

SENATE FINANCE COMMITTEE  
MINUTES OF MEETING  
MARCH 15, 1977

The meeting was called to order at 5:00 P.M.

Senator Floyd R. Lamb was in the chair.

PRESENT: Senator Floyd R. Lamb, Chairman  
Senator James I. Gibson, Vice-Chairman  
Senator Eugene V. Echols  
Senator Norman Ty Hilbrecht  
Senator Thomas R. C. Wilson  
Senator C. Clifton Young

EXCUSED ABSENCE: Senator Norman D. Glaser

OTHERS: Ronald Sparks, Chief Deputy, Fiscal Analysis  
Howard Barrett, Budget Director  
Cy Ryan, UPI  
John Gamble, Superintendent, Education Administration  
James Costa, Deputy Superintendent, Department of Education  
George Harris, President, State Board of Education  
Ben Hanson, Vice President, State Board of Education  
Rosemary Clark, Past President, State Board of Education  
Cynthia Cunningham, Member  
Dr. George Earnhardt, Member  
Shirley Wedow, Member

Senator Lamb said before the Committee started on the scheduled hearing, he wanted to discuss a bill, A.B. 102. The Committee had earlier voted to amend the bill by deleting Section 7. He now had the amended bill and asked for concurrence in introducing the amended bill to the Senate. The Committee agreed to this action.

Senator Lamb read a letter which was written to the Department of Conservation and Natural Resources, copy attached.

Senator Young asked if the letter excluded the acquisition of in-holdings or property near existing parks for the purpose . . .

Senator Lamb said the phrase "not necessary to the development of existing State Parks" would take care of Senator Young's concern. The Committee agreed that the letter should be signed and sent.

Senator Lamb asked Mr. Gamble to begin his presentation.

Mr. Gamble spoke from a prepared statement, copy attached. Mr. Gamble asked Mr. Costa to give specific information and response to the report given to the Committee the previous week.

Mr. Costa read from a prepared statement, copy attached. He also gave the Committee a chart showing the Consequences of Applying the effects of the Governor's recommendation and Senator Hilbrecht's Proposal, copy attached. He outlined the results of these actions on the Department of Education.

The President of the State School Board, Mr. George Harris spoke next. He introduced the members of the State School Board who were present and spoke as follows: "These people were extremely interested in doing the job which we do, without pay, as you do yours mostly without pay. We have presented quite a number of statistics here to justify what we are doing. To decimate out people that are doing the jobs, that are busy, would take the livelihood of about 16 family heads, 16 to 23 employees and their families, and that would be quite a blow to the personnel of the state and we would have to consider too, whether or not the dismissal would be by due process of law.

We plead that you do not humiliate the state personnel by withholding the funds that are being used properly at this time in the work of education. All of you here, most of you, perhaps, are product of the Nevada State Schools and what you learned in those schools has brought you to considerable success, I would say. We have, of course, the compulsory education which requires everybody to go to school and they are not all receptive to the offer.

But the Board is primarily concerned to insure that all the pupils get that which is intended by the money we spend statewide for them. "I consider that we are among friends. I think the originator of the reduction was honestly trying to increase efficiency in the expenditure of money, but I think the data we have presented today indicates that we are doing our job without enough fanfare that everybody knows what is going on. "I'll just say that March 15th is the Ides of March. It was a bad day for Julius Caesar, let's not make it too bad for the Board of Education."

Senator Lamb told Mr. Harris that when the Committee went through the Budget, the question came up and Senator Hilbrecht was asked by the Committee to go ahead and make the study. He asked him not to lash Senator Hilbrecht, but the Committee. He said he was not saying that all the Committee would go with the suggested proposal, they had not yet reached that point, but he wanted to make the point that Senator Hilbrecht was just doing his work.

Mr. Harris said that he meant what he said, he thought they were among friends and he believed it was an honest effort to produce more efficiency if possible. But they wanted to show the Committee that they were trying.

Rosemary Clark, member of the State Board of Education, spoke next, as follows: "The state Board of Education functioning under NRS 385.010, Section 1, states: The State Department of Education shall function under the direction and control of the State Board of Education and the Superintendent of Public Instruction shall be the Executive Head. Section 5 under that section reads: As the Executive Head of the State Department of Education the Superintendent shall b) employ such personnel as are approved by the State Board of Education and as are necessary for efficient operation of the department.

"The State Board of Education has followed those statutes in regard to our relationship with the department and with the idea we are a policy making board and not an administrative board. This sort of relationship is the only type that seems reasonable and is efficient. We appoint the Superintendent of Public Instruction. The superintendent and the results of his organization will then be evaluated by the Board. Since the last legislative session the State Board evaluated and found results of the then superintendent to be somewhat unsatisfactory and by mutual consent we did part company.

"In October 1975, Mr. John Gamble, who had been Deputy Superintendent for seven years, was appointed the Superintendent of Public Instruction. This past October, 1976, the state Board spent one-half day evaluating the performance of the superintendent and the department, and going over the well documented audit report of the State Department of Education by the Legislative Counsel Bureau, which I hope you people have all received copies of.

"There were weaknesses perceived by the Board in the evaluation of the department and also perceived by the Legislative Counsel. Immediate steps were taken to correct all these problem areas. The present budget, both the administrative and the distributive school fund were gone over by the Board in open session. Following that, a public hearing was held and then the budget was voted upon. It was the feeling of the State Board of Education that the budget to be submitted to the Governor was a reasonable and equitable one. It was neither excessive or fat. It showed fiscal responsibility in terms of money necessary to maintain the quality of programs expected by the Board.

"The state Department of Education is an integral link in the federal-state-local control of education. By weakening the Department of Education's role in the structure, more federal control will move in as the federal bureaucracy always moves in when there is a vacuum. To keep education strong in the State and programs to be monitored, which the tax payers have every reason to expect, this is no time to be weakening the State Department of Education.

"I believe I have been known for many years throughout this state as a strong advocate of programs and services in the fields of special education and for handicapped education. To be presented with a document suggesting that the Special Education Consultant in the state be eliminated was really quite shocking to me."

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Mr. David Hansen, Vice President of the State Board, spoke as follows:  
"I would like to point out to the Committee that we are all, on the State Board, elected officials as you are and I think we have all been responsive to our electorate in listening to the questions that they have put to us as members of the Board. I, for one, have asked and with good result received from the Department of Education answers as to what their programs involved and were they fiscally responsible. As a matter of fact, at each board meeting we have requested and have received reports from each of the units within the state department and they have answered many questions which I have had for years and had placed to me by the people who elected me, as to what the department was doing, and to what degree they were utilizing the State tax dollars.

"I would like to point out also to the Committee that in the last ten years the state department has had an increase of only nine employees and I think that speaks well in this day of bureaucratic growth and I don't know what other department in the state has a record equal to that.

"I have spoken to a number of superintendents who have indicated to me that the state department does vital functions as far as monitoring and, of course, the flow-through money amounts to many millions of dollars each year; and as many of the functions, that are spoken of here as being possibly fat or whatever, were cut out, these functions of the state department would have to be picked up in the local counties at higher salaries in fact, than are even paid to members of the state department at this point and it would thus increase with more tax money being spent to have the same job done.

"I would like to speak very candidly here that I think all of us have heard about dead wood in every part of the bureaucracy of the government and I think it has come to our attention as board members, and probably to the Senate Finance Committee here, that there are members of any bureaucracy who probably are not doing the best job that they could do, and when we start to cut out dead wood or fat or whatever you want to call it, it has a ripple effect and in the state personnel laws, which we are required to operate under, the last person on would be the first person out of the department. So if we are seeking to cut out individuals through this type of means the desired effect might not be achieved through cutting personnel out by this method."

Senator Lamb asked why that had to be.

Mr. Hansen said he thought it was a sad situation. But they know with the rules and regulations of the state personnel it is difficult to remove anyone. It is a most difficult process and a time consuming process and it is rarely, if ever, consummated by getting the individual who is not doing the job correctly. He said that he might indicate that as an administrator in Washoe County, where you deal with professional practices act, where we have heard a lot of criticism about poor teachers etc., the process is just unbelievable in removing anyone who is inadequate or not proficient in doing the job. and it is equally difficult, if not more so, under the provisions of the state personnel act.

Carl Schaff Superintendent of Schools in Eureka County, Nevada, spoke as follows: "I was not asked to attend this meeting today. I heard about the meeting the other day, our school board and myself personally sent telegrams to this committee. I'm not sure that all of you have ever been out in rural Nevada, but if you haven't you are in for a rude awakening. We are not Las Vegas, and we are not Washoe County, we are not blessed with having consultants, we are not blessed with having all the other frills that so called education is blessed with in these large urban areas.

"In the past five years we have had over twenty consultants, different people, in Eureka County. They have performed services such as needed assessments, help with the curriculum development, certification, and our textbook selection. We do not have the expertise nor the type of individual to handle this type of thing. If we were to do this on our own basis we would have to add twice as many teachers as we presently have, or staff members. I really, for one, cannot understand anyone trying to cut a department where we are dealing with the most important commodity that we have in the state and that is children.

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"It is very difficult for me to believe that we can sit here and discuss that we have to have more quality and I know that dollars don't always bring more quality. But by the same token, I just left a meeting downstairs and I have yet to hear anyone group of people stand up and say 'this is best for kids'"

"I think that the department of Education has done that and I would support them whole heartedly."

Hope Roberts, Chairman of the Nevada Advisory Council for Vocational-Technical Education spoke from a prepared statement, copy attached.

Senator Lamb said he was getting the feeling that the people present did not want the cuts consummated. Several of the speakers touched upon the subject that staffing has not been increased for a number of years, but he said this told him that schools are doing the jobs for themselves in a great many areas and he felt that Mr. Gamble would be the first to admit it.

