

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

**Seventy-Ninth Session  
March 13, 2017**

The Committee on Education was called to order by Chairman Tyrone Thompson at 3:17 p.m. on Monday, March 13, 2017, in Room 3142 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4406 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. Copies of the minutes, including the Agenda ([Exhibit A](#)), the Attendance Roster ([Exhibit B](#)), and other substantive exhibits, are available and on file in the Research Library of the Legislative Counsel Bureau and on the Nevada Legislature's website at [www.leg.state.nv.us/App/NELIS/REL/79th2017](http://www.leg.state.nv.us/App/NELIS/REL/79th2017).

**COMMITTEE MEMBERS PRESENT:**

Assemblyman Tyrone Thompson, Chairman  
Assemblywoman Amber Joiner, Vice Chair  
Assemblyman Elliot T. Anderson  
Assemblywoman Olivia Diaz  
Assemblyman Chris Edwards  
Assemblyman Edgar Flores  
Assemblyman Ozzie Fumo  
Assemblywoman Lisa Krasner  
Assemblyman William McCurdy II  
Assemblywoman Brittney Miller  
Assemblyman Keith Pickard  
Assemblywoman Heidi Swank  
Assemblywoman Jill Tolles  
Assemblywoman Melissa Woodbury

**COMMITTEE MEMBERS ABSENT:**

None

**GUEST LEGISLATORS PRESENT:**

None



**STAFF MEMBERS PRESENT:**

Amelie Welden, Committee Policy Analyst  
Sharon McCallen, Committee Secretary  
Trinity Thom, Committee Assistant

**OTHERS PRESENT:**

Jill Robinson, President, Associated Students of the College of Southern Nevada  
Israel Diaz, Private Citizen, Las Vegas, Nevada  
J. Kyle Dalpe, Ph.D., Interim Dean, Technical Science Division, Truckee Meadows  
Community College  
Constance J. Brooks, Ph.D., Vice Chancellor, Government and Community Affairs,  
Nevada System of Higher Education  
Michael Flores, Director of Communications and Government Affairs, College of  
Southern Nevada  
Tina Holcomb, Assistant Director of Financial Aid, College of Southern Nevada  
Leo Murrieta, Private Citizen, Las Vegas, Nevada; and Member, Latino Leadership  
Council, Las Vegas, Nevada  
Antonio Gonzalez, Vice President, Student Government Association, Truckee  
Meadows Community College  
Sylvia Lazos, Vice Chair, Latino Leadership Council, Las Vegas, Nevada  
Tyre L. Gray, representing Las Vegas Metro Chamber of Commerce  
John J. Piro, Private Citizen, Las Vegas, Nevada  
Steve Jimenez, Extern, Nevada Hispanic Legislative Caucus  
Leonardo Benavides, Private Citizen, Las Vegas, Nevada  
Brenda Romero, Private Citizen, Las Vegas, Nevada  
Rachel Lilly, Private Citizen, Las Vegas, Nevada  
Hieu Le, Senator, Associated Students of the College of Southern Nevada  
Daniel Little, Vice President, Associated Students of the College of Southern Nevada  
Kent M. Ervin, Ph.D., Legislative Liaison, Nevada Faculty Alliance

**Chairman Thompson:**

[Roll was taken.] As this will be a short meeting today, I will forgo mention of Committee rules and protocol. Today we are going to hear Assembly Bill 188, and we also have a work session.

**Assembly Bill 188: Revises provisions governing the eligibility requirements for grants awarded under the Silver State Opportunity Grant Program. (BDR 34-869)**

**Assemblywoman Olivia Diaz, Assembly District No. 11:**

I am here today to offer for your consideration Assembly Bill 188. During the interim, I was privileged to be part of the Southern Nevada Forum, and I was assigned to the higher education subcommittee. During the course of the interim, we were informed of the results

of different measures we had advanced—one being the Silver State Opportunity Grant (SSOG) Program. When I heard how many students had been affected by the 15-credit-hour requisite that came with the eligibility criteria of the SSOG, I found a lot of my constituents were probably being affected and losing out on this much-needed, state-based financial aid. I want to make sure that we are supporting our students, so they can support us. The future I want for Nevada is one where a Nevada-educated worker can fill every job in a Tesla-type plant receiving a taxpayer subsidy. I want our school districts to fill every teacher vacancy with Nevada graduates. Unfortunately, we are a long way from those goals. According to the legislative briefing by the Superintendent of Public Instruction, Department of Education, out of 100 Nevada students, only 46 go on to seek a college degree: 6 graduate in four years, and 17 graduate in six years. About half of all Nevadans who go on to higher education enroll in a community college because of its affordability. Even so, community college tuition can be out of reach. The only needs-based grant available to Nevada's community college students is called the Silver State Opportunity Grant Program, enacted in a bipartisan effort during the 78th Session, which requires that students enroll in 15 credit hours per semester. That is five courses that meet three times a week for 1 hour and assign 3 hours of homework for a total of 60 hours a week. Only 6 percent of College of Southern Nevada (CSN) students are enrolled for 15 hours or more, so 94 percent of CSN students cannot qualify for this grant.

I am sponsoring A.B. 188; which would lower course load requirements for the SSOG. Initially, I thought nine credits, because community college attendees are nontraditional student populations. I heard more and more that a lot of adults need to go back to the college system to be retrained for new jobs because the ones they had been working at no longer existed. They need a new skill set, and they go back to school. Now, they do not just go back to school; they go back to school with families; they go back to school with jobs; so it is unfair of us to create a one-size-fits-all opportunity grant. That is why I started with the nine hours.

As currently designed, the Silver State Opportunity Grant Program reached only 619 students in 2015, and 1 in 3 of those were unable to maintain a course load of 15 hours.

Nevada's community college population is mostly made up of first-generation college goers, such as myself, who have to work because of family obligations. A telephone poll conducted by CSN in March 2016 of 80 grant recipients showed that more than two-thirds were working while taking 15 hours. Four in five had children at home; two in three were first-generation college students, and did not have a clear understanding of the amount of time that it would take to handle a five-course workload. More than half reported that they had to drop a course because of conflicts between work and their family obligations [([Exhibit C](#)) and ([Exhibit D](#))].

Ana is a Clark High School honors graduate who wants to be a teacher. She enrolled in CSN's Cheyenne Campus because that was the closest Nevada System of Higher Education (NSHE) institution to which she could commute. She started her first year taking 12 hours with the aid of scholarships and got mostly Bs. Her second year, she jumped at the SSOG,

and she increased her course load to 15 hours. The second semester her mom got sick, and Ana could not keep up with her courses. She was forced to drop one course, and the grades in her courses fell. She is discouraged and thinking of quitting altogether.

