

MINUTES

WAYS AND MEANS COMMITTEE

NEVADA STATE LEGISLATURE - 59TH SESSION

February 16, 1977

The meeting was called to order by Chairman Mello at 8:00 a.m.

PRESENT: Chairman Mello, Mr. Bremner, Mrs. Brookman, Mr. Glover, Mr. Hickey, Mr. Kosinski, Mr. Serpa, and Mr. Vergiels.

EXCUSED: Mr. Bode Howard, due to illness. Assemblyman Dean Rhoads sat in for Mr. Howard.

ALSO PRESENT: Mr. John Dolan, Assembly Fiscal Analyst; Mr. Bill Bible of the Budget Division; Mr. John Gamble, Superintendent of Public Instruction; Mr. Jim Costa, Deputy Superintendent of Public Instruction, Mr. Lincoln Liston, Associate Superintendent of the Department of Education; Mrs. Hope Roberts, Chairwoman of the Nevada Advisory Council for Vocational Technical Education; Mr. Bob Hawks of the Advisory Council; Dr. Marvin Picollo, Washoe County Superintendent; Dr. Kenny Guinn, Clark County Superintendent; Mr. Joseph Newlin, Executive Director of the Nevada State Education Association; Dr. Jim Shields of the Nevada Education Association; Mrs. Rosemary Clark, and Dr. George Earnhart of the Nevada State Board of Education; Mr. Charles Knight, Elko County School District; Mr. Carl Shaff, Eureka County Superintendent; and Mr. Preston Price, Esmeralda County Superintendent.

Attached is material distributed to the Committee by John Gamble. Mr. Gamble said that seventeen work programs are administered by the Education Department, eight of which require state appropriations, the balance being funded entirely from either federal or private sources.

EDUCATION ADMINISTRATION (Page 136)

No new positions are requested in this budget, but there is a request for transfer of three positions from federal to state support. Two positions, Education Consultant and Consultant Indian Education are statutorily required and have been funded entirely by federal funds. The Governor has recommended that the position Consultant TV Satellite be transferred from the Nevada Educational Communication Commission in case the Commission is eliminated. Mr. Gamble pointed out that no specific expenses other than salary have been provided, which would make it difficult for this individual to provide those services.

Mr. Gamble said that although it would appear on page 136 that all existing positions have been funded, they have been asked to approve \$40,000 in salary savings designated as a minus figure in the Gov. Rec. column on page 137. The only way this can be done is to reduce the personnel in some manner. He said if they are to continue to provide the current level of services to schools and districts and accommodate new mandates of the Legislature, they cannot do it with a lesser number of professional personnel.

With regard to the request by the Education Communication Commission for funds to construct and operate an educational TV network in Nevada the State Board of Education has supported this effort and has asked for funds in this budget for the operation if and when construction is approved. This appears now in the Agency Request column on page 137 and will need to be provided if the construction bill is approved.

VOCATIONAL EDUCATION (Page 164)

Mr. Jim Costa read from the second attachment regarding the Vocational Education Account. Chairman Mello then commented that he wanted to hear from Bill Bible of the Budget Division regarding the agency's request for restoration of the five positions that had been dropped.

Mr. Bible said this was the first time he'd seen the list of new requirements and he'd have to go through and attach some sort of man-years of work to each item. He added that he found it quite coincidental that the new federal requirements called for the exact number as the manpower reduction.

Mr. Serpa asked where these monies went when these people were cut, and Mr. Costa said they went to school aid which increased from \$2,198,000 to \$2,275,000. Mr. Costa said that in order to provide the schools with the assistance they may need in developing these new programs, staff has to exist at the state level to help them.

Mr. Kosinski commented on the claim that the Department of Education has had people who were assigned to other categories fulfilling tasks that were supposed to be fulfilled by vocational people. He asked isn't their office organized in such a way that certain people in administrative positions are performing certain tasks so that the entire operation of the office could be followed through. Mr. Costa answered that some of the Department is organized on very specific task oriented arrangements. In delivering services to schools, the Department's philosophy several years ago was that they should deliver the best service possible and adhere to the team approach. People were teamed up to be sent out to do jobs in districts, so if there was a need for vocational guidance, there was someone available for vocational guidance. They already have a guidance person on the staff, so instead of replacing this person when he retired, they used their present guidance person to provide guidance in the vocational area as well. Mr. Kosinski asked why they couldn't have organized their office to show that they were doing that; so that this was obvious to the auditors. Mr. Costa said they thought they had done that, but there has been a communication breakdown and now the auditors have drawn their own conclusions. He added that career education is very close to vocational education in that it seeks to prepare people for occupations, although not necessarily providing students with job entry level skills when leaving high school. They have people spending time in career education, and the auditor refused to accept that as vocationally associated or related activity. Any kind of work that was done by secretaries, for example, that is mentioned for vocational people--the documentation of travel, the payment of travel claims, the documentation of time spent on activities--they rejected all of that as vocationally related activity. Mr. Kosinski asked if a copy of this audit report were available and Mr. Costa said that it was.

Mrs. Brookman commented that she was glad to see they were still looking into sex discrimination. Mr. Costa said that their survey conducted last year in Title IX related to the non-discrimination on the basis of sex act indicated there were instances where girls and women still counseled into areas that are traditionally women's and girls' places, that perhaps girls are treated differently in textbooks, etc. They have not found overt cases, and they are not an enforcement agency. The survey was conducted simply to see how people view girls and boys, women and men in different occupations. A federal program requires the state to set aside \$50,000 to study sex stereotyping. There are dollars set aside in Title IX of the Civil Rights, Title IV Act, and they don't feel it is effect to set up two separate staffs to do the same thing, so they want to combine them and fund them out of two different federal programs.

Chairman Mello asked for an explanation of the fire training program. Lincoln Liston said that it is being operated through the University Extension Division, but up until about four years ago the Department of Education within its vocational division maintained a fire training man who traveled around and helped train firemen in smaller communities. That man retired and the money shifted. It's in the budget as earmarked assurance that there will be some federal funds for firemen's training. It will go through the University to accomplish the purpose.

Chairman Mello asked Bill Bible to comment on this, and Mr. Bible said the department supported it within the regular operating category, aid to schools, up until prior to 1975. Last Session, it was broken out and earmarked to guarantee that the money for the grants would indeed flow to the fire training school instead. The Legislature approved that concept.

Roger Bremner noted the \$10,000 request for contract services and the fact that there was no Governor's recommendation. Bill Bible said that the last time they asked for this, the Budget Office cut it out. That would probably be the justification for doing so this time. Mr. Costa said they had \$3,000 in the work program for this year. Contract service is normally used when, for example, during the vocational conference when they pull in all the teachers from the different counties. If there are some people from outside the state or people within the state who have expertise in vocational areas, nationally recognized, they may contract for them to give a keynote address, or conduct a workshop, or make a presentation.

Mr. Vergiels asked for a breakout of the discretionary or non-discretionary funds in this particular budget; broken down by Carson-Reno, and Clark County. Mr. Costa said he would do this.

ADVISORY COUNCIL for VOCATIONAL-TECHNICAL EDUCATION

Mrs. Hope Roberts appeared before the Committee to say that the Council wishes to support the reinstatement of the five positions in the vocational education budget. She read from the attached presentation.

Mr. Kosinski asked that if this concept were not restored, would the present staffing of this budget not meet federal standards; is the state in danger of losing federal money? Mrs. Roberts said it would almost be a physical impossibility for the present staffing to carry on adequately the mandate. She said that when the audit was conducted, it was conducted on the basis of 1968 amendments, federal legislation, and its subsequent amendments. The original law clearly says that anyone employed in a vocational education program must be doing vocational education work exclusively. This was the basis for the auditing. When it was determined by Alexander Grant Company that they were doing work in addition to vocational education, this did not meet the requirements of the law. Mr. Kosinski also asked if when Kenneth Hansen made changes in the operation of the Department, weren't his actions subject to review by the State Board of Education. Mrs. Roberts said the State Board was aware of his actions and tried to get him to conform with the laws. The Board did dismiss Mr. Hansen.

DRIVER EDUCATION FUND (Page 139)

Mr. Gamble said this was the program that is 100% state appropriations and the total amount of the funds go to local school districts to reimburse costs of driver education. They had asked this year to increase the reimbursement to schools from \$35 per completion to \$40 per completion. The Governor recommends that figure, basically on the increased fuel costs, insurance costs, etc. This is intended to pay one half of the excess costs of the driver education program.

Mr. Glover asked if it does in fact pay half of the cost, and Mr. Gamble said it varies from district to district. A survey has shown that it does pay overall probably a little less than half at the present time. Mr. Glover asked what would bring it up to half, and Mr. Gamble said he did not recall the figures but would get them.

Mrs. Brookman asked how many young adults took advantage of driver education, and Mr. Costa said there were 4,795 completions last year.

Mr. Serpa asked why there were no administrative costs in this budget, and Mr. Gamble said this was handled as part of their regular administrative procedures through accounting. Mr. Serpa questioned whether this should be broken out, and Mr. Costa said this was a good point, that they should be able to determine how their people spend their time. They do some of this; they have a process objective system wherein each of their consultants and all people in the department are assigned to tasks during the course of the year, that their days are logged and the amount of dollars necessary for their tasks are set aside. They report against that every two weeks along with a time sheet and managers review the objectives to see how they're coming on accomplishing the work and spending the dollars budgeted.

SCHOOL LUNCH PROGRAM (Page 144)

Mr. Gamble said this program this year is 76% federally funded and 24% state funded, and the Governor provided funds as requested. This is in compliance with the progressive matching law that was established in 1972 by federal legislation. The matching will go to 30% in 1979. Mrs. Brookman asked how many children were served by this, and Mr. Costs said about ten million last year.

Mr. Serpa pointed out a large increase in instate travel and communications expense and asked if there weren't a way to combine travel and communication. Mr. Liston said that in the summer of 1975, for the first time, the Department of Agriculture came to the Department of Education and pleaded to become the administrative supervising agency for the special food services. Those are related to milk programs for school age children but not attending day schools, or nurseries or summer camps. So, about November of 1975, the Department inherited a new bank of responsibilities related to special food services. They didn't get the people on board until later so there wasn't a great deal of expense in fiscal 1975-76 related to those activities.

Mr. Serpa asked why these people have to be at the site of every lunch project or milk project. Why not a letter or phone call rather than all the state travel. He commented that the number of state cars on the road is overwhelming. Mr. Liston said there are federal regulations governing the activities of the school lunch program, and one of their regulatory requirements is that there be on-site visitations and monitoring reports for at least one third of the programs every year.

Mr. Hickey expressed interest in discussing the management of the purchasing practices and distribution figures associated with these kinds of programs, and Chairman Mello suggested that this could best be accomplished when the Education Subcommittee has its hearing.

Chairman Mello asked how students qualify for free lunches, and Mr. Costa said this is determined on the basis of income. Mrs. Brookman added that a form is sent home for parents to fill out. Mr. Costa explained that each year, the Department of Agriculture and the Department of Health, Education and Welfare in Washington get together, get statistics from the Census Bureau, and establish the poverty level and what they call their "low income guides" on the basis of family size, dollars earned, and so forth. Each year these low income guides are distributed to those who administer programs for disadvantaged children. The Department of Education is not given the authority to exercise activity in a school district but must work through contracting and subcontracting agencies called school districts so that these regulations are distributed to the districts who take them and apply them. Because of recent court decisions and recent federal activity with relation to privacy of information, school districts are hesitant to probe to find out what incomes really are. If a person asserts that his child is eligible for the program, the school district takes his word for it. Federal

law says that where there is any doubt, no child shall ever be denied a free lunch.

Mr. Glover asked if they knew how many people actually sign up for the program and how many children are taking advantage of it, and Mr. Costa said he did not.

ADULT BASIC EDUCATION (Page 146)

Mr. Gamble said this is 90% federal and 10% matching funds, and the discrepancy between the agency request and Governor recommends is taken care of on the third party matching or in the local district or the local agency that operates the particular program. Mr. Glover asked if this had always been a 90%-10% match, and Mr. Costs said for at least eleven years. Mr. Glover asked if it will continue to be a 90%-10% match, and Bill Bible commented that he believed that the matching requirement, the third party matching in this case, is met with an adult basic education teacher at the state prison. Mr. Liston said that to complete the matching requirement of 10%, there is the direct appropriation through the work program, and there is also a counsellor working at the minimum security state prison who is giving adult education services. When Mr. Serpa asked about a possible overlap with community colleges and so forth, Mr. Gamble explained that the department does not operate programs directly, but they work through local school districts and community colleges wherever there is a need for programs. Mr. Serpa asked where the dollar amounts were indicated in the budget, and Mr. Gamble referred him to page 147 and the amount of aid to schools of \$270,939.

EDUCATION CIVIL RIGHTS, TITLE IV (Page 148)

Mr. Gamble said this was 100% federal, and that they contract with the U.S. Office of Education Civil Rights to help school systems cope with problems related to school desegregation and related problems.

Chairman Mello asked for an explanation for the transfer of the Consultant Indian Education to page 150. Bill Bible said the Department had requested that this consultant be transferred to the Education Administration budget and the first year and three fourths be supported with state appropriations, and the second year biennium portion of the salary would be picked up by the general fund. The Budget Office recommended that this position be put into their federal collection budget which is the next budget to be review for support by federal dollars.

ESEA TITLE IV C (Page 150)

Mr. Gamble said this is again 100% federally funded and is a consolidation of three work programs, Title II, Title III, and Title V. This has been done to help them cope with some federal programs better.

