

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

**Eightieth Session
March 19, 2019**

The Committee on Education was called to order by Chairman Tyrone Thompson at 1:34 p.m. on Tuesday, March 19, 2019, in Room 3138 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/80th2019.

COMMITTEE MEMBERS PRESENT:

Assemblyman Tyrone Thompson, Chairman
Assemblyman Edgar Flores, Vice Chairman
Assemblywoman Bea Duran
Assemblywoman Michelle Gorelow
Assemblywoman Alexis Hansen
Assemblywoman Melissa Hardy
Assemblywoman Lisa Krasner
Assemblywoman Brittney Miller
Assemblywoman Connie Munk
Assemblywoman Sarah Peters
Assemblywoman Jill Tolles
Assemblywoman Selena Torres

COMMITTEE MEMBERS ABSENT:

None

GUEST LEGISLATORS PRESENT:

Assemblyman Glen Leavitt, Assembly District No. 23

STAFF MEMBERS PRESENT:

Kelly Richard, Committee Policy Analyst
Sharon McCallen, Committee Secretary
Trinity Thom, Committee Assistant



OTHERS PRESENT:

Jamie Harrison, Youth Legislator, Senate District No. 17
Valerie Wiener, Chair, Board of Directors for Corporation for Public Benefit to
Administer the Nevada Youth Legislature
Caramia Phillips, Youth Legislator, Senate District No. 7
Elliandra Bemoll, Youth Legislator, Senate District No. 8
Zhan Okuda-Lim, Member, Board of Directors for Corporation for Public Benefit to
Administer the Nevada Youth Legislature
Colyn Abron, Youth Legislator, Senate District No. 1
Kristine Nelson, Director, Office of Career Readiness, Adult Learning and Education
Options, Department of Education
Tyre Gray, representing Las Vegas Metro Chamber of Commerce
Lea Cartwright, representing Friends of ACE High School
Greg Esposito, Director, Public Relations and Government Affairs, Plumbers,
Pipefitters, and Service Technicians, Local 525
Sarah M. Adler, representing Charter School Association of Nevada
Morgan Briscoe, representing Charter School Association of Nevada
Bradley Keating, Director, Government Relations, Clark County School District
Elizabeth Campbell, Director, National Board Certification, Clark County Education
Association
William Stanley, Executive Secretary-Treasurer, Southern Nevada Building Trades
Union
Mary Pierczynski, representing National Association of School Superintendents
Chris Daly, Deputy Executive Director, Government Affairs, Nevada State Education
Association
Andrea Judstrup-McKinney, Private Citizen, Las Vegas, Nevada

Chairman Thompson:

[Roll was called. Committee rules and protocol were explained.] We are excited today to witness and celebrate Youth Legislature Day. If I could, I would like all of the members of the Youth Legislature to stand up and be recognized. I would like to thank the advisers and former Senator Valerie Wiener for all the great work she has done. We love to see our youth involved, especially in this Committee. We will have a presentation from the Nevada Youth Legislature, but before that, we are going to have a work session so you can witness us doing real work. After the work session, we will have a hearing on Assembly Bill 199. I will open the work session for Assembly Bill 155.

Assembly Bill 155: Revises provisions governing the eligibility requirements for grants awarded under the Silver State Opportunity Grant Program. (BDR 34-674)

Kelly Richard, Committee Policy Analyst:

Before the Committee today is Assembly Bill 155, which was heard in Committee on February 26, 2019. This bill reduces from 15 to 12 the number of credit hours per semester in which a student is required to enroll at a community or state college to remain eligible for the Silver State Opportunity Grant Program. As drafted, the bill creates an exception to the minimum credit hour requirement for students in the final semester of a program of study or for those who receive a hardship waiver, and creates a process for a student to regain eligibility after losing a grant for not enrolling in the minimum required credit hours. Finally, the bill provides that money provided to a community or state college for a grant awarded on behalf of a student under the program does not revert; any amount remaining must be retained by the college and used for grants for eligible students in a subsequent semester.

You will recall during the hearing on the bill, Assemblywoman Torres submitted the attached amendment [page 2, ([Exhibit C](#))] which deletes subsections 6 and 7 of section 1, which relates to the hardship waiver and the process for regaining eligibility.

Chairman Thompson:

Are there any questions from the Committee before we enter into a motion? [There were none.] I will accept a motion to amend and do pass.

ASSEMBLYWOMAN MILLER MADE A MOTION TO AMEND AND
DO PASS ASSEMBLY BILL 155.

ASSEMBLYWOMAN MUNK SECONDED THE MOTION.

Are there any comments or questions on the motion? [There were none.]

THE MOTION PASSED. (ASSEMBLYMAN FLORES WAS ABSENT
FOR THE VOTE.)

Chairman Thompson:

Assemblywoman Torres, would you take the floor statement?

Assemblywoman Torres:

Yes, Mr. Chairman, I would be honored.

Chairman Thompson:

I will close the work session on Assembly Bill 155. I will open the hearing for the presentation from the Nevada Youth Legislature. I welcome Youth Legislator Jamie Harrison at this time.

Jamie Harrison, Youth Legislator, Senate District No. 17:

I am particularly proud to appear before you today because of my special connection with the Nevada Youth Legislature (NYL). My older brother, Scott Harrison, served in the NYL from 2015 to 2017. When his seat became vacant, both my twin brother, Sean, and I applied for appointment. Though I was selected, Sean has been integrally involved with the NYL as a member of my District Youth Advisory Council (DYAC).

