

MINUTES

WAYS AND MEANS COMMITTEE

NEVADA STATE LEGISLATURE - 60th SESSION

February 7, 1979

Chairman Mello called the meeting to order at 8:00 a.m.

PRESENT: Chairman Mello, Vice Chairman Bremner, Mr. Barengo, Mrs. Cavnar, Mr. Glover, Mr. Hickey, Mr. Mann, Mr. Rhoads, Mr. Vergiels, Mrs. Wagner, and Mr. Webb.

ALSO PRESENT: Bill Bible, Fiscal Analyst; Judy Matteucci, Deputy Fiscal Analyst; Mike Alastuey, Ted Sanders, Public Instruction; Courtney Riley, Vocational Education; Dr. Jack Davis, Western Nevada Community College; Hope Roberts, Advisory Council on Vocational Education; Margriet Clevenger, Nevada Nurses Association; Bob Gaston, Nevada State PTA; Dr. Ray Ryan, Department of Education; Frank South, Special Education; Jim Costa, Department of Education; Doug Sever, Department of Education; Chuck Knight, Elko County School District; Rosemary Clark, State Board of Education. (See attached Guest List.)

DEPARTMENT OF EDUCATION

EDUCATION ADMINISTRATION

Chairman Mello introduced Ted Sanders, Superintendent of Public Instruction.

Mr. Sanders addressed his opening remarks to the one-shot appropriations being requested: \$20,000 for recodification of regulations and policies; \$50,000 for a comprehensive study and re-evaluation of the Nevada Plan, and \$110,000 for administration of a twelfth-grade test as required by statute.

Mr. Sanders then addressed the proposed budget, and requested that a number of changes be made in various items of the "Governor Recommends" column. These items are more fully detailed in Mr. Sanders' prepared text (see Exhibit "A").

Mr. Bible commented that it appears that the request provides for including two or two and a half more positions in General Fund support. He asked Mr. Sanders to identify these positions and explain why they are being moved into the General Fund. Mr. Sanders called on Jim Costa, Federal Liaison Officer, for the State Department of Education, to respond to these questions.

Mr. Costa explained that at one time, all Federal positions were paid from one Federal account. As the salaries were paid, the funds were transferred from the account for which the work was being performed into the account which was budgeted to pay the salary. This year, the Department is attempting to get a salary account in each of the Federal grants which fund salary expenses to demonstrate that the work being performed is for a Federal account. It is proposed that these administration positions that perform State services be transferred from certain Federal accounts to General Fund support. It is also proposed that the administration positions which perform work generated by Federal funds, be transferred to the appropriate Federal budget. Mr. Costa stated that most positions which perform State services should be salaried by the General Fund. The position of Director of the Southern Nevada office is recommended for transfer, since the services performed by that office are generally State related, and

advance the State activities of the Department of Education. Also, the positions performing career education activities are recommended for State support since this is one of the Board's priorities.

Mr. Bremner asked if the \$5,000 requested for EDP was an additional amount or a total amount. Mr. Sanders stated that it was 5,000 additional dollars, bringing the total amount for EDP to a little over \$9,000 for each year of the biennium.

Mr. Mann addressed a question to the Special Education staff, asking if the Governor's recommended unit cuts are approved, would there be a need for support staff. Mr. Sanders replied that additional support staffing from State sources is being requested in the area of special education. He pointed out that during the last legislative session, some 630 special education units were authorized. During the coming biennium, the State Board of Education requested an additional 100 units, and there is a difference of some 80 units between that request and the Governor's recommendation. Mr. Sanders stated that it is essential that the Department have a State staff that can adequately monitor State-funded special education programs to assure that the services are being provided. Mr. Sanders further stated that it was his opinion that at least one professional staff member would be needed. Mrs. Clark interjected that it is hoped that additional staff would increase the Department's monitoring capability.

Chairman Mello addressed his question to the Department's annual reports. He pointed out that for 1980-81, the Governor recommends \$5,000, and asked what the Department intended for 1979-80. Mr. Sanders replied that the statutes require that a report be presented to the Governor at the end of the biennium, and therefore, no report is required for 1979-80.

Chairman Mello asked for further clarification of the necessity for publications. Mr. Sanders replied that statute allows the State Board of Education to prepare and distribute a publication, called "Spotlights." In the past, this has been Federally funded even though it is a State activity. Mr. Sanders stated that the current request is part of the attempt to place functions and expenditures into appropriate budgets. Mr. Sanders went on to say that "Spotlights" has been a monthly publication, and it is believed that it would be to the State's benefit to have a quarterly publication. It is also suggested that the purpose of the publication be redirected from a general information publication to one with specific, detailed information relative to current issues and problems.

Mr. Bremner asked where the Federal monies would be used that supported this publication. Mr. Sanders replied that the monies would be used to pick up other Federally-related activities.

Chairman Mello asked if they would be used to bring new people on board, and Mrs. Sanders replied that they would not. He said that the funds are budgeted in the ESEA - Title IVC budget.

Mr. Mann asked if the 2.5 new positions that are requested to be from Federal accounts to State accounts were transferred because of loss of Federal funds. Mr. Sanders commented that funds for the two career education positions listed as transfers expire June 30 of this year.

Mrs. Clark requested that the Committee give consideration to the agency's request for unclassified salaries.

VOCATIONAL EDUCATION

Chairman Mello introduced Courtney Riley, Director of Vocational Education.

Mr. Riley addressed his comments primarily to the ratio between Nevada and the nation of expenditures for vocational education and to the average expenditure per student. His remarks and copies of charts he displayed to the Committee are attached as Exhibit "B."

Mr. Glover inquired as to the condition of the equipment in use in the high schools. Mr. Riley replied that some of it is pre-World War II equipment, and mentioned that a bill has been presented in the Senate for a one-shot appropriation to upgrade vocational education throughout the State.

Mr. Bremner asked how many people are trained over the course of a year. Mr. Riley responded that there are over 30,000 students taking vocational courses or programs which will make them more employable. Mr. Bremner then asked how many more people could be trained if the requested appropriation is approved. Mr. Riley stated that it is not necessarily the intent to train more, but to upgrade the programs and courses.

Mr. Bremner pointed out that if all new position requests were granted, there would be three more education consultants than two years ago. Mr. Riley replied that two years ago two positions were lost through action of the legislature and four positions were lost through the Governor's recommendations, largely because the Advisory Council's audit was misinterpreted. Mr. Bremner asked how many consultants there are now, and Mr. Riley replied that, including himself, there are eight.

Chairman Mello introduced Dr. Jack Davis, representing the Advisory Council on Vocational Education, and President of Western Nevada Community College.

Dr. Davis commented that there is a great need for vocational education support in the rural areas. He directed the Committee's attention to the line item identified as the "Apprenticeship Program", and stated that this program is one of the most viable programs in bringing a work and labor force to the State.

Mr. Rhoads asked if any of this money goes to the community college. Dr. Davis replied that the apprenticeship money would go to the community college because they have the responsibility for developing the program, and 15% of the Federal allocation goes to post-secondary education, which includes the universities and community colleges, per Federal law. This is done through project proposals on a competitive basis.

Mr. Rhoads asked if there was any duplication between the community colleges and the vocational education schools. Dr. Davis stated that he did not believe there was.

Mr. Hickey commented that one of the problems detailed by the Interim Legislative Study was the lack of cooperation between the school districts and community colleges in the use of vocational equipment. The study found that the only area of real cooperation is in the Washoe County School District. Dr. Davis stated that Lyon, Churchill, Hawthorne, and Ormsby-Carson City have heavy use of their facilities by the community colleges.

Chairman Mello introduced Hope Roberts, Chairman of the Advisory Council for Vocational Education.

Mrs. Roberts gave a brief presentation concerning the Governor's recommendations for the vocational education budget. She advocated increased State support for vocational activities. Her remarks are more fully detailed in a prepared text, attached as Exhibit "C."

Chairman Mello introduced Margriet Clevenger of the Nevada Nurses Association, who requested restoration of the Health Occupations

Consultant position in the Vocational Education Division of the Department of Education. Her prepared text is attached as Exhibit "D."

ELEMENTARY GUIDANCE AND COUNSELING

Mr. Sanders explained that the budget request for elementary guidance and counseling programs utilizes funds previously budgeted for the support of driver education programs in the State. In order to change this to elementary guidance and counseling, Mr. Sanders said that it was his understanding that legislation will be needed to effect that change. The proposed change, if approved, will be used to expand elementary guidance services to public school students.

Mr. Mann asked for an estimate of how many new positions this will create. Mr. Costa replied that this budget does not speak to new positions as such. It will permit school districts now receiving driver education funds to establish elementary guidance programs. According to Mr. Costa, the bill is written to provide that no school district will receive less money for the guidance programs than it has been receiving for the driver education programs. Mr. Costa explained that since many of the school districts are small, and their allocations, therefore, are small, it is possible that school districts may have to join together to provide counseling for their respective schools, or to provide audio-visual or printed materials to assist their teachers in becoming more adept at counseling and guidance at the elementary level. Mr. Costa went on to say that, in terms of new positions, there are none estimated at this time.