As an educator, I understand that institutions cannot create blanket approaches to solve challenges. We need to accept Nevada's diverse students' backgrounds and adjust requirements to reflect that most of our students come from working class backgrounds. Our collective future depends on embracing who we are and working together toward improvements. I want to bring to the Committee's attention an amendment ([Exhibit E](#)) that is on the Nevada Electronic Legislative Information System (NELIS). After speaking to several of the institutions that are being impacted by the SSOG, I listened to their recommendations for how to improve the grant. I want to let the Committee know that they were much more comfortable with a 12-credit-hour load, even though I think that in certain circumstances, a 9-credit-hour load might be something someone could feasibly do. I will accept their recommendation of 12.

I will go through the amendment. Starting with the number of credit hours required to receive the Silver State Opportunity Grant, we are going to reduce it to 12 credit hours per semester. This reduction in credit hours is very important. As I have already said, the harsh reality for some of our neediest students means that they really need this flexibility in order for them to be a parent and fulfill their financial obligations in the home. We also propose to allow students in their final semester who are not going to hit that 12-credit-hour threshold to also get the SSOG in their last semester. If one has been an SSOG recipient for three semesters, and only needs six or nine credits in the final semester to complete a degree, I do not see why we would not help them finish their program.

A third piece of the amendment involves continuing eligibility. If a student has not met the credit-hour requirement during a semester because of a hardship, I would like for the institutions to consider a hardship waiver. Let us say a student received the grant two semesters in a row and then, like Ana's story, the mom gets sick. Now that person is the primary provider for the family. I think it is much more important to give them a hardship waiver so that they can continue to go to school versus dropping out altogether. Once they leave, it is super hard to get them back in.

The final part of the amendment involves grant money allocations. Currently, if the Board of Regents deems that X amount goes to a school, that amount should stay within the school until those funds are distributed to the students who attend it. Let us say, this body passes \$10 million for the SSOG. The first year, \$5 million is awarded, and that money is split among all the institutions. I want each institution to keep the amount originally granted and continue to roll the balance forward to continue offering support to the students who attend those institutions. With your indulgence, Mr. Chairman, I would like to call up two students in Las Vegas—Israel Diaz and Jill Robinson—so that they can share their stories about how the 15-credit-hour course load affected them.

**Jill Robinson, President, Associated Students of the College of Southern Nevada:**

We started a petition to support Assemblywoman Diaz's amendment. This would lower the credit requirement to 9 credits from 12 credits. The College of Southern Nevada has students who have obtained the 15 credits for two to three semesters and have not been able to receive the Silver State Opportunity Grant. Some students say funding has been a problem. Others say jobs plus classes are extremely draining to students. It is not mathematically possible to study for each course. That is anywhere from three to four to five classes, and you need at least three hours of study per class per night. If they are working a full-time job, it is not mathematically possible.

I am taking 15 credits now, and I will only have 2 credits left at the end of my term. I have been awarded the Silver State Opportunity Grant, but I am not sure how I am supposed to get the rest of my award when I have obtained all the credits and done everything I am supposed to do. I have also looked at my transcripts and go along with some of the students who have done what is required of us—taken 15 credits for the previous three semesters—and were not given the Silver State Opportunity Grant. It is very hard to get. It is very hard for students when we are not sure how to obtain the rest of our grant that we have been awarded. We have done everything we are supposed to. We are going to graduate, and we do not know where the rest of that money goes when it has been awarded to us. I speak for a huge number of students who have had this happen. It is hard to figure out how you are supposed to balance work and school.

**Israel Diaz, Private Citizen, Las Vegas, Nevada:**

I just graduated; I am an "alum." I do not go to CSN anymore, but I wanted to do something for the students and for CSN. I got the Silver State Opportunity Grant for three semesters. Prior to that, I was a 3.9 grade point average (GPA) student. I graduated from CSN with a 3.0 GPA. I work 40 hours a week, and the last semester I was there, I was taking 18 credit hours. I slept about four hours a day. There is no way I was studying three hours per class; it was humanly impossible for me. The only reason I got through it was because I knew I was smart enough to get all Cs for the last two semesters. I knew I could just get through those classes and graduate, but I did take a really hard loss in my GPA. I am currently going to Nevada State, and I am not getting any scholarships, so now I am having to basically fan fund, friend fund, family fund my college experience. I am pretty sure I am not the only one. Ideally, 12 credits are perfect—four classes, you do the math. Even if you are a mom or a dad or working part time, it is doable. Honestly, I do not feel that 9 credits is the best number but I feel 12 is perfect, because you could still manage everything and not lower the standard—if that is what you think might happen if it dropped to 9.

Jill mentioned the process of getting the grant. I did not know how to get the grant; I just knew that if I was one of the first ones to sign up, I was going to get it. I did not know until the last semester that, as long as you take 15 credits, more than likely you are going to get that extra money to pay for them. I do not receive financial aid because I always make about \$21,000 and that puts me a little bit over the cap. I could work less, but I have a home and a car—the basic things you need to live. I am just an average Joe, trying to get my degrees, trying to be an entrepreneur and open my own business. Basically, I am trying to build up

Nevada. That is why I am here. I know I am going to be living here, and I want to build up the community. It starts with doing these little things we are doing right now.

**Chairman Thompson:**

You are not an average Joe, you are doing a great job right now speaking and advocating for others. Thank you and Ms. Robinson for your testimonies. Assemblywoman Diaz, do you want to take questions?

**Assemblywoman Diaz:**

Yes, but I want to clarify that I believe Mr. Diaz is no relation to this Diaz, although we have many cousins.

**Assemblyman Pickard:**

I am certainly sensitive to this line of thinking. I put myself through school; my parents were not in a position to help me. I had to work full time for most of the time, although I tried to figure out how much I could work without losing the Pell Grants and other things. I chose to work less in order to do that, which also freed me up to study a bit more. I went to a presentation on the Silver State Opportunity Grant Program just before this session started, so maybe I misunderstood, but I thought the purpose of the grant was to incentivize those who wanted to get through school on time. It is my understanding that taking 15 hours each semester will get you through a four-year program in four years.