Today I am privileged to share a very brief history of the NYL. Following this history, I will introduce the youth legislators who are here today to participate in this NYL special day at the Legislature.

In 2007 Senate Bill 247 of the 74th Session created the NYL to provide Nevada youth with a distinctive opportunity to have a voice in policymaking. To maximize this experience, the NYL program teaches and inspires young people how to lead and how to serve. Each of the 21 youth legislators is appointed by his or her State Senator to represent between 27,000 and 42,000 youth under the age of 18 in that Senatorial District.

Youth legislators engage these young people through town hall meetings, DYAC, and other constituent outreach opportunities. Youth legislators also testify before public decision-making bodies and prepare and present ideas for legislation. Youth legislators are profoundly educated and supported during their two-year terms. This includes an inaugural two-day training in Carson City, a midterm full-day training in Las Vegas, and monthly half-day trainings during each school year. These monthly trainings include essential instruction as well as interactions with legislators and NYL alumni, who provide invaluable input to the learning process.

The NYL is also privileged to introduce a bill which addresses an issue affecting Nevada youth during the biennial legislative sessions. Four of six NYL measures previously presented to the Legislature have been signed into law. Earlier today, the Senate Committee on Judiciary heard the NYL's current bill, Senate Bill 97.

In addition to the NYL's official bills, four measures were carried by individual State Senators at the request of their youth legislators [Senate Concurrent Resolution 13 of the 75th Session, Senate Bill 305 of the 77th Session, Senate Bill 220 of the 78th Session, and Senate Bill 249 of the 79th Session]. Two of these became law [Senate Bill 305 of the 77th Session and Senate Bill 249 of the 79th Session] and the other measure was passed as a Senate concurrent resolution [Senate Concurrent Resolution 13 of the 75th Session]. This session, two current youth legislators are working with lawmakers to introduce measures.

Even beyond their active participation in the program, NYL alumni have worked with our State Senators to advance measures that they proposed during their NYL terms. One such bill, Senate Bill 249 of the 79th Session, was requested by former Youth Legislator Evan Gong, who is with us today, and was sponsored by Senator Woodhouse. That measure, regarding financial literacy, was signed into law last session.

In 2011 Senate Bill 237 of the 76th Session created the Board of Directors for Corporation for Public Benefit to Administer the Nevada Youth Legislature to oversee the policies, practices, and finances of the NYL. Members of the seven-member board are appointed by the Legislative Commission and serve two-year terms. Typically, the membership includes representatives from each house of the Legislature, NYL alumni, and the public. Current legislators serving on the board are Senator Joyce Woodhouse and Assemblyman John Hambrick. Since 2011 the board has offered several annual \$500 scholarships to graduating youth legislators and NYL alumni. These scholarships are donated by legislators, NYL foundation board members, and NYL alumni.

The caliber of the NYL is reflected in the 42 state, national, and international awards that the program has earned. The success of the program is rooted in the strong collaborative effort from the Legislative Counsel Bureau, which involves human resources from the Research Division and the Legal Division. We are very proud of the success of NYL and our opportunity to join approximately 200 other Nevada youth who have had the privilege to experience this program.

Now, Mr. Chairman and members of the Committee, I would like to introduce my fellow youth legislators who are participating in this special day. When I call your name, please stand up. Youth Legislator Olivia Yamamoto, our Chair, representing Senate District No. 20; Youth Legislator Rachel Rush, our Vice Chair, representing Senate District No. 6; Youth Legislator Colyn Abron, representing Senate District No. 1; Youth Legislator Naomi Atnafu, representing Senate District No. 11; Youth Legislator Elliandra Bemoll, representing Senate District No. 8; Youth Legislator Sierra Bille, representing Senate District No. 9; Youth Legislator Jacob Birdsong, representing Senate District No. 3; Youth Legislator Jesse Cruz, representing Senate District No. 4; Youth Legislator Tyler Fournier, representing Senate District No. 18; Youth Legislator Jakai Hood, representing Senate District No. 2; Youth Legislator Leaf Kaboli, representing Senate District No. 12; Youth Legislator Salomee Levy, representing Senate District No. 5; Youth Legislator Caramia Phillips, representing Senate District No. 7; Youth Legislator Sebastian Siegmund, representing Senate District No. 21; Youth Legislator Savannah Smith, representing Senate District No. 14; Youth Legislator Nathan Tea, representing Senate District No. 16; and Youth Legislator Gianna Zaccheo, representing Senate District No. 15.

Mr. Chairman and members of the Committee, I want to thank you for allowing us to participate in today's hearing.

Chairman Thompson:

Do we have any questions of our youth legislators? We have all of them here, so we can ask any questions we like.

Assemblywoman Miller:

Can you share with the Committee what this has done for you personally in terms of developing your leadership skills or your civic skills or interests and how you believe your experience in the Nevada Youth Legislature can carry you further into adult and professional life? Before you respond, I am looking for the youth legislator from Senate District No. 8 to also approach the table.

Valerie Wiener, Chair, Board of Directors for Corporation for Public Benefit to Administer the Nevada Youth Legislature:

Could we have one of our alumni speak to that because they are involved as alumni mentor trainers and they might be able to respond to that question also?

