

**NEVADA DEPARTMENT OF EDUCATION  
STATE BOARD OF EDUCATION  
MAY 2, 2019  
9:00 A.M.**

**Meeting Locations:**

<b>Office</b>	<b>Address</b>	<b>City</b>	<b>Meeting Room</b>
Department of Education	9890 S. Maryland Pkwy	Las, Vegas	Board Room (2 <sup>nd</sup> Floor)
Department of Education	700 E. Fifth St	Carson City	Board Room

**SUMMARY MINUTES OF THE REGULAR MEETING  
(Video Conferenced)**

**BOARD MEMBERS PRESENT**

**In Las Vegas**

Mark Newburn  
Robert Blakely  
Felicia Ortiz  
Katherine Dockweiler

**In Carson City**

David Carter  
Dawn Miller

**DEPARTMENT STAFF PRESENT:**

**In Carson City**

Randi Hunewill, Education Programs Professional  
Dave Brancamp, Director, Standards and Instructional Support  
Andre Deleon, Education Programs Professional  
Kris Nelson, Director, Career Readiness, Adult Learning and Education Options  
Randi Hunewill, Education Programs Professional  
Chris Thomas, Education Programs Professional  
Karen Johansen, Assistant to the State Board of Education  
Shawn Osborne, IT Technician

**In Las Vegas**

Kim Bennett, Administrative Assistant  
Jason Dietrich, Interim Deputy Superintendent  
Alberto Quintero, Education Program Professional  
Sara Nick, Management Analyst

**LEGAL STAFF PRESENT**

**In Las Vegas**

David Gardner, Deputy Attorney General

**AUDIENCE IN ATTENDANCE:**

**In Carson City:**

Janeen Kelly, Washoe County School District  
Shauna Pisciotto, Douglas County School District  
Alexander Marks, Nevada State Education Association  
Chris Day, Nevada State Education Association  
Kristen Chandler, Storey County School District

Stacy Drum, Washoe County School District  
Ellen Badger, Washoe County School District  
Natha Anderson, Nevada State Education Association

**In Las Vegas:**

Kim Metcalf, UNLC College of Education  
Monte Bay, National University  
Jenn Blackhurst, HOPE  
Zane Gray, Sierra Nevada College  
Andrea Connolly, Clark County School District  
Jennifer Ranney, Pinecrest & SCAM Academies  
Alia Rothstein, Pinecrest Academy  
Bill Garis, CCASA  
Jessica LeNeave, Pinecrest Cadence  
Barbara Konrad, HOPE

**Call to Order**

The meeting was called to order at 9:01 a.m. with attendance as reflected above.

**Public Comment #1**

Chris Daly, Nevada State Education Association (NSEA), commented on the NEPF legislative recommendations from the Teachers and Leaders Council (TLC). A memo was provided with many of the issues teacher members find when using student data in their evaluations. On behalf of the NSEA, Mr. Daly is requesting that the Board recommend lowering the level of student data in teacher evaluations. The NSEA supports evaluations based on instructional practice, leadership and professional responsibilities. He expressed concern about using Student Learning Goals (SLGs) or Student Learning Objectives (SLO) with teacher evaluations. They have maintained this position for many years.

Over 90 percent of teachers responded “no” to the survey question “do you believe the current teacher evaluation structure including the use of student data is a fair and valid measure of a teachers performance?” They were asked, what is the most appropriate percentage of SLOs and SLGs to be used in a teacher evaluation? Over two-thirds of the respondents gave an answer of zero to 10 percent. Mr. Daly brought a large stack of emails from teachers that were sent to legislators over the last two months calling for the level of student data to be lowered from somewhere between zero to 10 percent.