As I was looking at the materials NSHE put on NELIS ([Exhibit E](#)), page 3 is where they look at graduation rates by credit load, and this, I thought, was a little alarming after reading the bill. Of those who take fewer than 12 credits, only about 3.5 percent graduate. Of those who take 12 to 14 credits, about 16 percent graduate. Of those who take 15 credits or more, that doubles. From the perspective of return on investment, unless I am missing the purpose of the grants, how do we preserve the incentive for those who are trying to get through a four-year program in four years and not dilute that? Is it not true that we are unable to serve all who have applied for the grants?

**Assemblywoman Diaz:**

It is not my understanding that the Silver State Opportunity Grant was created to accelerate graduation; it was a state-based financial aid grant. What do we mean by state-based financial needs? Those who do not somehow qualify for federal assistance would qualify for something the state is now going to offer to help individuals meet their educational goals.

I think that is why we, as a Legislature, are in these positions—to really think about what do our constituents, Nevadans, need from us to help them help their families. You mentioned a four-year program. If you are in a four-year program, you graduate with 15 credits a semester, but let us remind the Committee that community college systems are usually on

two-year tracks. Some of our colleges do offer four-year programs, but the majority of our students are there taking two years' worth of college and then transferring to a four-year institution.

I disagree with the presentation that this grant is to accelerate students through. I think it is more about meeting our students' needs in order to create the workforce that Nevada needs.

**Assemblyman Pickard:**

I did not mean to imply that it was intended to accelerate. It would still be 15 hours a semester to get an associate's degree in two years. Maybe I misunderstood when I first saw the presentation. So it is your position that the Silver State Opportunity Grant is available to all students?

**Assemblywoman Diaz:**

Yes, I think that the more accessible and flexible we make it for our Nevadans, the more productive we are being. Holding it to 15 credit hours excludes 94 percent of the students at CSN. That is just not right. There are more individuals who would love the opportunity to have that financial backing and help, and they should get it.

**Assemblyman Flores:**

I have always been unsure regarding the 15 credits. Typically, the data that is presented to us indicates that students who take 15 credits tend to graduate faster. The idea behind it is, if we make all students take 15 credits, they are going to perform better because, statistically, people who take 15 credits perform better. But I am not clear and do not know if the data breaks it down even further. Is it those students who are high-performing, high-achieving, and doing well naturally—because of the resources available to them, their economic structure, their family—they are going to take 15 credits no matter what? Or is it students who are struggling, having a hard time, and have to work are the ones who have to take fewer courses? I do not know if we have actual data where it compares apples to apples; where we take a student who has a full-time job, who is helping pay the bills—that student is taking 9 credit hours and then we put them in a 15-credit program and they perform better and graduate faster. Or do we have data that talks about that when we force students to do that, either they perform not as effectively or their GPA goes down because they are forced into taking more courses?

**Assemblywoman Diaz:**

Can any of the colleges speak to that?

**Israel Diaz:**

I am that statistic. That is exactly what I do. I work 40 hours a week. Before I took the 15 credit hours, I was taking 9 to 12 credit hours, and sometimes even less. My transcripts would show that when I took 15 credit hours, it was kind of embarrassing; I had to retake classes. The semester I took 18 credits, I failed two classes and had to make it up in the summer. It was a back-and-forth situation until I finished. I am not your typical student. School is hard for me. I learned to read when I was in eighth grade. I did not have that

structure some other people have, such as parents who have their bachelor's or master's degrees. Those kids tend to grow into that and automatically that is instilled into them. I had to build myself up to that or had to find my niche.

In some areas, I am great; but as far as general studies—I am not that great a student. If you look at my GPA in regard to business classes and advertising and marketing classes, I excelled in those classes because that is my passion. In the other ones, I did not do as well, and I think it is because of coming from a broken home. Everyone has different scenarios; not everyone has a mom and a dad. I am grateful for CSN. I felt comfortable; I had great teachers.

Before that, I went to a different college, and it just did not do it for me. I moved from Arizona to Nevada, and ever since I got here, it feels like home. I have big plans to be an entrepreneur here, be a business owner, help CSN, and I have so many ideas. I want to help CSN; I want to be a leader. Some of these kids build themselves up. That is what I did; I said I would take two classes and see how I did. I took two and got Bs, then I took three classes and did a little better. Then I started challenging myself because my father told me it was going to take forever to graduate. The only reason I went back to school was because my father went back to school to prove a point to me. He graduated from Grand Canyon University and got his bachelor's degree in theology. When I graduated from high school, I told him that I was going to go work where he did, earning \$50,000 a year. He told me I was going to have to work for the rest of my life and go through all the struggles he had. My dad would go to night school and work a full-time job just to prove to me that I had to go to school. If it had not been for my dad pushing me, I would not be going to school because the statistics are against me to finish. I am Latino. We know that Latin men do not have a high graduation rate—Latinos, in general, do not have a high graduation rate.

**J. Kyle Dalpe, Ph.D., Interim Dean, Technical Science Division, Truckee Meadows Community College:**

[J. Kyle Dalpe spoke from prepared text ([Exhibit G](#)).] What we find with Truckee Meadows Community College (TMCC) is 19 percent of our students take 12 credits or more, which means that 81 percent would not be qualified under the new amendment. If a student takes less of a load, they will not progress and might get frustrated and drop out. The flip side is, if we push them into a traditional 15-credit semester—this is for community college students—they will end up like the last speaker, Mr. Diaz, and become overwhelmed and not have the success rate that they want. What we are looking for here is a happy medium—whether it is 9 credits or 12 credits that would provide access. That might be a midway point.

**Assemblyman Flores:**

To Mr. Diaz, I was shining shoes when I was in fifth grade and washing dishes in sixth grade. I worked full time during undergraduate and high school, so I feel your pain. I appreciate your passion; hopefully, you will be in here one day, taking my seat.

We know in community colleges sometimes the amount of coursework that is offered is an issue. When we force a student to take 12 credits, sometimes it is not the student's fault that



they do not take 12 credits. Sometimes the issue is that the coursework is not offered. The person might work full time and have to take all courses at night, but we do not offer enough courses at night. I still think that we are creating an impediment for those students who are willing to do everything they can, absent the fact that they have to feed a family or have to contribute to a household. We just do not have the courses offered at the times that they are needed. Could we consider taking that into account? Your amendment takes into account the scenario where one does not have to take that many courses at the end to graduate. There is also the hardship exemption. What if the student says they will take the 12 credits but "Show me that I can"? Is that something we could consider talking about?

