

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

**Eightieth Session
March 28, 2019**

The Committee on Education was called to order by Chairman Tyrone Thompson at 12:34 p.m. on Thursday, March 28, 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
Assemblywoman Daniele Monroe-Moreno, Assembly District No. 1
Assemblyman Tom Roberts, Assembly District No. 13
Assemblyman Gregory T. Hafen II, Assembly District No. 36
Assemblywoman Robin L. Titus, Assembly District No. 38



STAFF MEMBERS PRESENT:

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

OTHERS PRESENT:

Jared Busker, Associate Director, Children's Advocacy Alliance
Patti Oya, Director, Office of Early Learning and Development, Department of Education
Renee Fairless, Principal, Mater Academy Mountain Vista, Las Vegas, Nevada
Martha Sanchez, Private Citizen, Las Vegas, Nevada
Ruben R. Murillo, Jr., President, Nevada State Education Association
Lela Arney, Private Citizen, Carson City, Nevada
Izzy Youngs, representing Nevada Women's Lobby
Meredith Smith, Director of Policy, Nevada Succeeds
Janine Hansen, State President, Nevada Families for Freedom
Barbara Jones, Private Citizen, Carson City, Nevada
Julie Houchins, Early Education Program Manager, United Way of Southern Nevada
Marisela Estrada, Private Citizen, Las Vegas, Nevada
Allysha McLaughlin, Private Citizen, Las Vegas Nevada
Patti Jesinoski, Private Citizen, Henderson, Nevada
Mary Pierczynski, representing Nevada Association of School Superintendents; and Nevada Association of School Administrators
Tonia Holmes-Sutton, Private Citizen, Las Vegas, Nevada
Don Soifer, President, Nevada Action for School Options
Keenan Korth, Communications Specialist, Clark County Education Association
Chris Daly, Deputy Executive Director, Government Relations, Nevada State Education Association
Anthony Ruiz, Senior Advisor for Government Relations and Community Affairs, Office of the President, Nevada State College
Jordana McCudden, Private Citizen, Las Vegas, Nevada
Ernie Rambo, Private Citizen, Carson City, Nevada
Richard Wiley, Private Citizen, Pahrump, Nevada
Felicia Ortiz, Private Citizen, Las Vegas, Nevada
Sierra Schafer, Private Citizen, Las Vegas, Nevada
Lisa Flowers, Private Citizen, Las Vegas, Nevada
Amy Zuhlke, Private Citizen, Las Vegas, Nevada
Gerald Ackerman, Assistant Dean, Rural Health Programs, University of Nevada, Reno School of Medicine
Joan Hall, President, Nevada Rural Hospital Partners
Brian Evans, representing Nevada State Medical Association
Mari Nakashima, representing Nevada Physical Therapy Association

Arsenio Escudero, Director, Nevada Western Interstate Commission for Higher Education, Office of the Western Regional Education Compact, Office of the Governor

Brian Mitchell, Director, Office of Science, Innovation and Technology, Office of the Governor

Vivian Leal, Private Citizen, Carson City, Nevada

Jenny Hunt, Director, Mariposa Academy, Reno, Nevada

Melissa Mackedon, Trustee, Charter School Association of Nevada; and Vice Chair, State Public Charter School Authority

Khristian Duir, Private Citizen, Las Vegas, Nevada

Torrence Whalum, Private Citizen, Las Vegas, Nevada

Oliver Savino, Private Citizen, Fallon, Nevada

James Savino, Private Citizen, Fallon, Nevada

Reagan O'Leary, Private Citizen, Reno, Nevada

Lorraine O'Leary, Private Citizen, Reno, Nevada

Serena Skinner, Private Citizen, Reno, Nevada

Jazlyn Gomez, Private Citizen, Las Vegas, Nevada

Anahi Sanchez, Private Citizen, Las Vegas, Nevada

Izabel Storla, Private Citizen, Las Vegas, Nevada

Sandra Fudge, Private Citizen, Las Vegas, Nevada

Demetrius Walton, Private Citizen, Las Vegas, Nevada

Anthony Sifuentes, Private Citizen, Las Vegas, Nevada

Sarah Ochoa, Private Citizen, Las Vegas, Nevada

Valeria Perez, Private Citizen, Las Vegas, Nevada

Karen Aguilar, Private Citizen, Las Vegas, Nevada

Whitney McIntosh, Assistant Principal, Mater Academy Mountain Vista, Las Vegas, Nevada

Kacynthia Walton, Private Citizen, Las Vegas, Nevada

Miguel Gomez, Private Citizen, Las Vegas, Nevada

Jeremiah Walton, Private Citizen, Las Vegas, Nevada

Martha Sanchez, Private Citizen, Las Vegas, Nevada

Maria Sifuentes, Private Citizen, Las Vegas, Nevada

Kristen Klinger, Private Citizen, Incline Village, Nevada

Chairman Thompson:

[Roll was called. Committee protocol and rules were explained.] We have an extremely packed meeting today. This will be the order in which we are going to conduct the meeting today because we have four probably very involved bills, and we also have a work session. We will begin with the work session, then go into the bills, and then to public comment.

I want to announce to the Committee that Assembly Bill 392 will be rescheduled to another meeting time.

Assembly Bill 392: Encourages employers to provide work-based learning opportunities for pupil. (BDR 34-952)

[Assembly Bill 392 was rescheduled.]

We will also do the same on our work session for Assembly Bill 219.

Assembly Bill 219: Makes various changes relating to education (BDR 34-673)

[Assembly Bill 219 was rescheduled.]

We will go into our work session for Assembly Bill 123.

Assembly Bill 123: Revises provisions governing the requirements concerning immunizations of pupils for purposes of enrollment in school. (BDR 34-593)

Kelly Richard, Committee Policy Analyst:

The first bill on the work session today is Assembly Bill 123, sponsored by Assemblywoman Connie Munk, heard in Committee on February 19, 2019 ([Exhibit C](#)).

Assembly Bill 123 relates to exemptions from immunization requirements for enrolling in school. The bill, as drafted, requires a statement to be filed by a parent claiming an exemption for religious or medical purposes to contain certain information and consent. It requires a school board, charter school, or private school to provide the Division of Public and Behavioral Health of the Department of Health and Human Services (DHHS) and local health officer with a copy of each statement. It allows statements to be shared for certain purposes, and as drafted, requires a statement to be submitted annually and excludes a child from school until the statement has been updated.

Subsequent to the hearing on this measure, Assemblywoman Munk has submitted the following conceptual amendments to her bill:

1. Require information concerning exemption statements to be maintained in Infinite Campus, for school districts and charter or private schools using that system, or in the school's student record system. Copies of statements will not be given to any outside entities;
2. Remove all provisions requiring consent to disclose as they are no longer needed—no one outside the school will have access to a student's information;
3. The Division will be provided with the number of students with medical or religious exemptions on file for each school but will not have access to student information;

4. In the event of an outbreak, and if directed to do by the local public health authority or DHHS, schools will contact all parents or guardians to advise of the outbreak, not just those with an exemption on file;
5. Provide that exemptions for medical conditions that are permanent in nature do not need to be submitted more than one time. All permanent exemptions currently on file will be put into Infinite Campus or the student data systems, thereby grandfathering all students with a permanent medical exemption already on file;
6. Authorize physician assistants to sign a written statement for exemptions for medical conditions;
7. Provide that exemptions for religious beliefs do not need to be submitted more than one time. All exemptions for religious beliefs on file will be put into Infinite Campus or other student data systems, thereby grandfathering all students with an exemption for religious beliefs already on file;
8. Clarify that if a child moves to another school that does not utilize Infinite Campus, a statement of exemption will have to be filed when enrolling in the new school; and
9. Remove provisions deeming a child to be neglected under certain circumstances.

Chairman Thompson:

Are there any general questions about Assembly Bill 123 from the Committee?

Assemblywoman Tolles:

In looking through the nine conceptual amendments, they have certainly addressed the majority of the concerns that I have heard from stakeholders. I have one more clarification and suggested amendment. I have submitted it to Assemblywoman Munk with such a short time frame we did not get a chance to submit it to the Committee. She has verbally agreed to the language. May I read it?

Chairman Thompson:

Assemblywoman Munk, is it a friendly amendment?

Assemblywoman Munk:

Yes it is.

Chairman Thompson:

Yes, please proceed.

Assemblywoman Tolles:

Changing the first bullet point to require information concerning exemption statements to be maintained by school districts and charter or private schools using the school's student record

system. That hopefully addresses the concerns that it would be contained at the local school. Parents could work with their local school districts on what that form looks like.

Chairman Thompson:

I would like Ms. Gonzalez, our committee counsel, to verify that this is germane and is something we can include into the amendment.

Victoria Gonzalez, Committee Counsel:

Yes, that is correct. The amendment proposed by Assemblywoman Tolles of removing the language in Infinite Campus and replacing it with the school's record system is germane to the amendment and can be added today.

Assemblywoman Hansen:

I, too, want to be on the record as giving credit to Assemblywoman Munk. She has worked very hard with all of the parties concerned. I spoke to her regarding my concerns, and she was very solicitous. I am going to be a "no" and explain my reasoning. Mainly, I am the mother of eight vaccinated children and a grandmother of all vaccinated children. I believe in vaccinations, but just on a macro level, I want to give parents of the minority of students who are not—for very serious reasons—the opportunity and the ability to deal with the situation as they see best. I was glad to see that the entire student body would be notified upon an outbreak, so it is not just these few students, but the whole student body. Then those parents with unvaccinated children can make the decision to keep their children away and keep them safe. I appreciate Assemblywoman Munk working with everybody, but I will have to be a no in Committee.