ESEA COMBINED (Page 153)

Again 100% federally funded, this is a combination of three federal programs. The large one is money for the disadvantaged; NDEA Title III is an old program which provides instructional material to schools; NDEA Title V provides counselling services.

ESEA TITLE VI (Page 154)

This is a 100% federally funded program which provides grants for special projects related to the education of the handicapped. Mrs. Brookman asked what is being done to help the child who stutters. Mr. Liston said this was handled by speech therapists; right now there are 52 therapists working with 2,585 children with speech impairments. Mrs. Brookman expressed interest in finding out what is specifically being done to help stuttering problems, and Mr. Gamble said perhaps their special education personnel could provide her with information.

Mr. Serpa asked about contractual services on page 154. Mr. Costa explained that part of that is the employment of specialists, people with special training in diagnosing and measuring handicapping conditions. He said the Department itself does not carry a staff of people with the necessary qualifications.

Mr. Serpa also asked about the building rent; why did it double when the staff didn't double. Mr. Costa explained that the staff is enlarging but not under this particular program. The building rents are charge partially to those programs. Mr. Bible added that in the last four years, this work program supported two positions, two additional positions were added during the current biennium that were transferred out of the CETA program, so that actual year rents coincides to the two staff people; the on-going rent years to four people.

(contractual)

Mr. Kosinski asked if these services were provided by the Education Department or by the local school districts. Mr. Costa said the instruction of handicapped children is carried out by the school districts. During the past year, the Education Department has been under federal mandate to locate all handicapped children in the state of Nevada who are not now being served any kind of education program. That is why contract services is currently so extensive. They were not able to spend any of this federal money until they had certified to Washington that they had conducted this project statewide. The project is not yet complete, but has been completed in all but four counties in the western part of the state.

Mr. Kosinski commented that this is the type of thing that causes people to think too much money is being spent at the administrative level rather than in the individual school districts. Mr. Costa agreed, and said he had a document he would like to distribute to the Committee that demonstrates how much money the Department has for administration and how much flows through the school districts. He said they Committee members would find it interesting that there is only one federal program where the Department has any discretion about how much money flows through to the school districts, and that discretion in this program will cease next year because federal law mandates the flow-through percentage and it increases for a five year maximum. So this concern doesn't have a great deal of substance.

Mr. Glover asked about the Department's input to Congress when they are mandating these programs. He asked if they had a national association. Mr. Gamble said there is a council of chief state school officers that is becoming more and more influential. Also, many of the state agencies have federal liaison personnel who have offices in Washington. Mr. Costa was a federal liaison representative prior to becoming Deputy Superintendent.

Mr. Serpa asked why the so-called streamlining of the program was not reflected in the budget in terms of lower operating costs. They have said they are going to pass the form down to the local level. Mr. Costa said this is the only program that has the option of 5% or \$200,000 for state administration, whichever is greater, and in building this budget, they did choose the \$200,000. Now, anytime during the course of the biennium that the Department wishes to flow that money through, it may do so, and put it into the category called "aid to state." Now, if they commit that money at this time to aid to states two years down the road, not knowing exactly how these federal laws are going to work in the new program, then it's going to be difficult to draw them back up out of aid to states and put them into administration. So at this point in time, since the money two years down the road isn't distributed to the schools yet, they are putting it into this kind of a situation. Then, as time goes on and they determine what to expect, they can put it into aid to states. He said they have no intention of keeping any more than they need.

Mr. Vergiels asked how much the Department gives the schools in grants, and Mr. Costa said whatever the difference is between the \$200,000 and \$484,000. Mr. Vergiels said that it is then costing them in the second year of the biennium \$126,000 to administer \$256,000 in grants to the school districts. Mr. Costa said that yes, it could cost that much. He added that he thought it would be beneficial to the Committee if he presented an analysis of Public Law 94142, which is the federal law that governs the expenditure of these dollars. In that particular law, the federal government has imposed upon the states activities in education of handicapped children unlike ever before. It has required that all handicapped children in the United States have a free appropriate public education at governmental expense. So, the federal people have interpreted this to mean they can tell the states how to spend state dollars as well. They have said that all children shall have an individually prescribed educational program involving the parents, teachers, principal and the specialists. This is monitored twice a year, at the beginning and upon review at the middle of the year, and if at any time during the course of that prescription anyone is dissatisfied, they have the right to due process.

Mr. Vergiels said he could just see another state car driving into Fallon...

FLEISCHMANN SCHOLARSHIPS (Page 156)

Mr. Gamble said these scholarships funded 100% by private sources provide for high school seniors, graduate schools, medical and dental students, and student in community colleges. General scholarships are \$1,000 and medical and dental education scholarships range from \$500 to \$1,500 per year. Mr. Glover asked if these would be available in the future, and Mr. Gamble said he must be referring to the fact that the Max C. Fleischmann Foundation must liquidate in 1980. He said they felt something would be worked out to allow these to continue. Mr. Kosinski asked about the number of applications received for these scholarships. Mr. Gamble said the general scholarships are awarded to high schools on the basis of the size of the school, the number of senior students. The applications are reviewed by a committee within the high school and the decision is made there. The Indian scholarship program works differently. A committee exists within the department which is comprised of people inside as well as outside the department. Indian scholarships vary from 25 to 30 each year.

Mr. Kosinski asked about the administrative burden, and Mr. Gamble said they have one full-time person, and an administrative secretary. He serves as chairman and signs off on all information.

COMPREHENSIVE EMPLOYMENT TRAINING ACT (Page 158)

This is also a 100% federal program. It provides that 5% of the funds made available to Nevada under Title I of the CETA act be allocated to the Governor as part of the Governor's special grant to the vocational education program. Vocational education provides training of students through both institutions within Nevada and occasionally outside Nevada who are identified by the Department of Labor and Employment Security.

Mr. Bremner asked for an explanation of contractual services, and Mr. Gamble said that is where they contract with other agencies and institutions to provide actual training of these students.

Mr. Serpa asked about development and training, and Mr. Costa said there is a policy in the state that says wherever an agency is an agency of government, they may flow some money through the normal process for a state accounting system. If it's an agency outside of the governmental system, it must be contracted.

ADVISORY COMMITTEE FOR ENVIRONMENTAL EDUCATION (Page 160)

Mr. Gamble said this is to provide funds for the Advisory Committee to meet and advise the Department of Education with regard to ways to improve environmental education within the State of Nevada and within schools. Mr. Glover asked if this committee is mandated, and he answered that it was. Asked if the committee does any good, Mr. Gamble said they have provided some help to the Department by providing some information not otherwise available. Mr. Glover expressed concern that what happens in some cases with committees such as this one is that the Department winds up advising the committee rather than the other way around. Mr. Serpa asked if the Department of Education is endorsing the change that the Governor suggested regarding the committee, and Mr. Gamble said they have no problem with acceptance of this change for terms of office.

TEACHER TRAINING FOR THE HANDICAPPED (Page 161)

Mr. Gamble pointed out that this is 100% federal support, and provides scholarships, training and short courses for teachers of handicapped children.

DISCRETIONARY GRANTS PROGRAMS (Page 162)

This is a 100% federal program and is a series of federal grants for specific programs as titled, granted to the Department of Education on a competitive basis as contrasted to some of the other programs which are on an allocated basis. It was necessary for them to prepare a proposal and submit the proposal on a competitive basis. They were given grants for these particular programs, and must complete them in accordance with the proposal and completion of specific objectives.

Mr. Serpa asked what comes under career education, and Mr. Gamble said career education relates to the development. Mr. Costa said the purpose of this career education is to acquaint students with the importance of work, to equip them with good work habits, and to acquaint them with the many ways people find meaning and satisfaction through work. The Department established a career education advisory group in the state to assess the career education needs of Nevada students in the elementary, middle, junior high, and high schools, including the special needs of handicapped children. An assessment is also being made of the training and retraining needs of educational personnel in order to determine what is needed to bring them to a point where they can enhance the career education effort. The Department is trying to work on the development of a five year plan in this area. As of this time, the committee has met three times and has designed tests which will be conducted in March. This program is not designed to compete with vocational education, but will bring students to the point where vocational education can develop the skills.

REGIONAL INTERSTATE PROJECT (Page 163)

At the time this work program was prepared and submitted, it was anticipated that this program would continue. Now, it is anticipated that there will be no more federal funds. Mr. Rhoads asked if it happens with so many programs that are 100% federally funded that the Department sometimes finds that they're into a program and can't get out, and Mr. Gamble agreed that this happens. He said that at present, if they are hiring personnel on what they consider soft money from the federal government, they are putting restrictive clauses on those employed in case the funds run out.

CARE OF DEAF AND BLIND (Page 167)

This is a 100% state program provided under the statutes, N.R.S.395. It provides total care for handicapped children in out of state institutions when they cannot be accommodated within the state of Nevada. A bill (A.B. 134) has passed in the Assembly and is in the Senate which will provide supplementary appropriations to take care of anticipated current costs in this program.

HIGHER EDUCATION STUDENT LOAN FUND (Page 172)

Each year of the biennium, \$20,000 has provided loans for resident students of Nevada to attend institutions in Nevada and out of state. The loans are actually granted primarily by the First National Bank of Nevada and are reinsured by the federal government up to 80%. Under new provisions of this law, the reinsurance will go to 100%. This program has proved quite successful with a default rate running a little better than 6%. The number of students benefiting from these loans is approaching 4,000, which amounts to about \$10 million.

Mrs. Brookman asked where Indian education reflects in the budget, and about Johnson O'Malley funds. Mr. Gamble explained that the State of Nevada or the Department of Education no longer contracts for Johnson O'Malley funds. Local Indian agencies determine their own educational programs with the support of the Bureau of Indian Affairs.

DISTRIBUTIVE SCHOOL FUND (Page 140)

Mr. Gamble commented that the Governor's recommendations on the distributive school fund budget are very close to what the Department requested, and they are pleased about this support. There has been some reduction in equalized basic support that vitally affects all the school districts. The student population has become more stable but is still increasing statewide. Operational costs for school districts, utility costs, fuel costs are increasing rapidly. The districts also have a new obligation under the new unemployment compensation fund, and when these budgets were prepared, projections were perhaps too conservative in some areas.

Chairman Mello read the names of the members of the Education Subcommittee: Mr. Bremner, who will serve as the chairman, Mr. Hickey, Mr. Kosinski, and Mr. Serpa.

The State Distributive School Fund provides direct State financial aid to Nevada county school districts in accordance with the "Nevada Plan" for school support. A detailed history and development of the plan lies on pages 140 through 143 of the Executive Budget. Copies of these pages are attached.

Mr. Mello interjected some comments on his concern about children who are not learning to read and write coherently and about students who get to high school without even learning to add and subtract. Referring to a diary logged by a Clark County teacher, he cited examples of class activities unrelated to learning basic subjects. He expressed alarm about the many students called out of class without the teacher being notified properly. A copy of this diary is attached. Kennv Guinn, Clark County Superintendent said he wanted to respond to these concerns after addressing the school distribution of funds problem.

Mr. Guinn explained that the State of Nevada has quite a complex formula for distributing funds to school districts because the size of the districts varies from very large to very small. He said the seventeen superintendents have organized a subcommittee to coordinate the distribution of funds, and have devised a method they call "rolling up costs." They start with the present and advance those known costs in each district, and they calculate the increases they think will occur. They can predict that some salary increases are inevitable, for instance, and that there will be new teachers, new students, and utility increases. Predictions are not always accurate; for example, they estimated a 30% increase in water bills, and this year have seen a 55% increase.

Charles Knight of Elko County added that smaller counties have unique problems, such as declining enrollment. He said there were 700 fewer students enrolled in small, rural counties in September, 1976, as opposed to September, 1975. Under paragraph E of the present regulations

it is possible for the State Superintendent of Public Instruction to authorize payment for those students that did not appear from anywhere from 100% to less than that figure, depending upon the particular need of the district. He said it would be their recommendation that in the future, a protection clause be put into this to allow a district to have a much better line over their total financial possibilities by putting into that particular section a replacement of the word "may" with the word "shall" so that at the time enrollment of the current year and previous year were considered, the highest of the two would be paid.

Mr. Knight also cited problems such as the rising cost of utilities, fuel, and transportation, and pointed out the importance of purchasing power typical of a larger unit or county. He said there were many cost increases that could not have been anticipated. For instance, the cost of coal has gone from \$20 to \$42 a ton for Elko County, and at present, \$18 of the \$42 is for transportation of that coal.

Dr. Marvin Picollo, Washoe County Superintendent, addressed the Special Education issue. He said the State Board of Education helped organize a statewide committee to react to PL 94-142, which he added is probably one of the worst pieces of legislation ever devised.

Mr. Joe Newlin, Executive Director of the Nevada State Education Association read the attached statement. He said that even these modest increases would not raise Nevada's average teacher's salary to make up that deficit of over \$3,000.

Dr. Jim Shields read the attached statement by the Nevada State Education Association. Dr. Shields said the NSEA supported the Agency request and stated they were shocked to find that the Education Department and school superintendents have so little faith in their own work that they will not stand up before the Ways and Means Committee and Senate Finance Committee. NSEA is afraid that all this will come at the expense of teachers. He said this is a trend that is not surprising considering the recent salary trends of Nevada teachers as compared with salary trends of Nevada school superintendents and Nevada's principals. The NSEA is also supporting Dr. Piccolo's request for an additional \$510,000 for special education.

Dr. George Ernhard of the State Board of Education stated that the Board of Education supports the full funding requested by the Education Department. He said this is not a game they are playing where they have figured out what they need and have doubled it so that when it is cut, they still get what they wanted. He insisted this is the minimum requirement needed for providing quality education.

