Start Learning Technology Conference, Las Vegas, NV, April, 2003. (Co- authors J. Bruwelheide, G. Boris, J. Crawford)

Equity of the Nevada Public School Funding Formula, Annual Meeting of the American Education Finance Association, Orlando, FL, March, 2003. (Co-author: R. Bennett)

State of the State: A Status Report on Funding Public Education in Nevada, Annual Meeting of the American Education Finance Association, Orlando, FL, March, 2003. (Co-author: R. Ackerman)

Developing Intra-District Allocation Formulas, Annual Meeting of the American Education Finance Association, Albuquerque, NM, March, 2002.

From the Frying Pan into the Fire: A New Career as a Professor and Why, Annual Conference of the American Association of School Administrators, San Diego, CA, February, 2002. (Co-authors: R. McCord & R. Ackerman)

Privatizing Schools in Neon City: Lessons Learned, Annual Conference of the American Association of School Administrators, San Diego, CA, February, 2002. (Co-authors: R. McCord & T. Mattocks)

Nevada in the Aftermath of 9/11. American Educational Finance Association, Albuquerque, NM, March, 2002. (Co-authors: R. Ackerman & R. McCord)

Vertical Equity in Large School District Intra-District Allocation Formulas, A Survey, Council of Great City Schools, Norfolk, VA, October, 2001. (Co-author: K. Jordan)

Problem-Based Learning: Executive Leadership Program. Annual Meeting, National Conference of Professors of Educational Administration, University of Houston, August, 2001. (Co-author: C. Steinhoff)

Vertical Equity in Intra-District Allocation Formulas, American Education Finance Association, Cincinnati, OH, March, 2001. (Co-author: S. DeFrancesco & K. Jordan)

Nevada, State of the State in Public School Finance, American Education Finance Association, Cincinnati, OH, March, 2001. (Co-author: R. McCord)

Rationale for the Development of an Index-of-Need Based Intra-District Allocation Methodology, University Council for Educational Administration, Albuquerque, NM, October, 2000.

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Incentives, Recognition, and Intervention for the New Mexico Accountability Program, American Education Finance Association, Seattle, WA, March, 1999. (Co-Authors: K. Forrer & K. Jordan)

UNLV's Response to the Nevada Teacher Shortage, Annual Meeting of the American Association of Colleges of Teacher Education, Washington, DC. February, 1999.

A Model for Collaboration: The UNLV/CCSD Collaborative Principal Preparation Program, Annual Meeting of the University Council for Educational Administration, Minneapolis, MN, October. 1999. (Co-Author: C. Steinhoff)

Briefing on Public School Finance, Hispanic Border Leadership Institute, Phoenix, September, 1998. (Co-author: K. Jordan)

Briefing on Public School Finance, Hispanic Border Leadership Institute, San Diego, June, 1998. (Co-author: K. Jordan)

A Symposium on a University/School District Collaborative Principal Preparation Program, American Association of School Administrators, Conference within a Conference, San Diego, March, 1998. (Co-Authors: E. Chance, C. Steinhoff, G.Rice, & K.Kinley)

Effective Cost Accounting Methodology (Resource Input Methodology), American Association of School Business Officials, Vancouver, B.C., October, 1997. (Co- author: K. Jordan)

School finance reform in New Mexico, American Education Finance Association, Jacksonville, FL, March, 1997. (Co-author: K. Jordan)

Developing a School District-University Collaborative Degree: the UNLV Story, National Conference of Professors of Educational Administration, Annual Conference, Corpus Christi, Texas, August, 1996. (Co-authors: E. Chance & C. Steinhoff)

A Neural Network Methodology for the Development of an Educational Overburden Index, American Education Finance Association, Salt Lake City, UT, April, 1996, (Co-authors: C. Weiner and K. Jordan)

Development of an Economic Need Index for Federal Indian Reservations, American Educational Research Association, April, 1995.

Nevada, A Finance Policy Analysis of K-12 Education, American Educational Research Association, New Orleans, LA, April, 1994.

School Funding: Adequacy and Equity for Indian Youth, U.S. Congress/Department of Interior Working Group on Financing Indian Education, Washington, D.C., November, 1993. (Co-author K. Jordan)

School Funding and Outcome Indicators, Southwest Regional Tribal Consultation Meeting, Office of Indian Education Programs, Bureau of Indian Affairs, U.S. Department of Interior, Reno, NV, October, 1993.

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School Funding and Accountability Measures, National Tribal Consultation Training Workshop, Denver, CO, September, 1993. (Co-author: K. Jordan)

An Analysis of Funding Options for At-Risk Programs, American Educational Research Association, Chicago, 1992. (Co-author: K. Jordan)

Developing an Index of Need for At-Risk Programs, American Education Finance Association, Williamsburg, VA, 1991.

State Alternative Funding Programs to Serve At-Risk Youth, American Education Finance Association, Williamsburg, VA, 1991. (Co-author: K. Jordan)

Special Education Issues: *Is Law An Adversary or Ally of School Renewal?* Project LEAD Conference, Reno, NV, October, 1991.

Student Health Issues: *Is Law An Adversary or Ally of School Renewal?* Project LEAD Conference, Reno, NV, October, 1991.

Federal Legislative Update, Center for Education Law Analysis Institute, Reno, NV, October, 1991.

Preparation of testimony on the Fair Chance Act before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, United States House of Representatives, January, 1990.

Development of an Effective Criteria Model for Evaluating Vocational Education, American Educational Research Association, Boston, 1990. (Co-author: K. Jordan) (ERIC No. ED 319 802).

State Funding Alternatives for Programs and Services to Serve At-Risk Youth, American Educational Research Association, San Francisco, March, 1989. (Co-author: K. Jordan)

Experiential Language in Preschool Classrooms, Networking 1988 Preschool Conference, Phoenix, September, 1988.

Awards and Recognitions

UNLV College of Education Outstanding Service Award (2004)

American Education Finance Association, Outstanding Doctoral Dissertation Award (1990)

UCEA/AERA Graduate Student Seminar (1990)

Chair, Doctoral Dissertations

Ellis, Cailin. (2012). *Empowering Teachers: The Strategies of Successful Principals*

Promin, Christine (2011). *A Dramaturgical Analysis of Dual Career Offices*

Yocum, Todd, (2011). *Efficiency of Fiscal Expenditures in Nevada Elementary Schools Using Data Envelopment Analysis* (an interlocking dissertation)

Welsh, Jessie (2010). *Efficiency of Fiscal Expenditures in Nevada Secondary Schools Using Data Envelopment Analysis* (an interlocking dissertation)

Meyers, Jerome (2010). *Efficiency of Fiscal Allocations in Site-Based Empowered Schools*

Tegano, Sylvia (2009). *Configurations of Site-Based Financial Leadership Practice within Different School Contexts*

Zaki, Salwa, (2007). *Attitudes of Diverse Women Superintendents Toward Nine Tenets of Effective Leadership*

Barton, William Michael, (2006). *An Analysis of Fiscal Allocations in Elementary Schools Meeting and Not Meeting AYP*

Mundy, John, (2005). *New College Formation: A Case study Comparing Five Recently Opened State Colleges*

Bennett, Robert A. (2003) *An Analysis of the Equity of Nevada's Public School Funding System*

White, Eva (2003). *A Proposed Intra-district Methodology for Funding School Sites.*

Salazar, Pamela. (2001). *The Professional Development Needs of High School Principals for School Improvement.*

Feres-Lewin, Celia. (2000). *An Analysis of the Governance and Administrative Elements of a Public-Private Partnership Approach to Community-Based Education*. (UNLV Department of Educational Leadership Outstanding Dissertation Award, 2000)

Pribyl, Joseph. (1999). *An Analysis of the Funding of Public School Transportation in New Mexico.*

Belanger, Judy. (1999). *Motives and Characteristics of Gift Giving at the University of Nevada, Las Vegas.* (Finalist for CASE Outstanding Dissertation Award, 2000)

Lusk, Matthew. (1998). *Public Opinion and the Deconsolidation of the Clark County School District.*

Kadlub, Craig. (1997).*The Development of an At-Risk Index and its Implications for the State of Texas.*

Dehart-Porter, Thursenia. (1997). *A Study of Gifted and Talented Educational Programs in Nevada Public School Districts.*

Miller-DeFrancisco, Susan. (1996) *Intra-district Equity: A Proposed Methodology for Resource Allocation*. (UNLV College of Education Outstanding Dissertation Award, 1996)

Stansfield-Paquette, Karen. (1996). *Development of an Educational Overburden Index f*

Angula, Ann. (1995). *Differences Between Male and Female Principals in Terms of Demographics, Perceived Barriers Encountered, and Strategies Used While in Pursuit of the Principalship.*

Denson, Andre Brent. (1995). *Interactions Within the Social Environment of Schools, Perspectives on Dropouts: Voices of Administrators, Teachers, Stay-Ins, and Dropouts.*

LaBuda, James. (1995). *The Impact of the Americans with Disabilities Act Requirement that School Districts Make Accommodations to Classroom Teachers.*

Graduate Courses Taught Since Appointment to UNLV.

EDA 700	Orientation: Executive Doctoral Program
EDA 702	Organization and Administration of Schools
EDA 705	Field Experience in Educational Administration
EDA 706*	Selected Problems in Educational Administration
EDA 707*	Critique of Research in the Administrative Process
EDA 708*	Seminar: Educational Management Issues: School Finance Policy
EDA 710	Supervision in the Public Schools
EDA 720	Public School Finance
EDA 722*	Adv. Seminar in Public School Finance
EDA 740	Administering for Curriculum Improvement
EDA 741	The Administrator and Ancillary Services
EDA 770	Individual Instruction in Educational Administration
EDA 790	Internship
EDA 791	Practicum in Educational Administration
EDA 796*	Prospectus
EDA 799	Dissertation

* Doctoral Seminar

Service

College Committees

Member, Council of Department Executives (CODE) (2009-2011)
Member, College of Education Leadership Team (COELT) 2009-2011)
Chair, COE Merit Committee (2008)
Member, COE Ad Hoc Merit Committee (2007-2008)
Chair, College of Education Tenure & Promotion Committee (2006-07)
Member, COE Dean's Search Committee (2006-07)
Member, College of Education Board of Directors (2002-2008)
Member, COE Leadership Team (1997- 2005)
Chair, Council on Field Experiences (1997-2000)
Chair, Teacher Education Committee (1997-2000)
Co-Chair, Joint CCSD/UNLV Council on Field Experiences (1997-2000)
Member, Advisory Board for School Counseling (1999-2001)
Member, Governing Board of the Paradise Professional Development School (1998-99)
Chair, Graduate Studies Committee (1997-98)
Member, College of Education Merit Review Committee (1995-1996)
Chair, College of Education Curriculum Committee (1994-1995)
Member, College of Education Tenure & Promotion Committee (1994-95) (2005-2007)
Member, College of Education Curriculum Committee (1993-94)

Member, Council on Field Experience (1992-93)
Member, Advisory Committee, Multicultural Mentoring Program (1994-95)
Mentor, College of Education Multicultural Mentoring Program (1994-1995)

University Committees

Member, Course Management System Coordination Committee (2008-2011)
Member, Research Development Award (RDA) Committee (2006-07)
Chair, UNLV Task Force on Distance Education (2003-2005)
Chair, Search Committee-Director of Distance Education (2004-2005)
Member, University Advisory Board for the William S. Boyd College of Law Clinical Programs (1999-2005)
Member, UNLV Research Infra-structure Retreat (2001)
Member, University Council on Teacher Education (1997- 2000)
Member, Faculty Senate (1997)
Member, Graduate Council (1993-1997)
Member, UNLV Strategic Planning Committee (1997)
Chair, Committee for the Reorganization of UNLV. Colleges and Schools (1995-96)
Member, Committee for the Reorganization of the Provost's Office (1994-95)
Chair, Graduate College Faculty and Student Issues Committee (1996-97)
Member, Graduate College Program Review Committee (1995-96)
Outside member, College/Senate Peer Review Appeals Committee (1995-96)
Member, Graduate College Faculty and Student Issues Committee (1993-95)

State/Local Committees

Member, Planning Committee-Professional Development for CCSD Empowerment School Leaders (2008-2009)
Vice-President, Nevada Commission on Professional Standards in Education (2003-2004)
Commissioner, Nevada Commission on Professional Standards in Education (2001-2004)
Executive Board Member, Center for Accelerating Student Achievement (2001-2009)
Chair, Sub-Task Force on Accountability, Center for Accelerating Student Achievement (2001-2009)
Co-Chair, NCOPS Task Force on Administrative Licensure (2001-2004)
President, Nevada Association of Colleges of Teacher Education (2001-2002)

President-Elect, Nevada Association of Colleges of Teacher Education (2000-2001)
Program Chair, Nevada ACTE/ATE Conference (2001)
Member, Statewide Coordinating Council for Regional Professional Development Programs (SCCPD) (2001-2005)

Co-Chair, SCCPD Sub-Committee to Develop State-wide Staff Development Standards (2001-2002)
Member, Search Committee for Assistant Superintendent for Research and Development, Clark County School District (2002)
Co-Director, Superintendent Search, Nye County School District (2000-01)
Member, Board of Directors, Nevada Project LEAD (1999-2004)
Member, Advisory Board for the Southern Nevada Regional Professional Training Program, Nevada State Board of Education (1999-2004)
Member, Nevada Standards Alignment Steering Committee, Nevada State Board of Education (1999-2000)
Member, Search Committee, Deputy Superintendent for Finance, CCSD (1998)
Member, Project Lead Governing Board, P-16 Council (1997)
Administrator, National Youth Sports Program (1997-2002)
Member, Consortium on Educational Development (COED) (1996-98)
Co-Chair, COED Subcommittee on Leadership Preparation (1996-98)
Member, Site Visit Accreditation Team for Northwest Association of Schools and Colleges (1994-95)
Core Committee, Symposium One: Fund Education First, Nevada Parents' Coalition
CCSD Strategic Plan Action Team for School Funding (1993-94)
Central Planning Team, CCSD Human Resources Committee on Leadership Training
CCSD/MAZE Project Program Evaluation Committee (1993-94)
CCSD/Project Risk Reduction for Children with Conduct Disorders Program Evaluation
CCSD/Horizon Project Evaluation Committee (1991-93)

National/Regional

Editorial Advisory Board, *Journal of Education Finance,* (2008-date)
Editorial Review Board, *E-Journal of Teaching and Learning in Diverse Settings* (2005-date)
Member, Association of Colleges of Teacher Education - Advisory Council of States
Plenary Representative, University Council for Educational Administration (1999- 2003)
Member, School Finance Task Force, Council of Great City Schools (1999-2001)
Outside Reviewer, Doctoral Program in Curriculum and Instruction, College of Education, Boise State University (1999)
Member, Achievement Gap Task Force, Council of Great City Schools (1998)
Project LEAD Facilitator, Covey Leadership Institute Trainer-7 Habits of Highly Effective Leaders (1995-98)
Member, Nevada Association of Colleges of Teacher Education (1994-1999)

Co-Chair, Committee on Research and Development, US-Sino Education Consortium (1994-1995)
Member, Steering Committee, Regional Case Teaching Conference (1993)
NTE Committee of Examiners for Educational Leadership: Administration and Supervision (1992-96)
Chair, SIG: Futures Research and Strategic Planning, American Education Research Association (1992-93)
Program Chair, SIG: Futures Research and Strategic Planning, American Education Research Association (1991-92)
Editorial Review Board, *International Journal of Education Reform* (1990-1995)

Certifications Held

STATE
Superintendent (K-12)
Principal (K-12)
Supervisor (K-12)
Standard Special Education (K-12)
Standard Speech Language Therapy (K-12)

NATIONAL
Certificate of Clinical Competence in Speech/Language Pathology

Training Certificates Held

Clinical Supervision
EEI (Essentials of Elements of Instruction-Hunter)
Spalding Method *Writing Road to Reading*
PICAC (*Porch Index of Communication Abilities in Children*)
NDT (Neurodevelopmental therapy)

Professional Organizations

American Education Finance Association
American Education Research Association
Association for Supervision and Curriculum Development
National Conference for Professors of Educational Administration
Nevada Association of School Administrators
Phi Delta Kappa
University Council for Educational Administration

Appendix B – NCES Description of Local Education Agency (School District) Universe Survey Data

These school district data are part of the NCES Common Core of Data. The database provides the following information on education agencies that are readily available:

General information

- Names, addresses, and telephone numbers of school districts
- Types of agencies: regular local school district, local school district component of supervisory union, supervisory union administrative center, regional education service agency, state-operated institution, federally operated institution, or other
- County codes, locale codes, and the latitude and longitude coordinates of the school

NOTE: MEASURING THE TYPE OF COMMUNITY AND DISTRIBUTION OF SCHOOLS. Locale codes describe the type of community in which the district office is located – e.g., urban, suburban, rural. The most recent year of available data also includes urban centric codes which is based on size of the community and distance from the nearest urban area. Locale codes of the schools provide some information on the distribution of schools by community within the district, and latitude/longitude coordinates combined with enrollment provide information on the distribution of students and schools within the district. (See appendix D for further description of urban-centric codes.)

Student information – The items below will be used as measures of scale of district operations (total enrollment) and pupil needs (incidence of special education students and English learners)

- Membership counts
    - By grade level (PK-12 and ungraded)
    - Special education students with individual education programs (IEPs)
    - English language learners
    - Migrant students

Appendix C: NCES Description of Public Elementary/Secondary School Universe Survey Data

These school data are part of the NCES Common Core of Data. The database provides the following information on public schools that are readily available:

General information

- Names, addresses, and telephone numbers
- Type of schools: regular, special education, vocational education, and alternative schools
- Operational status code: currently operational, closed, new, operational last time but not reported on that file
- School flags; charter, magnet, Title I, and Title I schoolwide
- Locale codes, longitude, latitude, and level of school

NOTE: MEASUREMENT OF THE TYPE OF COMMUNITY OR DISTRICT. Locale codes describe the type of community in which the school is located – e.g., urban, suburban, rural. The latest year's data also include urban centric codes which describe size of the community and distance from the nearest urban area. (See appendix D for further description of urban-centric codes.)

Student information – These items below can be aggregated to the district level so that percent of students eligible for free and reduced price lunch can be used as a measure of percent of low income families. We can also separate these into percent of free lunch and percent reduced price lunch to get additional measures of school and district poverty. School level enrollments will also be used in combination with square mileage data for the district to assess the extent student density. It can also be used to assess the extent to which school enrollments are concentrated in a few schools versus a larger number of small schools via a Herfindahl index. This would provide some sense of the distribution of many small schools in the district as opposed to fewer small schools with most students concentrated into a small number of larger schools.

- Membership counts, by prekindergarten through twelfth grade and ungraded
- Counts of free and reduced-price lunch eligible and migrant students
- Counts by race/ethnicity: America Indian/Alaskan Native, Asian/Pacific Islander, Hispanic, Black, Not Hispanic, and White, Not Hispanic

Appendix D: Detailed Description of the NCES Urban-Centric Locale Code Categories

Locale	Definition
City	
Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more
Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000
Small	Territory inside an urbanized area and inside a principal city with population less than 100,000
Suburb	
Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more
Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000
Small	Territory outside a principal city and inside an urbanized area with population less than 100,000
Town	
Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area
Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area
Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area
Rural	
Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster
Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster
Remote	Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster

Source: Office of Management and Budget. (2000). Standards for defining metropolitan and micropolitan statistical areas – Notice. *Federal Register, 65*, no. 249.

Appendix E – NCES Description of Local Education Agency (School District) Finance Survey (F-33) Data

These financial data are part of the NCES Common Core of Data. The database provides the following information on education agencies that are readily available:

Revenues - NCES also reports revenue streams from the following sources:
- Local sources (e.g., property taxes and other)
- State sources (e.g., general purpose funds and categorical sources)
- Federal sources (e.g., Title I, IDEA, Impact Aid)

Expenditures – For each function below, NCES reports expenditure subtotals are provided, as well as specific expenditures on salaries and employee benefits:
- Instruction
- Instructional staff support services
- Pupil support services
- General administration
- School administration
- Operations and maintenance
- Student transportation
- Other support services (such as central administration and business services)
- Food services
- Facilities acquisition and construction expenditures
- Debt service expenditures
- Non-elementary/secondary education expenditures if funded through regular local education agencies (e.g., community services, adult education, etc.)
- Property expenditures such as equipment
- Facilities acquisition and construction expenditures
- Debt service expenditures, including debt at the beginning and at the end of the fiscal year, and the amount of debt retired during that period
- Non-elementary/secondary education expenditures (such as community services, adult education, etc., if funded through regular local education agencies)
- Property expenditures such as equipment

Appendix F – Desirable Properties of Distribution Mechanisms

"The following includes a compiled list of those properties the authors feel are desirable for any distribution mechanism used to allocate public school funding. Although no funding mechanism is perfect, this list can be seen as properties that formula developers should do their best to aspire to:[12]

- **Adequate and equitable**
  - *Adequate.* Funding is sufficient for all districts to provide appropriate programs for the unique population of students served.
  - *Student equity.* Funding is distributed to ensure comparable program quality regardless of where the student attends school.
  - *Wealth equity.* The availability of overall funding is not correlated with local wealth.
  - *District-to-district fairness.* All districts receive comparable resources for students who are comparable with respect to their needs.

- **Transparent, understandable, and accessible**
  - The funding system and its underlying policy objectives should be transparent and understandable by all concerned parties (legislators and other staff involved in policymaking, local administrators and teachers, parents, and other advocates).
  - The concepts underlying the formula and the procedures to implement it are straightforward and "avoid unnecessary complexity."
  - Allocations stemming from the formula should be replicable using publicly available data, calculation tools, and associated documentation.

- **Cost-based.** Funding received by districts for the provision of specific programs tailored to their unique population needs should be linked to the costs they face in providing these programs.

- **Minimizes incentives.** The funding formula should minimize incentives to increase funding through over-identification or misclassification of students with respect to special needs, manipulation of enrollment size, or both.[13]

1.

[12] It should also be noted that some of the properties can also be applied more generally to the allocation of other types of funding as well (i.e., they not limited strictly to the distribution of educational funding).

[13] Minimizing incentives includes some specific issues related to special education. Formulas should be neutral with respect to the identification of students eligible for special education and not create incentives to misclassify special education student disabilities in order gain extra funding. The Individuals with Disabilities Education Act (IDEA) encourages states to reduce incentives for identifying more children and encourages the use of funds for preventative services. In addition, IDEA encourages states to implement funding so that it is not linked to where special education students received services and so that services are not based on type of educational placement or the disability label.

Reasonable administration costs

- Costs to maintain and update the funding system are minimized at both the local and state levels.
- The data requirements, recordkeeping, and reporting are all kept at reasonable levels.

• **Predictable, stable, and timely**

- The funding system allows policymakers to predict future demands for funding accurately.
- State and local education agencies can count on stable funding across years.
- Local education agencies (LEAs) are provided expected funding sufficiently in advance to allow them to develop a plan to allocate resources properly.

• **Flexible.** To address their specific circumstances and unique local conditions, LEAs are given maximum latitude in how resources are used, in conjunction with a strong outcome accountability system that includes review of resource allocation planning.

• **Outcome and spending accountability**

- State monitoring of local agencies is based on various measures of student outcomes.
- A statewide system for demonstrating satisfactory progress for all students in all schools is developed.
- Schools showing positive results for students are given maximum program and fiscal latitude to continue producing favorable results.

• **Political acceptability**

- Implementation avoids any major short-term loss of funding.
- Implementation involves no major disruption of existing services.

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REQUEST FOR PROPOSALS FOR A CONSULTANT(S) TO ASSIST IN THE STUDY OF A NEW METHOD FOR FUNDING OF PUBLIC SCHOOLS IN NEVADA

Release Date: March 8, 2012

Closing Date: April 6, 2012 Time: 5:00 p.m. PST

For additional information, please contact:

Julie Waller, Senior Program Analyst, Fiscal Analysis Division
Legislative Counsel Bureau, 401 South Carson Street, Carson City, NV 89701-4747
Telephone: (775) 684-6821 Email: jwaller@lcb.state.nv.us

Firm Name: Augenblick, Palaich and Associates

Address: 1120 Lincoln St., Suite 1101

City: Denver State: CO Zip Code: 80203

Telephone: (303) 293-2175 Federal Tax ID #: 84-0922858

Signed: Justin Silverstein Date: 4/5/2012

Print Name and Title: Justin Silverstein, Vice President

Augenblick, Palaich and Associates, Inc.

Response to Request for Proposals for Consultants to Assist in the Study of a New Method for Funding of Public Schools in Nevada

Prepared for

State of Nevada, Legislative Counsel Bureau

By

Augenblick, Palaich and Associates

April 5, 2012

Table of Contents

Consultant Summary Information

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1120 Lincoln St., Suite 1101
Denver, CO 80203
303-293-2175

Contact Person: Justin Silverstein – jrs@apaconsulting.net
Federal Tax ID – 84-0922858

Description of Company

Augenblick, Palaich and Associates, Inc. (APA) is a privately held S-Corporation based in Denver, CO. Founded in 1983 APA currently has ten employees and is in the process of expanding. This expansion is in part due to APA being part of a team, with Marzano Research Laboratory and RMC Research, that was recently awarded a federally supported regional education laboratory (the Regional Education Lab – Central [REL-C]). The REL is a five year federal contract that requires REL-C to under research throughout the seven states in its region to help improve educational practice. This project adds to APA's nearly thirty years of stability as a company. Relying on its strong national reputation, built on successful projects in all fifty states and a number of foreign countries, APA has become a leader in the education policy consulting field. We pride ourselves in being able to undertake studies that allow policymakers to understand the results of our work and, if so desired, incorporate the results into public policy.

APA is well known for its school finance work, which has included analyzing school finance systems, building school finance systems, undertaking equity reviews, and undertaking costing-out studies. Over the course of APA's history, the company has analyzed numerous state finance systems. In the past few years, APA has worked for several states, including North Carolina and New Jersey. In 2010 APA analyzed the basic structure of North Carolina's school finance system. We looked at all aspects of the system and suggested structural changes that could make the system work more effectively and efficiently for the state and its school districts. This review did not examine the level of funding but focused exclusively on the structure of the system and how all parts of the system could better work together to fund school districts. Similarly, APA conducted a study for New Jersey in 2011 that examined the state's new special education funding system. The focus of the study was to ensure that the new system effectively addressed the needs of school districts that had high numbers of special education students in typically low incidence- high cost special education disability categories. To undertake the work APA created a complex statewide database with detailed information on special education student counts and special education expenditures for every district in the state. We then analyzed the interactions between different types of districts, special education students and expenditures for those students to determine if districts were being effectively funded. After undertaking the analysis, APA prepared a detailed report with recommendations for possible changes to the state's special education system.

Studies such as the two described above and numerous others APA has undertaken have led to a number of states currently using school finance formulas either wholly or partially designed by APA.

These states include Colorado, Kansas, Kentucky, Louisiana, Mississippi, and Pennsylvania. As the list of states show, APA has worked in states with a wide range of contexts and education funding systems. This work allows us to understand that no two states are the same and that the structure of a state's school finance system must be responsive to the unique characteristics of the state. While it is true that there are basic principles of any strong school finance system that must be taken into consideration, we also understand that considering the unique set of characteristics of an individual state is critical in creating a sound formula.

APA's work on equity and costing-out studies across the country has supplemented our understanding of the differences among states. We have undertaken these types of studies in dozens of states including Colorado, Delaware, Kansas, Maryland, Pennsylvania, Tennessee and Nevada. APA understands that the current study is not a costing-out study but we believe our experience with undertaking the Nevada study in 2006 gives us a strong understanding of both the state's current funding system and its unique characteristics. Our overall work on these studies throughout the country has provided us with unparalleled knowledge and understanding of the ways in which state funding systems vary in addressing individual students' needs and characteristics, along with unique circumstances of districts or schools. States are continuously refining and revising their school finance systems to better address individual student, school and district needs and characteristics. APA has worked with a number of states to develop improved methods for identifying these needs and circumstances and then addressing them through their finance system. As a result of our work a number of states have adopted factors for their finance systems based on our recommendations that provide adjustments for the additional costs associated with special education students, at-risk students, English language learners, gifted students, and special district or school circumstances. In all cases, APA works with the states to understand the best ways to identify the student needs or districts characteristics, how to fund those needs and what sources of revenue are available to fund those needs.

The team for this project will include the leaders of a number of the statewide studies mentioned in the previous paragraphs and will tap into a strong network of school finance experts to supplement our capabilities. The co-leads for the project will be Dr. John Augenblick and Justin Silverstein.

John Augenblick's over forty years of work on school finance has make him a nationally renowned expert in the area. He has been hired by over 25 states to advise them on their school finance procedures and has personally built numerous school finance systems. John will oversee the structure of the study and ensure that all practices and procedures are being maintained.

Justin Silverstein has been with APA for nearly fifteen years. He has lead numerous statewide projects including APA's recent review of the New Jersey's special education funding system. Justin will be in charge of the studies day-to-day operations, serve as the main contact for the state and manage the subcontractor's work.

Additional APA staff will include Amanda Brown, Kathryn Rooney and a junior associate. Amanda has worked on school finance studies in over ten states and has a strong understanding of the various individual student needs and district/school circumstances that can be addressed by school finance systems. Amanda will be in charge of managing the statewide database and will work on the data collection for the five comparison states. Kathryn came to APA after subcontracting on a statewide school finance study. She too understands the complexities of school finance systems and their abilities in identifying needs. Kathryn will work on the national review of school finance systems and how they fund individual student needs and district/school needs. The junior associate will support the APA team's work. All APA staff will participate in the statewide visits to gather additional context and input from individuals and organizations.

APA will also subcontract with Dr. Mark Fermanich to help with all aspects of the study. Mark is an assistant professor for education policy and finance at Oregon State University. APA and Mark have worked closely on a number of projects including the North Carolina school finance formula review and a study of Colorado's student count used in its school finance formula. Mark has also worked on a number of state level school finance equity and costing-out studies and has conducted school finance-related research while a member of the Consortium for Policy Research in Education at the University of Wisconsin Madison. Earlier in his career Mark was a policy analyst for the Education Committee of the Minnesota State Senate and worked in district level finance and policy for the Minneapolis and St. Paul school districts.

Curriculum Vitae for all staff and subcontractors can be viewed in Appendix A.

Company Owners

The following is a list of all owners of the company and, where appropriate, their role as an officer or board member:

- John Augenblick, Past President, Board Member
- Andrew Brodsky, Board Member
- Amanda Brown
- Dale DeCesare, Secretary of the Board
- Jennifer Kramer-Wine, Board Member
- John Myers
- Bob Palaich, President
- Kathryn Rooney
- Justin Silverstein, Chair of the Board

Project Work Plan and Timeline

Inventories of States that Address Individual Student Needs and Characteristics

Over the past half century the demographics of states across the country have shifted. More and more students are moving to urban settings and historically rural areas have seen enrollment in their school districts shrinking. This movement of students has coincided with a number of factors that make understanding the specific needs of students within a district increasingly important. This shift in student demographics has been accompanied by growing expectations of what schools provide students. No longer may schools simply provide students with an opportunity to learn. Districts, schools and even students must now meet specific expectations for their performance with an underlying theme that all students can and will learn. This shift in expectations comes at the same time that both the growing urban and often shrinking rural districts face increasing challenges in the types of students they serve. According to the National Center for Education Statistics the percentage of students eligible for free or reduced price lunches in Nevada, a common proxy for at-risk pupils, has increased from 27% in the 1999-2000 school year to 42% in 2009-2010. This type of growth has occurred all around the country.

These shifts in the types of students served and the expectations for their academic performance have changed the method by which many states fund their school districts. The majority of states in the country, including Nevada, now use a foundation formula to fund school districts. Under a foundation formula the state sets a dollar amount every pupil will receive regardless of need or special circumstances. The state then determines what share of the total will be paid by the state and what share will consist of a local match. Above this base amount, adjustments to the formula may be made for student needs, including at-risk pupils, special education students, gifted students, or English language learners. Additionally, adjustments may be made for district circumstances such as differences in cost of living, district size or small and remote schools.

APA will undertake a review of the funding systems of all forty-nine states (excepting Nevada). We have recent experience undertaking this type of nationwide review. Our study for the state of Colorado examining the student count used in the state's school finance formula included a detailed review of every state's student count method. We will use a similar process in undertaking this more detailed and complex state by state review. APA and Dr. Fermanich have a long history of working in states across the country and this baseline data will enable us to quickly understand the components in each state. We will also rely on some of the readily available data collected by various organizations including the Education Commission of the States (ECS) and the National Center on Education Statistics. However, with experience APA has found that simply relying on these resources will result in inaccurate or missing information in key areas depending on how recently and how well the information has been updated. These information sources also fail to provide context on the state and its school finance system. For example, in the state of Maryland the weights for certain special needs populations seem very high at face value. However, one also has to know that the state has a history of only funding the single highest weight for any student. Other states may allow for one student with multiple special needs to receive multiple weights. With that in mind, as we complete each state's information we will evaluate it for accuracy or lack of context. We will then contact every state as necessary -- contacting either the state department of education or legislative staff -- to ensure that we have the most up-to-date and accurate information. We foresee contacting the states that we are most comfortable with through email. For those states where we are concerned about information gaps or inconsistencies, we will have one of the APA team contact the state by phone.