Assemblywoman Krasner:

When I originally heard the bill, I had many people come to me with concerns about it. I met with them, talked to them, and then I went to Assemblywoman Munk. I told her each of the concerns that were brought to me, and Assemblywoman Munk made amendments to the bill and changed portions that were of concern. She also set up meetings with everyone who wanted to meet with her. Because she was so great about making the changes and the amendments and meeting with people, I will be a yes.

Assemblywoman Torres:

I want to clarify that I, too, met with several people who were opposed to this piece of legislation and supportive of this piece of legislation over the last few weeks and at some point, one of the major concerns was regarding the form. Could we get clarification that there is no legal language that specifies that?

Victoria Gonzalez:

That is correct. There is nothing in Assembly Bill 123 that addresses anything about a form or requires a form related to immunization.

Assemblywoman Duran:

For the record, I am still going to reserve my right for a no.

Chairman Thompson:

Thank you, Assemblywoman Duran. Anyone who is going to reserve their right, as a courtesy to the Chair, let me know that should it go to the floor, you may decide to vote differently than what you vote here in the Committee.

Assemblywoman Munk:

I have some parents in the audience, and I appreciate the fact that we got together several times and they gave me some information. I also want to make it clear that this amendment is not from Immunize Nevada at all. They never worked on the amendment. The parents and I, and other members of this Committee, worked on the amendment. I have received approximately 400 emails calling this bill Immunize Nevada's amendment, which it is not.

One of the main concerns is the form, which is not part of this bill, but we intend to continue working with the parents and DHHS after this bill passes out of Committee.

Chairman Thompson:

I would like to entertain a motion for amend and do pass Assembly Bill 123. That includes the verbal amendment from Assemblywoman Tolles.

ASSEMBLYWOMAN TORRES MOVED TO AMEND AND DO PASS
ASSEMBLY BILL 123.

ASSEMBLYWOMAN MUNK SECONDED THE MOTION.

Chairman Thompson:

Is there any discussion on the motion?

Assemblywoman Hardy:

I wanted to say that I appreciate working with Assemblywoman Munk and that I, too, received so many emails about this. With the amendments that Assemblywoman Tolles put forward and the concerns about the form, I will vote yes out of Committee, but reserve my right to change my vote on the floor if my concerns are still there.

Assemblywoman Duran:

Sorry for jumping the gun, but I will reserve my vote.

THE MOTION PASSED. (ASSEMBLYWOMAN HANSEN VOTED NO.)

Chairman Thompson:

Assemblywoman Munk will take the floor statement.

We will move on to our work session on Assembly Bill 180.

Assembly Bill 180: Revises provisions governing the transportation of certain children to school. (BDR 34-692)

Kelly Richard, Committee Policy Analyst:

Assembly Bill 180 was presented by Assemblywoman Backus and heard in Committee March 14, 2019 ([Exhibit D](#)).

Assembly Bill 180 relates to the transportation of students. The bill requires a school district to ensure that students who reside in a child care institution are picked up and dropped off when other students are not present in the same vehicle. It also requires students with disabilities to be transported in the same manner and method as other students and are integrated with other students when using school district transportation.

The bill makes changes to the enrollment of a child in foster care. It requires a determination to be issued regarding the best interest of child to enroll in the junior high, middle, or high school of the child's area of origin and creates a rebuttable presumption that it is in the child's best interest to enroll in such a school. Further, A.B. 180 requires the child welfare and local welfare agencies to provide transportation to the school.

I apologize, that should have said child welfare and local "educational" agencies to work together to provide transportation to the school.

Assemblywoman Backus submitted the attached amendment on the bill. The amendment revised section 1 of the bill to specify that pupils with disabilities are presumed to be transported in the method consistent with the child's least restrictive environment, unless otherwise articulated in an individualized education plan.

Chairman Thompson:

Do we have any discussion or questions on the bill? [There were none.] I will entertain a motion to amend and do pass.

ASSEMBLYWOMAN MUNK MOVED TO AMEND AND DO PASS
ASSEMBLY BILL 180.

ASSEMBLYWOMAN HARDY SECONDED THE MOTION.

Chairman Thompson:

Is there any discussion on the motion?

THE MOTION PASSED UNANIMOUSLY.

Chairman Thompson:

Assemblywoman Gorelow will take the floor statement.

We will move on to Assembly Bill 199.

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

Kelly Richard, Committee Policy Analyst:

Assembly Bill 199 is sponsored by Assemblyman Leavitt and was heard in this Committee on March 19, 2019 ([Exhibit E](#)).

Assembly Bill 199 relates to career and technical education (CTE). It allows a school district or public school to collaborate with a trade or professional organization or labor union to provide certain CTE instruction. The bill also makes changes to the qualifications for CTE teachers, directors, and supervisors by providing that not more than five years of work experience is required in order to obtain a license to be employed in that field, and it further provides that any time spent in a course of instruction or training taken to obtain a license to be employed in that field must be counted toward the work experience requirement.

Assemblyman Leavitt proposes the follow amendments:

1. Revise references to "not more than 5 years of work experience" to be "not less than 5 years of work experience";
2. Remove the phrase "to obtain the appropriate license required by law" in sections 2 and 4 of the bill; and
3. Provide that the State Board of Education must not require as a qualification more coursework than a teaching methods and classroom management course of no more than three credits or equivalent, provided by either the school district, the trade or professional association, or union organizations.

Chairman Thompson:

Do we have any discussion?

Assemblywoman Miller:

After reading specifically the third amendment, there was some concern about what the bill would actually achieve different from what currently exists. With the third amendment basically taking out any requirement for coursework in teaching methods or classroom management that is a grave concern to me. Obviously, we know in someone's skill trade or technical field they are experts in that field. However, there is a difference when you come into a room full of students with classroom management and teaching methods. I will reserve my right for my vote on the floor.

Assemblywoman Torres:

I want to reiterate the concerns of my colleague in that I believe educators should have more than three credits or the equivalent of teaching experience. I was not completely opposed to this legislation, as it did not really change very much from what is already in statute. However, this amendment would allow us to have teachers in the classroom who do not have

the knowledge or educational practice in being a teacher. That is concerning to me. It could decrease the quality of education that we provide our kids. For that reason, this is not piece of legislation I could support.

Assemblywoman Tolles:

I want to make sure that I am reading the third point under the amendment correctly. I believe I am reading that they are still required to have coursework in teaching methods in classroom management—but it is no more than three credits. Is that correct? It is not that they are not required—they are still required to take classroom management and teaching methods, it is just only three credits.

Victoria Gonzalez, Committee Counsel:

The way I read this it says, "Provide that the State Board of Education must not require as a qualification more coursework than a teaching methods and classroom management course." That is how I read the credits—the way it is written—"of no more than three credits or equivalent, provided by either the school district, the trade or professional association, or union organizations." It is not clear.

Chairman Thompson:

I would like to call the bill's sponsor, Assemblyman Leavitt, up to help us.

Assemblyman Glen Leavitt, Assembly District No. 23:

That works out to be a course in classroom management and teaching methods—a three-credit class. The reason it says "not more than" is because a trade union or a professional association that teaches that class does not verify in credits. We are trying to make it so that they know they have to structure their class within a three-credit course load.

How it differs is that currently, you are required to take 12 credits of classwork and only have two years of work experience. We are trying to get the work experience increased and the classroom educational experience down a bit, so they know how to manage a class.

Chairman Thompson:

Assemblywoman Tolles, does that clarify enough for you?

Assemblywoman Tolles:

Yes.

Assemblywoman Torres:

I want to clarify for our Committee that three credits is the equivalent to one college class. That is not a significant amount. As an alternative route teacher or any teacher who would be getting this program, I can testify to the important value of every single college class that

I have taken that has provided classroom management. Classroom management is not anything any teacher learns in just one class. I would definitely urge us to be cautious of decreasing the requirements of ensuring quality teachers.

Chairman Thompson:

At this time I will accept a motion of amend and do pass Assembly Bill 199.

ASSEMBLYWOMAN HARDY MOVED TO AMEND AND DO PASS
ASSEMBLY BILL 199.

ASSEMBLYWOMAN TOLLES SECONDED THE MOTION.

Chairman Thompson:

Is there any discussion on the motion? [There was none.]

THE MOTION PASSED. (ASSEMBLYWOMEN GORELOW, MILLER,
AND TORRES VOTED NO.)

Assemblyman Leavitt will take the floor statement.

Chairman Thompson:

Before we close out the work session, I want to reiterate to everyone who may have the agenda in front of you, we are going to postpone Assembly Bill 219 to another committee meeting. However, I do want to state for Assembly Bill 180, I will reassign that floor statement to Assemblywoman Backus. We will close our work session today.

I want to make a statement before we get into our presentations. We are two weeks out before we have Committee passage, which is April 12. You will see many of our Committee members bouncing up and down going to present bills and testify in other committees. I apologize ahead of time for us, because I am included in that today. That is just part of the process. At this time we will open the hearing for Assembly Bill 253.

Assembly Bill 253: Provides for the establishment of the Prekindergarten Improvement and Expansion Program. (BDR 34-1012)

Assemblywoman Connie Munk, Assembly District No. 4:

We are here today to present Assembly Bill 253 for your consideration. The Legislative Committee on Education spent a great deal of time over the interim looking at common elements found in high-performing international education systems.