**Approval of Flexible Agenda**

**Member Blakely moved to approve a flexible agenda. Member Ortiz seconded the motion. The motion carried.**

**President’s Report**

Vice President Newburn introduced Governor appointed Jhone Ebert, Superintendent of Public Instruction. Jhone has served as the Senior Deputy Commissioner for P-20 Education at the New York State Education Department since 2015. Prior to that she was with the CCSD for 25 years in a variety of leadership capacities.

Member Tonia Holmes-Sutton was recognized for serving on the Board for five years. Her term has expired and vice president Newburn welcomed Governor appointed Katherine Dockweiler as the new board representative replacing member Holmes-Sutton. Member Dockweiler is a national certified school psychologist and a policy researcher committed to the improvement of the education system. She is a practicing school psychologist and recently served on Governor Sandoval’s Statewide School Safety Taskforce.

Today is the last meeting for student representative Ashley Macias, however she was unable to attend because she was taking tests at school. Student representatives are nominated by the National Association of Student Councils and appointed by the Governor for a one year term.

Gratitude was expressed for Governor Sisolak and the First Lady for fulfilling a campaign promise by

donating their salary to Nevada education. These funds will go to the 416 Title 1 schools, and then the money is put into the Education Gift Fund under the direction of the State Board of Education.

### **Superintendent's Report**

Superintendent Ebert highlighted the following bills:

- A.B. 78 – Revises provisions with the State Public Charter School Authority (SPSCA). The bill repeals the current Achievement School District (ASD) requiring an existing achievement charter school to convert to a charter school under the sponsorship of the State Public Charter School authority or cease operations. It expands the SPSCA to adopt regulations and become a local education agency. If the bill passes, the Board of Education will appoint two people to the Charter Authority Board.

Member Ortiz inquired about accountability for traditional public schools, and the current recourse if schools have been failing for a few years. Superintendent Ebert responded that if there is a repeal of the ASD those specific mechanisms and tools will no longer be available. However, through the federal government and NDE regulations, the Board and the superintendent of public instruction has authority to work with specific schools and superintendents.

- S.B. 467 - Extension of Victory and Zoom programs. There is no significant opposition to moving both of these programs forward. There has been great success in these schools when provided specific tools and resources through Victory and Zoom.
- S.B. 89 – The Governor's bill filed on behalf of the Department makes various changes to law relating to the School Safety Task Force with recommendations to ensure the safety and well-being of all students in Nevada. There are three main portions; support for students and schools, the hardening of buildings as well as school safety police officers.

In response to member Ortiz inquiring whether there is a fiscal note on the bill, Sarah Nick, Management Analyst, confirmed that S.B. 89 has five fiscal notes. In addition, the marijuana money is to be considered part of the Governor's recommended budget to cover costs related to school safety.

- A.B. 289 – Assemblyman Thompson's Read by Grade 3 is a collaborative effort to repeal the retention of the requirement in favor of promoted services for students, a need based formula funding for state provided services and to provide guidance around the Literacy Specialists formally known as the Literacy Strategists, and to expand the program from K-3 to elementary school students who need those additional supports.

Member Ortiz asked if there is a fiscal note on the bill, and she questioned the use of the word 'support' instead of 'retention'. Ms. Nick noted there are two fiscal notes related to the monitoring and implementation of the programs. The enhancement relating to providing additional Literacy Specialists is covered within the Governor's recommended budget and any fiscal impact related to A.B. 289. Member Ortiz questioned available funding because numerous principals and schools state they do not have enough money to cover the Literacy Specialists now. Ms. Nick acknowledged some schools and districts do not think there is enough money around to fund one Literacy Specialist at the 406 elementary schools in Nevada and said a small district adjustment is being regarded. At this time it is the recommendation of the funding working group to ask districts to decide what four and five star schools they have that do not need a full time Literacy Specialist, and may be available to share a specialist, or a highly effective teacher who can be compensated with their prep time to serve as a point of contact as the Literacy Specialist.

Member Carter questioned whether there is enough time before June 3 for A.B. 289 as it is still in the first house. Ms. Nick responded the bill has had a lot of positive traction and she expects it to meet its passage deadline.