Mr. Mann referred to the Governor's education cuts and asked if this appropriation could be put to better use than supporting five or six guidance and counseling positions. Mr. Costa replied that the amount of money is very small and might not have a great impact. Two years ago, a plan was suggested for a pilot program in an attempt to prove the validity of the counseling program, but the legislation was rejected.

Mr. Bremner, referring to the program statement, pointed out that driver education has proven its value to the school districts and the school district, to recognize this, should assume full funding responsibility. He asked if the school districts are willing to do this. Mr. Costa responded that they are.

Chairman Mello introduced Bob Gaston, Secretary of the Nevada State PTA.

Mr. Gaston distributed a reference booklet which gives a capsulized view of the rationale for elementary school counseling. Mr. Gaston stated that under the fiscal impact being faced this year, it is requested that "seed" money be provided for State guidance and counseling programs in the State.

Mr. Bremner asked how many matching Federal dollars could be obtained for this program. Mr. Gaston replied that he knows of no available matching funds.

ADULT BASIC EDUCATION

Mr. Sanders said that this particular activity is funded by 10% State funds matching 90% Federal funds to provide services to adults who have not received high school diplomas. Mr. Sanders pointed out that the agency request provides for a total match of total Federal monies coming into the State, but it is not essential that these monies be matched through the operating budgets. All that is required is a 10% match between State and local activities.

SCHOOL LUNCH PROGRAM

Mr. Sanders stated that this is a Federally funded program and provides not only support costs for the hot lunch program, but special health programs and breakfast programs that operate in the schools in the State.

Mr. Rhoads asked why the in-state and out-of-state travel is now five times the F.Y. 1977-78 account. Mr. Costa responded that only one person supervised the school lunch program during that year and the staff has now been increased to four, thereby increasing travel expenses. The staff has the responsibility of visiting schools where the program is operating several times a year. Mr. Rhoads asked if all four staff members traveled out of state, and Mr. Costa replied that they are called at different times by the Department of Agriculture to attend conferences, primarily in San Francisco and Denver.

Chairman Mello asked the subcommittee to thoroughly look into travel expenses: 10 continuing out-of-state travel budgets have an increase of 97.8%, and 11 continuing in-state travel budgets have an increase of 64.4%.

Mr. Bremner commented that the school lunch program is a good program, but would be a State program before long.

COMPREHENSIVE EMPLOYMENT AND TRAINING ACT

Mr. Sanders stated that the monies contained in this request are used to provide specific job training and some supportive services to individuals who are eligible under the Comprehensive Employment and Training Act.

Mr. Sanders said that monies from this Act may go to State educational entities or to private concerns to provide training. He addressed the \$100,000 contract services request as denoting that portion of the Federal monies that are projected to go to private entities for specific training, and the \$220,000 development and training request to go to public concerns.

Chairman Mello inquired if Mr. Sanders was aware that the existing position in this program had been cut by the 1977 Legislature. Mr. Sanders replied that several positions had been cut: then following a letter from the Governor's office, one position was reinstated. Chairman Mello asked for an explanation from Mr. Alastuey regarding positions reinstated over the wishes of the Legislature. Mr. Alastuey stated that the continued receipt of Federal funds for this program was contingent upon the initiation of a position after the Legislature adjourned last session. Chairman Mello commented that this was another reason the Legislature should have full control of Federal funds. Mr. Mann concurred.

Mr. Bremner commented that this might be a back-door attempt to reinstate a New Careers Program that the Legislature saw fit not to fund. Chairman Mello agreed that there are similarities.

DISCRETIONARY GRANTS PROGRAM

Mr. Sanders directed the Committee's attention to the fact that Federal funding was discontinued for several grants programs.

Mr. Bremner asked what kind of programs were conducted under community education. Mr. Sanders referred the question to Dr. Ray Ryan, Deputy Superintendent, State Department of Education.

Dr. Ryan stated that the programs referred to are services more than the establishing of programs in school districts or within the community college system. The context of this education is to provide vocational training programs, upgrading adults, and strengthening the interface in avocational areas.

Mr. Bremner said that he still did not understand the purpose of the program and asked for further clarification. Mr. Sanders

stated that the Federal act from which these monies are extracted has, as its intent, the basic philosophy that the schools belong to the people and should be made available for the public's use for other types of activities. Mr. Sanders said that he would supply a detailed, written report on the types of programs that are being operated by the State.

ELEMENTARY AND SECONDARY EDUCATION ACT - TITLE I

Mr. Sanders stated that this is a Federal Act continued to provide services to educationally disadvantaged youngsters.

ELEMENTARY AND SECONDARY EDUCATION ACT - TITLE IV B & C

Mr. Sanders explained that Part B is intended to strengthen libraries in the schools while Part C is intended to assist states in developing proven innovative educational practices.

ELEMENTARY AND SECONDARY EDUCATION ACT - TITLE IV CS

Mr. Sanders explained that this is intended to strengthen departments of education. He stated that these are basically discretionary funds, designed to be used by the State to strengthen educational activities, and may be allowed to flow through to educational programs.

CARE OF DEAF AND BLIND

Mr. Sanders stated that the monies under this budget are used in paying for residential care for handicapped youngsters. It was Mr. Sanders' understanding that an Attorney General's opinion which indicates that the current program is discretionary.

Mr. Barengo requested that Mr. Sanders provide the Committee with a copy of the Attorney General's opinion.

Chairman Mello added, after consulting with Mr. Bremner, Mr. Glover and Mr. Rhoads to the Education and WICHE Subcommittee.

Mr. Alastuey noted that the estimated expenses as listed in the narrative total \$506,530, yet the 1979-80 recommendation shows \$496,530. The additional \$10,000 is intended for care of multiple-handicapped, and that line should read "\$181,125."

ELEMENTARY AND SECONDARY EDUCATION ACT - TITLE VI

Mr. Sanders stated that this budget is related to special education. He further stated that Federal monies coming in under this Act are to be used in a certain fashion: 75% of the monies are to flow to local school districts for use in supplementing special education programs, meeting first the needs of severely handicapped youngsters; 5% of the total grant, or \$200,000, whichever is larger, is allowed for State administration. The balance, or 20%, may be retained at the State level for use in special projects according to priorities outlined in the law. The first priority is a child-find effort which attempts to locate children who are presently unserved by any programs. The monies then may go for services to more severely handicapped, to provide information systems, and for use in training parents. Mr. Sanders explained that this is the intent of the \$75,000 contract services figure. He further explained that if the State does not fund a child-find effort, for example, each district is obligated to carry on that activity from their own resources.

Mr. Bremner asked how many people travel on this budget. Mr. Sanders referred the question to Frank South, Director of Special Education Services. Mr. South explained that the special education staff of five travels on this budget. Additionally, the State Advisory Committee, as required by law, also travels on this budget.

LEARNING DISABLED

Mr. Sanders stated that at the close of this year's activity, there will be no request for expenditures in this budget.

Mr. Mann asked where the position is being transferred. Mr. South responded that it is requested that this position will be supported out of the \$200,000 mentioned under Title VI.

CAREER EDUCATION

Mr. Sanders stated that the staff positions are being transferred from this budget to educational administration.

EDUCATION CIVIL RIGHTS - TITLE IV

Mr. Sanders explained that this budget is also one where there will be no activity. The budget was originally intended for support and assistance in areas of desegregation mandates.

Mr. Mann asked why the position was being transferred to another budget, instead of being eliminated. Mr. Sanders commented that, typically, this is what should be done. He pointed out, however, that when a particular program is closed out, there may be staff that has capabilities that might be used to fill existing vacancies. Mr. Sanders stated that he did not know the rationale for the transfer rather than abolishment, and referred the question to Mr. Costa. Mr. Costa explained that this is an application program. When it was found that funding for this position was not going to be approved, the desegregation consultant was transferred to another position with similar activity, rather than recruit outside the Department.

TEACHER TRAINING FOR HANDICAPPED

Mr. Sanders explained that this was a grant to provide Federal monies for training for regular classroom teachers in the area of special education. It is a competitive grant, rather than a formula grant.

Mr. Barengo inquired about the Administrative Aide II transferred out and another transferred in. Mr. South explained that this was an internal shifting of staff, where one had more capability in one area.

Mr. Bremner asked if they had the same job description, and Mr. South replied that they do, except that the person that is assigned to work on the Federal teacher training program has to work on that program. Mr. South explained that it was cleaned up to come in line with Federal requirements.

FLEISCHMANN SCHOLARSHIP

Mrs. Wagner asked why a manager was needed for the administration of the scholarship. Mr. Costa responded that this is a privately funded program, and the requirements for the administration of the program are set by the trustees. One of their stipulations is that there be adequate support for taking care of the scholarship program.

DISTRIBUTIVE SCHOOL FUND

Chairman Mello directed the Committee's attention to the one-shot appropriations of \$3,750,000 (Page A-18) and \$225,000 (Page A-19).

Mr. Sanders stated that the \$3,750,000 one-shot appropriation, if approved by the Legislature, would be used to effect energy-saving measures in schools and to assist in the removal of architectural barriers for the handicapped. The \$225,000 request is for construction of a new school at Alamo.

Dr. Ryan stated that he had met with several officials at Alamo, a tour was taken of the facility, and it was determined that every effort should be made to renovate or remodel the facility.