The first of these common elements is that in high-performing countries, children come to first grade ready to learn. These children and their families are provided with the supports needed to ensure success as they enter school. Issues that can cause a child to fall quickly behind, of course, are poverty or language. As addressed before, a child starts school so that

the child can come to school ready to learn, and the school and its teachers focus on educating the children.

In the United States we are just beginning to realize the value of creating a level playing field for every child. Providing access to a high-quality prekindergarten program is one of the many ways we can make sure that children are ready to start school. The National Institute for Early Education Research reports that states spending on prekindergarten programs grew from \$2.4 billion to \$7.6 billion between 2012 and 2017.

The National Conference of State Legislators indicates that 43 states and the District of Columbia provide state-funded prekindergarten programs in their public schools. The national per-pupil funding average is \$5,008 for pre-k and 33 percent of the four-year-olds are enrolled in a state pre-k program.

Nevada's state pre-k program, as of 2017, has an enrollment of only 1,860. About 5 percent of those 1,860 are four-year-olds enrolled in state pre-k; another 3 percent of that 1,860 are enrolled in Head Start; and of that 1,860, 7 percent were enrolled in special education pre-k programs.

The Children's Advocacy Alliance estimates that 73.5 percent of our Nevada children under the age of 5 are not in a pre-k program—they are at home, or they are in an unlicensed daycare ([Exhibit F](#)). About 17 percent are enrolled in licensed childcare centers. We simply have to increase the availability of high-quality pre-k education for our families.

Young minds matter. Bill Gates said that the first 5 years of education have so much to do with how the next 80 years turn out.

Assemblywoman Daniele Monroe-Moreno, Assembly District No. 1:

I have seen firsthand the benefits of having preschool for children in our communities. I have also seen children in our community who did not have the opportunities to have preschool.

Assembly Bill 253 requires Nevada's Department of Education to establish and carry out the Prekindergarten Improvement and Expansion Program. This program focuses on creating and expanding high-quality prekindergarten in our state by providing funding to purchase portable classrooms, remodel or renovate existing space, supplementing other resources to build or develop buildings or classroom space, and purchasing furniture, equipment, and supplies for classrooms.

To increase the number of qualified pre-k teachers, the Department of Education is also authorized to use up to 10 percent of the funds to support training programs for the education and training of prekindergarten teachers.

The bill appropriates \$4 million in each year of the biennium to fund the program. Should any money remain available after the applications for the purpose, the Department of

Education is authorized to use those funds for scholarships to students who are enrolled in early childhood education programs at a Nevada college or university. The Department of Education shall collect data for inclusion in the Nevada P-20 to Workforce Research Data System or to provide wraparound services for prekindergarten students with special needs and their families. I have also submitted an amendment ([Exhibit G](#)).

As I stated before, I have seen firsthand in the classrooms in our communities children entering kindergarten who are at various levels—children who did not have pre-k as opposed to those who did.

This is important not just to me or to us; during the interim we also held meetings with the school organization teams in our communities. The principals—not only in our elementary schools, but our middle schools and our high schools—asked us, begged us, to do something for pre-k. Even in the high school classrooms, those teachers see a difference that extends from pre-k into high school with the students who did not have that early education foundation.

Jared Busker, Associate Director, Children's Advocacy Alliance:

I will forego presenting the entire PowerPoint and highlight a couple of pages ([Exhibit F](#)). When we are looking at the state pre-k program, even if the state somehow found \$200 million to implement full-day pre-k or pre-k for all, we do not have the infrastructure to do that tomorrow. The intent of this bill is to help us take those steps for us to build up that infrastructure—both classroom space and our teaching infrastructure—so that we can slowly expand for universal pre-k.

As mentioned, it is really about those results that we are allowing children to be ready to enter kindergarten and first grade at the same level as their peers.

I love the picture [page 16 ([Exhibit F](#))] that the Department of Education always shows where you ask the children on the first day of pre-k to write their names. A few months later, as they are going through the state pre-k program, you can easily see the changes and the improvements made from attending our state pre-k program. That is what we are looking for and what we are asking for the state to do—make those necessary small changes and small steps to build up that infrastructure for us to expand state pre-k and give that benefit to our children.

We also have a conceptual amendment ([Exhibit H](#)) that was provided to the Committee, but we have one other amendment to add to this. We would like to amend Assembly Bill 253 to require the Department of Education to establish policies to administer the grants, including prioritizing applicants based on a set of criteria including but not limited to high-need areas, and also require grantees to serve low-income children who qualify for the state preschool program. It is really targeting those populations.

We would also like to amend section 1, subsection 1, paragraph (a), to remove private schools and child care facilities [as seen in ([Exhibit G](#)).]

Chairman Thompson:

Would you like to hit some of the highlights of the bill so everyone gets a good viewpoint?

Jared Busker:

Section 1, subsection 1, of the bill requires the Department of Education to establish the Prekindergarten Improvement and Expansion Program and requires the department to accept and approve applications from schools, child care facilities and school districts [page 8, [\(Exhibit F\)](#)]. We are looking to remove the private schools and also the child care facilities from this section, and to establish new prekindergarten education programs or expand prekindergarten programs.

Section 1, subsection 1, continues on page 9 to identify the needs that must be met for those schools, facilities, or school districts to establish or expand prekindergarten education programs. Also, it prescribes the required uses of money appropriated for the program.

Section 1, subsection 2 [page 10] requires the Department of Education to use the money available for the program to address the needs identified in section 1, subsection 1, paragraph (c), by purchasing portable classrooms, remodeling or renovating existing space, supplementing other resources to build or develop buildings or classroom space, and purchasing appropriate furniture, equipment, or supplies for classroom spaces.

Section 1, subsection 3 [page 11] allows the Department of Education to require a match equal to the amount the Department will expend on the proposal of the application.

Section 1, subsection 4 [page 12] requires the Department of Education to use a portion of the money available, not to exceed 10 percent of the total amount, to support programs for the education and training of teachers aimed at increasing the number of qualified prekindergarten teachers.

Section 1, subsection 5 [page 13] allows for any money remaining to be used to increase the number of scholarships to students who are enrolled in a program of early childhood education at a college or university located in this state and to expand the Nevada Silver State Stars Quality Rating and Improvement System for prekindergarten education programs.

Section 1, subsection 5 continues to page 14 to collect data concerning pupils enrolled in prekindergarten education programs, and to provide wraparound services to pupils with special needs who are enrolled in prekindergarten education programs and their families.

Section 2 [page 15] appropriates \$4 million each fiscal year to fund the program.

Chairman Thompson:

Are there questions from the Committee? I will begin. In going back to the fact that we appreciate getting emails, some emails have been circulating stating that Head Start types of programs are not effective. Could you share with us your viewpoint on that, as well as anything that may counter that? That narrative has been out for decades, but I know personally, in my family, Head Start has been a saving grace.

Jared Busker:

Regarding Head Start, there are some studies that have shown a fadeout effect. A child who has attended a Head Start program can show an increased testing level over his or her peers in kindergarten, then return to average by the third or eighth grade as tests go forward. There are numerous studies that show the opposite effect as well. Regarding the fadeout effect, most researchers have explained that it is not necessarily that the children are fading out, but because they started out so ahead, the teachers are dedicating more time to the other students who are not attending pre-k, so they are returning to the overall testing of their peers.

We can send you the numerous other studies that have shown the tremendous benefits that Head Start has provided to our students who attend their program. We have also had significant results and great returns to our state pre-k program that has extended way beyond third grade.

Assemblywoman Miller:

Regarding the funds that would be allocated for this program and for the teachers, there is a portion about allowing funds to be used to increase the number of qualified teachers. This is another area where our staff is despicably underpaid. When we are talking about Head Start and pre-k, would they be paid a teacher's salary, or lower? Often it is much lower. We know what pre-k and daycares pay. Is there any mechanism within the bill to raise that up?

Assemblywoman Monroe-Moreno:

There is not a mechanism in the bill that addresses salary. What it does address is the concern that we heard from the schools that even if we had the space, they do not have the educators to fill those classrooms. This bill would help students who are in early childhood education programs with scholarships to make sure we have the educators to actually be there for our children.

Assemblywoman Peters:

I have three children under six years old who are in our public education system. One of the struggles I had was trying to figure out whether my children qualified for our current pre-k programs in our public education system. Can you tell us what you offer in pre-k, where it is limited, how this would expand that, and what that impact would look like to our communities?

Jared Busker:

I believe Patti Oya from the Department of Education is in Las Vegas. She may be able to answer that question.

Patti Oya, Director, Office of Early Learning and Development, Department of Education:

In the past our state pre-k traditionally has always been for three- and four-year-olds who were three- and four-year-olds with no income eligibility. Because of the federal preschool development grant we received, we changed those eligibilities to align. Part of that grant was to expand our state pre-k seats into full-day seats. Any new full-day seats that we added also had to meet the same requirements as four-year-olds whose families are under 200 percent federal poverty limit. As we are moving forward, those are the children we want to focus on because we know that we are not serving the majority of four-year-olds who are eligible, which is why we are continuing with those same requirements.

There is also a Head Start program that serves threes and fours as well. I believe the income eligibility is slightly different but similar. Then there is Zoom pre-k, Victory pre-k, and Title I pre-k. I do not have all of the exact eligibility requirements; they are all a little different. Obviously, Zoom pre-k is for English language learners. For Victory pre-k, because Victory funds go to designated schools and it is not per pupil, those requirements go with the school.