- S.B. 84 – The Governor's bill filed on behalf of the NDE. It establishes a pre-kindergarten account in the state general fund and the provisions governing the account. It also establishes the parameters of state funded, pre-funded, pre-kindergarten programs including the intent to serve four olds whose family income is 200 percent of the federal poverty level.

Member Ortiz inquired about updates, potential changes for the reorganization of large school districts and a bill requiring that all schools have a librarian. In large school districts that would be in violation of A.B. 469 from the 2017 Legislative Session. Kathleen Galland-Collins, Education Programs Professional, responded that she would need to research the bill and get back to her with further details. Member Ortiz expressed concern that if there is not a fiscal note on this bill, a school could be forced to spend what little resources they have on a position that may not be 100 percent required for their school.

Superintendent Ebert provided an update on the NDEs ADA Resolution Agreement with the United States Department of Education Office of Civil Rights to increase the accessibility of the NDEs web pages to individuals with disabilities. NDE has officially adopted and implemented the new plan for accessibility that meets established accessibility benchmarks.

### **Approval of Consent Agenda**

- a. Possible Approval to appoint nominees to fill the current vacancies on the Special Education Advisory Committee Members (SEAC):
  - Kati Layosa – Parents of Children with Disabilities and/or Individuals with Disabilities
  - Shirley Gaw – Parents of Children with Disabilities and/or Individuals with Disabilities
  - Rosalie Woods – Parents of Children with Disabilities and/or Individuals with Disabilities
  - Lisa Rosas -Parents of Children with Disabilities and/or Individuals with Disabilities
  - Roy Harvey – Parents of Children with Disabilities and/or Individuals with Disabilities
  - Mathew Montgomery – Parents of Children with Disabilities and/or Individuals with Disabilities
  - Ellen Marquez – Parents of Children with Disabilities and/or Individuals with Disabilities
  - Danielle Fredenburg – Parents of Children with Disabilities and/or Individuals with Disabilities
  - Travis Mills -Individuals with Disabilities
  - Mariana Delgiudice – Special Education Teacher – Rural
  - Marva Clevon – Special Education Administrator – Rural
  - Jodee Prudente – Special Education Teacher – North
  - Mary Ann Demchak – Universities -North
  
- b. Possible Approval of the appointment of the following to the WestEd Board of Directors:
  - Jonathan Moore – Term Expiration 5/31/2022 - Deputy Superintendent, FWL director representing the Nevada Department of Education
  
  - Felicia Ortiz - Term Expiration 5/31/2022 – Board of Education member, FWL director representing the Nevada Department of Education
  
  - Jhone Ebert - Term Expiration 5/31/2022 - Superintendent of Public Instruction, SWRL director representing the Nevada Department of Education
  
  - Traci Davis - Term Expiration 5/31/2022 - SWRL director representing the county school districts of Nevada
  
- c. Possible Approval of Revised Career and Technical Education Standards for Emergency Medical Technician
- d. Possible Approval of Leadership Academy of Nevada (LANV) Dual Credit Request for a course at the College of Southern Nevada.
- e. Possible Approval of Applications from NYE County School District, Coral Academy of

- Science, Pinecrest Academy and Sports Leadership and Management Academy (SLAM) to have Programs of Work-Based Learning.
- f. Possible Approval of Minutes:
- March 5, 2019 Subcommittee to Review Candidates for the Superintendent Position
  - March 12, 2019 Regular meeting of the State Board
- g. Possible Approval of an Instructional Material from Clark County School District, Carson City School District and Washoe County School District

**Member Ortiz moved to approve the Consent Agenda. Member Blakely seconded the motion. The motion carried.**

**Information, Discussion and Possible Action regarding the 2019 State Plan to Improve Achievement of Pupils (STIP) per NRS 385.11.**

Superintendent Ebert said she interviewed for the superintendent position at the March board meeting, which is traditionally the meeting when the STIP is presented and approved by the Board. Due to the superintendent transition the March Board meeting was used to interview candidates. Former superintendent Canavero elected not to submit the STIP upon his resignation which would allow the new superintendent to make necessary changes for the NDE. Superintendent Ebert explained that she did not see any significant changes to the 2018 STIP and decided to renew the current STIP with updates. It will be brought back, fully informed, in 2020.