Chairman Mello asked about a \$1 million bond issue for the Alamo school. Dr. Matthews explained that the bond was defeated at \$1,750,000, but passed at \$1.5 million. At that time, it was expected that the facility could be constructed for \$40 per square foot. Bids came in, however, much higher.

Mr. Bremner asked Mr. Sanders to prepare a breakdown of how the \$3,750,000 is to be spent.

Mrs. Sanders stated that the State Board of Education is requesting an increase in basic support of 12% per pupil the first year of the biennium, and 10% the second year. Mr. Sanders pointed out that the Nevada school-age population has continued to grow over the past few years, while other states have been experiencing declines in student population.

Mr. Sanders introduced Doug Sever, Director of Financial Services, Department of Education.

Mr. Sever addressed his opening remarks to the Nevada Plan, which guarantees equal educational opportunity for every Nevada child and supports Nevada's uniform system of public schools. Mr. Sever went on to say that the major resources available to the schools are State aid, the 70¢ ad valorem mandatory tax, a 1¢ school support tax, an 80¢ ad valorem permissive tax, motor vehicle privilege taxes, and Federal impact aid under Public Law 875.

Mr. Sanders referred to the additional 100 special education units requested by the agency, and asked Mr. South to address this issue.

Mr. South explained that the 100 unit figure was generated as the minimum amount necessary to continue special education programs. Mr. South stated that there were numerous telephone calls concerning the minimal figure of 100 units, and said that he suggested that representatives in favor of more special education units should address the Committee.

Mrs. Marjorie Becker requested that the Committee provide funding for additional special education program units (Exhibit "E"). Two children in special education programs, Gordon Oscar--Student Body President of Varsity High, and Jessie Martin--a 9th grader--remarked on the need for special education funding. Additionally, Jesse Martin distributed a handout (Exhibit "F").

Mr. Sanders pointed out that an important consideration in compiling the distributive school fund budget requests are the roll-up costs of the local school districts. Mr. Sanders introduced Mr. Chuck Knight, Assistant Superintendent in Elko County.

Mr. Knight addressed his comments to the method by which the roll-up costs were reached. Mr. Knight explained that the schools were requested to project their revenues, student enrollments, and expenditures over the 1979-80 and 1980-81 school years. Roll-up costs for each of the years was estimated to be 8% for the first year and 7.5% for the second year. He clarified that this is an increase in State aid as derived primarily in the smaller counties. The roll-up costs consist of two major classifications: salaries and salary-related costs, and goods and services. The average school district spends approximately 80% of its revenues for salaries and salary-related costs, and spends approximately 20% of its revenues for other services. The cost of moving staff over one year increases by 4-5%, the previous year's salary costs. If those costs are translated to the total budget, they will vary from 3.2% to 4% of total revenue. If the annual inflation rate continues at approximately 9%, an increase in materials and supplies is expected at about the same rate. This, then, relates to the total budget at 20%, or approximately 1.8% in the need for additional revenue. The request of the

State Department of Education reflects a 12% increase in the first year of the biennium, and 10% the second year. Mr. Knight pointed out that the request, in total dollars, is less than that approved during the current biennium. Mr. Knight went on to say that special education was not treated in the same manner as guaranteed basic support. Here, the Governor's recommendation of ten additional special education units to serve a larger number of students will have the net result of a decrease.

Mr. Knight pointed out that if school districts were held to only 8% and 6% increases over the biennium, 36 new units should be funded the first year and 42 units the second year.

Chairman Mello introduced Claude Perkins, Superintendent, Clark County, and Marvin Piccolo, Superintendent, Washoe County.

Mr. Perkins endorsed the requested 12% and 10% increases and stated that Clark County alone needs between 26 and 30 special education units in the first year of the biennium. Mr. Perkins also stated that Clark County supported the \$3.75 million one-shot appropriation request.

Mr. Piccolo's comments were in support of the presentations by Mr. Knight and Mr. Perkins.

Attached in these minutes is a handout prepared by the Budget Division (Exhibit "G") on the Distributive School Fund. Mr. Alastuey has previously indicated to the Committee that he would supply this information.

The meeting adjourned at 11:15 a.m.

DATE: February 6, 1974

WAYS AND MEANS COMMITTEE

GUEST LIST

NAME (PLEASE PRINT)

REPRESENTING:

Bob Garton

Nevada State PTA

JACK DAVIS

WESTERN NEVADA Coll College

Ann French

Nevada State SH

Miss Helen

St. Paul Sch

Bob Davis, Clerk

" " "

GEORGE ENRIGHT

" " "

Courtney Klein

St. Dept. & Ed.

Hope Skiles

SACVTE

Sharon Freier

Washoe Co School Dist

JOHN HAWKINS

NEV. SCHOOL BOARD

Joaquin Johnson

Nye Co. School Dist.

Roy

Elko Sch. Dist.

Michael L. Rask:

Nevada SACVE

Nev. Dept. of Education

Nev. Business Assoc.

Edwards, A. Street

Clark Co. School Dist.

Clare F. Perkins

Clark Co. Sch. District

Marvin Piccolo

Washoe County Sch. Dist.

Carl Shaff

Nevada State School Boards Assoc.

John Paul

Clark County School District

Joyce Woodhouse

Nev. St. Educ. Assoc.

Frederick Newman

Nevada State Ed. Assn.

FRANK SOUTH

NEV. DEPT OF EDUCATION

Russ McQuibber

WHITE PINE Sch. Dist.

Arlo Funk

Mineral Co. Sch. Dist.

TOD CARLINI

LYON Co. Sch. Dist.

Ted Tower

Council for Exceptional Children

Shirley Lawrence

Carson City Sch. Dist.

John & Haverkamp

UN-R - School District

DATE: June 1979
(COLE)

WAYS AND MEANS COMMITTEE

GUEST LIST

NAME (PLEASE PRINT)

REPRESENTING:

OSCAR GORDON
JESSIE MARTIN
SCOTT JORDAN
SUSAN HAASE
RAY EVAN
EARNEST BRYANT

VARIETY SHOW Las Vegas
VISUALLY HANDICAPPED Las Vegas
LAW CENTER FOR DISABLED
NEV. ASSOC. FOR RETARDED CITIZENS
Dept OF Education
" " "

Testimony Before the Ways & Means Committee

Ted Sanders, State Superintendent of Public Instruction

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE. IT IS WITH PLEASURE THAT WE APPEAR BEFORE YOU TO PRESENT OUR REQUESTED BUDGET TO SUPPORT THE DEPARTMENT OF EDUCATION DURING FISCAL YEARS 1979-80 AND 1980-81. WITH ME TODAY TO PROVIDE TECHNICAL SUPPORT IN ANSWERING ANY QUESTIONS THAT YOU MIGHT HAVE ARE: DEPUTY SUPERINTENDENT RAY RYAN, ASSOCIATE SUPERINTENDENT ERNIE BRYANT, JIM COSTA, AND DOUG SEVER, OUR DIRECTOR OF FINANCIAL SERVICES. ALSO HERE ARE: COURTNEY RILEY, STATE DIRECTOR OF VOCATIONAL EDUCATION AND FRANK SOUTH, DIRECTOR OF SPECIAL EDUCATION.

IN ADDITION TO OUR REQUESTS FOR BOTH STATE AND FEDERAL OPERATING BUDGETS, WE ARE PRESENTING SEVERAL REQUESTS FOR ONE-SHOT APPROPRIATIONS TO BE SPENT DURING THE BIENNIUM. THESE INCLUDE:

- \$3,750,000 TO BE SPENT FOR ENERGY-SAVING MEASURES AND THE REMOVAL OF ARCHITECTURAL BARRIERS IN THE SCHOOLS.
- \$20,000 TO SUPPORT THE RECODIFICATION OF THE STATE BOARD'S POLICIES AND REGULATIONS.
- \$50,000 TO UNDERTAKE A COMPREHENSIVE STUDY AND REEVALUATION OF THE NEVADA PLAN FOR FINANCING PUBLIC EDUCATION IN THE STATE.
- \$110,000 TO PROVIDE FOR THE COMPLETION OF A TWELFTH GRADE TEST AS REQUIRED IN SECTION 389.015 OF THE NEVADA STATUTES.

