

NASB News Update--January 2017

News from the Association, Nevada, and Across the Nation



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Supporting Success for All Students
through Local School Board Leadership



**A
Message
from
NASB's
President**



Those of you who were unable to attend the Award Ceremony missed my first poem as your NASB President.

My message to you for January 2017 is communicated entirely by this poem.

*Another year has gone by so fast
Another year of memories made from a year gone past
Time has a way of speeding up and not slowing down
It rushes us and pushes us faster and all around
For when we were younger we thought time almost stood still
We thought we had forever and would never get over the hill
Now the hill is approaching and we look at things we have not done
Let's take the opportunities this next year to help someone
That is why it is important to seize the day
And not let opportunities and time slip away
Make every minute count to create a memory of the fullest extent
So time does not escape us and rob us of opportunities present
Let us look with excitement to this year of 2017
To be filled of accomplishments the likes we have never before seen*

*Look forward with expectations bright and crystal clear
May we see success on behalf of our school kids, to all have a Happy New Year!!*

Thank you for all you do each day on behalf of all of our students in Nevada's public schools.

Sincerely,
Wade Poulsen
NASB President



2017 Legislative Session Information

From Jessica Ferrato

CROWLEY & FERRATO
PUBLIC AFFAIRS

Timeline

The pre-Session budget hearings haven't been scheduled yet, but will likely take place between January 23rd-February 3rd. In these meetings both money committees begin to work through the Governor's recommended budgets and hear from State departments on their proposed budgets. I talked to the Governor's office today, and staff doesn't have a scheduled date for the State of the State, but in past years it has been delivered on the Wednesday or Thursday mid-month, usually around the 15th. I imagine it will end up being the week of January 16th. I will let you know as soon as it is scheduled. April 4th is when the budget committees will begin to close budgets. May 1st the Economic Forum meets to provide their revenue predictions that will be used for the legislative budget. May 5th the money committees will begin resolving their differences and May 25th they should be concluding differences. The session ends on June 5th. For your reference, here is a link to the 120-day calendar which has all deadlines for the session.

https://www.leg.state.nv.us/Session/79th2017/Docs/120-day_calendar.pdf

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Main Issues

It's difficult to predict the primary issues this session because the Legislature is currently trying to get a handle on the budget deficit it faces.

Due to case-load increases in Medicaid, rollup costs for the new K-12 education reforms, and other factors, the State anticipates about a \$400 million deficit. Some speculate the deficit may be significantly higher—perhaps twice as much.

As in past sessions, funding our government may trump policy issues that had been anticipated to be addressed such as the higher education funding formula, K-12 funding formula, Education Savings Accounts, and workforce development. The Governor will still make these topics and others a priority, but there seems to be less motivation by Republicans for new revenue due to multiple revenue packages in the last few years.

Topics that will likely be hot-button issues include solar energy, water issues, Medicaid reimbursement rates, prescription drug abuse, funding formulas for K-12 and Higher Education, Education Savings Accounts, recreational marijuana policies, etc.

On behalf of NASB, we will be meeting with leadership and legislators between now and when Session begins and will keep you posted on their top priorities.

Overall Political Dynamics

This Session brings turnover in many seats: 18 new legislators in the Assembly and 3 new legislators in the Senate. In addition to many new faces, we have Democratic majorities in the Senate and Assembly with new leadership in both houses.

This Legislature is more diverse than ever with most leadership positions being held by African Americans and Latinos. In addition, Senator Farley who has previously been Republican, has changed her registration to Non-Partisan and will caucus with the Democrats. These factors will make this Session very different from last session.

Conservative organizations will be putting pressure on the Governor's office to be the backstop for policies they oppose while Democrats will be working to undo some provisions that were successful last session under the Republican majority.

In both the Senate and the Assembly, the Democrats only need 1 vote to get a two-thirds majority for new revenue or for legislation that has a fiscal impact.

Focus on NASB's Newest Corporate Sponsors—



Atlantic Research Partners delivers customized supports to school and district partners to measurably improve student performance.