APA believes there are a number of variables that must be included in the analysis of the finance systems of each of the forty-nine states. We will create tables that layout the information for each of the following areas:

- **Basic Structure of the Formula -** Though most states use a foundation formula some use other funding models while others use specific variations of a foundation formula. APA will identify and categorize the type of formula and the unique characteristics of the formula.
- **Students with Disabilities-** APA will look at how special education students are funded in each states' finance formula. We will first look to see if funding is student-based within the formula, often referred to as weighted funding, or if the funding is done through a categorical funding source. Next, APA will determine if funding mechanism differentiates for the level of student need, i.e. mild, moderate or severe classifications, within the special education funding.
- **English Language Learners -** APA will look at how English language learners are addressed in each states' finance formula. We will first look to see if funding is student-based within the

formula or if the funding is done through a categorical funding source. APA will also examine the eligibility requirements for ELL status in each state. Many states have different eligibility requirements including a cap on the length of time a student can be funded as an ELL student.

- **At-Risk –** When reviewing at-risk funding APA will first examine how students are identified as at-risk for funding purposes. Many states, if not most, use a proxy figure to determine the number of at-risk students in a district. This figure is often related to eligibility for the federal free or reduced price lunch program. Other indicators are also used across the country and APA will identify the indicator used by each state. Next, we will look to see if funding is student-based within the formula or if the funding is done through categorical programs. We will also note whether the state uses a concentration factor as part of their at-risk funding. This factor assumes that higher concentrations of at-risk student require more resources to serve appropriately. APA will determine whether such a factor is used in each state.
- **Other Student Needs or Characteristics –** For each state APA will indicate any other student level adjustments that are made. This may include adjustments for students such as gifted students or students failing to meet state assessment benchmarks.
- **Small Schools Adjustments –** An important part of this study is understanding how state's take into account the needs and challenges school districts face when the have remote small schools within their districts. With this in mind, APA will examine this area for every state reviewed. This will allow us to cover part B of section 1 of the scope of work. We will describe both how/if each state addresses these issues and create a separate more detailed account of how states that do address this need undertake their adjustments.
- **Other District Adjustments –** APA will highlight the main district adjustments made in each state. These adjustments may include district size, cost of living or other adjustments. APA will describe both the type of adjustments and the scale of the adjustments.
- **Year the School Finance System was Last Overhauled –** The adjustments made for special student needs and district characteristics are relatively new in the history of school finance. Though some states, such as Florida, have a long history of specifically addressing student level needs, some states have made recent modifications to their finance systems while others have not fundamentally changed their funding systems in a number of years. APA will identify the last major school finance overhaul for each state, which may be helpful in linking certain formula approaches with "best practices."

Analysis of Methods Used in Selected Comparable States for Addressing the Individual Student Needs and Characteristics

After reviewing the finance systems of all forty-nine states APA will select five comparison states to create a more detailed analysis of the differences between the five states' school finance systems and Nevada's system. Selecting comparison states is not a simple task. Nevada is similar to many western states in that it has a large geographic area, a few larger urban populations, a number of small rural districts, and geographic features that can create isolation. At the same time, the state has a small number of districts compared to many western states. This limited number of districts, often county based, is more similar to some eastern and southern states. The number of districts could be important when looking at the small and remote school adjustment. In many western states these small schools are also located in small school districts, further affecting how they are handled within a school finance formula.

APA will begin by identifying the states that most resemble Nevada based on their urban and rural regions as mentioned in section 2, subsection A of the scope of work. We will also consider the geographic size of the state, the number of school districts in the state, the relative size of the largest district in the state, the percentage of students eligible for free or reduced price lunch, the percentage of English language learners, and the percentage of special education students. APA will work with Nevada staff to ensure the comparison states make sense in the historical context of Nevada education finance policy work. Once we have identified our top five comparison states we will review our data for every state as described above, to see whether it has an adjustment for small, remote schools. If not, APA will incorporate additional comparison states until we have identified at least three states that address this concern. We will not eliminate any states. Rather, we will add to the total number of comparison states up to a maximum of eight comparison states. We will undertake a specific examination of why states included in our comparison group, if any, do not address the remote school issue. This analysis will entail making additional contact with states if necessary, and will provide helpful context as to why similar states have chosen not address the remote school issue.

APA will develop a detailed report of how the comparison states' school finance systems compare to Nevada's. The data collected during the comprehensive forty-nine state review will also be used to inform this analysis. We will create a summary table that shows how Nevada's system differs from those of the comparison states for all of the areas addressed in the forty-nine state comparison, including:

- **Basic Structure of the Formula**
- **Students with Disabilities-**
- **English Language Learners**
- **At-Risk**
- **Other Student Needs or Characteristics**
- **Small Schools Adjustments**
- **Other District Adjustments**
- **Year the School Finance System was Last Overhauled**.

We will also analyze:

- The applicable federal funds such as Title I, other local, and other funds that may be used to support student needs and small, isolated schools
- Any other state funding approaches that we find commonly appear in the comparison states but differ significantly from Nevada's system.

APA foresees communicating with the Legislative Council Bureau (LCB) and/or the Nevada Department of Education (NDE) staff during the comparison phase of the study. We believe that we would need a maximum of one days' time for staff between the two organizations.

Best Practices Analysis

In order to identify the "best practices" related to each component of a school finance formula APA will undertake an extensive literature review of current practices for school finance formulas. The review will focus on both academic research and on recent changes made to formulas around the country. For the later section we will, in part, rely on our information from the forty-nine state review. Overall, the literature review will focus on the literature germane to adjustments made that focus on individual student needs and characteristics and for adjustments for remote schools.

APA will use the literature review along with the forty-nine state review and the five state comparison to identify the “best practices” for each formula component. We will correlate the information from the literature review with the data from the state reviews and comparisons to understand what the leading methods are for ensuring a school finance formula addresses individual student needs and characteristics. Because APA feels that knowing when adjustments have been made to each state’s school funding formula will reveal any patterns or trends in the changes being made to formulas, we will also note when the adjustment was implemented. We will then match these trends for each component area to the relevant literature. After undertaking both reviews APA will develop criteria for what constitutes a “best practice” for this study.

Written Recommendations

In order to create written recommendations for improving Nevada’s existing school finance formula APA will take a number of additional steps. First, APA will convene several focus groups of state and local people involved with school finance in Nevada to discuss how the Nevada plan functions in practice. This feedback aligns with task three of Senate Bill 11. We have found that having dialogues with individuals around a state is invaluable to helping create meaningful recommendations. Nevada is a diverse state and APA would like to travel to a number of different settings to gain an understanding of how Nevada’s current school finance system may impact varying contexts differently and to determine if there are specific issues that stakeholders feel are not currently being addressed. Participants would include superintendents, business managers, school board members, legislators, legislative staff, department of education staff and, when applicable, parents or community members. This information will enhance APA’s ability to integrate what we are hearing to what we are seeing in the structure of other states and what we are finding during our literature review of best practices for finance formulas.

APA will also create a comprehensive district level database for Nevada to use for modeling the fiscal impact of any of our recommendations. The model will simulate the effects of our recommendations for each school district and for the state as a whole. The database will include the necessary district demographics such as enrollment, at-risk students, ELL students, special education students, and gifted students. It will also include fiscal information such as state, local and federal revenues. The database will not only allow us to model impacts, it will also allow us to understand how the changes will affect different student populations across districts, which could influence our recommendations and allow us to understand interactions with other funds available in connection with certain student populations or district characteristics.

We foresee that LCB and/or NDE staff time will be required to help us obtain the data for our database. This assistance could take up to two days of staff time in total depending on the availability and format of the data needed.

Based on what we learn from the analyses described above APA will create a detailed list of recommendations. We will make specific recommendations for special education pupil funding, ELL funding, at-risk funding, remote school funding and any other areas we identify as requiring adjustment. A complete rationale for each recommendation will be included, and in cases where a formula change is included in the recommendation we will include a transition plan for adopting the recommended change. Where changes are recommended APA will also show the total fiscal impact to the state, school districts and charter schools, both at full implementation and during the transition. APA has a long history of helping states develop or change their school finance systems and our report will be written in a way that allows policymakers to clearly understand the reasoning for recommended changes and provide them with a clear path for implementation should they decide to move forward with a change.

Deliverables and Attendance at Meetings of the Committee

The first draft of the report will be turned in by August 1st and presented to the committee in early August. Revisions will be made to the report as necessary and the final report will be submitted by August 28th, with a final presentation to the committee occurring near the end of August.

Timeline

The timeline is shown on the following page.

TIMELINE				
	May	June	July	August
Management of Project				
Task 1 - Initial contacts with Nevada staff	↔			
Task 2 - Monthly progress reports to Nevada staff	↔	↔	↔	↔
Scope of Work Tasks				
1. Inventory of States				
Subsection A - 49 state review	↔			
Subsection B - Remote schools	↔			
2. Analysis of Methods				
Subsection A.1 - Five states		↔		
Subsection A.2 - Small school states		↔		
Subsection B - Best Practice		↔	↔	
3. Recommendations				
Statewide focus group meetings		↔	↔	
Subsection A - Modeling			↔	↔
Subsection B - Options for implementation			↔	↔
4. Deliverables				
Meetings				↔
Report			↔	↔

Cost

The following two pages show the time and costs for the project. The first page shows the time, in hours, of each staff person by task and the total time for the project. The next page shows costs by task and in total. The total cost for the project is $100,055

TIME BY TASK DISAGGREGATED BY APA STAFF, SUBCONTRACTOR STAFF, AND TRAVEL

TASK	Name	APA STAFF					SUBCONTRACTOR	TRAVEL		***TOTAL TIME***
		Augenblick	Silverstein	Rooney	Brown	Junior Associate	Fermanich	APA Trips	Subcontractor Trips	
Management of Project										
Task 1 - Initial contacts with Nevada staff		4	4							*8*
Task 2 - Monthly progress reports to Nevada staff			5							*5*
Scope of Work Tasks										
1. Inventory of States										
Subsection A - 49 state review		4	24	12	20	32	24		-	*116*
Subsection B - Remote schools		4	16	-	-	12	8		-	*40*
2. Analysis of Methods										
Subsection A.1 - Five states		4	24	-	8	-	20		-	*56*
Subsection A.2 - Small school states		4	8	-	-	8	8			*28*
Subsection B - Best Practice		4	24	40	-	-	24		-	*92*
3. Recommendations										
Statewide focus group meetings		-	40	40	40	40	-	4	-	*160*
Subsection A - Modeling		8	28		24		40			*100*
Subsection B - Options for implementation		8	24	-	20	-	20			*72*
4. Deliverables										
Meetings			32				32	2	2	*64*
Report		8	24	8	8	-	24			*72*
TOTAL TIME		*48*	*253*	*100*	*120*	*92*	*200*	*6*	*2*	***813***

BUDGET BY TASK DISAGGREGATED BY APA STAFF, SUBCONTRACTOR STAFF, AND TRAVEL

		APA STAFF					SUBCONTRACTOR	TRAVEL		
	Name	Augenblick	Silverstein	Rooney	Brown	Junior Associate	Fermanich	(Rate per Person-Trip)	(Rate per Person-Trip)	*TOTAL COST*
TASK	Hourly Rate	$205.00	$115.00	$80.00	$80.00	$60.00	$150.00	$1,000.00	$1,000.00	
Management of Project										
Task 1 - Initial contacts with Nevada staff		$820	$460	$0	$0	$0	$0	$0	$0	*$1,280*
Task 2 - Monthly progress reports to		$0	$575	$0	$0	$0	$0	$0	$0	*$575*
								$0		*$0*
Scope of Work Tasks								$0		*$0*
1. Inventory of States								$0		*$0*
Subsection A - 49 state review		$820	$2,760	$960	$1,600	$1,920	$3,600	$0	$0	*$11,660*
Subsection B - Remote schools		$820	$1,840	$0	$0	$720	$1,200	$0	$0	*$4,580*
								$0		*$0*
2. Analysis of Methods								$0		*$0*
Subsection A.1 - Five states		$820	$2,760	$0	$640	$0	$3,000	$0	$0	*$7,220*
Subsection A.2 - Small school states		$820	$920	$0	$0	$480	$1,200	$0	$0	*$3,420*
Subsection B - Best Practice		$820	$2,760	$3,200	$0	$0	$3,600	$0	$0	*$10,380*
								$0		*$0*
3. Recommendations								$0		
Statewide focus group meetings		$0	$4,600	$3,200	$3,200	$2,400	$0	$4,000	$0	*$17,400*
Subsection A - Modeling		$1,640	$3,220	$0	$1,920	$0	$6,000	$0	$0	*$12,780*
Subsection B - Options for implementation		$1,640	$2,760	$0	$1,600	$0	$3,000	$0	$0	*$9,000*
								$0		
4. Deliverables								$0		
Meetings		$0	$3,680	$0	$0	$0	$4,800	$2,000	$2,000	*$12,480*
Report		$1,640	$2,760	$640	$640	$0	$3,600	$0	$0	*$9,280*
TOTAL COST		**$9,840**	**$29,095**	**$8,000**	**$9,600**	**$5,520**	**$30,000**	**$6,000**	**$2,000**	**$100,055**

Current References

New Jersey Department of Education

APA conducted an analysis of the states recently implemented special education funding system. For the project we analyzed how other states funding special education students, created a detailed district by district database, and made recommendations to the state on possible changes to the system.

Contact: Kevin Dehmer, Office of School Finance
Phone: (609) 633-0259
Email: kevin.dehmer@doe.state.nj.us
Address: 100 River View Plz.
Trenton, NJ 08611

North Carolina General Assembly

APA undertook a comprehensive review of the state's school funding formula and made recommendations on possible changes to the formula.

Contact: Brian Matteson
Phone: (919)733-4910
Email: brian.matteson@ncleg.net
Address: Room 619 Legislative Office Building
300 Salisbury St., Raleigh, N.C. 27603

Louisiana Department of Education

APA has worked with the state since 1991, in 1994 the state implemented a new funding system based on APA's recommendations. Later, changes were made in certain student and district weights, designed to reflect the cost pressures caused by uncontrollable student and district characteristics. After the Hurricane Katrina, APA helped the state further amend the formula in recognition of student movement.

Contact: Beth Scioneaux, Deputy Superintendent
Phone: (225) 342-3617
Email: beth.scioneaux@la.gov
Address: 1201 North Third Street
Baton Rouge, LA 70802-5243

Colorado School Finance Project

APA has undertaken numerous studies for the Colorado School Finance Project. These include a number of state level costing out studies and a yearly profile of school district finances.

Contact: Tracie Rainey, Executive Director
Phone: 303-860-9136
Email: tracie.rainey@earthlink.net
Address: 1200 Grant St.
Denver, CO 80203

Appendix A- Vitas

JOHN G. AUGENBLICK

EDUCATION

Ed.D.	University of Rochester	1981
M.A.	Columbia University (Teachers College)	1974
B.S.	Massachusetts Institute of Technology	1969

AREAS OF EXPERTISE

- Project leadership/management
- Costing out resources needed to implement specific education policies and practices
- School finance
- State education funding formula design
- State and school district efficiency studies
- State policy analysis and design
- Partnership development
- Systems thinking

EMPLOYMENT HISTORY

Past President: Augenblick, Palaich & Associates, Inc., Denver, CO (2011-present)
President: Augenblick, Palaich & Associates, Inc., Denver, CO (1983 - 2010)
Director: Education Finance Center, Education Commission of the States;
Denver, CO (1980-83)
Staff Member: Education Commission of the States; Denver, CO (1976-80)
Director of Research: New Jersey Commission on Financing Postsecondary
Education; Princeton, NJ (1975-76)
Elementary School Teacher: Wilton Public Schools; Wilton, CT (1969-72)

PROJECT EXPERIENCE (Since 1994)

Team Leader for school finance studies:

Colorado Coalition of education groups: annual evaluations of school finance adequacy (led to passage of Amendment 23)
Kansas State Board of Education: evaluation of school district organization
Legislature: evaluation of state aid system

Kentucky	Legislature: review of finance system enacted in 1990 based on recommendations made at that time
Louisiana	State Board of Education: creation of new school finance system and follow-up (led to adoption of new system)
Maryland	Legislative Committee: evaluation of adequacy and use of results in new system (led to adoption of new system)

SELECTED PAPERS

"An Evaluation of the Denver Preschool Program 2007-08," with Dale DeCesare, Robert Palaich, Andrew Brodsky, Jennifer Kramer-Wine and Amanda Brown. Prepared for the Denver Preschool Program. August 2008.

"Costing Out the Resources Needed to Meet Pennsylvania's Public Education Goals," with APA staff. Prepared for the Pennsylvania State Board of Education, November 2007.

"Estimating the Cost of an Adequate Education in South Dakota," with Justin Silverstein, Amanda Brown, Dale DeCesare, and John Myers. Prepared for the South Dakota Alliance for Education, January 2006.

"Estimating the Cost of an Adequate Education in Connecticut," with Bob Palaich, Douglas Rose, Justin Silverstein and Dale DeCesare. Prepared for the Connecticut Coalition for Justice in Education Finance, June 2005.

"Calculation of the Cost of an Adequate Education in Tennessee in 2001-2002 Using the Professional Judgment Approach and the Successful School Districts Approach," with Bob Palaich, Justin Silverstein and Jennifer Sharp. Prepared for the Coalition for Tennessee's Future (Nashville, TN), September 2003.

JUSTIN SILVERSTEIN

EDUCATION

B.S. University of Colorado at Boulder 1998

EXPERIENCE

Vice President: Augenblick, Palaich and Associates, Denver, CO (January 2010 – Present)

Senior Associate: Augenblick, Palaich and Associates, Denver, CO (Formerly Augenblick & Myers - January 2003- December 2009)

Associate: Augenblick & Myers, Denver, CO (1998 - 2002)

RECENT PROFESSIONAL PAPERS AND REPORTS

“Analysis of New Jersey’s Census-Based Special Education Funding System,” with APA staff. Prepared for the New Jersey Department of Education, October 2011.

“Colorado Average Daily Membership Study: A Feasibility Study of Alternatives to the October 1 Student Count Method,” with Mark Fermanich and Tracie Rainey. Prepared for the Colorado Department of Education, January 2011.

“Recommendations to Strengthen North Carolina’s School Funding System,” with APA staff. Prepared for the North Carolina General Assembly, September 2010.

“Final Report: Jeffco Facilities Usage Committee,” with committee staff. Prepared for the Jefferson County Public Schools, December 2009.

“Facility Use Task Force Final Report,” with committee staff. Prepared for the Littleton Public Schools, October 2008.

“Costing Out the Resources Needed to Meet Pennsylvania’s Public Education Goals,” with APA staff. Prepared for the Pennsylvania State Board of Education, November 2007.

“Estimating the Cost of an Adequate Education in Montana,” with Douglas Rose, Robert Palaich John Myers, and Amanda Brown. Prepared by APA for the Montana Quality Education Coalition, January 2007.

“Estimating the Cost of an Adequate Education in Nevada,” with APA staff. Prepared for the Nevada State Legislature, August 2006.

“Estimating the Cost of an Adequate Education in South Dakota,” with John Augenblick, Amanda Brown, Dale DeCesare, and John Myers. Prepared for the South Dakota Alliance for Education, January 2006.

“Estimating the Cost of an Adequate Education in Connecticut,” with John Augenblick, Robert Palaich, Douglas Rose, and Dale DeCesare. Prepared for the Connecticut Coalition for Justice in Education Finance, June 2005.

“Calculation of the Cost of an Adequate Education in Tennessee in 2001-2002 Using the Professional Judgment Approach and the Successful School Districts Approach,” with John Augenblick, Bob Palaich, and Jennifer Sharp. Prepared for the Coalition for Tennessee’s Future (Nashville, TN), September 2003.

AMANDA BROWN

EDUCATION

University of Colorado at Denver Graduation Date: May 2009
School of Public Affairs

- Degree Conferred: Master of Public Administration
- Awards and Honors: Pi Alpha Alpha Honor Society

University of Colorado at Boulder Graduation Date: May 2005
College of Arts and Sciences/ School of Journalism and Mass Communication

- Degrees Conferred: Bachelor of Science in Advertising and Bachelor of Arts in Sociology
- Awards and Honors: Dean's List- Fall 2002, Fall 2003, Summer 2004, Spring 2005; graduated with honors

EXPERIENCE

Augenblick, Palaich and Associates (APA) Denver, CO 01/05- Present
Senior Associate Policy Analyst (08/11- present) in a firm that conducts studies around education policy issues for state and local policymakers. Previous positions: Associate (06/05-08/11); Intern (01/05- 06/05).

- Recent projects: Evaluating the cost implications of recent education reform legislation, including Colorado's Achievement Plan for Kids and SB10-191, the Educator Effectiveness bill; conducting adequacy studies for state level policymakers across the country to determine the resources needed to effectively meet federal and state accountability standards by studying successful schools and conducting professional judgment panels with educators; evaluating the implementation and success of education and nonprofit programs; and working with local school districts and community groups to address declining enrollment, the use of student-based budgeting, and the implementation of best practice standards.
- Recent clients: Colorado Department of Education; New Jersey Department of Education; North Carolina General Assembly; Pennsylvania State Board of Education; Nevada State Legislature; Louisiana State Board of Elementary and Secondary Education; Virginia Department of Education; Jeffco Public Schools; Littleton Public Schools; Poudre School District; Denver Public Schools; Colorado Governor's State Council on Educator Effectiveness; Colorado Legacy Foundation; Colorado School Finance Project; Denver Preschool Program; Donnell-Kay Foundation; Piton Foundation; Children's Voices; and Reach Out and Read Colorado.
- Duties: project management, research; data collection and analysis; program evaluation; observation; conducting interviews; focus groups, and surveys; meeting facilitation; writing and presenting reports; accounting and office management.

P.S.1 Charter School Denver, CO 05/09- 6/11
Member of the Board of Directors, currently serving as Accountability Committee Chair

SELECT PROFESSIONAL ARTICLES, PAPERS AND REPORTS

In collaboration with other Augenblick, Palaich, and Associates staff:

- "Analysis of the Costs of Colorado's Achievement Plan for Kids (CAP4K): First Interim Report," and "Second Interim Report" for the Colorado Department of Education, March 2010, October 2011.

- "Analysis of New Jersey's Census-Based Special Education Funding System," for the New Jersey Department of Education, October 2011.
- "An Evaluation of the Denver Preschool Program 2008-09; 2009-10; 2010-11," for the Denver Preschool Program, June 2009, September 2010, September 2011.
- "Costing Out the Resource Implications of SB 10-191 in Colorado School Districts," for the State Council for Educator Effectiveness, March 2011.
- "Recommendations to Strengthen North Carolina's Funding System," for North Carolina General Assembly, November 2010.
- "Participant Perceptive of Reach Out and Read Colorado," for Reach Out and Read Colorado, August 2010.
- "Final Report: Jeffco Facilities Usage Committee," for Jefferson County Public Schools, December 2009.
- "Assessment of Denver Public Schools Student-Based Budgeting System," for Metro Organizations for People, December 2008.
- "Facilities Usage Analysis," for Facility Use Task Force, for Littleton Public Schools, October 2008
- "Costing Out the Resources Needed to Meet Pennsylvania's Public School Education Goals," for the Pennsylvania State Board of Education, December 2007.
- "State and Local Costs of the No Child Left Behind Act in West Virginia," for the West Virginia Dept. of Education, May 2007.
- "Estimating the Cost of an Adequate Education in Nevada," for the Nevada State Legislature, August 2006.
- "The Cost of Fulfilling the Approved Procedural Requirements of the No Child Left Behind Act in New Mexico," for the New Mexico Public Education Department, May 2005.

KATHRYN ROONEY

Education

MPA	**University of North Carolina- Chapel Hill**	2005
BA	**Pomona College (Public Policy/Psychology)**	1997

Experience

10/2008 – present
Augenblick, Palaich and Associates (APA)
Senior Associate
- Coordinating and analyzing the parent and preschool surveys for the Denver Preschool Program evaluation.
- Led the data collection effort to determine the resources necessary to implement healthy schools initiatives across Colorado.
- Managed the school-level performance and demographic data for the Louisiana school resource project.
- Performing numerous survey designs, literature reviews, and data analysis efforts for a variety of projects.

7/2005 – 9/2008
Educational Policy Improvement Center
Lead Researcher
- Led a multifaceted process to collect and analyze data from 38 exemplary high schools nationwide, for the purpose of learning how these schools prepare their students to be ready for college upon graduation. Conducted dozens of interviews, focus groups, and classroom observations as part of these site visits.
- Managed multiple data collection processes to determine adequate school funding in the state of Washington.

5/2004 – 8/2004
Government Accountability Office
Graduate Intern
- Conducted an in-depth case study of an Arkansas Head Start grantee to determine gaps in the Head Start oversight process. This involved interviews with the grantee and analysis of grantee files.
- Constructed and field-tested a nationwide survey to administer to Head Start grantees.

9/2000 – 4/2003
MPR Associates
Research Assistant
- Analyzed large education data sets using SPSS and MPR's Data Analysis System (DAS).
- Co-authored several published reports on postsecondary educational topics.
- Performed extensive background research and literature reviews.

MARK L. FERMANICH

Oregon State University
College of Education
301L Furman Hall
Corvallis, OR 97331-6403
Telephone: 541-737-2577
Mobile: 720-884-7339
Email: mark.fermanich@oregonstate.edu

EDUCATION

University of Wisconsin - Madison, WI — August 2003
Ph.D.: Educational Leadership and Policy Analysis

University of Wisconsin - Madison, WI — May 1982
Master of Arts: Public Administration

University of Wisconsin - Oshkosh, WI — June 1979
Bachelor of Science: Political Science
Graduated Cum Laude

FELLOWSHIPS AND HONORS

Spencer Fellow – Doctoral Research Program — 1999-2002
Phi Beta Kappa Honor Society in Social Sciences

TEACHING/RESEARCH EXPERIENCE

OREGON STATE UNIVERSITY — **Assistant Professor**
Corvallis, Oregon — September 2011 to Present

Teach courses in the areas of education policy, finance and politics across higher education leadership and K-12 graduate programs in the College of Education. Maintain active research agenda, serve on Master of Arts and doctoral committees and engage in service activities.

CENTER FOR EDUCATION POLICY ANALYSIS — **Research Faculty**
School of Public Affairs, University of Colorado Denver
Denver, Colorado — October 2009 to September 2011

Conducted policy research and evaluation in areas of education policy, finance and reform. Managed and conducted small- to large-scale research and evaluation projects. Advised and provided technical assistance to state and local education policymakers. Taught core graduate classes in the School of Public Affairs.

COLORADO CHILDREN'S CAMPAIGN — **Research Director**
Denver, Colorado — July 2007 to April 2009

Formulated, conducted and directed policy research and analysis on education, health care and early childhood issues for nonprofit policy research and advocacy organization. Directed the use of data and research to shape and guide the organization's policy agenda and proposals within the Colorado state context. The work involved extensive collaboration with policy actors including state and local policymakers, foundations and higher education institutions.

SONOMA STATE UNIVERSITY — **Associate Professor**
Rohnert Park, California — January 2004 to July 2007

Taught graduate courses in the areas of education policy, finance, politics, and leadership for the Department of Educational Leadership and Special Education and for the Capital Area North Doctorate in Educational Leadership Program at the University of California Davis. Other responsibilities included supervising educational administration interns in school placements, serving on master's and doctoral committees, and engaging in scholarship and service activities.

CONSORTIUM FOR POLICY RESEARCH IN EDUCATION — **Assistant Researcher**
University of Wisconsin, Madison, Wisconsin — October 1998 to December 2003

Conducted policy research in areas of education finance and reform with particular focus on spending for school and instructional improvement, professional development, resource reallocation, school-based budgeting, decentralization, and finance equity and adequacy.

RELATED PROFESSIONAL EXPERIENCE

ST. PAUL PUBLIC SCHOOLS — **Compensatory Education Coordinator**
St. Paul, Minnesota — October 1997 to September 1998

Coordinated all activities pertaining to district and site-based compensatory programs for disadvantaged and at-risk students.

- Reviewed and approved expenditures for $40 million compensatory education program.
- Assisted school sites with budget, administration, best practice, and program implementation issues.
- Assumed leadership role in district site-based management initiative.
- Provided troubleshooting in areas of budget and state policy.

MINNEAPOLIS PUBLIC SCHOOLS — **Manager, Intergovernmental Relations**
Minneapolis, Minnesota — December 1995 to October 1997

Managed the district's intergovernmental relations in support of its policies and strategic direction.

- Served as district liaison with the legislature, state executive branch, and other state and local government agencies.
- Identified and analyzed key district policy issues and assisted district in formulating solutions and initiatives.
- Developed and nurtured intergovernmental collaborations with state, county and city governments.
- Provided School Board and district administration with interpretation and analysis of local, state and federal legislation.

SENATE COUNSEL AND RESEARCH — **Legislative Analyst**
St. Paul, Minnesota — September 1990 to December 1995

Served as nonpartisan staff for state senate K-12 Education Committee providing analytical, technical and legal staff support.

- Researched salient policy issues, formulated proposals and drafted legislation.
- Performed fiscal analysis of legislative proposals and projected state and local costs.
- Extensive work in areas of finance, special education, early childhood education, teacher preparation, and school-social services collaboration.

AMERICAN INTERNATIONAL SCHOOL OF ROTTERDAM
Rotterdam, The Netherlands

Finance Manager
August 1989 to July 1990

Managed all business affairs for this K-8 elementary school with a budget of $1.5 million.

INTERTECHNOLOGIES GROUP
State of Minnesota
St. Paul, Minnesota

Information Center Analyst
November 1988 to May 1989

Primary support person within state government for SAS statistical software.

MINNESOTA DEPARTMENT OF REVENUE
St. Paul, Minnesota

Research Analyst
October 1983 to November 1988

Provided analysis in the areas of state and local tax policy and finance.
- Lead worker on large-scale research projects.
- Programmed and maintained statewide property tax model for projecting state-paid aids and credits.
- Representative on Governor's Property Tax and Agricultural Taxes policy teams.

PROFESSIONAL ACTIVITIES

REFEREED PUBLICATIONS

Fermanich, M. L. (2010). *Interactions between tax and expenditure limits and school finance equity: An analysis of Colorado's TABOR*. Manuscript in preparation.

Fermanich, M. L. (in press). Money for music education: A district analysis of the how, what and where of spending for music education. *Journal of Education Finance*.

Odden, A. R., Borman, G. & Fermanich, M. L. (2004). A framework for assessing teacher, classroom and school effects, including fiscal effects. *Peabody Journal of Education*, *79*(4), 4-32.

Miles, K. H., Odden, A. R, Fermanich, M. L., & Archibald, S. (2004). Inside the black box of school district spending on professional development: Lessons from five urban districts. *Journal of Education Finance*, *30*(1), 1-26.

Picus, L.O., Odden, A. R. & Fermanich, M. L. (2004). Assessing the equity of Kentucky's SEEK formula: A ten-year analysis. *Journal of Education Finance*, *29*(4), 315-336.

Odden, A. R., Archibald, S., Fermanich, M. L., & Gross, B. (2003). Defining school-level expenditure structures that reflect educational strategies. *Journal of Education Finance*, *28*(3), 323-356.

Fermanich, M. L. (2002). School spending for professional development: A cross-case analysis of seven schools in one urban district. *The Elementary School Journal*, *103*(1), 27-50.

Fermanich, M. L. & Kimball, S. M. (2002). You can get there from here: How three urban schools could use existing resources to afford comprehensive school reform. *Journal of Education Finance*, *28*(1), 75-96.

Odden, A. R., Archibald, S., Fermanich, M. L., & Gallagher, H. A. (2002). A cost framework for professional development. *Journal of Education Finance*, *28*(1), 51-74.

Odden, A. R., Archibald, S., Fermanich, M. L., & Gallagher, H. A. (2002). How to figure the cost of professional development. *Journal of Staff Development*, *23*(2), 53-58.

BOOK CHAPTERS

Odden, A. R., Archibald, S. & Fermanich, M. L. (2003). Rethinking the finance system for improved student achievement. In W. L. Boyd & D. Miretzky (Eds.), *American educational governance on trial: Change and challenge (102nd Yearbook of the National Society for the Study of Education)*. Chicago: The University of Chicago Press.

OTHER PUBLICATIONS AND TECHNICAL REPORTS

Fermanich, M. L. (2011). *Colorado's fiscal future: We'll get what we pay for* (White Paper). Denver, CO: University of Colorado Denver, School of Public Affairs, Buechner Institute for Governance.

Fermanich, M. L. (2010, September). *An analysis of decentralized funding plans for DPS innovation schools.* Denver, CO: University of Colorado Denver, School of Public Affairs, Buechner Institute for Governance.

Fermanich, M. L. (2010). *Money for music: Exploring the costs and benefits of music programs in Mountain View School District*. Carlsbad, CA: NAMM Foundation.

Fermanich, M. L. & Hupfeld, K. (2009). *Student-centered funding and its implications for Colorado: A primer for policy makers*. Denver, CO: Donnell-Kay Foundation and University of Colorado Denver, Center for Education Policy Analysis.