MR. CHAIRMAN, ONE OF MY FIRST PRIORITIES AFTER ASSUMING THE OFFICE OF SUPERINTENDENT ON JANUARY 29 WAS TO CAREFULLY REVIEW THE PROPOSED OPERATING BUDGET FOR THE BIENNIUM AND THE LEGISLATIVE HISTORY OF THE DEPARTMENT'S REQUEST. AS YOU ARE AWARE, THE NEVADA LEGISLATURE REDUCED THE DEPARTMENT'S BUDGET BY \$495,000 LAST SESSION. THIS ACTION RESULTED IN A STAFF REDUCTION FROM 106 POSITIONS TO 83 STAFF POSITIONS. FROM MY ANALYSIS IT IS APPARENT THAT THE DEPARTMENT HAS ADDED 12 POSITIONS, THEREBY BRINGING THE STAFF TO 95 POSITIONS TODAY. THESE 12 POSITIONS ARE AS FOLLOWS:

<u>POSITION</u>	<u>FUNDING SOURCE</u>
EDUCATION CONSULTANT	CETA
NUTRITION SPECIALIST	P.L. 95-166
EDUCATION CONSULTANT	RIGHT TO READ
EDUCATION CONSULTANT	P.L. 93-380 (COMMUNITY EDUCATION)
ADMINISTRATIVE AID II	P.L. 93-380 (COMMUNITY EDUCATION)
MANAGEMENT ASSISTANT I	ESEA TITLE IV C - S
EDUCATION CONSULTANT	P.L. 94-142 (SPECIAL EDUCATION)
EDUCATION CONSULTANT	P.L. 93-380 TITLE VI (SPECIAL EDUCATION)
MANAGEMENT ASSISTANT II	P.L. 94-142 (SPECIAL EDUCATION)
EDUCATION CONSULTANT	NIE GRANT (CAREER EDUCATION)
EDUCATION CONSULTANT	NIE GRANT (CAREER EDUCATION)
ADMINISTRATIVE AID II	NIE GRANT (CAREER EDUCATION)

ALL OF THESE POSITIONS WERE FUNDED THROUGH FEDERAL SOURCES. AT THE TIME THE LEGISLATURE MET, THE DEPARTMENT HAD MADE APPLICATION FOR THESE MONIES BUT GRANT AWARDS HAD NOT BEEN RECEIVED.

EACH OF THE POSITIONS WERE ADDED ONLY AFTER RECEIVING APPROVAL FROM THE GOVERNOR'S BUDGET OFFICE. IN THE FUTURE, THIS AGENCY WILL INCLUDE ALL PENDING FEDERAL GRANT REQUESTS AS A PART OF ITS BUDGET REQUEST EVEN THOUGH GRANT AWARDS HAVE NOT BEEN RECEIVED. IN RESPONSE TO A QUESTION THAT I MADE TO STAFF, THEY HAVE INFORMED ME THAT APPLICATIONS HAVE BEEN SUBMITTED OR WILL BE SUBMITTED IN THE NEAR FUTURE TO THE FEDERAL GOVERNMENT FOR:

--A SPECIALIST TO MONITOR ACCOUNTING FUNCTIONS IN THE SCHOOL LUNCH PROGRAM.

--AN ADMINISTRATIVE AID TO PROVIDE CLERICAL SUPPORT FOR THE GIFTED AND TALENTED PROGRAM.

--A PROJECT DIRECTOR AND TWO CHILD DEVELOPMENT SPECIALISTS TO ASSIST IN EARLY CHILDHOOD SPECIAL EDUCATION PROGRAMS.

--AN EDUCATIONAL CONSULTANT AND AN ADMINISTRATIVE AID TO PROVIDE TRAINING TO SPECIAL EDUCATION TEACHERS.

ADDITIONALLY, A STATE-FUNDED POSITION, THE ASSOCIATE SUPERINTENDENT FOR ADMINISTRATION, WAS ABOLISHED SO AS TO EFFECT A SAVINGS TO HELP OFFSET THE LOSS IN REVENUES WHEN THE INCUMBENT RETIRED. WITH APPROVAL FROM THE BUDGET OFFICE, ANOTHER POSITION WAS RECLASSIFIED ON APRIL 1, 1978 SO AS TO REINSTATE THE POSITION AS REQUIRED BY LAW.

MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE. THE DEPARTMENT STAFF AND I HAVE COMMITTED THE TIME NECESSARY TO ANALYZE THE AGENCY'S PROPOSED BUDGET AGAINST THE RESPONSIBILITIES OF A DEPARTMENT OF EDUCATION. IN DOING THIS WE HAVE MADE EVERY ATTEMPT TO BE FINANCIALLY RESPONSIBLE.

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AS YOU ARE PROBABLY AWARE, A DEPARTMENT OF EDUCATION HAS SEVERAL FUNCTIONS. THESE FUNCTIONS MAY BE CLUSTERED IN SEVERAL CATEGORIES TO INCLUDE:

1. REGULATORY OR COMPLIANCE FUNCTION. THESE ARE ACTIVITIES THE DEPARTMENT CARRIES OUT TO ASSURE THAT SCHOOL DISTRICTS AND THE DEPARTMENT ARE ADHERING TO THE LAWS OF THE LAND, THE LAWS OF THE STATE, AND THE REGULATIONS OF THE STATE BOARD OF EDUCATION.

2. SERVICE FUNCTION. THESE ARE ACTIVITIES OF A TECHNICAL SUPPORT NATURE.

3. LEADERSHIP FUNCTION. THESE ARE ACTIVITIES INTENDED TO PROVIDE IMPROVED EDUCATIONAL CONDITIONS IN OUR STATE.

MR. CHAIRMAN, I WOULD ALSO CALL YOUR ATTENTION TO THE FACT THAT OUR REVIEW OF THE AGENCY'S REQUEST AS IT APPEARS IN YOUR BUDGET DOCUMENT REVEALED SEVERAL PROPOSED EXPENDITURES THAT ARE NOT IN LINE WITH THIS ADMINISTRATION'S PRIORITIES. FOR EXAMPLE, UNDER THE OPERATING EXPENSES LISTED ON PAGE 169:

--THE \$20,000 IN OFFICE SUPPLIES AND EXPENSE CANNOT BE JUSTIFIED FROM A HISTORICAL EXPENDITURE PERSPECTIVE. THE GOVERNOR'S REQUEST OF \$2,990 APPEARS IN ORDER.

--THE \$40,952 IN COMMUNICATIONS EXPENSE IS HIGH. IF THE NEW STAFF EXPANSION IS ALLOWED, THIS ITEM SHOULD BE \$34,426 IN 1979-80 AND \$37,525 IN 1980-81.

--THE PRINT AND DUPLICATING COPY LINE ITEM SHOULD BE \$3,594 FOR 1979-80 AND \$3,800 IN 1980-81. NOT ONLY IS THIS AMOUNT LOWER THAN OUR ORIGINAL REQUEST, BUT ALSO LOWER THAN THE GOVERNOR RECOMMENDS COLUMN.

--THE AGENCY PUBLICATIONS SHOULD BE \$8,000 IN EACH OF THE TWO YEARS. AGAIN, LOWER THAN THE ORIGINAL REQUEST AND ALSO LOWER THAN THE GOVERNOR RECOMMENDS COLUMN.

--THE \$35,000 IN EACH OF THE TWO YEARS IN CONTRACTUAL SERVICES INCLUDED \$20,000 TO SUPPORT THE RECODIFICATION OF STATE BOARD REGULATIONS AS IDENTIFIED IN OUR REQUEST FOR ONE-SHOT FUNDS. THE REMAINING AMOUNT WAS TO BE USED IN DEVELOPING TELEVISION SPOT ANNOUNCEMENTS. WE SUGGEST THAT YOU REDUCE THIS TO THE AMOUNTS APPEARING IN THE GOVERNOR RECOMMENDS COLUMN.

--THE OTHER CONTRACT SERVICES LINE ITEM SHOULD BE \$15,188 FOR 1979-80 AND \$16,403 FOR 1980-81.

WE WOULD ALSO RESPECTFULLY REQUEST THAT YOU CONSIDER GRANTING AN INCREASE IN THE DATA PROCESSING LINE ITEM. IT WILL REQUIRE APPROXIMATELY \$4,000 TO MAINTAIN OUR PRESENT SYSTEMS. IT IS APPARENT TO ME THAT THE DEPARTMENT NEEDS ADDITIONAL COMPUTER SERVICES TO ASSIST IN EXTRACTING INFORMATION FOR VARIOUS DECISION MAKERS TO USE. AN ADDITIONAL FIVE THOUSAND DOLLARS DURING EACH YEAR OF THE BIENNIUM WOULD ALLOW US TO BEGIN EXTRACTING A GREATER VARIETY OF STATEWIDE SCHOOL DISTRICT STAFF DATA PERTAINING TO SALARIES, ASSIGNMENTS, ETC. IT WOULD ALSO ASSIST US IN BETTER DEFINING AUTOMATED PROCESSES THAT COULD BE USED TO REPLACE OPERATIONS THAT ARE PRESENTLY ACCOMPLISHED MANUALLY. I REALIZE THAT THIS AMOUNT WOULD NOT PURCHASE EVERYTHING THAT MIGHT BE DONE, BUT CERTAINLY WOULD GIVE US A START AT DEFINING THINGS THAT SHOULD BE DONE.

MR. CHAIRMAN, AS YOU REVIEW EACH OF OUR BUDGET REQUESTS YOU WILL NOTE THAT OUR ORIGINAL REQUEST CONTAINED AN ADDITIONAL 13 POSITIONS. AS A PART OF OUR WRITTEN TESTIMONY I AM PROVIDING THE COMMITTEE A PRIORITY LISTING OF THOSE POSITIONS. THESE POSITIONS ARE RANKED BASED UPON NEED RATHER THAN REVENUE SOURCE. WE HAVE ALSO PROVIDED A SCHEDULE DETAILING THE ANTICIPATED COSTS FOR ADDING EACH POSITION.