I know that some of the schools use the BRIGANCE screening. That is one of the things our office is trying to address—the fragmentation across pre-k and looking at all of the different requirements and eligibilities and trying to align them. That is a big goal of our office.

Chairman Thompson:

In section 1, subsection 1, paragraph (a)—going back to my childhood in the late 1960s/ early 1970s—there used to be many faith-based organizations that would supply programming such as this. Of course they would have to have the appropriate profit status and not proselytize—meaning they cannot practice their religion with the students. Would those types of faith-based organizations be eligible to apply for such programs?

Patti Oya:

We were just asking the same question in our office because in the federal grant that is ending, we could support faith-based organizations. We would want to support those as long as the curriculum is following the state pre-k curriculum. We would be okay with that. We were going to double-check that in our application.

Assemblywoman Monroe-Moreno:

In the amendment you received ([Exhibit G](#)), in section 1, subsection 1, paragraph (a), private schools and child care facilities have been removed from this bill. It is only for public schools.

Chairman Thompson:

So, no.

Assemblywoman Monroe-Moreno:

Correct.

Chairman Thompson:

Anyone who is in support of Assembly Bill 253, please come forth.

Renee Fairless, Principal, Mater Academy Mountain Vista, Las Vegas, Nevada:

We definitely support this bill. We have 110 four-year-olds between two campuses on the east side of Las Vegas. Many of our students are English language learners. We were very privileged to be a part of the Preschool Development Grant for the past four years. The growth is substantial for what we are seeing with our kindergartners. I want you to know that seeing is believing, and I would encourage any member of the Committee to stop by and watch one of these programs and see what happens with our children who come in and do not speak English and then go into kindergarten as if they are leaders.

Yesterday they were presenting in pre-k with animals they had researched. To see that level of confidence out of four-year olds is an amazing thing to see as an educator.

Martha Sanchez, Private Citizen, Las Vegas, Nevada:

I have been with Mater Academy for four years, working as a pre-k teacher. My son just started school this year, and I have seen tremendous improvement since the beginning of the school year. Before, he did not know how to write his full name—now he is able to write his first and last name. He has improved tremendously on his social-emotional skills as well, which is very important for a four-year-old to be able to move on to kindergarten with those social-emotional skills that helps so much with early childhood education.

Ruben R. Murillo, Jr., President, Nevada State Education Association:

I am speaking in support of Assembly Bill 253 as amended. I would like to thank Assemblywomen Munk and Monroe-Moreno for sponsoring this bill providing the expansion and improvement of prekindergarten programs and facilities.

In the report *The Current State of Scientific Knowledge of Pre-Kindergarten Effects*, the authors found that while all children benefit from preschool, poor and disadvantaged children often make the most gains. Researchers who studied pre-k education often find that children who have had early experiences of economic scarcity and insecurity gain more from these programs than their more advantaged peers.

Children who are dual language learners show relatively large benefits from pre-k education within their English and language proficiency and other academic skills. Dual language learners are mostly low-income, Spanish-speaking children, often with undeveloped preliteracy and pre-math skills.

The authors indicate there is substantial evidence now that because they are learning two languages at the same time, they have stronger brain circuits that support self-regulation. That may explain why preschool can help them make quick progress. Their capacity to incorporate new information and to switch attention from one task to another—these are the skills that they bring. Yet the researchers said that does not mean preschool should necessarily be targeted toward any poor or disadvantaged children. Part of what renders

a prekindergarten classroom advantageous for the poor student or for the child learning English is the value of being immersed among a diverse array of classmates.

Finally, not all preschool programs are alike. Features that may lead to success include a well-implemented evidence-based curriculum and an emphasis on the quality and continuous training of pre-k teachers.

There is still a lot of research that needs to be done, the study concludes, to generate more complete and reliable evidence on effectiveness factors.

On a personal note, I can tell you that while growing up in the community where I lived in Kansas, I was the beneficiary of pre-kindergarten.

Lela Arney, Private Citizen, Carson City, Nevada:

I am representing myself. I am a preschool director. I have been in the field for about 13 years. Especially in this current season, access is a real issue for families. Many people are relocating to our area, and I receive calls all the time from families who need child care. We have full lists. Just this week I received a call from a family with three children whose provider is taking away the part-time schedules she utilizes three days a week in favor of full-time schedules. This is because the provider has such a need and they can get that additional income.

Having access is really important, and Assembly Bill 253 would help other families to access child care. Also, as a person who is a T.E.A.C.H. [Teacher Education Assistance for College and Higher Education] Early Childhood Nevada recipient—a scholarship program for early educators to get their degrees—it has been super impactful for my life. I have accomplished a lot in the early childhood field. Having those additional resources for educators who are passionate about working with children, but want to do it really well and professionally, is an important thing for our community. I am very much for this bill, and I think this would help build up a workforce that can serve the needs of our children in Nevada.

Izzy Youngs, representing Nevada Women's Lobby:

We are in support of Assembly Bill 253. We know that children at that young age have a lot of plasticity and they are very open to learning new things. This is a great time to get them access to education.

Meredith Smith, Director of Policy, Nevada Succeeds:

I am here today to speak in support of Assembly Bill 253 with a recommendation that the bill may be, in some way, incorporated into Senate Bill 84. We would also like to see language regarding how qualified prekindergarten teachers is defined in this bill.

To Assemblywoman Miller's concerns—S.B. 84 has language related to the types of prekindergarten programs that will be funded. It states that those programs would have to employ teachers who have a bachelor's degree or higher in early childhood education and that compensation for those teachers—for pay and benefits—would have to be similar to those

provided to licensed teachers by the school district in which the prekindergarten program is located.

Quality early childhood education and care is one of the most important components of high-performing education systems around the world. The National Center on Education and the Economy names it as one of the nine building blocks for a world-class education system.

Additionally, the National Conference of State Legislatures (NCSL) report entitled *No Time to Lose: How to Build a World-Class Education System State by State*, expressly says that the first element of a world-class education system is to ensure that the state government ensures that children come to school ready to learn with extra support to be given to struggling students so that they all have the opportunity to learn and to achieve at high standards.

In the interim Legislative Committee on Education, Nevada Succeeds presented recommendations at the call of the Chair to align with NCSL's *No Time to Lose* report. Several of our recommendations are found in Assembly Bill 253, specifically to expand the Nevada Silver State Stars Quality Rating and Improvement System.

Chairman Thompson:

Is there anyone in opposition to Assembly Bill 253?

[Assemblyman Flores assumed the Chair.]

Janine Hansen, State President, Nevada Families for Freedom:

We have several concerns about this bill. One of them is spending \$8 million in tax dollars on unproven programs. Another issue is the fact that all of these little children will be put in the statewide longitudinal data system for tracking. This data system goes throughout their lives and their schools, and we are concerned about this long-term tracking.

The information that I have is from a study done by President Obama's U.S. Department of Health and Human Services.

Forty-five years and \$166 billion later, Head Start has been proven a failure. In fact, not a single one of the 114 tests administered to first-graders of the academic social-emotional development, health care status, and parenting practices showed a reliable statistically significant effect from participating in Head Start. The bad news came in the study released this month, found that by the end of the first grade, children who attended Head Start are essentially indistinguishable from a control group of students who did not attend Head Start. What is so damning in this study is that the best-possible methods were used in the program. It looked at a nationally representative sample of 5,000 children who were randomly assigned to either Head Start or a treatment group, or to a non-Head Start control group. Random assignment is the gold standard of medical and social science research. ["Head Start: A Tragic Waste of Money, *New York Post*, by Andrew J. Coulson, January 28, 2010] It is critically important that we do not spend tax dollars on programs that after 45 years have shown that they do not work.

This was done by the U.S. Department of Health and Human Services.

Barbara Jones, Private Citizen, Carson City, Nevada:

I have worked with preschoolers in both a church situation and in child care facilities. I have a degree in education. I am so against this birth-to-kindergarten education of our children from federally mandated curriculums. I have not seen good curriculums come from them. The database collection from birth—most of you are probably parents or grandparents—do you really want people coming in to screen your children? For what? Then putting it—you do not know where. We have had a problem with this and have tried to change it for the older children for the past four years. I hope this will be the session that will stop these bills in education are screening the data and not protecting it correctly.

Be careful. I think it is very dangerous and urge you not to support Assembly Bill 253.

Julie Houchins, Early Education Program Manager, United Way of Southern Nevada:

I am the director of Early Education for United Way. We are not in support of the amended version of Assembly Bill 253. I would like to address the importance of funding for private child care programs to continue providing high-quality programming. United Way has supported more than 11 private child care programs in Las Vegas as in the Nevada Ready Preschool Development Grant funds, and we have seen tremendous growth in our programs.

The writing sample that was shown earlier in the presentation actually came from one of our children last year in one of our programs [page 17, ([Exhibit F](#))]. I am very proud of our growth.

The additional support provided for our teachers through ongoing training and coaching assists and prepares our children for kindergarten. Currently, we are providing high-quality education to more than 400 children in private child care centers, along with nearly 300 children in Head Start programs.

I ask that you consider maintaining the early education funds to support the private child care programs.

Vice Chairman Flores:

Did you have an opportunity to speak with the sponsors of the bill?

Julie Houchins:

No. This is the first that we are hearing of the amendment to pull in the private funds.