Superintendent Ebert and Sarah Hicks, Management Analyst, conducted a [PowerPoint](#) presentation regarding the STIP. The STIP is in alignment with Governor Sisolak's vision that all students, regardless of zip code, have access to a high-quality education. The overarching goal of the five-year strategic plan is to become the Fastest Improving State in the Nation by 2020. Information was provided about:

- Student, Educator and Legislative Successes
- Graduation Rate by Ethnicity
- Smarter Balanced Proficiency
- ACT Growth
- Lowest Performing Public Schools
- STIP 2019 Common Factors and Objectives

Member Newburn noted the definition of proficiency is different now than it was five years ago. When he was in school, proficiency was a basic in math or English that would get students ready for an entry level job in manufacturing. It was a system designed to get most kids to basic proficiency and a small number of kids to college track proficiency. The economy has changed so that more kids need to be college track now, and the Legislature has set that as the goal.

Nevada is transitioning to a system that is designed to produce kids that are college track ready, which is fundamentally a different measure. He is concerned because the same word "proficiency" is being used, but it has two different meanings. When kids are shown to be below 50 percent proficiency in English, most of the public is hearing that 50 percent of the kids cannot read or write. What is actually being said is that 50 percent of the kids are on college track in math and English. He suggested that when 'proficiency' is said, instead 'college track proficiency' should be used, or something similar. It gets misreported and misinterpreted as the old level two basic proficiency.

Member Ortiz said that last year there was an education funding study done at the district level. It showed huge discrepancies in equitable distribution of funds and educators among schools. She suggested changing the process so more effective educators are teaching the most needy kids. In addition, more emphasis needs to be placed on Nevada educators because they do not feel supported and respected. She requested further discussions and focus on this. Ms. Hick stated that the NDE is now required to post on the Nevada Report Card, beginning in 2020, the NDEs financial transparency data. That means how funds at federal, state and local levels are dispersed to serve students and teachers. This will highlight the equitable distribution of funds.

Member Newburn commented on the *Enrollment Based on Ethnicity* slide. The demographics of students being served is changing. He is bringing this up because it has an effect on the composite proficiency rates. He explained his theory using a math example about changing demographics. The score is measuring the change in the demographics in addition to the proficiency. It is changing over decades and his concern is the demographic change is hiding improvements in proficiency. Showing proficiency needs to be more nuanced or the composite score will go down but it will appear that proficiency is improving. It is a national problem, and in Nevada trend lines tend to be flat while the demographics are radically changing. This is seen in schools where the populations turn over and the teachers state there is improvement, but proficiency scores are going down. How do we coax out the improvement in proficiency while the demographics are turning over.

Member Ortiz said there was a recent presentation she attended that was done by a local organization, Data Insight Partners, that demonstrated this same data to show how Nevada has improved over the last 20 years while taking into account the change in demographics and economics. She asked if that presentation could be given to the Board during a meeting because it will demonstrate what member Newburn just described.

Member Carter commented on slide 28 noting that he finds it interesting comparing 2014-2015 and 2015-2016 where the incidence reported is very close to the confirmed bullying but the last two years 2017-2018 indicates a lot more bullying reporting against the confirmed bullying. He said it shows two things, students are more comfortable reporting potential bullying but were also finding it may not be as bad as it would seem. It is important given the changes the Legislature has made in how the Board and NDE addresses bullying , and what these statistics show. It is something to think about.