**Assemblywoman Diaz:**

I would definitely entertain it. We have to continue this dialogue and see what the Committee is comfortable with. I want to mention why we are so fixated on the 15 credits. There is an entity called Complete College America. It invites everyone from across the nation to share best practices and techniques to help the states get further ahead with post-secondary education. You have to take into consideration that 15 credit hours are being shared with people from Massachusetts all the way to Nevada. We have to take Nevada for where we are. We cannot assume that we are Massachusetts, Maryland, or New York. We have to embrace our students where they are, and one thing we continually hear from our higher education staff is that our students are inadequately prepared; that they need lots of remediation; that our school district is not producing the quality or caliber of students. We also have to be realistic with our expectations. We cannot be crying, "Oh, you are not sending me the students I need; they are not prepared; they do not have the tools," but then you are going to mandate that these students take 15 credit hours. I do not feel we need to shut the door in their faces as well. We need to meet our students with what is feasible and what is realistic for Nevada.

**Assemblyman Fumo:**

I am concerned with the 15 credit hours as well. I have not heard a compelling state interest as to why we need 15 credit hours. As you said, Nevada is unique. Many of these students have families. They have parents or kids, and they have to do not only their homework, but also their kids' homework with them and hold down a full-time job. Does your bill consider letting students take 12 units or 9 units and then 6 units in the summer? Would they consider it wrapped around so they could actually have summer courses included? It seems that would be a fair system across the board to allow the full year to be considered rather than semester hours. So many of these students are working full-time jobs and have families. I do not want to set them up for failure.

**Assemblywoman Diaz:**

Again, it is up to us as the Assembly Committee on Education to take what we think is the best approach for our Nevadans who are going through the college system. I can relate to you that the Nevada System of Higher Education has shared information that the less we require in terms of credit load, the fewer students we can cover; so we, somehow, some way, have to find some more money in the state to make sure we have more funds to adequately meet their needs.

**Assemblyman McCurdy:**

I was there when this program was initially rolled out. The 15-credit number was first put out because the community college students had to finish in two years. These were the programs being advertised around the campuses trying to incentivize students to finish on time and quickly. One thing that I always asked was why we could not have it at 12 credits from the beginning. Take 12 credits per semester, then you go back to school in the summer and take two more classes, which would be 6 credits. I think that would be more than appropriate. By federal standards, you would still meet that guideline as a full-time student, which would still keep students on track to graduate in two years. Thank you for bringing this forward, it is more than needed. We have many students who stand to benefit from it. If they are willing to take 12 credits to finish, it should be on the Legislature to make sure they have the opportunity to be able to do so. Could we consider that? Could they sign a contract or something similar? I know currently there is nothing like that in place, but would there be any funds available to them to be able to take those extra two classes in the summer? They would do 12, 12, and then 6, which would still be 30 credits a year.

**Assemblywoman Diaz:**

It is all contingent upon the conversation. Today is a day to bring dialogue and shed light. The 15-credit-hour load per semester is problematic. It is very difficult for our working class, college-going student to sustain. We need to find a solution to make sure we are not precluding them from taking advantage of this grant, but extending a helping hand that they need in order for them to advance up the ladder and provide a better future for their families. It is all about the dialogue and what all of our heads, put together, think is the best way to move our state and our students forward.

**Assemblyman McCurdy:**

I definitely agree. Fifteen credits are extremely excessive. We are saying it is going to be for community college students who are nontraditional populations. They are working; they are parents. I was one of those students not too long ago at CSN trying to make it work. We need to do as much as we possibly can to ensure that they have an opportunity to achieve the American dream, whatever it may be.

**Assemblyman Elliot T. Anderson:**

This is one of the few areas that we had a disagreement on last session. I cannot get behind nine credits. I do really like the amendment; I think it is going the right way. I had the same thought Assemblyman McCurdy had about the six credits during the summer. That would be a good way to get to the same goal and to spread it out. The problem with dragging it out too long is then you add more fees. It is to everyone's benefit, particularly those of lower income, to get it done faster because fees do not keep piling up. As we know, that happens in higher education—there are many fees.

I also like Assemblyman McCurdy's idea of having some sort of contract, but that may be the wrong word. Maybe it is a pledge or some sort of thing they sign to take advantage of this program to help convey the importance of following through on this. It is a limited pool of money, and we need to get people invested. I think that is important. I have gone both ways

in my college career. I have taken out loans and gone part time during the summer. I also took 15 credits while an undergraduate and worked full time—40 hours a week at night on the Strip. It can be done, but I understand my situation is not the same as everyone else's. I want to give people the challenge; I want them to feel that extra motivation. A challenge is a good thing; a challenge is the best thing we can do for anyone who is struggling in school, because a challenge is what keeps people focused and keeps people motivated. When we raise that bar, people jump higher than they would without that bar being raised. Six credits during the summer would be a fantastic way to synthesize the goals this program originally envisioned and help people in those different situations. Can people get loans for those tough periods on top of the grant? Do we preclude them from getting low-interest loans?

**Assemblywoman Diaz:**

You make some valid points, but, speaking for myself, sometimes we assume other individuals are exactly in our same shoes. When you went to school, you were not married and did not have kids. All those things are added expenses. Because I have a family, I have to make certain financial decisions so my credit score might not be the best. We are talking about underrepresented populations who are first-time college goers, who are not financially literate, and do not know how to navigate systems. The problem becomes compounded pretty quickly. It should be our intent to be sure that we are providing access to all individuals who need it, because this is a state-based financial aid program. I think we cannot think about things in our terms, but in the broader context of what Nevadans are going through every day.

**Assemblyman Elliot T. Anderson:**

I agree with you, and of course, I am not suggesting that my experience is the same as everyone else's. That is why I like the language about individualized waivers that would be done through the system. I think that is a really positive change that helps thread the needle a bit more. You are right; too often, we try to teach to the mean when you cannot always do that. It leaves everybody out. Thanks for that amendment, and I would encourage you to consider Assemblyman McCurdy's idea for the summer. I think it is a really good one.

**Assemblyman Edwards:**

I was here last time when we debated and discussed this in the Education Committee, and ultimately passed it. I recall that it was very clear that this was a program to help the poor kids who are in college and struggling and need a little bit more money in order to be able to sustain and actually graduate. It was clear that it was absolutely imperative that they take the 15 credit hours in order to improve their chances of graduating. I think it is also important to make the distinction that this is money in addition to federal dollars such as the Pell Grant and others. This is not replacing them; this is in addition, so that it makes it possible for the exact demographics the Committee is talking about to go to college and graduate.