YOU WILL ALSO NOTE THAT OUR BUDGETS REFLECT SEVERAL TRANSFERS. THIS WAS NECESSARY FOLLOWING A REORGANIZATION TO ACCURATELY PLACE POSITIONS IN BUDGETS WHERE THEIR WORK ACTIVITIES WERE BEING PERFORMED.

MR. CHAIRMAN, WE ARE PREPARED AT THIS POINT TO ANSWER ANY QUESTIONS YOU OR THE COMMITTEE MAY HAVE. ALSO, MR. COURTNEY RILEY IS PREPARED TO MAKE A BRIEF PRESENTATION TO YOU ON THE VOCATIONAL BUDGET.

STATEMENT OF
THE DEPARTMENT OF EDUCATION
TO THE
ASSEMBLY WAYS AND MEANS COMMITTEE

WEDNESDAY, FEBRUARY 7, 1979

8:00 A.M. - ASSEMBLY WAYS & MEANS COMMITTEE HEARING ROOM

RE: DEPARTMENT OF EDUCATION BUDGET HEARING

MR. CHAIRMAN AND MEMBERS OF THE WAYS & MEANS COMMITTEE -
MY NAME IS COURTNEY RILEY AND I AM STATE DIRECTOR OF VOCATIONAL
EDUCATION IN THE STATE DEPARTMENT OF EDUCATION.

FIRST, TO GIVE YOU AN IDEA CONCERNING EXPENDITURES FOR
VOCATIONAL EDUCATION IN NEVADA, COMPARED TO OTHER STATES IN
THE NATION, I WOULD LIKE TO DIRECT YOUR ATTENTION TO A COUPLE
OF CHARTS. ACCORDING TO THE 7TH ANNUAL REPORT OF THE NEVADA
ADVISORY COUNCIL FOR VOCATIONAL EDUCATION, THE RATIO OF STATE/
LOCAL EXPENDITURES TO FEDERAL EXPENDITURES NATIONWIDE IS \$5.31
TO \$1.00. IN NEVADA, THE RATIO IS \$2.55 OF STATE/LOCAL TO
\$1.00 FEDERAL. AS YOU CAN SEE FROM THE GRAPH, NEVADA RANKS
42ND IN THE NATION.

ANOTHER WAY OF COMPARING NEVADA'S EXPENDITURES FOR VO-
CATIONAL EDUCATION TO THOSE OF OTHER STATES IS COMPARING THE
AVERAGE EXPENDITURE PER PUPIL. THE NATIONAL AVERAGE IS \$250.82
AS COMPARED WITH NEVADA'S AVERAGE EXPENDITURE OF \$125.20. YOU
WILL NOTE THAT NEVADA RANKS 50TH IN THE NATION REGARDING EX-
PENDITURES PER STUDENT.

ASSEMBLY WAYS AND MEANS COMMITTEE

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IN ADDITION TO THESE COMPARISONS, I WOULD LIKE TO SHARE WITH YOU INFORMATION CONCERNING THE ANNUAL APPROPRIATIONS FROM THE GENERAL FUND FOR THE LAST TEN YEARS. PLEASE NOTE THAT THE INCREASE OVER THE PAST 10 YEARS HAS BEEN \$44,495. AT AN AVERAGE ANNUAL INFLATION OF 6.63% PER YEAR, WHICH WOULD BE A MODEST RATE WHEN DOUBLE DIGIT INFLATION HAS BEEN IN EFFECT FOR SEVERAL YEARS, WE SHOULD HAVE AN APPROPRIATION FOR THIS YEAR OF \$819,572 TO EQUAL THE BUYING POWER FOR GOODS AND SERVICES THAT WE HAD IN 1969-70.

GRAPHICALLY, THE COMPARISON OF BUYING POWER FOR VOCATIONAL EDUCATION TO THE GENERAL APPROPRIATION DURING THE PAST TEN YEARS LOOKS LIKE THIS - - -

YOU WILL NOTE THAT, DURING THE PAST TEN YEARS, WE HAVE EXPERIENCED A CONTINUAL DECREASE IN APPROPRIATION BUYING POWER AVAILABLE FOR VOCATIONAL EDUCATION. MORE SPECIFICALLY, THERE HAS ONLY BEEN A 9.67% INCREASE IN REGULAR APPROPRIATION WHILE THE BUYING POWER OF THE APPROPRIATION HAS DROPPED 270.56%.

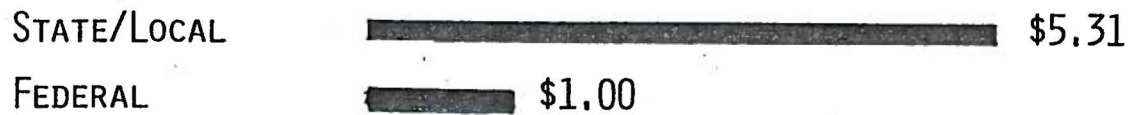
AS AN ALTERNATE TO THE AGENCY REQUEST, AND A COMPROMISE WITH THE GOVERNOR'S RECOMMENDATIONS, I SUGGEST THAT THE WAYS AND MEANS COMMITTEE PROVIDE A REGULAR APPROPRIATION FOR FY 1980 OF \$1,001,830 AND \$1,073,961 FOR FY 1981, WHICH WOULD PROVIDE THE SAME BUYING POWER AS WE HAD IN 1969. THIS SUGGESTION DOES NOT TAKE INTO CONSIDERATION THE TREMENDOUS INCREASE IN THE STATE'S POPULATION AND THE GREAT NEED BY BUSINESS AND INDUSTRY FOR TRAINED INDIVIDUALS IN A MULTITUDE OF DIFFERENT OCCUPATIONS.

THE VOCATIONAL EDUCATION AGENCY REQUEST FOR FOUR EDUCATIONAL CONSULTANTS AND ONE ADMINISTRATIVE AID SHOULD NOT BE CONSTRUED AS CREATING NEW POSITIONS. THIS REQUEST IS TO RESTORE NOT ALL BUT SOME OF THE POSITIONS WHICH WERE ELIMINATED TWO YEARS AGO. THESE POSITIONS WERE ELIMINATED PARTLY BECAUSE OF AN INTERPRETATION OF THE ANNUAL EVALUATION CONDUCTED BY THE NEVADA ADVISORY COUNCIL FOR VOCATIONAL-TECHNICAL EDUCATION. THE COUNCIL'S EVALUATION INCLUDED AN AUDIT THAT INDICATED THAT A NUMBER OF VOCATIONAL CONSULTANT POSITIONS WERE SERVING THE DEPARTMENT OF EDUCATION IN A LESS THAN FULL TIME VOCATIONAL EDUCATION ROLE. THE INTENT OF THIS REPORT WAS TO SERVE TO STRENGTHEN THE STATE'S ROLE IN PROVIDING VOCATIONAL EDUCATION SERVICES. THE EVENTUAL EFFECT OF LEGISLATIVE ACTION WAS, HOWEVER, QUITE DAMAGING TO THE DEPARTMENT'S VOCATIONAL EDUCATION DIVISION INASMUCH AS WE EVENTUALLY LOST FOUR POSITIONS. THE INTENT OF THE ADVISORY COUNCIL WAS TO POINT OUT SOME DISCREPANCIES WITH THE HOPE THAT THESE POSITIONS WOULD BE RETAINED AND SERVE FULL TIME IN THE VOCATIONAL DIVISION. THEREFORE, I URGE YOU TO RESTORE THE FOLLOWING POSITIONS SO THAT AGAIN WE MAY ASSUME A ROLE OF LEADERSHIP AND SERVICE IN THE STATE OF NEVADA. THE POSITIONS THAT WE ARE URGING YOU TO RESTORE ARE CONSULTANT POSITIONS IN HEALTH OCCUPATIONS, VOCATIONAL GUIDANCE, SPECIAL VOCATIONAL PROGRAMS (DISADVANTAGED AND HANDICAPPED) AND FIELD SERVICES. IF YOU CAN DO NOTHING ELSE IN ASSISTING US IN MOVING FORWARD WITH OUR CONSULTANT SERVICES, PLEASE GIVE STRONG CONSIDERATION TO THE RESTORATION OF THE POSITIONS THAT I HAVE IDENTIFIED.

SOME 55% OF THE YOUTH IN NEVADA TERMINATE THEIR EDUCATION UPON GRADUATION FROM HIGH SCHOOL AND THE BALANCE GO ON TO A UNIVERSITY, COMMUNITY COLLEGE, OR THE MILITARY SERVICE. THEREFORE, WE MUST PROVIDE VOCATIONAL TRAINING OPPORTUNITIES BASED ON LABOR MARKET NEEDS FOR YOUTH AT THE HIGH SCHOOL LEVEL FOR THEM TO SECURE EMPLOYMENT.