Senator Hilbrecht asked Mrs. Roberts about the Alexander Grant & Company audit recommendations. He asked that copies of that be distributed to the members of the committee. (Copy attached.) He said he felt it was only fair, in view of her comment, to read into the record that one page document on the stationery of this company, certified public accountants. He read the statement. He asked her if she considered those to be incorrect conclusions: were they erroneous findings.

Mrs. Roberts said she did not. At the time that that audit was conducted these were the facts.

Senator Lamb asked if they had been changed.

Mrs. Roberts said they were recommending that they be reinstated into the vocational program. She could not prove that they had been changed, they would have to depend on Mr. Gamble for that information.

Mr. Gamble said he would like to respond in a couple of ways to that. He did not know that it should be necessary for him to respond, because he was not superintendent at that time and he could only vouch for what had occurred during the last biennial session of the Legislature.

They attempted and were successful, at least as far as the Governor was concerned, in utilizing their consultants across the board for tasks, so that they would all be kept on full time, not necessarily related to a specific subject area. A charge for a salary was valid as long as the full intent of the salary for that position was carried out. Whether it was carried out by one person or parts of four persons. They attempted an organizational structure that would accomplish that. The report from Alexander Grant says that they looked at the positions funded from vocational education and found them wanting. They did not look at the remainder of the positions in the department to determine if any vocational work functions were carried on by anybody else that could be truly attributable to vocational salaries. They did not look at that.

He said he was also a little concerned about that vocational audit. He said he would not say it was not an adequate audit, he wouldn't say it was not very suitable and proper; but the Committee had been giving serious consideration to an audit that was devoted to a single subject area in the department of education, vocational educational: they looked at no other document regarding the operation of the department; and was in the department a period of a very few days, one person. There has been no credence given to your own Legislative Counsel Bureau audit, where they spent six months, two people part of the time, in the department of education, reviewing all programs including vocational education and came to some general conclusions that were not near as critical as the audit performed by Alexander Grant Company. He said he did not know how they wanted to compare the two, he would only say that.

The final point was that at the time he became superintendent all of this erupted; at any rate they have been making corrections constantly as they could move into a different type of structure and devote or assign their people in a different manner since that time.

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And that has been a period of not much more than 18 months and he felt they had made considerable progress considering the type of personnel actions that are necessary, the type of changes, and the time that it takes to make those changes. Even since the budget was printed, there have been a number of changes that have been made to correct, what they considered to be, inefficiencies.

Senator Young said that he had heard comment, it was not verified, that in Lyon County as the Community College came in, certain vocational-education courses were discontinued in high school and they looked to the Community College to supply them. He asked if there was any substance to the report and if so, was it apt to happen elsewhere.

Mrs. Roberts said she could not answer that. Mr. Costa said there was substance to that, but the Department of Education had nothing to do with that. That was a decision made by the Lyon County Board of School Trustees, when they were faced with the need to reduce staff because of a reduced budget. They elected to reduce their offerings in the vocational area with the understanding that the Community Colleges would offer the auto mechanics class that they were formerly teaching.

Mr. Gamble said that to add to that in many cases, particularly in post secondary vocational education, the programs have been taken over by Community College, where, before the Community College existed, the local school districts attempted to provide this. In some cases the secondary schools, because they could not maintain classes, cooperated with the Community College in order to provide it. This is still administered through the Department of Education in the same manner.

Senator Young asked if they still monitored that program in the Community College.

Mr. Gamble said they did, the same as in the district.

Mrs. Roberts said she felt they needed to clarify the reason for the Grant audit and how it was done. Prior to the 1976 federal amendment, public law did state that vocational federal funding was to be used exclusively for vocational education. And on that basis, Grant conducted the audit. She felt that should be clearly understood, this is why it was started in the manner that it was. These were the facts that they found at that time.

Senator Lamb asked Senator Hilbrecht to speak.

Senator Hilbrecht: Mr. Chairman, as you correctly pointed out, I was given an assignment because of some questions that, I think, a number of members of the committee had concerning some areas, when the original presentation was made by Mr. Gamble and others here. I think at the outset I should say that I am certainly friendly with most of you. George Harris was my high school principal; LaMar LeFevre used to work on my campaign. I want you to know that it was with mixed emotions that I accepted this assignment, but I think, nevertheless, it is an assignment that I am obliged to perform.

"First, I want to dispel any feeling that I am out to get anybody. I specifically asked that I not be apprised, personally, of any of the names involved in any of the positions to be recommended. I have taken great pains to avoid that. I will go one step beyond that; I am not a professional educator, although over the years, I have had, both in the Legislature and out, many dealings with education, and I feel that I have a general sensitivity to the problems of education. But because I am not a professional educator or particularly an administrator, I made no recommendations to the Committee that any specific job be eliminated. My recommendations to the Committee, based on data that I am going to discuss in just a moment, was simply that in my judgment there was something wrong. The hours did not measure up to the commandments, the demands did not seem to justify the number of man hours allocated to them, that we could identify certain areas that appeared to us not to be adequately justified. What we did is took those salaries, totaled them, and recommended to this Committee that they consider putting into those budgets salary savings measured by those sums of money.

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The decision, administrators, is yours, you are the educators, you are the professionals."

"I must however caution you that while there is a limited supervisory responsibility placed upon the State Board of Education, as I read those same statutes that you cited, it is the primary obligation of this Committee and this Legislature to determine the budgetary allocations to the department. Because it is our duty to balance the needs of all agencies of government, one against the other. Whereas it is yours simply to budget the competing priorities with your own sphere of responsibility. So I, therefore, respectfully decline to accept the judgment that, simply because another elected body has reviewed these positions, that it is not within our domain or our prerogative to question or to go beyond or to attempt to assist you in reevaluating these goals."

"I will tell you, so that you know that I do not have any vicarious or fiendish delight in tearing apart the good work that you people are doing, there are some . . . well I want to cite a couple of examples: Today there was a prepared statement made, and I thought it was very articulate, concerning an analysis of what was identified as my proposal to the Committee for the elimination of certain positions. I have already indicated I did not mean that. I simply meant that there are areas of weakness and these seem to be the people to which you should address, or we should address, more scrutiny to see if they are indeed justified."

"I am just going to take the first one, which is in the office of Superintendent, Carson City, the Executive Assistant. As you are aware, a justification for this position was presented at the time the budget presentation was made to the Governor. I was supplied by the Legislative Counsel Bureau with a copy of that presentation. I was not satisfied that that material justified that particular position."

"I wonder if Mr. Oliver would, at this time, put up a graphic presentation that the audit division has made of the superintendent's office so you can understand a little better what analyses we used in dealing with that. So I asked John to provide me with a detailed explanation, and he came to me with a very fine document. I hope that all members of the State Board of Education have reviewed this document. I have done it in some detail and I want to just show you why questions came into my mind. I read the description which appears on page 2 of the document that I now hold, talking about the Executive Assistant in the Office of the Superintendent. I noticed that it was a different description than the one that went to the governor at the time the budget hearings were held. Today we heard a lengthy presentation, and I think it was very articulate, by the Office of the Superintendent and in that description which was directed to my recommendations to this Committee, yet another description of what the Executive Assistant does was contained. I am not going to belabor this because you are aware of it. I assume that you board members of the State Board of Education are familiar with this; but I want to have them here for the Committee to review because each one says that the man does something different. Now maybe he does all of these things, but it is difficult for me, you see, to discern the kind of consistency and direction to a specific goal or any other justification for that kind of a salaried position when I see three different, substantially dissimilar descriptions of the same job."

"Now I would like to ask Mr. Oliver, before we go on, to translate this into how we related it to dollars, man hours, and things of that kind. He prepared for the Committee a graphic schematic of the office of superintendent. I think if you look at it, those of you who have been confronted with these three somewhat divergent descriptions of the same job will see that we have a kind of an interesting layering of administrative responsibilities. And so I asked Mr. Oliver . . . You will notice, incidentally, that because this was a money committee and I realize the budget is not a very good way to oftentimes explain these things, but because we talk in budgets, I have had Mr. Oliver identify each and every position we are talking about and all the charts will have the budget number in front of it, so that you can refer to the line item that we are talking about in the budget."

"I have here both Mr. Oliver and the gentleman who actually preformed the audit for the Legislature, Mr. Hanson, in the department, as well as my legislative intern who helped us in the preparation of these.

"And I wonder if Mr. Oliver, for example, could discuss briefly the analysis we made of the Office of the Superintendent and the reason for this recommendation."

Mr. Oliver: "Mr. Chairman, the assignment was to assist a member of this Committee in analyzing certain information that had been provided to the Committee from the Department of Education and from other legislative staff effort. There were several assignments within that, but the first one was to attempt to tie and reconcile and bring together the chart of organization as presented by the department to the several budgets that are included within the Executive Budget."

"For the purpose of that, we did an analysis of the organization of the department and it breaks down into these offices and these are offices generally that are just in their chart of organization: Officer of Superintendent; Office of Technical Services; The Southern Nevada Office of Accountability and Office of Internal Services."

"The first of these, the Superintendent's Office, as Senator Hilbrecht indicated we brought together by indicating from their organization chart and from the executive budget, the title of the position and the budget account that it is funded from. This was done with the assistance of the Department of Personnel. If there are any inaccuracies in this, we apologize for that."

"I might say just to put myself at ease and some of the other members of the audience, we did an audit seven years ago of the Department and we had some criticism and we have had some long standing animosity as a result of that. Most recently, this last year, we did an audit over there and we improved our relationships about a thousand fold. I guess as of today it would be another seven years of animosity."