As proven practitioners and industry leaders, the team at Atlantic Research Partners understands the complex elements of school and leadership transformation and partners with districts and school leaders to pull the necessary levers to measurably improve student achievement. Atlantic also understands there's no one-size-fits-all approach to education and offers a range of services from leadership and management to data-driven analysis.

Academies

The mission of Atlantic's academies is to identify, develop, and support a new generation of outstanding executives for America's school systems who will provide our children with the skills they need to live as successful adults in a world of global competition. Atlantic's graduates will be highly sought after for their capacity to transform the culture of systems and school, to dramatically improve student achievement, and to close the achievement gaps. Atlantic's current academies cater to current and aspiring superintendents and chief academic officers.

Analysis

Through a data-driven approach and instructional framework, Atlantic's team assesses organizational needs to provide customized solutions and practices that help achieve academic excellence for all students.

Leadership

Effective leaders have effective leadership teams. Developing these teams into a single, strong and cohesive unit is crucial. *Atlantic's* expertise in coaching building district leaders encompasses not only the mastering of instruction, but also the support of building leaders to create dynamic leadership teams.

School Transformation

Atlantic believes that transforming educator quality is imperative to improving teaching and learning. Atlantic has designed a data-driven approach to school improvement that focuses on student achievement through the development of educator effectiveness.

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Atlantic operates on the premise that it is imperative that teachers have the capacity to plan, implement, and assess high-quality instruction in order to affect student achievement.

For more information, please contact:

Dr. Jim Hager
President/COO
Cell: 702-280-1006

Or, visit the corporate website:

www.atlanticresearchpartners.org.



AVID (Advancement Via Individual Determination) is designed to increase the number of students who enroll and persist in college.

Student learning is accelerated using research-based methods of effective instruction (writing, inquiry, collaboration, organization, and reading) and by providing meaningful professional development which acts as a catalyst for systemic reform and change.

AVID results in higher student achievement, underscored by an increase in: the number of students completing rigorous courses successfully, student attendance percentages; high school graduation rates; the completion of college entrance requirements; college persistence data, and the number of seniors applying and being accepted into college. (Longitudinal data available.)

AVID supports all students, especially those traditionally underserved in higher education, by opening access to rigorous courses and providing the proper academic and social support to help students thrive in the classes that will best prepare them for college.

Simply put, AVID closes the gaps – the opportunity gap, the expectation gap, and the achievement gap.

For more information, please contact:

Maria M. Cobb, M.Ed.
Partner Engagement Manager
303-436-2209
mcobb1@avid.org

Or, visit the corporate website at www.avid.org.



Partners for Education...ByteSpeed, since 1999, is a top technology solution provider for the education market nationwide.

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www.bytespeed.com.



Founded in 1978, **Data Recognition Corporation** (DRC) is a privately-held company headquartered in Maple Grove, Minnesota, with 12 locations and 700 full-time employees nationwide.

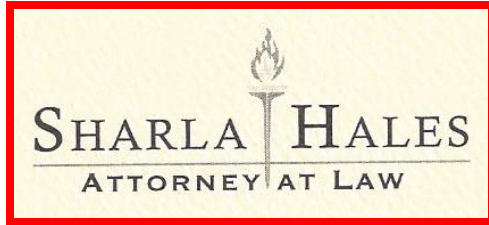
DRC is one of the largest educational assessment, curriculum and instruction companies in the industry, delivering assessments for 17 states as well as for WIDA, a 38-state English language learner consortium.

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The company delivers online testing via its innovative DRC INSIGHT™ Online Learning System, with more than 25 million tests delivered in 2015-2016.

For more information, visit www.datarecognitioncorp.com.



The firm of **Sharla Hales, Attorney at Law**, is dedicated to providing cost-effective legal services to school districts. She handles school issues in a wide variety of areas, including:

- grievance and labor disputes, including arbitration;
- open meeting and public records requirements;
- ethics laws covering elected and appointed officials;
- employee and student discipline, including employee termination;
- individual employment contract drafting and dispute resolution;
- civil rights and constitutional claims; and
- school board vacancies.