Vice Chairman Flores:

Understood. My only request is that you please reach out to the sponsors of the bill. I am sure they will work with you.

Marisela Estrada, Private Citizen, Las Vegas, Nevada:

I am lead pre-k teacher at Angels Christian Academy, which is a private preschool. Thank you for the time to speak on the importance of keeping the funding for early childhood education in Nevada. I have been the lead pre-k teacher for the Nevada Ready! Pre-K program for three years. During these three years, my assistant teacher and I have prepared a total of 60 students for kindergarten. We have done this, in part, by being able to continue our professional development provided by this grant. Our continuing education is tailored to the growth and needs of the students we are serving.

We can proudly say that we are highly educated instructors and feel confident in our abilities to teach the students effectively because our funding provides by the grant. It creates opportunities for teachers to further their education. Our top priority in Nevada needs to be education and keeping the Nevada Ready! program grant funding to ensure the children will be educated and prepared, and again, keeping it in the private schools as well.

Allysha McLaughlin, Private Citizen, Las Vegas Nevada:

My daughter is currently Ms. Estrada's student at Angels Christian Academy private school. My daughter has made so many strides. At the age four, she actually knows my phone number if something were to happen to her—if a police officer found her on the side of the road, she could tell the police officer my phone number. My six-year-old, who did not take preschool in the Nevada Ready program, did not know my phone number until this year when she was in first grade.

My four-year-old is also able to write her name, which my six-year-old was not able to do until the end of kindergarten. This program made a significant difference not only in my daughter's life, but in my family's life because the practices that Ms. Estrada and her co-teachers have taught my daughter has made a difference in my family's life.

I would totally support this bill, except for the fact that it does take funding away from private schools. We do not have enough pre-k programs right now in the state of Nevada through the public schools. We cannot take that funding away from our private schools.

Patti Jesinoski, Private Citizen, Henderson, Nevada:

When is the day that the states that are on the lowest rung of education will start to look at other English-speaking countries where education is succeeding? Trying the same thing year after year, when the Cato Institute and others have proven the failure of programs like Head Start, is the definition of stupidity—wasting \$8 million on the failed programs for education—it is like the Nevada Department of Transportation meeting I attended yesterday. Almost 20 years ago, the state of Minnesota proved that the stop-and-go lights on the freeway entrances did nothing to move traffic better and discontinued them. Instead of researching before spending, Clark County put them in. Wasteful spending is not going to fund all of the unfunded mandated bills you are passing this year.

In Australia, it is the responsibility of parents to provide the basic education skills before kindergarten. It is the parents who chose for their child to be brought into the world to be educated. The primary nurturing is the responsibility of the parent. The primary learning right from wrong is first guided by the parent. The teaching of manners is the responsibility of the parent. The primary learning of numbers and alphabet is the responsibility of the parent. The learning to follow directions and obey is the responsibility of the parent. These are the expectations of the Australian government to be accomplished by the parents before the child starts kindergarten. I can vouch that this is indeed what happens since my niece taught kindergarten there. Without raising her voice, she would clap her hands and announce, "Time to start class." Like little soldiers, they went to their chairs to sit down, ready to learn.

Parents need to be parents. They are not to be just sperm and egg donors that connect to make a child. It is the responsibility of the parent, not the school to take responsibility away from the parent.

There is a grave problem in education in Nevada. Yet this body and the districts seem to have more interest in removing the parent from the child.

Vice Chairman Flores:

I do see that you have written testimony. If you could please provide a copy of that to our committee secretary, we will make sure it gets uploaded to Nevada Electronic Legislative Information System (NELIS).

I do not see anyone else wishing to speak in opposition. Is there anyone wishing to speak as neutral?

Mary Pierczynski, representing Nevada Association of School Superintendents; and Nevada Association of School Administrators:

I want to reiterate how important we think prekindergarten is in our schools. I am happy that our state is moving forward. We still have some things that we are working on with the sponsors of this bill, and we would like an opportunity to continue that work. They have been so gracious about meeting with us and listening to our concerns. Thank you.

Tonia Holmes-Sutton, Private Citizen, Las Vegas, Nevada:

I am a National Board Certified Teacher. My certification is early childhood. I am also a teacher of 18 years—early childhood, early childhood special education, and K-8. I am currently serving as the director for the Nevada National Board Professional Learning Institute.

I wanted to speak in the position of neutral just looking at Senate Bill 84 and the substance of Assembly Bill 253 and that it would be ideal if those two bills were able to be integrated.

I also want to speak as a teacher who has recently had students who were in my preschool classroom graduate. I can testify to the power of early childhood education—not only as

a teacher who was able to celebrate students who have done well and graduated, but also seeing them accepted into college and doing well in those communities as well. Also, I speak as a mother of a child who also had the benefit of being in a quality preschool program.

Don Soifer, President, Nevada Action for School Options:

I am speaking as neutral. I had prepared testimony in favor before we learned of the amendment made today. This program represents crucial ecosystem building, particularly building program over capacity to deliver quality. Access to programs to the families who need this most largely does depend on the diversity of providers. Another strength of the program, particularly, is it enables creation of new classrooms, like inclusion classrooms where children's special needs and typically developing students are served together. For those reasons, I think that this is a terrific program, but we will remain neutral because of the limit on the diversity of providers.

Jared Busker:

I want to put on the record that this bill does not take away any funding or current funding from private pre-k programs. It is only asking for an appropriation and the creation of new expansion of infrastructure for our public pre-k program. It is not taking away from other programs.

Since Senate Bill 84 was mentioned a few other times, we definitely envision this legislation working with S.B. 84 and then also Senate Bill 444 and the overall state pre-k budget. Overall, we envision them working hand-in-hand as we try to expand pre-k to serve more three- and four-year-olds in this state. The Children's Advocacy Alliance is in the process of working to create a document that shows how all of those bills could work together if they would all move forward this session.

Assemblywoman Monroe-Moreno:

There have been some comments that preschool does not work, and I would have to disagree with that. If any of you have met my granddaughter, Ms. Sophia Ray, who is extremely articulate—she was here on opening day and she is my helper in the community—she is the product of the Clark County School District's pre-k program. She is living testimony of what we can do with the children in our community, and I hope we earn your support for this bill.

Assemblywoman Munk:

I would like to thank you, Vice Chairman Flores, members of the Committee, and my co-presenters. We all think that this is a very important piece of legislation. Remember, young minds do matter.

Vice Chairman Flores:

Thank you very much. [Submitted but not discussed is a letter of support for Assembly Bill 253 (Exhibit I).] We will close the hearing on Assembly Bill 253 and open the hearing on Assembly Bill 276.

Assembly Bill 276: Creates the Nevada State Teacher Recruitment and Retention Advisory Task Force. (BDR 34-1062)

Assemblywoman Brittney Miller, Assembly District No. 5:

I am here to present Assembly Bill 276 which creates the Nevada State Teacher Recruitment and Retention Advisory Task Force. The goal of all school districts is to have a certified, experienced, quality teacher in each classroom. Great teachers can change the course of a child's life. In addition to academic growth and achievement, teachers play a pivotal role in the social development of our children. They are often role models, protectors, and sometimes even a child's hero—or their stability.

Each year, the Clark County School District begins the school year with a teacher shortage. For the year 2018 and 2019 school year, there were more than 500 teaching vacancies which was higher than the previous school year. According to the district, typically there is the need to hire 400 teachers after school has started.

We already know that Nevada has the largest class sizes in the country—so imagine the true number of these vacancies if teacher-pupil ratios were accorded to what the Department of Education recommended—which is 1-to-15 for kindergarten through third-grade, and 1-to- 25 for grades four through twelve. Not to mention that these numbers do not reveal just how many classes are filled with noncertified or full-time substitutes.

Teacher shortages are a nationwide problem. It does not just affect Nevada. School districts are competing for a very small pool of qualified teachers. The three major issues that school districts must contend with are enrollment, recruitment, and retention. According to the Education Commission of the States, data from ACT and the United States Department of Education show that fewer high school graduates are interested in pursuing an education major, and fewer college students are pursuing teaching careers.

Between 2008 and 2015, there was a 23 percent decline in the number of students seeking teaching degrees. There was a 32 percent decline in those who had already earned bachelor's degrees.

The data is more startling when we consider that in the 1970s the number of education degrees awarded had peaked at 200,000 annually. Today, it is less than 100,000. According to the National Education Association in a survey conducted in 2016, of college freshmen, the number of students who said they would major in education reached its lowest point in 45 years. Only 4.2 percent said they intended to major in education compared to 11 percent in the year 2000.

The Clark County Education Association reports that Nevada has experienced a 25 percent decrease in the number of teachers enrolled in education programs between 2010 and 2016. In addition, there has been a completion rate decrease of 20 percent.

In order to recruit teachers to Nevada, school districts must be able to offer competitive packages. Nevada must be able to lure teachers from other states. Also, international recruitment has begun to be a major component in these recruitment efforts. However, recruitment initiatives must not be done at the risk of further lowering the morale of current staff.

Every summer I read social media posts of people from other states who are considering moving here to teach. I also read the responses—and often very accurate responses. I also know there are conversations that go on that do not involve social media where people are asking people that they know who live and work here. Oftentimes, when those responses are given, people have changed their minds not to continue to accept employment and move to Nevada to teach.