"Nevertheless, on with the project and that was to bring together their organization and the budgets that are in the black book and to that end we have detailed each and every one of the positions and this is as of February, 1977. This does not get into the business of what has been added and subtracted, or what the Committee might do. But this is essentially as of February existing positions and if the Governor recommended that a position be deleted it shows on our chart here as a green one; if it was the consensus after reviewing the information that was provided by the Department to the Committee and to the staff that there was not a compelling justification, or there was some confusion, that would be a position that we tentatively identified in red here. Those can be discerned by the members of the Committee."

Senator Hilbrecht: "I will say that the basic justification for the Executive Assistant's elimination resulted from a three phase review. I first asked a member of the Legislative Counsel Bureau to review the Department of Education and make recommendations in areas where there seemed to be people who had functions which overlapped functions of other people. I then took those recommendations to Mr. Oliver's office; I then asked Mr. Gamble to supply me with this documentation; we compared the budget presentation made to Mr. Barrett with respect to those positions with the description of the position obtained here and determined once again whether based on the second go round, if you will, that is the information Mr. Gamble gave me, we then could generate a unique and different requirement for this particular person. Also, I might say I consulted with the auditor of the Legislature who audited the department in the field, who I thought had first hand working knowledge because he had seen the person out there in the field. Based on that, the recommendation to eliminate the executive assistant that you see on this first chart was made. That was the way we derived it. As I say, I would ask you to compare the presentations made concerning his duties. I am sure he has work to do; we feel that the other administrative people in the department are capable of performing every function and indeed, according to their own scenario, have responsibility for each of the functions that he performs."

"Now you will notice that in the Office of the Superintendent a number of the persons are funded in other budgets, not in the administrative budget. This federal program administrator was either recommended for deletion or was a vacant position for some time so we continued that recommendation. That does not present any innovation on our part."

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"Now would you like to move into the next office. There had also, Mr. Chairman, been presented for the use of the Committee members, a reconciliation that I will ask be distributed at this time."

"The next major area is the Office of Accountability. Because this makes up such a major part of the budget, we have prepared a detailed analysis of that particular office."

Mr. Oliver: "This is the schedule that Jim Costa referred to of February, 1977. It is only in the Office of Accountability that they have provided man work years or data as to where these people work, and what specific areas of education and I apologize for the fact that general education slips in as a part of that recommendation. That is apparently something that I interjected as an auditor, not as an educator. But you will see from that reconciliation and from the information that was made available to us, that the numbers of hours where there are specific mandates and not general but specific laws or specific requirements that we have summarized those in those three areas, general, vocational and special education. And that follows somewhat from the explanation that we received from the department that this group of people are those who are generally assigned to general education. This is the group of people who have worked on vocational education and bear in mind that it is not exclusive, that there are exchanges and these are the people that work on special education and because there are assistant program directors for each one of these groups or functional divisions, there was a decision then that one level of middle management could be eliminated, still leaving a director for the office and a deputy director and three line supervisors. The others are simply those positions on the reconciliation that would result in the reduction from 29 to 20 people or educational consultants which is supported by the specific mandates."

Senator Hilbrecht: "If you will look at the allocation before you, we did not generate these figures. These figures came from the office. What we did is translate them into reasonable man hour applications in the areas that we were told they were allocated by the department in accordance with this reconciliation. That resulted as my narrative indicated that I supplied the Committee the other day that they were overstaffed."

"Now I am sympathetic to the idea that they may want to take on additional duties, that they may from time to time have the need for additional people, but the fact is that the budget theory that we have proceeded on under Nevada fiscal management has not been to provide for reserve capabilities. So whatever the desirability of such a reserve might be, they are not justified based on these allocated man hours." (Change of tape)

Mr. Oliver: . . . in the other report we recommended that there be established, in the prior one and the present one, that there be established a work center of time accountability. What we were working with there, admittedly, is just those man years that have been identified for that office in Southern Nevada. They are complete but the department said they could be correlated to the whole department, but it would be much greater assistance to us and to the Committee in the future if there was a better time accountability or work effort accountability available when these kinds of analyses are required.

Senator Hilbrecht: Once again our recommendations are the ones in red, the Governor's recommendations are those that appear in green and we are not addressing ourselves to those. I think that is Mr. Barrett's discussion. The next one is the Office of Technical Services.

Mr. Oliver: This is again the Office of Technical Services and this is primarily their accounting of financial management office and some of these titles may not be too familiar. But the Assistant Director in red here is again identified as a middle management position and one capable of consideration for removal inasmuch as the Associate Superintendent has pretty direct lines to those accounting positions that maintain federal programs, fiscal services, food services and teacher certification. There is an education consultant position here in this group that we couldn't find justification for in the man hours again, so this one was eliminated from that accounting setup.



Senator Hilbrecht: Again the middle management responsibility, the justification again is that it is based on a comparison of material furnished us, job description, we compared it with, for example, the Associate Superintendent, and determined that there was an overlap and that there was no unique or specific justification for this particular middle management job. Once again, I will have available for the Committee's review the job description as it appears in the material supplied me early in the session, the job description as it is contained in the presentation made by Mr. Gamble's representative here this afternoon. Once again there are some interesting points of difference.

Mr. Oliver: And finally, the last two offices of the department is the Southern Office and the Office of Internal Services.

Senator Hilbrecht: May we deal with the Office of Internal Services first.

Mr. Oliver: In the Office of Internal Services, the position of Photographer I as it appeared from the material presented, is not included in that hourly or work effort information that has been provided by the department. But the Public Information Officer, the reproduction machine operator trainee, and senior clerk typist appear to be an adequate staff to handle the publications and that was a position that appeared to be reasonable to consider for removal.

Senator Hilbrecht: More important, it appeared that the principal responsibilities had to do with a publication of the department and that there was pretty clearly an overlap in responsibility between that person and the public information officer who is the immediate supervisor of this person. It is difficult to discern whether the department is clear exactly as to what the responsibility for the photographer is because once again we have two somewhat different descriptions of what the gentleman does contained in the material that was provided me early on in the session in connection with the study that resulted in the recommendations and the presentation made this afternoon.

Mr. Oliver: Finally the Office of Southern Nevada and here again the determination was essentially as identified by Mr. Costa that it appeared that the primary function of the office would be to serve as a liaison for teacher certification with those large number of teachers who are residents of Clark County. One of the positions that was identified there was from this Office of Accountability as an Education Consultant. That's included in the recap and one of the positions identified for elimination. The three positions that would be remaining are simply the Director, Administrative Secretary and a Teacher Certification Analyst. The Assistant and two clerical positions were recommended for consideration of elimination.

Senator Hilbrecht: I might add the reason for the deletion of the clerical positions were that, as I think was testified by the gentlemen who commented on it, that they were related specifically to those duties in the one case of the educational consultant, in the second case the elimination of an assistant director for the Southern Nevada office seemed to indicate the deletion of the second one.

Mr. Oliver: The other material that you have before you is the second thing that we did as part of this request. The second page is a reconciliation of the positions in the budget, consultants budgeted, and governor recommends and we had 29 and there are in fact 30 then with this one. The total number of hours is on the first page is 5328 and our addition of the specific mandates came to 3,777 work days identified as specific needs. On the third page you will see an analysis prepared by the department which identifies a work year as being 195 days for a consultant. So we divided the work days that we accumulated on the first schedule by 195 to come up with the numbers of consultants. In the case of what we said was general education, that first group of people in the Office of Accountability, was 11.1; Vocational Education, the middle group, came up with 6.3; and Special Education came up with 2, or a grand total of 19.4. So there on the top of that list shows essentially a reduction from 29 to 20, and a possibility where those 9 could be removed from and it is from that that Senator Hilbrecht identified dollars from budgets and budget accounts.

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I would just like to say that I have no quarrel with any of the material that was furnished to us. We had all the cooperation in the world from the department and we made no value judgments, we were not instructed to determine productivity in the sense of a productivity analysis or value. It was a matter of identifying positions and identifying material that was provided to the Committee and I think in summary I would like to say that the 195 productive man days per consultant is soft. We use a working year of about 220 in the Legislative Counsel Bureau. So even if we come down to this figure of 16 consultants at 195, that's not punitive.

Senator Hilbrecht: Thank you. I believe that would conclude our presentation. We thought it important that the Committee have a visual idea of what we were doing. I want to make it clear the one mandate given to Mr. Oliver's office and to my intern who prepared most of the material for me was that it was not our intention to hamper or to eliminate or to impair to any extent any mandate that the department had. And it was for that reason that I directed them to use only figures supplied by the Department of Education themselves. That is why we are not reevaluating the 195 day work year, which may be reasonable or it may not be. We wouldn't tolerate it in the highway department but in the education department it may make sense. We have not tried to second guess them and I want you to understand that it is an honest effort to try to expose to you, and I hope you Board Members appreciate it, we hope that you will try to, speaking as one member of the Committee, try to review and demand this kind of material. I think your department is very cooperative. I think your department doesn't attempt to hide or deceive when it comes to delivering the data necessary to know the ways in which they are working.

I have the feeling however, if I were in Mr. Gamble's shoes I would want somebody like Ty Hilbrecht coming in and telling him 'Look, I think you ought to look at this office, because this is a man he goes to work with 5 days a week, this is a man whom he has to expect loyalty from, this is man from whom he depends to get a work product to serve the people of the State of Nevada.' And it's inappropriate for him to make these kinds of inquiries. It's my job, or this Committee's job to do that, and that's the spirit in which this study has been conducted. You may disagree with it, but that's the spirit in which it was conducted. Thank you, Mr. Chairman.

Senator Lamb asked that the responses not be repetitive.