Harris, C., Clemons, T., Williams, J., & Fermanich, M. (2009). *Greater Louisville Education Project Report*. Denver, CO: McREL.

Fermanich, M. L. (2007). *They are all our kids: Examining resources for supporting CALSTAT leadership site models*. Rohnert Park, CA: California Institute on Human Services.

Fermanich, M. L. (2006). Is the 65% solution THE solution? *School Business Affairs*, *72*(2), 29.

Fermanich, M., Picus, L. O. & Odden, A. (2006). *Washington Learns: Successful district study final report*. North Hollywood, CA: Lawrence O. Picus and Associates.

Odden, A., Picus, L. O., Goetz, M., & Fermanich, M. (2006). *An evidence-based approach to school finance adequacy in Washington*. North Hollywood, CA: Lawrence O. Picus and Associates.

Odden, A., Picus, L. O., Goetz, M., Fermanich, M., Seder, R. C., Glenn, W., & Nelli, R. (2006). *An evidence-based approach to recalibrating Wyoming's block grant school funding formula*. North Hollywood, CA: Lawrence O. Picus and Associates.

Odden, A., Picus, L. O., Fermanich, M., & Goetz, M. (2004). *An evidence-based approach to school finance adequacy in Arizona*. North Hollywood, CA: Lawrence O. Picus and Associates.

Odden, A., Picus, L. O. & Fermanich, M. (2003). *An evidence-based approach to school finance adequacy in Arkansas*. North Hollywood, CA: Lawrence O. Picus and Associates.

Odden, A., Fermanich, M. & Picus, L. O. (2003). *A state-of-the-art approach to school finance adequacy in Kentucky*. North Hollywood, CA: Lawrence O. Picus and Associates.

Picus, L. O., Odden, A. & Fermanich, M. (2003). *A professional judgment approach to school finance adequacy in Kentucky*. North Hollywood, CA: Lawrence O. Picus and Associates.

Miles, K. H., Hornbeck, M. & Fermanich, M. L. (2002). *Chicago Public Schools: Professional development project*. Chicago, IL: The Chicago Public Education Fund.

Picus, L. O., Odden, A. & Fermanich, M. (2001). *Assessing the equity of Kentucky's SEEK formula: A ten-year analysis*. North Hollywood, CA: Lawrence O. Picus and Associates.

PROFESSIONAL PAPERS AND PRESENTATIONS

Ely, T. & Fermanich, M. L. (2012, March). *Learning to count: School finance formula count methods and student outcomes.* Paper presented at the 37th Annual Conference of the Association for Education Finance and Policy, Boston, MA.

Fermanich, M. L. (2011, March). *The interaction between tax and expenditure limits and school finance: An analysis of Colorado's TABOR.* Paper presented at the 36th Annual Conference of the Association for Education Finance and Policy, Seattle, WA.

Fermanich, M. L. (2010, March). *Tight budgets and money for music education: A district analysis.* Paper presented at the 35th Annual Conference of the American Education Finance Association, Richmond, VA.

Fermanich, M. L. (2009, March). *School finance in Colorado: State and local effects of the Gordian knot.* Paper presented at the 34th Annual Conference of the American Education Finance Association, Nashville, TN.

Fermanich, M. L. (2005, October). *Effective use of fiscal and other resources*. Presentation for the National Forum on Comprehensive School Reform, Portland, Oregon.

Fermanich, M. L. (2005, March). *Expert judgment or evidence-based approach.* Presented at the preconference workshop entitled *Alternative approaches to measuring adequacy in K-12 school finance: A comparison*, at the 30th Annual Conference of the American Education Finance Association, Louisville, KY.

Fermanich, M. L. (2005, February). *School finance 101.* Conference workshop presented at the annual school finance forum of the National Conference of State Legislatures, Napa, CA.

Fermanich, M. L. (2004, March). *Improving investments in professional development: Lessons from 5 districts*. Paper presented at the 29th Annual Conference of the American Education Finance Association, Salt Lake City, UT.

Fermanich, M. L. (2003, November). *Teacher, school and fiscal effects on student achievement in Minneapolis Public Schools*. Paper presented at the 4th Annual Teacher Compensation Conference of the Consortium for Policy Research in Education, Chicago, IL.

Fermanich, M. L. (2003, April). *An exploratory application of a multilevel model of teacher, school and fiscal effects on student achievement in Minneapolis Public Schools*. Paper presented at the 2003 Annual Meeting of the American Educational Research Association, Chicago, IL.

Fermanich, M. L. (2003, March). *Teacher, school and fiscal effects on student achievement in Minneapolis Public Schools*. Paper presented at the 28th Annual Conference of the American Education Finance Association, Orlando, FL.

Fermanich, M. L. (2003, February). *An analysis of professional development spending in the Minneapolis Public Schools*. The MacArthur Foundation, Chicago, IL.

Fermanich, M. L. (2002, November). *The effect of school resources on instructional practices and student outcomes: Does money matter redux*. Paper presented at the 3rd Annual Teacher Compensation Conference of the Consortium for Policy Research in Education, Chicago, IL.

Fermanich, M. L. (2002, July). *Defining school-level expenditure structures that reflect instructional strategies*. Paper presented at the annual National Center for Education Statistics Summer Data Conference, Washington, DC.

Fermanich, M. L. (2002, June). *School-level professional development expenditures in the Chicago Public Schools*. The Chicago Public Education Fund, Chicago, IL.

Odden, A. R., Archibald, S., Fermanich, M. L., & Gross, B. (2002, March). *Defining school-level expenditure structures that reflect educational strategies*. Paper presented at the 27th Annual Conference of the American Education Finance Association, Albuquerque, NM.

Fermanich, M. L. & Gallagher, H. A. (2001, March). *Case studies on the cost of effective professional development at the school level*. Paper presented at the 26th Annual Conference of the American Education Finance Association, Cincinnati, OH.

Fermanich, M. L., Odden, A. R. & Archibald, S. (2000, March). *A case study of district decentralization and site-based budgeting: Cordell Place School District*. Paper presented at the 25th Annual Conference of the American Education Finance Association, Austin, TX.

CONSULTING

Center for Education Policy Analysis, University of Colorado Denver Evaluation of the Closing the Achievement Gap district assistance program for the Colorado Department of Education	2011
Augenblick, Palaich & Associates Study of alternative methods for counting students for school funding purposes for the Colorado Department of Education	2010-2011
Augenblick, Palaich & Associates Evaluation of school funding formulas and distributions in North Carolina	2010
Center for Education Policy Analysis, University of Colorado Denver Study of Colorado education finance reform policies	2009
Center for Education Policy Analysis, University of Colorado Denver Study of the costs and benefits of K-12 music education programs in the Jefferson County (CO) Public Schools	2009
Mid-continent Research for Education and Learning (McREL) & Jefferson County (KY) Public Schools Fiscal analysis for the Greater Louisville Education Project	2008-2009
Napa County Office of Education/CalSTAT Study of resource-use changes in schools implementing RTI	2008-2009
SRI International Study of the costs of standards-based arts education programs	2007
State of Wyoming Recalibration study of state school finance model with Picus & Associates	2005-2006
National Conference of State Legislatures Provided school finance policy support	2004-2005
University of Texas/National Center for Educational Accountability Study of the costs of effective school practices	2004-2005
Rodel Foundation School finance adequacy study for the State of Arizona with Picus & Associates	2003-2004
State of Arkansas School finance adequacy study and recommendation for state school funding formula with Picus & Associates	2003
State of Kentucky School finance adequacy study with Picus & Associates	2002-2003

Minneapolis Public Schools District- and school- level professional development expenditure study	2002-2003
The Chicago Public Education Fund School-level professional development study of Chicago Public Schools	2002
Atlanta Public Schools District- and school- level professional development expenditure study	2001
State of Kentucky School finance equity study with Picus & Associates	2001
Germantown School District Designed school-based budgeting system.	2001
St. Paul Public Schools Designed school-based budgeting system.	1998-2001

PROFESSIONAL ASSOCIATIONS

American Educational Research Association	2001-Present
Association of Education Finance and Policy	2000-Present
Association of School Business Officials International	2002-Present
Association for Supervision and Curriculum Development	2003-Present
National Society for the Study of Education	2003-2009

PROFESSIONAL SERVICE

Secretary, Fiscal Issues, Policy and Education Finance Special Interest Group of the American Educational Research Association (2009-2011).

Member of the Editorial Advisory Board for the *Journal of Education Finance* (2005-2008)

Manuscript reviewer: *Educational Administration Quarterly (2011), Policy Studies Journal* (2010), *Educational Evaluation and Policy Analysis* (2004-2006), *Journal of Education Finance* (2005, 2006), *National Association of Secondary School Principals Bulletin* (2004), *Urban Education* (2003)

Conference proposal reviewer, American Educational Research Association, Division L (2005-2011)

<u>EXPERTISE</u>

Experience and expertise in education policy, education reform, education finance, school budgeting, school-level resource use, costs of effective professional development, quantitative and qualitative research methods, and database and statistical analysis software (including Excel, Access, FileMaker Pro, SPSS, SAS, HLM).

Appendix B- Subcontractor Information

A. Scope of Work of Subcontractor

APA will subcontract with Dr. Mark Fermanich to assist with all phases of the study, including study design, data collection and analysis, development of recommendations, and preparation of the final report. Dr. Fermanich will be involved in all areas of the project's scope of work, including:

- Inventorying the school finance systems of the other forty-nine states and identifying, analyzing and summarizing how their funding formulas address student needs and characteristics and the needs of small, isolated schools.
- Identifying comparable states and summarizing and analyzing their funding systems related to addressing student needs and characteristics and the needs of small, isolated schools.
- Identifying funding formula best practices.
- Developing recommendations for strengthening Nevada's funding formula.
- Modeling the fiscal effects of our recommendations at the state and district levels.
- Preparing the final report.

B. Qualifications and Prior Experience

Dr. Fermanich has extensive experience in working on state education finance issues. His related work experience includes evaluations of state school finance systems in a number of states, including Arkansas, Colorado, Kentucky, Minnesota, North Carolina, and Wyoming. He has also evaluated specific need-based state funding components such as a program for closing the achievement gap in Colorado and for serving English language learners in Arizona. His work also includes school finance equity and adequacy studies in five states and consulting with both large and small school districts on the costs of school improvement strategies, the costs of effective professional development, school-based financing systems, and school and teacher effectiveness. Dr. Fermanich's other work experience includes teaching education policy and finance at the university level, working as a researcher with the Consortium for Policy Research in Education (CPRE) at the University of Wisconsin-Madison; as an education policy analyst for the Minnesota State Senate; and as a central office administrator in policy and finance for the Minneapolis and St. Paul school districts. Dr. Fermanich received his Ph.D. in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison. He also holds a Masters in Public Policy and Administration from the LaFollette School of Public Affairs at the University of Wisconsin-Madison and a Bachelor's in Political Science from the University of Wisconsin-Oshkosh.

The following provides a summary of Dr. Fermanich's related consulting experience:

Center for Education Policy Analysis, University of Colorado Denver **2011**
Evaluation of the Closing the Achievement Gap district assistance program

for the Colorado Department of Education

Augenblick, Palaich & Associates **2010-2011**

Study of alternative methods for counting students for school funding
purposes for the Colorado Department of Education

Augenblick, Palaich & Associates **2010**

Evaluation of school funding formulas and distributions in North Carolina

Center for Education Policy Analysis, University of Colorado Denver **2009**
Study of Colorado education finance reform policies

Center for Education Policy Analysis, University of Colorado Denver **2009**
Study of the costs and benefits of K-12 music education programs in the

Jefferson County (CO) Public Schools

Mid-continent Research for Education and Learning (McREL) **2008-2009**

& Jefferson County (KY) Public Schools
Fiscal analysis for the Greater Louisville Education Project

Napa County Office of Education/CalSTAT 2008-2009

Study of resource-use changes in schools implementing RTI

SRI International **2007**
Study of the costs of standards-based arts education programs

State of Wyoming **2005-2006**
Recalibration study of state school finance model with Picus & Associates

National Conference of State Legislatures **2004-2005**
Provided school finance policy support

University of Texas/National Center for Educational Accountability **2004-2005**
Study of the costs of effective school practices

Rodel Foundation **2003-2004**

School finance adequacy study for the State of Arizona with Picus & Associates

State of Arkansas **2003**
School finance adequacy study and recommendation for state school funding

formula with Picus & Associates

State of Kentucky **2002-2003**
School finance adequacy study with Picus & Associates

Minneapolis Public Schools 2002-2003

District- and school- level professional development expenditure study

The Chicago Public Education Fund 2002
School-level professional development study of Chicago Public Schools

Atlanta Public Schools 2001

District- and
school- level professional development expenditure study

State of Kentucky 2001

School finance
equity study with Picus & Associates

Germantown School District 2001
Designed school-based budgeting system.

St. Paul Public Schools **1998-2001**
Designed school-based budgeting system.

C. Technical Requirements

Dr. Fermanich's long prior experience in conducting state and district level school finance studies provides him with a clear understanding of the technical requirements of this study, from the methods employed for collecting, analyzing and reporting data to the substantive issues related to state school finance formulas.

Dr. Fermanich has worked with numerous states and districts on collecting statewide district and school level student, staff, finance, and student achievement data. He has established good working relationships with state and district staff in administering data requests to ensure that complete and accurate data are provided and that the study team has a complete understanding of what the data represent and its potential limitations.

His experience in working on state level school finance equity and costing-out studies, as well as his work as a legislative analyst, has provided Dr. Fermanich with a deep understanding of the principles, complexities and feasibility of various formula designs for general education as well as categorical funding formula components. His work has included analyzing and designing all aspects of state school finance formulas as well as district level student-weighted formula programs.

D. Work Plan and Timeline

Dr. Fermanich's work plan and timeline for this project parallels that of the full APA study team. Please see our proposed work plan and timeline on pages 4-11.

E. Itemized Budget

The itemized budget for Dr. Fermanich's subcontract is provided below. These costs are also shown in our overall proposed budget under the "Subcontractor" column on page 12.

Fermanich Subcontract		
Item	**Hours**	**Amount**
Compensation*		
Inventory of states	32.0	$4,800
Analysis of methods	52.0	$7,800
Recommendations	60.0	$9,000
Deliverables	56.0	$8,400
Total Compensation	200.0	$30,000
Travel	--	$2,000
Total Subcontract	200.0	$32,000
*Rate: $150 per hour		

Proposal for Consultants to Assist in the Study of a New Method of Funding for Public Schools in Nevada

April 6, 2012

Christopher T. Cross
Chairman
Cross & Joftus
109 Sunhaven Road
Danville, CA 94506
925-314-1863
chris@edstrategies.net

CROSS & JOFTUS

April 6, 2012

Julie Waller, Senior Program Analyst
Fiscal Analysis Division
Legislative Counsel Bureau
401 South Carson Street
Carson City, Nevada 89701-4747

Re: Request for Proposals for a Consultant to Assist In the Study of a New Method for Funding of Public Schools In Nevada

Dear Ms. Waller:

It is with great pleasure that Cross & Joftus, LLC submits this proposal to the Nevada Legislative Counsel Bureau. For nearly a decade, Cross & Joftus has worked with states and districts from across the U.S. and with some of the most influential nonprofits and foundations in the country to support education reforms and improve student achievement.

Working with Cross & Joftus offers several advantages. First, we are a small firm that ensures direct partner involvement in every project. This project would benefit from my work with Nevada education policy for more than a decade, including work on the state's federal Race to the Top application, *Nevada's Promise: Excellence, Equity, Rigor*. The team assembled for this project has deep knowledge and expertise in school funding systems and with working with state policymakers considering various options.

Cross & Joftus takes a unique approach to education policy that results in coherent systems, realistic plans, and community-wide engagement. Our approach is not a one-size-fits-all approach that has been used in other states irrespective of local circumstances. Instead, we hope to conduct in-depth analysis of Nevada's school funding system and develop a set of recommendations that are based on district and student needs unique to Nevada.

We also know that for change initiatives to be successful, those implementing and supporting the changes need to be involved in their design. Working with the state's 17 districts and the Nevada education community will ensure long-term buy-in, as well as greater accountability and support for the work moving forward. We believe that through rigorous research and community engagement that we can present the Committee to Study a New Method for Funding Public Schools in Nevada with recommendations leading to the implementation of a 21st Century Nevada Plan.

On behalf of the Cross & Joftus team, we are eager to apply our expertise to helping the Nevada Legislature and LCB in their work this summer. We hope that you find this proposal helpful and would gladly answer any questions you may have.

Sincerely,

Christopher T. Cross
Chairman

STATE OF NEVADA
LEGISLATIVE COUNSEL BUREAU

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Lorne J. Malkiewich, *Director, Secretary*

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PAUL V. TOWNSEND, *Legislative Auditor* (775) 684-6815
DONALD O. WILLIAMS, *Research Director* (775) 684-6825

INTERIM FINANCE COMMITTEE (775) 684-6821
DEBBIE SMITH, *Assemblywoman, Chair*
Rick Combs, *Fiscal Analyst*
Mark Krmpotic, *Fiscal Analyst*

LAS VEGAS OFFICE:
555 E. Washington Avenue, Room 4400
Las Vegas, Nevada 89101-1049
Fax No.: (702) 486-2810
BRIAN L. DAVIE, *Legislative Services Officer* (702) 486-2800

REQUEST FOR PROPOSALS FOR A CONSULTANT(S) TO ASSIST IN THE STUDY OF A NEW METHOD FOR FUNDING OF PUBLIC SCHOOLS IN NEVADA

Release Date: March 8, 2012

Closing Date: April 6, 2012 Time: 5:00 p.m. PST

For additional information, please contact:

Julie Waller, Senior Program Analyst, Fiscal Analysis Division
Legislative Counsel Bureau, 401 South Carson Street, Carson City, NV 89701-4747
Telephone: (775) 684-6821 Email: jwaller@lcb.state.nv.us

Firm Name: CROSS & JOFTUS, LLC

Address: 8610 RIDGE ROAD

City: BETHESDA State: MD Zip Code: 20817

Telephone: (301) 229-3049 Federal Tax ID #: 65-1223386

Signed: Christopher T. Cross Date: 3 April 2012

Print Name and Title: Christopher T. Cross, Chairman

1

I. **Creating a 21st-Century Nevada Plan for School Finance**

The core elements of Nevada's school finance and funding system have remained the same since its inception in 1967 even as the education, economic, and demographic conditions in the state have changed dramatically. Over the course of 45 years, Clark County School District grew to be the 5th largest school district in the United States with approximately 314,000 students in 341 schools in 2011. Clark County educates just over 70 percent of the students in Nevada. At the same time, six of Nevada's school districts enroll fewer than 1,000 students with the smallest—Esmeralda County School District—enrolling 66 students in 2010-11. The state has seen its student population grow, increasing 14 percent since 2003-04, and the composition of the student population change as the state's English learner (EL) and poor student population have grown 36 percent and 59 percent, respectively. With enabling legislation in 1997, charter schools became a part of the Nevada education landscape, a significant change not originally contemplated with the adoption of the original "Nevada Plan."

Just as the state looks to educators and administrators to regularly review and evaluate teaching and learning strategies and make adjustments to match student needs, the general public and public education stakeholders look to the state to periodically review and evaluate its school finance and funding system to ensure it continues to achieve its goal of providing equitable funding to address student, school, and district needs especially as the state's demographic have changed and are likely to continue to change in the future.

Cross & Joftus, LLC, with more than a decade of direct education policy experience in Nevada and with national and international expertise in school finance and governance, submits the following proposal to support the work of the Committee to Study a New Method for Funding Public Schools. Cross & Joftus will:

- Perform a comprehensive review of state school funding formulas across the nation with particular attention to formula adjustments for:
    - *Student Needs* including, but not limited to, students with disabilities of varying intensity, students identified as English Language Learners (ELL), students at-risk of academic failure, transient students, and the profoundly gifted;
    - *School and District Needs* including, but not limited to, low enrollment in schools and districts, remote and isolated locations, population sparsity and urbanicity, declining enrollment, and regional cost differences.
- Identify a list of states considered "best comparisons" given their socio-economic, demographic, geographic, population concentration and dispersion, and student achievement along with the school funding mechanisms in these states.
- Determine the applicability and feasibility of funding formula "leading practices" that might be considered for a 21st- Century Nevada Plan for School Finance.

- Provide recommendations for changes to the Nevada Plan including fiscal impacts to Nevada's school districts and to the state as a whole as well as implementation options including timing, phasing, and coordination considerations.

In performing the data collection and analysis, Cross & Joftus will engage directly with the Nevada education stakeholders, convening two meetings with its 17 district superintendents and interviewing a range of state and local stakeholders who understand the varying student and district needs across the state.

Cross & Joftus has assembled a team of national and international school finance experts complemented with a deep familiarity of Nevada education policy and school conditions. The Cross & Joftus team is prepared to begin work immediately given its familiarity with Nevada to complete the envisioned scope of work to provide high-quality information and recommendations to the Committee to Study a New Method of Funding for Public Schools in Nevada. The cost of providing the deliverables identified in the Request for Proposal (RFP) and scoped in this proposal is $124,800.

II. A Vision for a 21st Century Nevada Plan to Fund Nevada's Schools

The "Nevada Plan" (NRS 387.121) includes both the financing mechanisms to raise revenues and the funding mechanisms to allocate those financial resources to Nevada's school districts. Determining the base level of funding for Nevada school districts remains straightforward in its relative simplicity to provide for a "uniform system" of public schools and to ensure basic goals of funding equity across its 17 school districts, especially when compared to other states' funding formulas. The state provides each district with state revenues that make up the difference between locally generated revenues (sales and use tax and property tax) and a guaranteed funding level.

The Legislature sets the Total Guaranteed Basic Support Level ($5,263 per pupil in FY 2012 and $5,374 per pupil in FY 2013), and then makes adjustments for school size, administration and support services, and cost of living. Per-pupil funding provides increased revenues as school districts grow and the Plan provides a one or two year declining enrollment adjustment depending upon the severity of the decline. Since 1973, special education funding amounts are calculated on a special-education unit basis (as defined in NRS 387.1221) with the number of special education units allocated to school districts and funded on a fixed amount allocated per unit ($39,768 in 2011). Together, these general education and special education amounts make up the Total Guaranteed Basic Support for each district. Financing of this Basic Support Level is then shared between "In Plan" local revenues (sales and use tax and property tax) and state allocations from the Distributive School Account (DSA) with local revenue adjustments made for local wealth. In addition, the state provides school districts almost $140 million in FY 2012 for class size reduction. Unlike many other states, Nevada does not have a supplemental allocation formula targeting revenues to address the education needs of English learners and students from poor families.

In addition to resources provided from the DSA, other state and federal categorical programs provide additional funding to Nevada's school districts, including:

- Distributive School Account Programs;[1]
- Other State Education Programs;[2]

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[1] National School Lunch State Match (17); Gifted & Talented Units (33); Professional Development Centers (36); Early Childhood Education Program (45); Special Student Counseling (46); School Library Media Specialist (47); Regular H.S. Diploma (78); Special Transportation (80).

[2] Apprenticeship Program (10); Ed Tech-SD-Hardware (19); Ed Tech-KLVX-Satellite (23); Ed Tech-Library Database (24); Voc Student Org (32); Peer Mediation (36); LEA Library Books (38); Public Broadcasting (44); Project Gain (48); Teacher Certification (51); Counselor Certification (52); School Support Team Substitutes (66); Speech Pathologists Increment (71); CTE Programs (78).

- School Remediation Trust Fund Programs;[3]
- Federal grants that contribute to schools' general funds to be used with some guidance;[4] and
- Other federal special funds grants to be used for very specific purposes.[5]

Together with "Out-of-Plan" local revenues, federal-sourced revenues, and other revenues, $4.0 billion in current expenditures was recorded by Nevada public schools in the 2010-11 school year, or $9,084 per student, statewide.[6] Current expenditures per student ranged from $8,682 per student in Clark County to $42,653 per student in Eureka County in 2010-11. Because the assessed property values per pupil vary across counties, some counties are able to generate a greater portion of their entitled revenues from local sources and are thus less reliant on the state for funding.

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[3] Full-Day Kindergarten (34); Purchasing Assessment (87); Teacher Performance Pay (09); Regional Professional Development Programs (11); Student Achievement Block Grant (12); CSR Aid to Schools (16);

[4] Nutrition Education (e.g., National School Lunch Program); Title I Program; Special Education Programs; Vocational Education Programs (e.g., Perkins); others including NCLB-related programs.

[5] Full range of Title I (Part A, Part B Subpart 3 – Even Start Family Literacy, Part C – Education of Migrant Children, Part D – Prevention and Intervention Programs for Children and Youth Who Are Neglected, Delinquent, or At-Risk); Title II (Part A Teacher and Principal Training and Recruiting Fund, Enhancing Education Through Technology); Title III (Part A Subpart 1 – English Language Acquisition, Language Enhancement, and Academic Achievement); Title IV (Part B – 21st Century Community Learning Centers); Title V (Part A – Innovative Programs); Title VI (Part B Subpart 2 – Rural and Low-Income Schools).

[6] Unweighted enrollment of 437,444 students. Statewide NRS 387.303 Report Fiscal Year 2010-11 – subtotal expenses on "Major Funds" worksheet cell P240.

Table 1: Current Operational Expenditures per Pupil, 2010-11

District	Total Operational Expenditures 2010-11	District Enrollment (Unweighted) 2010-11	Per-Pupil Expenditures 2010-11
Carson City	$86,131,783	7,791	$11,055
Churchill	$43,299,234	4,169	$10,386
Clark	$2,726,422,722	314,023	$8,682
Douglas	$60,560,206	6,342	$9,549
Elko	$97,815,737	9,556	$10,236
Esmeralda	$2,293,562	66	$34,750
Eureka	$10,194,113	239	$42,653
Humboldt	$38,844,937	3,379	$11,495
Lander	$11,056,163	1,118	$9,889
Lincoln	$12,250,223	972	$12,603
Lyon	$86,788,973	8,500	$10,210
Mineral	$8,576,519	517	$16,589
Nye	$84,579,803	5,932	$14,258
Pershing	$13,933,184	679	$20,520
Storey	$6,747,601	426	$15,839
Washoe	$564,794,558	64,755	$8,722
White Pine	$17,322,579	1,425	$12,156

Source: Statewide NRS 387.303 Report Fiscal Year 2010-11.

21st-Century Nevada Context

Like much of the country, Nevada's education system serves a student population that is growing in its racial/ethnic diversity and socio-economic diversity. The student population is more likely to have language barriers that may need to be overcome and student mobility issues that must be addressed for students to learn. Unique to Nevada is the geographic concentration and isolation. On one end, Clark County School District is the 5th largest school system in the nation with more than 314,000 students and over 70 percent of the state's students faces many of the challenges of large urban districts in this county including educational barriers that result from concentrated poverty and/or non-native speakers, and high transiency rates. For example, there are 64 schools in Clark County in which at least 80 percent of students are eligible for a free/reduce lunch, and over 30 percent of students in the district change schools during the year.

Table 2: Diverse Locations and Diverse Populations

District	Locale	% ELL	% Poverty[7]	% Free/Reduced Lunch	Transiency Rate %
Carson City	City: Small	17.8	13.2	43.8	16.3
Churchill	Town: Remote	6.6	12.9	45.4	18.1
Clark	Suburb: Large	23.0	12.7	50.8	30.7
Douglas	Town: Fringe	4.8	9.9	35.1	18.8
Elko	Town: Remote	10.7	8.6	35.7	9.4
Esmeralda	Rural: Remote	25.8	14.1	66.7	30.1
Eureka	Rural: Remote	-	12.7	25.9	25.6
Humboldt	Town: Remote	11.8	11.1	37.9	5.8
Lander	Town: Remote	9.6	10.5	25.2	18.0
Lincoln	Rural: Remote	-	12.0	49.2	29.3
Lyon	Rural: Fringe	6.8	11.8	46.4	20.9
Mineral	Town: Remote	-	21.2	47.2	56.9
Nye	Rural: Fringe	7.6	19.2	54.6	33.6
Pershing	Rural: Remote	7.8	17.9	63.8	20.6
Storey	Rural: Distant	-	6.3	5.6	16.5
Washoe	City: Midsize	17.4	14.1	44.5	30.9
White Pine	Town: Remote	3.5	14.0	32.6	20.4
State		20.0		47.9	29.6

Source: Nevada Annual Report of Accountability (2009-10), National Center for Education Statistics, U.S. Department of Education, Education Finance Peer Tool, 2007-08 School Year

At the same time, six districts have less than 1,000 students each (smaller than a typical middle school in Clark County). Some of these districts also face challenges arising from student needs likes Esmeralda County whose 66 students include 17 English learners, 44 students eligible for a free/reduced lunch and 20 transient students. In addition, the state's rurally isolated districts face different challenges including transportation costs, small school and class sizes, offering a full curriculum and for some districts, declining enrollment.

With these geographic, socio-economic, and race/ethnicity conditions in mind, a periodic review of the Nevada Plan is in order to ensure that the state's primary method of funding its schools is serving the state well. Utilizing a general framework for 21st-century school funding systems allows for both a review and a roadmap for moving forward.

[7] The number represents an estimate of the percent of children in each district age 5-17 living families below the poverty level in 2008. These estimates were developed by the Small Area Income and Poverty Estimates (SAIPE) section of the U.S. Bureau of the Census for the U.S. Department of Education as mandated by Title I of the Elementary-Secondary Education Act of 1965 as amended by No Child Left Behind, PL 107-110.

Framework for a 21st-Century Nevada Plan to Fund Nevada Schools
A critical piece in any state's public education system is the design and implementation of a coherent and comprehensive finance and funding system. Stakeholders might consider two distinct, but inter-related aspects of what is traditional thought of as a single system. The *finance* portion of the system primarily consists of the methods in which revenues are generated to support education and other government services. The *funding* portion of the system primarily consists of the methods in which financial (and other) resources are allocated from one level of government to another and ultimately to schools to deliver services. This study is limited almost entirely to the funding mechanisms of primary education services while leaving the financing mechanisms to later study.

A comprehensive and coherent finance and funding system must reflect and support the goals to be achieved and the strategies to achieve those goals, while also supporting the governance and monitoring and evaluation systems associated with the early learning policy. A comprehensive funding system in the 21st century would be designed with these basic principles in mind:

- Clear Funding Policy Strategies Aligned to Education System Goals
- Equitable and Efficient Funding Mechanisms
- Stable and Predictable Funding
- Transparent Formulas, Allocations, and Monitoring

Equally important to understanding the policy components to create a coherent and comprehensive finance and funding system is the need to ensure policy coherence across the entire education enterprise. That is, the education system as a whole must demonstrate coherence across all systems—coherence of finance and funding, governance, monitoring and evaluation, accountability, and human capital—in order to bring consistency in efforts and, to the extent possible, avoid contradictory dynamics (one system working against the efforts of other systems).

Clear Funding Policy Strategies Aligned to Education System Goals
Coherent budgets can only be created when it is clear what the goals of the system are, i.e., creating a clear mission, and the roles, responsibilities, and activities of all stakeholders is understood, i.e., clear governance from top to bottom. The finance and funding system should be aligned to the education system's goals.

Equitable and Efficient Funding Mechanisms
A strong finance and funding system requires the creation of equitable and efficient funding mechanisms that reflect identified education policy strategies and the needs of communities being served—*equitable* in that it reflects the conditions across communities and distributes resources according to those differences in needs and *efficient* in that it reflects existing education conditions and distributes resources in ways to maximize the desired outcomes with minimal waste.

Equity: There are two different types of equity that need to be considered in this study. First, a funding system should have what social scientists refer to as "horizontal" equity – similarly situated students/districts receiving similar funding. The second type of equity that social scientists monitor is "vertical" equity – students/districts with greater needs are provided greater funding in a systematic way. Greater resource requirements could result from the needs of the students served (e.g., EL, special education, students in poverty, transiency) or the costs of serving students because of the district size, density or sparsity, or other regional cost differences. For a funding mechanism to be vertically equitable, the mechanism would need to differentiate resource allocations based on some of these factors. Only by addressing inequities can an education policy provide the greatest opportunities for success for all children, especially those that are most vulnerable.

Efficient: An efficient funding mechanism would provide resources to districts in as simple of method as possible, and in a way that creates incentives for districts to use their resources in ways that maximize the desired outcomes with minimal waste. Getting the incentives right can be challenging when trying to differentiate funding to reflect the differing cost factors identified to create an equitable system. For example, if the state fully reimbursed districts for special education costs, then districts might over-identify special education students and provide those students with too high of a level of special education services. In addition to being costly, such an approach would also be inconsistent with a key federal requirement to serve special needs students in a "least restrictive environment" (as close to the mainstream classroom as possible). Similar incentives to over-identify student needs can also occur for English learners, transportation, or school size.

Stable and Predictable Funding

From top to bottom, creating coherent budgets requires stable and predictable funding as best possible. While economic conditions certainly present challenges to policymakers at all levels, having relatively stable and predictable funding allows for effective planning and programming with the goal of providing continuity to the child. Funding mechanisms that provide stability and predictability, to the greatest extent possible, should be a goal of any state funding system.