Chairman Thompson:

That would be fine.

Caramia Phillips, Youth Legislator, Senate District No. 7:

Since submitting my application, I was really nervous whether I was going to get in or not. Once I knew I was going to get in and then flying to Carson City, I did not know what to expect at all. What I got was something that was life-changing. It determined where I am going with my college path as well.

The skills learned in this program are unlike any others I have seen—not in school or any club. Being able to talk to my constituents in the district, knowing how to approach them, how to make compromises, and being able to have solutions ready for them are some of the things I have never known how to do before. This program allowed me to develop those skills. It is an amazing program that has made me who I am today.

Ellianandra Bemoll, Youth Legislator, Senate District No. 8:

Assemblywoman Miller is my assemblywoman for District No. 8. The Nevada Youth Legislature is truly a program that has changed all of our lives. In this program, I have learned more skills than I have ever learned in any school program before when it comes to presenting. I am more comfortable talking to the public. I am enjoying politics more. I never considered myself to be someone who would enjoy politics because it is not something that is big in my family. I enjoy talking about it. I have been sitting in legislative seats and Senate seats. You would think as a 16-year-old, that is not something you would ever be able to do. It has given me so many new opportunities and so many experiences that have truly set me forward when it comes to my education and when it comes to how I have developed as a young girl.

Zhan Okuda-Lim, Member, Board of Directors for Corporation for Public Benefit to Administer the Nevada Youth Legislature:

I also had the pleasure of serving as a Youth Legislator for Senate District No. 5 from 2009 to 2011, and I was Chair of the Nevada Youth Legislature from 2010 to 2011. To add to the remarks from my colleagues, you have heard about the skills that youth legislators gain as part of this program, but I would like to share some personal reflections on what it has meant for my own passion as an alum of this program.

Back in 2008-2009 I was a student at Valley High School, as were some of my colleagues here and some of the members of this Committee. This was during the Great Recession, during the era of severe budget cuts. I remember seeing the inequities in my school, in the Clark County School District, and throughout our state with students losing access to money, funds, great teachers, activities, and things that make school worthwhile and a great learning experience for all. I was looking at ways for young people to show state policymakers and state lawmakers that our voices matter and our futures matter.

Enter the Nevada Youth Legislature. I had the opportunity to interview with Senator Woodhouse and former Senator Shirley Breeden from Senate District No. 5. I was grateful that they appointed me to serve. I had a chance to meet our amazing mentor and our guide through all of these years, former Senator Valerie Weiner. I have met many of you on the Committee and have met other lawmakers who have shown me, as I was a young person who worried about and was pessimistic about what public service and politics were supposed to mean. This program showed me how public service is an honorable and noble pursuit. It was through this experience, working to advocate for school funding and meeting honorable and dedicated young people and fellow Nevadans in public office, that showed my colleagues and me what it means to put the interests of our state first.

Those experiences inspired me to pursue what I do now, which is pursuing public service. In college and graduate school, I studied public policy and education policy. I had the opportunity to return home after completing graduate school in 2017, and I currently have the pleasure of serving at The Public Education Foundation as a director of policy and analytical leadership. I am on the record somewhere saying that when I graduated from high school, sooner or later I wanted to come back home. I was born and raised in Las Vegas and Nevada is my home. I want to bring back what I learned. I have this opportunity and I want to thank all of you and your colleagues for your support of this amazing program that shows our young people what it means to be a true, dedicated, and genuine public servant.

Assemblywoman Tolles:

Thank you to those who just presented. I was curious to hear how this had changed your perception of the public policy lawmaking process beyond what we so often see, to actually be here in the building and to work through the processes yourself, and how it changed your perspective. I will open this question to the entire group. I would like to hear how you have learned to relate to each other when you come from different perspectives on policy and perhaps different constituencies. How do you work through those differences as youth legislators?

Colyn Abron, Youth Legislator, Senate District No. 1:

This program is literally the best thing that has ever happened in my life—through all of the things we have done, like reaching out to our community and seeing what is going on in our community. My bill is sponsored by Senator Pat Spearman. This program has meant so much. To see a problem, to see something in our community, to see my peers going to something, then I had an idea of a law to make. For the law to actually go into place, that was amazing.

There is so much more that brings us together than separates us. If you sit down with someone, you will understand we all have the same struggles. We are wondering how the students are doing in school and how they are feeling. I think there is so much more that brings us together rather than the divisiveness that is in our politics right now.

Assemblywoman Tolles:

Thank you for your passion. I want to acknowledge something I heard in your testimony. The very first thing you mentioned was listening to your community. I think that is what makes you a great leader and that is what makes your colleagues great leaders because you have the heart to go out and first engage with your community and listen to them. The second thing I heard you say is it is about working together to solve problems and the best way to do that is to start with what we share in common. If we can do that, we can work together on the rest successfully. I commend each of you who has stepped up to the plate to serve your districts. You are doing our state proud.

Chairman Thompson:

We are so thankful you are all here today. I will close your presentation and we will have an actual bill. I will open the hearing for Assembly Bill 199 and welcome Assemblyman Leavitt.

**Assembly Bill 199: Revises provisions relating to career and technical education.
(BDR 34-954)**

Assemblyman Glen Leavitt, Assembly District No. 23:

I am pleased to present Assembly Bill 199 for your consideration. I wish I could have some of these kids stay in the room and present the bill for me because they would probably do a much better job.