Mr. Gamble: I have no questions to respond to. If I wanted to nit-pick I could find as many inconsistencies in the report here as was presented. I feel no compelling reason to continue this in this vein at this point. I see nothing to be gained by it. As a matter of instance, I could provide a third set of information that would serve to confuse you, that would show you the man days devoted to every person in the department, including the state board and the superintendent that was projected a year ago that is in computerized form. Now I referred to it earlier, you can have it if you want to, I don't necessarily say that it is consistent with what we are doing now, we have had interventions, we have had some changes, we are not able to enter those into the computer and keep track of them. The computer would not print out a response as we fed information as to what was accomplished. And so it would only serve to confuse you, but I do have that available as to what was determined by man days and I think maybe some other would like to talk about the terms and number of days per consultant and how we reach that point.

But I was appointed to manage the department and operate the department. I have attempted to do everything as efficiently as possible and I think at some point you people have to put your faith and judgment in what you think you want the department to do.

Jim Costa: For the benefit for those who are here who don't know me on the Committee, my name is Jim Costa. I am the Deputy Superintendent of the Department of Education. The next thing that I would like to say is that there has been no attempt, no attempt to mislead anybody with the descriptions that appear in the presentation today and what appears in this booklet that was given to you.

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It was simply a paraphrasing and a reduction of the amount of words that are in here so that we could get through this thing today in a decent manner. And I would like to sit down with you when you get time and go through these things and through those and see if all the points that are here aren't over there as well. Because I think we have covered the points very well. We haven't changed that.

"Now to get to the man days business. The Department of Education does not operate on a 195 day work year. The Department of Education allocates and sets aside 250 days, and you can see that if you look at the sheet that we have just given you on the back. There are 251 days total in the column on the total side. The Department says that we feel that staff development and training for our people and continued education for our people is important, so we ask them to set aside 5 days during the course of the year for them to attend in-service training workshops or to attend meetings for their personal and professional development. We also say that planning is a good thing to take place in an agency for the next year so we ask our staff to set 5 days for planning purposes. We also have people who are on leave during the course of working for the Department of Education. Twenty days leave is set out, 5 for family sick leave and 15 for earned leave over the course of the year at the rate of 10 hours per month. Now there is a column called "98 General Management" has 26 days in it. We set this aside, we ask the people to set this aside in their time to each of the headings across this page, they will have no time to respond to the things that the State Board of Education comes up with which are urgent during the course of the year. They will have no time to respond to any requests made by somebody else for their services which are not programmed across the top of this page. So we ask them to set aside 26 days this year for that purpose. Last year it was 20, this year it was 26. So there are in effect, gentlemen, 251 days that we work from and the 195 days are specifically set aside to conduct the programs that are shown across the top of this page."

"Now if you will turn to the front page of that document that you are looking at, I would like to point out something else. The column 1, labeled work days, is the column that constitutes the 195 days; column 2, which says adjusted work-days, which includes the management time and the PO's 95 to 99, which is leave, which is planning time and which is professional development time, are the 251 days."

"Now the other point I want to make out is that somehow the people who decided what workdays they were going to pick were very selective. Why isn't there a check mark next to Arts and Humanities? Why isn't there a check mark next to Distributive & Cooperative Education? And these kinds of things. Why? And if you are ready to answer these, that's fine, because I am concerned about them. And besides Innovative Programs under federal mandates is Title IV, Part C. Whether you know it by any other name, that's what it is, and there is a federal mandate for that. So I think that somehow the figures are somewhat selective and I think we need to have an explanation of that."

Senator Hilbrecht: If you would like an answer, my intern has it for you.

Mr. Costa: I'd like to hear it from somebody, I think we need to have an answer.

Senator Hilbrecht: There is a reason for that. This is Katie Butler my legislative intern who has helped me on the project.

Miss Butler: We went through all the mandates, mandated by legislation, and checked off specific mandates and the areas that are checked have specific mandates which I have written here and the other mandates must come under the general 385.110.

Mr. Costa: I know why she did that, but how did they determine what the specific mandates were. Isn't Distributive and Cooperative Education part of Vocational Education? Isn't it one of the programs in Voc-Education?

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Miss Butler: The mandates were provided by the Legislative Counsel Bureau, taken from the statutes.

Senator Hilbrecht: They were taken directly from the NRS.

Mr. Costa: If the work wasn't specifically mentioned in the statutes, then it was deleted, is that the criteria.

Senator Hilbrecht: No, it was placed under general.

Mr. Costa: Well, no, it's not even in there. It's not even counted under anything.

Senator Hilbrecht: You asked why the check marks. The check marks relate, it is my understanding.

Mr. Costa: There are three designations the V for Vocational; the G for general and the S for special. And beside that program there is no designation; there is no designation besides Innovated programs, such as Title IV part C.

Senator Lamb: We'll check this out and make sure that we are right.

Mr. Costa: I think we'd like to get some recognition of the fact that we have a 251 working year. We are not slacking. The other reason why we are very cooperative . . .

Mr. Oliver: The 195 is consistent, as Mr. Costa has just pointed out to you that we totaled up the numbers in the 195 column and we divided it by 195 which is the specific working days. The 251 is on that schedule that we have, and I have no quarrel with that, it must be 9 days of holidays that are removed first because 260 is the normal 280 and so there must be a provision there for 9 days of holidays which I presume. The other thing is that 26 days of planning and general management are taken off before you get back to the 195.

Mrs. Costa: We covered that and we told you why, too, just now in case you did not know about it before. And I think it is a little unreasonable for you to say that 195 is a little bit soft because we don't work on 195.

Senator Hilbrecht: To further answer your questions, you are right, the identifications on this page, the check marks, the G's and the S's, you identified in your response to our request, but you responded in three areas, you prepared a series of pie charts showing that you are responsible in three areas, those areas were federal mandates, legislative mandates, directions of your Board, plus reserve.

Mr. Costa: Wait a minute, I explained the chart.

Senator Hilbrecht: All right. What we did is we then identified, based on the NRS statutes, a presentation that your Mr. Liston supplied us of all of the federal mandates and what we could discern based upon your report of Board mandates and tried to identify and that's what the notations here are. These notations come directly from an analysis by the Legislative Counsel of those notations that relate to a specific statute of NRS. We are not arguing, if you say he is incorrect, that's between you and someone in the Legislative Counsel Bureau. But that's what they tell us.

Mr. Costa: Yes, but you will be making a decision based upon information here and our argument with him may be valid and yet you make a decision based on this.

Senator Lamb: Who said we were going to do it that way? When we make a decision it will be what we think 100% right, you can bet on that. Cynthia?

Cynthia Cunningham: Mr. Chairman, I am Cynthia Cunningham, a member of the State Board of Education since 1971 and I just want to make an observation. Since I have been on the Board we have come twice showing a discrepancy between the pay scale of the State Department of Education and the three largest counties in the state and have applied for an increase in the salary of our top people in the department.

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This year we didn't even try that.

"We also tried, I believe, in two different sessions to be defined as an educational institution or in some way be given more operating authority at the State Board of Education for making priorities. We asked to be put on some kind of a program rather than a line item budget, because we found ourselves being given responsibilities by the Legislature or specific positions in the budget which may have been possible for us to make our own priorities. That didn't work, we didn't even try that this year."

"Now I find it rather ironic that we really seem to be selected for the somewhat dubious honor of being the first state agency to be on a zero based budget without warning and before we have zero based budgeting in the state law. It's a principle that I highly approve of but I think that the program audit for zero based budgeting should be done on perhaps a little longer notice than this has been."

"Since I have been on the Board I have seen some of our more creative and more competent people leave to go to County Departments of Education because they earn more there."

"I would also like to suggest that the morale amongst state employees isn't the world's greatest, and the more harassments and sometimes humiliation that the employees are subjected to, will become a self-fulfilling prophecy, you will find fewer and fewer competent, capable people wanting to stay in state government and as one charged with overseeing a state department, I find myself really resenting that. I think that the Board has been given more for which it is held responsible than it has legal prerogative."

"I haven't had much time to read Shakespeare for a while, so the lines escape me, but I recall that Caesar's body had many more slashes than were necessary to kill him once. I would ask that you not do the same to the Department of Education."

Senator Lamb: Cynthia, you imply that we are just zeroing in on you. Don't do that because the answer depends on whose ox is being gored. It sounds like your ox is being gored today, but if you will stop and think for a moment we've had the Regents, all of them in here, arguing with them about the University. We've got a lot of questions on our mental health and humanities area, and we are not through yet. Don't think that we are picking on you, we're not. We are just trying to do the job that you sent us here to do and I am sure after it's all over, you might not like some of the things that are done, but at least you are going to say, they just didn't rubber stamp the budget and go home.

Shirley Wedow: Could I ask Senator Hilbrecht a question? In your survey did you ever take into consideration closing the Southern Office entirely? Of putting all of the state educational consultants and everything in Carson City because no doubt that would be saving.

Senator Hilbrecht: We did consider that, yes. We felt, however, that because certification is a state responsibility and because the majority of teachers are in Clark County that you would want to maintain that service. Frankly that is the purpose of that office, to maintain the certification liaison capability in Clark County and that is the only reason it is there. And I wanted to say further, I want to reemphasize we did not, I did not, and I did not recommend to the Committee that we zero in on any individual's job. We're simply saying we feel that you ought to reorient your priorities in the salary area, dealing in these areas. Now if you determine to abolish that office, because in your judgment that has a lower priority than maintaining something else that we felt was less important up here, I don't think this Committee would ever second guess that. That wasn't the recommendation.