Transparent Formulas, Allocations, and Monitoring

Finally, a coherent and comprehensive school finance system must be transparent to stakeholders—fair, open, visible, and consistent in the distribution of financial resources and in the reporting of their use. Financial commitments to address community needs must be seen to be serving those community needs in order to maintain overall stakeholder commitment to the education system. That is, when student, school, and district needs are accounted for in the state's funding formula, efforts should be made to ensure that those revenues and expenditures are reaching their intended targets.

In addition, monitoring mechanisms that connect allocated funds and their use to achieved outcomes allows communities and policy leaders to identify effective strategies and share those strategies with other communities as means of increasing system capacity across the entire state. In all, the monitoring and evaluation mechanisms associated with the education finance and funding system should be included in the design and implementation of an overall monitoring and evaluation system for the primary and secondary education system.

With this funding framework in mind, Cross & Joftus can review and evaluate the effectiveness of the existing Nevada Plan and its alignment to historical and currently envisioned goals. In looking to the future, Cross & Joftus will utilize the vision set forth for entire education system in *Nevada's Promise: Excellence, Rigor, and Equity* to create a vision for the development of a 21st-Century Nevada Plan to Fund Nevada's Schools.

The Cross & Joftus team will work closely with the policymaking stakeholders to understand the vision and goals for Nevada's education system and, in particular, the goals to be achieved by a new Nevada Plan to fund the state's schools. Cross & Joftus will coordinate with the Legislative Counsel Bureau (LCB) and the Nevada Department of Education (NDE) to access data and, where appropriate, gather insights and expertise with those that have been engaged in Nevada education policy on an everyday basis to understand feasible policy implementation and scheduling logistics and dynamics.

To help understand the differential needs existing across Nevada's schools, Cross & Joftus will convene two meetings of the state's 17 school district superintendents in cooperation with the Nevada Department of Education—one meeting in the northern part of the state and another in the southern part of the state.

In addition, Cross & Joftus will seek input from other statewide education stakeholders, including:

- State and district leaders
- State and local teacher union leaders
- State and local school board leaders
- Civil rights leaders
- Other stakeholders identified by the Legislative Counsel Bureau (LCB)

By consulting with a wide range of stakeholders, most notably the education community, Cross & Joftus will work to understand the needs to be addressed across the state and match the most appropriate funding mechanisms to those Nevada needs.

III. Company Description, Experience, and Project Team

Company Description

Established in 2004, Cross & Joftus is an education consulting firm dedicated to providing education leaders with personalized and expert assistance in policy analysis and development, evaluation, executive coaching, planning, and communication strategies. For the past seven years, C&J has worked with school districts, foundations, and non-profit organizations on a broad array of topics, including school finance, strategic planning, school and district reform, special education, governance, accountability, teacher quality, literacy, and program evaluation and improvement. Cross & Joftus recently celebrated its eighth anniversary. At no time during our eight years have we ever not been profitable, failed to pay vendors on time, failed to pay our taxes, overrun a project budget, or failed to maintain a cash reserve. Each year, Cross & Joftus revenues and profitability have increased. Last year, our gross revenues exceeded $7 million.

Cross & Joftus is a certified small business with offices in California, Illinois, Maryland, and Virginia. Our management team includes four partners: Christopher Cross (Chairman), Scott Joftus (President), Sharon Deich (Vice President), and Monica Santana Rosen (Vice President). Our business model reflects three key tenets:

- Direct involvement by one or more partners
- Assistance from experienced senior consultants
- Use of a virtual office

Direct partner involvement means each project is guided by one or more of our firm's partners to ensure the necessary attention and capacity for every client.

Assistance from experienced senior consultants ensures a high-performing team for each project we undertake. Our ad hoc use of these associates enables us to tap their specialized knowledge and talents for the short or long term depending on our clients' changing needs. For some projects, we also work in partnership with other organizations that can provide needed expertise, high-quality support, and unbiased capacity for assessing problems and developing solutions.

Use of a virtual office enables us to minimize overhead costs. This approach frees up resources that can be directed toward ensuring expert staffing and generating strong products and services.

Experience

Since its inception, Cross & Joftus has helped district and state clients grapple with the many challenges associated with school finance policy. The policies we recommend are grounded in reality and solid data but are also ambitious in terms of achieving equity and efficacy goals. In addition, our team of experts – led by Chairman Christopher Cross – deeply understands the state of Nevada's particular needs, requirements, strengths, and weaknesses. We have partnered with the Nevada legislature, department of education, and private stakeholders to develop policies that make sense for the state from both an education and a fiscal perspective.

Our work with previous clients prepares us well for this project. A short description of a few of these past projects is as follows:

Allentown School District
Cross & Joftus conducted a fiscal analysis for the district so they could better understand and direct resources toward education priorities. This work included a review of how resources—people, time and money—were allocated. Specific analyses include:

- How resources are distributed across schools and student types (special education, English language learners, poverty) and how this would change if the district employed a weighted student formula. These findings were also compared with spending patterns from other districts to determine outliers.
- How teachers and other staff resources are deployed within schools.
- How class size variations affect expenditure patterns across grades, and by other characteristics of schools and students.
- How resources are being deployed for professional development.
- What resources the district taps from community partners or other public agencies and how those funds are used.

The study included a series of recommendations based on best practices that the district utilized to help fill a large funding gap caused by the economic downturn.

Nellie Mae Education Foundation
Cross & Joftus worked with Nellie Mae to review proposals and analyze budgets submitted by school district grantees as part of their District Level Systems Change initiative. This initiative provides support to four districts in New England that are transitioning their high schools to a more student-centered approach, including implementing a competency-based assessment system and awarding high school credit for work that happens both inside and outside of the traditional school day. This project included an analysis of district plans to reallocate resources as part of this reform, as well as an assessment of the technical assistance needs of each district to promote long-term sustainability.

Nevada Governor's Office
Cross & Joftus chairman Christopher Cross served as the senior adviser and counselor to the Governor's Blue Ribbon Task Force on Education. The task force, led by Elaine Wynn, director of Wynn Resorts, and Dan Klaich, Chancellor of the Nevada System of Higher Education, guided the development of Nevada's Race to the Top Application and also made recommendations to the legislature and governor for major changes in state policy for K-12 education. With few exceptions, those recommendations were adopted in the 2011 legislative session and were signed by Governor Brian Sandoval on June 15,

2011. The changes include governance, educator evaluation, alternative sources for licensure and support of charter schools.

A more thorough list of Cross & Joftus clients can be found in Appendix B.

<u>Project Team</u>
The team we have assembled for this project brings significant experience in school finance policy analysis and development as well as the particular context of Nevada K-12 education.

***Christopher T. Cross**, Chairman, Cross & Joftus, LLC*
Cross & Joftus chairman Christopher Cross, has been involved in education policy in Nevada for more than a decade, beginning with the creation of the NV Council to Establish Academic Standards where he served as counsel to that council until 2009. Cross also served as senior advisor to the Blue Ribbon Task Force on Education created in 2010 by former Governor Gibbons. That bi-partisan group was charged with directed the state's Race to the Top application to the U.S. Department of Education. That proposal became the basis for *Nevada's Promise: Excellence, Equity, Rigor*. That plan served as the framework for several major education bills to be enacted in the 2011 legislative session. During that time, Cross testified before legislative committees and spent a great deal of time in Carson City.

Cross also has experience in the area of school finance, having served as a member of a Gates Foundation funded panel, Redesigning School Finance. In 2010, Harvard Education Press published that report as "Smart Money: Using Educational Resources to Accomplish Ambitious Education Goals." The newly appointed Nevada State Superintendent of Education, Jim Guthrie, was among those members of that panel. A primary recommendation of that report is that money should be allocated in accordance with the needs of children.

In his work in Nevada, Cross made an annual presentation to the standards council pointing out the crisis facing the state in terms of student outcomes. As a result, Cross was invited in January 2010 to make a similar presentation to Women in Philanthropy in NV and, subsequently to the Blue Ribbon Task Force. Cross is held in high regard by stakeholders, legislative leaders, and the governor for his work on behalf of children in the state. References on his work are included in Section VI.

***Dr. Richard C. Seder**, Associate, Cross & Joftus, LLC*
Dr. Richard C. Seder is a nationally and internationally recognized school finance, governance, and systems and policy expert who understands the strengths and weaknesses of school funding mechanisms through his work with state and national policymakers with additional expertise on how to align funding to other pieces of the education enterprise to create a coherent system dedicated to student success.

Dr. Seder has worked in education policy with an emphasis on school finance and governance for a decade and a half. Dr. Seder worked with Cross & Joftus on a comprehensive policy development initiative in California building on foundation-funded finance and governance research for the state. He has worked with education stakeholders on issues related to state school finance, accountability, and governance in California, Florida, Kentucky, Massachusetts, Minnesota, Montana, New York, South Carolina, Texas, Washington, and Wyoming, and the Canadian province of Ontario. In addition, he served as a consultant to the Office of the Chief Information Officer in California to assist in creating a strategic plan for the state's longitudinal information system. He recently completed projects with UNICEF investigating the role of finance and governance systems and their impact on the areas of equity, access, and quality in early childhood education in Lao, Cambodia, Angola, and Tajikistan.

Dr. Seder served as a policy fellow to the California Secretary of Education where he assisted the Secretary with analyzing policy issues facing the state's education system and developing policy alternatives and strategies. In addition, he was the primary resource to the Office of the Governor, California Secretary of Education, and Department of Finance in understanding more than 1,700 pages of research related to the state's finance and governance systems. Prior to that, Dr. Seder served as Education Policy Program Director at the California Policy Institute at the University of Southern California, senior consulting associate with Management Analysis & Planning, Inc., associate at Standard & Poor's School Evaluation Services, and as Director of Education Program at the Reason Foundation.

Dr. Seder holds a BA from Beloit College in government and economics and graduated with distinction from the H. John Heinz School of Public Policy & Management at Carnegie Mellon University. He completed his doctorate in education policy at the Rossier School of Education at the University of Southern California.

Former California Secretary of Education Alan Bersin and Michael O'Donnell from the Wyoming Attorney General's Office of School Finance Litigation, included in Section VI, can serve as references for Dr. Seder's work.

***Robert Manwaring**, Associate, Cross & Joftus, LLC*
Mr. Manwaring is widely recognized and respected within the K-12 community for innovative reform ideas that he has proposed and worked to implement at the state and national level over the last decade. As an independent consultant, Mr. Manwaring worked to design a new school finance system and accountability system for the State of California as part of a school funding initiative. From 2006-2008, Mr. Manwaring served as the Director of Policy for the Governor's Committee on Education Excellence. In this capacity, he was lead author of the Committee's *Students First* technical report that recommended specific policies to comprehensively overhaul the California's education finance, governance and accountability, teacher and administrator training and retention programs, early education policies, and education data system. To develop the report, Mr. Manwaring guided a diverse bipartisan Governor's Committee through the policy development process of a comprehensive reform proposal that was unanimously supported by the committee.

From 1998-2006, Mr. Manwaring worked at the California Legislative Analyst's Office (California's equivalent to the Legislative Counsel Bureau) serving as K-12 Education Director for the last four years. In that capacity, he was one of the key advisors to state policy makers on school finance, school accountability, and low performing schools policy.

From 2008-2011, Mr. Manwaring was a Senior Policy Analyst for Education Sector, an independent Washington D.C.-based policy think tank that challenges conventional thinking in educational policy. He headed the organization's multi-year research plan to develop next generation accountability systems, and wrote extensively on school turnaround policies.

Dr. Ted Mitchell, included in Section VI, can serve as a reference to Mr. Manwaring's work with the Governor's Committee on Education Excellence.

Victoria Carreón*, Associate, Cross & Joftus, LLC*
Victoria Carreón is a consultant advising school districts on fiscal and policy issues. She has worked extensively on California education policy issues at the state, county, and district level and is recognized throughout the state for her expertise. She has also worked on education finance and school district processes in Arizona. Victoria's recent experience has been as a consultant for Eric Hall and Associates and WestEd. Previously, Victoria worked for eight years at the San Diego County Office of Education as a Consultant, Business Advisory Services. In her work with school districts, Victoria has developed expertise in the intricacies of the California K-12 education funding model and has regularly provided training on this topic to both fiscal and program personnel. A key component of her work has been conducting analysis of school district processes and making recommendations for improvement. In addition, she regularly advises and trains school districts on many aspects of school finance and reporting, including budget development and reporting, year-end closing, revenue calculations, and cash flow projections. Victoria also has expertise in leveraging state and federal categorical funds and has participated in intervention teams for school districts in Program Improvement under the No Child Left Behind Act. She has also authored analytical reports on Declining Enrollment trends in San Diego County.

Prior to working for the San Diego County Office of Education, she worked at the Legislative Analyst's Office in Sacramento, CA analyzing K-12 finance issues, particularly in the areas of the state funding model, Proposition 98, and school district accountability and intervention models.

Victoria has been active in leadership positions in the California Association of School Business Officials (CASBO) and has made statewide presentations on a variety of school finance topics. Victoria earned an AB from Stanford University with honors in Education. She also earned a Masters in Public Policy from the University of California-Berkeley.

IV. **Cross & Joftus, LLC List of Deliverables and Work Plan**

Cross & Joftus in response to the Legislative Counsel Bureau's (LCB) Request for Proposal to support the work of the Committee to Study a New Method for Funding Public Schools in Nevada, proposes the following list of deliverables:

1) Engaging with a wide range of Nevada stakeholders, most notably the legislative Committee and Nevada's 17 superintendents through two in-person meetings—one in the northern part of the state and one in the southern part of the state, to understand additional desired goals of a newly envisioned Nevada Plan and the differential student and district needs across the state. Cross & Joftus will also engage with other state and local stakeholders throughout the course of the project, including:
    a) State and district leaders;
    b) State and local teacher union leaders;
    c) State and local school board leaders;
    d) Civil rights leaders; and
    e) Other stakeholders identified by the Legislative Counsel Bureau (LCB).

2) Conducting a comprehensive review of state funding formulas and mechanisms across the nation and providing to the Committee documentation of formula adjustments and use of categorical grants for *student needs* including, but not limited to:
    a) Students with disabilities of varying impact and intensity;
    b) Students identified as English learners (EL) or from economically disadvantaged families;
    c) Students at-risk of underperforming in their academic career or dropping out.
    d) Gifted and profoundly gifted students; and
    e) Transient students.

3) Conducting a comprehensive review of state funding formulas and mechanisms across the nation and providing to the Committee documentation of formula adjustments and use of categorical grants for *school and district needs* including, but not limited to:
    a) Small schools and small districts;
    b) Geographic factors including remoteness, isolated locations, sparsity or density;
    c) Declining and rapidly increasing enrollment; and
    d) Regional cost of education differences.

4) Developing a list of states determined to be "best comparisons" based on a range of criteria including, but not limited to:
    a) Socio-economic, race, and ethnic demographics;
    b) Concentration of student populations in relatively few districts;

c) Mix of rural, peri-urban, suburban, and urban school districts; utilizing National Center for Education Statistics (NCES) Urban-Rural Locale Codes;[8]
d) Higher performance than Nevada as measured by the National Assessment of Educational Progress (NAEP) and other student outcomes such as college-and-career ready indicators such as ACT scores, graduation rates, and college-going rates (both two-year and four-year institutions).

5) For the comparison states (identified in deliverable 4), evaluate the alignment of each state's funding mechanisms against the basic principles of the Framework for 21st Century Nevada Funding Plan outlined above (alignment to system goals, equitable and efficient, stable and predictable, transparent). To the extent any of the comparison states do not align well with these basic principles, replacement states will be identified and their systems will be evaluated against the basic principles. Compare the effectiveness of existing Nevada Plan formula mechanisms to the mechanisms in these states, and determine the applicability and feasibility of alternatives in Nevada.

6) In addition to the practices described for the 5 comparison states (identified in deliverable 5), identifying any "leading national practices" that align with the Framework that were not present in comparison states but might still merit consideration for the Nevada school system. Similarly, determine the applicability and feasibility of these leading national practices for Nevada.

7) Recommending changes to create the 21st-Century Nevada Plan to Fund Nevada's Schools that would enhance Nevada's goals of ensuring equity in funding. The 21st-Century Nevada Plan would also include recommend changes that would better align to and support Nevada's overall goals for its education system such as those reflected in *Nevada's Promise*. In accompaniment of these recommended changes, the NDE project team will provide:
   a) Fiscal impact analyses across Nevada's 17 school districts, applicable charter schools, and the state as a whole; and
   b) Implementation options including timing, phasing, hold harmless criteria, and coordination considerations.

In addition to providing a summary of formulas, the Cross & Joftus funding formula review will identify the types of restrictions, if any, that are placed upon the funding source. This includes restrictions on the use of the funds, the type of students that can be served, and any supplantation or maintenance of effort requirements. For example, some formula funds provided for ELs or economically disadvantaged students can be used for schoolwide programs like reading interventions, extended school days or school years, or class size reduction, even if those activities benefit students beyond the target population. Other formula funds, however, are narrowly defined in their usage. The Cross & Joftus team will articulate the pros and cons of these different approaches

[8] http://nces.ed.gov/forum/datamodel/eiebrowser/techview.aspx?instance=localeCode.

and will take these considerations into account when providing recommendations to the Committee.

Work Plan
Project Deliverables 1-3: *Stakeholder Engagement to Understand Nevada Context and Needs, Comprehensive Review of State Funding Formulas, Adjustments for Student Needs, and Adjustments for School and District Needs*
Christopher Cross and Richard Seder will engage with the Legislative Committee and LCB staff at the start of the project to better understand Committee needs, the desired goals of the funding system, and any desired changes or additions based on their initial committee work.

Cross & Joftus will work with the Legislative Counsel Bureau (LCB) and the Nevada Department of Education to conduct a meeting of the state's 17 district superintendents, with virtual participation options, to understand the differing perspectives of the Nevada Plan formula adjustments and the allocation of non-Nevada Plan categorical programs, and their thoughts on how alternative funding mechanisms could support their ability to meet local achievement goals.

Members of the project team will develop a protocol and conduct phone interviews of key stakeholder groups including:

- State and district leaders
- State and local teacher union leaders
- State and local school board leaders
- Civil rights leaders
- Other stakeholders identified by the Legislative Counsel Bureau (LCB)

The Cross & Joftus team will review the extant literature on state funding formulas such as those available through the Education Finance Statistics Center (EDFIN) at the National Center for Education Statistics (NCES) at the U.S. Department of Education and the Center for Special Education Finance.

Additionally, the project team will work with organizations such as the Council of Chief State School Officers (CCSSO) and its members to understand any changes to formulas that might have been made in the most current legislative sessions. The project team will contact organizations such as the Education Commission of the States (ECS), National Council of State Legislatures (NCSL), the Rural School and Community Trust, National Association of State Directors of Special Education (NASDE), the Center for Special Education Finance, and Council of Great City Schools, among others dedicated to tracking school finance and other education policy developments across the country. To the extent necessary, the project team will contact state department of education staff in various states to clarify specific components of their state's funding formulas.

The research and analytical work will be conducted by Cross & Joftus from the beginning of the project through mid-June 2012. Approximately 17 total person days will be dedicated to stakeholder engagement, data collection, research, and analysis.

Project Deliverables 4, 5 and 6 Best Comparison States and Funding Formula Leading Practices

Identify Comparison States. The project team will utilize data from a wide range of extant databases to identify the most comparable five states. The team will rely on the following databases including those available at the National Center for Education Statistics (NCES) at the U.S. Department of Education and the U.S. Census Bureau. The team will utilize NCES tools such as the State Education Data Profiles, School District Mapping and Demographics, and Public School District Finance Peer Search that compile data across NCES data collections such as the Common Core of Data and other national data collections. Additionally, the KIDS COUNT data will be explored for well-being indicators of children across the nation to help identify comparison states. Comparison states will balance socio-economic, demographic, and geographic conditions while also drawing on the funding mechanisms in those comparison states across the nation. Additionally, the project team will look to those states with greater student achievement outcomes and explore the extent to which their funding formulas, when aligned to their entire education system, may have contributed to those greater outcomes.

Establishing and Applying Criteria for Identification of Best Practices. Identifying leading practices will be conducted simultaneously to the research and analysis being done to achieve Project Deliverables 1- 3 identified above. The project team will determine which state formulas and funding mechanisms best meet the Framework criteria (alignment to system goals, equitable and efficient, stable and predictable, transparent). For the comparison states, the team will describe in detail how each state faired compared to the Framework criteria, including any replacement states. Also using the Framework criteria, funding mechanisms or components of funding mechanisms from non-comparison states will also be summarized.

Altogether, Cross & Joftus will perform the research and analysis from the beginning of the project through mid-June 2012. Approximately 43 days will be budgeted for these deliverables.

Project Deliverable 7: Recommended Changes to Create a 21st-Century Nevada Plan to Fund Nevada's Schools

The entire project team will be engaged in developing recommended changes to create a 21st-Century Nevada Plan to Fund Nevada's Schools to present to the Committee based on the research and analysis conducted for deliverables 1-6. These recommendations will include leading practice to address the unique student, school, and district needs in Nevada and that are better aligned to support the overall goals of the education system. Recommended changes will be made after comparison to existing Nevada Plan mechanisms and after considering the applicability and feasibility to the Nevada context to pursue the goals for the funding system. Further, recommended changes will be made with consideration to the overall education system vision and goals laid out in *Nevada's Promise: Excellence, Rigor, and Equity* and alignment with Nevada's entire education system. Preliminary cost impacts will be calculated for each of the recommended funding formula changes on a statewide and district-by-district basis. The team will also develop implementation options including timing, phasing, hold harmless criteria, and coordination considerations.

Cross & Joftus will develop recommended changes based on leading practice and the applicability and feasibility to the Nevada context. Approximately 29 total person days will be budgeted for work conducted primarily in late June and early July 2012, including the drafting of the preliminary report and the completion of the final report.

Draft Report Delivered July 31, 2012
A draft report with preliminary findings will be presented to Committee including leading school funding practices, preliminary recommended changes to create a 21st-Century Nevada Plan to Fund Nevada Schools, and preliminary cost impacts statewide and by school district.

Final Report Delivered August 28, 2012
Present final report and recommendations to the Committee to Study a New Method for Funding Public Schools in Nevada.

V. Project Costs

Project Days by Deliverable

Deliverables	Cross	Seder	Manwaring	Carreon	Timing
1, 2, and 3	1	5	3	8	Project Start to June 15
4	1	5	3	3	Project Start to June 15
5	1	10	3	3	Project Start to June 15
6	1	10	2	1	June 1 to July 15
Draft Report	2	10	5	2	Writing July 6 to July 30; Delivered July 31, 2012
Final Report	2	7	1	0	Writing/Editing through August 25; Delivered August 28, 2012
Total Days	**8**	**47**	**17**	**17**	

Project Costs by Deliverable

Deliverables	Consultant Costs	Travel	Events	Timing
1, 2, and 3	$19,200	$6,000	$6,000	Project Start to June 15
4	$14,700			Project Start to June 15
5	$20,950			Project Start to June 15
6	$17,900			June 1 to July 15
Draft Report	$24,550			Writing July 6 to July 30; Delivered July 31, 2012
Final Report	$14,000	$1,500		Writing/Editing through August 25; Delivered August 28, 2012
Total	**$111,300**	**$7,500**	**$6,000**	**$124,800**

VI. References

Name	Title/Organization	Telephone	Email
Diane DeBacker	Commissioner, Kansas State Dept of Education	785-296-2303	ddebacker@ksde.org
Sharyn Howell	Executive Director of Special Education, Los Angeles Unified School District	916-319-0800	sharyn.howell@lausd.net
The Honorable Debbie Smith	Chair, Assembly Ways and Means Committee, Nevada State Legislature	775-233-2905	dsmith@asm.state.nv.us
James Guthrie	State Superintendent, Nevada Department of Public Instruction	775-687-9217	jguthrie@doe.nv.gov
Dr. Dan Klaich	Chancellor, Nevada System of Higher Education	702-889-8426	chancellor@nevada.edu
Elaine Wynn	Director, Wynn Resorts	702-770-7703	Elaine.wynn@wynnresorts.com
Dr. Jacob Adams	Provost, Claremont Graduate University and Chair, Gates Foundation panel on Reinventing School Finance	909-621-8068	jacob.adams@cgu.edu
Michael O'Donnell	State's Counsel, Wyoming Attorney General's Office Office of School Finance Litigation	307-777-8935	michael.odonnell@wyo.gov
Alan Bersin	Commissioner, U.S. Customs and Border Protection (Former California Secretary of Education)	858-232-4839	alanbersin@msn.com
Ted Mitchell	CEO, New Schools Venture Capital Fund	415-615-6865	tmitchell@newschools.org

Appendix A

Christopher T. Cross

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Experience

Private Sector

Chairman, Cross & Joftus, LLC	2004-present
Independent Consultant and Author	2001-2004
President and Chief Executive Officer, Council for Basic Education	1994-2001
Executive Director Education Initiative, The Business Roundtable	1991-1994
Vice-Chairman, Macro Systems, Inc., a Maryland-based professional services technical assistance and training company	1989
President and Executive Vice President (Chief Operating Officer), University Research Corporation, a Maryland-based professional services, research and information services company	1983-1988
Manager Federal Systems, Westinghouse Information Services, Westinghouse Learning Corporation	1980-1983
Director of Public Policy Analysis & Director, Washington Office Operations, Abt Associates, Inc.	1978-1980

Public Sector

President, Maryland State Board of Education, member since 1993	1994-1997
Assistant Secretary for Educational Research and Improvement, U.S. Department of Education	1989-1991
Republican Staff Director and Senior Education Consultant, U.S. House of Representatives Committee on Education and Labor	1972-1978
Deputy Assistant Secretary for Legislation (Education), U.S. Department of Health, Education, and Welfare	1970-1972

Education

Leadership Development Program University of Maryland, Center for Creative Leadership	1988
Master of Arts (Government), California State University, Los Angeles	1970
Bachelor of Arts (Political Science), Whittier College, California	1962

Professional Activities

Commissioner, Western Association of Schools and Colleges, Senior Division	2011- present
Member, President's Advisory Council, Alliance for Excellent Education	2011-present
Advisory Board, National Center for Time and Learning	2008-present
Board of Directors, New Teacher Project	2001-present
Distinguished Senior Fellow, Education Commission of the States	2001-2007
Senior Fellow, Center on Education Policy	2001-2005
Consultant, School Evaluation Service, Standard and Poors	2000-2005
Board of Directors, EdSource	2003-2009
Chair, National Council on Education and Human Resources, Graduate School on Education and Human Resources, George Washington University	2000-2001
Board of Advisors, Schoolnet.com	2000-2010
Member, U.S. Education For All Assessment Report Oversight Commission	2000-2002
Member, Board of Trustees Vice-Chair of Academic Affairs Committee, Whittier College	2000-2011
Member, Board of Visitors College of Education, University of Maryland	2000-2001
Chair National Research Council Panel on the Representation of Minorities in Special Education, National Academy of Sciences	1999-2002
Board of Directors, Teacher Education Accreditation Council	1999-2002
Member, PEW Forum on Standards-based Education	1997-2001

Member, Maryland K-16 Educational Leadership Council 1997–2001

Professional Activities (cont.)

Chair, Board of Directors, Center on Education Policy	1997-2001
Member Board of International Comparative Studies In Education, National Research Council, National Academy of Sciences	1995-2001
Chair, Independent Review Panel on the Evaluation of Federal Education Programs, U.S. Department of Education	1995-2001
Executive Board, Consortium for Policy Research in Education (CPRE)	1995-2005
Member, Board of Directors, American Institutes for Research (AIR)	1993-2007
Advisory Committee, Superintendents Prepared, an urban leadership development consortium of the Institute for Educational Leadership, Joint Center for Political and Economic Studies, and the McKenzie Group	1991-1996
Member, National Education Commission on Time and Learning	1992-1994
Member, Board of Directors, Institute for Educational Leadership	1992-1994
Team Captain, *The Prune Book,* Council for Excellence in Government (Madison Books, 1992)	1992
Member, U.S. delegation to the U.S.-Japan Conference on Cultural and Education Interchange (CULCON)	1991
Member, Advisory Council on Arts Education, National Endowment for the Arts	1991-1993
Co-Leader, U.S. Department of Labor-sponsored delegation – members represented government, business, and labor leadership initiative toward an understanding of the education and training of the Japanese workforce	1990
Member, U.S. delegation at the World Conference on Education for All "Meeting Basic Learning Needs" in Jom Tiem, Thailand, sponsored by various member United Nations agencies	1990
Member, U.S. Holocaust Memorial Council	1989-1991
Chairman, Working Group, Committee on Education and Human Resources, Federal Coordinating Council for Science, Engineering and Technology (EHR/FCCSET)	1989-1991
U.S. Member, Governing Board of the Center for Educational Research and Development of the Organization for Economic Cooperation and Development and the Center for Education Research and Innovation (OECD/CERI)	1989-1991
Member, National Assessment Governing Board (NAGB)	1989-1991
Team Captain, The Prune Book, Council for Excellence in Government (Madison Books, 1988)	1988
Chairman, Laboratory Review Panel, U.S. Department of Education	1987-1989
Member, National Research Council/National Academy of Sciences Panel on Education Evaluation	1979-1981

Professional Membership/Honors

Listed in *Who's Who in the World*	1993-present
Listed in *Who's Who in America*	1990 -present
Director, Council for Excellence in Government	1986-1989
Member, U.S. Chamber of Commerce, Council on Procurement Policy	1985-1989
Member, American Society of Training and Development	1984-1989
Member, American Educational Research Association	1980-1991
Professional Services Council	1980-1989
▪ **Member, Executive Committee**	1988-1989
▪ **Vice Chairman**	1983-1985
▪ **Chairman, Government Relations Committee**	1988
Recipient of numerous citations from the Professional Services Council for industry leadership in areas related to Federal procurement	1978-1989
Recipient of the Secretary's Special Citation from HEW Secretary Elliot L. Richardson	1973

Selected Publications and Presentations

Political Education: National Policy Comes of Age, Teachers College Press, New York, 2003. Updated edition issued in 2010.

Mathematics Learning in Early Childhood: Paths Toward Excellence and Equity, Christopher T. Cross, Taniesha A. Woods, and Heidi Schweingruber, *Editors*; Committee on Early Childhood Mathematics; National Research Council, 2009.

Minority Students in Gifted and Special Education, edited by Donovan and Christopher T. Cross, National Academy Press, Washington, DC, 2002.

"A Chance for Education," *The Baltimore Sun,* January 8, 2001.

"Assessment, TIMSS-R, And the Challenge to Change," *Basic Education,* Volume 45, Number 5, January 2001.

Putting the Pieces Together: Lessons from Comprehensive School Reform Research, National Center on Comprehensive School Reform, George Washington University, 2004.

"The Role of the Principal as Instructional Leader in a Standards-Driven System," *NASSP Bulletin,* Volume 84, Number 620, December 2000.

"The Passing of an American Hero," *The Rock: The Magazine Whittier College,* Volume 71, Number 2, Fall 2000.

“Too Much of a Good Thing,” *Basic Education*, Volume 45, Number 2, October 2000.

“Academic Standards and Comprehensive School Reform,” *The National Clearinghouse For Comprehensive School Reform,* September 2000.

Review of *The Academic Achievement Challenge: What Really Works in the Classroom,* Jeanne S. Chall, *American School Board Journal,* June 2000.

“A Tax Cut That Keeps on Giving,” *Washington Post***,** August 14, 1999.

“It’s Time for Congress to Repeal the Foundation Tax,” *The Chronicle of Philanthropy,* July 29, 1999.

“Standards and Local Control: ‘Clarifying the School Board’s Role,’” *The American School Board Journal,* April 1999.

“Education reform takes a regional focus,” *The Baltimore Sun,* March 1999.

“Retirees in the Classroom,” *The Washington Post,* December 31, 1998.

“The Standards Wars: Some Lessons Learned,” *Education Week,* October 21, 1998.

“Stretching Students’ Minds in Basic Education,” *Educational Leadership,* March 1998.

“Are Academic Standards a Threat or an Opportunity?” *NASSP Bulletin,* September 1997.

“U.S. Educational System Seeks Wholesale Reform,” *Forum for Applied Research and Public Policy,* Volume 12, Number 3, Fall 1997.

“LAUSD is Setting the Right Standards,” *The Los Angeles Daily News,* July 2, 1997.

“The Superintendent’s Role in State Assessments,” *The School Administrator,* September 1997.

“Stumping for Standards,” *Education Week,* April 9, 1997.

“Using Standards in Charter Schools,” *Presentation at the Charter School Developer Conference,* Teacher College.

“The Downsizing of Corporate Philanthropy,” *Education Week,* June 7, 1995.

“Making Sense of the New Standards,” *The College Board Review,* Spring 1994.

“Shall We Put the ‘E’ Back in H.E.W.?” *Education Week,* February 9, 1994.

“Proceed with Caution,” *Teacher*, October 1993.

“Policy Analysts and Researchers,” *Federal Policy Options for Improving the Education of Low-Income Students, Volume II,*

Commentaries, Institute on Education and Training, RAND Corporation, Spring 1993, edited by Iris C. Rothberg.

