

**MINUTES OF THE MEETING  
OF THE  
ASSEMBLY COMMITTEE ON EDUCATION**

**Seventy-Third Session  
May 11, 2005**

The Committee on Education was called to order at 3:58 p.m., on Wednesday, May 11, 2005. Chairwoman Bonnie Parnell presided in Room 3142 of the Legislative Building, Carson City, Nevada, and, via simultaneous videoconference, in Room 4406 of the Grant Sawyer State Office Building, Las Vegas, Nevada. [Exhibit A](#) is the Agenda. All exhibits are available and on file at the Research Library of the Legislative Counsel Bureau.

**COMMITTEE MEMBERS PRESENT:**

Ms. Bonnie Parnell, Chairwoman  
Mrs. Sharron Angle  
Mr. Kelvin Atkinson  
Mr. Joe Hardy  
Mr. William Horne  
Mr. Garn Mabey  
Mr. Mark Manendo  
Mr. Bob McCleary  
Mr. Harvey J. Munford

**COMMITTEE MEMBERS ABSENT:**

Mrs. Debbie Smith, Vice Chairwoman (excused)  
Mr. Brooks Holcomb (excused)

**GUEST LEGISLATORS PRESENT:**

None

**STAFF MEMBERS PRESENT:**

Carol Stonefield, Committee Policy Analyst  
Rachel Pilliod, Committee Manager  
Paul Partida, Committee Attaché

**OTHERS PRESENT:**

Dr. Eugene T. Paslov, Legislative Advocate, representing Wireless Generation, Carson City, Nevada  
Ruth A. Kaminski, Ph.D., Developer of DIBELS™, Dynamic Measurement Group (DMG), Eugene, Oregon  
David Stevenson, Director, Business Development, Wireless Generation, New York, New York  
Dave Maxey, Credit Learning Systems, Las Vegas, Nevada  
Thomas Jackson, Credit Learning Center, Community College of Southern Nevada (CCSN), Las Vegas, Nevada  
Bill Uffelman, President and CEO, Nevada Bankers Association (NBA), Las Vegas, Nevada  
Cheryl Blomstrom, Legislative Advocate, representing American Financial Services Association and Nevada Consumer Finance Association

**Chairwoman Parnell:**

[Meeting called to order and roll called.] We will be having a presentation today on early literacy.

**Dr. Eugene T. Paslov, Legislative Advocate, representing Wireless Generation, Carson City, Nevada:**

I have provided a little biographical sketch for my colleagues and myself ([Exhibit B](#)). I want to make three quick points. There is a nationwide need for research-based early childhood literacy programs. All of you, as policymakers, have been confronted with these issues. You are contemplating a major policy issue with full-day kindergarten, which will not only include substantive instruction, but the need to have some assessments—the substantive instruction that is based on research. There is a need for an efficient, inexpensive, and reliable method for teachers to assess their children on early literacy. There is a great need for reporting systems that are easy to understand by teachers, parents, and policymakers.

I have brought before you today Dr. Ruth Kaminski, the University of Oregon researcher and developer of early literacy programs. Dr. Kaminski also has a brief bio in the material ([Exhibit B](#)). She has many years of experience and is the initiator of something called DIBELS™ [Dynamic Indicators of Basic Early Literacy Skills], a program that you will learn more about in a few minutes. David Stevenson of Wireless Generation helped develop the technology that makes it possible for the bringing together of substantive literacy programs and the technology to bring it all together, in terms of assessing children and reporting to parents, teachers, and policymakers.

**Ruth A. Kaminski, Ph.D., Developer of DIBELS™, Dynamic Measurement Group (DMG), Eugene, Oregon:**

[Started PowerPoint presentation, [Exhibit C](#).] I'd like to talk about how we use DIBELS™ to identify students who need support and how we can use it to monitor progress of students and evaluate outcomes, both for individual students and also for classrooms, schools, districts, and states. Before that, I'll talk about how we came to develop this assessment tool, why DIBELS™, what DIBELS™ is, and then I'll talk about how we can use it.