Mrs. Wedow: Well the reason I asked the question is that the Board this morning felt that that office was not staffed enough for the amount of people where all the population is. Especially with Civil Rights now. So it is difficult for me to see, from my perspective as a Board Member how it will get any better by removing some of them.

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Senator Lamb: Well, we haven't made any decision and we could sit here and argue all night. The hour is getting late my head is thumping and I'm sure that everybody else's is. John make it brief.

Mr. Gamble: I would just like to offer one point in conclusion since salaries were mentioned and then merely summarize if no one else has any testimony. There has been reference in the press, whether it came from the Committee or other sources, I don't know, about the high paid salaries in the Department of Education. The beginning salary of a consultant with the Department is \$60.32 a day, and in order to qualify must have a Master's plus four years of experience. The average salary of a teacher in Nevada with a Master's degree and four years of experience is \$65.16 a day. A consultant would need to be with the department for two years before their daily pay would equal that of a teacher with similar background. It is felt and we have recruited, tried to recruit that the responsibility of a consultant is near that of an administrator. They administer programs, they do not necessarily administer people, but they administer programs, they need the qualifications in order to organize people as well as know how to teach. But the top daily salary of a consultant of 83.55, that's the top that any consultant can get, is less than the average daily salary of a principal, which is \$96.70. We cannot recruit from the field we need to recruit from and get the qualified people that we need to do the job. We have been very fortunate in some of the people. I would commend to you the materials that we have provided, I would urge your study, these are done from an educational point of view with the children of Nevada in mind. We have mentioned previously, there has been a question about monitoring, the process of monitoring. That monitoring that all of our consultants as well as our supervisory staff, administrative as well as myself, is to see that the children in those schools are receiving the type of program that is indicated they should.

Senator Young: Mr. Chairman, I would like to hear from Mr. Costa some more on some of these consulting hours which weren't checked. It seems to me that one of the vital things here is the difference between the 5495 and the 3777, about 1551 hours. Is it your contention, sir, that all of these unchecked hours are mandated by federal or state or Board action or directive?

Mr. Costa: Yes, we do . . . We feel that the word mandate bothers people and we feel that there is justification and authorization for engaging in those activities under the very broad course of study application of NRS. It says "the State Board of Education shall prescribe and cause to be enforced courses of study." Now courses of study implies lists of subjects that are taught in our schools and in carrying out what we feel is our mandate that is to provide assistance to the schools and to the people in those schools in the areas in which they conduct classes. And primarily, in this long list that you see at the top, many of those courses are in the high school.

"Now we have an NRS section that says "they shall prescribe graduation requirements" to issue a diploma. So if we are going to assist the people in the high schools to conduct programs of instruction then we think the course of study and the graduation requirements mandated cause us to have some responsibility to provide services in those areas."

Mr. Gamble: Maybe we ought to look at priorities. I don't think we have the luxury of looking at priorities. I don't think the State Board has that capability really at this point. The mandates are thrust upon us by the federal government, by this Legislature through responsibilities, granted. Those thrust on us by the federal government are something we have no authority over if we are to accept the federal funds. So we don't have the luxury of setting priorities, we only have the luxury of responding to those that are thrust upon us.

Senator Young: For example Language Arts, Mathematics, Physical Education I would think, what little I know, that that should be part of General Education by requirements for high school graduation. Is that true?

Mr. Costa: That's right. And Physical Education is specified in the statutes. There is a statute that talks to Physical Education. Physical Training, it's called in the statute still, because it's a 1919 statute, but that's still there.

Senator Young: Another question that I have with regard to all these publications, there is no shortage of publications coming out of state agencies. Are all these necessary?

Mr. Costa: Well, each of these is in an area that pertains to one of these subjects here. For example this one here is a Comprehensive Health Education Guide, which includes drug abuse information for high schools.

Senator Young: Is there anything on Conservation Education? Could we buy these some place else?

Mr. Costa: Could you buy them?

Mr. Gamble: We don't invent them all ourselves, Cliff. I think the process that we generally use, and I have directed that we use, is that we don't reinvent the wheel. We look at those available from other states, adapt them to our state and come up with the best. In some cases if there is not something suitable and we feel we have the expertise to develop it, we develop it, in concert with teachers and principals in almost every case.

Mr. Costa: There is a little booklet that has had so much request that we can't keep up with the printing of it. There has not been a document printed before this one that talks to school teachers and principals and nurses in schools about their responsibilities with respect to child abuse and how to report it. There are statutes in here that are used by the Human Resources Department and by the Law Enforcement Agencies in the state, but we put them all together in a booklet for school teachers and principals of schools and school nurses so they know what their responsibilities are and they can use this booklet for reporting.

Mr. Gamble: One on Background on Research and Development, which was done by the Executive Assistant.

Mr. Harris: Mr. Lamb, we have let our hair down, we've washed some linen, I'd like to consider that we are a team that work together and not adversaries. I would like to have the state department be given the opportunity to put in provisions and correct operations all of the things that we all want to do. I don't think we can do it by having our budget emaciated. I think you should give credence to the reports of these honorable gentlemen here as we give credence to you people. So let us thank you for the hearing and let's go from here with cooperation and not adversaries.

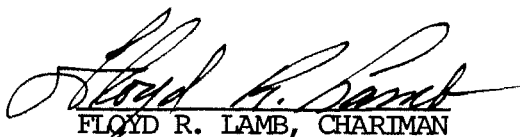
Senator Lamb: Thank you, George. This meeting will be adjourned.

The meeting adjourned at 7:10 P.M.

RESPECTFULLY SUBMITTED:

  
MURIEL P. MOONEY, SECRETARY

APPROVED:

  
FLOYD R. LAMB, CHAIRMAN

FLOYD R. LAMB  
SENATOR  
2950 PINTO LANE  
LAS VEGAS, NEVADA 89107



COMMITTEES  
CHAIRMAN  
FINANCE  
MEMBER  
LEGISLATIVE FUNCTIONS

# Nevada Legislature

FIFTY-NINTH SESSION

March 14, 1977

Department of Conservation and Natural Resources  
Nevada State Park Division  
Carson City, Nevada 89710

Attn: John Meder

Gentlemen:

The Senate Finance Committee would like to take this opportunity to express its support of a well-planned, orderly and responsible State Park system. The committee commends the planning efforts of the State Park Division, and the on-going development of our Parks.

The Committee has viewed with some concern the tendency to acquire new Park lands not necessary to the development of existing State Parks according to plan. These acquisitions often over burden staff and facilities which leads to the detriment of the Park System. It is the opinion of this Committee that no additional new Park acquisitions be made until existing parks have been developed in accordance with the State Park Plan.

Sincerely,

A handwritten signature in cursive script, appearing to read "Floyd R. Lamb".

Floyd R. Lamb, Chairman

FRL/hjv

cc: Norman Hall



Remarks of  
John R. Gamble, Superintendent  
Nevada Department of Education  
March 15, 1977.

#### SENATE FINANCE

I will briefly review information concerning the staffing procedure that is followed by the Department of Education under the direction and governance of the State Board of Education. Specific information and response to the report given you last Friday will be provided by Jim, and I am sure members of the State Board of Education would like to comment briefly.

Every professional classified position in the department has been reviewed or approved by at least three separate units of state government prior to inclusion in the executive budget, and prior to the position being filled.

When an activity, program or project is designed, whether state or federally funded, specifications and qualifications for personnel become a part of the project. If staff above those currently employed must be obtained, this becomes a part of the project plan that is reviewed by department administration and the State Board. If the project is approved, application is made to the Department of Administration budget office, and position descriptions are filed with the personnel administration. If the budget office determines that there are appropriate funds in the work program for the project, and if the personnel division determines that our requested grade level and position description are satisfactory, we can then, and only then, advertise or recruit for the position, again through the personnel division.

The additional process of receiving applications, qualifying, examining, and interviewing applicants can consume up to three months' time, and is minimally six weeks.

The process for reassigning, title or description change of staff is equally time consuming.

My point in this description to you regarding our staffing procedures is this: Our personnel and positions are subject to many diverse approvals before they are employed, and the same scrutiny, from external sources from our department, is maintained constantly. All staff (professional) are approved by action of the State Board, and personnel evaluations are conducted annually, or more often where necessary. Each staff member has a full annual program of work to carry out (process objectives).

Additionally, although our consultant staff carries out the majority of the activities and programs, all staff members, including the superintendent, deputy, and division directors, are directly involved in program work and direct service to school districts, as well as management and supervisory responsibilities.

We are constantly striving to accommodate additional responsibilities that are thrust upon us from various sources--state, federal, and local--without additional staff, and this effort has caused us to involve staff members in many activities and few if any staff members have the luxury of devoting their time and efforts to a single program that may be their primary area of expertise.

At the same time, we are continuing our efforts to improve the quality of work that is turned out by the department through evaluation and professional development programs.

I would invite any and all members of this committee and the Legislature to visit our department, become acquainted with our staff, examine our publications and reports for school districts, and review our programs with staff members. It would seem to me that it would be very difficult to assess the work of any agency depending upon the format and design of a budget document that is available to you, and with only printed information provided, especially without much more extensive time than is available to you. In our case, you have the advantage of an additional legislative arm in an elected state board whom you have delegated by law to be the governing body for the agency, and additionally, the executive branch provides the fiscal oversight as well as your own legislative counsel bureau.

It would seem to me that this should provide you with some confidence that the staffing level as requested, is in line with what is minimally needed to carry out the responsibilities that have been set for the Department of Education.

I would like to call on Jim Costa, now, for comments.