**Member Blakely moved to approve the 2019 STIP. Member Ortiz seconded the motion. The motion carried.**

**Information, Discussion and Possible Action regarding the review requested to improve the accuracy and reliability of the NEPF as well as the legislative session updates approved at the February 27<sup>th</sup> Teachers and Leaders Council meeting.** Possible action may include the approval and adoption of the recommendation.

Pam Salazar, Chair, Teachers and Leaders Council (TLC) presented the TLC recommendations regarding the monitoring of the Nevada Educator Performance Framework (NEPF). The first is in response to the request from the Board with recommendations based on the distribution of scores when the results were presented of the 2018-19 evaluation results.

One of the recommendations from the TLC is about monitoring the NEPF. Because the Board reviews the evaluation system, part of the responsibility was added to the NDE in the 2017 Legislative Session to collect and use data to help inform the supports that need to be provided. When discussing cut scores and recommendations the TLC suggested there was a disconnect in utilizing the *developing* label and evaluations.

*Developing* was included with ineffective, and supervisors were unwilling to rate an educator *developing* because there were expectations that followed that rating. TLC is recommending that wherever there is a *developing* in probationary educators attached to the label of ineffective that it is removed. Currently, if an educator is *developing* then they must be provided with a letter that suggests they could be terminated. This does not support the growth mind-set of the system and how to grow the probationary, which are typically novice teachers.

One of the comments this board made at a previous presentation is that there is no *developing*, yet there are many novice teachers. Hearing from supervisors is why there is a punitive response provided to an educator labeled as *developing* resulting in supervisors stating they will not rate that person as *developing*.

A few teachers are rated as ineffective, and then everyone is rated as effective because the *developing* states a letter will be sent indicating they will potentially lose their job. That is not what the intent was for *developing*, and it will help if *developing* can be removed. That is one of the recommendations from TLC that is written in S.B. 475.



Dr. Salazar presented the first recommendation from the TLC , which is statutory:

- Add statute related to the Other Licensed Education Providers (OLEP) and principal supervisors that mirror those in place for teachers and administrators.
- NRS 392.730 (contents of written statement for probationary employees): Remove “developing when used in conjunction with ineffective that would result in punitive repercussion for those whose ratings fall under that designation.
- NRS 392.730 (post-probationary employee returning to probationary status): Remove subsection 1, which eliminates the possibility of two consecutive year ratings of Developing resulting in a loss of post-probationary status.

The second recommendation includes the Student Learning Goal (SLG) . In 2017 the legislative action moved the student outcomes to 40 percent. Throughout the last two years it was found that this is probably too high. The recommendation from TLC is to move it to 20 percent which is what they recommended in 2015, 2017 and again in 2019. The TLC is recommending 20 percent for the student outcomes component of the NEPF which would mean 60 percent would be based on instructional practice, 20 percent on professional responsibilities and 20 percent on student outcomes, with the student outcomes being measured by an SLG. The reason the language was used for the SLG is to differentiate it from what across the country has been known as an SLO. In many cases an SLO was about test scores, the SLG is about multiple assessments to demonstrate impact.

The third recommendation is the need for a statewide system of technology support. A technology platform that would allow for efficient and accurate implementation of the NEPF.

The fourth recommendation is the continued support of the Regional Professional Development Programs to support and provide a professional development aligned to the NEPF for educators and administration to implement the NEPF well.

The fifth recommendation is new from the TLC this year. It would be valuable to look at the impact and validity of the NEPF. A fiscal note has been requested to support funding, the authority for an evidence of impact and validity research study of the NEPF.

Dr. Salazar re-capped the recommendations for motions. The first is statutory addressing the distribution of ratings, two is regarding the weighting of the SLG; three is the educator platform, four is support of the RPDPs and five is a study. All of these recommendations are contained in S.B. 475.

Kathleen Galland-Collins stated of the possible motions provided to the Board for consideration, one is approval of all or some of the recommendations from the TLC or a request for the TLC to develop further recommendations or a combination.