Currently in Nevada, we are experiencing a booming economy. However, we are not just diversifying our economy, we are diversifying our workforce. Jobs are becoming more specialized. In many cases, a secondary education is not for everyone. Rather than giving students a general knowledge base, we ought to give schools the option to teach students skills for a trade or an occupation, better preparing them for the workforce when they do leave high school.

The purpose of this bill is to help students have more access to career and technical education (CTE) programs. One of the ways we do this is by partnering with organizations and associations that have the experience and qualifications to teach these subjects. Current technical education programs offer the potential to inspire students to pursue good-paying jobs that do not necessarily require them to get into a mountain of debt.

Assembly Bill 199 is a straightforward bill that makes some commonsense changes. I am working, and will continue to work, with stakeholders to further modify and amend this bill so that it works toward its true intent.

In section 1, as long as funding is available, it would allow the school district or a public school to work with a trade or professional association or labor union to provide instruction and training to students in regard to career and technical education. It would also allow a school district or a public school to accept gifts, grants, or donations to carry out the intent of this bill.

Section 2 establishes qualifications for the instructor. The state cannot require more than five years of work experience in the appropriate subject matter and must deem as work experience any course or training required by that trade on that appropriate subject matter.

I have been working with the stakeholders on section 2, and I believe there is a friendly amendment that applies to both section 2 and section 4 of this bill ([Exhibit D](#)). It strikes out the requirement "to obtain the appropriate license required by law." The reason for this amendment is because there are some trades that do not require licensing, yet individuals are still fully qualified to teach that trade.

Today's career and technical education is a promising pathway that engages kids with real-world training, academic content, and leads to further educational opportunities for twenty-first-century jobs. I believe we can do this by having real partners at the table with the school. I thank you for your time and ask for your support for this measure. I look forward to answering any questions or deferring to the Legal Division of the Legislative Counsel Bureau (LCB).

Assemblywoman Miller:

Thank you for bringing this bill forward. I appreciate and support the idea of making sure our students are exposed to and have opportunities for skilled trades and exposure to so many different career paths they could choose. My questions are not geared toward supporting skilled trades in our schools. I do have some questions about reducing the requirement of five years of work experience. We are struggling to make sure we have the best teachers and instructors in our classrooms. The state already offers a Department of Business and Industry license, which pertains to nonacademic courses, whether it be in dance, in the skilled trades, or in agriculture, recognizing that those subjects are best taught by people who

are working and experienced in that field and not just from an academic point of view but from an actual practical point of view. I have a concern with reducing what the state already requires with five years of experience. If I am thinking of skilled trades specifically, does it not take three to five years to earn a journeyman's license?

Assemblyman Leavitt:

This bill proposes that a five-year minimum is required. If the language is not clear, I can change it to clarify.

Assemblywoman Miller:

What the bill says in section 2, subsection 10, paragraph (a) is "Must not require more than 5 years."

Assemblyman Leavitt:

I apologize because that is not the intent of the bill.

Assemblywoman Miller:

Currently, the law says five years.

Assemblyman Leavitt:

What we are trying to do is if they are in a three-year apprenticeship program with a trade, those three years count. The three-year apprenticeship program and two years of work experience would qualify the instructor. If it were a five-year apprenticeship program, that would also qualify the instructor.

Assemblywoman Miller:

That is typically industry accepted. As an apprentice, individuals are working as they are learning. What is the requirement in order to teach? If I were in the plumbers' union, what is the requirement for me to become an instructor?

Assemblyman Leavitt:

I am not sure what that is. I am sure it varies depending on which trade we are talking about. I am sure one of our stakeholders can talk to that because I do not know from trade to trade.

Assemblywoman Miller:

I want to make sure we are not lowering the expectation that is already accepted in the industries or fields. Oftentimes, in schools there is the idea that anyone can teach. I want to make sure that is not at all where we are going here. If there is a certain expectation in a particular trade or field, it is still upheld within the K-12 system.

You also mentioned some trades do not have certificates or licenses. Could you give us an example of which trades or fields those would be?

Assemblyman Leavitt:

One trade that comes to mind are floor installers. A license is not required to become a floor installer.

Assemblywoman Miller:

Does that include tile or terrazzo flooring?

Assemblyman Leavitt:

That is what I have been told. If someone has been in a certain trade for five years, they have the training required to be proficient in that trade and teach it. If there is no licensing required for them to be in that trade, we are not requiring them to have a license that does not exist. That is why the language is there.

Chairman Thompson:

My question is on section 1, subsection 2. Being that we are trying to diversify and ensure all kids can have access to this should they choose to do so, what is the need for subsection 2? Do the unions or trades offer grants to schools so we do not get into a "have and have not" situation? Depending on a student's ZIP Code and where their school is located, they may not have access to these gifts, grants, and donations versus others.

Assemblyman Leavitt:

Why this came about is, when I visited a trade school in Las Vegas, there was an opportunity for two young men, after their training and certification program with the trade high school, to work at Tesla, Inc. They were given paid internships at Tesla, housing, and were offered assistance to attend Truckee Meadows Community College. I wanted to insert language so it did not deter outside agencies or companies from coming in to help support these programs, especially if they are going to try to work with them in the future. If you see a different way of wording that to obtain that effort, I am all for it, but that was the intent of that language.