RESPONSE TO PROPOSED REDUCTION  
IN PERSONNEL POSITIONS  
FOR THE  
DEPARTMENT OF EDUCATION

Submitted to: Senate Finance Committee  
March 15, 1977

Responding to the report and proposal submitted by Senator Hilbrecht will not be an easy task because the nomenclature used in it is not consistent with that used in the material presented to him by the department, and because the derivation of the numbers presented in the report is not documented. Nevertheless, I shall attempt to be as brief and clear as possible in making our response. To avoid confusion I should like to take it page by page, beginning with his summation of the material presented to him.

A review of the executive budget pages 136-167 will indicate authorization for 30 consultant positions, not 29. Of these 30 authorized positions, 2 were vacant and unprogrammable, 1 was vacant pending oral examinations and interviews at the time of budget preparation, but still programmed, and 1 is located in an office for which resource allocation data was not provided in the manner presented for the Office of Educational Accountability. This meant that there were 26 consultant positions for which resource (time and dollar estimates) allocation was presented. Since the time that the budget material was presented, the department reclassified 2 Assistant Director positions to consultant positions. Resource allocation was prorated for them over the remainder of fiscal year 1976-77. We presented, therefore, resource allocation for 28 consultants, 2 of which had already spent part of the year as assistant directors and would spend the remainder as consultants only. The second sentence of Senator Hilbrecht's report states, "after analyzing...Office of Educational Accountability and Resource Allocations for Fiscal Year 1977...a need for 27.3 consultant man years is identified to fulfill all indicated legislative, federal, and state board mandates." We agree with the Senator's identification of need and submit that when one considers the reclassifications, the filling of another position five months after the fiscal year began, and the granting of unpaid educational leave last summer to another consultant to complete a doctoral program, the 28 consultant man years should look more like 27.3.

However, the report continues by stating that, "examination of specific mandates justifies" a different number of consultant man years. We are unaware of the "specific mandates" examined and are confused by the areas mandated in the report.

The material presented by us and referred to in the second sentence of the report were "legislative (pertaining to Nevada Revised Statutes), federal (pertaining to federal legislation) and state board (pertaining to those leadership and special activities prescribed by the state board of education).

We do not know the reference of General Education nor what combination of factors was used to derive the numbers associated with it. Vocational education and special education are known to us as programs mandated by both state and federal statutes but we are unaware of the process used to "justify" work days. If you will refer to the Resource Allocation page which bears the date 2/23/77 in the lower left hand corner you may understand our consternation.

Since the last sentence is related to the proposed reductions we will pass on to the first page beginning with Education Administration.

Executive Assistant

Office of the Superintendent - Carson City

The responsibilities of the Executive Assistant are not the same as those of the Superintendent and the Deputy Superintendent. The position is a staff position and has no administrative or management prerogatives. The Executive Assistant is expected to have knowledge of the broad base of operations in the Department, the policies and regulations of the State Board, the general application of the school code, and to be prepared to present them as contact and requests from school districts, the public, universities, other state agencies, and other states may require.

He may be assigned by the Superintendent or Deputy to prepare materials, respond to requests, lead special ad hoc type committees on a wide range of subjects which, if delegated to other staff members, would serve as interventions and detract from their assigned tasks. Consulting assignments may be made in areas of his training whenever needed.

The Executive Assistant is the major liaison between the Superintendent and the State Board. He prepares agendas for approval, sees that supporting documentation is available, and follows-up requests and special assignments after board meetings.

Photographer I

Office of Internal Services - Carson City

Neither consultant nor administrator, this position is vital as a support to the information function of the department. The title does not accurately describe the work performed in the job. Job classification titles must be selected from the list established by the State Personnel Division, and the class and grade of this title is more appropriate to the tasks performed.

Position responsibilities for the Photographer I are decidedly different from those performed by the Public Information Officer III. The Photographer I is responsible for graphic and photographic layouts for publications and presentations, and operates or supervises the operation of all reproduction equipment in the department copy center. Volume of work completed in the copy center is substantial, even though a great deal of work is done by the State Printing Office.

The responsibility of the Public Information Officer III includes the supervision of copy center staff in addition to the performance of public information activities (i.e., radio, television, news releases, publications, etc.). The Photographer I position does not have responsibility for the production, layout or review of the content of information releases.

To our knowledge, no time studies have been completed by anyone to identify the percentage of time the photographer devotes to photographic work. However, when the Department provided detailed information about personnel assignments and programs for Senate Finance review, the photographer estimated that he devotes approximately 30% of his time to photography. At the discretion of the Superintendent, photographic services may be supplied to other state agencies. All the chief executives since and including Governor Russell have used this service.

## Assistant Director

Office of Technical Assistance - Carson City

The Assistant Director is one of four professional staff members assigned to the Office of Technical Assistance. The Director of the office, also known as the Associate Superintendent for Administration, whose duties are amply described in NRS 385.300-315, must devote a substantial amount of time in the fulfillment of statutory responsibility for Department budgeting and accounting, and continuous study and management of the State Distributive School Fund. Thus, the Assistant Director is needed to direct the work of para-professional, technical and clerical staff involved in the Food Service program. The Assistant Director is responsible for private school licensing and must direct the work of professional staff assigned from other Department offices in the review of applications for licenses. Such reviews entail on-site visits and the evaluation of other application requirements before recommendation to the Superintendent and State Board for approval. The Assistant Director also maintains a close working relationship with the Commission for Post-Secondary Institutional Authorization.

In addition to supervisory responsibilities, the Assistant Director is also responsible for developing guidelines and conducting driver training workshops for pupil transportation programs operated by public and private schools. The Assistant Director has concurrent responsibility with the Public Works Board to review and approve plans for school facilities.

## Education Consultants

Office of Accountability - 1, Las Vegas; 3, Carson City

The report identifies the four consultant positions only by the designations Las Vegas and Carson City. We can only assume that these are the four consultant positions appearing first in the list of Educational Administration positions because the persons assigned there have residences corresponding to that designation. These are the positions for health education, special education, elementary education and environmental education. It's ironic that the only consultant positions expressly created and funded by state legislative action are proposed for elimination because there now appears to be no legislative or federal mandate.

Perhaps this is not a mandate, but NRS 389.060 requires the teaching of physiology and hygiene in the public schools with special attention given to the effects of controlled substances upon the human system. The position of health consultant was established to assist school personnel prepare course work, select materials and become aware of techniques expressly for carrying out this mandate.

NRS 389.110-130 require instruction concerning the protection of the environment, counseling for careers in environment, and outdoor education. NRS 388.595 authorizes the appointment of a consultant for environmental education with responsibility to coordinate efforts of various disciplines within educational systems, developing and distributing educational materials, developing in-service programs for teachers, and coordinating efforts of private organizations, schools and governmental agencies.

The Nevada Revised Statutes have sections requiring the State Board to grade schools as elementary and secondary, prescribe courses of study, approve kindergartens, approve textbooks, and directing boards of trustees to divide schools into kindergartens, elementary, high schools and other permissible departments.

As is generally known, elementary schools typically operate with self-contained classrooms and elementary school teachers are responsible for providing instruction in most content areas. In Nevada we still have many schools that operate with multi-grade classrooms. The Department has employed an Elementary School Consultant to assist teachers and other school personnel meet the various and unique needs of elementary school pupils. This assistance includes, but is not limited to, the selection of textbooks, organizing course content, organizing pupils for instruction, organizing pupil evaluation procedures, and determining the amount of time needed for instruction in different content areas. The consultant also works with different curriculum experts in the development of courses of study for elementary schools. The Elementary Consultant assists in the development, evaluation and improvement of pre-school and kindergarten programs.

The position of consultant in special education was vacated at the end of November, 1976. The Department announced the vacancy, received applications, conducted examinations and interviews and appointed a candidate who was confirmed by the State Board of Education on February 25, 1977. There are no specific state authorizations for a consultant in special education, but the position is responsive to both state and federal legislation. NRS 388.440-520 is very specific about a program of instruction for the handicapped and the department's responsibility in fulfilling this mandate. Additionally, Chapter 387 establishes a basic funding program to assure equal educational opportunity for handicapped pupils. With funding approaching \$21 million for over 600 special education units to monitor in the next biennium, it appears unwise to eliminate this position. Rather, another should be added to assure the state of effective use of the resources provided. The other position vacant on February, 1977, is one of the shared positions for which the state pays half. This is the science position which has not been filled because the duties have been combined with those of the environmental consultant. Another representation of the efforts being made by the Department to consolidate wherever possible.

Perhaps the 4 positions referenced in the report are part of the 6 shared positions. But that's not possible because none of the shared positions is filled by anyone based in Las Vegas.

There is a legislative mandate for American history and American government and one of these positions deals with social studies. Maybe there isn't a specific law requiring arts and humanities, mathematics, guidance, and language arts, but we feel that these are desirable and permissible under the course of study provisions.

#### Principal Clerk Steno

Office of Accountability - Las Vegas

This position is the one assigned to assist the teacher certification analyst in the Las Vegas Office. The only reason to eliminate this position appears to be a determination by the makers of the report that the Las Vegas Office should consist of three people and all the rest must go.

A management study conducted in the Las Vegas office last May revealed the following information with respect to the certification office:



During the month of May there were:

175 people who walked into the office to have their transcripts evaluated for certification.

328 others who walked in to inquire about certification, secure applications, or get other related information.

1021 pieces of mail were handled, 486 incoming, mostly mail-ins for evaluation or application; 535 outgoing, responses to evaluations, requests for more information, actual certificates, etc.

623 telephone calls were logged related to certification information.

Even though the transactions are logged, these do not take into account the actual review of applications and their subsequent approval or rejection. The principal clerk steno is vital to the certification function in the Las Vegas office.