Another factor resulting in teacher shortages is attrition among early career teachers. Some studies show that 40 percent of teachers will leave the profession within the first five years. Another analysis shows that 15 percent will quit within the first year. As you can imagine, teacher turnover disproportionately impacts our most challenging schools. Research suggests that schools serving large concentrations of low-achieving and high-poverty students experience the highest amount of teacher turnover rates.

There are also challenges exclusive to our rural communities in finding degreed professionals who are interested and willing to teach there. We have experienced high turnover rates in our rural counties, specifically Pershing and Mineral Counties between the years 2012 and 2015. We have sent administrative and central administration staff all over the country and even to other countries to recruit teachers. But at what cost?

According to an article from 2010 in the *Journal of Education Finance* the estimated cost of recruitment ranges from \$12,000 to \$26,000 per teacher. Imagine if we focused our time, energy, and money into retaining our current workforce.

This leads me to the development of Assembly Bill 276. Again, we know how to recruit, but we are lousy at retention. Of course, there is always the natural attrition of those who retire or move away, but we also know that teachers do leave Nevada to go teach in other states. We also know there are teachers who leave the profession altogether. About 51 percent of public school teachers who left teaching in 2012 and 2013 reported that the manageability of their workload was better in their new position than in teaching. Fifty-three percent reported that the general work conditions were better.

Multiple strategies and ideals have been explored, but there is one that has not been tried. Who knows better why someone would enter the teaching profession? Who knows better what the teaching profession is like? Who knows better what it will take to remain in that profession? Simply put, have we asked the teachers?

Assembly Bill 276 creates the Nevada State Teacher Recruitment and Retention Task Force. It is comprised of licensed teachers who represent each of our 17 counties or school districts. There would be 3 teachers from Clark County, 2 teachers from Washoe County, and 1 from each of 15 rural counties.

Interested teachers would submit an application to the Legislative Committee on Education. They will be fully certified and will have taught the past five consecutive years in a Nevada public school. The applicants must be currently teaching and remain teaching. This section is addressed in the conceptual amendments that are posted on the (NELIS) ([Exhibit J](#)).

They also cannot be a current member of any other education-related board, commission, council, task force, or other similar governmental entity. Members will be appointed for a two-year term and can be reappointed for another two-year term.

Section 5 of the measure outlines the duties of the task force which will include evaluating the challenges in making recommendations for attracting and retaining teachers in Nevada.

The task force will also submit a report of findings and recommendations to the Legislature each odd-numbered year.

The Nevada Department of Education will provide administrative support to the task force. The measure requires the task force to meet at least quarterly. In even-numbered years, the task force must meet three times before the final meeting of the Legislative Committee on Education. At the fourth meeting, they will make recommendations to the Committee of their findings and suggestions.

Vice Chairman Flores and Committee members, we are in a crisis. Our population in the state of Nevada is growing, but not our number of teachers. I ask that you support this important measure which will assist in recruiting and retaining our teachers in Nevada. I ask that you let our teachers know how much we value their experience and their expertise in their profession and empower them as we strive to strengthen education in the state of Nevada.

Assemblywoman Torres:

I appreciate this piece of legislation. I think that we have to do a lot more to ensure we keep teachers in the state. One recommendation that I have we might want to look at, I know you have taken into consideration in ensuring that there are teachers' voices heard from different parts of the state. I would argue that we also need to have diversity within that, and that we do not want to have just one racial group represented in this task force. I would argue that we want to ensure that this is representative of perhaps the demographics of the state.

Assemblywoman Miller:

You are so correct on that. That is definitely something to consider in the consideration of applicants. One of the things is knowing that of the pool of people who would apply, the considerations would be by the panel who would be selecting. Absolutely. Thank you.

Assemblywoman Munk:

I have heard in the past in talking with constituents that it is really hard to get a license to come here to teach if you are an out-of-state teacher. Is there anything we can do to lessen that? Some of them are telling me it is taking six to eight months.

Assemblywoman Miller:

You are correct. You are referring to teachers who are currently licensed in other states coming here to Nevada. I know there was some work done last session, and there are still bills this session that may be presented for some reciprocity. Again, a teacher who is licensed in another state and is currently teacher should not have to jump through so many hoops to come here and practice the same profession. That is something we are fully aware of and working on. Often, that comes through the Department of Education, and sometimes it is something as simple as the time it takes to process licenses.

I thank you for that question; it is something that we are aware of and working on.

Assemblywoman Hardy:

I agree. This is a great idea in any type of employment. Who better to ask than the ones who are doing the job? I, too, have heard from many teachers who say they want to teach here but go to other states. There are so many reasons they get fed up—bureaucracy and other tasks that they are given.

I am curious. Where do you see this going? You get the task force, you get the recommendations, give it to the Legislature, then how do you see the recommendations being implemented so that it actually recruits and retains teachers?

Assemblywoman Miller:

I believe it is basically what you just said. This enables the work of this group to present it to the interim Legislative Committee on Education. At that point, that is when we have the ability to create and present bills as an actual committee. That would be the time where we would have opportunities to actually write bills to enact legislation based on those recommendations, to give a voice to the experts in their own field. It is just to hear the voice from the people actually living it.

Assemblywoman Hardy:

I would agree with that because from what I hear, the teachers want to teach, and maybe some of the things they do are burdensome and they are not able to do the teaching. Are there things we can do as a body that can alleviate some of what is connected to teaching?

Assemblywoman Hansen:

I want to springboard on what Assemblywoman Hardy just brought up. I was doing a little homework and looked at a *The Washington Post* article about why the United States is having this teacher shortage in general. It referenced a study they conducted and found states like Arizona and Kansas are having this problem where a lot of teachers are leaving the profession. I found it insightful that they had interviewed educators—which, I agree, goes to the source. We have had this discussion, and some of the things that these educators mentioned was why they were fleeing. It was a combination of underresourced schools, loss of job protections, unfair teacher evaluation methods, an increase in the amount of mandated standardized testing, and the loss of professional autonomy.

It made me think about what we do here. As I have talked to teachers in my own family, there is a concern whenever we get together at the Legislature every two years, we put a layer of mandate on top of another. Having worked in classrooms, I have seen that the teacher load now, with bureaucracy and red tape, is so incredibly large compared to when my oldest child was in school. We have to tread very carefully here as a body. I know a lot of things are well-intentioned, but then we harm the very people who are taking care of the kids and not able to do the job. I would assume the task force would ask the educators about some of the problems they are having.

Assemblywoman Miller:

You nailed it. There are some additional reasons to that, but that is really what it is—know what the challenges are—except, when it comes to the solutions, we should talk to those who are living it. Like many professions, this profession has evolved just as if we look at the expectations, training, and skills of any profession 30 years ago. However, this is the one profession where the income and the respect for that has not evolved or caught up.

There are many reasons, and I appreciate as an educator and a legislator your understanding, that what happens up here every two years has a direct impact on our teachers and our workforce. Assemblywoman Torres and I are but two voices. I am glad that you appreciate that we are speaking from direct experience and we know it may seem like simple legislation, great policies, or wonderful ideas, but we know how that translates to the classroom and what that is going to look like in reality, especially with the unfunded mandate.

Vice Chairman Flores:

I would like to invite those wishing to speak in support of Assembly Bill 276 to come forward.

Mary Pierczynski, representing Nevada Association of School Superintendents; and Nevada Association of School Administrators:

Assemblywoman Miller hit the nail right on the head when she said we are in a crisis in this state, and frankly, across the nation when it comes to recruiting teachers. Assemblywoman Hansen, I would hope that this task force comes up with a list of things that we need to do in Nevada and bring it back to legislators and let the public in Nevada know why we are in this crisis. We are in trouble.

Keenan Korth, Communications Specialist, Clark County Education Association:

We represent 18,000 classroom teachers and other licensed professionals who collectively are referred to as educators. We are here in support of Assembly Bill 276.

In Clark County the crisis of educator vacancies, recruitment, and retention is a chronic and continuous problem. Our research shows that with 20 percent of educators leaving the profession every year, the rate of exodus from Clark County is nearly double the national average. Each school year we start and end with more than 500 vacancies. This is on top of the fact that we begin each year with approximately 1,500 new hires, and the district continues to hire educators throughout the school year.

The cost of this turnover is, quite frankly, shocking. Clark County is unique as a large urban core school district—the fifth-largest in the nation. We have an incredibly diverse student population with exceptional needs. Furthermore, the highest educator vacancy rates are occurring in our schools with some of our most at-risk student populations.

This task force that Assembly Bill 276 would create will be critical to developing a long-term educator pipeline and will allow us to recruit and retain the talented and hardworking educators that our schools, our students, and our community need and deserve.

We would like to thank Assemblywoman Miller for her leadership in addressing this critical issue facing our schools. We are happy to support this legislation today.

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

We have been the voice of Nevada educators for more than 100 years. The Nevada State Education Association is also in support of Assembly Bill 276 and wants to thank Assemblywoman Miller for her leadership on this and many education-related issues. As we understand it, the Clark County School District currently has about 450 teacher vacancies. The Washoe County School District has nearly another 50 vacancies. We know there are more in the rurals. We have at least 500 classrooms, right now, in Nevada where the students do not have that continuity of a full-time, ongoing teacher. They do not have access to that expertise in terms of the instruction. These numbers are not the highest numbers that we have seen, but they are significant and a huge problem. A Nevada State Teacher Recruitment and Retention Advisory Task Force makes sense. The Nevada State Education Association would prefer a state, legislative appointing authority for the commission. Given the fact that there is a significant issue of retaining new teachers or early career educators, it may also make sense to include one of them on this task force as well.