Chairman Thompson:

I just wanted clarification. Regarding section 1, subsection 1, do the unions or trades approach schools and completely offer this to the schools?

Assemblyman Leavitt:

The intent of this is to help facilitate coordination between trades, professional associations, and unions to work more closely with schools to accomplish the ultimate goal. What many of us heard on the campaign trail is that education is important. It did not matter what district you walked in, rural or urban, education was always at the top of the list from everyone who was asked. When we are talking about apprenticeship preparation training, the schools did not have people to teach these classes. Getting a welding area set up in a school is a whole different story, and I am not covering that in this bill. All I am trying to do is provide the instruction workforce when these schools are ready. What I am ultimately trying to accomplish is the trades will not have to jump through a long series of hoops when they are

the most qualified to teach the students. A union welder who has been welding for 20 years and has all the certifications is probably a pretty effective welding instructor, even though they do not have a teaching certificate or license. What I want to do is break it down to what minimum is required for this welding instructor to be installed in a school. They may need to go through some kind of class to learn how to teach in a school environment, which I hear is not a very stringent class, maybe three hours. I am just trying to strip it away so we can get from A to B as quickly as possible because there is a shortage of these types of instructors.

Assemblywoman Duran:

I appreciate that we do need to educate our children in different fields. My concern is with some of the trades that have to pass through safety programs or Occupational Safety and Health Administration (OSHA), U.S. Department of Labor programs. Would this be a part of their instruction or are the kids only going to get the general information? There are so many trades that have to go through these safety programs, as well as OSHA.

Assemblyman Leavitt:

The intent of the bill is to prepare these students for a trade. It is a workforce readiness program or apprenticeship readiness program. These are not apprenticeship programs or pre-apprenticeship programs that are being taught in the schools. It is a workforce readiness program. The students will learn those skills once they enter into the next phase. I think certain safety standards will be taught because if the students are using a welding torch, they will need to know certain safety standards. I think a proficient welder could teach those safety guidelines that are required. As far as the safety certifications needed to enter the workforce, that would depend on the job itself. Students who want to be welders would still have to go through a certain apprenticeship program once they graduate high school. Once they enter into that apprenticeship program, they will begin the continued training. It helps prepare these students for the trade programs, union programs, and professional association programs so they have a leg up. In all honesty, I want to motivate these students to stay in school, to know there is a path beyond college if they so choose. This helps them stay motivated in high school because there is a light at the end of the tunnel.

Assemblywoman Duran:

My concern is that with teaching, there are requirements for certain qualifications. Just because they have the experience does not mean they have the ability to teach. I do not want to get that convoluted with the training. There has to be some type of qualifications for these people to be teachers because there can be different laws and levels of teaching.

Assemblywoman Hansen:

I think I understand this, owning a plumbing company for over 30 years, being extremely interested in education, and listening to the voices in the community that I represent, even as I have traveled through the state and have been privileged to go to some of these career and technical education high schools that are phenomenal. I think what we are trying to accomplish with this bill is there is a certain amount of bureaucracy and red tape, and I think there are a lot of private partnerships and trades that would really like to help meld with our

school system. We are trying to find a streamlined way—the way we did for Tesla or the Raiders' stadium [Las Vegas Stadium]—to make Nevada business-friendly, and now to make our schools have the ability to streamline working with trades or other businesses that want to help the youth in our state.

I know as a student myself, I had teachers who were not necessarily the best teachers, but I learned the subject matter. They may not have been very personable and it might not have been their forte, but they were good at what they did. Addressing my colleague's concern about OSHA, I know in the schools I have visited, that is the very first thing the students have to learn. Whether they are working with hand tools or doing construction, there is a whole segment on safety. I do not think the schools could stay open without that.

Am I correct in that we are trying to cut through the red tape and make it more friendly for business and trades to be involved so we can fill some of these spots that we are desperately seeking to fill in the CTE area?

Assemblyman Leavitt:

Yes, that is the ultimate goal and the premise behind this bill. There are instructors available who are trained in these fields, they know what they are doing, and they know how to teach it. I want to take that group of people and insert them into the schools, and I want to do it in the most efficient and effective way. They do not need to teach biology or trigonometry. They need to teach their trade. That is what I am trying to get to—qualified workers to teach their trade in the schools. We keep hearing there is a shortage of CTE instruction.

Assemblywoman Hansen:

When you mentioned you want to encourage kids to stay in school and go on to college if they like, it is my understanding that the kids who attend these schools graduate with a regular diploma as well as certification in a given field. It is almost as if we give them two sets of wonderful tools in their life: a high school diploma and the ability to take their certification into the job market or to continue in higher education.

Assemblyman Leavitt:

That is absolutely correct. I want to motivate kids to stay in school. If we could go back to the example of the two young men who went to work for Tesla, I had a very honest conversation with their instructor. I asked him what would have happened to these two young gentlemen if they had not had this program. He said he was not sure if they would have graduated at all. He could not answer with 100 percent assurance, but he was pretty confident they would have struggled. I think this is one element that can help our education system improve statewide.

Assemblywoman Torres:

My question may be aimed more at the Department of Education. I am looking over the business and industry requirements that are on the Department of Education's website. It says it does require three to five years of employment met by other coursework. Could I get some clarification of the business and industry type of licensure currently required in workforce experience?