There was a comment made that some of them are not succeeding because of other resources. The NSHE data demonstrates very clearly that, if you accept the help and you take the 15 credit hours, your chances of completing on time increases 200 percent. I think that is an important fact. The NSHE data, which is on Nevada graduates, clearly shows that exactly

your demographics graduates at 200 percent when they do both—take the help and do the 15 credit hours. I appreciate the idea that the \$2.5 million only serves 6 percent, but to get up to 100 percent doing it the way you want to, we would have to increase this to at least \$50 million a year—\$100 million over the biennium.

I know we are not a money committee, but I think we need to take into account the return on investment and the understanding that this program is for the lower-income folks to be able to afford to take the 15 credit hours, as most do and most of us probably have done, so that they can actually graduate. Not to do that is going to be a huge disservice to the demographic you are talking about, because they will have a 50 percent less chance of graduating, as demonstrated by NSHE's own statistics. And the statistics are new. The statistics are the most up to date. I ask why we would possibly take a program that has proven to work as it was designed to and start changing it after only two years. This is like killing success.

**Assemblywoman Diaz:**

I do not believe so; I believe the 15 credit hours that were stipulated is an arbitrary number. I believe it is something that is more accurately reflected in the four-year institutions—15 to finish. Again, creating this one size fits all does not suit the needs of every individual. When you are a first-time, college-going child and you are a minority, there are other barriers and obstacles in your way already to finish college. Saying 15 credit hours or bust is basically saying that we do not care about you, you either jump this high or we are not going to help. That is certainly not my position as an Assemblywoman that represents many students whose first access into college is a college system in which we are excluding 94 percent at this time with this mandate of 15 credit hours.

**Assemblyman Edwards:**

You said something very interesting—that you do not want to make this a cookie-cutter approach where everything is the same, but this bill does exactly that. It makes this program just like so many others. This program was specifically designed for those who needed a little bit more help to get those 15 credit hours, so they could graduate. I think you are making a mistake with the intent of this program. That is important to realize. Not every grant, not every scholarship, not every program is meant for everybody. This program, as NSHE shows with their statistics on the same demographics we are talking about, works when the kids have to do two things—take the help and put the time in to get the 15 credit hours. Fifteen credit hours per semester are not excessive; that is the norm. How can we justify to the taxpayers diminishing a program that is working and losing at least 50 percent of what we are making them pay?

**Assemblywoman Diaz:**

I do not think we are losing anything. We are making a substantial investment in Nevadans. Education is the greatest equalizer ever, and if there is one way we can bring our Nevadans up with a helping hand, it is by providing access to an education and a career. I do not necessarily agree that quantity of courses equals quality of courses. I just heard from Mr. Diaz that his grades suffered because he was taking 15 or more credits. He is a smart

man, but his transcript would not reflect that while he was taking 15 credits because his responsibilities were too much. I do not think that return on investment is necessarily measured one and the same.

**Assemblywoman Tolles:**

Thank you for bringing this forward. I am a big fan of community colleges; I got my start as a student at community college before transferring to the university up here. My colleagues brought up an interesting idea in terms of the 12 credits and then the 6 credits over the summer. Could you or someone from NSHE speak to whether that is feasible? Could that program be implemented, and would it work if we were to switch it to 12 credits and 6 in the summer?

**Assemblywoman Diaz:**

I spoke with NSHE before this hearing, and they said that anything is doable. You can do 9 credits, 12 credits, 15 credits, or we can do the 12,12,6. Depending on the credits, the only factor is the number of grants available to the students. If you lower the credit number, the pie will be sliced a different way. Any credit amount is doable, and they are leaving it up to us to identify what we think is in the best interests of our students.

**Constance J. Brooks, Ph.D., Vice Chancellor, Government and Community Affairs,  
Nevada System of Higher Education:**

Currently, the award is given to students on a two-semester, annual basis. Administratively, we see there may be some challenges with awarding over the summer. It is not an insurmountable challenge, meaning that it would probably require more input from the campuses as to how they could guarantee that students would remain enrolled over the summer. If the award is given early and a student decides they would like to do a summer internship, or has other options for the summer and decides not to enroll, they would need to pay back the award amount to the institution, so there would need to be some follow-up by the campuses.

**Assemblywoman Miller:**

I would like to respond to some of the questions and comments that have been made about what helps a student successfully complete college, and in a timely manner. This is anecdotal, but I have been watching and researching this since I was in middle school, and it speaks to the community college environment. Students who live on campus, as opposed to students who have to commute to campus, always seem to finish on time and earlier because they block out a lot of the barriers and challenges that go on in real life when they are living in this microcosm. I would love to see actual studies to support that. Community college by nature—you are commuting, you do have life struggles, you have work, you do have children, and all these other things going on; I want us to be mindful of that.

I like the 12 credits because it agrees with the federal guidelines, yet it still is at a pace where students can graduate on time; but do we have numbers for our students? We always have to remember that our situation in Nevada is different than in other states. Here in Nevada, how many of our community college students are carrying a load of 12 credits as opposed to 15 credits?

**Chairman Thompson:**

There is a packet titled "A Pilot Program: The Silver State Opportunity Grant" ([Exhibit F](#)) on NELIS, and I believe that information is on page 9.

**Constance Brooks:**

On NELIS, we submitted the SSOG report; but, unfortunately, we do not have the exact number of students who are taking 12 credits versus 15 credits. We do provide data with respect to the success of the program and the number of students who, as a result of SSOG, are now taking 15 credits, which is indicated on page 9. However, as far as the total student population, I do not have the exact number of students who are taking 12 credits versus 15. The data on page 9 indicates the SSOG recipients only and the percent change in behavior in enrolling in 15 credits versus being a non-SSOG recipient.

**Assemblywoman Diaz:**

I will reach out to the colleges and get that data from them and share it with the Committee.

**Chairman Thompson:**

I want to let everyone know that we will just move the work session to Wednesday because it is necessary for us to finish this conversation today.

**Assemblywoman Woodbury:**

When I first read this bill, my thoughts went back to last session when this bill was brought to our committee, and I remember talking about the 15 credits and the data behind that to be able to graduate on time. I read the minutes from last session. We do not have the time to go through them all, and there is a lot of data, but the bill's sponsor for the SSOG program said that the sole purpose of Senate Bill 227 of the 78th Legislative Session is to help Nevadans attend and graduate from college. The data NSHE provided to us shows the NSHE two-year institutions just in Nevada. Of the students who take 15 or more credits, 32 percent of them will graduate. That is not a great number, but higher than the other numbers. When we look at 12 to 14 credits in NSHE two-year institutions, only 15.9 percent will graduate, so 84.1 percent will not graduate. We talked about projections that show by the year 2020, 58 percent of the jobs in Nevada will require either a degree or a certificate of value. So we know about taking 15 credits versus taking fewer than 15 credits, but will reducing the requirement to 12 credits help us achieve our state goal of having our students, post-school, ready for the workforce?