RATIO OF EXPENDITURES FOR VOCATIONAL EDUCATION

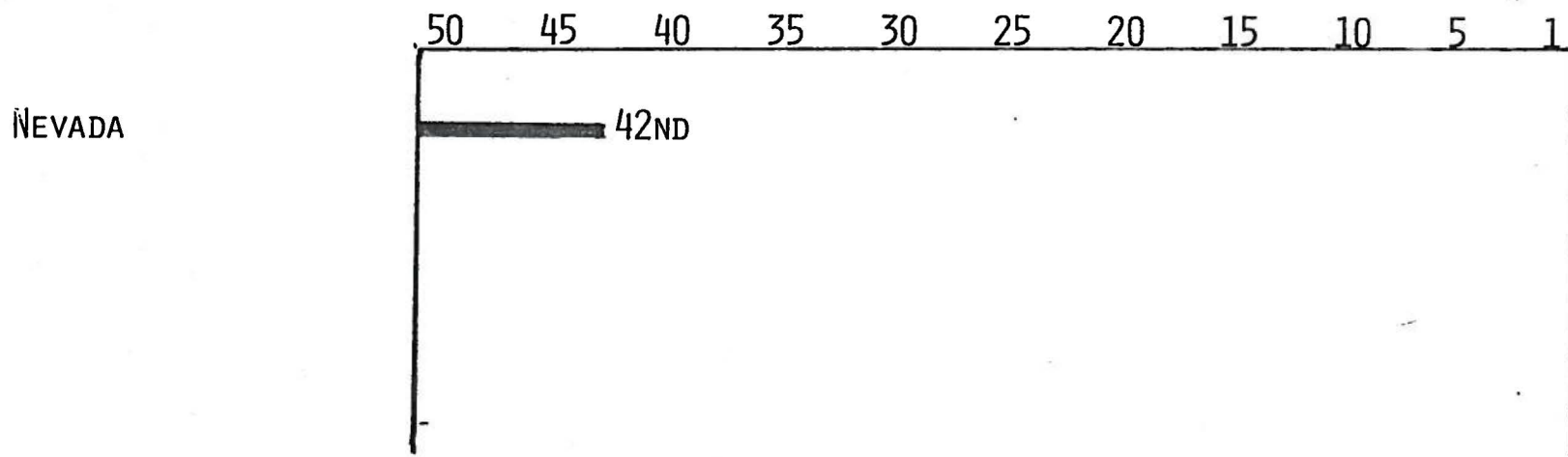
NATIONAL




NEVADA



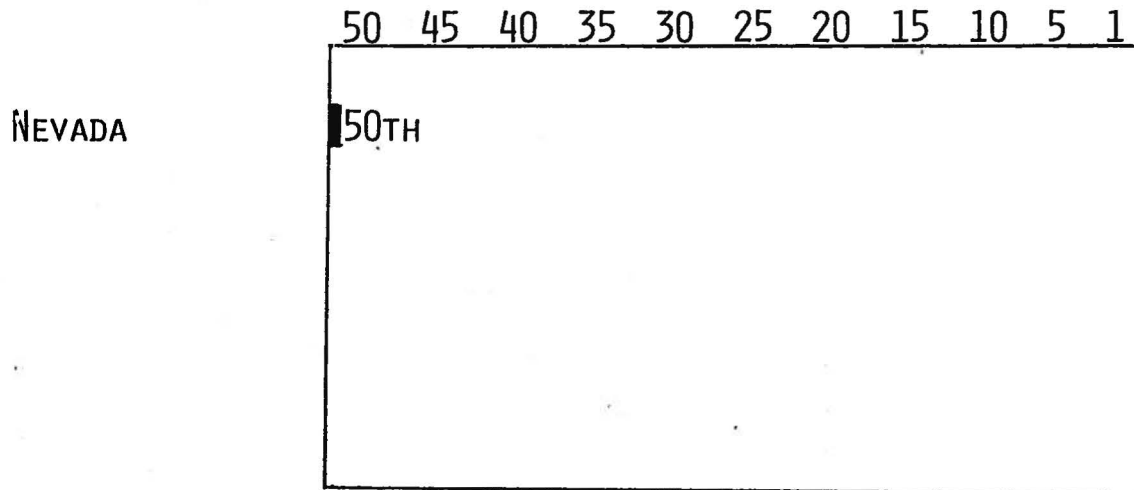
NEVADA'S RANK IN NATION



AVERAGE EXPENDITURE PER STUDENT
FOR VOCATIONAL EDUCATION

NATIONAL AVERAGE		\$250.82
NEVADA		\$125.20

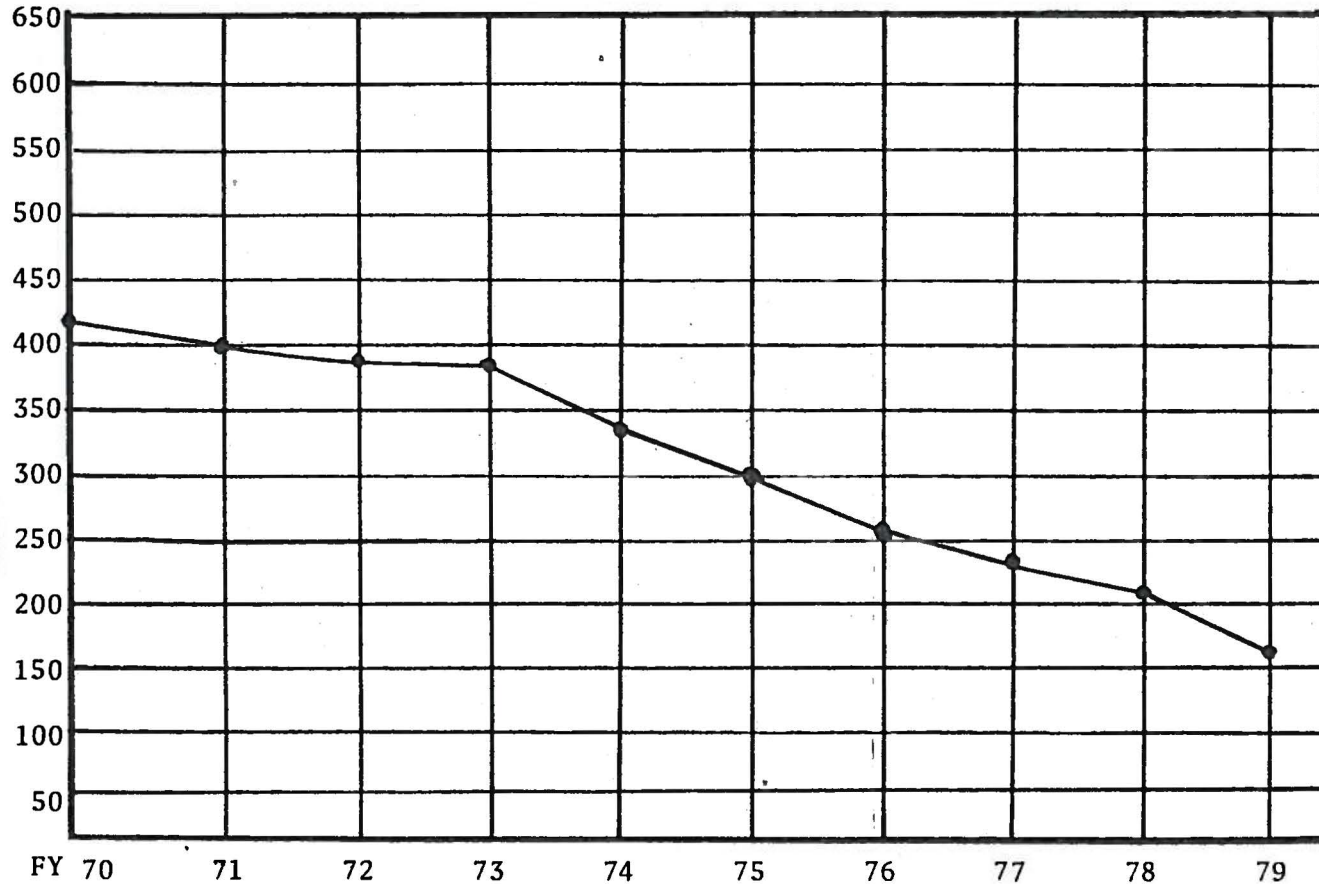
NEVADA'S RANK IN NATION



ANNUAL
APPROPRIATIONS
FROM
GENERAL FUND

FY70	\$459,910
71	\$462,012
FY72	\$476,934
FY73	\$484,884
FY74	\$488,511
75	\$490,219
FY76	\$492,570
FY77	\$492,625
FY78	\$504,404
79	\$504,405

BUYING POWER OF EACH
ANNUAL APPROPRIATION
COMPARED TO FY69-70 APPROPRIATION



% INCREASE, ACTUAL DOLLARS, FY70-FY79:	9.67%
% DECREASE, REAL DOLLARS, FY70-FY79:	270.56%

TESTIMONY
TO
THE ASSEMBLY WAYS AND MEANS COMMITTEE
ON
THE STATE DEPARTMENT OF EDUCATION
VOCATIONAL EDUCATION BUDGET
FEBRUARY 7, 1979

MR. CHAIRMAN AND MEMBERS OF THE WAYS AND MEANS COMMITTEE, MY NAME IS HOPE ROBERTS. I AM HERE TODAY TO SPEAK AS CHAIRMAN OF THE NEVADA ADVISORY COUNCIL FOR VOCATIONAL-TECHNICAL EDUCATION AND ON BEHALF OF THE STATE COUNCIL.