For more information, please call Sharla at 775-450-5046 or by email to sharlahales@charter.net.



Nevada Builders Alliance is the largest state-wide professional membership organization representing over 700 companies in the construction industry and affiliated sectors. Our mission is to advocate for policies at the local, state and federal level that create a positive business environment and spur economic development.

The biggest issue facing our industry now and in the years to come is the lack of a skilled workforce. By educating our youth about the career opportunities that exist in our industry, developing the programs necessary for them to flourish, and forming valuable collaborative partnerships, we ensure our industry's future success.

We are pleased to have positive working partnerships with industry and community collaborators that include: EDAWN, NNDA, BANN, AGC, JOIN, Inc., ProGroup Management, College of Southern Nevada, Truckee Meadows Community College, Washoe County School District, Western Nevada College, University of Nevada, Las Vegas and Nevada Workforce Connections.

Together with several partners, we have developed the following programs and resources:

- **BuildNV.org** – a one-stop site for resources for students, educators, parents, military and anyone considering a career in the construction industry.
- **Workforce 60** – designed to train out-of-school youth and provide on the job training with construction industry employers
- **Construction Gateway** – an 8-week course that allows students to receive OSHA-10 safety training as well as two nationally recognized construction laborer certifications.
- **Construction Pathways** – designed to provide opportunity for out of school youth to receive their High School Equivalency, and gain valuable and recognized industry certifications in the Construction Gateway or similar course, followed by on-the-job training with industry employers.

Nevada Builders Association Women's Council also provides annual scholarships at all four of Nevada's Community College for students pursuing a degree in construction-related fields.

For more information on Nevada Builders Alliance or any of these programs, please contact:

- Aaron West, CEO 775-882-4353, ext. 100
- Stacey Rich, Membership 775-882-4353, ext. 101
- Pamela Duxbury, Outreach 775-882-4353, ext. 104

Or, visit our website: www.nevadabuilders.org.

Thanks to these additional NASB corporate friends—



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SHERMAN & HOWARD

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High ROI: Why Preschool Programs Are a Good Investment for Society

By Amanda Hoover

Investing in high quality preschool programs can yield up to a 13 percent annual return, according to a new study that measured the economic impact of such programs over decades.

Preschool programs aren't cheap, but investing in them could yield returns that stretch far beyond the students' futures and impact society, according to a new study, one of the first to examine the economic impact of early childhood education programs well into students' early careers.

The study, released Sunday from researchers at the University of Chicago and the University of Southern California, shows that rolling out quality education programs for disadvantaged children can result in high investment returns, with around a 13 percent annual return rate, producing around \$6 for every dollar spent. That profit comes in the form of parental labor earnings and savings in the healthcare and criminal justice systems, components that haven't been considered as extensively in past analyses of early childhood education.

Such initiatives can cost around \$18,000 per student annually – almost \$2,000 more than the federal poverty level for a two-person household. But more researchers and politicians are starting to see the payoff of that significant initial expense. While a growing coalition has already heralded the benefits of preschool and pushed for universal early childhood education, this study is one of the first to track students into their 30s, showing how education enriches not only the lives of the students, but also their parents and society, through high monetized returns on investments.

"[High quality early education] gave the family more resources. It also gave the child a rich environment," says James Heckman, a Nobel laureate in economics and professor at the University of Chicago who co-authored the paper. "It attaches the women to the workforce," making its benefits more socially inclusive, he says.

Returns on the investments in high quality early education have yielded striking results, but it's important to distinguish the difference between the programs in the study and lower quality programs that may cut corners to save costs and tend to trap children from disadvantaged families in a cycle of poverty, Dr. Heckman tells The Christian Science Monitor in a phone interview.

"Low quality education has an intergenerational dimension," he adds. "It actually is producing children who may be impaired relative to those who have quality care."