#### ESEA Title (IV) C

Assistant Director of Program Services, Office of Accountability - Carson City

The position with the above title which appears in the budget has been reclassified to consultant. An assistant director formerly funded under Vocational Education has been transferred, with the knowledge and approval of the Budget Office, to the position still known in the budget as Administrator, Validation Services. Such a title no longer is used in the Department and the paper work was processed to change it, but not before the budget was finalized.

The management positions allocated to the Office of Accountability have been reduced from seven to five. Present positions include the Director, Deputy Director, and three Assistant Directors. Each Assistant Director is responsible for the direct management of a group of consultants and secretaries, thus, each Assistant Director has the responsibility for planning, supervising and evaluating the work of each consultant under his direction and for the evaluation of all programs assigned to his team.

The work of the Assistant Directors does not duplicate the work performed by the Deputy Director or Director of the Office. The Assistant Directors are directly responsible to the Deputy and Office Director but they serve as the immediate supervisors of the 28 consultant staff assigned to the Office.

#### Education Consultants

Office of Technical Assistance - Carson City

Office of Accountability - Carson City

The report recommends the elimination of one consultant in the Office of Accountability and one consultant in the Office of Technical Assistance who are involved in the monitoring of federal programs. No reason is given for the recommendation except that the consultant in Technical Assistance monitors programs for the supervisor and Director. We readily admit that monitoring projects is part of the consultant's job assignment and of course his work is supervised by others. The Department presently has approved 123 separate projects in the various Federal programs, and the technical nature of these requires special preparation and experience in our people.

In fact, the enormous number of documents for federal program administration (Federal law, regulations, guidelines, etc.) are replete with requirements for the monitoring of federal programs. Every review of Department operations that has been completed by federal authorities contains statements about the need for the Department to assign additional staff to the management of federal programs.

The consultant in the Office of Technical Assistance performs a dual role in monitoring federal grant programs in schools and selected state agencies. The federal government requires both "technical/fiscal" and "program" monitoring activities. The consultant in Technical Assistance performs the technical/fiscal monitoring in addition to providing assistance to Office of Accountability personnel in the completion of on-site program monitoring. Further, neither of the consultants just performs monitoring activities. Both review and evaluate project applications and both provide assistance to schools and state agencies in the development of proposals.

Any reduction in staff responsible for the Department stewardship of federal grant-in-aid programs will be viewed unfavorably by federal authorities. The Department has received continuous pressure by federal authorities to increase staff to improve the management of federal programs. Further, the increasing complexity of federal aid-to-education programs requires the Department to provide more assistance to school district and state agency applicants.

#### Consultant, Indian Education

Office of Accountability - Carson City

This position was created by state legislative action (NRS 385.465). It has been vacant since late 1975 for many good reasons, none the least of which is the difficulty in finding qualified candidates eligible under the law. After the position was vacated in 1975, it was advertised, tests and interviews held, a candidate was selected and approved by the Board--but he took a better paying job the day he was to start here. The position was readvertised and held open for lack of qualified applicants almost all of 1976. Exams and interviews were finally held. Again the top candidate took another job and the remaining candidate did not meet the definition of Indian.

The Department no longer receives Johnson-O'Malley money. It is assumed that the Legislature will repeal the authorizing statute if it feels there is no longer a need to help schools improve educational opportunities for Nevada Indian youth.

#### Comprehensive Employment Training Act

Assistant Director, Office of Accountability - Las Vegas

Again the justification for this reduction is the report maker's desire to reduce the Las Vegas Office to three people. The reasoning for such a reduction is unspecified.

This subject position no longer exists in the Department of Education. The position has been reclassified to Consultant, Drivers Training and Physical Education. In addition, the consultant is responsible for assisting in the Department of Education administration of the Comprehensive Employment and Training Act. Physical education and driver training are both included in the course of study for Nevada schools and each area is mentioned in Nevada Revised Statutes. This consultant performs the same kinds of services as other consultants in the Office of Accountability.

The Department is unable to relinquish responsibility for administering the 5% vocational education funds that derive from the Governor's special grant under CETA. This consultant's experience and knowledge in this program are needed for the continued management of this program.

Senior Clerk Steno

Office of Accountability - Las Vegas

The work of this position is directly related to that of the consultant above. The diversity of the assignment and the paperwork required by Federal projects makes a full-time secretary necessary.

It should be further noted that reduction of services in this program will result simply in that and no more. Any dollar savings will not accrue to the state or even to the project applicant. In fact, this is one of many cases in the Department where Federal resources are actually used to benefit state mandated programs.

Vocational Education

Educational Consultant, Office of Accountability - Carson City

The report states that the Department's consultant assignments total 6 consultant man years, and that further analysis indicates specific mandates require 6 consultant man years. The conclusion is that 2 more consultants, after the Governor's recommendation of 1 less, should be eliminated.

We are unable to understand where the report makers acquired their information or how it was tabulated. It certainly does not agree with the work program outlined in the material the Department presented. If you will again refer to the Resources Allocation page dated 2-23-77 you will clearly see that each area of vocational endeavor has been given individual attention under Legislative Mandate. These work days were placed here because of the course of study and graduation requirement statutes. Total days set aside for curriculum work in the school districts are 1150 or about one-half the time of nine consultants.

The other half is spent performing the tasks required by the Federal government, i.e. planning, assessing, developing, presenting, evaluating and reporting on a state plan, and performing other tasks specifically required by Federal regulations.

Needless to say, the State Board of Education, Department of Education and the Nevada Advisory Council for Vocational Education do not concur with this finding. Further, it can be guaranteed that federal authorities will be greatly dismayed by any effort to reduce staff responsible for the improvement of vocational education opportunities for Nevada students.

Recent changes in Federal law for vocational education in secondary and post-secondary schools place greater emphasis on the responsibilities of state departments of education. Anyone reading the new law cannot help but be impressed by the variety of state responsibilities and the detailed requirements for the state administration of vocational education programs. Such extensive new requirements complicate matters for school district and cooperating state

agencies as much as they do for state departments of education. The Department must have a cadre of competent personnel to assist applicants who wish to utilize federal funds to improve vocational education opportunities for Nevada citizens.

Department of Education staff recently completed a review of the recent federal legislation for vocational education for the Nevada Department of Administration Budget Office. The review describes the continuing twenty-eight substantive functions required of departments of education in the administration of vocational education and it also details eighteen new, substantive, functional requirements of departments of education! In addition, the new law places additional emphasis (requirements) on nine of the twenty-eight continuing responsibilities.

It should be remembered that the Department did not request additional staff allocations to meet these new responsibilities. We have asked our staff to tighten up work plans, emphasize necessary work activities and improve efficiency at every opportunity in order to accomplish all responsibilities. Staff reductions proposed by the Governor and this report will undoubtedly curtail services to schools and state agencies, and severely impair the Department's capability to meet the stewardship expectations of the federal government.

If one does not look at the report closely, there is another reduction of two people which could almost escape notice. Throughout the proposal, the makers of the report take the position that the Las Vegas office should consist of only 3 people--the Director, an administrative secretary (currently paid from Federal funds) and a certification clerk. Two consultant and two secretarial positions are proposed for elimination from Education Administration and CETA. But there is another consultant and a secretary in the Civil Rights Title IV budget account and these people are also located in Las Vegas. If the staff for Las Vegas is proposed at 3 people, and 4 are proposed for elimination, what happens to the other two? Do they have two alternatives--be eliminated without justification or relocate to Carson City?

If the Senate Finance Committee feels there is insufficient information and documentation for the Department programs in the Executive Budget, we can agree. The budget format is not of our making, and we do not feel that a proper description can be given to a program of work simply by using a laundry list of positions. We don't think the Committee can feel that we have failed to provide information and documentation as requested.

Just as you may have had apprehensions about the adequacy of the information in the Executive Budget, so do we have apprehensions about the proposal for reductions. We feel it is lacking in justification and documentation, and that it in fact does not clearly and fairly treat the information presented by the Department of Education.

JPC/mb  
3/15/77

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NEVADA ADVISORY COUNCIL FOR  
VOCATIONAL-TECHNICAL EDUCATION

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Governor

March 15, 1977

STATEMENT OF THE  
NEVADA ADVISORY COUNCIL FOR VOCATIONAL-  
TECHNICAL EDUCATION

TO: Senate Finance Committee  
FROM: Hope Roberts, Chairman  
SUBJECT: 1977-79 Biennium Budget for Vocational Education  
pp 164-166, Budget Account #101-2676

On Monday, February 14, I attended the Senate Finance Committee hearing to support Vocational Education. Circumstances did not allow for my input - however, I did, personally, contact or leave my written supportive statement with each of you.

The Advisory Council is charged, and funded, by the federal government with the express responsibility of evaluating vocational education programs, services and activities under Nevada's annual Vocational Education Plan, and to publish and distribute those results. We are also instructed to be "independent of programmatic and administrative control by state boards, agencies and individuals." We have and are, faithfully and conscientiously, following those mandates and we intend to continue to do so in order to insure "paycheck training" for youths and adults through the development of a skilled manpower pool designed to meet the needs of the business and industry in Nevada.

Our annual evaluations continue to recommend state staffing which will provide direct services to school districts and their increasing student population.

We have found that between 1967 and 1977 the total Nevada student population has increased by 30%. 53.8% of the current total student population is presently enrolled in Vocational Education. Yet the state's Division of Vocational Education is still operating with the identical staffing as it was in 1967 - 12 professionals.