Chair Newburn asked what the Board action would be accomplishing.

The Board is not approving regulations and there is already a bill in play. Ms. Collins responded that if the Board approves the recommendations, then when Chair Salazar presents at the Assembly Committee on Education she can inform that the State Board of Education has heard and approves of the recommendations. It is an endorsement from the Board.

Member Blakely admitted that he is challenged with the 20 percent weighting of the student and he prefers 10 percent as recommended by the Nevada State Education Association (NSEA).

Member Ortiz commented that the bill is written so that it reduces the amount to 20 percent for this year and then goes down to 15 percent the following year. The 15 percent is based on fixing the Nevada Plan to adequately fund schools and teachers so they have all the resources needed for students to achieve at expected levels. She suggested adding a caveat that the Board agrees to the recommendations with the assumption that the Nevada Plan is modernized and funds Nevada adequately .

Member Miller said she prefers the Board settle on 15 percent from the beginning rather than make two

adjustments to the evaluation system because that is a waste of resources for the districts. If it is eventually going to be 15 percent, then go with that from the beginning.

Chair Newburn suggested 17 percent which is historically the impact that a teacher has on a student's test performance. If 17 percent of a student's performance is attributable to the teacher than the SLGs should be set at 17 percent which corresponds to that level of performance. That number is tied to research. The teacher should only be accountable for 17 percent of the students' performance because that is what research tells us their performance is attributed to. Ms. Galland-Collins noted that research showed a range of 17-21 percent. Dr. Salazar concurred.

Board member discussion ensued regarding the percentage range recommended by research, the TLC and how the SLG is measured.

Member Dockweiler stated she appreciates the information shared regarding the research and that she supports the 20 percent that will be reduced to 15 percent in 2020. It is reasonable.

Member Blakely reiterated that Dr. Salazar recommended 20 percent based upon the TLC recommendation, and asked if she personally recommends 20 percent. She concurred adding she would also be comfortable with the 15 percent that is in the recommendation for the second year, and also in the range of 20 percent. It needs to be at a high enough level to get the educators attention. The 20 percent for professional responsibilities and 20 percent for student outcomes feels right.

**Member Blakely moved to approve twenty percent. Chair Newburn amended the motion to accept/endorse all the TLCs recommendation with changing the SLG percent from 20 percent to 17 percent. Member Blakely accepted the amended motion. Member Ortiz seconded the motion. Members Newburn, and Blakely voted yea, Member Carter voted nay.**

Member Dockweiler expressed confusion about changing the recommended motion. Chair Newburn responded there are recommendations, however, the Board is giving the number they think is best. The bill begins at 20 percent and moves to 15 percent the following year. The Board is not making that recommendation, but changing the motion to 17 percent based on research.

**Member Dockweiler abstained. The motion did not achieve a quorum.**

Member Ortiz recalled that member Miller addressed that it would be fiscally responsible to choose one number and stick to it rather than changing it a year later. This would help the administrative teams to not have to change the program in a year which includes changing technology, forms, and re-training people. As a Board they need to focus on areas where they can reduce the amount of administrative burden to save money.

**Member Ortiz moved to approve the TLC recommendations with changing the 20 percent to 15 percent for Student Learning Goals. Member Carter seconded the motion. The motion carried.**

**Information, Discussion and Possible Action regarding the accompanying report that identifies each elementary school for which a district is seeking approval for a variance, as well as the justification for any such variance for Q2 FY19 as well as an amended Q1 FY19 report.** Senate Bill 544, Section 11 (2017 Legislature), requires pupil-to-teacher ratios of 17:1 for grades 1 and 2 and 20:1 in grade 3 through the 2017-19 biennium. In accordance with NRS 388.700(4), the State Board of Education may grant a variance from the required pupil-to-teacher ratios to a school district for good cause, including the lack of available financial support specifically set aside for the reduction of pupil-to-teacher ratios.