**Assemblywoman Diaz:**

It is my expectation that we are providing assistance with the idea that the students obtaining the grants will get the financial backing they need to continue their schooling. I do not think

that just because we are being flexible and responsive to the college goers, we are somehow changing the intent behind the original bill. This is a reaction to how many students were not able to retain the SSOG. They initially got the help, but because they could not maintain 15 credit hours, they were dropped off and did not get their assistance. My thinking is, where are they? Were they able to make it on their own? Just because we said 15 is the magic number, are they still with us? Did we lose them completely because we put another obstacle in their way? For me, it is about facilitating their access and ensuring that every student who can qualify for it, gets it. I do not see any harm done.

It is almost like the days when we had the No Child Left Behind Act of 2001. We said every child must achieve to this degree by this date and this year and everybody is going to achieve regardless of you being special education, regardless of you being English language learners (ELL), regardless of you being African American—everyone is going to reach this bar at the same time. As educators, we know that is just not accurate or realistic. My intent is to ensure that the students have access to these monies that they need in order for them to continue going to college. Yes, there are those who can do it with 15—and I would be interested in seeing the data from the college system—to see the ages of the individuals. It is not the same for me to be an 18-year-old going to the college system and me being a 40-year-old going back to school. Why would we not afford both of them equity in terms of access?

**Assemblywoman Woodbury:**

You referenced those who did qualify for the SSOG, but then were dropped from it because they had to lower their credit hours. Is that correct?

**Assemblywoman Diaz:**

Correct.

**Assemblywoman Woodbury:**

Since they are taking 12 credits, 9 of the 6 credits were federal grants. Were the Governor Guinn Millennium Scholarship and all the other funding sources not enough to cover those 3, 6, or 9 credits they are taking?

**Assemblywoman Diaz:**

I do not have the data broken down to that degree, but I know that it was difficult for them to actually clock in the 15 credit hours. Because they dropped the 15-credit course load they were taking, they were no longer getting this aid.

**Assemblywoman Woodbury:**

I know those programs are available, so perhaps it is more of an education problem, letting them know about these programs, rather than giving them access to a different program that was intended for something different.

**Assemblywoman Diaz:**

I would like to defer to the colleges.

**Assemblywoman Krasner:**

I was one of those students who was the first person in a family to go to a university; neither of my parents went to college. I worked part time and took a full load of units. It was hard. I am looking at the NSHE document. It shows that if students take 15 credits or more, they are more likely to graduate; but I am hearing what you are saying, that everyone is different, and I know you are trying to do something good by lowering it to 12 credits. How much will it cost the state if we lower it to 12 credits? Are there any other programs that part-time students can access to get that extra money?

**Assemblywoman Diaz:**

I will defer those questions to the college systems. They have a better working knowledge as to what the financial portfolio of a college-going student looks like; what they have access to, and who we are leaving out who could access these funds, but do not because of the 15-credit-hour requirement.

**Chairman Thompson:**

Could the institutions that are in support come up, whether in Las Vegas or in Carson City?

**Michael Flores, Director of Communications and Government Affairs, College of Southern Nevada:**

Kyle Dalpe from Truckee Meadows Community College had to leave. We are very grateful to Assemblywoman Diaz and also former Senator Kihuen and Senator Kieckhefer, who brought this piece of legislation last session, and the Governor for making this a priority and for making the Silver State Opportunity Grant a permanent program.

A lot of what I was going to say has already been said, but I do want to make a couple of points. The majority of our students are part-time students. Seventy-three percent of them are taking under 12 credits. Twenty percent of them are taking 12 credits; and only 5 percent are taking 15 credits. When this program started, we wanted to make sure our students knew about this program. We made them add classes in order to get to that 15-credit threshold. Assemblyman McCurdy, then student body president, advocated for 12 credits. Our students have many challenges. They are working, have children, and are trying to juggle as much as they can. I used to go to CSN as a child with my mom. I would sit in class with her because we did not have a babysitter at the time. She pushed through and got her degree, and I am very proud of her. So I know the challenges that are there, and we are grateful to Assemblywoman Diaz for listening to our students and working to get this credit threshold down to 12. With her amendment, it will do that. I know we have a lot of data that you have requested, and we will get that for you.

**Tina Holcomb, Assistant Director of Financial Aid, College of Southern Nevada:**

You asked if other resources were available. We require a student to fill out the preapplication for the Free Application for Federal Student Aid (FAFSA). It requires an expected family contribution (EFC) of less than \$8,500. We chose \$8,500 because if someone has an EFC of less than \$8,500, they are going to have need because the cost of attendance minus the EFC equals need. So you will have students who do qualify for the



federal program, but they are not just the ones who qualify for the federal program. The biggest basis of financial aid is your federal Pell Grant. You stop qualifying for that somewhere around EFCs of \$5,200. In regard to whether they can qualify for student loans; yes, they can. As financial aid administrators, we advise students to borrow the least amount possible. We counsel them to apply for grants, scholarships, work-study programs, and loans as a last option.

As a financial aid administrator, we would like you to consider what we see in our student population. The students who complete programs are very successful at 12 credits. Also, something to consider is a formal appeals process. As they are completing degrees, it has been mentioned that they do not necessarily have the 15 credits at the end of their programs.

**Leo Murrieta, Private Citizen, Las Vegas, Nevada; and Member, Latino Leadership Council, Las Vegas, Nevada:**

I am here in support of A.B. 188. Two years ago, I spoke in front of this Committee to discuss the Silver State Opportunity Grant Program and the positive impact it would have for students of all backgrounds across the state. Assembly Bill 188 does live up to the original intent of that bill, but I also feel that this meets the needs of Nevada students—where they are today—in an effort to lift them up to where we want them to be rather than setting a bar that was beyond their means to meet at the time.

As advocates for education and the entire system—K-16—I know that each of you are striving to provide quality opportunities for our students to receive their educations, but also to receive their educations without a mountain of debt. I hope you will support this measure, because it is what is going to be able to make financing education more attainable for students across our state who are more nontraditional than not. The expectation of 9 credit hours as opposed to 15 speaks to the students that our state has today, and this Legislature will help support them so that they can be the students that our economy in the not-so-far-off tomorrow really needs. I also want to applaud Assemblywoman Diaz for her continuing advocacy for students across the state.