Dr. [Roland] Good and I started back in 1988. We were concerned. Both of us came from different backgrounds. I came from a background of early childhood special education and speech language pathology, where I would work with children with special needs—ages 3, 4, and 5—and send them off to school. Dr. Good worked as a school psychologist. We both found, from different perspectives, that children were being referred in third, fourth, fifth, and sixth grades with reading difficulties. We were both wondering why these children weren't identified earlier than this. Was there something we could do to prevent reading from becoming a problem?

This picture is where we began with our research. What do we know about reading? I'll explain this to you. What this shows is a graph ([Exhibit C](#)). There are two lines. The red line represents progress of children in reading skills from first grade up to sixth grade. Along that vertical axis, that is the number of words per minute that these children read on something called Curriculum-Based Measurement Oral Reading Fluency (ORF). The grades are down along the bottom, first through sixth. That red line represents the average of the bottom 10 percent of children—the low performing children. The green line represents the middle 10 percent—the average children in learning to read. When we look at that graph and that picture, a couple of things should be apparent to you. All children start at about the same place. Children at the beginning of first grade, for the most part, are not readers. By the end of first grade, you can see those two groups starting to pull apart. As time goes on, that gap widens.

The children in the bottom have to learn at a faster rate, on that red trajectory, in order to catch up to the children in the green. We have several other pictures that very clearly indicate that although that bottom group is going up, no children in the bottom group actually catch up. We know that these trajectories are established early, by the end of the first grade and the beginning of the second grade. Nine out of ten children who are poor readers at the end of first grade tend to stay poor readers. More than that, they tend to fall further and further behind. It is very difficult to catch children up once they fall behind. Dr. Good and I thought: What can we do to prevent children from falling behind in the first place? Can we develop an assessment system that works similar to

curriculum-based measurement, which are very robust, one-minute measures that you can do as frequently as weekly if need be, so that we can tell very quickly and in a timely manner whether or not children are on track? Who is in the red group? Who is in the green group? Then can we do something about it to get children on track? That is what inspired us or drove us to develop this assessment tool.

[Ruth Kaminski, continued.] We developed it to do particular things, so this word “DIBELS™” means that we developed a tool that is dynamic. Most assessments that are done in education are done at one point in time to assess a child’s intelligence, achievement, or readiness. We’ve developed a set of tools that can be used to monitor growth over time. In that sense, it is dynamic. We also developed the tools so that they are indicators. They are indicators of a complex skill, such as reading, in the same way that a thermometer might be an indicator of general health and well-being. It is quick, efficient, relatively cost-effective, and it doesn’t tell you everything you need to know about general well-being, but if you have a fever, you know that you have to do something.

These DIBELS™ measures were developed to be very brief indicators that we could use repeatedly, so that we could identify children in need, monitor their progress, and evaluate the effectiveness of what we are doing with children in schools. To that end, the measures have to be efficient and economical. They are standardized measures, so we administer them the same way to all children all over the United States. This is so that a score, when we see it, has meaning. It is not because we do it differently in Nevada from the way we might do it in Eugene, Oregon.

The measures are repeatable. We have 20 to 25 equal, different forms of the same test. This is so that we can do it weekly for children and they won’t be getting the same form of the test repeatedly. We spent a lot of time making sure the measures are technically adequate and that we could, in fact, use them to monitor growth over time. The DIBELS™ measures were designed to assess what I’ll call “critical skills.” These are the important foundational skills for reading. For every one of the critical skills, you can see ([Exhibit C](#)) that we sometimes refer to them as “big ideas of literacy.” There is a DIBELS™ measure that serves as an indicator of that critical skill.

Why those five skills that we have there: phonemic awareness, alphabetic principle, accuracy and fluency, comprehension, and vocabulary and oral language? It is because these are the things that we know—from a wide body of research—predict how well children are going to read. They are also things we can do something about—teach it. They are things that if we teach

them, it changes outcomes for children. It improves outcomes for children. The measures are very brief, and I am going to show you what it looks like. Most of our measures take one minute. This is a measure we call “phoning segmentation fluency.” One of the critical skills is called “phonemic awareness.” That is the extent to which children can hear a word and know the sounds in the word. [Small video clip shown from laptop.]