Anthony Ruiz, Senior Advisor for Governmental Relations and Community Affairs, Office of the President, Nevada State College:

We support this bill. It is safe to say that the future of our teaching workforce will determine the future of our public schools, our schools overall, and the future of the state. Under the current construction, it would fit. I would hope that the Nevada State College School of Education would be part of this process. I can appreciate having an all-teacher group, but I

would hope they would consult with the rest of the Nevada System of Higher Education institutions, including Nevada State College. We are also living the recruitment side—I have actually seen the enrollment. It fits within this bill, so that is why we intend to support it as constructed thank you.

Tonia Holmes-Sutton, Private Citizen, Las Vegas, Nevada:

I am a founder of Nevada National Board Professional Learning Institute. I want to echo Assemblywoman Torres' concerns and recommendations regarding diversity on the task force. I am transitioning from service on the State Board of Education, and I can appreciate the efforts that have been made there to diversify that service. Also, to speak to the previous speaker's considerations regarding diversity and experience—perhaps taking an opportunity to consider teachers along the career continuum, preservice, early career, professional, as well as teacher-leaders who may be able to contribute.

As a member of the board of directors for the Nevada National Board for Professional Teaching Standards, I recognize that we alone as teachers cannot tackle the problems and issues that we are faced with, so we share those responsibilities with stakeholders who have expertise and perspective and contributions that we, ourselves may not be able to bring to the table.

Jordana McCudden, Private Citizen, Las Vegas, Nevada:

I am a 19-year Clark County School District teacher. For many reasons, I support this bill and I greatly appreciate Assemblywoman Miller's fierce devotion to this important issue. Along with everything else that has been said that I fully support, I would like to point out that I love that the task force is recommended as being 100 percent teachers. It is completely vital to give teachers the due respect that they deserve and to elevate teacher voice. This is a fantastic way to do that. Given the list from *The Washington Post* that was just read of why teachers can feel discontented, this does something to elevate their expertise in the profession.

Meredith Smith, Director of Policy, Nevada Succeeds:

We are very much in support of this bill, and I will echo Ms. Holmes-Sutton's statements about potentially considering incorporating the career continuum of the profession into this task force to include student teachers in education since they are close to the beginning of the pipeline.

Additionally, I would like to share with you the Nevada Consortium on the Teacher Pipeline met last Friday. It is a group of stakeholders who have an interest in the teaching pipeline. Some of the key strengths that were identified—the Consortium does not take a position—but two of the key strengths of this bill is that the problem is being recognized and highlighted, and the teachers are being represented in the policy discussions.

Some of the opportunities that the Consortium thought would be helpful in strengthening the bill are to clarify why there is a county commission appointment. There was some concern about there not being higher education representation even though we recognize that this is a

task force of educators. Additionally, there were concerns about how to ensure that the task force has adequate and appropriate information about human resource policies, and they would recommend that there be more emphasis on retention. The Commission felt the bill was on the recruitment side. The Commission is neutral, but Nevada Succeeds is in support.

Ernie Rambo, Private Citizen, Carson City, Nevada:

I am a National Board Certified Teacher, retired after 30 years of middle school classroom teaching. My perspective today comes with great thanks to Assemblywoman Miller for presenting Assembly Bill 276, because as I look around the room I see several who used to be in the classroom, and I can presume that many of us have long been out of the classroom. Even visiting a classroom when our children are in those classrooms is not the same as being in those classrooms every day. The minute we step out of that classroom, we forget so quickly the day-to-day decisions that are made, the trials, the turmoil, the challenges, as well as the rewards that come with the profession. So I do appreciate this teacher-conditions approach to solving the problem that we have, not only with bringing teachers into the profession, but also with retaining our teachers. They work hard, and I am thrilled to see the possibility of their voice being brought to the table. Thank you and I am definitely in support of this bill.

Richard Wiley, Private Citizen, Pahrump, Nevada:

I am also a 24-year educator. I transplanted to Nevada from Texas. I would also like to thank Assemblywoman Miller for bringing up what I think is a very important bill. I can speak personally that transferring my teaching credentials and my administrator credentials from Texas was not an easy process. It was a very challenging one that almost prevented me from relocating my family here, but I like Nevada—I wanted to come—so here I am.

Currently, I am in Nye County working as the director of alternative education, and I would like to speak again to the importance of the recruiting bill in terms of the impact on rural schools and rural school districts which is very real. For example, last year we had the largest recruitment year for teachers in the history of Nye County. The overwhelming majority of the teachers that we were able to get came from other states. Basically, we have an administrative team that we pulled away from classrooms—principals leaving their buildings, leaving the kids in the classroom to go to places like North Dakota, Alaska, Chicago, in the dead of winter with the caveat of "Hey, come down to southern Nevada. It is pretty nice; look at the weather." We show them a picture of weather.com as our recruiting hook to try to get people to come. We are on pace to have at least as large of a hiring group this year as next. It is a very real problem. Again, I thank Assemblywoman Miller for her leadership in this area. It is a very critical and important bill.

Felicia Ortiz, Private Citizen, Las Vegas, Nevada:

I am a member of the State Board of Education, but I am representing myself today. I have also sat on the Nevada Consortium on the Teacher Pipeline, and I am hopeful that they will be included in this task force and that their years of work will be taken into consideration. I wholeheartedly support Assembly Bill 276.

I come from a perspective that my mom is one of those teachers who left the profession. She got burned out. We need to do better. Hearing that from the teachers themselves is the most important thing we can do.

I echo several comments around diversity on this task force. Ensuring that we have representation that matches our students and also including years of service and that non-visible diversity as well—representing all communities.

I also want to ensure that our rural communities have a huge voice. I am a rural kid. I went to one of those rural schools where one teacher taught two grades. We were blessed to have the teachers who came out to our school to teach us, but that is a hard thing to get. I want to make sure we are doing everything we can to ensure that we are not only recruiting the best teachers for all of our schools, but keeping them for their whole career. I hope we can come up with some really good suggestions, then the key to all of this is to fund them.

Patti Jesinoski, Private Citizen, Henderson, Nevada:

I am a little unclear on which bill I am speaking to, but one thing that could help with getting teachers here and keeping teachers here is a loan forgiveness program for them, especially in the rural areas. This has been done since the 1960s in Minnesota, especially in the rural areas. Once they were acclimated to the community, they tended to stay long-term, and some ended up retiring there. If you want to include the metropolitan area, maybe you could give a higher-percentage loan forgiveness to the rural versus the metropolitan.

One thing that I learned from the Public Employees' Retirement System (PERS) bill earlier is that one of the reasons why the base for starting teachers' salaries is because of the PERS benefits. Looking at providing the loan forgiveness could really help retain teachers in the state.

Vic Chairman Flores:

As a point of clarification, you are here in support of Assembly Bill 276, correct? I want to make sure that the minutes are reflected correctly.

Patti Jesinoski:

Yes, I am.

Vice Chairman Flores:

Is there anyone else wishing to speak in support of Assembly Bill 276? [There was no one.]

Is there anyone wishing to speak in opposition to Assembly Bill 276? [There was no one.]

Is there anyone wishing to speak as neutral to Assembly Bill 276? [There was no one.]

Assemblywoman Miller:

There are a few points I would like to clarify. When it comes to saying that the focus was not on retention, actually, the focus is on retention. If we were retaining, we would not need to recruit. I want to give a clear understanding what the dynamics and the current situation are and why this is imperative. I believe the key to all of this is retention. Because I am

focusing more on retention, that is why the focus is also on experienced teachers who have made it through those hurdles. I have experienced what they call that five-year itch, and I have watched other people whom I have worked alongside experience it as well. The focus, indeed, is on retention.

There will be a chair that is elected who will, as all chairs do, direct the committee with that, so they will have an integral part, and that chair will be elected from among the identified members in the direction of their work.

I would also like to clarify that according to the amendment that is posted on NELIS, the selection for the committee will be based by members of the interim Legislative Committee on Education.

Again, when we are talking about the differences between careers and talking about people who have left the profession, I was one of those—as there are, of course, many of those second- and third-career teachers who enter later in life after 15, 20, or 30 years of other experiences. It is quite startling. I really appreciate all of your work and your consideration and questions on this bill.

Vice Chairman Flores:

At this time I will close the hearing on Assembly Bill 276 and open the hearing on Assembly Bill 342.

Assembly Bill 342: Revises provisions governing pupils who are children of military personnel. (BDR 34-624)

Assemblyman Tom Roberts, Assembly District No. 13:

I am honored to present this bill today as a former veteran and a dependent husband of a retired military member. With your indulgence, I would like to tell the story of how I got involved with this, then I will go over the sections of the bill.

My county commissioner, Marilyn Kirkpatrick, notified me that there was a military family that was having difficulty with a couple of their children who were in a zoning variance to attend Shadow Ridge High School and play sports. They were able to work through that with Clark County Board of School Trustees member Chris Garvey and some others from the school district, but they were told that what needed to be done was that there needed to be a fix in *Nevada Revised Statutes* (NRS) so that military families would not have this issue. I met with Meredith Smith and a group of military families and we produced the bill that is before you today.

Section 1 of the bill amends NRS 385B.130 regarding Nevada Interscholastic Activities Association (NIAA). Basically, it adds a section where a child of a military family who has transferred schools pursuant to provisions of NRS Chapter 388F is immediately eligible to participate and practice in any sanctioned sport or other interscholastic activity or event at the school to which the pupil transfers.