**Antonio Gonzalez, Vice President, Student Government Association, Truckee Meadows Community College:**

I would like to thank all of you for giving me the opportunity to testify. Two years ago, I testified about how important this program would be for me to finish my education. However, as I looked at my schedule, I did not feel comfortable taking 15 credits. It was too heavy a load between my school, my job, the obligations of homework and volunteering and helping those in my community. As it is now, I can work with 13 credits taking my English, Italian, and humanities classes; however, as a student who struggles with math anxiety, making it in my math class is a huge challenge. Taking 15 credits would have made it fundamentally impossible to pass. Other students have been saying the same, such as those who testified before me that have families to take care of and feel overwhelmed with their education and their family lives. Some, like me, who struggle in a subject or someone who may struggle with a disability, will find it impossible to cope with 15 credits. I will admit that 9 credits would be perfect for me; however, I do feel comfortable taking 12 credits.

Other students will benefit also. It will provide better opportunities to succeed, help productivity with students who need the grant, and this would be a great long-term help for Nevada's emerging economy as we would have a stronger workforce ready to take the new jobs that are coming to the state.

**Sylvia Lazos, Vice Chair, Latino Leadership Council, Las Vegas, Nevada:**

My colleague, Leo Murrieta, who just testified, was heavily involved last year in trying to lobby for the SSOG to cut off at 12 hours instead of 15. There is unanimity among our board that this SSOG from the beginning should have been at 12 hours. Assemblyman Flores has articulated some of the reasons why the correlation is not necessarily a cause and effect. Just because the 15-hour group is graduating at a higher rate does not mean that that is causation. There may be some different reasons, and I think Assemblyman Flores made a great exposition of that particular point.

There is a lot of stuff going on in the pipeline that makes it very leaky, and I put this as an exhibit because I love charts ([Exhibit H](#)). Every time I see this chart it distresses me, because it shows how much work we need to do in Nevada to really get to that ideal of the 15-hour student and kids all being college-ready. Assemblywoman Woodbury did a great job on the third-grade piece of it here. If you look at it, only one-third of Latino kids and 30 percent of African-American kids are reading at level. I look at the percentage of college-going kids, and we have a gap in Nevada. If you look at the New Jersey statistics, 76 percent of those kids go to college. Only 46 percent of our kids go to college, but 68 percent want to. As you pointed out, there are some education gaps that need to happen here in terms of telling students how to get access. It is a pipeline issue, and being realistic about where we are. We are not in the top quartile like New Jersey; we are in the bottom quartile on the pipeline and NSHE statistics. I think that the flexibility that Assemblywoman Diaz is advocating helps us be more adaptable to this pipeline problem we have.

**Tyre L. Gray, representing Las Vegas Chamber of Commerce:**

We do support this bill; we think that it is very important that students have flexibility in their education options. This is also a southern Nevada priority for us.

**John J. Piro, Private Citizen, Las Vegas, Nevada:**

When I came back from the Army, I started at CSN when it was still Community College of Southern Nevada (CCSN). I started at 9 credits, and 9 credits while working full-time made it easy for me. The good thing about the GI Bill was that funding was available on the number of credits you took, so there was no artificial 15-credit ceiling. It made it possible for me to work my way up to 12 credits full-time and work my way through college. What Mr. Israel Diaz said was very poignant. I see many lawyers on the staff and, as you know, grades are super important when you want to get into law school. If you are pushing yourself to take 15 credits—this artificial ceiling—your grades probably are not going to be where they need to be to get where you want to go in post-secondary education.

I also have two coworkers who work with me who could not be here. They are both working parents, and both of them had to step back from college because of this 15-credit limit.

Nine credits was realistic when they were raising their kids and working with our agency with hopes of creating better lives for themselves, but because of this artificial 15-credit ceiling, both had to step back from school for a while. I am hoping that this Legislature can fix that issue and get my coworkers back to work and back to school doing what they want to do so they can better their lives. This will create more opportunities for more students. It is more on a case-by-case basis, and I think that is how we should be looking at things.

**Steve Jimenez, Extern, Nevada Hispanic Legislative Caucus:**

I am here testifying as a part-time student, full-time worker currently working on a law degree. Financially, this is a smarter choice for me. Thank you to Chairman Thompson and to Assemblywoman Diaz for bringing this bill and showcasing those students who work and study hard. We would all love to take 15 credits, but most of us have to work in order to pay for tuition. It leaves those students caught in a lose-lose situation. Through A.B. 188 and the Silver State Opportunity Grant Program, we can give these students a win-win situation and help alleviate many issues that are keeping them from graduating.

**Leonardo Benavides, Private Citizen, Las Vegas, Nevada:**

I am an extern with the Legal Aid Center of Southern Nevada, but I am speaking as a private citizen today. I was an employee at CSN for a couple of years. I saw firsthand a lot of the issues student workers had. They had separate jobs and were raising children. If they were in the Latino community, they might be raising some of their siblings. Even with the help something like this gives them funding-wise, they still have to work on the side to help support their families. The 15-credit requirement obviously would limit the time they would have to do that. I am very heartened by this conversation today, and I appreciate Assemblywoman Diaz for bringing this forward.

**Brenda Romero, Private Citizen, Las Vegas, Nevada:**

I was the past student government president at CSN, and am here supporting A.B. 188. I was at CSN and recently graduated. Usually I would take 12 credits and work full time. The one semester that I tried to do 15 credits, I had to withdraw from the extra class because I was unable to keep up with the coursework and continue to provide for my family and myself. I know that many of the Assembly members are looking at statistics and numbers, but you have a full representation of what this really means to us sitting right here in front of you. We are the students who are affected by this. I do not want to be looked at as a number; I want to be looked at as an individual. As many were saying, it is on a case-by-case basis. Yes, I would have loved to have done 15 credits per semester and have finished in two years, but it took me a little bit longer. I did finish. That is what we need to realize; sometimes it is not about how long it takes you to finish, but it is actually getting to the finish line.

There was a lot of discussion about other options such as the Millennium Scholarship and loans. That is not always the case; many students when they graduate from high school do not have the opportunity to qualify for the Millennium Scholarship, and going into a community college is a second chance for them to improve their grades and be able to qualify for other scholarships and such. Looking at it from another standpoint, I know that the

SSOG asks for a FAFSA to fill out before you are able to qualify. Many students that attend CSN, or any other community college, are undocumented students, and that makes it difficult for them. They cannot apply for loans or anything else.