[Ruth Kaminski, continued.] It takes one minute. That is a child at the end of kindergarten; her score is 35, which tells us that child is on track. She has that skill, and she is ready to move on to learn the next skill. We spend a number of years making sure that the measures were technically accurate. That is what this slide ([Exhibit C](#)) represents. It is the data that we have on the measures—that, in fact, they are reliable and valid for one-minute measures, as reliable and valid as many measures in education that take substantially longer per child to administer. Once we knew the measures were technically adequate, we started to look at what level of performance on any one of these measures predicts performance on the next one. They form stepping stones to children being able to read.

We move from kindergarten to the third grade, wanting to get children to that final step, which is reading 110 words per minute (WPM) on ORF passage. We know that 99 percent of children who can read 110 WPM at the end of third grade in Oregon, Illinois, Iowa, and many states pass their state-level high stakes test. These one-minute measures are very robust and highly predictive. For each one of the steps, we set those scores at a point where it puts that child on that green trajectory. It means the odds are in their favor of getting to the next step.

How do we use them? We assess all children—kindergarten through sixth grade—three times per year. It might take one day for a school to do this, three days of the year. Children who are at-risk have their progress monitored more frequently, up to weekly. We do this in this sort of a framework ([Exhibit C](#)), in what we call an “outcomes-driven model,” identifying need for support that children have to get to those outcomes, planning the support, implementing it, changing what we do if it is not working, and periodically reviewing outcomes. I’ll walk you through those steps and what that looks like for one child.

The first step is identifying need. Are there children who might need support? We get a class list report, and it tells us children’s scores, percentile ranks, and how they perform compared to those cutoff points. In this particular class, there are four children who are at-risk. We are going to focus on one of those children, named Brandon. This is a one-minute measure at one point in time; it is the measure you just saw. We would never make a very important educational

decision—like providing a child extra support—on the basis of one measure at one point of time. One of the things that we do and one of the beauties of a one-minute measure is being able to validate that need for support. We take two extra minutes on two other days. We also look at any other assessment information and consult with the teacher. In fact, that child's scores are below 10, which is below that cutoff. We validate that this child does, indeed, need some extra support.

[Ruth Kaminski, continued.] This is the front page of a progress monitoring booklet ([Exhibit C](#)). That bull's-eye up there in that grey area is where we want the child to be by the end of the year. There is where Brandon is, and there is where we want him to be, and we draw a line from where he is to where we want him to be. That is how much progress Brandon needs to make to get there by that time. That is his aim line. With this particular child, real data, we went in—didn't take the child out of the classroom—put two children in a group, and gave them extra practice with an aide 20 minutes per day, four days per week. Three data points below the aim line show that he has not made progress. We decided that we needed to make a change with this child. The beauty is that we are making a change in February and not in June.

In this case, the teacher did say, "I do not know what else to do with Brandon." We offered some support and put him with another group of children for whom teachers weren't quite sure what to do, provided them more intensive support and intervention for learning phonemic awareness, and that is what Brandon's progress looked like. If he continues that, he is going to get to that aim line. He will be performing as that little girl was in the video. That is what we do for individual children. We also can go through that model and aggregate the data for students at a classroom level, at a school level, a district level, a region, and—in some states—at a state level. We can very quickly and easily look at reports that can tell us what percentage of schools or districts are achieving goals, what percentage of schools or districts are making progress toward the goals, or, in a district, school, or class, what proportion of children are reaching those benchmarks and whether we are improving over time.

We also can say, of the children who come in on track, how many of those children are staying on track. This is one example of that ([Exhibit C](#)). The gray bars are where we want children to be. This is schoolwide data. The box represents the scores for the average children in that school. The spindle at the bottom is children who are below average. The spindle at the top represents scores above average. In the middle of the year in this particular school—the first year they were doing the DIBELS™ assessment—you can see that only the children above average were in the gray zone at the middle of the year. You

would see a box move up the second year of doing DIBELS™. At the end of the year, all of the children were above the gray zone.

[Ruth Kaminski, continued.] The point of data, I would say, is that we could be out in a boat on a beautiful sunny day and have the fog roll in. What we need to know is: Where are we? Where do we want to be? How do we get there? We need to know how we are doing and making progress. That is the piece that DIBELS™ provides and could be considered a GPS [global positioning system] for educators, as well as a thermometer. Reading is actually the point of it all, along with getting children on track. David is going to talk about how we can use technology and make it even easier for teachers and schools to do this.