Kristine Nelson, Director, Office of Career Readiness, Adult Learning and Education Options, Department of Education:

For full disclosure, licensure is not in my division. In preparation for this bill hearing, I did bring a recent regulation that was approved by the Legislative Commission which defines the requirements for the business and industry endorsement for career and technical education. That regulation is LCB File No. R010-18 and was adopted by the State Board of Education in 2018. I am happy to go through and read that approved regulation and all the requirements if this Committee wants me to do so.

Assemblywoman Torres:

Could you just give me the amount of time in the workforce?

Kristine Nelson:

To receive a business and industry endorsement the applicant must have worked for an aggregate total of 4,000 hours after 18 years of age in a position which relates to the program for which he or she is applying for endorsement.

Assemblywoman Torres:

As I understand it, 1,000 hours is the equivalent of one year. Is that correct? If 2,000 hours of part-time employment is the equivalent of one year, and 1,000 hours of preplanned employment and apprenticeship or on-the-job training is the equivalent to one year, it is my understanding this would make it more difficult for individuals to obtain the business and industry licensure. That may be something you need to look into.

Assemblyman Leavitt:

One year is 1,080 hours. Our standard is five years. I am happy to reduce that and will talk to the stakeholders. I still have to meet with the Department of Education to figure out what we can strip away for these particular positions. I am going to meet with the stakeholders to make sure we come to an agreement on what can and cannot be stripped away. I just want to make it a little easier for these positions to be filled.

Assemblywoman Torres:

I respect that, but if that is the intent of our legislation, we need to make sure the legislation fulfills that. I am concerned that this legislation might actually make it a little more difficult to obtain the business and industry licensure with our current regulations. These are regulations, not statute.

Assemblyman Leavitt:

Yes, in time it would be a little more difficult, but there are certain licensing requirements or hoops that need to be jumped through that may be a little more difficult than the time itself. That is something I will definitely look at.

Chairman Thompson:

Are there any further questions from the Committee? [There were none.] I will open the hearing for those wishing to testify in support of A.B. 199.

Tyre Gray, representing Las Vegas Metro Chamber of Commerce:

Education is seriously important, and as we continue to diversify our economy, we want to make sure people are prepared when they step out of high school in order to assume some of these jobs that are out there. They are good, high-paying jobs. We support this idea of being able to train our students to be prepared to be workforce ready when they leave high school and not necessarily have to go into college. As a college graduate, I believe college is very important, but I also do not believe that is the only way students should go.

We stand in support of this bill and look forward to working with the bill sponsor in order to smooth out any corners that may still be there.

Lea Cartwright, representing Friends of ACE High School:

I believe Assemblywoman Hansen may have referenced the Academy for Career Education (ACE) without saying who we are. We are in support of the bill as amended, where it removes the portion that talks about if there is a license at the state level.

To Assemblywoman Miller's question, to add a few other occupations that do not require a state license, ACE offers a computer-aided drafting and design (CADD) program that does not require a state license. If any of you have seen our CADD program, you can see 3-D-printed models and all the designs of houses on the walls. We would ask that that be included. That is where we were coming from when we approached Assemblyman Leavitt.

To Assemblywoman Duran's questions on safety, our students take the OSHA 10-hour training courses at the beginning of the school year. Safety is the top priority for our kids. I would also invite everyone to visit ACE because it is awesome.

Greg Esposito, Director, Public Relations and Government Affairs, Plumbers, Pipefitters, and Service Technicians, Local 525:

We appreciate Assemblyman Leavitt bringing this bill forward. We love the intent and what he is trying to accomplish. If you spend any time around union craftsmen, you are not going to find a more passionate bunch of people regarding what they do. I have never known any other trade to get tattoos of their tools and their trade. They are proud of what they do. The thought of taking those passionate craftsmen and putting them in front of our high school students to share their knowledge, we love getting involved in the community. To speak to Chairman Thompson's point, I do not care what high school it is, if they call us and ask if we have anyone who could come in and speak to our students, we are going to go. It does not

matter the economic status or where the school is. We want to show the kids what our trade is. Another benefit is we can sometimes tell some kids they may not be right for a specific trade. If they are high-strung, they are not going to be a very good welder. If they are not good at math, they are not going to be a very good electrician. Maybe instructors who have been in the trade for a while can take the kids aside and tell them they might want to think about another trade.

The concept of this bill is great. I do have a college degree, then I joined a trade. It is not an alternative to a college degree, it is something people decide they want to do. Our instructors actually go to Washtenaw Community College [Ann Arbor, Michigan] in order to learn how to teach. They get degrees in teaching. I am not saying this would be just for our instructors, but my point is, union tradesmen have a lot of qualifications. When you start taking them into the high schools, you may find you have some really qualified people to do what it is this bill intends.

Assemblywoman Miller:

I agree with you about the experience in the skilled trades and with journeyman licensing. It is interesting because what I was doing in the school district 20 years ago was articulation agreements. The kids would come to high school for a few hours a day and then they would go to the apprentice shop in multiple fields. Students were actually working on their high school diploma and an apprenticeship. The apprentice shop was also sending them to a community college. The students were doing this all at the same time.