John Gamble commented that he thought his testimony had indicated that he was attempting to request the restoration of the full Governor's budget, and that if he had over-emphasized the "please" part, he hadn't meant to.

John Hawkins, Carson City School Superintendent said he had a minority report in regards to the proposed school financial formula. He said for the last ten or eleven years, and for the next two years if this formula is adopted, the Carson City School District will be at the bottom in terms of money available on a per-pupil basis. (Mr. Hawkins distributed material on this.) He said they have presented this problem to other superintendents, and they did not see the situation the same way. The attached handouts show that Carson City has the least amount of total resources, which has been the case for years. He said they realize that the smaller districts have unique problems which cause them to require a larger number of per-pupil dollars. However, Carson City is only the third largest school district in the state. They feel that an adjustment could be made so that none of the smaller school districts would have a lesser per-pupil amount of dollars to spend than the two largest school districts in the state.

The meeting was adjourned at 11:50 a.m.



OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

Capitol Complex
Carson City, Nevada 89710

JOHN R. GAMBLE
Superintendent

February 15, 1977

MEMORANDUM

TO: Members, Assembly Ways and Means Committee

FROM: John R. Gamble, Superintendent

For your interest and information, the attached is a justification and explanation of positions in the Department of Education that we provided to Mr. Barrett earlier this year. The positions described are those titles that are not normally in state agencies other than in education. If there are positions that are not described that you need information about, please let us know and we will provide it.

Also included is a description of the types of work that we have carried on throughout the state, as well as time and dollar allocations for these programs.

JRG:ms
Encs.



OFFICE OF THE SUPERINTENDENT OF PUBLIC INSTRUCTION

Capitol Complex

Carson City, Nevada 89710

JOHN R. GAMBLE
Superintendent

November 26, 1976

Howard E. Barrett, Budget Director
Department of Administration
State of Nevada
Carson City, Nevada

Dear Howard:

Enclosed is the material you requested at our meeting on Monday. I have attempted to cover all of those positions in the Department that we discussed. I have provided additional examples of the type, nature, and extent of studies, visits and similar work of our staff. The list does not cover all of the studies nor all of the divisions of the agency, but does include those that exemplify some of our work. We receive daily individual requests from teachers, principals, school administrators, trustees, and the public, by both phone and mail, that we respond to on a routine basis, even though many requests require considerable staff time in research and/or preparation of materials. Such requests range from requests for copies of publications to requests for a review and interpretation of laws, regulations, and information concerning compulsory education throughout the United States.

I hope this information gives you a clearer picture of the details of our operation.

I realize the constraints and limitations that you are required to consider in developing the executive budget and I believe I understand your position. I would submit that this agency has increased its level and quality of service to school districts and the general public during the past biennium and has done this over the years without a commensurate increase in staff from state appropriations. During the same period, we have had a continual increase of administrative detail and regulation imposed by the Federal Government. Resources from that source, although minimally adequate, have not been commensurate with the increased requirements, forcing us to spread our staff over an increasing number of responsibilities and activities.

I would also add that this has also developed to some extent within our own state government. Such responsibilities as affirmative action counselors, training committees, increased responsibilities for the personnel operation, all require extensive staff time that must be taken from previously assigned duties. I would offer as evidence of this effort the volume of

Howard E. Barrett
Budget Director

November 26, 1976
Page 2.

overtime accrued by our staff as well as the annual leave time lost each year as we go into a new calendar year under present personnel rules. This is true even with quite rigid agency rules in regard to overtime.

We are now faced with the possibility of even greater problems and responsibilities as we look at the next two years. We have already done work for one school district in developing plans for accommodating a continued high-quality educational program in the face of declining enrollments. Most school district officials are facing an entirely new set of problems in these circumstances and have had no previous experience in such situations. The Department is preparing to respond to all sorts of questions and problems in this area; however, without staff and resources we cannot respond in a manner that we feel the districts and public expects and deserves.

On behalf of the State Board of Education, the school districts of Nevada, and the general public who demands educational services for their children of the highest level, I implore that you give serious consideration to the maintenance of the level of operation and service as requested for the Department of Education.

Sincerely,

John R. Gamble

- Encs. 1. Review of Duties, Responsibilities and Accomplishments of Staff in Nevada Department of Education (Curriculum and Instruction Studies; Vocational Education; Northwest School Accreditation Reviews)
2. Nevada Department of Education Services Catalog
3. Accounting of Time and Effort Study

A Review of the Duties, Responsibilities
and Accomplishments of the Staff Members
in the Nevada Department of Education

November 23, 1976

Prepared for the Budget Office as a
basis for the funding of existing
positions in the Department of Education

1. Superintendent of Public Instruction

This position is provided by Constitution and Statute and performs those duties and responsibilities as indicated in the Statutes of Nevada. The superintendent is responsible to an elected state board of education and currently serves at the pleasure of that state board. In addition to the regular responsibilities performed by the head of a state agency, the superintendent prepares and submits to the state board of education for approval a budget for the operation of the department for each biennium.

2. Deputy Superintendent

By state law, the deputy superintendent is appointed by the superintendent and serves in the unclassified service at the pleasure of the superintendent. Also, by state law, the deputy superintendent has all of the authority and can act on behalf of the superintendent at any time. In our particular organizational structure, the deputy superintendent serves as the management executive for the Department of Education in terms of personnel, schedules and programs carried on by the Department of Education. The deputy superintendent also serves as federal legislative liaison and maintains personal contact for the department with congressional offices and various offices in the federal government, primarily the U. S. Office of Education.

The deputy superintendent also maintains monitoring activities relative to the operation of the staff, current programs, travel, school visitations, school studies, and similar activities. He prepares, in conjunction with the superintendent and executive assistant, the agenda for the cabinet meetings held twice monthly. The deputy superintendent makes daily reports, both formal and informal, to the superintendent as to current issues and activities, both internally in the department, and externally in regard to issues and problems in education.

3. Executive Assistant

The executive assistant in the office of the superintendent is responsible for liaison with local school districts, school boards, other agencies of state government and the lay public who have initiated requests for information concerning the operation of local school districts from a legal standpoint and response to questions concerning proper referral of problems in local districts. The executive assistant is also responsible for ad hoc certification committee that is appointed by the state board. He coordinates the activities of the committee and reports these activities to staff, state board and local districts. He serves as the staff resource person for this committee, prepares minutes and recommendations in accordance with their action, provides for the proper presentation of these to the state board for action.

The executive assistant serves as a referral for correspondence regarding educational surveys, responds to a constant flow of requests for information concerning education in the State of Nevada from sources outside the state, maintains liaison with the University of Nevada System and meets with those groups and organizations as a representative of the superintendent when called upon to do so.

The executive assistant also coordinates with the department the activities of the library association in the State of Nevada and does occasional consulting work in his area of expertise when called upon to do so. The executive assistant is also responsible for the preparation of the agenda for the state board of education and maintains contact with members of the board and provides the information necessary to accompany board agenda. He reviews the agenda with the deputy and superintendent and is responsible for the distribution of the agenda to interested parties as well as the state board. The executive assistant attends all state board meetings and organizes the presentations of all visitors to board meetings and maintains a list of guests and visitors to state board meetings.

4. Executive Assistant, Southern Nevada Office (formerly, Director, Southern Nevada Office)

The director in this office, in this case Las Vegas, carries on all the duties and responsibilities on behalf of the superintendent that are necessary for the operation and management of the field office, widely separated from the main office in Carson City. This director directs the on-site activities of the staff housed in Las Vegas, manages that office, responds to questions that do not need to be referred to the main office in Carson City, and is authorized to sign on behalf of the superintendent in certain cases

where delegation is feasible and necessary. This director also serves as a member of the superintendent's cabinet as well as the executive assistant in the Carson City office and the deputy. The director in the southern Nevada office also serves as the director of the Regional Interstate Planning Project of the 10-state consortium and the time devoted to this area, which is a federally-funded program, is offset by the director's responsibilities handled by other members of the staff in the field office in Las Vegas during the period of time when he is engaged in federal activities.

The director of the field office in Las Vegas also serves as a director of the Southwest Regional Laboratory as a state function, inasmuch as the state board and the Board of Regents are members of the Southwest Regional Lab, by their agreement. This responsibility is considered state effort as far as time is concerned and expenses for travel are charged directly to the Southwest Regional Lab.

5. Director of the Office of Accountability (also entitled, Director, Instructional Services)

This director manages the largest single department within the Department of Education, consisting of all of the curriculum consultants in the office of instruction, as well as those under the heading of vocational education. The director of the instructional services in this responsibility manages the activities of all of the consultants through the assistant directors who have middle-management responsibilities for a comparatively equal number of consultants. The areas of vocational education, general education, and all areas of the curriculum and instruction, including both federally funded programs and state funded programs and matching programs, as is the case in vocational education.

This director is responsible for the completion of all studies assigned to that division that relate to requests from districts concerning curriculum, textbook selection, management of programs of instruction, and all of those consultative-service functions performed for the school districts of Nevada as a result of requests from local districts for specific assistance, to general studies such as course of study development, curriculum material and development furthering the state objectives and goals in education for Nevada, as described in the publication "Goals of Education for Nevada", as prepared by this department a number of years ago. A partial listing of recent studies by the Department of Education performed both at the request of local districts or at the request of the state board or, in some cases, as a result of a need for information and to

further the goals of education are provided below, together with those consultants and others working on the study. All of the work carried on by the division of instructional services is done in response to those statutes that mandate that we provide courses of study, that we provide a method for the selection of textbooks in the State of Nevada, and other mandated responsibilities and those programs conducted as a result of the federal funding provided to the school districts of Nevada through the Department of Education.

Included with this package is a recent publication of the Department of Education entitled "Nevada Department of Education Service Catalog". In this publication is listed the consultants by name and their areas of ability to provide service to school districts by discipline or other educational application. This information is provided in order to indicate the broad areas of service that we are requested to provide and the ability of the staff of the Department of Education to respond to the requests for these services.

Annually, the Department of Education develops a program of work consisting of programs and activities of a formal nature with specific assignment for each staff member and a specific time allotment in man-days for each of the staff members and each of the programs and activities. This program provides for the bulk and large percent of the time of each consultant and, in addition to his, impingements in the form of specific requests for assistance from school districts require that staff members double up in their activities in order to provide this service. As an example of an activity of this type, the superintendent or the director of instructional service may receive a request for certain help in the area of a specific educational program and ask for the services of someone's expertise in this area, or ask for a specific consultant for this service. The consultant assigned then determines when he will be in the district in terms of already-assigned activities, such as monitoring federal programs, conducting specific workshops, and attempts to work to accomplish both activities during that period of travel.

It is also a responsibility of middle-management, either in terms of the assistant director or the director of the office, to look at the total picture and determine if assignments can be made to coordinate the activities of a number of consultants in one period of travel.

6. Assistant Director, Program Services

I have referred previously to the assistant director. These are the lowest level of management within the Department of

Education and serve to direct a team or a number of consultants in a specific area. Each has a specific assignment of, in most cases, six to eight consultants, in some cases larger, and in a few cases, smaller numbers of consultants, and not only is responsible for the activities of those consultants, the assignment of those consultants, direct monitoring of their activities, but also serves as team leader in actual conduct of workshops in some cases, conduct of studies in the districts, and is responsible to see that any reports and publications assigned to a team or individual consultants is prepared, edited and properly reviewed and ultimately distributed to appropriate school districts.

7. Consultants

I believe that already I have given you a fairly accurate description of the activities of the consultants in the Department of Education. Any further amplification of their duties and responsibilities include the fact that they are responsible for most of the expertise and assistance provided to local school districts, direct services either to teachers, principals, the office of the superintendent in a local school district, or responsible for the development of courses of study, curriculum materials, and all other forms of educational services. As can be noted from the Nevada Department of Education Services Catalog, each consultant, although they may have major assignments in a specific academic area or discipline, has the ability to respond to requests for services in a number of others and in this way are able to broaden our services to the local district and respond more directly and specifically to the mandated responsibilities that are provided in the statutes.

As to other specific titles listed in Budget 2673, I can provide the following information. In the Office of Educational Accountability or Office of Instructional Services, as was described previously, there is also listed a Photographer I. That position is responsible for the photography work that is necessary for the Department of Education to perform in response to requests from school districts, for illustration of publications distributed to school districts, public information in the department, and state government. He is called upon by the executive department and other agencies, and his time is donated by the department for that service. He spends a minimum of time in this activity and also performs the bulk of the duplicating work of the department in preparing materials for distribution to local school districts--curriculum materials, courses of study, directories of educational

personnel, and all other forms of information that flow from the Department of Education to local school districts and the public.

I would now move to the Budget entitled Vocational Education 2676. Listed under existing positions is the Assistant Director of Program Services, and I have described these positions under the Office of Educational Accountability. They serve as middle management for a series of consultants in the direct operation of the development and implementation of the State Plan for Vocational Education, and perform such other services as are related to vocational and general education as their expertise allows. The Director of Internal Services also serves in the services area of vocational education. The title is misleading in that prior to 1975-76, his work involved some internal budget and fund distribution programs. However, he has now been assigned, to a large extent, to vocational education services.