**David Stevenson, Director, Business Development, Wireless Generation, New York, New York:**

We are devoted to three things. We are focused on saving teachers time and hassle. We are focused on helping them use research-based assessment data to really change what they do in the classroom. We are focused on helping systems-level folks and district and state leadership make good and sound real-time decisions, based on the assessment data that Ruth just told you about. I'm going to take three minutes to show you a little bit about what we do, mention some of the work that is currently under discussion in Nevada, and then open up for questions.

We have a handheld assessment platform. The guys who started the company went and walked around in kindergarten classrooms asking, "Where can we use technology to save teachers time and help them do their job better?" They discovered reading assessment. They discovered teachers, as you saw, with clipboards, stacks of paper, pens, paper, stopwatches, and calculations. They asked principals, and principals weren't getting much out of it. They said, "We can take that same assessment and turn it into software. We can make it faster, more efficient, more effective, and more useful." I'll show you what that looks like ([Exhibit D](#)). Take a first grade student at the end of the year; you'll see that I have a whole class full of students in my system. I don't have to find her paper. I just say that I'm going to do an Oral Reading Fluency (ORF) measure. I select her. All the coaching and prompting that you saw in that video—of finding the right sheet and figuring out what you are doing—is right there on the device. "Please read this out loud. If you get stuck, I'll tell you the word so that you can keep reading."

While the child reads, the teacher is keeping track with the device—unobtrusive, between her and the child, scoring along as the child miscalls, admits words, or hesitates for three seconds—keeping track of the student's performance in real-time. This is something that we, affectionately, call the "DIBELS™

five-handed assessment." When the teacher is doing it, as you saw, she has her guidebook, paperwork, stopwatch, and calculator, and she has a pen and pencil so that she can keep track of what she is doing. We put most of that right here on one system. At the end of 60 seconds, you are going to see the system actually do calculations about the child's performance.

[David Stevenson, continued.] If I look at a child who has done ORF, I see immediate results in terms of what their score was, words read correctly per minute, and more importantly, what it means right now for this child. This is a child that is at low risk to learn to read. You might see a child who is at high risk, and the teacher knows that it is time to take action. Once a teacher synchronizes her device, she sees a set of reports that immediately help her group students and deliver differentiated instruction. This is a class summary ([Exhibit D](#)) that talks about the most important piece of data: which students require intensive support. The teacher knows that she needs to work with them more frequently, she needs to do progress monitoring on them frequently, she needs to make progress towards the aim line, which students need strategic support, and which students have met the benchmark.

For the individual child, she can keep track of progress against the aim line, as Dr. Kaminski spoke about, and she can also see the entire history of the child's performance through multiple years, if they have been in the system. She can identify patterns of performance that might be useful to instructional planning. Finally, the teacher, specialist, and the principal have access to item level data that helps them do diagnostic instructional planning, looking at the child's precise response patterns. This is a child who, on the nonsense word fluency measure, was sounding out the individual letter and then blending them together. That is a particular response pattern that tells you that they are at a particular stage in terms of their acquisition of literacy skills. That is useful information. That is information, in the paper world, which is going to get lost. It is going to be tucked in some corner of a teacher's classroom.

I mentioned the importance of reporting at the system level. This is one example ([Exhibit D](#)) of a system report that we are working on right now with prototypes. It is something that tells a principal, "This is the effectiveness of your program." It talks to that principal about the students who were at the benchmark at the beginning of the year. Currently, how many of them have dropped down to different intervention levels? Conversely, for students who required intensive intervention, are you making progress with them? We talk a little bit about which particular students need help. We help the principal walk into the classroom, walk to the reading specialist, and say, "What are we doing about these children? Are we helping them get to where they need to go? Are we helping them learn to read?"



[David Stevenson, continued.] We also work with a couple of other assessments. We work with one called the Phonological Awareness Literacy Screening (PALS), which was developed by the University of Virginia. We are currently in discussion with the Reading First Office about using both PALS and DIBELS™ on the young class platform. We are also in discussion with Clark County.

**Assemblywoman Angle:**

I want to know how this dovetails with NCLB [No Child Left Behind Act of 2001]. There are some reading assessment requirements there. I am wondering how this would fit in with that.

**Ruth Kaminski:**

DIBELS™ is approved for 45 states for uses in Reading First, and it is approved for use in screening, progress monitoring, and for outcomes evaluation—not for doing diagnostic assessments.