Based on the idea that we want to offer all of these different skills to our students, yet our high schools may not be equipped to offer certain trades, how would you feel about letting our high school seniors have articulation agreements for which they are physically in the apprenticeships so there are more opportunities and more exposure? That may be a question for the school district as well. If a student took a class in high school on carpet laying, which is a nonlicensed job, it is not going to guarantee a job later. It is not the same as getting an actual journeyman certificate or license. We do have that in our magnet schools, whether it is in nursing, aviation, or building trades, where students are actually working on those apprenticeships while they are in high school. I would really like to see that path if someone is interested in a skilled trade in high school; this would begin their apprenticeship. I know many will say the students have to be at least 18 years old or have a high school diploma. Where do you see the ability for us to put students on career paths?

Greg Esposito:

This conversation is getting far away from what the bill is trying to accomplish. I cannot speak to that, and here is why: Most of our apprenticeships are joint apprenticeship training committees in which the contractors and the unions come together. I cannot speak to what an apprenticeship would want to do as far as allowing high school students to use our facilities as part of a high school program. That would involve the contractors being part of the conversation. I would love to talk about it.

Assemblywoman Miller:

That is fair. You are right; I am trying to save the world with one bill. We are just looking at the licensing issue, but the school districts also heard me say that out loud.

Greg Esposito:

We are looking at the ability to put trained craftsmen in front of high school students to share their knowledge. We are very much in favor of doing that and we want to be able to do that. Whatever cuts the red tape as far as our ability to share, we are in favor.

Sarah M. Adler, representing Charter School Association of Nevada:

Eleven years ago, I was a totally hard-core, hard-nosed English teacher at Carson High School. If Mr. Shirley, the welding instructor, had not been in the technical center next door, so many of my students would not have stayed with me. The partnership we created produced wins on both sides of the coin.

The Charter School Association of Nevada supports A.B. 199 and we would welcome the kinds of partnerships described in section 1 of the bill. I will turn it over to our intern, Morgan Briscoe, for the rest of our testimony.

Morgan Briscoe, representing Charter School Association of Nevada:

I am testifying on behalf of the Charter School Association of Nevada. We are in support of this bill and the friendly amendments. Students benefit when experts in their courses of study are enabled to enter schools as licensed teachers. This bill makes certain that the work experience these professionals bring with them is given proper credit on their path to licensure. Taken together, the CTE teachers and students are accelerating the opportunity for those students to gain employment and build the workforce of the new Nevada. Thank you for the opportunity to testify.

Bradley Keating, Director, Government Relations, Clark County School District:

I am excited to be here in front of you supporting A.B. 199. We appreciate Assemblyman Leavitt bringing this bill forward. We look forward to more conversations on making sure this bill comes back to you and can be supported by everyone in the room. Dr. Jara, the new superintendent of the Clark County School District, has made it clear that he is all about anything that gets students career-ready. It is a primary goal of his and the school board as well. We are excited to have licensed, trained experts sitting in front of our students helping them become more successful.

Many of you had the opportunity to go to Southeast Career Technical Academy in December, prior to the legislative session. We were able to see some of the incredible work that is being done by those teachers and how difficult it is for us to get those teachers in the classrooms. This bill helps us put those incredibly talented individuals in front of our students in classrooms.

To Assemblywoman Miller's question, we would love to entertain conversations with our associations, trade groups, and unions to see about apprenticeships and how we can move them forward. In January, Dr. Jara hosted the first apprenticeship summit where we invited all of the trade associations from southern Nevada to talk about how we could better partner as an organization and how we could help our students be career-ready. As we move this bill and other bills forward, we are in full support of making sure our students are career-ready.

Chairman Thompson:

Is there anyone present in Las Vegas who would like to testify in support of the bill? [There was no one.] Is there anyone present who would like to testify in opposition to the bill?

Elizabeth Campbell, Director, National Board Certification, Clark County Education Association:

I am here in opposition to A.B. 199. I want to say I am a huge fan of career and technical education. My own son graduated from a career and technical academy here in Las Vegas. He is currently a junior in college and will be able to get out of his college experience without any student loans because of the quality of education he received here in Clark County. I would like to thank you for your vision in providing that sort of education for our students in Nevada.

However, upon reading the proposed legislation, I have a lot of questions. I can see both issues of economics and equity. The legislation is limited regionally to Clark County and Washoe County. I think that creates an inequitable circumstance for Nevada students. I also wonder what trade unions and professional associations would be associating with schools and what schools. We have heard from ACE in Reno, which is a charter school. I would like to hear more about the benefits to the traditional public schools. I do have a lot of questions. Again, this is an unfunded mandate that references accepting gifts, grants, and donations to carry out provisions. I would also like to know where those are coming from and what that would be like. I am a huge fan of the career and technical model.

Chairman Thompson:

I want to make sure I categorize you in the right place. Are you potentially neutral? It sounds like you do not have a clear position, you just have a lot of questions. Would that be accurate?

Elizabeth Campbell:

My opposition would be that it seems to be an unfunded mandate.

Chairman Thompson:

Is there anyone present who would like to testify as neutral to the bill?

William Stanley, Executive Secretary-Treasurer, Southern Nevada Building Trades Union:

I met yesterday with Assemblyman Leavitt regarding this bill. Our concerns are that in business and industry there are certain current mandates in law. We want to make sure there are some general education principles that I believe any teacher should possess. In speaking with Assemblywoman Tolles yesterday, she introduced some legislation two years ago [Assembly Bill 362 of the 79th Session] that requires teachers go through some certification regarding interaction with students and some methods classes. I think we should expect teachers to be able to grade appropriately and those types of things. I think Assemblyman Leavitt was in agreement that he would meet and have those conversations.