TO OPEN MY COMMENTS, I WOULD LIKE TO SAY THAT I FIND IT TOTALLY INCONCEIVABLE HOW THE GOVERNOR COULD RECOMMEND FOR VOCATIONAL EDUCATION LESS THAN 1/3 OF THE AGENCY REQUEST, ESPECIALLY IN LIGHT OF THE FACT THAT EACH YEAR SINCE 1972 IN ITS EVALUATION REPORT THE COUNCIL HAS CONTINUALLY WARNED THAT VOCATIONAL EDUCATION WAS GROSSLY UNDERFUNDED, AND THAT THE STATE BOARD OF EDUCATION VASTLY INCREASED ITS REQUEST FOR VOCATIONAL EDUCATION AND REFLECTED ITS INTEREST AND PRIORITY FOR VOCATIONAL EDUCATION BY THEIR REQUEST. IT SEEMS SELF-EVIDENT THAT THOSE CLOSEST AND MOST INFORMED ABOUT VOCATIONAL EDUCATION AND THE NEED FOR IT IN TERMS OF BOTH ECONOMIC DEVELOPMENT AND THE ULTIMATE DEVELOPMENT OF A STATEWIDE MANPOWER POOL HAVE CONTINUALLY ADDRESSED THE PROBLEM SINCE THE MID-60'S WITH LITTLE OR NO RESPONSE FROM THE SYSTEM. SINCE 1972 THE POPULATION OF NEVADA HAS GROWN FROM 527,400 TO 722,209 AND A PROJECTED 1981 POPULATION OF JUST OVER 807,000 PEOPLE OR A PROJECTED POPULATION INCREASE OF 61.5% SINCE 1972.

THE DEPARTMENT OF EDUCATION PRESENTATION CLEARLY DEMONSTRATED THE IMPACT OF INFLATION ON THE VOCATIONAL EDUCATION DOLLARS. I WOULD LIKE TO POINT OUT HOWEVER THAT NOT ONLY IS VOCATIONAL EDUCATION ATTEMPTING TO SURVIVE WITH LESS THAN 50% OF THE REAL VALUE DOLLARS IT HAD TEN YEARS AGO BUT IT IS STRUGGLING TO SERVE 61.5% MORE POPULATION. FRANKLY, VOCATIONAL EDUCATION HAS SERVED ADMIRABLY UNDER THE MOST AUSTERE OF FINANCING FOR OVER 10 YEARS AND IT IS HIGH TIME WE BEGIN TO ADDRESS ITS NEEDS AND THE MANPOWER AND ECONOMIC DEVELOPMENT NEEDS OF OUR STATE.

A STATEMENT ADDRESSED TO THE MEMBERS OF THE

WAYS AND MEANS COMMITTEE
OF THE
NEVADA STATE ASSEMBLY

Mr. Don Mello, Chairman

February 7, 1979

MY NAME IS MARGRIET CLEVINGER AND I REPRESENT THE NEVADA NURSES' ASSOCIATION, AS CHAIRPERSON OF THEIR LEGISLATIVE COMMITTEE.

MY SOLE PURPOSE IN BEING HERE IS TO ASK THAT YOU GIVE SERIOUS AND FAVORABLE CONSIDERATION TO THE APPROVAL OF THE POSITIONS BEING REQUESTED FOR VOCATIONAL EDUCATION THIS LEGISLATIVE SESSION.

I WOULD LIKE TO POINT OUT THAT THESE POSITIONS ARE NOT REALLY NEW. IN FACT, THEY ARE POSITIONS WHICH WERE CUT FROM THE VOCATIONAL DIVISION'S BUDGET DURING THE LAST LEGISLATIVE SESSION IN 1977. I BELIEVE THAT THE CUTTING OF THESE POSITIONS WAS A SERIOUS LOSS TO THE EDUCATIONAL COMMUNITY AND I WOULD LIKE TO TAKE A FEW MINUTES TO EXPLAIN WHY I FEEL ONE POSITION IN PARTICULAR SHOULD BE RESTORED.

IN THE OPINION OF THE NEVADA NURSES' ASSOCIATION, THE HEALTH OCCUPATIONS CONSULTANT WAS ONE OF THE MOST IMPORTANT POSITIONS IN THE NEVADA DEPARTMENT OF EDUCATION'S VOCATIONAL DIVISION. THE PERSON WHO SERVED AS HEALTH OCCUPATIONS CONSULTANT IN VOCATIONAL EDUCATION RETIRED IN 1975. THE POSITION WAS SUBSEQUENTLY FILLED LATER THAT SAME YEAR. WHEN PERSONNEL WERE BEING LAID OFF BECAUSE OF STAFF REDUCTION, THE NEW HEALTH OCCUPATIONS CONSULTANT WAS ONE OF THE FIRST TO GO BECAUSE OF LACK OF SENIORITY. HAD THE FORMER CONSULTANT WAITED AN ADDITIONAL TWO YEARS TO RETIRE, THIS POSITION WOULD HAVE BEEN ONE OF THE LAST TO GO BECAUSE OF THE SENIORITY ACCUMULATED IN THAT POSITION. I AM SAYING ALL THIS IN ORDER TO MAKE THE POINT THAT THE

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HEALTH OCCUPATIONS POSITION WAS NOT CUT BECAUSE OF ITS LACK OF IMPORTANCE BUT RATHER BECAUSE OF THE CONSULTANT'S LACK OF SENIORITY.

AT THIS POINT IN TIME, THERE IS NO ONE IN THE DEPARTMENT OF EDUCATION WHO HAS THE BACKGROUND AND EXPERTISE IN THE AREA OF HEALTH OCCUPATIONS. AT THE SAME TIME THERE IS AN INCREASING NEED FOR THE DEPARTMENT TO WORK WITH THE HEALTH OCCUPATIONS INDUSTRY, THE COMMUNITY COLLEGES AND LOCAL SCHOOL DISTRICTS TO DEVELOP EDUCATIONAL PROGRAMS NEEDED TO KEEP PACE WITH THE FAST-CHANGING AND RAPIDLY-GROWING HEALTH OCCUPATIONS EMPLOYMENT NEEDS. THE DEPARTMENT OF EMPLOYMENT SECURITY PROJECTS THAT NEVADA CURRENTLY NEEDS 1,588 NEW HEALTH OCCUPATIONS PERSONNEL EACH YEAR IN NEVADA IN ORDER TO MEET THE EXPANSION AND REPLACEMENT NEEDS IN THE HEALTH OCCUPATIONS FIELD. IN THE STATE OF NEVADA, THE SCHOOL DISTRICTS AND COMMUNITY COLLEGES CURRENTLY HAVE 605 STUDENTS ENROLLED IN VOCATIONAL PROGRAMS FOR HEALTH OCCUPATIONS. CLEARLY, THIS DISCREPANCY BETWEEN EMPLOYMENT NEEDS AND ENROLLMENT POINTS OUT WHY THE LEADERSHIP OF THE HEALTH OCCUPATIONS CONSULTANT IS NECESSARY TO THE DEVELOPMENT OF THE PROGRAMS WITHIN THE STATE.

CURRENTLY, FIFTEEN PER CENT OF PUBLIC LAW 94-482 FEDERAL CATEGORICAL FUNDS FOR VOCATIONAL EDUCATION IN NEVADA ARE ALLOCATED FOR POST-SECONDARY EDUCATION. OF THIS AMOUNT, APPROXIMATELY TWO THIRDS HAVE BEEN SET ASIDE FOR PROGRAMS WHICH PREPARE PERSONS TO ENTER THE ABOVE NAMED HEALTH OCCUPATIONS. THE MAINTENANCE PRIORITIES AND ALLOTMENT OF THESE MONIES TO HEALTH OCCUPATIONS IS CONTINGENT UPON PROFESSIONAL CONSULTATION IN THE DEPARTMENT.

ASSEMBLY WAYS & MEANS COMMITTEE

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THE SERVICES OF THE CONSULTANT ARE NEEDED FOR SUCH ACTIVITIES AS: PLANNING, PROGRAM DEVELOPMENT, CURRICULUM DEVELOPMENT, INSERVICE TEACHER TRAINING AND PROGRAM EVALUATION. THE VOCATIONAL EDUCATION DIVISION OF THE DEPARTMENT, THROUGH THEIR HEALTH OCCUPATIONS CONSULTANT, HAS A RESPONSIBILITY TO COORDINATE PROGRAM ACTIVITIES BETWEEN THE VARIOUS COMMUNITY COLLEGES, THE SCHOOL DISTRICTS AND THE HEALTH AGENCIES THROUGHOUT NEVADA. WITHOUT THIS KIND OF LEADERSHIP AND PROGRAM COORDINATION, IT IS DOUBTFUL THAT VOCATIONAL EDUCATION IN NEVADA WILL BE ABLE TO DEVELOP THE KIND OF HEALTH OCCUPATION DELIVERY SYSTEM TO MEET EVEN THE CRITICAL EMPLOYMENT NEEDS FOR SUCH PERSONNEL IN THE STATE.

THEREFORE, MR. CHAIRMAN AND MEMBERS OF THE COMMITTEE, I URGE YOU TO APPROVE THE REQUEST FOR ADDITIONAL PROFESSIONAL POSITIONS TO VOCATIONAL EDUCATION. AT THE VERY LEAST, IT IS THE HOPE OF THE NEVADA NURSES' ASSOCIATION THAT YOU WILL GIVE PRIORITY TO THE RESTORATION OF THE HEALTH OCCUPATIONS CONSULTANT POSITION.