“Education Standards: A Question of Time?” *Education Week,* April 21, 1993.

“Advice to a New Administration,” *Education Week,* February 3, 1993.

"Will Congress Save Our Schools from the Tyranny of Red Tape?" *Phi Delta Kappan,* April 1993, written with S. Nathan Cross.

"From The Business Roundtable: A Business Perspective on Education," *National Issues in Education/The Post is Prologue,* Phi Delta Kappan and the Institute for Educational Leadership, 1993, Edited by John F. Jennings.

"Student Effort: The Key to Higher Standards," *Educational Leadership,* written with Tommy Tomlinson.

Speaker at annual conferences of many major national associations and at state-level meetings on education reform including the National School Board Association, the American Association of School Administrators, the Association for Supervision and Curriculum Development, the National Association of State Boards of Education, and the Education Commission on the States. 1973-Present.

Richard Choe Seder

1464 Halekoa Drive | Honolulu, HI 96821 | 916-838-1810 Office | policyconsultant@gmail.com
3190 Lemitar Way | Sacramento, CA 95833

Experience

Senior Associate, Cross & Joftus, LLC 2008-present

Independent Consultant 2005-present
Provide policy research, analysis, and development support in areas of school finance, governance, human capital and labor markets, and monitoring, evaluation, and accountability systems; strategic planning and decision process assistance directly to national, state, and local policymakers, administrative agencies and ministries. Lead independent consulting associate to large-scale, comprehensive and coherent policy
development efforts in Wyoming and California, including strategic planning efforts in design and implementation of state information systems. Finance and governance policy consultant to UNICEF's early childhood development efforts in East Asia and Pacific Rim region, Africa , and Central Asia.

Adjunct Professor, University of Southern California, Los Angeles, CA 2010
Professor of doctoral-level course on the economics of education and schooling as an economic enterprise. Lead students in understanding individual and societal benefits of education, human capital theory, productivity and cost-benefit analysis, efficiency, and the application of economic theories to public education and understanding policy issues related to public education.

Policy Fellow, Office of the Secretary of Education, CIF of the San Francisco Foundation, Sacramento, CA 2006-2008
Investigated pressing education policy issues confronting California public schools and developed policy alternatives and strategies for California Secretary of Education. Reviewed and translated comprehensive set of research conducted on the finance, governance, and efficiency of California's public education system for the agency and coordinated policy efforts with various state agencies and stakeholder groups.

Education Policy Program Director, USC California Policy Institute 2004-2007
Director of Sacramento Outreach, USC Rossier School of Education
University of Southern California, Sacramento, CA
Performed education policy analyses and research translations to transform ideas and expertise into solutions for complex public policy problems including areas of school finance, higher education accountability, early childhood education, and teacher quality. Developed outreach strategies positioning USC-based research into the hands of practitioners and policymakers.

Senior Consulting Associate, Management Analysis & Planning, Inc., Davis, CA 2001-2004
Performed education policy, program, and management analyses for national, state, and local governments and organizations. Designed and implemented costing-out studies of core education and opportunity-to-learn programs. Worked with policymakers and legislative staff to develop effective and efficient research-based alternatives to improve public education systems. Provided litigation support in school funding adequacy lawsuits.

School Evaluation Services Associate, Standard & Poor's, New York, NY 2000-2001
Analyzed state policies and data to provide unbiased information to school district officials, policymakers, parents, taxpayers, and other interested community groups. Developed statistical methodologies for consistent data analysis and formed best-practice identification strategy of school districts with similar circumstances in urban, suburban, and rural settings.

Interviewer, Los Angeles Compact on Evaluation (LACE), Los Angeles, CA 2000
Interviewed site-based coordinators in the Los Angeles Unified School District as part of an independent evaluation team overseeing the Los Angeles Annenberg Metropolitan Project (LAAMP).

Director of Education Policy Program, Reason Public Policy Institute Los Angeles, CA 1997-2000
Senior analyst for K-12 education policy program for a national research and education institution. Developed and managed research agenda, funding proposals, staff, and budgets. Identified unique and innovative governance, accountability, and management strategies across the nation, including public-private partnerships, charter schools, mayoral and state control of schools. Coordinated and hosted a national conference on public-private partnerships in education.

Teaching Assistant, University of Southern California, Los Angeles, CA 1998

Project Manager, Allegheny County Public Schools Systems Project, Pittsburgh, PA 1996-1997
Coordinated a one-year project evaluating 43 independent public school districts within Allegheny County, Pennsylvania. Evaluated inter-and intra-district structures and relationships using four criteria: accountability, autonomy, efficiency, and equity. Performed quantitative and qualitative analyses including district and state budgets, student performance data, conducted surveys, and on-site interviews of urban, suburban, and rural school districts. Presented findings and recommendations to panel of education leaders, researchers, and community members.

Head Teaching Assistant, Carnegie Mellon University, Pittsburgh, PA 1996-1997

Relationship Manager Development Associate, Firstar Bank, N.A., Milwaukee, WI 1994-1995
Provided cash management and general bank servicing to corporate customers primarily with annual sales of $350 million or greater. Developed cost-effective marketing strategy utilizing geographic information systems (GIS) linking customer locations to bank locations. Worked with Cash Management sales staff in evaluating customer needs and options successfully attracting three Fortune 500 companies through completed Request for Proposals (RFPs).

Teaching Assistant, Beloit College, Government Department, Beloit, WI 1993

Education and Certifications

Doctor of Philosophy, Education Policy and Governance, University of Southern California, Los Angeles

Masters of Science, Public Policy and Management, Carnegie Mellon University, Pittsburgh, Pennsylvania
Policy Analysis Concentration, Graduate with Distinction

Bachelor of Arts, Beloit College (WI), Economics & Management; Government

Publications

Esch, C., Koppich, J., and Seder, R., Meaningful Credential Renewal: A Policy Proposal for Strengthen Teaching Quality in California. April 2011. New America Foundation.

Seder, R., Proposition 82 Analysis: Understanding Universal Preschool from a Research Perspective. May 2, 2006. USC California Policy Institute, Sacramento, CA.

Seder, R. (editor), Understanding Alternative Teacher Compensation: Expert Insights from USC California Policy Institute's California K-12 School Finance Symposium. June 3, 2005, USC California Policy Institute, Sacramento, CA.

Picus, L.O. and Seder, R., Small Schools in Small School Districts and Small Schools in Large School Districts: Are There Cost Differences That Should Be Captured In The Small School Adjustment Of The Wyoming School Funding Formula? November 23, 2004. Submitted to the Wyoming Legislative Service Office, Lawrence O. Picus and Associates, North Hollywood, CA.

Seder, R., Examining Washington's Opportunities to Learn: Exit Exam. September 1, 2004. Submitted to the Washington Acadmic Achievement and Accountability Commission, Management Analysis & Planning, Inc., Davis, CA.

Smith, J. and Seder, R., Estimating the Cost of Meeting State Educational Standards. June 2004. Management Analysis & Planning, Inc., Davis, CA.

Seder, R., Smith, J., and Guthrie, J., A Preliminary Study to Determine Adequate Education Funding in Minnesota. March 31, 2004. Submitted to The Minnesota School Funding Task Force, Management Analysis & Planning, Inc., Davis, CA.

Parrish, T., Chambers, J., Levin, J., Smith, J., Guthrie, J., Seder, R., and Taylor, L., Determining the Cost of Providing All Children in New York an Adequate Education. March 2004. American Institutes for Research, Palo Alto, CA.

Hayward, G., Seder, R., Smith, J., and Ehlers, J., Wyoming Education Finance: Small School Funding Adjustment. December 12, 2003. Submitted to the Wyoming Legislature, Management Analysis & Planning, Inc., Davis, CA.

Hayward, G., Smith, J., Seder, R., and Ehlers, J., Prototype Remodel: A Technical Report. October 31, 2003. Submitted to the Wyoming Department of Education, Management Analysis & Planning, Inc., Davis, CA.

Seder, R. and Smith, J., A Cost-Based Analysis of the Reading Assessment & Intervention Program. July 3, 2003. Management Analysis & Planning, Inc., Davis, CA.

Seder, R., Training for the Revised Cost Based Block Grant. June 4, 2002. Submitted to the Wyoming Legislature, Management Analysis & Planning, Inc., Davis, CA.

Seder, R., Guthrie, J., Lawton, S., Ontario Final Report: Value for Money Review, Ontario Ministry of Education Audit Review. February 6, 2002. Management Analysis & Planning, Inc., Davis, CA.

Koppich, J.E. and Seder, R., Proposition 74 Analysis: Issues Relating to Teacher Tenure and Teacher Quality, Insights from Research and Best Practices. September 28, 2005. USC California Policy Institute, Sacramento, CA.

Seder, R., Picus, L., and Smith, J., Estimating the Costs of Services for "At-Risk" Funding. January 2002. Submitted to the Wyoming Legislature, Management Analysis & Planning, Inc., Davis, CA.

Seder, R., Balancing Accountability and Local Control: State Takeovers for Fiscal and Academic Stability. March 2000. Reason Public Policy Institute, Los Angeles, CA.

Seder, R., Satellite Charter Schools: Addressing The School-Facilities Crunch Through Public-Private Partnerships. April 1999. Reason Public Policy Institute, Los Angeles, CA.

Seder, R., Pennsylvania School Finance: Out of the Courts, Into the Legislature. October 1998. Reason Public Policy Institute, Los Angeles, CA.

Seder, R., Bilingual Education: Reading, Writing & Rhetoric. May 1998. Reason Public Policy Institute, Los Angeles, CA.

PUBLISHED STUDIES – PROJECT DIRECTOR

Harbage, P. and Breen, T., Proposition 73 Analysis: Issues Relating to Parental Notification, Insights from Research and Best Practices. October 4, 2005. USC California Policy Institute, Sacramento, CA.

Matsusaka, J. and Picus, L., Proposition 76 Analysis: Issues Relating to Spending Caps and State Spending, Insights from Research and Best Practices. October 13, 2005. USC California Policy Institute, Sacramento, CA.

Choong, Y., Proposition 77 Analysis: Issues Relating to Redistricting, Insights from Research and Best Practices. September 27, 2005. USC California Policy Institute, Sacramento, CA.

Rebarber, T., Charter School Innovations: Keys to Effective Charter Reform. July 1997. Reason Public Policy Institute, Los Angeles, CA.

Kirkpatrick, D.W., Alternative Teacher Organizations: Evolution of Professional Associations. September 1997. Reason Public Policy Institute, Los Angeles, CA.

Volokh, A. and Snell, L., School Violence Prevention: Strategies to Keep Schools Safe. October 1997. Reason Public Policy Institute, Los Angeles, CA.

Presentations

Pacific Circle Consortium, 31st Annual Conference, Speaker, 2007, "School Funding Adequacy: Legal Questions with Limited Answers from Research."

University of Southern California – California Policy Institute, California School Finance Policy Symposium, Host and Coordinator, Sacramento, CA, March 2005.

- "Evolution of the California School Finance System"
- "Teacher Performance Compensation"

American Education Research Association Annual Conference, 2004, Speaker, "Using Professional Judgment to Estimate Education Finance Adequacy."

EDVentures 2000, Moderator, Education Industry Association, Detroit, MI, July 2000.

Education Industry Investment Forum 'Schools & Tools,' Institute for International Research, March 2000, Ft. Lauderdale, FL.

- Speaker, "Quality Assurance: What You Need to Know About Education Companies."
- Speaker, "Looking Forward to the Changing Environment for Charter Schools."

Competition, Performance, and Finance: Shaping Education Policy, Speaker, "Performance: Making the Grade and Its Rewards," The 2000 Miller Forum on Government, Business and the Economy, University of Southern California School of
Policy, Planning, and Development, February 2000, Los Angeles, CA.

Emerging Public/Private Partnerships in America's Schools: Investing In The Future Of Our Children, World Research Group, January 2000, Scottsdale, AZ.

- Moderator, "Why Partner? Examining the Dynamics Driving the Need for Education Reform."
- Speaker, "Reassessing the Pros and Cons of Various School Reform Initiatives."
- Speaker, Post-Conference Workshop, "Innovative Strategies to Overcome the Facilities Crisis."

The 7th Annual Conference on Public-Private Partnerships: Working Together to Create Successful Public-Private Partnerships, Speaker, Canadian Council for Public-Private Partnerships, November 1999, Toronto, Ontario, Canada.

Making Schools Work II Conference: Public-Private Partnerships Supporting Public Education, Host and Coordinator, May 1999, Reason Public Policy Institute, Santa Barbara, CA.

Robert Manwaring

1506 Austin Lane | Bellingham, WA 98229 | 916-704-8256 Office | robert.manwaring@msn.com

Experience

Education Fiscal and Policy Consultant, Robert Manwaring and Associates Consulting 2011-present

Conducted fiscal and policy research for several clients including the Silver Giving Foundation, Children Now, the California School Boards Association, the California Charter School Association, the Center for the Future of Teaching and Learning at West-Ed, and the Community Center for Education Results. Robert developed a comprehensive policy proposal for a future state initiative including the creation of a new school finance system and the overhaul of the state's accountability system. Based on this work he is currently simulating Weighted Student Formulas in California and developing alternative transition paths from the current finance system to the new one. He is conducting an equity finance study for the California Charter School Association focusing on special education and facility funding issues. He is helping the Center for the Future of Teaching and Learning develop a long-term strategic plan. He provided technical expertise in the drafting of the initial complaint for the *Robles-Wong* adequacy lawsuit currently being litigated, and provided expert support in *CSBA v. State of California* concerning the details of the state's Proposition 98 minimum funding mechanism. In addition, Robert was an expert witness for the American Civil Liberties Union in the *Reed v. California* lawsuit challenging the impact that Los Angeles Unified's teacher seniority policies have had on its lowest performing schools. Robert has also provided expert assistance on school accountability systems to Senator Pro Tempore Steinberg and the current and previous Presidents of the California State Board of Education.

Senior Policy Analyst for Education Sector 2008-2011

The accountability provisions of NCLB have been criticized by many because the law relies too heavily on standardized assessments, which have resulted in many schools narrowing their curriculums and often teaching to the test. Robert developed and secured grant funding to support a multi-year research agenda to improve the quality of accountability systems at both the federal and state levels. He lead several projects as part of this research agenda including investigations of chronically low performing schools, teacher policies in school turnaround, comparisons of value-added growth models, incorporating school reviews like accreditation and inspections into broader accountability systems, and using longitudinal data systems to align high school accountability with college and career readiness policies. In addition to writing policy papers and blogging regularly on these issues, Robert also wrote in popular education publications including recent articles in Education Week, School Administrator Magazine, and Principal Magazine. Robert is seen as a national expert on accountability related issues and has been quoted in national newspapers including the New York Times, Christian Science Monitor, and Los Angeles Times and participated in accountability discussions on regional and national radio shows.

Director of Policy for the Governor's Committee on Education Excellence 2006-2008

Governor Schwarzenegger appointed this committee to develop a comprehensive long-term reform strategy for California K-12 education. Robert served as the lead policy advisor to the committee. Assisted in the development of a comprehensive education reform package including finance, governance, accountability, teacher and administrator training and retention. Was lead author on the committee's Students First Technical Report that contained around 80 specific recommendations to the Governor to transform the state's education system. Was a contributing author for the Committee's summary report. Supported the work of the Committee throughout the two year process by writing numerous research-based policy briefs on topics of interest to the committee, outlining major policy issues, and recommending solutions. Lead committee discussions for many topics. Developed fiscal models to simulate many of the recommended changes to the state's finance system, and local revenue options. Currently supporting Legislative efforts to implement portions of the Committee's recommendation on data, preschool quality and finance. Helping to build support for the broader reforms by presenting and meeting with numerous stakeholders including school organizations, business leaders, and civic organizations.

2008

Fiscal Expert for the Montana Attorney General
Lead fiscal and policy expert for the Montana Attorney General in the Columbia Falls v. State of Montana education finance adequacy lawsuit. Wrote expert opinion and testified on behalf of the state showing how the fiscal and oversight actions taken by the state fulfilled the state's constitutional obligations. Provided expert opinion on relevant issues in the lawsuit including governance in a local control state, accreditation and accountability, teacher compensation and staffing patterns, special education finance and assessment results and other outcome measures.

1998-2006

Director of K-12 Education for the California Legislative Analyst's Office
Developed policy expertise in broad range of K-12 education and early childhood education topics. Regularly met with members of the Legislature and other state and local education policy organizations to advise them on various early education and K-12 education finance topics. Assisted members of the Legislature and key legislative staff in writing various education reform legislation including streamlining the education finance system, funding equalization, charter school finance, developing a student longitudinal information system, teacher retiree health benefits and child care quality rating systems. Wrote and /or edited policy briefs and fiscal and policy evaluations on numerous education topics some of which are referenced below. Conducted an annual written Analysis of the Governor's education budget. Participated in annual televised broadcast viewed by an estimated 5,000 educators and policymakers on our Analysis. Served as a legislative appointee to the No Child Left Behind Act (NCLB) Advisory Committee, which was tasked, with advising the California Board of Education on the implementation of the new federal law. Played a leadership role on the committee to develop implementation strategies for the accountability and low performing schools requirements of the federal law specifically focused on alignment of the state and federal requirements. Testified regularly to the Legislature, and presented to the State Board of Education, major education organizations, and educators on a wide variety of early education and K-12 education topics. Supervised masters and PhD level analytical staff with varying levels of experience. Provided a bridge between the research/ foundation community and state policymakers. Evaluated voter initiatives and coauthored the final text in the statewide voter's guide for numerous initiatives including– living within our means (Proposition 76), teacher tenure (Proposition 74), after-school programs (Proposition 49), school vouchers (Proposition 38), and preschool for all (Proposition 82).

Education and Certifications

University Of California-Davis, Davis, California.
Doctoral coursework completed. Economics.

University Of California-Davis, Davis, California.
Master of Arts. Economics.

California Polytechnic University, San Luis Obispo.
Bachelor of Science. Economics. Minor in German.

Papers

"School Transformation: Can It Work?" ***The School Administrator*** (2011).

"School Turnaround Success: Focus on Implementation," ***Principal Magazine*** (2011).

"When School Improvement and Teacher Seniority Collide," ***Education Week*** (2010).

Restructuring 'Restructuring:' Improving Interventions for Low Performing Schools and Districts, Education Sector (2010).

Students First: Renewing Hope for California's Future, Governor's Committee on Education Excellence (2007).

Students First: Renewing Hope for California's Future - Technical Report, Governor's Committee on Education Excellence (2007).

Major Reports Written for the Legislative Analyst's Office:

- Developing Safety and Quality Ratings for Child Care (with Lauren Nackrman et. al) 2007)
- The Progress of English Learner Students, (with Paul Warren) (2006)
- Modernizing the Functions of the Commission on Teacher Credentialing, (with Jennifer Kuhn) (2006)
- Proposition 98 Primer, (2005).
- Improving High School: A Strategic Approach (with Paul Warren) (2005).
- Assessing California's Charter Schools, (with Jennifer Kuhn), (2004).
- A Look at the Progress of English Learner Students (with Paul Warren), (2004)
- Federal Accountability and Assessments (with Victoria Carreon) (2004).
- The Distribution of K-12 Education General Purpose Funds (with Paul Warren) (2003)
- Extended School Year Program at Compton Unified School District: Report on Program Effectiveness (with William Herms), (2000)
- A Special Session Guide to K-12 Education Reform (with Paul Warren, et. al), (1999).
- A K-12 Master Plan, (with Paul Warren et. al), (1999).

"Litigation, School Finance Reform, and Aggregate Educational Spending," (with Steven M. Sheffrin), ***International Tax and Public Finance*** (1997).

"Do Policies which Equalize Educational Expenditures also Reduce Educational Spending?" (with Steven M. Sheffrin), 51st Congress of the International Institute of Public Finance, August 1995.

"Litigation, School Finance Reform, and Total Educational Spending," (with Steven M. Sheffrin), NBER Conference Paper for Education Finance Conference, August 1995.

"The Effects of Education Equalization Litigation on the Levels of Funding: An Empirical Analysis," (with Steven M. Sheffrin), U.C. Davis Working Paper Series, October 1994.

"Distilled Spirits and Cirrhosis Mortality in the United States 1949-1993," (with R. Roizen, W.C. Kerr, and K.M. Fillmore) U.C. San Francisco mimeo, 1998.

Victoria Carreon

2768 Tentsmuir Place | Henderson, NV 89014 | 619-843-6716 Office | tori@victoriacarreon.net

Experience

Eric Hall and Associates, Associate, Carlsbad, CA 2011-present

- Provide fiscal analysis and support to school districts in Southern California, including:
- Provide on-site interim Chief Business Official (CBO) services at South Whittier School District, including budget analysis, cash flow analysis, response to Categorical Program Review (CPM), and supervision of Director of Fiscal Services. Recommend improvement of processes to cabinet.
- Conduct presentations on the state and federal budget and its impact on California School Districts.
- Assist districts in budget development and development of budget solutions.
- Provide training on issues such as Revenue Limit projections, cash flow, and multi-year projections.
- Analyze use of state and federal categorical funding and define core services to maximize use of funds.
- Develop fiscal component of Action Plan for DAIT districts.
- Provide fiscal analysis and recommend process and formula changes for a Special Education region
- Analyze enrollment past trends and projections.

WestEd, Consultant, CA and AZ 2011-present

- Analyze school district fiscal and administrative management issues for school districts in California and Arizona and provide recommendations.
- Topics reviewed include school district business operations, bond construction oversight, deferred maintenance, oversight of booster clubs, and staff recruitment and selection procedures.

San Diego County Office Of Education, Consultant, Business Advisory Services 2003-2011

- Provided ongoing policy and fiscal analysis to school districts in San Diego County.
- Reviewed school district budgets as part of state-mandated fiscal oversight responsibility.
- Analyzed state and federal legislation and advised districts on implementation.
- Provided ongoing assistance to district fiscal and program staff on leveraging resources from state and federal categorical programs. Conducted annual workshops in conjunction with staff of the Learning Resources and Educational Technology (LRET) division on strategic use of funds to increase student achievement.
- Participated in the District Assistance Intervention Teams for Program Improvement districts at Oceanside Unified and Vista Unified. Analyzed district fiscal and budget processes and made recommendations. Analyzed funding availability to meet the goals of the DAIT plan. Conducted site visits.
- Conducted and wrote studies on fiscal, operation, and management issues at the request of school districts as part of Management Assistant Teams.
- Prepared and presented workshops on a variety of school finance and budget topics.
- Prepared annual studies on staffing levels and declining enrollment.
- Supervised the Manager of the Financial Accounting and Reporting unit and staff.

Association Of California School Administrators (ACSA), Speaker 2006

- Developed workshop materials and co-presented two sessions on federal and state categorical programs for the ACSA Curriculum and Instruction (C&I) Academy in Los Angeles County.

State Of California, Legislative Analyst's Office, Senior Fiscal and Policy Analyst, Sacramento, CA 2002-2003

- Analyzed education policy issues for California Legislature, including education finance, assessments, and accountability issues.
- Wrote analysis of Governor's proposed budget and testified before committees.
- Performed data analysis and policy modeling.

State Of Wisconsin, Legislative Fiscal Bureau, Fiscal Analyst, Madison, WI 2000-2002

- Conducted policy analysis and advised legislators on welfare reform, child care, food stamps and other public assistance issues.
- Analyzed fiscal and policy implications of state budget proposals and presented papers with alternatives to Joint Committee on Finance.
- Monitored impact of federal legislation.

City of Los Angeles, Office Of The Chief Legislative Analyst, Legislative Analyst, Los Angeles, CA 1994-2000

- Developed and presented policy analysis reports to City Council committees.
- Staffed Budget and Finance Committee and advised City Council during Budget deliberations.
- Conducted community meetings regarding capital improvements at parks and recreation facilities.

Far West Laboratory For Educational Research, Research Assistant, San Francisco, CA 1993-1994

- Wrote policy briefs and memoranda on education policy issues affecting western states.
- Conducted program evaluations of school-linked services initiatives in San Diego, CA and Phoenix Arizona.
- Conducted interviews and analyzed qualitative data.

South Of Market Problem Solving Council, Consultant, San Francisco, CA 1993-1994

- Council served as client for master's thesis entitled: *A Blueprint for Developing a Strategic Plan for Children's Services in San Francisco.*
- Aided in planning process and grant writing for state-funded Healthy Start initiative at Bessie Carmichael Elementary.

California School-Based Service Integration Project, Policy Analyst, San Francisco, CA 1993

- Conducted study of seven California communities integrating children's services and wrote report entitled: *School-Linked Service Integration in Action: Lessons Drawn from Seven California Communities.*
- Presented report at the American Public Health Association Conference.

Education and Certifications

University Of California-Berkeley, Berkeley, California. 2002-2004

Masters in Public Policy (M.P.P.) awarded May, 1994. Coursework included statistics, economics, management, and law. Teaching Assistant for graduate public policy quantitative analysis course.

Stanford University, Stanford, California. 1998-1992

A.B. in Political Science with Honors in Education awarded June, 1992.
Coursework included one quarter of internship and classes at Stanford in Washington, D.C.
Firestone Medal for Excellence in Undergraduate Research awarded for honors thesis: *A Call for Harmony: Reform of Social Services for Migrant Children in California.*

Leadership

California Association Of School Business Officials (CASBO)

- Chair: State Financial Services Professional Council — 2010-2011
  Convened meetings to develop sessions for the Financial Services strand for the annual CASBO conference. Monitored sessions at CASBO conference to ensure efficient operations and quality.
- Assistant Chair: State Financial Services Research and Development Committee — 2009-2010
  Provided assistance to chair at meetings. Assisted at CASBO conference with logistical issues.
- Chair: Financial Services Research and Development Committee- San Diego/Imperial Section — 2007-2008, 2008-2009
  Led meetings to develop workshops for local and annual CASBO conferences. Increased active membership and encouraged members to develop speaking skills. Presented and moderated at workshops.
- Assistant Chair: Financial Services Research and Development Committee- San Diego/Imperial Section — 2006-2007
  Assisted in development of workshops for local and annual CASBO conferences. Presented at workshops.

Appendix B

Experience

Cross & Joftus has significant experience working with schools, districts, states, non-profits, and foundations on needs assessments, strategic planning, policy development, and implementing high-impact education reforms. Below is a short summary of our work with various clients.

Districts and States

- **Allentown School District**
  Cross & Joftus is conducting a fiscal analysis for the district in partnership with Education Resource Strategies. The analysis will allow the district to better understand and direct resources toward education priorities. www.allentownsd.org

- **Arkansas Department of Education**
  Cross & Joftus worked with the Arkansas Department of Education and a consortium of six Arkansas districts to improve the use of data and technology in fostering whole-system improvement. Our firm conducted an evaluation of district and state implementation of and satisfaction with the statewide data system and provided recommendations to all stakeholders for improvements, including how to use data more effectively to inform the teaching and learning process. www.arkansased.org

- **Buffalo City Schools**
  Under a contract from Say Yes to Education, Cross & Joftus will conduct a comprehensive review of the district's human resources, special education, and curriculum and instruction systems (which will include systematic observations in over 100 classrooms). We will provide a report that summarizes key strengths and challenges and recommendations for improvement. buffaloschools.org

- **California Department of Education**
  Cross & Joftus consultants helped the California Department of Education, and its key partners, create a cutting-edge web portal that will put high quality, innovative standards, as well as research-based materials and resources, at the finger tips of the state's educators. This tool will enable teachers, principals, and, eventually, all education stakeholders to communicate, share, and network with their peers in other buildings and districts across the state and, later, across the nation. Our consultants coordinated the project from the research and development phase through pilot implementation. This included providing expertise and leadership in project management, fundraising, and strategic planning and curriculum development. It also includes facilitating and building relationships among multiple stakeholder groups and partners statewide. www.cde.ca.gov

  The California Department of Education has also selected Cross & Joftus to provide services for districts in the state that have been identified for improvement.

- **Camden City, NJ Board of Education**
  In partnership with our good friends at UPD, we will help the Camden, NJ Board of Education craft a 5-year Strategic Plan. To arrive at such a plan, we will provide:
  - Research on exemplar models of education

• Recommendations of new programs/revisions to existing programs
• Financial modeling
• Recommendations regarding data use and technology
• Facilities planning

The final deliverable, the strategic plan, will include district vision, mission, goals, objectives and strategies as well as recommended metrics for determining whether the strategic plan is successfully being executed as designed. hwww.camden.k12.nj.us

- **Charlotte-Mecklenburg (NC) Schools**
  Working with the American Institutes for Research and a community stakeholder group chaired by a former mayor, Cross & Joftus led a wide ranging data collection effort, including community meetings, interviews, surveys, and data analysis. The work deflected pressure to break up the county-city school district, while providing guidance on ways to better support all schools and engage all stakeholders. The work and resulting report laid the groundwork for significant improvement across the district. According to recently retired superintendent, Peter Gorman, "When I was appointed superintendent of Charlotte-Mecklenburg Schools, The Findings and Recommendations of the Citizens' Task Force on Charlotte-Mecklenburg Schools prepared by the American Institutes for Research and Cross & Joftus provided a great roadmap for reform. Many of the recommendations helped put the district on the path to winning The Broad Prize For Urban Education in 2011." www.cms.k12.nc.us

- **City of Philadelphia**
  On behalf of the mayor's office, our firm analyzed governance and management systems of the School District of Philadelphia and provided recommendations for improvement to a city task force. www.phila.gov

- **Creighton (AZ) School District**
  On behalf of the Ellis Center for Educational Excellence, we conducted, with support from WestED, an evaluation of the district's effort to implement comprehensive, systemic reform that will result in increased student achievement and a narrowing of achievement gaps. www.creightonschools.org

- **Dallas Independent School District**
  Cross & Joftus is working with the district, under a grant from the Wallace Foundation, to improve the way it screens and selects principals to ensure that instructional superintendents and school communities are able to identify the best principal to meet schools' needs.. www.dallasisd.org

- **Denver Public Schools**
  Cross & Joftus is working with Denver Public Schools to develop enhancements to the current principal screening process for the district. The project will include the following key activities:

  1. Facilitate working meetings with district and school leaders to discuss the components of an effective principal screening process for Denver.
  2. Use the input from the working meetings to enhance the current principal selection process with interview tools, question banks and rubrics aligned with the Principal Framework.
  3. Implement the revised tools in pilot form, checking in with key stakeholders for feedback and further improvements.
  4. Present a report of recommendations for future design considerations.