All of the educational consultants listed under vocational education serve in a specific service area, such as Vocational Agriculture, Home Economics, Trades and Industry, Adult Basic Education, as prescribed and detailed in the State Plan for Vocational Education as approved by the State Board of Education and the U. S. Office of Education. Implementation of the State Plan for Vocational Education as described requires a large volume of somewhat technical correspondence, development of materials, distribution of materials, etc., that require the services of the highest level of clerical help available. Inasmuch as consultants and other staff personnel are absent from the office in order to perform their proper functions, it is necessary to have clerical staff that are highly independent and resourceful in order to carry on those activities in the absence of the consultants.

As a final enclosure to the Budget Office in support of the positions in the budget as presented, I am providing an accounting of time and effort studies that have been developed by the Office of Educational Accountability to indicate the time devoted to particular activities for members of that particular office.

It is also anticipated that the further adjustments of personnel and assignments in the Department of Education will result in an accounting system that will allow for the department to maintain a more accurate assignment of salary to the specific assignment of the staff member, in terms not only of state budget allocations but also in terms of federal fund allocations.

Nevada Department of Education

EVALUATION, ASSESSMENT

Vocational Education Assessment, Nevada State Prison
Riley, Ansolabehere, Madson

Vocational Education Assessment, Carson City School District
Riley

Project Monitoring/Evaluation Reports (compiled for 25 agencies)
Full Vocational Education staff

Review and Summary of Recommendations of Local Vocational
Education plans (25 agencies, 125 projects)
Full Vocational Education staff

Exemplary Project Review and Recommendations Report
Riley, Trabert

Full Vocational Program Review and Assessment Report of
25 agencies (includes administration, management and program
effectiveness. The Guide involves the community and is also
made available at the request of the local agency)
Full Vocational Education staff

Nevada Needs Assessment Manual for Vocational Education Program
Planning
Riley, Trabert

Contributed to 23 separate Northwest Accreditation School
Evaluations
Various Vocational Education staff

HANDBOOKS/GUIDELINES

A Handbook for the Administration of Vocational Education Programs
in Nevada

1. Local Plan Applications Procedures Guidelines and Format
2. Exemplary Project Application, Procedures, Guidelines
and Format
3. Federal/State Rules and Regulations
4. Program and Fund Purpose and Definition
Full Vocational Education staff

A Conceptual Model of Career Education for Nevada's Schools, 1973
(revised, 1976)
Trabert, Heintz

(Handbooks/Guidelines - continued)

Career Education: Goals and Objectives
Trabert, Heintz

Career Education: Organizing for Instruction
Trabert, Madson

Handbook for Cooperative Education
Madson

Handbook for Distributive Education
Madson

Career Exploration in Marketing and Distribution
Madson

Nevada FBLA State Chapter Handbook
Crandall

The DECA Distributor
Madson

Nevada Future Homemakers of America Handbook
Heintz

Nevada Student Handbook for Vocational Industrial Classes
of America
Bobay

SURVEYS AND REPORTS

American Indian Enrollment in Vocational Education, 1974
Trabert

Manpower Needs Survey by Office of Education Code, by State,
Urban and Rural Counties
Trabert

Nevada's Vocational Education Student Enrollment by
Occupational Objective and by Agency Served
Trabert, Ansolabehere

Comprehensive Program Description of Vocational Education
Programs by Occupational Objective and by Each Agency Served
Trabert, Ansolabehere, and Vocational Education staff

Summary of Local Agency Fiscal Effort for Vocational Education
Trabert

Follow-up Report of Nevada's Vocational Education Students
Ansolabehere

(Surveys and Reports - continued)

A Career and Vocational Education Program for Douglas County School District (Based on an assessment of current programs)
Bobay, Heintz, Madson, Peddicord, Trabert

A Report on the Effectiveness of a Comprehensive High School versus the Area Vocational School
Trabert

A study of the Vocational Education Entitlement Formula and Recommendations
Riley, Trabert

A Summary of Federal Legislation
Riley, Trabert

Vocational Education Facility Floor Plan - Lander County
Riley, Ansolabehere

Contributions to the Department's Biennial Report
Full Vocational Education staff

Response to Nevada's Advisory Council Recommendations for Vocational Education
Riley, Trabert

POLICIES

Vocational Education Principles and Policies
Riley, Trabert, and Vocational Education staff

A Position and Policy Statement for Career Education
Riley, Trabert, Heintz

CURRICULUM

Vocational Education: A Program Guide for Agriculture Education, FF
Peddicord

Vocational Education: A Program Guide for Business and Office Education
Crandall

Vocational Education: A Program Guide for Health Occupations Education, Nevada Department of Education, 1976-77
Ezell

Vocational Education: Program Guide for Home Economics Education, 1976
Heintz

(Curriculum - continued)

Vocational Education: A Guide to Instruction in Business
and Office Education
Crandall

Nurses Aide/Home Health Aide Curriculum Guide, Nevada
Department of Education
Ezell

Comprehensive Health Education for Secondary Schools, Nevada
Department of Education, 1976-77
Ezell

Caring for Children, 1974
Heintz

Consumer Education, Revised 1974
Heintz

Nutrition and Foods, 1976
Heintz

Common Core Curriculum for Vocational Education
Full Vocational Education staff

PROFESSIONAL DEVELOPMENT

Annual Survey of Vocational Teacher Development Needs
Riley

Organize and Arrange Various Professional Development
Programs for Vocational Educators
Full Vocational Education staff

STATE/FEDERAL RESPONSIBILITIES

Develop State Vocational Education 5-Year and Annual Plan
Riley, Trabert

Develop State Vocational Education Accountability Report
to the U. S. Commissioner
Riley, Trabert

Arrange for Public Hearing and/or Meetings
Riley, Trabert

NEWSLETTERS/DIRECTORIES

R.C.U. Reporter
Riley

(Newsletters/Directories - continued)

FBLA Reporter (Newsletter)
Crandall

Home Economics Newsletter (current year)
Heintz

Nevada Future Homemaker (Newsletter) (current year)
Heintz

Home Economics Directory
Heintz

Trades and Industry, Technical, Industrial Arts Director
Bobay

Guide for Professional Opportunities for Nevada Business
Educators
Crandall

Nevada Department of Education

STUDIES, SURVEYS DONE ON REQUEST OF SCHOOL DISTRICT

CARSON CITY

January 20, 1975 -- Space Utilization Study (enrollment projection)
Carson High School

Lloyd, Palmer, Menath, Nielsen

1976 -- P.E. Assessment

Stoker, Howard, Hirsch

CHURCHILL

1976 -- Optional Class Time Systems

Palmer, Mathers

DOUGLAS

(see attachment)

HUMBOLDT

1975 -- Survey to determine district needs for assistance in civil rights

Haddock

LANDER

1975 -- Organization, administration, curriculum of Austin Schools

Costa, Howard, Peddicord

LYON

1976 -- Declining enrollment

Mathers

1976 -- Tod Carlini requested that Department conduct a survey of all
seventeen districts as to how they will implement requirements
of Title IX (Civil Rights) as it relates to athletics and other
activities.

Haddock

1975-76 -- Organization, administration and curriculum

Mathers, Howard, Steffens

MINERAL

1974 -- Program and administration, K-8

Howard, Bean, Hastings, Ogg, O'Leary, Graham, Gutzman, Davis, Cohen

1976 -- Shurz

Mathers, Howard

NYE

1974 -- K-12 program

Howard, Ogg, Davis, Hirsch, Gutzman, Trabert, Bean, Cohen, O'Leary, Graham

PERSHING

1975 -- Survey to determine district needs for assistance in civil rights

Haddock

STOREY

1975 --

Menath, Gamble, Howard

WHITE PINE

1975 -- Curriculum review; busing to White Pine High School; comparison of programs in Lund with Northwest standards

Steffens, Lloyd, Menath, Carlini

STATEWIDE

1975 -- Child abuse and neglect reporting procedures in each district

Lloyd

1975 -- Sexism survey

Haddock

11/23/76

mb

DOUGLAS COUNTY ASSESSMENT

CONSULTANT TEAMS

County Level Assessment Data and Guidance Program

James Kiley*
Frank Brown

Mathematics and Science

Ron Gutzman*
Jack O'Leary
Cathe Cross (General Elementary)

Language Arts and Humanities

Bill Abrams*
Thomas Summers
Edward Howard
Cathe Cross (General Elementary)
Georgia Hastings (Primary School Reading)

Social Studies

James Bean*
Dave Willard
Cathe Cross (General Elementary)

Physical Education and Special Education

Smokey Davis*
Mary Golomb
Cathe Cross
Dave Willard

Vocational Education

John Madson*
Kathy Crandall
Amy Heintz
Maurice Ansolabehere

*Team Leaders

Note: Special Education Leader and Interns available for on site observations during the period October 6 - 17, 1975.

Nevada Department of Education

NORTHWEST SCHOOL ACCREDITATION

Accreditation reviews of Secondary schools
2-3 day visits plus preparations of reports

<u>School</u>	<u>Chairman</u>	<u>Department Personnel</u>
1975 Austin High	Madson	Madson
1974 Battle Mountain	Bean	Bean, Schultz
1973 Boulder City	Howard	O'Leary, Gutzman
1975 Carlin	Howard	Crandall, Howard, Madson
1974 White Pine	Graham/Bean	Bean, Nielsen, Graham
1975 Eureka	Madson	Crandall, Madson, Summers
1974 Fernley	Howard	Heintz, Howard
1974 Mineral County	Ogg	Graham
1973 Indian Springs	Bean	Bean
1974 Gorman	Ogg	Howard
1976 Chaparral	Madson	Crandall, Abrams, Madson
1974 Sunset	Madson	Hirsch, Howard, Madson, Peddicord. Stoker, (Shelby)
1976 Eldorado	Howard	Heintz, Willard, Howard
1973 McDermitt	Howard	Howard, O'Leary, Schultz
1973 Virgin Valley	O'Leary	O'Leary
1974 Manogue	Howard	Howard, Graham, O'Leary, Brown
1975 Reno High	Mussatti	Gutzman
1976 Sparks	Howard	Howard, Abrams, Ansolabehere, Bean, Gutzman, Heintz, Summers, Madson
1975 Tonopah	Howard	Howard, Gutzman, Madson, O'Leary, Summers
1974 Wells	Howard	Gutzman, Nielsen, Howard
1973 Lowry	Musatti 610	Howard
1976 Voc-Tech.	Howard	Howard, Madson, Trabert, Abrams,

Programs in Southern Office and Office of Educational Accountability	Work Days	Operating Costs	Aid to Schools and Agencies
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Response to Legislative Mandates

Arts and Humanities	155	\$ 31,179	\$
Business & Office Occupations	139	23,806	
Conferences	23	6,967	
Course of Study Voc Educ	260	49,988	
Dist & Coop Educ	124	21,361	
Drivers Educ & Phys. Educ	166	29,510	
Elementary Education	139	24,806	
Guidance	139	24,806	
Health	252	44,542	
Health Occupations	139	23,806	
Home Economics	139	23,806	
Industrial Arts	101	17,527	
Instructional Media	134	35,364	
Language Arts	170	31,364	
Math	124	22,161	
Private School Lic.	46	7,535	
Science & Environmental	155	29,451	
Social Studies	142	27,680	
Trade & Industrial	139	24,006	
Vocational Agriculture	162	27,775	
Subtotal	2,908	\$527,440	

Response to Federal Mandates

Adult Education	452	78,744	200,000
CETA	105	30,919	250,000
Desegregation (N)	251	49,711	
Desegregation (S)	173	31,332	
Disadvantaged (Title I)	627	113,060	2,500,000
Exceptional Pupil	534	258,373	40,000
Innovative Programs	650	119,060	600,000
Right to Read	180	73,167	
RIPP	101	84,745	
Voc Educ Service Team	844	151,560	1,700,000
Subtotal	3,917	\$990,671	\$5,290,000

Response to Board Mandates

Career Education	237	35,147	
Community Education	170	32,878	
Metric	184	31,876	
Needs Assessment	46	8,002	
Subtotal	637	\$107,903	

Discretionary Response

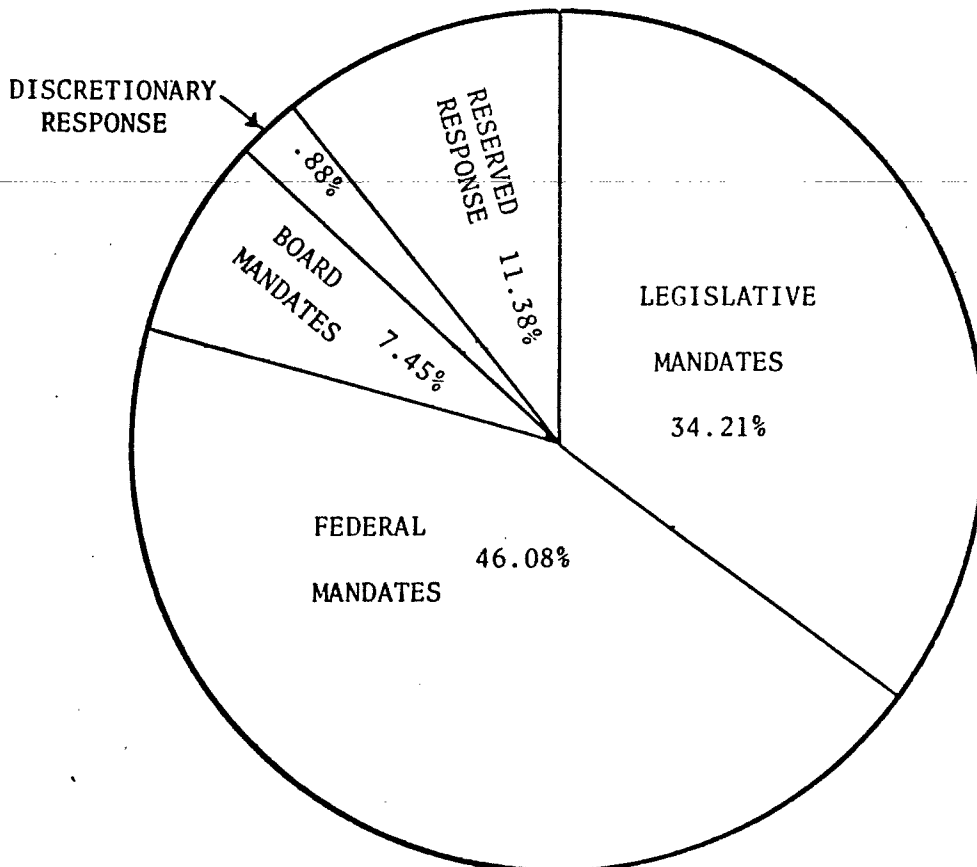
Accreditation	62	10,579	
Bicentennial	8	3,515	
	70	\$ 14,094	