The study examined two programs in North Carolina that began in the 1970s. Each works with children as young as eight weeks old through early school age, around five. The nine-hour-long programs served predominately low-income, African-American children, many of whom had single mothers who would not have been able to work or pursue education without such programs.



Much of the study's data comes from after the children left full-time care, including three years of additional academic support for children ages 5 through 8, and following up until they were 35. The longitudinal data allowed researchers to track how the students performed in higher education and into adulthood. What they found might not be too surprising for early education advocates: those who had an early, engaging education were less likely to commit crimes, more likely to lead healthy lives, and often managed to climb the rungs of the socioeconomic ladder. What may come as a surprise, however, is just how high the financial return on investment for such programs is.

Other studies have shown that the number of high quality pre-K programs nationwide is lacking, but there are efforts to turn that movement around. More philanthropists are donating to early education efforts as awareness of their benefits grows; earlier this year, Harvard's Graduate School of Education received \$35.5 million to fund research and teaching geared toward such programming.

"It's really about research and building capacity," James Ryan, the dean of the School of Education, told Harvard Magazine at the time. "There's a great deal of really promising evidence about the benefits of high-quality pre-K. But there aren't enough high-quality pre-K programs, and there's not enough clarity on the essential components of a high-quality pre-K program."

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The initiative will take the evidence about the benefits of pre-K and build capacity in the field to make sure high-quality pre-K is available to all kids."

As Dean Ryan's comment emphasizes, it's not just about pouring money into programming, researchers say. The success of the North Carolina schools comes from how they engaged students and parents in the education process, overcoming one of the biggest discrepancies in early childhood experiences. The study primarily draws conclusions about disadvantaged children, but Heckman says that engagement and education efforts are likely playing a similar role in middle and upper income families, who are often in a position to provide more engagement, from help with homework to after-school activities.



Research has shown that children in low-income families likely have fewer opportunities to interact and engage with their parents, meaning they could hear some 30 million less words in the first four years of their life when compared with those born into higher socioeconomic households – a gap that has a lasting effect on students' performance.

By bringing parents into the school and involving them in the educational process, the programs were able to showcase the students' successes and help parents stay engaged in their children's education, which had lasting effects and likely contributed to closing some of the gaps between the disadvantaged children and their peers in other circles.

There is one caveat to some of the study's findings: the measures used to dictate who qualifies as a disadvantaged student. In 1972, 43 percent of African-American children were eligible for such programs, compared to just 19 percent in 2014. That number, Heckman says, has decreased as trends have changed, with fewer teenagers becoming mothers and more families rising above the poverty level.

Still, he says, it doesn't measure all of the risk factors that could place children in the disadvantaged category, and states and schools may better serve the youngest members of their communities by redefining the 40-year-old metrics. "What you're finding is that children are at much lower risk. It's really using the same measure, the question is whether or not those are the right measures," he says. "I think it's a huge mistake to consider child poverty just to be a matter of income."

That's something, along with the quality of education provided, that President-elect Donald Trump's administration and members of Congress should consider when delving into education policy, Heckman stressed. The president-elect has said little about early childhood learning, but has focused his education messages on school choice and decreasing the cost of child care. He has opposed "education through Washington, D.C.," as he criticized Common Core, although the program was adopted by state legislatures. Rep. Tom Price (R) of Georgia, Mr. Trump's pick for secretary of the Department of Health and Human Services, has previously advocated for some states to control their Head Start programs.

"My hope is the Trump administration will also look at the child education quality," Heckman says. "The structure of these programs is very costly. But that's a very foolish way to think about these things."

[This article originally appeared in The Christian Science Monitor, December 12, 2016.]

Thirty-Three Departing Nevada School Board Members

During the NASB Award Ceremony on November 20, 2016, the Association recognized thirty-three departing school board members with a total of 237 years of service. At individual board meetings during December, departing board members were also recognized. Shown here are School Trustees Annette Kerr, Jonathan Karr, and Lou Basanez honored by the Elko County School District on December 9 for their thirty-nine combined years of service.