**Assemblywoman Angle:**

Is it approved in Nevada?

**Ruth Kaminski:**

Yes, it is.

**Assemblywoman Angle:**

I'm looking at your attendance sheet, and I don't see very many teachers. Could you tell me why teachers aren't included in this list? If this was voluntary attendance and teachers weren't thinking about coming, why is that?

**Eugene Paslov:**

This was an orientation session for Reading First in Clark County. Diane Barone, for example, with UNR [University of Nevada, Reno] was in attendance. It wasn't meant to be a comprehensive group of all teachers involved with reading—a few samples of those who were engaged in Reading First. I should add, which the list does not indicate, they were very enthusiastic about the time-saving issues involved. They could assess their students in an unobtrusive way and very efficiently with this handheld device. I included it because there were some teachers, some building administrators, and some others.

**Assemblywoman Angle:**

I was looking through the things that you assess. There are the five things that scientifically based reading research says that you need, and phonemic awareness is the first one. Then you had alphabetical principles. I am assuming that is decoding? Is that where that decoding comes in, then fluency?

**Ruth Kaminski:**

Yes. That would be considered phonics or decoding.

**Assemblywoman Angle:**

We are traveling right with the scientifically supported reading research. That is what you are testing on, the five principles of good readers?

**Ruth Kaminski:**

Yes. Exactly.

**Chairwoman Parnell:**

Mrs. Angle, you might be interested in knowing this. I didn't know it until a few months ago. Most of our schools for kindergarten testing are actually using the PALS testing. That is an interesting part of the phonemic. Does any part of it deal with comprehension? I was a little concerned that there was no reference to comprehension.

**Ruth Kaminski:**

Yes. One of the DIBELS™ measures is an indicator of comprehension. That is a measure called "retail fluency." After children read a passage, they are asked to tell everything they can about the passage.

**Assemblywoman Angle:**

This is probably not something that you have anything to do with. I have a friend who is a second grade teacher, who has done quite a bit of reading research. She has found that good readers have about 5,000 hours of lap time—someone sitting and reading with them. I notice that you are kind of hitting there. I'm wondering if you make recommendations like that. How much parental involvement and those kinds of things would a child need, and how do you get 5,000 hours of lap time in?

**David Stevenson:**

One of the things that we have been working on with the Chicago Public Schools has been a set of very tailored parent reports that are designed to go home to the parents. The first batch that we are shipping out is in June. They say, "Here is where your child is," in parent-friendly language. Here is what it means, and here are some things that you can do. We give recommendations around lap time and different kinds of activities—rhyming activities and naming things—that you would do with those children. We are focused on closing that gap and actually getting the parents involved.

**Chairwoman Parnell:**

Is this primarily kindergarten through fifth grade? Do you go beyond fifth grade, or is it really an elementary school program?

**Ruth Kaminski:**

At this point, it is only elementary school, kindergarten through the sixth grade. To tag on to your question about lap time: as I leave here, my other area of academic research and work is early childhood education. I am leaving to work with teachers in the early childhood realm about how they can do these things before children walk in the door of kindergarten, so that they get more of those hours of exposure to print.

**Assemblywoman Angle:**

Does this plug into a computer, so that you can download? All of this can be transferred, right?

**David Stevenson:**

Right. That device is my telephone, in addition to a Palm Pilot. What most teachers use is connected into an Internet-connected computer. There is usually one per grade. They synchronize there. We work with the district or the school to get all of the student and roster information, and then they upload and download assessment data, usually daily.

**Chairwoman Parnell:**

I have one recommendation. When I was still teaching, a lot of us would go up in January to the Reading Week Conference that is put on. I think it is at the end of January. If you have not participated in that, you might want to contact the folks that organize that.

**Eugene Paslov:**

I believe that we are making contacts with individual school districts. I have made some presentations. We will continue. At the January reading meeting, we will also have folks there to make presentations. It has been well received. I think it is very much in need to be able to do this in an efficient and effective way. We wanted to be sure that you had an opportunity to get a flavor of this. We will be making additional presentations.

**Chairwoman Parnell:**

One wonderful thing with the January reading weekend is that it is for credit. Therefore, you do have lots of teachers. It is a very well attended event. It is great exposure. We will now have the hearing on S.B. 459.