Reserved Response

968	130,689	
8,500	\$1,770,797	\$5,290,000

PROGRAMS IN SOUTHERN OFFICE &
OFFICE OF EDUCATIONAL ACCOUNTABILITY

<u>Response to Legislative Mandates</u>	<u>Work Days</u>	<u>%</u>	<u>Operating Costs</u>	<u>%</u>
	2,908	34.21	\$527,400	29.78
<u>Response to Federal Mandates</u>	3,917	46.08	990,671	55.94
<u>Response to Board Mandates</u>	637	7.45	107,903	6.09
<u>Discretionary Response</u>	70	.88	14,094	.81
<u>Reserved Response</u>	968	11.38	130,689	7.38



STATEMENT OF THE DEPARTMENT OF EDUCATION

ASSEMBLY WAYS AND MEANS COMMITTEE

WEDNESDAY, FEBRUARY 16, 1977--ROOM 214, 8AM

REGARDING: 77-79 Biennial Budget for Vocational Education Account #101-2676,
pp. 164-166 Position Category

The Governor has recommended an annual appropriation for Vocational Education for FY78 and FY79 of \$504,404 which is very close to the \$492,570 appropriated for FY76. However, his recommendations include a shift of funds from the salary category to the aid-to-schools category. This shift represents a 5 position reduction in staff--3 professional and 2 secretarial positions. It is our understanding that these recommendations to reduce staff were based upon an audit report submitted to him by the Vocational Advisory Council. The report indicated that persons filling these vocational positions were assigned tasks in other areas. That was true at the time of the audit. The report did not mention that other staff members, not paid with vocational funds, were working on vocational tasks. Since the time of the audit, several personnel reassignments have been made by the Superintendent and the findings of the report are no longer valid.

It is requested that the five positions be restored to the budget and that the budget items be adjusted to provide salary funds for them. This request is based upon the need for staff to maintain present levels of service and to fulfill new demands imposed by federal legislation which has been passed since the Governor's recommendations were made:

The following services need to be maintained:

1. Provide consultative services to all teaching personnel in school districts and community colleges.
2. Monitor of vocational programs in compliance with federal regulations.
3. Develop Annual Plan for Vocational Education and Accountability Report.
4. Develop courses of study for new and emerging occupations.
5. Provide inservice training for all vocational teaching personnel.
6. Provide technical services to all school districts and community colleges concerning program development.

The new federal legislation requires that the state staff perform the following additional tasks:

1. Develop a Five-Year Plan and a greatly expanded Annual Plan for Vocational Education in Nevada utilizing a new 10-member lay committee which must meet 4 times a year in addition to the Vocational Advisory Council, hold a series of public hearings over the State on proposed Plans, and document all public input and make proper written responses.
2. Develop criteria for the coordination of vocational education with CETA programs and submit written documentation of coordination activities.

3. Greatly expand data gathering activities including the establishment of an Occupational Coordination Committee,
4. Participate in meetings of Local Advisory Committees which need to be formed under the new federal law,
5. Annually evaluate all vocational programs at both the secondary and post-secondary levels including a survey of program graduates and employers regarding program effectiveness,
6. Develop and carry out a program to assess and meet the training needs of:

women who need employment because of dissolution of marriage, single heads of the households, part-time workers and homemakers needing full-time employment, and women workers wishing to enter traditional male employment.

7. Develop and operate a statewide student follow-up program,
8. Assess the availability of placement services for students and to ensure that services remain available, and
9. Employ full-time State staff to develop a program to eliminate sex-stereotyping and sex bias and to perform continual monitoring.

It is estimated that these new tasks will require the restoration of the 3 full-time professional positions. In addition, the 2 secretarial positions would need to be restored to provide support for the vocational staff at a minimal level of 6 secretarial positions for 12 professional positions.

Annual Evaluation Reports of the Vocational Advisory Council have repeatedly urged that increased services be provided by the State Department staff and that additional vocational staff be hired. The Department has attempted to increase services without increasing staff and even with the new work demands, this request would still not increase staff, but only restore it to the current level. Please note also that this is not a request for additional state funds, but only a request for a change in budget categories.

HRS:CR:mg
Rev.2/11/77



NEVADA ADVISORY COUNCIL FOR
VOCATIONAL-TECHNICAL EDUCATION

NYE BUILDING, CAPITOL COMPLEX
CARSON CITY, NEVADA 89710

TELEPHONE (702) 885-4499

Chairman
ARD CUTBIRTH
Vice Chairman

ROBERT E. HAWKS
Executive Director

Members

GRANT T. ANDERSON
KEITH ASHWORTH
MAX BLACKHAM
JAMES B. CASE
MARSHALL DARNELL
J. CLARK DAVIS
J. LESLIE DERKOVITZ
RUBY DUNCAN
GEORGE GOVLICK
MICHAEL L. MELNER
MARTIN E. PICOLLO

MIKE O'CALLAGHAN
Governor

February 16, 1977

STATEMENT OF THE
NEVADA ADVISORY COUNCIL FOR VOCATIONAL-
TECHNICAL EDUCATION

To: Assembly Ways and Means Committee

From: Hope Roberts, Chairman

Subject: The 1977-79 Biennium Budget for Vocational Education
pp 164-166, Budget Account # 101-2676

The Governor's recommended budget for the 1977-79 Biennium calls for the elimination of five (5) positions from the State Vocational Education staff, three (3) professional and two (2) clerical. This recommendation was due to a recent audit of Vocational Education by the firm of Alexander Grant Company, completed for the State Advisory Council September 15, 1976.

During the current biennium, Kenneth Hansen, who has since resigned, reorganized the State Department of Education and de-emphasized Vocational Education by assigning vocational staff to other projects, thus usurping the authority of the Legislature and bringing to a stand-still the improvement and sophistication of vocational programs over the State. This action taken by the Superintendent, at a time when technological progress is moving forward at a greater pace and requiring better vocational training, was intolerable in the eyes of the State Advisory Council membership, especially when our business and industrial concerns are crying for more and better vocational education programs.

To carry out the Council's responsibilities as mandated by Federal law, and I quote "Each State Advisory Council shall evaluate vocational education programs, services, and activities under this Act, and publish and distribute the results thereof", we contracted with Alexander Grant Company to audit the use of Federal Funds and to examine the staffing of the Department of Education, and thus endeavor to return the personee to the positions for which they were hired and which the Legislature approved. Our plans to rectify the great harm that was forced upon Vocational Education have not been achieved because of the elimination

of the positions in the proposed budget.

The Advisory Council membership is not faulting those that participated in developing the proposed budget because the information and facts that I now present for your consideration were not available.

During the past three months several actions critical to Vocational Education have taken place. First, the United States Congress passed new legislation (PL 94-482) amending the Vocational Education Act. The amendments require a great amount of additional work on the part of the State Vocational Education Agency. To enumerate a few, the State must:

1. Monitor every vocational program and or course periodically during the year for compliance,
2. Evaluate annually all vocational programs at both the secondary and post-secondary levels,
3. Survey annually, program graduates and employers regarding program effectiveness,
4. Develop and operate a statewide student follow-up program,
5. Establish an Occupational Information Coordinating Committee,
6. Provide technical services to educational institutions to effect a Five Year Plan and to annually up-date the plan,
7. Provide the U.S. Office of Education with data regarding statewide vocational programs and enrollment statistics,
8. Develop a Five Year State Plan for Vocational Education, an Annual Plan, and a Descriptive and Accountability Report,
9. Eliminate sex bias and sex stereotyping in a vocational education program,
10. Develop criteria for the coordination of all manpower training programs and submit written documentation of the coordinating activities.

Second, the Council completed its annual evaluation of the State's Vocational Education programs, services, and activities and has recommended that additional State Vocational staff be added to provide more services to various educational institutions. The recommendation for additional staff has been made for the past two years and now because of unforeseen circumstances, the Department is on the verge of losing, instead of increasing, vocational staff.

These recommendations made by the Council have come about because of the evaluations conducted at the local level with teachers, administrators, and students. The retention of the State Vocational Education staff is vital for Nevada's youth and adults to have available quality vocational education programs to enable them to become productive citizens.

Third, the Council is not requesting the Assembly Ways and Means Committee to increase the State appropriation over and above the Governor's recommendation; the Council is requesting the Committee to restore the positions as indicated on the attachment which reduces the grade of three positions being funded at the present time.

Members of the State Advisory Council for Vocational-Technical Education have given of their time and talents to evaluate and assess the State's vocational education programs. I hope that your committee will support our request and join with us in helping to improve the quality of Nevada's work force and provide pay-check training to our youth and adults.

TO:

SENATOR LAMB, Chairman Of Senate Finance Committee
 ASSEMBLYMAN MELLO, Chairman Of Assembly Ways & Means Committee

Attached find two letters or pamphlets which support the following proposals:

1. QUALITY EDUCATION

The main thing I bring out is that there are altogether too many classes. In other words they are spreading themselves too thin. I suggest that at the present time the University is bringing about the pollution of the student's minds. Paul Harvey and educators say the Education Experts Go Astray because the curriculum includes too many irrelevant courses. I say that a third of them should be disposed of. You have been setting up disguised or imitation courses to take care of the increase in population.

I want reason or rather absolutes or standards be set down in the educational field and not allow opinions about rubbish (garbage) courses to be followed.

2. RATIOS

I believe that the 17-1 ratio should be increased to 24-1. A new study and book has recently come out by a psychologist to support the view that crowded conditions are not necessarily bad. When I made my study 15 years ago I found that the University did not tell the truth about these ratios. There are too many classes with students under 10. The lady on the Board of Regents brought that out two years ago.

3. REASON

Do you want reason to be kept in our University system? Do you want to retain reason? Even Dr. Milam says it is in a precarious position.

The anti-reason people are more dangerous than anybody thinks. These people believe that we must rely on the sense and feeling methods to gain knowledge. They are going to take over if you don't shore up your house. That means you have to put reason in control.

4. MONEY CONTROL

The Governor says He has no control over the subjects taught at the University. It is my contention that He and the Legislature does through control of the money to be spent.

There are also other advantages than money. Senator Cliff Young of Reno pointed out that there were other advantages in Nevada in that there is no state income taxes to eat up your money. Governor Brown says that teaching is such a special privilege. You should add in this psychic income to your salary equation.

5. THE BOARD OF REGENTS

The Board Of Regents is not functioning properly.

6. RIGHTS OF FACULTY - FREEDOM OF SPEECH

I agree with all the business people in Reno who want changes in the University. I have heard them say Dr. Milam and Humphrey must go. But I do think they are using the wrong procedures. What they are doing is more or less an act of futility. I don't think their scare tactics and blackmail is going to work. Their common-sense should tell them that you are not going to get Professors fired under the present tenure system. The Professors knew what they were doing when they got such tenure.

You will notice that Economics associate professor Eadington states that it is a callous disregard for the individual rights of freedom of speech and

(4)
demonstrates a fear of other points of view, whether they are right or wrong. President Milam said, he supports the free speech of his faculty. Regent Dr. Fred Anderson defended the right of faculty members to take part in public affairs.

A few years ago all that the educational system could talk about was academic freedom. That is the freedom to talk about educational subjects. Now they have progressed to the point of demanding freedom of speech outside the halls of Ivy. They even lower the subject to the common denominator of freedom in the political field.

About ten years ago I wrote a booklet on the four greatest diseases. I named
Financial Responsibility
Academic Freedom

as two of them. I still believe that is true but now a greater disease has been transferred to us. This is the spreading of the academic freedom over into freedom of speech outside the halls of learning.

It would seem to me that academic freedom, being already conceded to the Professors inside the educational halls, nothing much can be done about that at the present time. But to allow them to take part in public affairs is sheer nonsense. This should be opposed. If they want to do that then they should be removed from the halls of learning. And if we have to remove the Board of Regents--well and fine.

7. NOT OPINIONS BUT STANDARDS

It is reason that should prevail here and not opinions or freedom which comes from opinions.

I not only advocate that there be absolutes or standards in the classroom which would bring about an improvement in quality of courses. I pointed out to Dr. Milam that it is absolutes rather than all these rubbish courses which I am interested in. We have learned that opinion is not a safe guide in science. So why should we allow ourselves to accept the opinions and authority of Professors in educational classes as well as in community affairs?

To teach in our educational system is not a right but a privilege granted. It is just like our Gambling in Nevada as the Supreme Court has rightfully decided. It is like Governor Brown of California says, "Teaching is such a special privilege." You are not entitled to free speech outside the classroom when you are teaching for a University.