- **District of Columbia Public Schools**
  Cross & Joftus helped the district develop a number of documents that describe the purpose and components of its accountability system to communicate with a variety of stakeholders. We evaluated effectiveness of school-based programs, including planning, formative assessment programs, and reading initiatives. www.k12.dc.us

- **Hawaii Department of Education**
  A partnership with UPD, this project is focused on the development and implementation of an employee performance and evaluation system. We have the opportunity to put our vast experience in the area of classroom walkthroughs to work and make our mark on the national dialogue around teacher improvement and evaluation. www.doe.k12.hi.us

- **District of Columbia Office of the State Superintendent of Education**
  Under a major contract from the Bill & Melinda Gates Foundation, we provided operational support to the state superintendent as she implemented her strategic initiatives. We also conducted an evaluation of the state's Supplemental Education Services program that is mandated by the No Child Left Behind Act. www.osse.dc.gov

- **Huntsville City Schools**
  Under a contract from The Broad Center, Cross & Joftus conducted a review of the district's special education system, including an analysis of leadership, culture, and instructional practices and provided recommendations for improvement. www.hsv.k12.al.us

- **Kansas Department of Education**
  In 2008-09, Cross & Joftus worked with the state education agency (SEA) and five low-performing school districts through the Kansas Learning Network, a collaborative, systemic effort to improve the support the SEA provides to districts and the quality of districts and schools and, ultimately, to increase student achievement. Since that time, C&J has served every school and district in the state that is in need of improvement. Now in our fourth year, evaluations are showing significant gains in student achievement, demonstrations of adequate yearly progress, and high satisfaction and sense of efficacy among key stakeholders. www.ksde.org

- **Los Angeles County Office of Education**
  Cross & Joftus is training staff on using our research-based classroom-walkthrough model and participating in a program review of a juvenile facility to determine the educational needs and to make recommendations for improvement. www.lacoe.edu

- **LAUSD Charter School Special Needs Services Project**
  Cross & Joftus was awarded a contract to work with 168 charter schools in Los Angeles Unified School District. The primary focus was to examine the extent to which supports and services for special needs students were in place, and whether those services were high quality, effective, and research based. Gaps in services and quality were addressed by developing and implementing programs to serve a more comprehensive set of students with disabilities, including those students with more extensive needs. The scope of this work required the collaborative identification of needs and the design of creative service models that meet legal requirements. The project design and its outcomes have the potential to become a model that may be used in other systems, both traditional and charter, and is a new approach to school organization that recognizes the unique nature and potential of charter schools and CMOs/EMOs in providing for the needs of students with disabilities.

www.lacoe.edu

- **Nevada**
  Cross & Joftus chairman Christopher Cross served as the senior adviser and counselor to the Governor's Blue Ribbon Task Force on Education. The task force, led by Elaine Wynn, director of Wynn Resorts, and Dan Klaich, Chancellor of the Nevada System of Higher Education, guided the development of Nevada's Race to the Top Application and also made recommendations to the legislature and governor for major changes in state policy for K-12 education. With few exceptions, those recommendations were adopted in the 2011 legislative session and were signed by Governor Brian Sandoval on June 15, 2011. The changes include governance, educator evaluation, alternative sources for licensure and support of charter schools. www.nv.gov

- **New York State Department of Education**
  Working as a subcontractor to Cambridge Education, Cross & Joftus will be providing assistance to the state by providing training and tools for principal evaluators. Specifically, C&J consultants will help to develop and implement a participant-center case method training plan for principal evaluators; design, develop, and produce learning materials and resources for principals and principal evaluators; provide statewide training using a train-the-trainer model; and design training services for administrators and principals to develop and implement Student Learning Objectives as part of principal evaluation. www.nysed.gov

- **Pittsburgh Public Schools**
  On behalf of the Broad Foundation, we advised the district's new superintendent and senior staff on how to use the No Child Left Behind Act to leverage educational improvement. www.lausd.net

- **Race to the Top Technical Assistance Network**
  Scott Joftus was the founding director of this effort by the federal government to support states that won a Race to the Top grant. The RTT TA Network is designed to help states implement Race to the Top reforms and achieve dramatic improvements in student outcomes. The Network is demand-driven and flexible to support state and federal goals and needs, and will adapt over time to ensure ongoing quality and relevance of services and resources. The Network ensures intensive and high quality technical assistance for RTT states while also supporting reform efforts in all states. Scott is now serving as senior strategic advisor and technical assistance provider. www.ed.gov

- **Rogers School District (Ark.)**
  On behalf of the Rogers Development Foundation, Cross & Joftus conducted a comprehensive needs analysis and developed a strategic plan for Rogers School District, a rapidly growing and increasingly diverse school district serving 13,000 students. The needs analysis engaged district administrators and community leaders in a process of inquiry that modeled a process of continuous improvement and resulted in the identification of strengths and weaknesses related to the district's management and governance systems. The strategic planning process used the results of the needs analysis and to develop short- and long-term goals, measurable objectives, and actionable strategies that should result in systemic improvement. We will be working with the school system and foundation to help implement the strategic plan during the next few years. www.rogers.k12.ar.us

- **Sacramento County Office of Education**
  Cross & Joftus is providing the Juvenile Court and Community school programs and special

education departments with the following services: (a) review and confer on State and Federal compliance within Juvenile Court schools, Community schools, and special education department; (b) evaluate effectiveness of current database systems and the impact of data on instructional programs; (c) provide a protocol of best practices in serving high-risk youth that could be utilized as a template with other county offices of education; (d) provide training to staff on using classroom observations to evaluate past professional development efforts and plan for future ones. www.scoe.net

- **Syracuse City School District**
  Cross & Joftus is conducting a review of the district's special education program, including an assessment of the quality of instruction and services to students with disabilities and those considered at risk of academic failure. C&J will identify strengths and challenges and make recommendations for improvement. Cross & Joftus is also conducting a review of the district's human capital policies, systems, and practices. www.syracusecityschools.com

- **Wayne Township MSD, Indianapolis, IN**
  Cross & Joftus has worked for the past seven years with seven Wayne Township schools (6 elementary schools no smaller than 625 students, and 1 high school serving 10th-12th grade students with a population of 4300 students) all of which are on Program Improvement for students with disabilities. Cross & Joftus has provided evaluations of student data systems and services, integration of services with intervention programs currently in place, support for leadership at each of the schools, in-service and professional development opportunities for staff, and individual counseling and coaching for district office staff and school site teams. Of the six elementary schools served, five are currently off PI status, and the sixth has made AYP for the first year. The high school has reevaluated and reorganized its services and administration and is moving forward with improvements in AYP, attendance, and graduation rates for students with disabilities. www.wayne.k12.in.us

Foundations

- **Bill & Melinda Gates Foundation**
  Cross & Joftus provided operational support to the District of Columbia's State Superintendent as she implemented her strategic initiatives. Building on work done for the Joyce Foundation, we also developed an in-depth understanding of the policy and advocacy environment in Illinois for advancing education reform. This project included interviews with key stakeholders and leaders involved in state-level education issues in Illinois. The objective was to determine where and how the philanthropic community could invest effectively in strengthening education reform in the state. In addition, we authored a guide for district leaders on the development of a high-performing system of schools. Cross & Joftus also wrote a guide for district leaders on developing a high-performing system of schools and a policy paper describing the foundation's vision for high school reform. www.gatesfoundation.org

- **Broad Foundation**
  Our firm advised superintendents trained by the Broad Center for Superintendents on how to use the No Child Left Behind Act to leverage educational improvement. www.broadfoundation.org

- **C.S. Mott Foundation**
  Cross & Joftus helped the foundation develop resources to support school districts and other organizations seeking to expand learning time. This work involved identifying financing

models for expanded learning time, documenting successful financing strategies that could be replicated in other places, and providing technical assistance to states and localities seeking to sustain expanded learning programs and policies. We also provided technical assistance to five states that were working to better align their after school and early care activities. Finally, we wrote Dollars and Sense: A First Look at Financing a New Day for Learning, a paper on financing strategies for expanded learning. www.mott.org

- **Ellis Center for Educational Excellence (Ellis Center)**
  Our firm advised a new foundation on a strategy to have the maximum and sustainable effect on a limited number of school districts in the Phoenix area. We also advised the Ellis Center on staffing, strategic implementation, evaluation, and management. We also conducted an evaluation of the Center's district improvement initiative. This included funding WestED to work closely with Creighton (AZ) School District in implementing comprehensive, systemic reform that will result in increased student achievement and a narrowing of achievement gaps. In addition, we helped the Center develop and facilitate a national advisory board that will inform their work. www.educatingarizona.org

- **Ewing Marion Kauffman Foundation**
  Cross & Joftus developed, implemented, and evaluated an education policy and advocacy campaign intended to improve education policy making in the states of Kansas and Missouri. On behalf of chairperson Kansas Governor Kathleen Sebelius, our firm also conducted a strategic planning effort for the Education Commission of the States. Cross & Joftus helped the foundation plan strategically for its multimillion-dollar, 10-year initiative to improve math and science education in the United States. Finally, we drafted a policy paper based on Missouri Governor Matt Blunt's science, technology, engineering, and math statewide summit. www.kauffman.org

- **Foundation for the Carolinas**
  Cross & Joftus analyzed governance and management systems of the Charlotte-Mecklenburg (NC) School System and provided recommendations for improvement, including a blueprint for a citizen's committee to monitor and support the CMS school system. www.fftc.org

- **Haan Foundation for Children**
  Our firm provided strategic communication support to the Power4Kids Initiative, a $10 million research study of interventions for struggling elementary school readers. www.haan4kids.org

- **Hall Family Foundation**
  We conducted a review of the foundation's education grants and that assisted with the development of a strategy for future education grantmaking. www.hallfamilyfoundation.org

- **Hewlett, Gates, Irvine, and Stuart Foundations**
  Our firm developed and implemented a comprehensive, multistage policy development, communications, and advocacy strategy to help translate research on the California education system for whole system improvement. www.hewlett.org, **www.gatesfoundation.org**, www.irvine.org, and www.stuartfoundation.org

- **Joyce Foundation**
  We studied the creation of state education advocacy organizations across the country to determine lessons learned and the potential impact of new organizations in certain states. We also assisted the foundation and the New Teacher Center in the development of a regional conference consisting of leaders from three states to develop policies for advancing high-

quality teacher induction programs in those states, with particular emphasis on the establishment of programs in the major cities. www.joycefdn.org

- **Nellie Mae Education Foundation**
  Cross & Joftus is supporting the foundation and four school districts, to develop budgets and reallocate resources to support implementation of a District Level Systems Change initiative that creates opportunities to expand student centered learning approaches. www.nmefdn.org

- **Rogers Development Foundation**
  Cross & Joftus conducted a comprehensive needs analysis and developed a strategic plan for Rogers (Arkansas) School District, a rapidly growing and increasingly diverse school district serving 13,000 students. The needs analysis engaged district administrators and community leaders in a process of inquiry that modeled a process of continuous improvement and resulted in the identification of strengths and weaknesses related to the district's management and governance systems. The strategic planning process used the results of the needs analysis to develop short- and long-term goals, measurable objectives, and actionable strategies that should result in systemic improvement. Cross & Joftus will be working with the school system and Foundation to help implement the strategic plan over the next few years. www.rogerslowell.com

- **Say Yes to Education Foundation**
  Cross & Joftus provided support to the foundation as it implemented a strategy to promote improved graduation rates and post-secondary attendance, district wide in Syracuse, New York. This work involved providing guidance on structuring the intermediary organization that will oversee the project and working with district personnel on financing and sustaining this work. www.sayyestoeducation.org

- **Walton Family Foundation**
  Cross & Joftus conducted a statewide needs analysis and a strategic plan for a new nonprofit that provides technical assistance to and advocates on the behalf of public charter schools and small, rural, traditional public schools. In partnership with Triand, Inc., Cross & Joftus worked with the Arkansas Department of Education and a consortium of six Arkansas districts to improve the use of data and technology in fostering whole-system improvement. Cross & Joftus conducted an evaluation of district and state implementation of and satisfaction with the statewide data system and provided recommendations to all stakeholders for improvements, including how to use data more effectively to inform the teaching and learning process. www.waltonfamilyfoundation.org

Non-profits

- **Alliance for Excellent Education**
  Cross & Joftus authored policy briefs describing state-by-state analyses of the economic and social benefits that can be expected as a result of improving America's high schools and producing more high school graduates. www.all4ed.org

- **Arkansas Public School Resource Center**
  Our firm conducted a needs analysis and helped develop a strategic plan for a new nonprofit organization that will provide technical assistance to and advocate on behalf of public charter schools and small, rural, traditional public schools. The plan resulted in a $3 million grant from the Walton Foundation. www.apsrc.net

- **Aspen Institute**
  Our firm is a partner in the design, facilitation, and direction of the Senior Congressional Education Staff project, a series of seminars and meetings intended to increase understanding of education policy issues among key congressional staff members.

- **Casey Family Programs**
  Our firm drafted recommendations for two policy action briefs. The first focused on reauthorization of the Higher Education Act to improve outcomes for youth in foster care. The second focused on reauthorization of the No Child Left Behind Act to improve outcomes for children and youth in foster care. www.casey.org

- **Center on Education Policy**
  Cross & Joftus wrote a chapter each year for three years on teacher quality for the organization's annual report on the of the No Child Left Behind Act. We also conducted case studies of district implementation of NCLB. www.cep-dc.org

- **Center for Reform of School Systems**
  Cross & Joftus conducted an evaluation of the Texas Institute for School Boards, a four-day training for new local school board members in Texas. www.crss.org

- **Center for Reinventing Public Education, University of Washington**
  We provided strategic communications and policy analysis support to the Center's School Finance Redesign Project. www.crpe.org

- **Children's Defense Fund**
  Our firm conducted research on trends, new research, and policy changes at the federal and state levels on child care, early childhood education, and after-school programs for the organization's State of America's Children Report. www.childrensdefense.org

- **Colorado Children's Campaign**
  Cross & Joftus authored a policy paper on converting large high schools into smaller schools as well as a policy brief describing the low graduation rate in Colorado and proposing local and state recommendations. We wrote a policy paper summarizing findings of and suggesting implications for evaluations conducted of Manual High School's efforts to create small schools. The firm also wrote a report for the Colorado Commission for High School Improvement outlining recommendations for high school reform in the state. In addition, we authored a paper, *High School Reform in Colorado: A History of Efforts and Lessons for the Future*, on the history of high school reform in Colorado. www.coloradokids.org

- **Council of the Chief State School Officers**
  Our firm helped the organization's technical assistance team collect feedback from stakeholders about how to improve services. We also drafted a proposal soliciting funding from major foundations to support a program to help build the capacity of state education agencies to improve low-performing high schools. www.ccsso.org

- **Education Commission of the States**
  Cross & Joftus worked with the CEO to develop a strategic plan to enhance the role of education commissioners and helped the Education Commission of the States (ECS) implement a long-term strategy that collectively engages state policymakers in leading education transformation. Toward that end, the approach would be to leverage successfully

the ECS compact and commissioner infrastructure—both within and across state lines—and to work with ECS to secure initial funding for enhancing collaborative action among state education policymakers. www.ecs.org

- **James B. Hunt Institute for Educational Leadership and Policy**
  We worked with the Hunt institute to advise them on a number of major program areas including the implementation of common core standards in the states, the development of a fellows program for state leaders and a tri-state initiative to integrate services in support of disadvantaged children. www.hunt-institute.org

- **Learning Point Associates**
  Cross & Joftus developed and facilitated meetings with Learning Point Associates and several states on issues affecting the implementation of the No Child Left Behind Act and its effect on students who are covered by provisions under the Individuals with Disabilities Education Act (IDEA). Many of the changes identified were subsequently reflected in the IDEA reauthorization. We authored a newsletter on ways to reallocate resources to support school reform strategies. Finally, our firm wrote a paper on "Using Expanded Learning to Support School Reform" for a volume that was distributed at a National Press Club event in January 2009. www.learningpt.org

- **National Academies (National Academy of Sciences, National Academy of Engineering, Institute of Medicine, and National Research Council)**
  Our firm provided strategic consulting services for the Strategic Education Research Partnership (SERP). www.nationalacademies.org

- **National Center For Summer Learning, Johns Hopkins University**
  We developed a methodology and collected information to assess the supply and demand for summer programs in a variety of locations, including the state of Maryland; Marion County, Indiana; and eight cities in California. The data is being used to inform investments in summer programs in states and districts. www.summerlearning.org

- **National Education Knowledge Industry Association**
  We helped design and facilitate the organization's process to develop a vision and plan for improving the development and use of knowledge in education. Our firm wrote a paper on the topic for use with the organization's stakeholders. www.nekia.org

- **National Governors Association, Center on Best Practices**
  Cross & Joftus evaluated the center's work to help states develop sound policies related to public school choice. Our firm also conducted an evaluation of the Phase II Honor States grant program that aims to help 17 states redesign their high schools. Our firm developed a compendium of promising state practices for high school reform in connection with Virginia Governor Mark Warner's high school initiative. Finally, we developed an overview of states' progress in implementing high school reforms. www.nga.org

- **National High School Alliance**
  Cross & Joftus conducted an analysis of foundations' giving for high school improvement and offered advice on whether to create a High School Funders' Collaborative. www.hsalliance.org

- **National League of Cities**
  Cross & Joftus helped the National League of Cities with its work on expanded learning by

preparing a series of strategy briefs that help city leaders to mobilize resources and build support for afterschool programs. Our firm also provided support to NLC's network of afterschool leaders at conferences and meetings. www.nlc.org

- **New Teacher Center**
  Our firm assisted the New Teacher Center and the Joyce Foundation in the development of a regional conference bringing together leaders from three states to develop policies for advancing high-quality teacher induction programs in those states, with particular emphasis on the establishment of programs in the major cities. www.newteachercenter.org

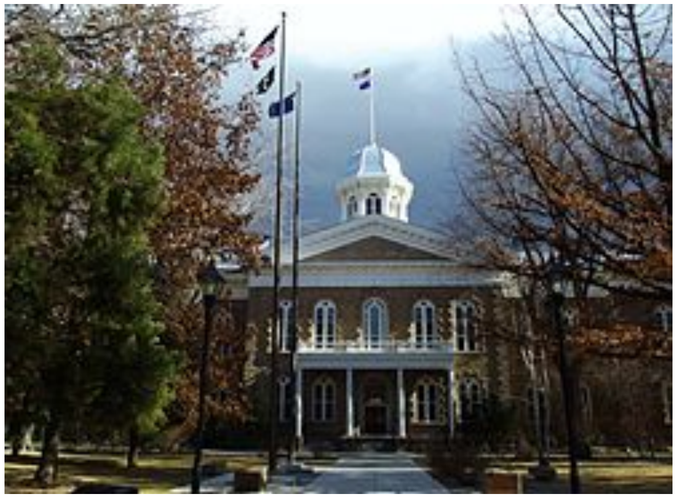
- **Reading Recovery Council of North America**
  Our firm conducted a strategic planning session to help inform the organization's advocacy efforts. www.readingrecovery.org

- **The Smithsonian Institution**
  The Smithsonian Institution's Center for Education and Museum Studies has awarded Cross & Joftus a contract to design, develop and manage an evaluation to better understand the needs and behaviors of educators utilizing digital museum content. The DLR project is a collaboration between the Smithsonian, the California Department of Education, the Council of Chief State School Officers and the Pearson Foundation. The principal aim of the evaluation is to transition Smithsonian's digital educational resources from being a provider of content to be being a "facilitator for user selection and creation of content." www.si.edu

- **Society for Science and the Public**
  Cross & Joftus facilitated strategic planning sessions for the manager of the Intel Talent Search, which had recently received a significant grant from Intel. www.societyforscience.org

- **United Way of America**
  We supported United Way staff in developing strategies and resources for the organization's new education initiatives that focus on older children and youth with an emphasis on dropout reduction. This involved collecting and analyzing data on the current activities and capacities of local United Ways and developing strategies to expand this work over the next five years. Our firm also developed and implemented a strategic plan for linking schools and community partners to expand learning from preschool through college. www.liveunited.org

A Proposal To Conduct A Study Of A New Method For Funding Public Schools In Nevada



Submitted to
The Legislative Counsel Bureau
State of Nevada

Lawrence O. Picus
AND ASSOCIATES

Submitted by
Lawrence O. Picus and Associates, LLC
4949 Auckland Ave.
North Hollywood, CA 91601
818 980-1703
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April 6, 2012

REQUEST FOR PROPOSALS FOR A CONSULTANT(S) TO ASSIST IN THE STUDY OF A NEW METHOD FOR FUNDING OF PUBLIC SCHOOLS IN NEVADA

Release Date: March 8, 2012

Closing Date: April 6, 2012 Time: 5:00 p.m. PST
For additional information, please contact:
Julie Waller, Senior Program Analyst, Fiscal Analysis Division
Legislative Counsel Bureau, 401 South Carson Street, Carson City, NV 89701-4747
Telephone: (775) 684-6821 Email: jwaller@lcb.state.nv.us

Firm Name: _**Lawrence O. Picus and Associates, LLC** ___________________________

Address: _**4949 Auckland Ave**. ____

City: **North Hollywood**_______________ State: **CA**___________ Zip Code: **91601** __

Telephone: **(818) 980-1703** ___________ Federal Tax ID #: **68-0542266**____________

Signed: Lawrence O. Picus Date: **April 6, 2012**________________________

Print Name and Title: **Lawrence. O. Picus, President** ____________________________

Lawrence O. Picus
AND ASSOCIATES

April 6, 2012

Ms. Julie Waller, Senior Program Analyst
Fiscal Analysis Division
Legislative Counsel Bureau
401 South Carson Street
Carson City, Nevada 89701-4747

Dear Ms. Waller:

On behalf of Lawrence O. Picus and Associates, LLC, I am pleased to submit the attached proposal to conduct a study of new methods of funding Nevada's schools. As our proposal demonstrates, our firm has vast experience in working with states in the design and implementation of school funding formulas – in particular formulas designed to link educational resources to student performance and outcomes, including students who need extra help to achieve to standards.

Our proposal assumes the state wants our analysis to focus on the additional needs of a variety of students – including ELL, at risk and special education students – as well as on the funding needs of small and remote districts and schools, with less specific focus on the costs of the core instructional program supported by the basic student support in the current formula. We have structured our proposed work under that assumption. However, we also propose to estimate the costs of a core instructional program using our research driven, Evidence-Based model. In addition, it has been our observation that there often is an issue of teacher talent for classes with high concentrations of ELL students and for schools with high concentrations of at risk students, so we also propose to develop recommendations on how to ensure those classrooms and schools get their full share of effective teacher talent.

We have assembled an extraordinary team of consultant in addition to Allan Odden and myself who will help us develop the state-by-state comparisons sought in the RFP and whose expertise will enable us to develop service models of programs to meet the needs of children with disabilities, English Language Learners and of children from low-income families.

As a result, whether the state chooses to use our findings to provide additional resources to children with additional educational needs on top of the existing base, or re-estimate the base and provide additional resources on top of that our work will provide the data needed to understand the costs of each option. We will also ensure the concerns of small and remote districts and schools are met as we consider resource needs of schools.

As part of our work we plan to develop a simulation model that will give Nevada and is 17 school districts a tool that will enable them to estimate the total cost of proposed changes to the school funding formula, and to estimate how such changes will impact each district in the state. Upon completion of the project, the model will become the property of the State of Nevada.

We have proposed that in addition to the two required meetings with the Legislative Committee, all of our staff will meet with the appropriate officials in Nevada early in the project to ensure that we understand the unique needs of Nevada and are fully aware of the issues facing the state's educators as they strive to improve student learning.

We are confident that the study proposed here will help Nevada improve the performance of all students in the state, and in particular will improve the outcomes of all of the state's school children.

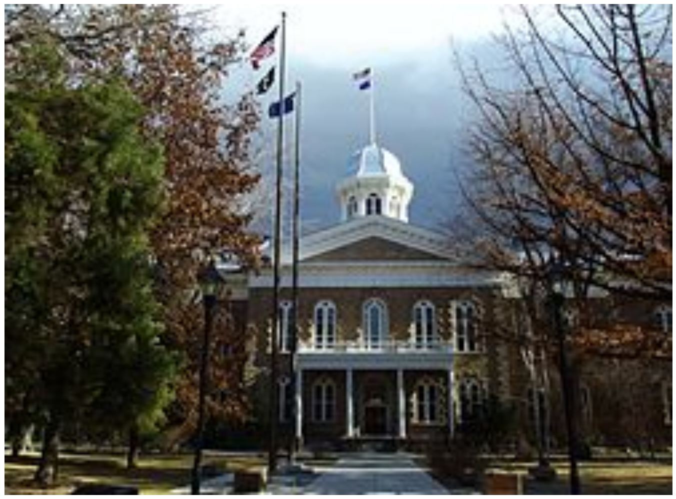
I look forward to hearing of your decision. In the meantime, if I can answer any questions or provide you with more information, please call me at 818 980-1793, or send me an e-mail at lpicus@lpicus.com

Sincerely,

Lawrence O. Picus

Lawrence O. Picus
President

A PROPOSAL TO CONDUCT A STUDY OF A NEW METHOD FOR FUNDING PUBLIC SCHOOLS IN NEVADA



Submitted to
The Legislative Counsel Bureau
State of Nevada

Submitted by
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April 6, 2012

Table of Contents

A PROPOSAL TO CONDUCT A STUDY OF A NEW METHOD FOR FUNDING PUBLIC SCHOOLS IN NEVADA

Submitted by Lawrence O. Picus and Associates, LLC

Lawrence O. Picus and Associates is pleased to submit this proposal in response to the State of Nevada's RFP seeking a consultant to assist in the study of a new method for funding public schools in Nevada. Our firm has worked for over a decade with states and school districts to help identify the most effective and efficient methods of financing schools under the unique circumstances of each client, always with the goal of focusing available educational resources toward strategies that research has identified as most likely to help improve student performance, including strategies for students who need extra help for whatever reason. We are confident that our highly interactive approach to the conduct of these studies will help Nevada develop and design a comprehensive school funding formula that meets the needs of individual students with a wide range of demographic and educational characteristics, and at the same time continues the state's commitment to districts with small schools in remote areas.

In fiscal year 2010-11 Nevada spent nearly $4 billion from all funds on its public schools (Statewide NRS 387 303 Report FY2011-1). Nevada's current school finance formula was initially developed over 30 years ago and although the sources of tax funds have been adjusted over the years, the formula has few adjustments for student characteristics, and only weights kindergarten students in the current formula. Our proposed study will provide Nevada policy makers with comparative data on how other states meet the individual student needs with a variety of characteristics, offering both a national comparison across all fifty states as well as a detailed comparative analysis of five to seven states with characteristics similar to Nevada.

We also will identify a set of evidence-based service strategies for multiple groups of students, the results of which can be used to provide resources for these students using one or more of a number school finance approaches for meeting student needs in the context of the overall state funding formula. This comparison and service analyses present specific and interesting challenges as the Clark County School district with over 300,000 students is the fifth largest school district in the United States[1] (Sable, Plotts & Mitchell, 2010), while Esmeralda County School District only enrolled 66 children in school year 2010-11. As described below, our firm has had extensive experience working with urban school districts and with states that have remote school districts with very small schools.

As requested in the RFP, this proposal is organized into six sections as follows:

[1] This count excludes Puerto Rico which would be the 3rd largest district if included in the analysis

1. Consultant Summary Information
2. Description of Company
3. Company Owners
4. Project Work Plan and Timeline
5. Cost Proposal
6. Current References

1. CONSULTANT SUMMARY INFORMATION

This proposal is submitted by Lawrence O. Picus and Associates, LLC.

Address: 4949 Auckland Ave.
North Hollywood, CA 91601
Phone: 818 980-1703
Fax: 818 980-1624
e-mail: lpicus@usc.edu
www.lpicus.com

The contact person for this proposal and for all work should we be the successful bidder is Lawrence O. Picus.

The Federal ID number for Lawrence O. Picus and Associates, LLC is **68-0542266**

2. Description of Our Company

Lawrence O. Picus and Associates, LLC is an independent school finance consulting group whose mission is to work with states and school districts to improve the way public resources for education are translated into improved student learning. Led by managing partner Lawrence O. Picus and principal partner Allan Odden, our firm works collaboratively with clients, nearly all of whom have been state policy makers, to address state specific school funding issues, including strategies and funding for struggling students in every state. Drawing on over seventy years of experience in school finance, and most recently in states with many small rural districts, Picus and Odden are uniquely qualified to conduct the work described in this proposal.

Lawrence O. Picus and Associates has vast experience working on school finance issues – design, development, implementation and evaluation – with over three fourths of the states and scores of school districts across the nation. As the developers of the Evidence-Based method for estimating the funding resources needed to ensure students perform at high levels, Odden and Picus offer the skill and knowledge needed to meet the specific needs of this study of Nevada's school funding formula. We have conducted similar studies in several states, including most recently Vermont, Kentucky, Arkansas, Wyoming, Washington, Wisconsin, North Dakota, Oregon, New Jersey, Ohio and Arizona. Many of these studies can be reviewed at www.lpicus.com. We have also conducted equity studies in nearly 25 states, and researched the implementation and impact of school finance reforms in many other states. Both Odden and Picus have served as presidents of the Association for Education Finance and Policy (formerly the American Education Finance Association), a strong indication of the high quality of our work.

We have extensive experience working collaboratively with our clients including Legislative offices, state departments of education, foundations and local school districts to assess and evaluate the operation of state funding systems, and have helped design a number of systems that include multiple strategies for providing services to different categories of students. We have also worked with our clients to identify funding models that are succeeding under established criteria developed through new state finance structures or through the use of our Evidence-Based model that links funding with student learning.

In each of our recent studies, we used our Evidence-Based approach. Odden and Picus developed the Evidence-Based approach for the specific purpose of estimating the level of resources needed to link a state's education funding system to student learning. It is equally applicable to the allocation of resources among schools within a district to ensure that dollars are translated in effective instructional practices that raise student achievement and close achievement gaps. The Evidence-Based model has been used in a number of states to either allocate resources to school districts, or to inform the level of resources needed by schools. To date the model as proven to be extremely adaptable to the specific demographic, fiscal and geographic characteristics of each state. The Evidence-Based model has been used to distribute resources to districts in Arkansas since

2004-05 and in Wyoming since 2006-07. It has been used to estimate adequate funding levels in numerous other states, and remains at the center of discussions in Ohio as the mechanism for funding schools in that state.

The Evidence-Based model not only includes funding for the core, basic program, but also funding and strategies for a variety of students with extra needs, including at-risk students, English language learning students, and students with specific disabilities. The model also can be adapted for the higher costs faced by necessary small schools and districts.

Our Evidence-Based approach reviews a wide body of evidence – including research and best practices on both individual program elements and all program elements combined – that bolsters each of our recommendations. Our work offers clients a rationale for each recommendation we make and includes extensive references to published studies. In our roles as full professors at major research universities, our job is to know the literature on education reform and to publish journal articles and textbooks integrating that research. We developed the Evidence-Based strategy, and the integrated approach we recommend in this proposal, to ensure that all recommendations have empirical evidence to back them up. The core elements of our approach are included in our popular school finance text, *School Finance: A Policy Perspective* (McGraw Hill, 2008) and in an article in the journal of *Education Finance and Policy* (Odden, Picus & Goetz, 2008), the former making our approach widely available and known and the latter giving it professional credibility. We have also conducted professional judgment studies or analyses in Kentucky, Arkansas, Wyoming, Arizona, North Dakota and Washington.

Our staff has conducted field studies in a number of districts and states across the United States. The purpose of that work was to show how schools and districts have actually used such strategies in a comprehensive manner to dramatically improve student learning. In 2006 we completed a successful district study in Washington, where we pioneered the use of site visits to individual schools to ascertain how they were translating educational resources into student learning. We used similar school studies in our Wisconsin, North Dakota and Vermont studies. Recently we have conducted more in-depth analyses of instructional practices under the Evidence-Based model in Wyoming, and in recent years, Picus has directed some 45 dissertation students in the analysis of educational resource allocation and use patterns in California.

We have also worked with school districts in Oregon and Ohio to assess the use of personnel in individual schools to ascertain how the use of professional staff compares with both individual districts' stated goals for resource use, and with the theory of action that supports our Evidence-Based model. Similar analyses are currently underway in 17 California school districts by advanced doctoral students under Picus' guidance at USC. This school level work has identified a number of efficiencies and new strategies schools can use to improve student learning at little or no additional cost. Given the variation in size and demographic characteristics of Nevada's 17 school districts we propose to use the Evidence-Based model in the proposed design of a funding formula for Nevada.

Our work relies extensively on a highly interactive approach to estimating the resources necessary to ensure excellence in district and state funding systems. In addition, through research conducted over the past two decades we have amassed a wealth of knowledge and experience about how to assess and evaluate the equity, implementation, effectiveness, and impact of state school finance reforms. During the early 1990s, the lead partners were Principal Investigators for a federally funded Research and Development Center that studied the implementation and impacts of the major 1989-1990 school finance reforms in Kentucky, New Jersey and Texas over five years. These analyses included extensive data analyses and interviews at the district and school levels, focused on the uses of the school finance reform dollars and their links to effective education strategies (Picus & Wattenbarger, 1996).

Because state and local data systems often provide little useful information on the educational uses of education dollars, Odden, Picus and colleagues also developed and proposed new ways for states and districts to report the use of the education dollar to provide knowledge not only on expenditures by function and program, but also by the educational strategies that have been part of the Evidence-Based approach to school finance. These proposals have included a new school-based expenditure reporting system (Odden, Archibald, Fermanich & Gross, 2003) and one focused specifically on professional development (Odden, Archibald, Fermanich & Gallagher, 2002); recently Odden was asked by the leading national professional development organization – Learning Forward – to write an article on the costs of effective, comprehensive, systemic professional development. Both of the cost frameworks have been used to assess the use of education resources at the local level, and specifically at the school level (Odden, Goertz, Goetz, Archibald, Gross, Weiss & Turner, 2005; Odden, Picus, Archibald, Goetz, Mangan & Aportela, 2006; and Picus, Odden, Aportela, Mangan and Goetz, 2008).

We have combined all of our findings into two books, one on strategies to dramatically improve performance (Odden, 2009) and another on the same topic but including suggestions for identifying the resources to fund those strategies (Odden & Archibald, 2009). Odden and Picus also published an article in the September 2011 issue of *Phi Delta Kappan* on "Improving Teaching and Learning in Tight Fiscal Times." And in early 2012, Odden (2012) published a book on *Improving Student Performance When Budgets Are Tight* (Corwin, 2012). The last four citations address not only the core instructional program, but also additional strategies to meet the specific needs of at-risk students, students learning English and students with specific disabilities. In short, our experience is not only deep in school finance equity but also in effectiveness and impact, specifically addressing issues related to achievement for all students.

Examples of Past Work

Kentucky

In Kentucky, Lawrence O. Picus and Associates conducted a number of studies over a two-year period. In 2001, Picus and Odden, and Fermanich (2004) conducted a major assessment of the equity of Kentucky's school funding system. Following that work –

which concluded that a decade after reform, substantial improvements in school finance equity have been achieved in Kentucky – we prepared an assessment of approaches to school finance adequacy. In a second contract completed in 2003, Lawrence O. Picus and Associates conducted two separate costing studies for Kentucky, one using the professional judgment approach (requested by the state) and the other relying on our Evidence-Based approach (Picus, Odden & Fermanich, 2003; Odden, Fermanich & Picus, 2003). During the summer of 2006 we completed an analysis of the equity of Kentucky's school facility funding system (Glenn, Picus, Odden & Aportela, 2009). The work represents the first time a detailed analysis of facility funding equity has been completed in any of the 50 states.