**Senate Bill 459 (1st Reprint): Requires instruction in financial responsibility in public high schools. (BDR 34-1093)**

**Dave Maxey, Credit Learning Systems, Las Vegas, Nevada:**

[Handed out [Exhibit E.](#)] We work a lot with the Community College of Southern Nevada. I want to mention a few things today. We are the original author of this bill. We worked hard on this for about three years. A few stats that have really gotten us into the real reason why this came about: Nevada ranks third to last in bankruptcies. This has been a continuing trend for quite a few years now. We also rank second to last—three years in a row—for the lowest average credit score in the nation. Credit scores today are just about everything. Most lenders will deny or approve your application, and what that interest rate is going to be, based on your credit score. We are highly into the education of credit scores, how they are made, and how to raise them.

One more note that was very hard for us to find: it was really appalling to me was the average mortgage credit score—for mortgage applicants here in the last six months—was 623. That means that we are just 3 points over, for an average here in the state, subprime financing. Subprime financing gets into higher interest rates for people. There is a big problem and it starts with our high schools, and we are very aware of that. We have courses that we have been teaching. As a matter of fact, they are on the approved list through the U.S. Treasury Department, Financial Literacy and Education Commission, and JumpStart. Some of the consumer credit counseling offices in the United States are now actually using our courses instead of their own, because they see the definite need to educate people on this subject. They also see that our courses are really doing a good job.

**Thomas Jackson, Credit Learning Center, Community College of Southern Nevada (CCSN), Las Vegas, Nevada:**

I have worked with Dave in putting together this training program. I have brought three of the training materials, which have been developed and used by the Community College in testing the program and verifying its use. We are using it in our community progress and personal enrichment program. It is now in that program, and we are using it and teaching how to raise your credit score.

Our objective with the Community College involved in this program is to ensure that we are doing exactly what the high schoolers need. As you know, the Community College is involved in a high school/community college transfer program. We are very much interested in seeing this bill enacted. We find right now, with Dave's work, the work of his organization, and the work of CCSN,

that the program is very smooth. The students are gaining an education and understanding. This can all be done in a nine-hour program.

[Thomas Jackson, continued.] I am a teacher development specialist. I would be available to teach the teachers that are going to be teaching this program how to present it to their students. I would be very excited about doing that. At this point, I wanted to let you know and introduce myself to you. I will be one of the resource people on this. We would certainly recommend the adoption of this bill so that we can get it in. I notice that it has a July 1 date of implementation, which is none too soon. We are prepared. We have been working on this for over three years and have actually offered the program through CCSN high school program and the continuing education program for several years now. It has been tried and true. A number of people have been involved in writing and developing these training materials that are ready to be given to the entire state and the high school program.

**Chairwoman Parnell:**

I am a little confused. We already have financial responsibility in the standards. I'm not quite sure what you are promoting that is different that what we currently have. If you could clarify that for me before we go on, I would appreciate it.

**Dave Maxey:**

We are talking, and I'll read it here—we weren't aware of this part of S.B. 459—"Whereas, the American Banker Association, the American Financial Services Association, and other financial institutions have developed educational programs concerning financial responsibility for use in public schools..." We have spent three years developing this to make this day happen. Nobody has ever looked at our educational materials.

**Chairwoman Parnell:**

I'm still a little cloudy. Have you gone to school districts to show them your material, to see if a high school would use this material, since this already is a required part of our economics in our secondary schools per the state standards?

**Thomas Jackson:**

We are prepared to do that, although we haven't been invited into the high schools to present the program, except in the Community College high school program. There, I have a tie directly. As far as being invited by the school district into the high schools, we haven't been. Yet, we have been the ones that have been developing this bill. We are excited that the bill is coming forward now. Nobody has ever communicated to us that we'd like you to go to the

school districts and present what you have done to the school districts, or even give it a trial on anything but the Community College high school program.