322-3113

K. R. Jones
1664 California Ave.
Reno, Nevada

Dr. Max Milam, President of the University of Nevada-Reno realizes the precarious position of reason in the world today. Lincoln Liston, Deputy Supt. of Nevada Department of Education urges the support of reason.

I pointed out to both of them that the anti-reason people are trying to take over our educational field. Life Magazine even goes so far as to promote grunts and groans. They believe we must rely on the sense and feeling methods to gain knowledge. The Anti-Reason people propose that we be made aware of the tyranny of the intellect. They want us to give up doctrines or books and instead find the right pathway by intuition and inspiration. We do not realize the strength of the anti-reason people.

We wish to support both of the above people, in that we promote that reason must be foremost. That in order to do any job properly we must compare, analyze, or draw conclusions from known premises. We advocate that reason must then be balanced with intuition and inspiration to gain super-reason. We make reason into Super-Reason by adding Intuition, Inspiration or Insight but only in conjunction with reason.

I am giving you a warning now that reason cannot be held in its proper place unless we remodel our educational system, especially our University.

Paul Harvey and many educators voice the opinion 'That Education Experts Go Astray.' They insist that the curricular offerings include too many irrelevant courses. This I have always believed and pointed out several years ago. I showed Dr. Milam various courses that were taught at the university which would be of little benefit to the students. These courses I called rubbish (garbage) courses.

I asked for an interview with Governor O'Callaghan who has not seen fit to see me. Everybody is heard from: the negroes, the women and the ethnic and minority groups but not a white male. The Governor's Secretary advised that the Governor had no authority or power in the matter of choosing the courses taught at the University.

I have seen in the Reno Evening Gazette that the Student-faculty ratio revamp was accepted to the extent that about \$2.1 million was restored to the University Budget. It is my belief that if the Governor can consider the number of students in each class then he should be able to consider the quality of the subject matter in classes. I realize that there is a great hierarchy in the educational system. But he who budgets the money (controls the purse strings); ^{and} in the long run will be as culpable as any.

In regard to the 17-1 ratio which The Alumni Administrative Board recommends. They point out that 20-1 ratio was set a decade ago. It is our belief that ratio was set too low even at that time. And with the population increase, that such ratio should be set higher and not lower--say about 24-1. Also a theoretical standard is never maintained in a practical application.

I pointed out to Dr. Milam that it is absolute rather than all these rubbish courses which I am interested in. That at present you have at the very minimum 1/3 of all the courses at the University (many from 8 to 12 students) which should be eliminated along with their professors. We have learned that opinion is not a safe guide in science. So why should we allow ourselves to accept the same authority in education issues. Instead according to Dr. Milam many have different opinions about the worth-whileness of these courses. It is this issue of the absolute and eternal versus the transitory opinions of men which is the important issue of the day.

I am for the educational system. I am for the extension of reason which is used to gain all scientific knowledge. But the people involved in education are not

responsive and responsible. I am trying to keep it from going down the drain and allowing the anti-reason people to take over.

Pontius Pilate followed the law, he listened to the Jews and to Rome both. And yet he was condemned for the greatest crime ever perpetrated. Pilate said what is truth anyway--why should I worry about a small episode like this? You never know when these great crimes are going to pop up. It takes nerve to speak the truth.

I told President Johnson that the blood of the soldiers would be on his hands. Because he was unwilling to win. That he would demoralize the soldiers. I was one of the first to yell foul at the Sewer situation and got people on guard.

I now yell foul again at what is happening, the minds of the students are being polluted. You will have the blood of all these students on your hands unless you remedy it.

K. R. Jones
1664 California Ave.
Reno, Nevada

I think Nicholas von Hoffman states it succinctly in column of Jan. 10, 1977 in Reno Evening Gazette. He states, "How is it, for instance, that studies, evaluations, investigatory task forces and criticisms by presumably knowledgeable experts invariably result in strengthening the hand in power and ugliness?"

Back 10 years ago I wrote a small booklet on the four greatest diseases. I named
Financial Responsibility
Academic Freedom

as two of them. In my newspaper letter I pointed out that not only Paul Harvey but many educators voice the opinion 'That Education Experts Go Astray.' You have allowed this academic freedom to get out of hand. You have allowed opinions to rule the roost instead of allowing reason to rule. Professors are just as prone to the disease of illogical reasoning as ordinary laymen.

The Professors want their opinions (academic freedom) followed. The average person who votes in a democracy want their opinions followed. I want, as I told Dr. Milam, that reason or rather absolutes or standards be set down in the educational field and not allow opinions about garbage subjects to be followed. As I pointed out opinions are never followed in the science field so why should they be followed in the educational field.

Now comes our fight against the anti-reason people. None of us realize the strength of the anti-reason people. They say mankind will be made aware of the tyranny of the intellect. They want to absorb everything through intuition and inspiration. They believe that we must rely on the sense and feeling methods to gain knowledge. They are going to take over if you don't shore up your house. That means you have to put reason in control.

The law says everyone is entitled to education. That beginning premise is what causes all the disturbances. With the population influx you are setting up disguised or imitation courses to take care of the overflow.

We further quote from Von Hoffman--

1. "In that way, studies and investigations which set out to reform the box become a means of chastising those who challenge the box or question its workings.
2. "Peer group review, which is the only kind of review our service bureaucracies will concede is competent to judge them, is self-review.
3. "Self-reviewers characteristically change the standards of review,
4. "Lay-people, potential service-seeking clients, judge an organization on its achievements, its results, the number of people cured or fed or jobs found for.

"Bureaucracies charged with these tasks never evaluate themselves by such standards.

An agency or office or clinic is deemed professionally acceptable if it has the proper number of square feet per customer, the correct ratio of staff to clients, the correct level of professional education, etc., etc.

"The rationalization is that if you have correct procedures you'll have good results, but as we've seen again and again with the demands by professional educators, there's little or no connection between expenditures, proper equipment and correct staff ratios with pupil academic achievement."

This is why I say in this newspaper letter that 24 to 1 student ratio to Professor is just as plausible as 17-1 ratio which the Alumni group recommends.

5. "The recurrent complaint by the service bureaucracies that there isn't enough money to do the job disguises the fact that the same bureaucracies are always enlarging the job to be done so that there is never enough money and never will be.

The constant enlargement of the demand is accomplished in a number of ways, one of which is to define everyone as pathological and therefore in need of treatment, which, naturally, the agency lacks the money and "trained" staff to supply

It goes like this: "If you are not sick, you are a pre-sick and therefore need attention and check-ups."

That is exactly what the educational system does, especially at the University--they lay out all these different courses which people must have. Sometimes I think that some-one stays up all night trying to think of courses to present--they even gather up or list ideas from dreams.

6. Von Hoffman also says in January 26, 1977 issue of the Reno Gazette, "The structures of government have perfected a new species of employe, the person who is highly trained to look busy, efficient, productive and needed, but who in fact has no other function than to stay on the payroll and out of the unemployment statistics." He calls it this system of disguised joblessness. He points out that it all leads to an expanded list of social agencies, training programs and guidance centers.

This is exactly what happens in the University System, instead of the hard-core unemployed which Von Hoffman speaks about we have according to some estimates 70 percent of the students who are not qualified to be in the University. So they expand the services to take care of them by listing hundreds of courses which allows students to appear to be busy and thus indirectly take them out of a job market where no jobs exist for them.

I want to congratulate Governor O'Callahan for keeping the ship of state on keel in regard to financial matters. And yet if the Legislature approves the budget for the Universities!

I reiterate that you are polluting the minds of the students and doing them irreparable harm unless you consider the quality of courses being taught at the University.

Don't be afraid of cutting expenses further. Here is what Governor Brown of California said as reported in the Sacramento Bee of Jan. 27, 1977. I'm sharing with you the vibes I get from the vox populi," Brown said. "Teaching is such a special privilege," he said, "that you should add in this psychic income to your salary equation."

Therefore, the governor warned, "My hunch is that salary increases will continue not to meet your expectations."

Are you going to be a part of sending us down the drain? Why not cut off the power of money from them? This issue may sound impractical but instead it is very practical. And it is this issue of the absolute and eternal versus the transitory opinions of men which is the important issue of the day.

This robbery by public servants has got to be put a stop to.

NEVADA STATE EDUCATION ASSOCIATION TESTIMONY

DISTRIBUTIVE SCHOOL FUND

Assembly Ways and Means Committee Hearing

Wednesday, February 16, 1977

The Nevada State Education Association believes that the Legislature of the State of Nevada must provide the means for its public school teachers to attain a moderate standard of living.

Data from the Department of Education demonstrate that since 1973 the percentage of salary increases for teachers has been decreasing at a rate of in excess of 1% a year. See Table I.

In 1976 the average salary of a Nevada teacher was only 79% of the amount needed to support a family of four at a moderate standard of living. Table II demonstrates that the average teacher's salary is \$3,408 below that which is currently needed to maintain a moderate standard of living, and the gap is increasing.

During the same period of time, public school teachers have been expected to carry an increasingly heavy workload. Factors that have contributed to this heavier workload are:

- (a) Additions to the school curriculum: i.e., more subject matter to cover in the school year, utilization of new curriculum guides, work effort to develop new instructional materials, and the need to update programs and methods.
- (b) Increased clerical duties: i.e., more reports, governmental studies, school district surveys, increased computer demands, etc.
- (c) Expanding testing programs at all levels.
- (d) Increased demands due to individualized instruction.

All of the above have been added to the traditional duties of taking attendance, preparing report cards, maintaining records, collecting milk money, correcting homework, etc.

We are equally concerned that the Legislature help us improve Nevada's teacher-student ratio. Currently Nevada ranks 49th out of the 50 states. Our teachers and your children deserve better!

National comparisons of local school studies show instructional costs have been subject to all of the vagaries of inflation and increased technology. In fact, in the past decade, the per pupil cost for education has moved up 132%, whereas the consumer price index has risen 59.3% during the same period. In the past year costs for attendance services increased 24%, health services increased 17%, plant operation and maintenance increased 16%, and out of pocket expense for food services increased 19%.

We are mindful and appreciative of your past legislative support. We are asking for your help to improve this bleak economic picture for Nevada's teachers and students.

The NSEA feels that it is necessary to increase the appropriations to the Distributive School Fund by \$7.7 million over the Executive Budget. In other words, we are requesting a \$15 per pupil increase in basic support the first year of the biennium and a \$39 increase in the second year. In terms of General Fund Appropriations per student, we are recommending a 14.7% increase for the first year of the biennium and a 13.2% the second year. See Tables 3, 4, and 5.

We are ready at any time to discuss in detail problems of educational funding with members of your committee and your staff.

Thank you for your time and attention to the concerns of Nevada's educators.

TABLE 1: TEACHER SALARIES 1968-1976

<u>Year</u>	<u>Average Salary of Teachers</u>	<u>Dollar Increase for Teachers</u>	<u>Percentage Increase for Teachers</u>
1968	\$ 8,321	-	-
1969	9,241	\$920	11%
1970	9,551	310	3.3%
1971	10,439	888	9.3%
1972	10,882	443	4.2%
1973	11,549	667	6.1%
1974	12,194	645	5.5%
1975	12,716	522	4.3%
1976	13,144	428	3.3%

Change for teachers, 1968-1976: \$4,823

Source of Data: Superintendent of Public Instruction's
 "Biennial Report of Selected Data:
 Supplement No. 1."

TABLE 2: TEACHERS' LIVING STANDARDS 1968 - 1976

Year	Average Salary	Required for "Moderate" Standard of Living	Dollar Difference	Degree of Achieving Moderate Standard of Living
1968	Teacher \$8,321	\$9,765	\$1,444	85%
1969	Teacher \$9,241	\$10,273	1,032	90%
1970	Teacher \$9,551	\$10,933	1,382	87%
1971	Teacher \$10,439	11,190	751	93%
1972	Teacher \$10,882	11,731	849	93%
1973	Teacher \$11,549	12,909	1,360	89%
1974	Teacher 12,194	14,646	2,452	83%
1975	Teacher 12,716	15,638	2,922	81%
1976	Teacher 13,144	16,552	3,408	79%

Sources: Moderate standard of living listed by the Bureau of Labor Statistics, U.S. Department of Labor in its publication, "Monthly Labor Review." Data is national average for U.S. metropolitan areas, listing the amount required for an average family of four to have a "moderate" standard of living. U.S. metropolitan area listing was used because 80% of Nevada's nearly 6,000 teachers work in our state's two standard "metropolitan" areas, and because more than 80% of Nevada's total population reside in these two areas.

Teacher salaries from the Superintendent of Public Instruction's "Biennial Reports of Selected Data: Supplement No. 1."

TABLE 3. BASIC SUPPORT PROPOSALS, 1977-1979.

	1977-78		
	<u>NSEA Recommendation</u>		<u>Executive Budget Recommendation</u>
Enrollment	140,500		140,500
Basic Support	X <u>\$1,043</u>		X <u>\$1,028</u>
Total Basic Support	\$146,541,500		\$144,434,000 Difference \$2,107,500
	1978-79		
	<u>NSEA Recommendation</u>		<u>Executive Budget Recommendation</u>
Enrollment	142,450		142,450
Basic Support	X <u>\$1,159</u>		X <u>\$1,120</u>
Total Basic Support	\$165,099,550		\$159,544,000 Difference \$5,555,550
			<u>Total for Biennium \$7,663,050</u>

TABLE 4. GENERAL FUND APPROPRIATION - DISTRIBUTIVE SCHOOL FUND

	<u>NSEA Recommendation</u>	<u>Executive Budget Recommendation</u>
1976-77	\$64,584,826	\$64,584,826
1977-78	75,592,500	73,485,000
1978-79	86,784,550	81,129,000

TABLE 5. PER STUDENT SUPPORT FROM GENERAL FUND.