Arkansas

Following an Arkansas Supreme Court Ruling in November 2002, the legislature hired Lawrence O. Picus and Associates to conduct a major school finance study for Arkansas. In that study we relied on our Evidence-Based approach, but supplemented it with a professional judgment review prior to the development of the final school prototypes (Odden, Picus & Fermanich, 2003). We worked collaboratively with an Interim Joint Committee on School Finance, which led to the Legislature successfully enacting a school finance system that met constitutional review by the Arkansas Supreme Court.

Our work in Arkansas also included a number of recommendations regarding the implementation of a Knowledge and Skills Based pay system for teachers. Combined with substantial teacher pay increases (to bring teachers up to market rates of pay), this model would have made Arkansas a leader in alternative approaches to teacher compensation. Although the program has not been implemented in Arkansas to date, active discussions continue.

In 2006, we completed another study for Arkansas to help evaluate the way local school districts used the additional resources that were provided to them through the legislation and appropriations that resulted from our 2003 study. That work had four major components.

1. We recalibrated the per pupil foundation funding level that was developed to allocate resources to school districts. The approach we developed continues to be used by Legislative staff today to estimate the foundation funding level.

2. We updated and revised the Evidence-Based portion of our earlier study improving the accuracy of the estimated resources needed for students to meet Arkansas' proficiency standards.

3. We conducted an intensive field based analysis of 107 Arkansas schools. The purpose of this study – which was the major part of our work – was to ascertain how school districts and local schools chose to use the new resources they received beginning in 2004-05. The hope was that the results of this study would

help local educators better focus their resources and efforts on educational strategies that research shows are effective in improving student performance.

4. In addition, we conducted an extensive analysis of the expenditure patterns of school districts before and after the infusion of new funds. We also conducted a statewide wEvidence-Based based survey of all school districts to develop a deeper understanding of trends across the state.

Arizona

Lawrence O. Picus and Associates conducted an Evidence-Based school funding study for Arizona (Odden, Picus and Fermanich, 2005), which was released in January, 2005. This study proposed a funding level for Arizona that was below the national average for per pupil spending at the time but still robust enough for schools to make substantial improvements in student performance. The study relied on extensive collaboration with a policy Steering Committee of leading state political, educational and business leaders, as well as a two-day professional judgment panel meeting to refine the proposed model. As with our earlier work, the hallmark of this study was our firm's commitment to working closely with the client to ensure that the unique needs of Arizona were considered as we applied our knowledge of current educational research to defining educational resource allocation needs.

Wyoming

Wyoming is widely regarded as a leader in the current movement to define the resources needed to provide a cost-based funding formula so that all schools can educate students to the state's proficiency standards. Our first work in Wyoming was a study of cost differences in small schools in small and large districts across the state (Picus & Seder, 2004). Our analysis suggested that the needs of small schools were similar regardless of whether they were part of a small district or a large one, and that the principal factors driving costs were the remoteness of the school, and the total enrollment in that school.

The Wyoming Legislature employed Lawrence O. Picus and Associates in March 2005 to work with the Select Legislative Committee on School Funding to conduct a recalibration of the system. That work concluded in March 2006 when the Legislature enacted, and the governor signed into law, a new school funding model based on our Evidence-Based model.

During the year we worked in Wyoming, we participated in monthly meetings with the Select Committee to define the resources needed for the recalibrated prototype school designs and met with a series of Professional Judgment Panels to seek input from them on the relevance of the prototypes to actual school conditions in Wyoming. We conducted a statewide public hearing on the mechanics of the school funding model before it was considered by the Legislature and worked hand in hand with Legislative staff as the legislation was considered during the Legislative session in 2006. Funds are distributed to school districts to date using a model developed by our firm, which incorporates the findings from the 2005-06 Evidence-Based study and professional judgment panel review we conducted for Wyoming. The Wyoming funding model includes an extensive set of small school and district adjustments in its funding formula – adjustments designed to ensure small and rural schools have the capacity to improve student learning. Our legislative report can be found at www.lpicus.com.

Since that time we have worked with the Wyoming Department of Education and the Wyoming Legislature to provide technical support for the model. We also conducted two major, multi-year studies to help the Legislature and school districts better understand how the resources allocated through the funding model are used in schools (Picus, Odden, Aportela, Mangan & Goetz, 2008; Odden, Picus, Archibald & Smith, 2009). A unique aspect of this work was our partnership with the Department of Educational Leadership at the University of Wyoming. Much of the fieldwork for this project was conducted by advanced doctoral students at the University as part of their dissertation work. We believe that establishing the capacity to evaluate the use of educational resources within our client states strengthens the ability of all schools and districts to focus their resources on strategies that lead to improved student learning.

During the first two years of this study we visited almost every school in Wyoming to understand how they were using the resources they received through the new Evidence-Based model. The second study was a much more in-depth analysis of a small sample of improving schools in both large and small districts to more fully understand the strategies schools use to improve performance, the resource needs of those strategies and the alignment of the state funding system to those resource needs. The second report is also available at www.lpicus.com.

In 2010, our firm worked closely with the Legislature's Joint Education Committee to recalibrate components of the Wyoming Funding model. We prepared a number of memos on issues related to specific aspects of school funding in Wyoming. We also began working on establishment of a benchmarking system to ascertain whether or not the funding appropriated by the Legislature met the standard of adequacy as determined by the State Supreme Court. We identified several areas where funding appeared higher than required to meet the adequacy standard, and helped school district business officials identify a number of cost efficiencies. Our final report is available at www.lpicus.com.

In addition to that work, we also worked with the Interim Committee on the development of a new accountability system for Wyoming schools. The recommendations developed by the committee with our support were forwarded to the 2011 session of the Wyoming Legislature, and a number of Interim studies are currently underway to further develop this accountability study and implement the accountability legislation approved by the 2012 Legislature.

Washington

In December 2005, Lawrence O. Picus and Associates was employed to conduct a major school finance study for the state of Washington. Working for the K-12 Advisory

Committee of Washington Learns – a state wide educational improvement project established by the Legislature and chaired by the Governor – we conducted both successful district and Evidence-Based adequacy studies. Working closely with the K-12 Advisory Committee, we built a funding model that allocates resources to individual schools and districts based on our research focused Evidence-Based model. Copies of our reports can be found at: http://www.washingtonlearns.wa.gov/ourwork.htm#k12/, and at www.lpicus.com. As part of this effort, we learned that the most powerful findings from the different studies emerged by integrating the Evidence-Based results, focusing on the instructional improvement strategies and resource use patterns of schools that have dramatically improved student learning. As a result, our integrated approach to school finance adequacy is focused on setting very high goals for student learning and then identifying school strategies and their costs that can "double student performance" over the next ten years.

Over the next several years, the legislature used the recommendations of our study to revise the details of their funding formula to reflect the resources provided by the Evidence-Based model, but did not fund them. Subsequently, the Washington Supreme Court in early 2012 declared the state's school funding system unconstitutional arguing that while the legislature had expressed intent in incorporating the Evidence-Based model recommendations into the state's funding system, it had fallen short of its constitutional responsibilities – which in Washington makes it the paramount duty of the state to fund schools – to finance the formula.

Wisconsin

In April 2005, Odden led an effort to conduct a costing out study that was recommended by a 2004 report from the Governor's School Finance Task Force. Odden created a bi-partisan Policy Advisory Task Force of 30 policy and political leaders in the state, including among others in the governor's office, the chair of the Governor's Task Force, the chairs and ranking minority members of the Assembly and Senate Education committees, the Deputy Superintendent of Public Instruction, and several leading educators, to review an Evidence-Based approach to school finance for Wisconsin. After studying several districts and schools in Wisconsin, including schools and districts with very diverse student populations that had literally "doubled student performance," the report became more focused on laying out a strategy for Wisconsin to double the performance of students in the state's K-12 public schools through a state school funding formula that more explicitly linked funding to student learning. The reports can be found at: http://cpre.wceruw.org/finance/taskforce.php/ by following the links to the adequacy Task Force. It is also available at www.lpicus.com.

North Dakota

In 2008, Lawrence O. Picus and Associates was hired to provide school finance analyses and support to the North Dakota Education Improvement Commission, chaired by then Lt. Governor and now Governor Jack Dalrymple (Odden, Picus, Goetz, Aportela & Archibald, 2008). The commission included key legislative leaders, and recognized educators from school districts across the state. In 2009, the state adopted a major new funding system, based on the study's recommendations. Because of revenues generated from a thriving state economy and oil, gas and coal extractions, the new funding system represented the largest increase in state funds for education and property tax relief in the state's history. The report is available at www.lpicus.com.

Ohio

In 2009, Ohio's then governor, Ted Strickland, announced that Ohio would shift its school funding system to an Evidence-Based model. The model presented to the Legislature and used as the basis for funding schools in Ohio in 2009-10 closely followed the recommendations of our Evidence-Based model (Picus & Odden, 2009). In 2010, with support from the KnoweldgeWorks Foundation, we worked with a sample of four Ohio school districts to develop a budget simulation based on the Evidence-Based model.

This simulation was designed to enable each district to compare, school-by-school, their personnel use with: 1) the personnel recommendations of the general Evidence-Based model (Odden & Picus, 2008); 2) the specific personnel allocations of the Ohio funding model for 2010-11; and 3) any other personnel allocation the district determined would best meet the needs of their student population. This work showed that in all areas of the curriculum and instructional program there were opportunities in virtually all districts for change that would both cost less and impact student performance more (Odden & Picus, 2010). Due to the change in administrations in Ohio following the 2010 elections, it is not clear how the Evidence-Based model will be used to fund Ohio schools in the future.

Vermont

At the beginning of 2012, Lawrence O. Picus and Associates completed an evaluation of Vermont's school funding system. We conducted an in-depth analysis of the operation of the state's current school funding system analyzing the extent to which the formula meet the goals of that state's school funding laws (Acts 60 and 68). The study included traditional school finance equity analyses, an economic analysis of the impact of the funding system on individual school district taxing and spending decisions and a series of public hearings. We also assessed the allocation and use of resources in five schools that demonstrated substantial improvements in student performance over the past five years; four of these schools had high concentrations of students with special needs who also made learning gains (Picus, Odden, Glenn, Griffith & Wolkoff, 2012).

Our evaluation concluded that Vermont's funding system does in fact meet the goals and objectives established by Acts 60 and 68, and that the state's unique, substantially income tax based system that allows individual districts (which often contain a single school) to approve budgets annually, provides both substantial equity and an adequate level of resources for all schools to offer high quality educational programs for children. Our recommendation was that the state begin to focus on educational strategies that will improve learning for all children and provide all schools with the support they need to implement those strategies in their own unique environments.

Beaverton, Oregon

In 2009, Lawrence O. Picus and Associates worked on a strategic, zero-based budgeting project with the Beaverton, Oregon school district. The purpose of this work was to help the district align its educational resources with strategies that would lead to improved student performance. The challenge facing Beaverton (and all districts in Oregon) was the relatively low per pupil spending for schools in the state combined with continued, recession related, fiscal stress that was leading to further service reductions. Our work with the school district included monthly meetings with the district's administration, financial officers, Board of Education as well as with the district's principals. We met on one occasion with the district's teaches as well. Through this work, we were able to help the district identify its priorities and establish a model that could be used to align personnel assignments with those priorities.

As part of the process, the schools realized a number of ways to reallocate school time to provide additional hours for teacher collaboration, and at the high school level identified the need for common school schedules across the district's five comprehensive high schools. Actions to implement these findings were being put in place during the 2010-11 school year.

Although a final report was not prepared for this project, it is our understanding that the model we developed for the district's use has continued to be used in making decisions about how to allocate resources to foster improved student learning.

Little Rock, Arkansas

In 2009-10, we worked closely with the Little Rock, Arkansas school district's strategic planning committee to develop a comprehensive strategic plan for the school district to allocate educational resources in ways that would facilitate improvements in student learning. Interestingly, one of the foci of the study was the disparity in student learning between the district's minority and non-minority populations, especially at the advanced level on the state accountability tests. The strategic plan (Odden, Cohn & Picus, 2010), which was accepted by the District's School Board, now forms the basis of that district's school improvement efforts. The value of that plan in terms of establishing district spending priorities will be tested as the district faces the potential loss of $38 million in desegregation funding from the state in the next year or two.

In summary, Lawrence O. Picus and Associates has considerable experience in conducing the type of study sought by Nevada. Much of our previous work has been in states with large percentages of ELL and at-risk students as well as small rural schools and school districts, as well as in the application of resource allocation tools to urban school systems. In all our work, we addressed not only the core instructional program, but also extra strategies needed for several categories of students – at-risk (usually identified by a poverty or free and reduced price lunch count), English language learners, and students with disabilities.

Management and Staffing

This project will be managed directly by Lawrence O. Picus who will be assisted in all phases of the project by Allan Odden. Picus and Odden have collaborated on numerous studies in recent years and as in past studies are jointly responsible for direct relationships with the client as well as for management of all study staff. While either can provide details on any part of the study, Picus will assume responsibility for delivery of all work products and for invoicing the state at agreed upon times. Our staffing plan is described below.

In addition to the work focused on school finance and recalibration of state funding models described above, the principals of Lawrence O. Picus and Associates have conducted a wide range of school finance studies across the United States over the past 30 years.

Picus worked with the Oregon Quality Education Commission, assessing the model developed by that state's Quality Education Commission and helping state policy makers develop funding mechanisms to put it in place. In recent years, Picus has also conducted major equity studies in Louisiana, Kansas, Massachusetts and Montana, and has testified as an expert witness in school finance court cases in Wyoming, Arkansas, Montana, Kansas, Massachusetts, and in 2009 for the state in the *Abbott v. Burke* case in New Jersey. Picus has consulted extensively on school finance issues with more than 20 states.

Odden has worked for school finance task forces in over 25 states over the past 30 years and led studies in Connecticut, South Dakota, Missouri, California, Texas, New York, New Jersey, Wisconsin, Minnesota and South Carolina. He also has worked with numerous states (e.g., Iowa, California, Idaho, Arkansas, and Ohio) and districts (e.g., Cincinnati, Minneapolis, Memphis, Menomonee Falls (WI), Steamboat Springs, Arlington, and Kyrene (AZ)) on alternative forms of teacher compensation, an issue in our recent work in Arkansas and Washington. He was the court master to the remand judge in 1997-98 in the New Jersey school finance legal deliberations. As a result of that work, the state's Supreme Court ruled that New Jersey had provided sufficient funds for its urban districts and the challenge was for those districts to implement effective programs via resource reallocation.

Odden, Picus and their colleagues have conducted extensive research on the implementation and evaluation of state school finance reforms (e.g. Picus & Wattenbarger, 1996) including detailed analyses of how education dollars are used at the local level for various educational strategies, most of which are included as recommended programmatic elements of the Evidence-Based approach to school finance adequacy. During these studies, we have trained multiple individuals (some now professors and some still in Ph.D. programs).

Other consultants who will be part of our Vermont project team are Darline Robles, Anabel Aportela and Robert Reichardt.

Darline P. Robles is currently a Professor of Clinical Education at the Rossier School of Education, University of Southern California. She has been superintendent of Montebello (CA) and Salt Lake City (UT). She recently retired as the superintendent of the Los Angeles County Office of Education where she served eight years. As the top education leader of the nation's most populous and diverse county, she ensured the financial and academic stability of 80 school districts that serve more than two million preschool and school-age children. She was the first woman to be named Superintendent of the Los Angeles County Office of Education (LACOE) in 2002, Dr. Robles oversaw $16 billion in school district funding and a staff of nearly 4,000.

Robles has attained unprecedented success in organizing superintendents and forging partnerships with local, state, and national officials to promote policies and programs that advance educational opportunities for underserved student groups. In addition, she has dedicated a record level of human and financial resources to improve services provided to the thousands of at-risk and special-needs students enrolled in LACOE-run schools. Closing the achievement gap is Robles' highest priority.

As chief of the Salt Lake City School District from 1995-2002, Dr. Robles was recognized for raising student achievement, significantly reducing the dropout rate, and securing vital resources for needy schools. Earlier, as Superintendent of the Montebello Unified School District, she saved that district from a state take-over by returning it to financial stability within two years. The California native formally began her 30-year education career in Montebello as a teacher, then coordinator, of bilingual and bicultural education, and also served as an elementary and intermediate school principal.

Robles received her Bachelor of Arts degree in history from California State University, Los Angeles; her Master's Degree in education from Claremont Graduate School; and her Ph.D. in education policy and administration from the University of Southern California. In October 2009, she was named one of the Top 100 Influential Hispanic Americans by Hispanic Business Magazine, and in March 2010 was a "Women of the Year" recipient by the L.A. County Commission for Women. Robles is committed to public service and serves on many local and national boards. She was recently named to the President's Advisory Commission on Educational Excellence for Hispanics. She is the co-author of the recently published book, *A Culturally Proficient Society Begins in School: Leadership for Equity* by Corwin Press.

Anabel Aportela's work in K-12 public education policy and research is focused on school finance, human resource management, student assessment, school accountability, and data-driven decision-making. Her primary interest is in understanding the connection between resource allocation and instructional effectiveness.

Anabel has extensive experience working on state-level policy projects, including school finance projects in Wisconsin, Wyoming, Arkansas, North Dakota, Illinois, Ohio, and Arizona. In Arizona, she has recently created a set of policy recommendations for the Arizona Business & Education Coalition's *School Finance Reform Initiative* whose goal is to redesign Arizona's school finance system so that it supports increasingly higher levels of student achievement.

Prior to her work in school finance, Anabel spent seven years at the Arizona Department of Education where she served as Director of Research & Policy, responsible for the analysis and reporting of student assessment and school accountability results. During this time, she co-developed the *Arizona Measure of Academic Progress*, the state's first value-added approach to measuring student progress and also led the design of the state's first school accountability system.

Anabel holds a Ph.D. in Educational Leadership and Policy Analysis from the University of Wisconsin-Madison, as well as a M.A. in Education Policy and B.A. in Public Policy and from Stanford University.

Robert Reichardt is President of R-Squared Research, LLC. He has extensive experience conducting applied quantitative and qualitative research that informs and supports education resource allocation, policy, and leadership. Recent education finance projects include estimating resource allocation for teacher hiring, induction, and professional development, and analyzing resource allocation to music education in a large school district. Current and recent research and evaluation projects include, examining the impact of entrance requirements on student success in Colorado higher education institutions, evaluation of the Denver Public Schools ProComp teacher compensation system, understanding implementation of the portfolio district reform model, and evaluating a national project to improve charter school authorization. Dr. Reichardt provides technical guidance and staffing to projects such as serving on the Technical Advisory Panel for the Denver Public Schools' Licensure Project and the Western Interstate Commission for Higher Education (WICHE) Technical Review Panel for High School Projections. Dr. Reichardt has a PhD in Public Policy Analysis from the Pardee RAND Graduate School. Reichardt will focus on the state comparative analysis component of the study.

Short vitas for each of the staff members who will participate in this study are included in the appendix to this proposal.

3. Company Owners

Lawrence O. Picus and Associates, LLC is a privately owned company, owned and operated entirely by Lawrence O. Picus.

4. Project Work Plan and Timeline

The scope of work outlined in the RFP calls for four specific tasks:

- Inventories of States that Address Individual Student Needs and Characteristics
- Analysis of Methods Used in Selected Comparable States for Addressing the Individual Student Needs and Characteristics
- Recommendations to Improve Nevada's Existing School Funding Model
- Deliverables and Attendance at Meetings

Our approach to each of these tasks is described in detail below.

Inventories of States that Address Individual Student Needs and Characteristics

This component of the proposed study will include a 50 state comparison of school finance models and approaches for meeting the needs of all students with particular emphasis on approaches for meeting individual student needs. The study will include general information on state approaches to both school funding and meeting individual student needs and offer comparative data on typical school finance and student achievement information for all of the states.

We envision this component of the study to include generic descriptions of school funding mechanisms generally as well as the approaches available in the literature to meet the needs of specific students – particularly those with disabilities, English Language Learners (ELL) and students who are at risk for any one or more of a variety of reasons (low income, poor student performance, etc.).

Funding Models

School funding formulas fall into a relatively small number of categories, which we will identify and describe in our report. We are familiar with these approaches and have written extensively about them in our highly regarded textbook, *School Finance: A Policy Perspective, 4th edition* (Odden & Picus, 2008). We are currently updating this text for a 5th edition and this work will benefit from any information we develop about funding formulas for that work as well. This discussion will include foundation programs, guaranteed tax base and percentage power equalization approaches, flat grants, and multi-tier funding formulas that attempt to establish an adequate base level of resources and provide equalized options to districts that desire higher spending levels.

Following this description of funding formulas we will offer more detailed descriptions of the tools available to provide for the specific needs of students with additional educational requirements. This will focus on models that provide special education for children with disabilities, offer additional assistance ELL students, and that fund programs for children who qualify for free and reduced price meals. In addition to offering descriptions of the ways in which funds are distributed, we will also describe the sources (local, state and Federal) of revenue available to states to meet the needs of these children. At a minimum we will consider categorical grants, weighted pupil formulas and full state funding of programs.

In addition, we recognize the need for Nevada's formula to take into account the needs of small and remote districts and schools. Many states incorporate funding mechanisms to meet the needs of these schools, and in some instances (e.g. Wyoming and North Dakota) we have worked to develop models that ensure adequate resources for small and remote schools. We will identify the approaches used by states to address the needs of these schools as part of our analysis.

State Level Comparisons

In addition to providing descriptions of the approaches described in the school finance literature and used by other states, we will provide summary tables showing how each approach is used in the 50 states along with a series of comparative tables showing traditional school finance and student achievement data. These tables will include at a minimum data on:

- Number of students
- Number of school districts
- Expenditures per pupil
- Staffing ratios
- Student outcomes

Additionally, we will have tables describing which of the 50 states use each of the approaches to funding schools and meeting individual student needs through their funding formulas.

While we anticipate this information will be extremely useful to Nevada policy makers, more in-depth descriptions of comparable states will extend the analysis and provide additional information for the design of a Nevada specific funding model. Our approach to this component of the study is described below.

Analysis of Methods Used in Selected Comparable States for Addressing the Individual Student Needs and Characteristics

The second part of our proposed study will offer a more detailed analysis of the approach used in at least five states for meeting the individual needs of students and the approaches used to ensure adequate resources are available in small and remote school districts.

Selection of States for Analysis

Our work in school finance has made us familiar with the funding systems in most of the states across the nation. This knowledge will be supplemented with the data we gather for the first part of this study as described above. From this, we will work closely with

Nevada state officials to develop a sample of at least five (but no more than seven) states that are generally comparable to Nevada and describe their approaches to funding programs for special education, compensatory education and ELL, as well as how they deal with small, remote schools and districts.

Because Nevada has such a diverse range of districts – both Clark and Washoe Counties are among the 100 largest districts in the country, and one district, Esmeralda, has fewer than 100 students – identifying states with similar characteristics is complex. States with one or more large urban areas and a number of small remote districts could include Illinois, Missouri, Texas, Washington, Idaho, Arkansas, Kansas, New Mexico and others. At the same time states that have developed extensive formulas to deal with the issues of small and remote districts and schools include, Wyoming, Montana, North Dakota, Alaska, Vermont and others.

We will identify a set of potential comparative states and then work with the Legislative Counsel Bureau, the Nevada Department of Education and others in Nevada to identify the final set of five states for detailed analysis. We anticipate looking for states that have a variety of approaches to each including full state funding of services (i.e. Wyoming's special education funding), weighted pupil funding (e.g., Florida, New Mexico, Texas and others), and systems of categorical grants (e.g., Arkansas, Vermont, Wyoming). The challenge will be to identify and study states that have found ways to meet the needs children in large urban school districts as well as small and remote schools.

Individual State Analyses

Once identified we will develop detailed "case study" descriptions of each state, describing in depth how schools are funded in each, with particular emphasis on the approaches used to meet the needs of students with specific characteristics and how they approach the needs of small and remote districts and schools. Our analysis will include data on the structure of the funding formula and its rationale, levels of funding, relative shares of funding from different sources (local, state and Federal) as well as information from national and state sources as to how well each operates.

In each of these analyses, our focus will be to identify approaches that are likely to succeed in Nevada and to meet the unique needs of Nevada. To the extent possible, we will estimate the dollars per special needs pupil provided by each of the "case study" states, because the funding system might not be clear about that figure. For example, a high pupil weight but applied to a low basic pupil support level might provide less money per pupil than a lower weight that is applied to a higher basic pupil support level. With such per pupil estimates, we then can compare what we propose to what the comparison states are providing.

Although we have tried in several states – New Jersey and Wyoming in particular– it is very difficult to include federal funding for students with special needs – at-risk, ELL or special education – directly in a state's funding program for those same students. New Jersey appealed this issue to the U.S. Department of Education as it provides substantially more resources for at-risk students in urban areas than the federal Title 1 of ESEA, but has not been allowed to incorporate those federal dollars as a funding source for the state program; and we believe there was a court decision or opinion that the state would lose if it challenged the Department's refusal. It could be that the current federal administration would be more flexible on this issue in the future, and it might behoove Nevada to try and get permission to incorporate appropriate federal funding, but the chances of this succeeding seem slim. In our final recommendations, we will suggest how the state's funding system could be structured to provide adequate funds for students with extra needs, and allow the use of Federal funds to supplement state programs and funding.

Recommendations to Improve Nevada's Existing School Funding Model

Using the information developed in the first two parts of this study, and relying on our knowledge and experience in developing Evidence-Based funding models, this section of the report will provide recommendations on the design of a funding formula for Nevada that meets the needs of individual students and accommodates both their needs and the resource needs of small and remote districts and schools.

This section will include three major components, an analysis of resource levels through the Evidence-Based model, a recommended distribution formula for school funding, and a district level simulation of the impact of our recommendations on each school district in Nevada.

The Evidence Based Model

The Evidence-Based approach draws from research and Evidence-Based best practices to identify those educational delivery strategies and their resource needs that are linked to student learning gains. Our work starts with the existing research on schools that are effective in boosting student learning, includes a comprehensive range of additional research that explores the micro-details of how resources are used in schools, and then details the specific programs within each school that research finds has led to improvements in student performance. We can bring the results of these analyses to Nevada as a set of "core" recommendations, that would include estimated funding levels for both regular programs as well as programs to meet the needs of ELL students, children with disabilities and other at risk students. Our proposal below emphasizes the services for the needs of ELL, at-risk and special education students.

The advantage of using the Evidence-Based approach is that it produces detailed programmatic, staffing and resource allocation recommendations for prototypical schools that address key educational strategies that are part of all school programs and which we have distilled from the evidence to be important for producing dramatic improvements in student achievement, as measured by state tests. Furthermore, *every* recommendation is supported by empirical research or best practices evidence of its effectiveness in producing student learning gains. All of the program recommendations developed through this approach are based on research and/or best practices. In addition, the

Evidence-Based approach draws from previous adequacy studies already conducted around the country. The goal is to develop an Evidence-Based set of recommendations that is both bolstered by a wide range of evidence and tailored to the specific needs and priorities of policymakers in Nevada.

The model includes the following:

School Level Resources

- Full day kindergarten
- Regular instruction (i.e., core teachers such as grade level teachers in elementary schools and math, science, language arts, history and world language teachers in secondary schools)
- Specialist instruction (e.g., art, music, physical education, career/technical education)
- Instructional materials, textbooks, library books
- Strategies for struggling students. These resources vary by incidence of such students in each school. Examples of strategies include tutoring, extended day programs and summer school
- Adjustments for Special Needs Students, including, but not limited to the needs of English language learners, non-federally-funded special education students (by macro-categories), students living in poverty, gifted and talented students
- Summer school and extended day programs for additional extra help
- Career Technical Education
- Professional Development
- Administration (school site)
- Pupil support and family outreach (Necessary Student Services)
- Technology, including upgrading, security and maintenance costs

District Level Resources

- Administration (central)
- School/District Size Cost differences

Below we describe how we will use the Evidence-Based model to estimate resources for all students in Nevada, with emphasis on approaches to meeting the needs of ELL, disabled, low-income students and other student characteristics. We also describe how we will assess the needs of small and remote districts and schools.

Basic Student Support: We understand the RFP seeks a study focused mostly on the extra needs of certain categories of students – those who are at-risk, English language learners, students with specified disabilities and perhaps gifted and talented – with the potential of using the recommendations for service strategies as a way to calculate student weights for the state's current funding formula. Although the Evidence-Based model is designed to ensure adequate resources for all students, we will initially proceed with a focus on these students and initially assume the current foundation level in the funding model is adequate. As the discussion below shows, this assumption can be relaxed in our district-by-district modeling.

Our approach generally fits into the Response to Intervention (RTI) model that first identifies the core program as Tier 1, then provides a series of Tier 2 interventions for students who are struggling for whatever reason and only after both Tier 1 and Tier 2 programs have not been successful in teaching students to standards, adds Tier 3 interventions for students with specific learning disabilities. The bulk of the Evidence-Based model focuses on Tier 1 instruction, and includes resources for intensive, ongoing professional development. The intent is to make the core instructional program as effective as possible for all students because without strong Tier 1 instruction any extra strategies placed on top of the current structure will be placed on a weak foundation, which will limit their effectiveness. Thus, we will assume initially that the current base student support funding of approximately $5,000 per pupil in Nevada provides sufficient funds for a solid core instructional program and then develop adjustments for students relative to that base.

However, if the state would like us to calculate the basic student support from the Evidence-Based model, that can be done. One of the strengths of the Evidence-Based model is it can be used to estimate funding resources on a school-by-school basis for all schools in the state, and it also can be used to estimate a basic student support figure that could be used in a district level formula such as Nevada now uses. That was the approach taken by Arkansas after we conducted our Evidence-Based study for that state in 2003. The advantage of this approach is that we can both identify the additional costs to the current system of fully meeting the needs of students with certain characteristics and if desired, provide an estimate of the cost of the entire system under the Evidence-Based model.

Below we describe our approach to estimating the costs of students with special characteristics.

<u>ELL students</u>. We propose to first estimate the cost of additional services needed for all ELL students, including students who qualify for free and reduced price lunch as well as those who do not.

Because we initially will assume that the core program is adequate with the state's current basic student support level, we will address only the "human capital" side of the use of those dollars, specifically teachers for classes with ELL students. Research in many urban districts finds that ELL students often do not have the most effective teachers, which becomes one factor for the low performance of ELL students. We will argue that ELL students need effective teachers for the core instructional program, a rigorous core curriculum and adequate instructional materials and supplies. Thus, we will make some recommendations, particularly for Clark and Washoe Counties that enroll the vast bulk of the state's ELL students, for how those districts can maximize their chances for recruiting top teacher talent into their system, including teachers with expertise to teach ELL students. We will also raise the issue of whether there is a need to provide incentives for teachers who teach ELL students, as effective teachers are often in short supply for these classrooms. In short, we will first address the talent side of core instruction for ELL students.

We then will describe a series of extra help strategies for ELL students including 1-1 tutoring, small group tutoring (up to 5 students maximum), extended day programs and summer school programs that could be provided in a sequenced and integrated way. The argument will be that ELL students struggling to learn content as well as English should be provided with multiple extra help instruction to enable them to perform to the state's performance standards, which soon will likely be the Common Core standards in reading/language arts and mathematics. The conceptual frame for this analysis is for the state to hold performance standards constant and provide extra learning time so struggling ELL students have the time needed to learn to a rigorous performance level.

These extra help strategies can apply to any situation for providing the base core program, whether it is structured sheltered English or bilingual education, both of which can be funded from the basic pupil support dollars. These extra help strategies are estimated as costs above the resources required for the core instructional program.

The initial strategy outlined above is designed to ensure ELL students first have access to effective core instruction and then have access to a series of additional extra help programs. Then we will estimate the cost of another supplemental program that would be needed to provide ELL students with appropriate instruction in English as a Second Language. Often, this can be provided in place of an elective class at a modest extra cost – the ESL class and its teacher simply replaces an elective teachers. However, depending on the nature of the English capabilities of the ELL students, the type of ESL instruction needed and the size of schools, additional resources might be needed. We will work with the state to determine a reasonable estimate of such resources, which have ranged from none to 1 additional FTE for every 100 ELL students in our work in other states across the country.

In sum, for ELL students, we will estimate a set of resources to provide top quality core instructional teachers, the extra help needed to learn specific content – which includes tutoring, extended day and summer school – as well as the resources needed for ESL classes. These recommendations will be combined into an estimated per pupil cost for ELL students. This cost can then be allocated to districts and schools on the basis of a categorical program, or turned into a pupil weight by comparing the estimated ELL per pupil figure to the basic student support level – whether the current level or an Evidence-Based estimate.

In all these analyses, we will draw on the expertise of Dr. Anabel Aportela and Dr. Darline Robles – who have worked at the state, county and district levels on all education issues including ELL.

<u>At-risk students</u>. We will conduct a similar analysis of the needs for and cost of additional services for struggling at-risk students. At risk students will be defined as all

students qualifying for free and reduced price lunch and who are not included in the ELL count of students.

We will begin by raising the issue of whether schools with high concentrations of at-risk students have the teacher talent needed for core instruction to be effective. If not, we will make recommendations for how such schools and their districts can alter their teacher recruitment and performance management systems to increase the concentration of effective teachers in front of classes with large numbers of at-risk students. We also will raise the possibility of providing salary incentives for teachers in high need/high poverty schools. In other words, we first will address the talent side of Tier I or core instruction for at-risk students, but only if the state believes that talent is an issue.