**Bill Uffelman, President and CEO, Nevada Bankers Association (NBA),  
Las Vegas, Nevada:**

To be honest, when we stumbled across S.B. 459 at the end of the bill introduction period, I went to Senator Washington and we talked about the bill. What you see as the “whereas” was an effort on our part—Cheryl and I had worked together, and there was a hope that we would get recognition of April 26 as Teach Children to Save Day and that April was the Financial Literacy for Youth Month. Timing being what it is, they became the preamble to the bill rather than a separate standalone concurrent resolution. The American Bankers Association (ABA), the Nevada Bankers Association, Wells Fargo, Bank of America, and everybody in the banking community have education programs that they make available for free to educators, youth, parents, and everybody to help them learn about how to bank, what credit is, and the like.

The NBA, in particular, buys a program called “Banking Is.” It is available to every high school—economics, history, or whoever wants to teach it. We make that curriculum available. Every year we work with the State Superintendent to get the list of teachers that we need to send it to. They request it because it carries over, so they will contact us. We’ll send out the materials. We are now working with the public television down in Las Vegas to get it on the statewide education. I’m paying for that too. The money comes from the folks who pass bad checks. We have a program for them too, and they pay for the privilege. That is used to fund the other program.

All of you have received some materials ([Exhibit F](#), [Exhibit G](#), and [Exhibit H](#)). I quizzed one of you, and he did score 100 percent. That means he is doing better than a whole lot of teenagers in this country on financial literacy. In my book, when only 52 percent of twelfth graders can pass the test on personal financial basic skills, we have a problem. Then they wind up in the bankruptcy courts and the like, and they wind up with the poor credit scores. The NBA is fully on board with the notions as provided in the bill. The bill was amended on the Senate side. It did originally have a nine-hour requirement. Folks recognize that it did tie into the curriculum content standard. We are saying that no teacher has to stand up there alone in an economics class and say, “Gee, I’m going to teach about banking today, and I don’t know anything about it myself.” The materials are out there and available at no cost to the community. We certainly would endorse the principles that underlie the bill.

**Cheryl Blomstrom, Legislative Advocate, representing American Financial Services Association and Nevada Consumer Finance Association:**

You've heard a lot of bills this year, addressing things like payday lending and interest rate caps. We listened to a bill in Assembly Commerce and Labor today that the Culinary Union is bringing in their own bank, to try to reach out to their workers who are unbanked or underbanked. We think that there is a tremendous need for this type of education. As an industry, we have been working in concert with the Bankers Association, the Mortgage Bankers Association, and a variety of different financial services purveyors to try to help educate our consumers. Our best interest is served when we can make loans, collect those loans, and then we make another loan.

When we have folks who go to bankruptcy or to collection, the delinquency portion of our business is the most expensive business that we do. No one is well served when we don't have consumers who can make good choices. This kind of offering in the high school would definitely make all of our jobs easier. I've passed out information ([Exhibit I](#)) from the American Financial Services Association (AFSA) Education Foundation. They have a program called "Money Skill." The gentleman in Las Vegas referenced JumpStart. There is a Nevada JumpStart organization, and I've given you the information on that as well ([Exhibit I](#)).

There are lots of offerings out there. What we are saying is that we can get these into the high schools and make them easy for teachers. They do coordinate. They don't overwrite your standards. They augment what you have already put out there for standards.

**Chairwoman Parnell:**

We got in our office the other day *Scholastic News Time*. I used to use the *Scholastic Current Events* for sixth grade social studies. I see they also have quite an extensive section for financial management.

**Assemblyman Manendo:**

To the gentleman in Las Vegas: you said that they teach this in the community college high school. In which class do they place this?

**Thomas Jackson:**

I don't know which specific class it is placed in right now. I do want to address the issue that we have found a problem. At almost all of the colleges, we have banks that are set up, and they are passing out literature and how to get the students onto their banks and into a credit card situation. I have raised 11 children of my own. We are getting, on a weekly basis, two or three applications for credit cards. The children are saying, "Dad, what do we do with

these? Do we get credit cards? Don't we get credit cards?" There doesn't seem to be any formal education on whether we should get a credit card, how many to get, and what does it mean in terms of credit scores. I'm concerned also, because my specialty is human resource management at the CCSN.

[Thomas Jackson, continued.] There are an awful lot of people that are saying to me, "We will not hire anybody that has a low score." Now, employment in Las Vegas is tying into credit scores. I'm worried about that. I, specifically, don't know which course is offering this in community college high school program. I'm just suggesting that somewhere in the high school program, we should have some sort of training on how to handle credit, credit scores, and credit management. We have gone through the effort of preparing this material, which we'd like to compare to what has already been done by the Bankers Association and others, so that we might join together in a united front to teach the high schoolers.