	<u>NSEA Recommendation</u>	<u>Percent Increase</u>	<u>Executive Budget Recommendation</u>	<u>Percent Increase</u>
1976-77	\$469.		\$469.	
1977-78	538.	14.7%	523.	11.5%
1978-79	609.	13.2%	569.	8.8%

NEVADA DEPARTMENT OF EDUCATION REQUEST

AID TO SCHOOLS
1977 - 1978

	<i>State</i>	<i>Other Source Recovery</i>	<i>Federal</i>
Automobile Driver Education	\$ 200,000		
Distributive School Fund	92,919,600		
School Lunch Program	264,000		\$3,300,000
Adult Basic Education	33,000		237,000
ESEA Title IV-C			362,961
ESEA Combined			
Title I			3,250,000
Title IV-B			290,117
ESEA Title VI			260,368
Fleischmann Scholarships		\$280,825	
CETA			333,343
Teacher Training-Handicapped			42,332
Vocational Education	849,403		1,349,403
Care of Deaf and Blind	259,000		
Student Loan	20,000	120,000	
<hr/>			
Total Distributive School Fund	\$92,919,600		
Total Categorical Aid	\$ 1,625,403		\$9,695,524
Total Scholarship Aid		\$400,825	
GRAND TOTAL		\$104,641,352	

JPC/mb
2/15/77

NEVADA DEPARTMENT OF EDUCATION REQUEST
Salaries, Salary Costs, Travel and Operating Costs
1977-1978

	<i>State</i>	<i>Other Source Recovery</i>	<i>Federal</i>
<i>Education Administration</i>	\$1,114,143	\$147,649	\$(147,649)*
<i>School Lunch Program</i>			63,480
<i>Adult Basic Education</i>			59,169
<i>Civil Rights, Title IV</i>		18,050	41,341 (18,050)
<i>ESEA Title IV-C</i>		213,100	584,233 (213,100)
<i>ESEA Combined</i>			
<i>Title I</i>			150,000
<i>Title IV-B</i>			128,600
<i>ESEA Title VI</i>			200,000
<i>Fleischmann Scholarships</i>		21,760	
<i>CETA</i>			51,732
<i>Environmental Advisory Committee</i>	2,000		
<i>Teacher Training-Handicapped</i>			21,668
<i>Discretionary Grants</i>			102,673
<i>Regional Interstate</i>			71,000
<i>Vocational Education</i>	250,597		250,597
<i>Total State</i>	\$1,366,740		
<i>Total Federal</i>		\$(378,799)	\$1,724,493
<i>Total Private</i>		21,760	
<i>GRAND TOTAL</i>		\$3,112,993	

*() Signifies area of recovery. Not used for computation.

LOG

FALL SEMESTER, 1975

SEPTEMBER

9/10 5# Students to library (student aide training; good portion of period)

9/11 5# Pep Assembly

9/19 8:10 Fire Drill

1:53 Fire Drill

9/22 8:05 Fire Drill

9/23 4# Rodeo Club Meeting (took all period)

5# 1:30 9th Grade Pep Club called out

9/24 5# 1:15 Students to library (aide training)

9/25 5# 1:30 Girls' Basketball called out

9/26 5# 1:10 Stringed instrument recruiting - Mrs. Barton

9/29 10:45 (3#) All 9th Graders called out of class for class picture; gone all period; no prior notice

9/30 Tues. Notified that hand-processed Unsat. Notices must be completed, distributed to students, and pink copies filed with office by this Friday, Oct. 3. This two days included trying to get notices written out and distributed to students who are out for regular absences, rotating schedule, and activities.

1:10 Library aides called out

1:12 Girls' Basketball called out

1:13 7th-8th grade Tennis called out

OCTOBER

10/1 1:15 Student aides to library - training

10/2 1:12 Students aides to library ~~training~~ *training*
1:53 False bomb scare; school released 10 minutes early

10/3 9:15 10 students called (unable to ascertain reason)
11:45 Swim Team excused for rest of day to go to Henderson

10/6 All day - distribute OLMAT answer sheets in Language Arts Classes
(Note: This disrupts all classes because ~~the~~ schedule changes to allow students to complete test forms. Intercom notification of schedule changes and delays continually throughout morning)

10/7 OLMAT 7th and 8th grades all day
9:15 Band excused to go to Mt. Charleston (gone all day)

10/8 OLMAT Make-ups 4#

- 8:02 Student Council officers called out
- 9:05 Students with 1st break called out to Magazine Subscription Drive Assembly
- 9:55 Students with 2nd break called out to second Mag. Drive Assembly
- 10:30 3# shortened by 15 minutes (no prior notice) This class was in the middle of a test.
- 1:13 10-minute intercom announcement -- calling out names of those students who sold most subscriptions and asking that these students report to get their prizes.

- 10/9 8:10 Make-up OLMAT tests. Students called out by name.
- 10:10 This make-up process necessitated a long intercom explanation of testings schedules, time and location.
- 1:13 10-minute intercom announcement--calling out names of those students who had sold most subscriptions; students to report for prizes.

- 10/10 8:00 List sent around to excuse students 1# and 5# today for
- 8:30 Students called out for OLMAT make-up.

10/13 Holiday

10/14 Teacher aides called out for make-up testing

All day MAT 7th & 8th grades disrupted schedule
9th grade reassigned rooms for 1# and 2# all week.

(Testing all week--noisy students in halls; impossible to conduct classes in library; bells suspended due to testing schedule.)

5# Mag drive winners called (by name) for prizes.

11:30 Swim team called out to go to Henderson (Didn't receive notice of this until lunch at 12:20)

10/15 MAT Testing

10:30 Human Relations Roller Skating Party; no eligibility required, not even membership in the Human Relations Club--just \$2.00 and a temperature of 98.6)

(See log book for this day)

10/16 MAT Testing

1:00-on Girls' Basketball, Tennis Team, Pep Club Called out
1:45 Trumpets over intercom followed by ~~Exam~~ on mag. sales pep talk.

10/17 (See next page)

- 10/17 8:02 Intercom: magazine money to 204 - now.
 8:03 9th graders A-K to gym for individual pictures. (Notice given at 8:03 for 8:10 departure)
- ca 10:10 All 9th graders who didn't get pictures 1st ^{period} ~~pictures~~ report to gym.
- ca 10:20 All 8th graders to gym for pictures (This means that some students are spending 2 periods getting picture taken or just wandering halls. No way of checking).
- 11:15 Cycle Club called out for rest of day.
- ca 11:20 All 7th graders to gym for pictures. (Noise in halls; students again wandering around)
- 1:00 Trumpet fanfare on intercom (Charge!) - to encourage more sales; drawing for grand prize winners. (anybody that day who sold more than X number of subscriptions had his name in for drawing)

- 10/20 4# Magazine sales intercom announcement
- 1:15 Teachers notified that students were to be released at 1:45 to pick up Federal cards.
- (9 students out for deer-hunting today)

- 10/21 1# Collect Federal cards
- 9:40 Fire drill--Machine wouldn't shut off--continued for 20 min. sounding fire alarm; had to pull plug; no bells for rest of day.
- 1:20 7th & 8th grade tennis called out
- 2:15- 2:30 Testing Intercom -- incredible noise.

10/22 All day test make-up

10/23 -

10/24 -

10/27 Late bus arrived so late that students didn't make it to 1st per. Attendance taken 2nd. (See Log book this day)

10/28 Deer hunting continues; heavy absences
 Scantron meeting after school (No prior notice)

10/29 ~~Principal~~ ^{PRINCIPAL} gone hunting

10/30 1:50 Intercom: No late bus (This is the last week of the 9-weeks; Several students had arranged to come in today after school to make up missing work; now they can't because of no transportation home)

10/31 Holiday

- 11/3 -
- 11/4 ~~XXXXXXXX~~ (9th Grade counselor) took up all period all day to explain transcripts and graduation requirements to 9th graders (in Language Arts classes, of course, that being the only subject all are taking)
- 11/5 Library aides luncheon 11:15 - 12-20
Undated notice received: Pep Club (9th) to be excused 5# today.
Teachers receive transmittal sheets for this grading period.
Notice from Cheerleader advisors stating that cheerleaders will sponsor many activities during next two weeks (flowergrams, dress down day, Sock Hop, delivery of flowergrams, candy pins sale.)
- 11/7 Daily Bulletin: ~~XXXXXXXX~~ ^{PP. 11:15} would like to switch 1st and 3rd periods for rest of year (to begin 2nd quarter) to accommodate rehearsals for Chorus competition.
Cycle Club 11:15
- 11/10 OMR sheets due
- 11/11 Holiday
- 11/12 No electricity until 8:15. Many students ditched.
- 11/13 -
- 11/14 50's Dress-up day and dance that evening.
Notice given this day about Pizza Party on following Tues for Mag. Drive winners.
-
- 11/17 (First activity schedule out) (what activities are on for this week)
8th Grade BB team to Virgin Valley for practice game (I was told that this was against NIAA regulations). Anyway, these students missed most of school day.
- 11/18 5# Pep Assembly -- Cheerleaders, band students out early to prepare.
8:10 Student Council Meeting (Teachers never informed
11:00 Mag. Sale Pizza Party (63 students) of Pep Assembly; had to find out from students).
- 11/19 Report cards out at 7:45. Students don't know where to go; no notices posted.
- 11/20 11:15 8th grade cheerleaders and Basketball players to practice game at Mesquite.
1:00 9th Grade Basketball, cheerleaders, and Pep Club called out for "away" game.
1:05 Assembly - Russ Martino Band (2nd Assembly this week; both during 5th period).
- 11/21 10:20 Rodeo Club called out for rest of day (No prior notice)
Make-up day for individual pictures.
11:20 Cycle Club called out for rest of day

11/24 Special Ed. Field Trip (many of these students are mainstreamed in other classes, which they will miss)

11/25 -

11/26 10:15 10 Human Relations Club released to go to Nellis (Received undated notice of these
10:25 30 " " " released to go Bowling. yesterday P.M.)

+

(Last Day before Thanksgiving Vacation)

DECEMBER

12/1

12/2 Rodeo Club trail ride (all day)
5# - 8th grade Pep Club called out

12/3

12/4

12/5

12/8 1# Band and Chorus called out for rehearsal

12/9 8:15 Student Council meeting (no prior notice)
Girls called out for Self-Defense Assembly
5th & 6th per. - Band & Chorus called out for rehearsal
1:00 8th and 9th Grade Basketball

12/10 Honor Society Ice-Skating Party
1# Chorus called out for rehearsal

12/11 5# Chess Club called out for "away" game (15 students)

12/12 Cycle Club called out (21 students)

12/15 8:05 Girls called out for self-defense assembly (earlier assembly postponed) No prior notice of rescheduled one.

12/16 2nd and 3rd pers. Chorus called out for rehearsal
5th and 6th pers. Band called out for rehearsal
6th per. 8th and 9th grade basketball

12/17 ~~Honor Society~~ ^{HONOR SOCIETY - HUMAN RELATIONS CLUB} Student Council combined Roller Skating Party.
(Although ~~Principal~~ had pleaded with teachers to show up for evening Christmas assembly tonight, he went hunting and didn't come himself)

12/18

12/19 5# - Christmas Assembly

Christmas Vacation

- 1/5 First day back after vacation--two weeks before end of grading period and final exams.
- 1/6
- 1/7 Received list for Mt. Holly ski trip -- no date or time; had to ascertain that it would be this Friday, Jan. 9. Students leaving at 4:00 A.M. Friday morning, so will be missing entire day of school. However, one teacher was forewarned because she came across the solicitation letter for this trip. Please refer to permission slip sent out to parents as suggested Christmas gift (\$50); teachers were completely unaware that these solicitation letter/permission slip sheets has gone out before Christmas. No idea of means of distribution, since they were not, as usual, sent home with 5th period kids. Please refer to copy of this (under the direction and signed by ~~XXXXXXXXXX~~)
MALE P.E. TEACHER
- 1/8 5# Mt. Holly ski-jaunters called out of class to discuss trip (no prior notice that they would be)
8th and 9th grade Basketball teams called out
Human Relations-sponsored school-wide trip scheduled for 1/14 changed to 1/21.
- 1/9 Mt. Holly ski trip 18 students out of school all day--no eligibility
11:15 Cycle Club (14 students)
- 1/12
- 1/13
- 1/14 Group pictures for Yearbook (of various clubs, teams, and organizations) to be taken all during school day today. Teacher is a language arts teacher. Will be out of class all day to supervise (unwillingly). Hall Monitors watched her classes: students ran wild, no classroom control. Teacher informed ~~XXXXXXXXXX~~^{PRINCIPAL}, who said that had he known that it would take so long, he would have hired a qualified sub. for the day.
- 1/15 11:30 Pizza Party (11 straight-A students)
5# Chess Club at Hyde Park (an "away" game")
- 1/16 5# 34 Rodeo Club students missed this period to go to Clinic. (Rodeo, I presume)
-
- FINAL EXAMS WEEK
- 1/19
6# Spanish Club excused, 10 students, no date, no reason.
5# 9th Grade Pep Club called out for Yearbook pictures.
- 1/20
- 1/21 9th Grade Playoff game will be on Tues., 1/27. Transportation will be provided for 150 students. A Pep Assembly will be held Mon. 2/26 during 5# (This is the first day of the new semester)
Also informed today that 7th & 8th Basketball ~~teams~~^{teams} will have play-off game on Fri., 1/23 with Pep Assembly for that 5#. This day will be the last day of Final Exams.
Human Relations-sponsored trip postponed to the 29th (This is second rescheduling. (It was only rescheduled this time because one teacher

- 1/22 8:00 Woodwinds students (3) excused at 12:20 yesterday and 8:00 today to rehearse for Clark Co. Honor Band guest conductor.
- 1/23 Last day of Final Exam Week
- 5# Pep Assembly for 7th & 8th Graders, followed by play-off game.