**Rachel Lilly, Private Citizen, Las Vegas, Nevada:**

I am also a CSN student and a student ambassador. As an ambassador, I go to high schools and talk to incoming students as well as current students. I am also here to fully support the bill to 12 credits. I am in my second-to-last semester; next semester is going to be my last semester. I can tell you, right now, if I did 15 credits, I would be lowering my GPA. I can almost guarantee it. We tend to forget that some students do have learning difficulties and learning disabilities such as myself. If I take 15 credits, my GPA will suffer. Last semester I had to do my science and my lab and I took in excess of 12 credits. My GPA did drop, it was a 3.975 and is now a 3.8. I would rather be successful in what I am taking right now doing 12 credits than push to take 15 and have my GPA drop and probably lose opportunities because of it.

The average age of our students is 27. At 27, no student is going to be living at home with parents, not working, and able to take 15 credits. That is just not how the world works. At 27, they are most likely working full time and going to school part time. I am 21 and doing full-time school and part-time work. I support this bill wholeheartedly. I support the 12 credit minimum to be able to obtain this grant. I think it will work for a lot more students and make a lot more students more successful and able to afford what they are doing.

**Chairman Thompson:**

Could we have a show of hands of all those in Las Vegas who have not spoken who are in support of this measure? [Rachel Lilly responded that there were two more people.] If you have anything extra to add, I will allow you to come up to the microphone. If you are good with raising your hand, I would appreciate that.

**Hieu Le, Senator, Associated Students of the College of Southern Nevada:**

I am a senator for CSN West Charleston. If I took 15 credits, my GPA would drop. Students are not just kids, they are adults. They are also people who have lost their jobs who are trying to get a degree for a new job. If they take way too many credits, their GPA will drop. They will not have time, and it will take longer for them to graduate. If they take fewer classes, it will be affordable for them, but it will take longer for them to graduate. I think 12 credits would be a great number for older and younger students. They can graduate on time and in their own way. I not only support the 12 credits, I also support the 12,12,6.

**Daniel Little, Vice President, Associated Students of the College of Southern Nevada:**

I am in support of this bill solely because 15 credits is too much. Out of all my friends from high school—I graduated in 2014—I believe I am the only one still in college; solely because most of my friends have four part-time jobs. I have three part-time jobs, and it is too much to handle. I think I only know two people with full-time jobs; so many people have all these

obligations. A lot of my friends are not even living at home anymore; they have to support themselves. Getting the SSOG requirements down from 15 would be a tremendous help for that demographic of students which most likely is a pretty low majority.

**Chairman Thompson:**

At this time, we will go to neutral on A.B. 188.

**Kent M. Ervin, Ph.D., Legislative Liaison, Nevada Faculty Alliance:**

Ditto on all the positive comments. Our concern is that this program is stretched thin as far as having enough money to meet all eligible students' needs even with the new budget. We just want to raise that serious concern about funding levels. We cannot wholeheartedly support funding expansion of programs when enhancements for NSHE institutions are not fully funded in the *Executive Budget* and when NSHE's faculty compensation requests have not been fully funded.

**Chairman Thompson:**

Is there any opposition to A.B. 188? [There was no response.]

**Assemblywoman Diaz:**

I wanted to clarify that there is an increase in Silver State Opportunity Grant funds from \$5 million last biennium to \$10 million proposed for this biennium.

I would like to close by noting that students from the lowest-income families have the lowest college attendance and graduation rates. We should be doing whatever we can to ensure that all students, regardless of income, age, ethnicity, whatever, have access to post-secondary education and the financial support they need to complete a college program. I believe the Silver State Opportunity Grant Program, with the changes I am proposing today, can help us accomplish that goal. Slow and steady wins the race.

[([Exhibit I](#)) was submitted but not discussed, and is included as an exhibit for the meeting.]

**Chairman Thompson:**

At this time, we will close the hearing on A.B. 188.

**Assembly Bill 117: Requires certain educational personnel to take certain actions to ensure pupils in grade 11 in public high schools are college and career ready. (BDR 34-292)**

[No action was taken on Assembly Bill 117.]

**Assembly Bill 144: Creates the Nevada Advisory Commission on Mentoring. (BDR 34-31)**

[No action was taken on Assembly Bill 144.]

**Assembly Bill 221: Requires a school district to allow pupils and employees of a charter school to evacuate to a public school in the district during a crisis or emergency. (BDR 34-594)**

[No action was taken on Assembly Bill 221.]

Now, we will open for public comment. Is there anyone in Las Vegas for public comment? [There was no one.] How about here in Carson City? [There was no one.] We will close out our meeting for today. This meeting is adjourned [at 4:48 p.m.].

RESPECTFULLY SUBMITTED:

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Sharon McCallen  
Recording Secretary

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Terry Horgan  
Transcribing Secretary

APPROVED BY:

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Assemblyman Tyrone Thompson, Chairman

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

## EXHIBITS

[Exhibit A](#) is the Agenda.

[Exhibit B](#) is the Attendance Roster.

[Exhibit C](#) is a survey summary dated February 13, 2017, compiled by the College of Southern Nevada, submitted by Assemblywoman Olivia Diaz, Assembly District No. 11, regarding Assembly Bill 188.

[Exhibit D](#) is a document titled "Silver State Opportunity Grant (SSOG) Survey Results, June 2016," prepared by Pamela Gallion, Analyst, Constitutional Research, College of Southern Nevada, submitted by Assemblywoman Olivia Diaz, Assembly District No. 11, regarding Assembly Bill 188.

[Exhibit E](#) is a mock-up of proposed Amendment 3190 to Assembly Bill 188, dated March 11, 2017, submitted by Assemblywoman Olivia Diaz, Assembly District No. 11, regarding Assembly Bill 188.

[Exhibit F](#) is a document titled "A Pilot Program: The Silver State Opportunity Grant, " dated February 2017, submitted by the Nevada System of Higher Education, regarding Assembly Bill 188.

[Exhibit G](#) is written testimony presented by J. Kyle Dalpe, Interim Dean, Technical Science Division, Truckee Meadows Community College, in support of Assembly Bill 188.

[Exhibit H](#) is a document titled "Too few of Nevada's students are Career Ready," submitted by Sylvia Lazos, Vice Chair, Latino Leadership Council, Las, Vegas, Nevada, in support of Assembly Bill 188.

[Exhibit I](#) is a letter to Chairman Thompson and the Assembly Committee on Education, dated March 9, 2017, submitted by the Latino Leadership Council in support of Assembly Bill 188.