Our evaluation procedures have found a total of 1715 days assigned to State Department Vocational Education staff for "out of office" personal school district visitations, 915 days in consultive and technical services for their specific areas of expertise, 497 days for the required monitoring and evaluation of federally supported programs in school districts, and 303 days for the articulation of disadvantaged and handicapped student programs, coordination of civil rights and sex stereotyping as required in Title IX, responsibilities on Northwest accrediting team, metric education programs for teachers, coordination of career education projects, development of the annual State Plan, and monitoring of fiscal expenditures of federal awards. The above, in addition to Long Range planning, staff professional development and general management activities which require desk work.

The above work schedule involves 9 full time consultants and does not take into account any administrative duties for the overall coordination of Division activities or the additional responsibilities and program emphasis as mandated by P.L. 94-482 which were enumerated in our previous report - a few of which are:

To survey annually, develop and operate statewide student follow-up of program graduates and employers regarding vocational education effectiveness;

To develop a Five Year State Plan for Vocational Education, an Annual Plan, and a Descriptive Accountability Report;

To eliminate sex stereotyping in vocational education programs;

To develop criteria for the coordination of all manpower training programs, including CETA, and submit written documentation of those activities;

To develop programs: to assist women, to develop energy education, to reduce sex bias, and to improve vocational counseling and guidance services;

and, last but by no means least -- many of the required duties are by federal mandate and we do want to retain Nevada's own self direction -- however, the efficient and effective administration of vocational programs as briefly outlined is necessary for the continued annual receipt of in excess of 1.5 million dollars in federal funding to Nevada Vocational Education.

I, as Chairman of the Nevada Advisory Council for Vocational-Technical Education, strongly urge that the Division of Vocational Education staffing remain as presently constituted, with 12 professional staff members.

HR:mfs

NEVADA ADVISORY COUNCIL  
FOR VOCATIONAL-TECHNICAL EDUCATION  
STUDY OF VOCATIONAL-TECHNICAL PROGRAMS IN NEVADA

As a part of our work at the State Department of Education, we also reviewed some of the administrative expenses charged to the vocational education workprogram for the 1974-1975 budget year. We included in this review an analysis of the salaries charged against the vocational education workprogram. This review disclosed that six employees, out of approximately 16 paid positions, were not connected with vocational education programs during the 1974-1975 fiscal year. The salaries and related payroll costs for these six employees amounted to approximately \$85,750. In addition, there were three other employees who had either part-time or only limited involvement in vocational education programs. The total salaries and related payroll costs for these three employees is approximately \$38,300 for the fiscal year 1974-1975. (Recommendation No. 5)

RECOMMENDATIONS AND FINDINGS

- (5) The State Department of Education's vocational education budget should be reviewed and carefully monitored to insure that only administrative costs which are directly related to vocational education programs are paid from the budget. (See page 19)

January 17, 1977

Senator Norman Hilbrecht  
59th Nevada Legislature  
Legislative Building  
Carson City, Nevada 89710

Dear Ty:

Introduction

Andy Grose asked our office to check into your request concerning the staffing levels in the state Department of Education. I did some preliminary work shortly before Christmas, then set the work aside in the press of getting out our analysis of the Governor's budget recommendations. We have been burning the "midnight oil" on the analysis and our report went to the Printer Friday, January 14. I have not talked with the state Department of Education on the material that follows but instead developed my report from the NRS, the department's budget submissions, information presented at several budget hearings this fall and my experience of the department's operations over the past several years. I have included in this report the Executive Budget recommendations on the staffing in the Department of Education.

Background

There are currently 18 separate budget accounts administered by the state Department of Education. In 1976-77, the total budget for these 18 accounts is just under \$95 million. About 86 percent or \$81.7 million is accounted for in the Distributive School Fund. State employees to administer the various programs in the state Department of Education are distributed among the 10 budget accounts listed in the table which follows:



1976-77 State Department of Education - Staffing

<u>Budget Account</u>	<u>State Positions</u>	<u>Shared Positions</u>	<u>Nonstate Positions</u>	<u>Total Position</u>
Education Administration	33	10	--	43
School Lunch Program	--	--	3	3
Adult Basic Education	--	--	2	2
Education Civil Rights Title IV	--	--	3	3
ESEA Title IVC	--	--	29	29
ESEA Title VI	--	--	4	4
Fleischmann Scholarships	--	--	1	1
CETA	--	--	2	2
Teacher Training Handicapped	--	--	1	1
Vocational Education	--	18	--	18
Totals	<u>33</u>	<u>28</u>	<u>45</u>	<u>106</u>

The table above shows that 45 of the 106 total position complement are funded with federal funds and staffing is reviewed by both federal and state budget authorities (one position is actually funded by the Fleischmann Foundation). There are 28 positions which are split 50-50 between the federal and the state and 33 totally funded by the state. The positions with state responsibility are the Education Administration and the Vocational Education accounts.

The staffing questions you raise were also extensively discussed in the development of the Executive Budget and I recall four meetings and several pages of written material on staffing levels and individual responsibilities. The results of these discussions are displayed in the table below:

1977-79 Governor Recommends  
State Department of Education Staffing

<u>Budget Account</u>	<u>State Positions</u>	<u>Shared Positions</u>	<u>Nonstate Positions</u>	<u>Total Position</u>
Education Administration	34	10	--	44
School Lunch Program	--	--	3	3
Adult Basic Education	--	--	2	2
Education Civil Rights Title IV	--	--	2	2
ESEA Title IVC	--	--	28	28
ESEA Title VI	--	--	4	4
Fleischmann Scholarships	--	--	1	1
CETA	--	--	2	2
Teacher Training Handicapped	--	--	1	1
Vocational Education	--	13	--	13
Totals	<u>34</u>	<u>23</u>	<u>43</u>	<u>100</u>

The Governor is recommending that a net total of six existing positions be eliminated. One position has been added to state responsibility, five shared positions are recommended for elimination and two federally funded positions are recommended for elimination. In addition to these specific deletions, \$40,000 per year in general fund salary savings are budgeted in Education Administration. With this background, we can look more closely at the two budget accounts with state funded positions.

#### Vocational Education

Five existing positions are recommended for elimination from this budget account. This recommendation results from an audit of Vocational Education commissioned by the federally funded state Advisory Council for Vocational-Technical Education and performed by Alexander Grant and Company. This audit identified six employees who were being paid from the Vocational Education budget but were not connected with the Vocational Education program. Examination showed that one of the six was a clerical position and there is a clerical position in Education Administration doing Vocational Education work so only five positions were dropped from the budget. Savings from the elimination of the five positions are recommended to be used as aid to local school districts' vocational programs (to keep our required level of "maintenance of effort" to continue qualification for federal funding).

#### Education Administration

The 44 positions in this budget account consist of 32 professional/technical positions and 12 clerical positions. The ratio of clerical to professional/technical seems reasonable to me-especially when we have a 1-to-1 for the Superintendent, Deputy Superintendent and Director of the Southern Nevada Office. This makes 9 clerical for 29 professionals. That leaves us the 32 professional/technical to examine.

The Superintendent of Public Instruction, Deputy Superintendent and Associate for Administration are specifically identified in NRS 385. The Director of the Las Vegas Office seems reasonable in light of the population in the southern end of the state.

A T.V. Satellite consultant is recommended for transfer to Education Administration and seems necessary if we are to continue with the program. Teacher certification and school lunch supervision are required by the NRS and three technicians are assigned for certification and there is one school lunch supervisor for the entire state. These seem reasonable and there has been no increase in the staffing in these areas for a number of years. There are eight accounting

Senator Norman Hilbrecht  
January 17, 1977  
Page 4

employees. These employees are responsible for internal accounting, auditing of all of the various programs, enrollment accounting, etc. The accounting employees are under the supervision of Linc Liston and I personally trust Linc to only have the staff required to do the work.

The summary above leaves 15 professional positions that I question. These 15 are identified by title below:

- 1 - Executive Assistant--state funded
  - 1 - Photographer I--state funded
  - 1 - Director Office of Education Accountability--state funded
  - 1 - Assistant Director Program Services--state funded
  - 4 - Education Consultants--state funded
  - 1 - Assistant Director Technical Assistance--state funded
  - 6 - Education Consultants--50%-50% state/federal funded
- 15

Attached to this report is "A Review of the Duties, Responsibilities and Accomplishments of the Staff Members in the Nevada Department of Education: prepared for the Budget Office as a basis for the funding of existing positions in the Department of Education." The "review" was developed by the state department after the Budget Division proposed to delete several existing positions. After a study of the review and a couple of meetings, the Governor's final recommendation was that \$40,000 per year in general fund salary savings be budgeted in Education Administration. This means that two state supported professional positions must be eliminated and leaves the state department the option as to which positions to delete. The salary savings recommendation seems reasonable. There are at least 2 positions on my list of 15 that could be deleted without "crippling" the department.

To reduce much further than already recommended involves more of a subjective approach--especially in the area of the 10 education consultants. The four state funded consultants serve in the area of environmental education, primary education and handicapped education. The consultant for environmental education was specifically added by the legislature in 1971. The six shared consultants serve the fields of guidance, art, english, social studies, mathematics and science. These consultants do work and have turned out reports, study guides, textbook lists, special studies, etc. Their value to the state is subjective and I suppose school superintendents' and teachers' associations may have helpful opinions.

If you have further questions, please give me a call.

Sincerely,

1084

John F. Dolan  
Chief Deputy Fiscal Analyst  
Office of Fiscal Analysis

JFD:ym  
enclosure

(Please Print)

3/15/77

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Yvonne Clark	ST. Bd. of Edu.	2544 Casey	736-798
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Shirley Wedens	St. Bd of Ed.	629 J. ST	358-3201
J. Sample	Nev Dept of Ede	Carson	5706
Carl Shaff	Eureka Co Schools	Eureka	237-5336
Annette Egan	Dept. of Education	Carson City	885-5700
Juan Costa	" "	"	