THANK YOU FOR YOUR TIME AND YOUR INTEREST IN VOCATIONAL EDUCATION AND HEALTH OCCUPATIONS EDUCATION. IF YOU HAVE ANY QUESTIONS, I WILL BE HAPPY TO ATTEMPT TO ANSWER THEM.

Marjo Becker

Parent of three handicapped children

President of the Southern Nevada Association for the Handicapped

Representing the Coalition of Parents of Handicapped Children

which includes eight different organizations of parents
of children with specific disabilities

For many months, parents of children in special education programs have been expressing their serious concerns that the State School Board's very conservative recommendation of only 100 new units would not be a sufficient number to meet critical needs. We were stunned - shocked - when Governor List's budget proposal for a mere 20 new units was made public. The governor's proposal cut the State School Board's funding recommendations for special education by more than two times the amount of the cuts for regular education programs. The suggested increase of only 20 units would actually result in a decrease of services for Nevada's handicapped students. The State Exceptional Pupil Advisory Committee which has representatives from different levels of administration, teachers, the universities, and parents has stated, in agreement with parent organizations, that 200 new special education units is a reasonable, but not inflated, figure to meet children's needs.

To give proof of the fact that Nevada currently is not providing adequately for its handicapped children, figures submitted by local school districts identify almost 2000 underserved youngsters. At a public hearing in Clark County in December, it was pointed out that over 1000 students in its school system were on waiting lists for speech therapy. An even more dramatic example is the lack of programs for

emotionally disturbed children. The Bureau of Education the Handicapped states that the expected rate of children with emotional disturbances so severe that they cannot benefit from an educational opportunity without the help of special services is 2 percent of the school age population. Clark County currently provides special programs for just about 100 emotionally disturbed children. If it were to serve but $\frac{1}{2}$ a percent of its school age population, that figure would jump to 428 students. If class sizes were 15 students per teacher, Clark County alone would need 28 new special education units now for just this one disability category. One can then predict that the statewide need is approximately 60 units for the emotionally disturbed. These figures are based on providing for only $\frac{1}{2}$ a percent, or 1 child out of every 200, not the predictable 2 percent or 4 children out of every 200.

We cannot be complacent because some of our handicapped children are receiving an adequate education. Special education is still very much in a catch-up phase. On a statewide basis, only 7 percent of the school population is receiving services - far below the predicted level of children in need. Sufficient new special education units must be provided to allow for population growth, to improve the programs for the large numbers of identified underserved children, and to add programs for the unserved children who cannot develop to their full potentials without the provision of special services. It is shortsighted thinking that denies any child a full educational opportunity.

State statutes mandate that special education programs be provided for our handicapped children. Federal statutes provide means of guaranteeing the rights of our children through due process proceedings and civil court procedures. Parents are no longer in the position of having to beg or ask for equal educational opportunities for their handicapped children. We can legally demand these services. As our elected representatives, it is up to you to provide the means, the funds, that will guarantee an appropriate education for every handicapped child in Nevada as the laws state is their right. We therefore recommend that 100 new special education units be viewed as the bare minimum requirement and recommend that the legislature provide for 200 new units to meet the needs that have been described.

FRIENDS OF THE VISUALLY HANDICAPPED

4101 W. Bonanza Road / Las Vegas, Nevada 89107
Phone (702) 870-4324

SPECIAL EDUCATION FUNDING
(Visually Handicapped)

As costs rise for all areas of education they also rise steadily for special education. Therefore, difficulties arise when even attempting to maintain existing programs in many areas of the United States. Fortunately this has not been the case in Nevada as the state's economy has continued to remain stable.

Other states have expanded services for special education. Nevada needs to take similar steps, not just to meet the guidelines of Public Law 94-142, but to meet the specialized needs of special children. State funds are necessary to initiate these services and present proposals from the governor's office would not release sufficient funds for needed programs.

Some examples of services needed for visually handicapped students, but not necessarily limited to the visually handicapped include:

1. Preschool Programs.

Unless services are begun early (hopefully at birth, but no later than 3 years old) a large majority of severely visually handicapped children experience delayed development. The late development could be in walking, language, eating skills, listening skills and other areas. Whatever the area(s) when these children do not have proper instruction at an early age the delayed development could cause them to be years behind their sighted peers when they reach school age. Although speaking specifically of visually handicapped children other disabilities would experience similar delayed development. Presently preschool programs exist only for the mentally handicapped and aurally handicapped in Clark County.

2. Adaptive Physical Education.

Because visually handicapped students exhibit motor development limitations and travel difficulties many apparent restrictions keep them from actively participating in a physical education program structured for "normally sighted" students.

This is not to say that visually handicapped and "normally sighted" students should not participate in physical education together. On the contrary, the ideal situation is to include all students in a physical education program and adapt the activities for the individuals involved. However, persons trained in special adaptive techniques should be utilized in schools enrolling the special students (such as visually handicapped).

3. Elementary School Counselors.

Emotional and social adjustments are many times quite apparent in visually handicapped students. Accepting the fact you are different is difficult for anyone and especially those children with obvious visual disabilities. Teachers of the visually handicapped in conjunction with the regular classroom teachers and principals do their best in this area, but cannot fill the gap of specially trained personnel.

4. Failure of Services for the Blind to Provide Services for School Aged Visually Handicapped.

New state laws are necessary to allow Services for the Blind to provide services to visually handicapped students below the age of 18. Many of their facilities and services could and should be utilized by school age visually handicapped students. These include orientation and mobility training, instruction of daily living skills in the home environment and use of Services for the Blind's facilities and staff for grooming instruction.

All of the above require additional funds and upon careful consideration are surely quite worthy and necessary projects. Hopefully Governor List will reconsider his educational proposals and reshape them more along the lines recommended by the State Board of Education, thus releasing more funds for special education.

DISTRIBUTIVE SCHOOL FUND
Revised February 6, 1979

	<u>1977-78</u>	<u>1978-79</u>	<u>% of Change</u>	<u>1979-80</u>	<u>% of Change</u>	<u>1980-81</u>	<u>% of Change</u>
<u>Before Recommended Tax Reform</u>							
Weighted Enrollment	140,077	142,610	1.8%	145,462	2.0%	148,371	2.0%
Per Capita Support	\$1,035	\$1,131	9.3%	*\$1,252	8.0%	\$1,331	6.3%
Total Basic Support	\$144,979,695	\$161,291,910	11.3%	\$182,118,424	12.9%	\$197,481,801	8.4%
Special Education**	10,560,000	11,088,000	5.0%	11,520,000	3.9%	11,700,000	1.6%
Adult Diploma	797,455	904,800	16.3%	1,026,640	10.7%	1,104,730	7.6%
Bonus Payments NRS 387.1233	255,344	410,508	60.7%	0		0	
Bonus Payments NRS 387.1243	39,614	0		0		0	
Trigger	0	3,988,547		0		0	
Prior Year Adjustments	(443,088)	0		0		0	
Total Need	\$156,189,020	\$177,683,765	13.8%	\$194,665,064	9.5%	\$210,286,531	8.0%
70¢ Property Tax	(28,137,989)	(33,482,978)	19.0%	(39,269,590)	17.3%	(44,767,333)	14.0%
1¢ School Support Tax	(43,370,547)	(53,345,773)	23.0%	(61,881,097)	16.0%	(71,163,262)	15.0%
State Responsibility	\$ 84,680,484	\$ 90,855,014	7.3%	\$ 93,514,377	2.9%	\$ 94,355,936	0.9%
General Fund	\$ 73,449,500	\$ 81,164,950	10.5%	\$ 67,056,595	(17.4%)	\$ 65,931,787	(1.7%)
Slot Tax	9,603,370	10,771,000	12.2%	12,032,000	11.7%	13,395,000	11.3%
Revenue Sharing	5,737,742	5,800,000	1.1%	5,900,000	1.7%	5,900,000	0%
Investment Income	760,871	750,000	(1.4%)	750,000	0%	750,000	0%
General Land Lease	3,886,359	3,800,000	(2.2%)	3,800,000	0%	3,800,000	0%
Out-of-State Sales Tax	2,881,035	3,457,202	20.0%	3,975,782	15.0%	4,579,149	15.2%
Balance Forward from Previous Year		11,638,393					
Balance Forward to New Year	(11,638,393)						
Approximate Reversion		\$ 26,526,531					
Increase Includes Prior Year Support Plus Trigger							
**Special Education Units Price/Unit	600 \$17,600	630 \$17,600		640 \$18,000		650 \$18,000	
<u>After Recommended Tax Reform</u>							
General Fund (Line 10 Above)				\$ 67,056,595		\$ 65,931,787	
General Fund to Replace 70¢ Property Tax				39,269,590		44,767,333	
General Fund to Replace Sales Tax on Food				7,425,612		8,539,591	
General Fund to Replace 30¢ of 80¢ Property Tax				0		19,186,000	
Total General Fund				\$113,751,797		\$138,424,711	

EXHIBIT "G"