We then will develop an Evidence-Based model to structure additional services for at-risk student populations. This will include strategies such as tutoring, small group interventions, extended day and summer program. As with our approach to ELL programs, the concept is to hold expectations constant and vary -- extend -- instructional time, and estimate the cost of doing so.

We also note at this point that for both ELL students and at-risk students, a solid Tier 1 and multiple but aligned Tier II instructional programs dramatically reduce the need for students to be referred to a special education program. (see for example, Levenson, 2011; Madden, Slavin, Karweit, Dolan & Wasik, 1993; Slavin, 1996). Research has shown that the incidence of students with disabilities has been reduced by 50% if all of the above programmatic strategies embedded in the Evidence-Based model are deployed – 1-1 tutoring, small group interventions, extended day and summer programs. The logic of this model is that the educational strategies we propose for ELL and at-risk students, if implemented well, can be funded partially with dollars not flowing into the special education budget because students learn to the state's standards before falling behind and then need to be identified as having a learning disability.

<u>Special education</u>. Once the costs of resources for struggling students (ELL, low income, etc.) have been estimated, we will develop the costs of a new, two-part approach for funding services for students with specific disabilities. In our work, we have and continue to propose a "census" approach to the funding of special education for students with mild and moderate disabilities. For students with severe and profound disabilities we recommend that the state fully fund the programmatic needs of these students.

The census approach has been adopted in many states in the last 15 years as the incidence of students with disabilities has risen. The census approach assumes that every district has the same percentage of students with moderate and mild disabilities, and provides a common level of support for these fixed percentage of students. The statewide incidence of special education counts is generally applied to each district's pupil count and then a formula developed either to weight these students to provide additional funds, or to provide the number of additional staff required to meet the needs of special education programs. Under the approach outlined above to meet the needs of struggling students before they are labeled as having a disability this approach offers an effective and efficient way to approach the costs of special education. The census approach differs from Nevada's current approach to funding services for students with disabilities which relies on districts identifying all students needing such services and then the state providing for staffing based on unit costs.

For children with severe disabilities, our approach would fully fund these services at the state level to accommodate the potential devastating cost to small districts where one such child enrolls. Under this program, the state would also develop a strong overview of services to ensure that the recommended services are appropriate and use cost-effective methods.

We will also conduct a review of recent literature on issues related to "census" funding of services for students with disabilities. Though there is not much research in this area, as census funding is a relatively new phenomenon, we will cull that literature for cautions about census funding and ways to improve this funding approach for this large category of students.

In addition, we will ask Dr. Darline Robles to prepare a paper on best practices in serving students with special needs, including ELL students. Dr. Robles has been a superintendent in California and Utah, and recently was the Superintendent of the Los Angeles County Office of Education, which provides an array of special education services. She is now a professor of clinical practice at the University of Southern California's Rossier School of Education. We will incorporate any modifications Robles recommends to our evidence-based approach to serving ELL, at-risk and special education students.

Gifted and talented students. We will address strategies for providing effective services for Nevada's gifted and talented students. We will review the literature on best practices in serving such students, most of which are no or low cost but many of which educators seem to be reluctant to implement. Nevertheless, we will address the needs of gifted and talented students as such students need to be given educational services that also allow them to learn to the high levels that they are capable of learning to.

Cost Model

The RFP seeks estimates of the costs of the study recommendations for each of the state's 17 school districts. We will develop a Microsoft Excel based model that estimates the costs of our recommendations across all of the state's school districts. We have extensive experience in building such models at the district and state levels. The state of Wyoming uses a model we developed to allocate resources to all school districts in the state.

The model will be designed so we can simulate alternative resource levels and estimate the district-by-district costs. We anticipate developing the model with sufficient flexibility so that in addition to estimating the costs of services for students with specific characteristics, we can make adjustments in the components of the base education program as well. As in other states where we have worked, the model will also be developed with sufficient flexibility to simulate alternative approaches to meeting the specific needs of small and remote districts and schools.

In addition, we will work closely with Legislative Counsel Bureau staff and the staff of the Nevada Department of Education so that the data under gridding the model are accurate. We will further work with staff to ensure they understand the operation of the model so that they can use it in the future to simulate other alternatives.

Timeline, Deliverables and Attendance at Meetings.

Assuming a May 1 start date for this project, we anticipate holding an early meeting in Nevada (in either Carson City or Las Vegas as determined by Nevada officials) where all five of our staff will meet with Legislative and Department of Education staff to establish a clear understanding of the current funding model, determine what data that are available for our analyses, and develop a clear picture of the current discussions and conversations about how the funding formula might be changed.

Parallel to the model development, we will conduct the state comparative analysis and complete the policy paper on services for ELL and special education services.

We will complete a draft report and submit it to the state by August 1, 2012 in preparation for the planned Committee meeting on or about August 9. Following that meeting we will revise the report as necessary and submit it along with another presentation to the committee on or about August 28.

Final deliverables will include a full report that includes our state analyses, a description of our Evidence-Based cost estimates of services for students as well as a summary of the cost estimates developed through our simulation model. We will also provide the state with a fully operational version of the simulation model for its use in the future.

5. Cost Proposal

Total estimated costs to conduct the study described above are $124,650 as detailed below.

Individual	Daily Rate	Number of Days	Total
Picus	$2,500	12	$30,000
Odden	$2,500	12	$30,000
Robles	$1,200	12.5	$15,000
Aportela	$1,200	12.5	$15,000
Reichardt	$1,200	12.5	$15,000
Total Personnel		61.5	$105,000
Indirect @ 10% of Personnel Costs			$10,500
Travel (See detail below)			$9,150
Total Proposed Budget			$124,650

Travel Detail

The proposed budget assumes three trips to Nevada. There will be an initial trip to meet with Nevada officials in May 2012 in which all five of our staff will participate. In addition, Picus and Odden will travel to Nevada twice in August to meet with the Legislative Committee.

We have budgeted under the assumption the meetings will take place in Carson City, and have budgeted full coach airfare using the following assumptions:

Travel to Reno Starting from:	Fare
Burbank	$400
Phoenix	$650
Chicago	$1,100

We have assumed ground costs at $250 per person per trip along with one car rental per trip. Picus and Robles travel from Burbank, CA; Odden from Chicago and Aportela from Phoenix. Note that we will only invoice the State of Nevada for actual costs and assume substantial savings will be available on air fares with advance planning.

Details are on the following page

Location	No. of Trips	Air fare	Ground/person	Car	Total
BUR/Reno	4	$600	$250	$200	$4,200
PHX Reno	1	$650	$250		$900
Chicago/Reno	3	$1,100	$250		$4,050
Total Travel					$9,150

6. References

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Appendix

Vitas of Project Staff

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EDUCATION

1988	The RAND Graduate School, Ph.D., Public Policy Analysis Santa Monica, California
1987	University of Chicago, M.A. Social Science
1986	The RAND Graduate School. M.Phil. Public Policy Analysis
1977	Reed College, Portland, Oregon, B.A. Economics

PROFESSIONAL EXPERIENCE

Professor: Department of Policy and Administration, Rossier School of Education, University of Southern California. April 1999 to the present.
Chair: Rossier School of Education, Faculty Council, June 2009-June 2011
Chair: Division of Policy and Administration, Rossier School of Education, University of Southern California. July 1999 to July 2002
Associate Professor: Department of Policy and Administration, Rossier School of Education, University of Southern California. September 1994 to April 1999.
Director: Center for Research in Education Finance, August 1993 to the present.
Assistant Professor: Department of Policy, Planning and Administration, School of Education, University of Southern California. September 1988 to September 1994.
Associate Director: Center for Research in Education Finance, December 1989 to August 1993
Consultant: The RAND Corporation. March 1989 to December 1994.
Graduate Fellow: The RAND Graduate School, the RAND Corporation. July 1984 to September 1988.
Research Consultant: Association for Educational Research, Glen Ellyn, Illinois. September 1983 to June 1984.
Study Specialist: Northwest Regional Educational Laboratory, Portland, Oregon, August 1977 to September 1983.
Legislative Assistant and Campaign Coordinator: Confederation of Oregon School Administrators, Salem, Oregon. January 1977 to July 1977.
Research Assistant: Office of Intergovernmental Relations, Portland School District #1J, Portland, Oregon, June 1976 to September 1976.
Consultant: Office of Public Relations, Portland School District #1J, Portland, Oregon. November 1974 to January 1977.

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PROFESSIONAL EMPLOYMENT

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March 1979 to March 1980	President, American Education Finance Association
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September 1967 to June 1972	High School Mathematics Teacher, New York City Schools

Director or lead consultant, State School Finance Commissions: Connecticut, 1974; South Dakota, 1976; Missouri, 1976, 1993; New York, 1978-1982; Texas, 1988-1989; New Jersey, 1991-92, 1997-98; Arkansas, 2003, 2005; Arizona, 2004; Wyoming, 2005, 2007, 2010; Washington, 2006; Wisconsin 2005-2007; North Dakota 2008.

SELECTED BOOKS AND MONOGRAPHS

2012 Improving Student Learning When Budgets Are Tight. Corwin Press.

2011 Strategic Management of Human Capital in Education. Routledge Press.

2009 Ten Strategies for Doubling Student Performance. Corwin Press.

2009 Doubling Student Performance … and finding the resources to do it. Corwin Press. With Sarah Archibald.

2008 School Finance: A Policy Perspective, Fourth Edition. New York: McGraw Hill. With Lawrence Picus. 3rd edition in 2004, 1st edition in 1992. Available April 2007.

2007 How to Achieve World Class Teacher Compensation. St. Paul: Freeload Press. With Marc Wallace. Available for free download at: www.freeloadpress.com.

2007 Rewarding Teacher Excellence: A Teacher Handbook for State and Local Policymakers. Madison: University of Wisconsin. With Marc Wallace.

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1992 Conditions of Education in California: 1991. Berkeley, Calif.: University of California, Policy Analysis for California Education (PACE). With James Guthrie and Michael Kirst.

1991 Education Policy Implementation. Albany, N.Y.: State University of New York Press. An edited book of readings.

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2011 Manage "Human Capital" Strategically. *Phi Delta Kappan*, forthcoming, April.

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2008 The Cost of Instructional Improvement: Resource Allocation in Schools Using Comprehensive Strategies to Change Classroom Practice. Journal of Education Finance, 33(4), 382-406. With Margaret Goertz, Michael Goetz, Sarah Archibald, Betheny Gross, Michael Weiss, & Michelle Turner Mangan.

2008 Strategic Management of Human Capital in Public Education. Madison: University of Wisconsin, Wisconsin Center for Education Research, Consortium for Policy Research in Education, Strategic Management of Human Capital. With James A. Kelly.

2008 New Teacher Pay Structures: The Compensation Side of the Strategic Management of Human Capital. Madison: University of Wisconsin, Wisconsin Center for Education Research, Consortium for Policy Research in Education.

2008 How to Fund Teacher Compensation Changes. Madison: University of Wisconsin, Wisconsin Center for Education Research, Consortium for Policy Research in Education.

2007 A New Approach to the Cost of Teacher Turnover, Working Paper 13. Seattle: University of Washington, Evans School of Public Policy, Center on Reinventing Public Education, School Finance Redesign Project. With Anthony T. Milanowski.

2007 Intergovernmental Aid Formulas and Case Studies. In Helen Ladd and Ted Fisk, Eds. *Handbook of Research in Education Finance and Policy*. Published on behalf of the American Education Finance Association by Lawrence Erlbaum, Inc. With Lawrence O. Picus and Margaret Goertz.

2005 Teacher Accountability Measures and Links to Learning. In L. Stiefel & A. E. Schwartz & R. Rubenstein & J. Zabel (Eds.). Measuring School Performance and Efficiency: Implications for Practice and Research (pp. 137-161). Larchmont, NY: Eye on Education. With Anthony Milanowski & Steve Kimball.

2004 Assessing Teacher, Classroom, and School Effects, Including Fiscal Effects. Peabody Journal of Education. 79(4), 4-32. With Geoffrey Borman and Mark Fermanich.

2004 Lessons Learned About Standards-Based Teacher Evaluation Systems. Peabody Journal of Education. 79(4), 126-127.

2004 Assessing the Equity of Kentucky's SEEK Formula: A Ten Year Analysis. Journal of Education Finance. 29(4), 315-336. With Lawrence O. Picus and Mark Fermanich.

2004 Inside the Black Box of School District Spending on Professional Development: Lessons from Five Urban Districts. Journal of Education Finance. 30(1), 1-26. With Karen Hawley Miles, Mark Fermanich and Sarah Archibald.

2003 Equity and Adequacy in School Finance Today. Phi Delta Kappan. 85(2), 120-125.

2003 Using Public Education Money to Produce Higher Education Performance. In Brent Davies and John West-Burnham, Eds. Handbook of Educational Leadership and Management (pp. 324-334). London: Pearson Education Limited.

2003 Rethinking the Finance and Governance Systems for Improved Student Outcomes. In William Boyd, Ed. American Educational Governance on Trial: Change and Challenge (pp. 82-113). Chicago: National Society for the Study of Education. With Sarah Archibald and Mark Fermanich.

2003 An Early Assessment of Comprehensive Teacher Compensation Change Plans. In David Monk and Margaret Plecki, Eds. School Finance and Teacher Quality: Exploring the Connections. 2003 Annual Yearbook of the American Education Finance Association (pp. 209-228). Philadelphia: Eye on Education.

2003 Defining School-Level Expenditure Structures That Reflect Educational Strategies. Journal of Education Finance. 29(3), 323-356. With Sarah Archibald, Mark Fermanich and Betheny Gross.

2002 A Cost Framework for Professional Development. Journal of Education Finance, 28(1), 51-74. With Sarah Archibald, Mark Fermanich and H. Alix Gallagher.

2002 Cincinnati's New Approach to Teacher Compensation. School Business Affairs. 68(5), 20-23.

2002 Estudio de case 3: La Financiacion de escuelas mediante formulas en los Estados Unidos y Canada. In Kenneth N. Ross and Rosalind Levacic, Editados. Asignacion De Recursos A La Educacion Basada En Necesidades: Utilizando Formulas De Financiancion De Las Escuelas. Paris: Instituto Internacional de Planeamiento de la Educacion, Ediciones UNESCO.

2002 A Framework for Identifying Professional Development Costs. Journal of Professional Development. 23(2), 53-58. With Sarah Archibald, Mark Fermanich and H. Alix Gallagher.

2001 On School Productivity from a Resource Allocation Perspective. In Jacob Adams, Jr., Ed. Investing in Adequacy: Critiquing the Challenges. Washington, DC: National Research Council.

2001 Chicago Education Reform and Illinois School Finance. In John Simmons, Ed. School Reform in Chicago (pp. 205-214). Chicago: Chicago Community Trust.

2001 Advances in Teacher Assessments and Their Uses. In Virginia Richardson, Ed. Handbook of Research on Teaching, Fourth Edition (pp. 259-297). New York: Macmillan. With Andrew Porter and Peter Youngs.

2001 Introduction to Special Section on School Reform. Phi Delta Kappan, 83(1), 59-61. With Susan Fuhrman.

2001 The New School Finance. Phi Delta Kappan, 83(1), 85-91.

2001 Committing to Class-Size Reduction and Finding the Resources to Implement It: A Case Study of Resource Reallocation in Kenosha, Wisconsin. Education Policy Analysis Archives. 9(30).Online journal: http://epaa.asu.edu/epaa/v9n30.html.With S. Archibald.

2001 Rewarding Expertise. Education Matters, 1(1), 16-24.

1997 Improving the Productivity of School Resources. School Business Affairs, 63(6), 4-12.

1996 The Linkages Between Systemic Reform and Teacher Compensation. Educational Evaluation and Policy Analysis. 18(1), 51-71. With A. Mohrman & S. A> Mohrman.

1996 Applying the High Involvement Framework to Local Management of Schools in Victoria, Australia. Educational Research and Evaluation. 2(2), 150-184. With Eleanor Odden

1995 Educational Leadership for America's Schools. NY: McGraw Hill. With Eleanor Odden.

1995 The Story of the Educational Dollar: No Academy Awards and No Fiscal Smoking Guns. Phi Delta Kappan. 77(2), 161-168. With David Monk, Lawrence Picus and Yassir Nakib.

1995 Linking Teacher Compensation to Teacher Career Development: A Strategic Examination. Educational Evaluation and Policy Analysis. 17(2), 219-238. With S. Conley.

1995 Key Issues in Effective School Based Management. School Business Affairs. 61(5), 4-16. With Priscilla Wohlstetter and Eleanor Odden.

1994 Decentralized Management and School Finance, Theory Into Practice, 33(2), 104-111.

1993 School Finance Reform in Kentucky, New Jersey and Texas, Journal of Education Finance, 18(3), 293-317.

1992 Rethinking School-Based Management Policy and Research. Educational Administration Quarterly. 28(4), 529-549. With Priscilla Wohlstetter.

DARLINE P. ROBLES, Ph.D.

Professor of Clinical Education
Rossier School of Education
University of Southern California
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3470 Trousdale Parkway
Los Angeles California, 90089
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Academic Training

1994	Ph.D.	Education Policy and Administration, University of Southern California
1976	M.A.	Education, Claremont Graduate School
1972	B.A.	History, California State University, Los Angeles
1968	A.A.	History, East Los Angeles College

Credentials: Administration and Supervision, K-12 California/Utah
Standard Elementary, K-9

Professional Positions

2010-present Professor, Clinical Education
University of Southern California
Rossier School of Education
Los Angeles, California

2002-2010 Superintendent
Los Angeles County Office of Education

Downey, CA 90242-2890

1995-2002 Superintendent of Schools
Salt Lake City School District
ADA-25,200 students pre-K-12 to Adult Education, 38 schools

1991-1995 Superintendent of Schools
Montebello Unified School District
ADA-32,000 K-12, 27 schools and 33,000 in Adult Education

1988-1991 Assistant Superintendent, Pupil and Community Services
Montebello Unified School District; 32,000 students

1985-1988 Principal, Montebello Intermediate School 5-8 grades

	Montebello Unified School District; 1,800 students
1981-1985	Principal, Washington Elementary School K-4 Montebello Unified School District; 600 students
1978-1981	Teacher Specialist/District Coordinator Bilingual/Bicultural Education K-12 Montebello Unified School District; 32,000 students
1977-1978	Acting Child Welfare and Attendance Supervisor K-12 Montebello Unified School District; 32,000 students English as Second Language/Bilingual Teacher 6-8 grades Montebello Unified School District
1972-1973	Teacher Corps Intern, University of Southern California Los Padrinos Juvenile Hall, Court Schools, LACOE

Teaching Positions

EDUC 543A Section 20111 Instruction for Limited-English Speaking Students Spring 2011
EDUC 543A Section 27855 Instruction for Limited-English Speaking Students Fall 2011
EDUC 543A Section 27857 Instruction for Limited-English Speaking Students Fall 2011

Doctoral Student Committee

Dustin O'Malley: *Urban Superintendents and their Selection of Successful School Principals*, Third Member

Veronica Chavez: *Balancing Work and Family: How Latina Principals Succeed at Work and Home*, Third Member

Julie Olesniewicz: *Balancing Work and Family. How Women in Education Leadership Positions Succeed at Work and Home*, Third Member

Dianna Rangel: *Female Principals at Title I School: Who Mothers of School Age Children Balance the Work and Home Domain*, Third Member

Publications

Franco, C, Ott, M, Robles, D. (2011) *A Culturally Proficient Society Begins in School, Leadership for Equity*. 1st Edition, Thousand Oaks, California, Corwin Press

Robles, D. (September, 2011) Courage of the Superintendency. *The School Administrator*, Alexandria, Virginia.

Franco, C, Ott, M, Robles, D. (Nov/Dec 2011) The Shaping of Culturally Proficient Leaders. *Leadership,* Sacramento, California

Presentations

Submitted Papers:

National Association of Latino Elected Officials Annual Conference, June 24, 2011. San Antonio, TX
School Climate, Leadership and Student Success

Association of Latino Administrators & Superintendents Annual Conference October 13, 2011. San Francisco, CA
A Culturally Proficient Society Begins in School: Leadership for Equity

American Association of School Administrators & Association of California School Administrators Annual Women's Conference, October 20, Coronado, California
A Culturally Proficient Society Begins in School: Leadership for Equity

Invited Keynote:

Association of School Administrators Superintendent's Academy, January, 7, 2011 Whittier ,California
Being the Political Leader

Oregon Latino Association, , February 5, 2011 Portland, Oregon
The Emerging Latino Leader: Our Roles and Responsibilities

Antelope Valley Chamber of Commerce & United Way of Greater Los Angeles Annual Conference, April 7, 2011 Palmdale, California
Is Common Good Enough?

Arizona Association of Latino Administrators Annual Conference, November 7, 2011. Tempe, Arizona
Si no Nostros, Quien?

Invited Panel

CAPHEA September 28, 2011, San Diego, California
Culturally Proficiency

Arizona Association of Latino Administrators Annual Conference, November 7, 2011. Tempe, Arizona
Being a Culturally Proficient Leader

Service

2010-2011 Tenure Track Search Committee for Teacher Education, Rossier School of Education
2010-2011 Masters in Governance Committee, Rossier School of Education
2010-1022 Center for Educational Governance USC

Professional Organizations

Presidents Commission on Educational Excellence for Hispanics Appointed Member
Association of American School Administrators, Executive Committee
Association of Latinos Administrator and Superintendents, Board of Directors
Association of California School Administrators
Civic Education and Public Outreach Leadership Group
California Campaign for the Civic Mission of Schools, co-chair
Pearsons' Hispanic Leadership Council

Community Organizations

Alliance for College Ready Public Schools, Member Board of Directors
Alliance for Better Community
Families in Schools, member Board of Directors
Josephson Institute, member Board of Directors
Jumpstart, member Advisory Board
One Legacy, member, Board of Directors
Our Lady of Perpetual Help School, member School Board
Western Governors Association, member of advisory council

Former Community Involvement
(partial listing)

Los Angeles Universal Pre School, Board of Directors
Council of the Great City Schools, Executive Committee
Intermountain Health Care, Board of Trustees
University of Utah, Member, Humanities Partnership
Centro de la Familia, Board Member
2002 Salt Lake Olympic Education Advisory Committee
University of Utah Hospital, Board of Trustees
Annenberg Superintendents, Member
Westminster College, Board of Trustees

AWARDS
(Partial listing)

November 2011	Top 100 Most Influential Hispanics, Hispanic Business Journal
October 2011	Lifetime Achievement Award Association of Latino Administrators & Superintendents
April 2011	Honoree Los Angeles County Bilingual Directors Association
November 2010	Orgulloso Award, California Association of Latino Superintendents and Administrators
October 2010	Golden Oak Service Award, CA Congress of Parents, Teachers and Students
May 2010	The Joe Feeney Spirit Award of Salesian, Community Service
March 2010	25th Annual Women of the Year Award, LA County Women's Commission

October 2009	Top 100 Influential Hispanic Americans – Hispanic Business Magazine
January 2009	USC Rossier School of Education – Dean's Superintendents Advisory Group
April 2006	ACSA Region IV Ferd. Kiesel Memorial Distinguished Service Award
November 2005	CSULA – Distinguished Educator Award
October 2004	USC R.O.S.E. Award for Outstanding Service for Education
May 2004	Association for Advancement of Mexican American Students

Resume

ANABEL APORTELA, PH.D.

310 W. Earll Dr. Unit 203
Phoenix, AZ 85013
602-803-6356
aportela1@gmail.com

Professional Profile

- Experienced in the field of education policy at the state and local level, with an emphasis on school finance, human resource management, student assessment, school accountability, and data-driven decision-making.

- Experienced in the design, budgeting, management, and implementation of small and large-scale research projects.

- Comfortable in a fast-paced, complex, collaborative work environment that requires attention to multiple projects, project teams, and deadlines.

- Effective communicator with years of experience presenting complex information, in a variety of formats, to diverse audiences.

- Skilled in large-scale database management and proficient in the use of various tools (SPSS, HLM, Microsoft Access & Excel) for analysis and reporting.

Education

- University of Wisconsin-Madison, Ph.D., Education Leadership & Policy Analysis, 2010

- Stanford University, M.A., Educational Administration & Policy Analysis, 1995

- Stanford University, B.A., Public Policy, 1993

Professional Experience

Resource & Sustainability Administrator, Rewarding Excellence in Instruction & Leadership (REIL) Grant, Maricopa County Education Service Agency, 2011-present

- Problem-solve and address issues of sustainability to help ensure grant accomplishments remain in place after the REIL Grant expires.

- Work with and guide REIL Grant districts to reallocate district resources to fund district contribution of REIL teacher incentives (REIL is a $51 million Teacher Incentive Fund grant)
- Design funding model for each REIL Grant district to simulate options for resource reallocation and alternative salary schedules
- Seek out alternative sources of revenues to fund district portions of teacher incentives, including drafting proposed legislation
- Work in partnership with the Arizona Department of Education in the development of the data management system to support REIL Grant objectives
- Facilitate requirement-gathering meetings among grant stakeholders to determine the business needs for the data management system
- Assist REIL Grant Program Director in meeting budgeting, monitoring, and reporting requirements of the grant

Consultant, Lawrence O. Picus & Associates**,** 2006-present

- Built an electronic school funding model to simulate the impact of the Ohio Evidence-Based Model on four school districts, comparing the OEBM to their current staff and costs.
- Conducted school visits and interviews with school and district personnel to investigate the use of resources in schools in North Dakota
- Performed school expenditure analyses in Arkansas and Wyoming, using statewide school finance expenditure databases
- Conducted school site visits and interviews with school personnel for the study of resource allocation in Arkansas

Consultant, Arizona Business & Education Coalition (ABEC), 2008-2010

- Managed the ABEC's School Finance Reform Initiative (SFRI) aimed at redesigning Arizona's school finance system so that it supports increasingly higher levels of student learning
- Developed policy proposals and facilitate their discussion among stakeholders and policymakers
- Conducted analyses of the current Arizona school finance system and present results to education stakeholders and policymakers
- Supervised Project Analyst in the development of an electronic simulation model of Arizona's school finance formula in order to simulate the costs of the SFRI

Consultant, City of Phoenix, Communities Learning in Partnership (CLIP), 2009-2010

- Provided data analysis support to the CLIP-Phoenix site, a collaboration between the City of Phoenix, the Phoenix Union High School District (PUHSD), the Maricopa Community College District (MCCCD), and other community-based organizations seeking to improve college-completion rates among low-income youth in Phoenix
- Built and maintained the CLIP Database, linking student-level demographic and transcript data from PUHSD and the MCCCD, allowing for longitudinal analyses of students' trajectory through high school and community college
- Conducted analyses exploring the relationship between high school course and sequence, grades, and high school exit exam scores to community college matriculation patterns and completion of degrees or certificates

Consultant, National-Louis University, 2009-2010

- Built an electronic simulation model of Illinois' school finance formula in order to simulate the costs of the recommendations of the Illinois Study of School Finance Adequacy

Research Staff, Strategic Management of Human Capital, a Project of the Consortium for Policy Research in Education, 2008

- Conducted case studies of teacher recruitment, preparation and professional development organizations

Project Assistant, Consortium for Policy Research in Education, School Finance Project, 2005-2008

- Built an electronic simulation model of Wisconsin's school finance formula in order to simulate the costs of all possible scenarios in the design of Wisconsin's Study of School Finance Adequacy
- Provided research support for the Wisconsin School Finance Network, a group of education stakeholders seeking to redesign the state's school finance formula
- Conducted research on various school finance topics, primarily school finance adequacy, teacher compensation, and the link between resource allocation and student achievement

Director of Research, Dysart Unified School District, 2003 - 2004

- Performed analyses of the district's student achievement data, including trends and measures of student growth over time
- Reported results to district and school administrators
- Provided professional development to teachers on the interpretation of student achievement data and the use of these to help guide classroom instruction

Research & Evaluation Officer, Rodel Charitable Foundation of Arizona, 2002 - 2003

- Conducted research and program evaluation to support the Foundation's initiatives
- Laid the groundwork for the Foundation's School Finance Adequacy Study, interviewing bidders and helping to secure a steering committee of education stakeholders to guide the process

Director of Research & Policy, Arizona Department of Education (ADE), 2001 - 2002

- Led a group of education stakeholders in designing the AZ LEARNS school accountability methodology, the state's first school accountability system, which was later used to fulfill the state's No Child Left Behind reporting requirements
- Published, on an annual basis, the *AZ LEARNS Achievement Profiles*, *Arizona School Report Cards*, *Graduation Rate Study*, *Dropout Rate Study*, *Arizona Measure of Academic Progress*, and *Arizona School Safety Study*
- Briefed and advised the Arizona Superintendent of Public Instruction on matters of school accountability and student achievement
- Presented report results to numerous school and public audiences and served as a representative of the Superintendent and the ADE with regard to school accountability and student achievement, including presentations to Spanish-speaking audiences
- Worked closely with the ADE's Press Secretary to provide members of the media with timely and accurate information
- Advised other units within the ADE on matters related to data collection, analysis, and reporting

- Collaborated with various state and national research organizations to produce original research
- Hired, directed, and supervised department research staff and web developers
- Managed a $1 million department operating budget

Research Associate, Research and Policy, Arizona Department of Education, 1999 - 2001

- Co-developed and published the *Arizona Measure of Academic Progress*, the state's first measure of individual student growth, using value-added analysis
- Provided professional development to school administrators and teachers on the interpretation and use of the *Arizona Measure of Academic Progress* to inform school-level decision-making and classroom instruction
- Analyzed data and reported on various educational indicators to school and public audiences, including Spanish-speaking audiences
- Assisted the special education, school safety, early childhood education, and federal program units within the ADE with data analysis and reporting requirements

Program Specialist, Research & Evaluation, Arizona Department of Education, 1997 - 1999

- Coordinated with CTB/McGraw-Hill and NCS (now Pearson), the state's testing contractors, the development of the initial test forms of Arizona's Instrument to Measure Standards (AIMS), the state's criterion-referenced test
- Planned and oversaw the teacher committee meetings tasked with writing and reviewing AIMS test items
- Coordinated with the testing contractors and district administrators on the execution of AIMS field testing, pilot testing, and live administrations of the test
- Presented AIMS-related information to various school and public audiences, including Spanish-speaking audiences

Research Analyst, Research & Evaluation, Arizona Department of Education, 1995 - 1997

- Wrote a series of policy briefs for the Arizona Superintendent of Public Instruction
- Tracked and analyzed proposed legislation for the Department's Legislative Liaison
- Assisted school and district personnel in the submission of data to the Department

Publications

Mangan, M.T., Purinton, T., & Aportela, A. (2010). *Illinois School Finance Adequacy Study – Part I: A Comparison of Statewide Simulation of Adequate Funds to Current Revenues.* Chicago, IL: National-Louis University.

Glenn, W. J., Picus, L. O., Odden, A., & Aportela, A. (2009). The equity of school facilities funding: Examples from Kentucky. *Education Policy Analysis Archives, 17*(14).

Odden, A.R., Picus, L.O., Archibald, S., Goetz, M.E., Mangan, M.T., & Aportela, A. (2007). *Moving From Good to Great in Wisconsin: Funding Schools Adequately and Doubling Student Performance*. Madison, WI: Center for Policy Research in Education.

Professional Association Memberships

- American Education Finance Association
- American Educational Research Association

Awards

- Arizona Governor's Spirit of Excellence Award, 2000
- Arizona Administrators Association, Finalist, Employee of the Year, 1998

Committee to Study a New Method for Funding Public Schools in Nevada
(Pursuant to Senate Bill 11 of the 2011 Legislature)

Proposed Committee Work Timeline

(Agenda Item F)

	DATE	ACTION / ACTIVITY
1.	**Friday, March 2, 2012**	**Second meeting of the Committee to Study a New Method for Funding Public Schools in Nevada.**
2.	March 7, 2012	Request for Proposals (RFP) released.
3.	April 6, 2012	Consultant responses to the RFP are due to the Fiscal Analysis Division.
4.	April 16, 2012	Evaluation of Consultant responses completed.
5.	**Friday, April 20, 2012**	**Third Committee Meeting**: Select consultant and authorize staff to negotiate contract for Director of the Legislative Counsel Bureau to sign by April 27, 2012. Provide direction to staff.
6.	August 1, 2012	Preliminary written report due that includes the results of the consultant's study for the deliverables (1) to (3) inclusive, set forth in the Scope of Work, which must include any recommended changes to Nevada's school funding model or any recommendations for improvement to that model.
7.	**Thursday, August 9, 2012**	**Fourth Committee Meeting**: Receive and review consultant's preliminary report. Discuss consultant's findings and any recommendations for changes or improvements to Nevada's public school funding model. Provide direction to staff and consultant.
8.	**Tuesday, August 28, 2012**	**Final Committee Meeting:** Receive final information from consultant and staff. Formulate Committee findings and recommendations, possible bill draft requests (BDRs) for 2013 Session. Provide direction to staff to prepare Committee's final report (bulletin).

2012

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