I am testifying in neutral today just because I think there is a lot of promise here. The Southern Nevada Building Trades Union has a program at High Desert State Prison through the Clark County School District where we are running folks through a course that guarantees them direct entry or direct placement into an apprenticeship program upon release from prison if they have the right credentials. We are having a difficult time there even finding folks who have the business and industry endorsement to be able to teach there. I can understand there is some room in this space for finding folks who have those credentials to be able to do the shop-type class teaching that we thought of when I was in high school many moons ago.

I want to caution folks in two areas. One is we are not, in my opinion, going to train folks while they are in high school to be a trained craftsman. What we should be doing is introducing them to a career pathway so they can then choose and go on beyond high school and less than a four-year degree that transitions from education to work. How do we do that in high school and what is the best way? I do not think we are going to train folks to be electricians or carpenters while they are in high school. We can introduce them. That is where I stand on this.

The second caution is we need to make sure we are creating a demand for these folks who may want to enter an apprenticeship after they graduate from high school. We currently have roughly 4,600 apprentices in this state. At the height of our apprenticeship program, we had roughly 5,200 apprentices during the height of the CityCenter, which was an economic boom unknown to most folks. We are probably looking at 160 more apprentices in the state without doing something else that creates demand. We can train a lot of folks, but we have to make sure there is a job when they leave that transitions from education to work. That transition is very important.

I would like to support the bill, and I think we can get to that point.

Assemblywoman Tolles:

Thank you for your passion in introducing the trades to students, which I think really hits the heart of this bill, wanting to introduce opportunities to students and giving them a vision. Thank you for the shout-out for Assembly Bill 362 of the 79th Session, which is near and dear to my heart. I do want to say for the record that those background checks and the due

diligence to make sure there are no prior issues with misconduct with students and youth would still apply. It applies to every staff, instructor, and volunteer. I just want to ensure you and the Committee that it would also apply if this program does get implemented.

William Stanley:

Those were our concerns and we discussed those yesterday. I just want to make sure we are covering all those bases and not creating any unintended consequences that tend to happen at times.

Mary Pierczynski, representing National Association of School Superintendents:

You have already heard from Clark County and their strong support for this bill. I am here in the neutral position just to reaffirm that the school districts around the state are very interested in and supportive of CTE programs. We think this bill has a lot of potential and a few things to work out yet. We are anxious to be part of that work group.

Chris Daly, Deputy Executive Director, Government Affairs, Nevada State Education Association:

The Nevada State Education Association has been the voice of Nevada educators for over 100 years. We are here as neutral on the bill. Very similar to the question from Assemblywoman Miller, we think there is an opportunity to go further with either a youth or high school apprenticeship program. There are several states around the country that do this, where apprenticeship is a paid, on-the-job learning experience under the supervision of skilled employee mentors. There is the related classroom-based CTE instruction, ongoing assessment against established skills and competency standards, then ultimately culmination in the industry-recognized credential or postsecondary credits, and hopefully, as Mr. Stanley pointed out, a job at the end.

Andrea Judstrup-McKinney, Private Citizen, Las Vegas, Nevada:

For the record, I am here representing myself, but I am the biotechnology program leader at West Career and Technical Academy here in Las Vegas. I have seen the benefits of CTE, but have also seen the inequities that can come because of it. I am in favor of expanding CTE to as many students as possible, but I want to make sure the access to gifts, grants, and donations referenced in the bill are equal among all schools, especially public schools that most need this opportunity.

In addition, I am curious about the overlap between the proposed committee and what the state CTE office already does. I am also in favor of making it easier for qualified individuals to teach CTE courses. Even though I have a master's degree in biotechnology, I would currently not qualify for a business and industry license, as I understand it, because my work experience was not as long as business and industry requires before I found my second career as a teacher.

In general, I think the expansion of current technical education is extremely important, and I am not sure how this bill will play a role in that expansion.

Chairman Thompson:

Seeing no further testimony regarding the bill, does the sponsor have any final comments?

Assemblyman Leavitt:

I want to make sure everyone knows we are going to continue to work with the stakeholders. I heard the voices of those who have some concerns about rough edges on this bill. I think it is a good bill for moving our workforce into the future and doing it by helping our education system. I look forward to working with all of the stakeholders and getting something back to the Committee that is clean and that you can all support.

Chairman Thompson:

We know you will work with all the different constituents and stakeholders, and we look forward to seeing your amendment. I will close the hearing for A.B. 199. Is there anyone here for public comment? [There was no one.]

The meeting is adjourned [at 2:49 p.m.].

RESPECTFULLY SUBMITTED:

Sharon McCallen
Recording Secretary

Lori McCleary
Transcribing Secretary

APPROVED BY:

Assemblyman Tyrone Thompson, Chairman

DATE: _____

EXHIBITS

[Exhibit A](#) is the Agenda.

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

[Exhibit C](#) is the Work Session Document for Assembly Bill 155, dated March 19, 2019, presented by Kelly Richard, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit D](#) is a proposed amendment to Assembly Bill 199, dated March 18, 2019, submitted by Leigh Berdrow, Director, Academy for Career Education, Reno, Nevada.