**Chairwoman Parnell:**

We had two other bills come before this Committee this Session. One was Mr. Munford's bill on Nevada history, and we had another one on flag etiquette. Whenever this Committee looks at curriculum, rather than mandating something when it is already in the standards, we've had a general consensus in sending a letter to the Council to Establish Academic Standards. We share with them that we think a certain program needs to, perhaps, be broadened. I think most of what you are talking about is in our grade twelve business education curriculum. We might want to expand it so that all of our students get the basics of the economics and personal financial management.

I would like the members to consider whether or not that is the way we should go with this, and then ask all of you if you would feel comfortable with that. I think what we would do in this case, too, is maybe list some of those programs and the materials that are available. This is so that we can make sure that all of our schools know that they can access the JumpStart, Cheryl's program, the Scholastic, or the program that the gentlemen in Las Vegas are familiar with. I think that would be very helpful. If you have any pros, cons, yeas, or nays on that suggestion, we probably won't have work session on that until next week. I think that is where I tend to be going at this point in time.

**Cheryl Blomstrom:**

May I suggest that you suggest to the Academic Standards Council that, perhaps, we be invited? We would be delighted to go and talk with them and present some of the programs, so that they see where it is that we are attempting to go.



**Bill Uffelman:**

I think that would be a great idea.

**Dave Maxey:**

I support that too.

**Assemblyman Munford:**

I think it is a good idea. I support it. There are also so many juniors and seniors in high school that work, and they are in the position of transacting a lot of business. I think this would be a good opportunity for them to have some education in that area. If there is some way that you can implement and fuse it into some of the programs that they already have in existence, it would be a great thing.

**Bill Uffelman:**

That is one of the reasons that we are trying to get it into the television realm—through public television—so that it is in the virtual high school, which many of those kids that are out working. In fact, that is how we are presuming they are attempting to finish their high school work. That is how they are seeing it.

**Chairwoman Parnell:**

I applaud you for that. I think another issue that comes into this is identity theft—students being taught what not to just toss in the garbage, what not to share with your friends or on the Internet, which is often banking, credit card numbers, or any of that. I think we would all agree this is going to continue to explode as a real serious problem. Maybe that is something that we need to update the standards and make reference to. It is certainly new since the standard was put in.

**Thomas Jackson:**

I raised the issue on raising your credit score and financial fitness. We are almost overenrolled in that course. A lot of enthusiasm and a lot of young students that are interested in that are raising their scores, because they are aware that they have to have better scores than they have now. It would be good if we could all get together and see what we have in common. Then, give it to the teachers or give them the opportunity to be taught what we know how to teach to them, and then they can give it to their students.

**Chairwoman Parnell:**

We will certainly follow this and make sure that our kids are not setting themselves up for financial disaster. That is a horrible thought.

[Chairwoman Parnell, continued.] Is there any additional business to come before the Committee? I don't see any other business. With that, the meeting is adjourned [at 4:57 p.m.].

RESPECTFULLY SUBMITTED:

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Paul Partida  
Committee Attaché

APPROVED BY:

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Assemblywoman Bonnie Parnell, Chairwoman

DATE: \_\_\_\_\_

**EXHIBITS**

**Committee Name: Committee on Education**

**Date: May 11, 2005**

**Time of Meeting: 3:58 p.m.**

<b>Bill</b>	<b>Exhibit</b>	<b>Witness / Agency</b>	<b>Description</b>
	A	*****	Agenda
	B	Eugene Paslov/Wireless Generation	Information packet
	C	Ruth Kaminski/DMG	PowerPoint presentation
	D	David Stevenson/Wireless Generation	Palm pilot information packet for DIBELS™
S.B. 459	E	Dave Maxey/Credit Learning Systems	Information packet
S.B. 459	F	Bill Uffelman/National Bankers Association	Hands on banking
S.B. 459	G	Bill Uffelman/National Bankers Association	Scholastic teacher pamphlet
S.B. 459	H	Bill Uffelman/National Bankers Association	Prepared remarks
S.B. 459	I	Cheryl Blomstrom/Nevada Consumer Finance Association	AFSA packet