SECOND SEMESTER

- 1/26 Many, many class schedule changes this week. (For the total picture of all the schedule changes for the new semester which took place this day, please see memo from counselors.)

Today's daily schedule will be changed for 7th & 8th graders only, to enable them to go to all six classes. 9th grade is to have pep assembly last period for play-off game tomorrow.

Activity groups had to have yearbook pictures retaken (Another full day of interruptions, of students coming and going, because the photographer who took these pictures last time did something wrong and the pictures didn't turn out)

- 10:40 Announced that 9th grade assembly postponed. No mention made of whether or not this means 9th graders are to have regular schedule or whether they, too, will meet all 6 periods. The play-off game will not be tomorrow after all. It seems that ~~ASSISTANT~~ ^{ASST. PRINCIPAL} mis-read the calendar. Game will be Wed. 1/28 instead.

- 1:30 (Middle of 6#) All students go to 5# class. 9th grade teachers were not aware that they were to be involved in this.

- 1/27 8:00 Students (7th & 8th) called out by name to Room 300 for District Spelling Competition.

Schedule changes of classes continue for all classes.

- 1:00 Postponed 9th Grade ²⁴ Pep Assembly

- 1/28 Still changing schedules

- 8:00 Human Relations Go-Karting trip (substituted for Snow-Tubing trip) will be postponed until 1/29. Reason for postponement is game today (Activities conflicting with activities)

- 1:15 9th Grade Play-off game; team, Pep Club members, and anyone else of 150 students with an orange bus ticket are excused.

- 1/29 10:15 Human Relations-sponsored snow-tubing and/or Go-Karting trip. 21 students on list. Many students absent today.

- 1/30 11:15 Absences running between 15-20% due to flu epidemic.

- 11:15 Cycle Club - 21 students - no date

- 11:17 Black History-interested students in participating should report to Room 300. (No prior notice given)

FEBRUARY, 1976

- 2/2 Flu epidemic in third week. Absences still running 15-20%. More schedule changes interrupting day and preventing making up of permanent roll sheets.
- 2/3 Report cards distributed by ^{teachers} ~~teachers~~. Nobody informed, not kids, not teachers.
- 2/4 9:05 Black History Program Meeting, Rm. 300. No list, no prior announcement before 8:30 this morning.
12:15 Unannounced Human Relations Club early lunch. Students dismissed 5 minutes early.
2:00 Faculty meeting will not be held
- 2/5 1:00 Volleyball
- 2/6 Rain; leaking roof
9:10-11:50 Special Ed. students going someplace.
-
- 2/9 Flood; school held; roads nigh impassable (See teacher X's note)
-500 students made it to school, dribbling in throughout the day.
Many students ditched-thought school would be called off.
- 2/10 Unannounced career films started. Students pulled out of classes unexpectedly (8th grade) No explanation to teachers in advance. Five more of these are scheduled--no dates announced.
8:15 Bulletin: "Jubilation" Assembly tomorrow at 10:10
8:00 Received notice of cafeteria workers excused tomorrow 1st per.
- 2/11 1st Cafeteria workers excused to meet in Room 300; students didn't seem to know purpose of meeting, even after they had returned to class.
10:30 - 11:45 (1-1/2 classes) Jubilation Assembly
- 2/12 8:05 Black History Participants out of class; no notice given.
8:30 "Yankee-Doodle" on intercom: Announcement by P.E. teacher of ~~Bi-Centennial~~ Bi-Centennial Minute (5 minutes of nonsense involving a tale about the vice-principal in a covered wagon being attacked by Indians).
10:30 Another "fun" intercom interruption: Happy Birthday sung to Abe Lincoln.
ADMIN. ASSISTANT:
10:35 Notice by ~~teacher~~ (intercom): Human Relations Club giving Soul Food luncheon for faculty; students out of class to prepare; teachers not even aware of purpose, or that this was a special event planned by all Black students in honor of Lincoln's birthday. No publicity; no advance notice at all.
10:30-12:20 Much commotion (yelling, screaming, running around in halls) Teachers valiantly ^{trying} to conduct classes.
Athletes allowed to interrupt classes to get eligibility cards signed

- 2/13 163 students released today for Cycle Club and Ice-Skating
- 8:15 1# interrupted--balloting for King and Queen of Hearts
Notice today for today- Spanish Club excused 2 & 3#'s for something.
- 9:15 Valentines delivered
- 10:05 156 ice-skaters called out
- 10:15 Students excused to work for Spanish Club
- 11:15 7 students called out for Cycle Club

Valentine's Day Dance tonight.

2/16 Holiday

- 2/17 8:00 Chorus to be excused 1# & 5# for rehearsal
1:00 Chorus to rehearsal
6 other students excused to Berglund.
1:15 8th grade softball players to gym
1:40 9th grade " " " "

ASST. PRINCIPAL

Received note from ~~XXXXXXXXXX~~ requesting paragraph on activities we sponsor or participate in. (But not, unfortunately, classroom activities).

2/18 7th & 8th grade students taken out of classes all day for MET & OLMAT test results.

8:20 47 students released for chorus performance all day.
Received undated ^{ASST. PRINCIPAL} from ~~XXXXXXXXXX~~ excusing 8 students today 5#.

11:00 Received another undated list from ~~XXXXXXXXXX~~ excusing 20 students.
COUNSELOR

2/19 List of roller-skating participants in mailbox (145 students)

Announcement that ski trip is tomorrow

Announcement that assembly is tomorrow (5# again)

9:50 Roller skating participants called to cafeteria.

11:20 Black History program meeting

1:45 Ski planning meeting (100 students excused for this)

Dog show in gym throughout day

Note on ~~XXXXXXXXXX~~ (7th grade English): "5th per. go to Dog Show"

Had to give Spelling Test today 5# even though 14 students gone roller skating. Tomorrow is an Assembly.

SPANISH TEACHER ~~XXXXXXXXXX~~ class unattended again --he's away somewhere planning for trip, I suppose.

2/20 1# Students called out of class to get bus number.

9:45 Ski students called out to break, despite announcement on list of departure time 1/2 hour later, at 10:15. This was so students going skiing wouldn't miss break on account of school!
(100 students)

10:16 Intercom: Rodeo Club called to meeting; no prior notice; not even time to take attendance for 3#.

12:04 Intercom: Spanish Club called out to early lunch (20 min. early) so they could observe dance performance somewhere.

2/20 (cont'd)

1:08 7th graders called out for assembly
 1:12 8th " " " " "
 1:17 9th " " " " "

(This was a musical group from Caldwell, Utah--to entertain everybody who was left??)

2:00 Assessment faculty meeting

2/23 Still no heat in 200 Wing; air conditioning on in 300 wing
 Students freezing and couldn't concentrate (three weeks ago they were roasting and couldn't concentrate. Temp. in my room was then varying between 76 and 84 degrees)

8:02 Late tardy bell

8:03 List: students excused for Chorus rehearsal- Girls Tues. 2/24 2#
 Boys Thurs. 2/26 3# (told there would be 6-9 more interruptions like this to rehearse before Choral Meet)

8:20 Students called out of class for Make-up test results.

8:45 Intercom: Assessment Pep Talk

9:00 Journalism teacher had to leave class in hands of hall monitor because was requested to go take picture of Nevada cake. Took 45 minutes.

8:46 Intercom: Need all extra flags

8:48 Intercom: ~~There will be another Ski Trip this Thursday.~~
 (Those who didn't get to go last Friday)

10:20 Honor Society (29 students) called out for bowling trip

1:17 Intercom: 9th grade softball called out for make-up game (which means that players have now missed 2 classes for same game, the first one having been called in the 4th inning due to dust storm.)

2/24 Assessment team visits today

8:50 Students to ^{Room} 300 to be interviewed by assessment team. (This interrupted Chorus rehearsal of students who had already been excused from class to attend -- one interruption interrupted by another).

9:15 Chorus students to practice

11:30 Coach ~~on intercom:~~ Happy to announce that 50 more places have been secured for ski trip Thursday, in addition to the 100 already signed up.

1:03 ~~Spanish Teacher:~~ If the following students are doing O.K. in your class, please excuse them to work on their dance for Mexico trip.

2:45 See Logbook for ~~comment~~ comment on the responsibilities of teachers.

2/25 8:05 ~~Principal:~~ ^{PRINCIPAL} Congratulations to Volleyball team; announces Honor Society Meeting right after first break (no prior notice.)

8:20 ~~Intercom:~~ ^{INTERCOM} re: brown flute case lost in cafeteria

8:25 Student who is always absent has pass from ~~teacher~~ for band practice; pass was written by student, signed by ~~teacher~~ teacher

9:00 Honor Society meeting (~~Principal~~ ^{PRINCIPAL} stated that because so many of these students would be gone on activities Thurs. & Fri. that ~~Principal~~ wanted the meeting now, as these students will be pulled out of classes next Mon. & Tues. to run the Book Fair).

2/25 (cont'd)

- 12:30 Received list for ski trip tomorrow (155 students) *Spanish Teacher's*
- 1:05 Spanish Club called to cafeteria. Who is minding ~~_____~~'
5# class?
- 1:35 Letters to parents regarding Book Fair to be distributed to students.
- 1:30 Ski trippers (all 155 of them) to planning meeting; called out on intercom.
- 1:50 Intercom: No volleyball, softball, altos after school tonight.
Sign up for Little League at Charleston Heights Bowl this Saturday.
- 2/26 All 9th grades English classes throughout the day will be taken by Dr. Reid from Vo-Tech (because all 9th grade students take English)
92 students absent for Mexico Trip.
- 10:15 155 students called out for Ski trip
- 11:07 ~~_____~~ ^{PRINCIPAL} Because of the large number of students out for activities, there will be only one lunch today--2nd lunch, 12:20. (Caused much confusion for students as cafeteria workers had left for 1st lunch already. Tardy bell for 5# after 2nd lunch was 7 minutes late due to back-up in cafeteria).
- 1:30 9th grade softball players to gym.
- 2/27 8:04 ^{PRINCIPAL} ~~_____~~: There will be another ski trip next Thursday, Mar. 4. (This is the third trip in 3 weeks; explanation given that each year we have 4-5 ski ^{A.P.} ~~_____~~s, but lack of snow necessitates getting all trips in now)
Spanish students still in Mexico (92 of them); 2 administrators, 2 teachers also gone. ~~_____~~ ^{one} has a sub.; ~~_____~~ ^{The others} classes are being sent to library.
- 10:10 ~~_____~~ has a ski team. Students informed teachers that on Wed. they will be out of school to compete in races.
- 10:28 ~~_____~~ ^{PRINCIPAL}: please return Pizza Hut ballots. Girls' Softball sign up with ~~_____~~ ^{Dean} (How come a Dean can also be a coach?)
No boys' softball practice today.
- 11:15 Cycle Club (18 students) called out.
- 1:00 Mat test scores--students out of class 1/2 the period
- 1:45 Daily announcements: No late bus (No make-up for those who ^{need} ~~_____~~ to get caught up because of activities); no softball practice today.

Sic transit another week.

Financial Considerations - Carson City School District

Comparison

<u>Local Resources per pupil</u>	<u>Total Resources</u>
Carson City \$199	\$1292
Next Lowest Dist. \$234 (White Pine)	\$1328 (Clark)
State Average \$266	\$1371
Difference \$67 (State Ave. - Carson city)	\$79

Nevada Plan - Teacher Allotment Tables

<u>Elementary Enrollment</u>	<u>Factor</u>	<u>School Dist., Enrollment</u>
193 - 4,800	Divide by 26	Carson City 2438 Churchill 1212 Douglas 1245 Elko 1717 Humboldt 778 Lander 456 LyOn 1134 Mineral 701 Nye 615 Pershing 315 White pine 791
4801 - 14,400	Divide by 25	NONE
14,401 or more	Divide by 24	Clark 36,957; Washoe 14,536
<u>Secondary Enrollment</u>	<u>Factor</u>	<u>School District, Enrollment</u>
253 - 3200	Divide by 22	Carson 2939 Churchill 1399 Douglas 1397 Elko 1812 Humboldt 851 Lander 365 Lincoln 331 Lyon 1140 Mineral 637 Nye 703 Pershing 340 White Pine 1028
3201 or more	Divide by 21	Clark 40,537 Washoe 15,083

The problem is compounded because the allotment for other certificated staff and for handicapped is based upon the teacher allocation as determined in the formula.

Under the Proposed School Financial Formula - fy 1977-78

	Students
Clark County Schools - total p/p resources	\$1328 x 80645 = \$107,096,560
Washoe County Schools - total p/p resources	\$1353 x 30,878 = \$41,777,934
Total	111,523 \$148,874,494

$\$148,874,494 \div 111,523 = \1335 (Ave. p/p expenditure of two largest counties)

Carson City total p/p resources = \$1292

Difference = \$43

$\$43 \times \text{Wt. pupils } 5603 = \$240,929$

$\$240,929 \div \text{total wt. pupils for state } 137,827 = \1.75 per pupil

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