Megan Hanke, Management Analyst, explained that the report today is an amended Q1 Class Size Reduction (CRS) report due to miscommunication from CCSD which resulted in an increase of nine variances from the initial report, as well as the Q2 CRS report.



Member Ortiz noted there is an Assembly Bill that mandates class sizes. After the 2017 Legislative Session the Board recommended class sizes of 25:1. That is not achievable based on current funding or current school buildings.

Chair Newburn stated that after the session is over he would like to take a deeper look at options because it feels like a rubber stamp for the Board. At one time variances were not approved for one and two star schools, and he is looking for a range of options from approving everything to strategies in the middle. Next time he would like some research done, what happens if the Board does not approve the variances? Is there a strategy in the middle? He would like further discussion, and if it remains a rubber stamp then it could possibly be moved to the Consent Agenda.

Superintendent Ebert noted that A.B. 304, which member Ortiz discussed earlier, has been reprinted to include nine non-binding recommendations from the State Board of Education about the pupil ratios to teachers, school counselors, social workers and the LEAs to develop plans on how to reduce class-size to meet those recommended ratios. She agreed about engaging in further discussions regarding options with CSR. Member Carter said A.B. 304 has passed from the Assembly and is headed to the Senate.

Member Ortiz said rubber stamping the CSR reports is frustrating and it impacts students and teachers every day. In some cases it is not possible to rectify the problem because of building constraints or the inability to hire teachers willing to teach in some of the rural communities. The problem continues to grow year after year. She expressed hope that funding would be increased for teachers and teacher pipeline growth as well as for new school buildings.

**Member Ortiz moved to approve the variances as stated for the Q1 revised report and the Q2 report. Member Dockweiler seconded the motion. The motion carried.**

**Information and Discussion regarding the presentation of the Perkins V: Strengthening CTE for the 21<sup>st</sup> Century Act.** On July 31, 2018, Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) was reauthorized enacting the new Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The Department of Education is submitting a Perkins V One-Year Transition State Plan (in effect July 1, 2019-June 30, 2020), while the full Four-Year State Plan is in development for Perkins V (July 1, 2020- June 30, 2023). This presentation provides the Nevada State Board of Education an overview of highlights and major tenets of Perkins V, in addition to the Department's anticipated state plan development activities through 2019-2020.

Kris Nelson, Director, Office of Career Readiness, Adult Learning and Education Options presented an overview of the newly re-authorized strengthening Career and Technical Education for the 21<sup>st</sup> Century, also known as Perkins V. A [Powerpoint presentation](#) was conducted.

The Carl D. Perkins Career and Technical Education Act of 2006 was reauthorized by Congress and signed by the president last summer. Perkins V holds much of what Perking IV prescribed intact, with larger emphases placed on:

- Employer engagement
- High-skill, high-wage, in-demand career pathways
- Increased state flexibilities

The NDE is designated to administer Perkins V programs and funding, and is currently in year one, known as the transition year. The NDE is to develop a full consolidated four-year state plan, which is due in April of 2020. A Perkins V Governance Committee has been established and has begun meeting.

Perkins V highlights include CTE program improvement, state flexibility and state-determined data and accountability performance indicators. Ms. Nelson discussed the significant shift in Perkins V requiring a local application which includes a comprehensive local needs assessment. The CTE programs include activities that prepare members of special populations for high-skill, high-wage, in-demand occupations and they include demonstrations of work-based learning and postsecondary credit opportunities.

**Future Agenda Item**

Chair Newburn reiterated there was a request for Data Insight Partners to come and discuss Improvements and Achievements amidst changing Demographics.

**Public Comment**

There was no public comment

Member Miller inquired whether a board member will be able to represent the board at the legislative meeting on S.B. 475 this afternoon. Member Ortiz agreed to attend and represent the Board.

The meeting was adjourned at 11:26 a.m.