Keep in mind that we will make one change to this bill. This is for active duty military personnel. Even though the bill says "military," we will amend it later to specify "active duty military."

Section 2 and section 3 of the bill adds language to include military families to the language that already exists in NRS that applies to students who are homeschooled as it relates to participation in interscholastic activities.

Section 4 of the bill, under the current law—Nevada's Interstate Compact on Educational Opportunity for Military Children—we are in the Compact. As a result of that Compact, we have set up a State Council for the Coordination of the Interstate Compact on Educational Opportunity for Military Children. During this process, we discovered that there is a current council, but there are some vacancies in that council. They have not met on a regular basis, and they have not been much of a resource for military families whenever they were trying to resolve this issue. This section of the bill actually shores some of that up. It requires that each school district in the state appoint someone within the school district to work with the State Council.

Section 5 revises that the State Council must meet at least twice annually, with one meeting held prior to the beginning of the school year. This bill becomes effective July 1, 2019.

Meredith Smith, Private Citizen, Carson City, Nevada:

For this hearing I am here in my capacity as a military spouse, active volunteer in the military community, and an advocate for military children.

Assemblyman Roberts has gone over the technical components of Assembly Bill 342 with you, and he has asked me to provide some additional context and data for the bill.

Nevada adopted the Interstate Compact on Educational Opportunity for Military Children in 2009. All 50 states are members of this Compact. The Interstate Compact was drafted by The Council of State Governments in cooperation with the U.S. Department of Defense. The Compact addresses the key issues typically encountered by military families enrolling their children in school when they move to a new area. These include eligibility, enrollment, placement, and graduation. In addition, the Compact provides for a detailed governance structure at both the state and national levels with built-in enforcement and compliance mechanisms.

I spoke with The Council of State Governments recently and they advised that the reason this Compact is structured as a Compact and not a federal regulation was to acknowledge that every state government and state statutes are structured slightly differently—even though this could be viewed as a federal issue.

The goal of the Compact is to replace the widely varying policies affecting transitioning military students. The Compact leverages consistency in that it uses a comprehensive approach that provides a consistent policy in every school district and in every state that chooses to join.

As military families transition from one duty station to another, children often attend many different schools. In fact, the average child in a military family will move six to nine times during a school career. That is an average of three times more frequently than nonmilitary families.

One of the greatest difficulties military children will face is being apart from one or both parents who have been deployed. These challenges can result in military children suffering in areas of performance, educational attainment, and social support from peers.

A study commissioned in 2013 by former Secretary of Defense Mattis showed that most Americans had a positive but shallow view of the military. Most Americans said they supported the military, but when they were asked specifics about policy issues and how the military works, respondents were more likely to answer "no opinion or do not know."

What does this mean in the context of this hearing? It means that policymakers, decision-makers, and people who hold some form of power over the lives and educational experiences of military children potentially have a more shallow view of what it means to move so many times because of your parent or parents' service to the country. What it means is that senior leadership and districts can lack the perspective need to effectively implement and interpret the Compact.

In Nevada there are 4,654 military children. This includes children whose parents are members of the National Guard, reserves, and those on active duty. Currently, the Nevada Department of Education does not disaggregate based on service status, but it does have plans to do that beginning in 2020.

In Clark County there are 2,044 military-connected students in K-12 public schools. In Washoe County there are 1,833 military-connected children in that district. There are several other counties that also have military-connected children, none of which are more than 70.

For Clark County, that means that 0.6 percent of the students in the district are in some way connected to the military. In Washoe County that means 2.8 percent of the students are in some way connected to the military. Again, there is no disaggregation between Guard, reserve, or active status, and no disaggregation among grade level.

Assembly Bill 342 is recommending one administrative change to Nevada's Compact statutory language in which the national organization has approved as being within the purview of the state of Nevada to adjust. That is in section 5. This would ensure that the

State Council in Nevada meets at least twice per year. As of now, the council in Nevada has not met in more than two years. As Assemblyman Roberts said, unfortunately, it has not been a strong resource in navigating some of the issues we have encountered.

Other than that, this bill is ensuring that active duty military children are able to have a "more normal" school experience even when they are granted approval for a zone variance for academic reasons.

I am going to paint a picture of what this could look like in the life of a military child. Imagine that you are 17 years old, you have already attended school in seven different districts, seven different states, and three of those were in the past three years; your mother or father has been in Afghanistan for 365 days; and prior to that your father was away from home for another 80 days for training, school, staff meetings, and on duty. Now imagine that you move to Nevada, and prior to coming here your mother calls ahead of time to the new district to ensure that the school you will be attending offers the next science course sequence—only to find that it does not. She diligently finds out that you can be granted a zone variance. You are granted the zone variance so that you can pursue the next step in your academics, then you decide you want to play soccer. You try out for the soccer team and you make it. Then you find out that you cannot play because you are on a zone variance. That is an all-too-common reality for military children. This bill would address that as one of the issues, but it would also provide some cleanup language and some administrative support language in the bill as well.

Vice Chairman Flores:

We will open for questions.

Assemblywoman Torres:

I am referring to the sports component in section 1. I agree that it is an issue, but I would also like to go a little further and say that it is an issue for all students who move schools, for whatever reason. Would you be comfortable with an amendment that would allow for this to apply to more students? I know the intent is to ensure that schools are not recruiting players.

Assemblyman Roberts:

The reason we really did not want to expand it too much is that we know we will get some pushback from the NIAA for just the reason you mentioned—maybe trying to stack teams. Sometimes military families are forced to move based on their service to the government. Sometimes it is within the school district itself. You will have a commanding officer who now becomes a commander of a unit and they are told to live on base and to keep those kids in the school that they were going to. If they lived somewhere else in the valley, they would have to apply for a variance, then they cannot play sports. Typically, when you have kids at this age, the parent is in senior management, and whether they are enlisted or an officer, they usually do not stay at those bases for one to two years, so the turnaround is short. If other districts are the same across the country, they could be ineligible for sports their entire high school career. We are trying to make it a small enough group so it does not scare off the

athletic association, while understanding that other students are similarly situated. With 2,000 students who are military connected, probably only a small fraction of those are actually in high school, so it is a small number of students that we are talking about.

Assemblywoman Hansen:

This has been a problem for students in the state with this very issue, but we are asking for an exemption with this bill due to the military service of their family. I am completely supportive. Certainly, I wish we could expand it to more students, but there are probably good reasons we do that because of abuses in the past, unfortunately. In this instance, did you say earlier in the testimony that this only applies to active duty military, not just military families?

Assemblyman Roberts:

Correct. That was the intent of the bill as drafted; it just said "military." The statistics that Ms. Smith provided included the National Guard. It would be my intent that this not include National Guard because they are not forced to move. They are deployed, but typically their families remain in the same place. It would be active duty military families. The numbers would be even smaller.

Meredith Smith:

For context, the intent which is here but may not be as clear, is that of course the students would absolutely have to try out.

Assemblyman Roberts:

They would go through the normal variance request process. That would not be preempted.

[Assemblyman Thompson reassumed the Chair.]

Assemblywoman Miller:

Thank you for bringing this forward, Assemblyman Roberts. It makes me think of another issue. Along with our children in our active military families, it is not just about wanting to play basketball at a particular school, but there were families who reached out to me about attendance at magnet schools. It is the same situation when a family moves here. We know that magnet schools have a cutoff for applications, and of course, after school begins, our active military families do not necessarily decide when they are moving to Nevada. If they were in a magnet school or in certain programs in their previous state and were allowed to come here, some families had previously faced the issue of the application enrollment process being over. I want people to know for the record that through this challenge, there is a memorandum of understanding (MOU) in Clark County with the magnet schools and Nellis Air Force Base that addresses that issue. That issue has been resolved. However, that MOU is not the same in all counties in Nevada. That may be something that could go along to ensure that type of understanding and that type of exception is included—not just for the participation in the sports and activities, but for the overall attendance or variance for all of our public schools.

Assemblyman Roberts:

You are exactly right. That is what we had hoped by shoring up the military council so that there would be a venue to address those issues with each school district. You could say that if that was a problem, that problem was solved in Clark County, and maybe the other counties within the state should look at that as a model. It is the same with sports. Military children cannot control when their parent is reassigned. If they land in a school in the middle of the year, even if they are not a zone variance, under NIAA rules they may be required to sit out. It is another challenge. We will definitely consider that.

Chairman Thompson:

We will go to support for Assembly Bill 342.

Don Soifer, President, Nevada Action for School Options:

I have had the good fortune over the years to serve as lead researcher for the Gates Foundation's military research with the Collaborative for Student Success. As a result, in that process I have been able to tour military facilities and the school districts that serve them around the country and sit with members of the Interstate Compact—both from the aspect of eligibility, and particularly in strengthening the Interstate Compact Commission. It does make a strong difference for exactly the reasons Assemblywoman Miller raised. The changes that you are proposing here will make a functional difference, and military-connected students in Nevada will benefit from these changes.

Tonia Holmes-Sutton, Private Citizen, Las Vegas, Nevada:

I am a National Board Certified Teacher and a founder of the Nevada National Board Professional Learning Institute. I appreciate the opportunity to speak to you as a former military dependent of a father who served in target intelligence in the Air Force and, as Meredith Smith mentioned, was gone very often.

Those changes and those transitions are many. I think I attended six schools before I landed in seventh grade. It can be very tumultuous and sometimes the only thing you have is a sports team that you can connect with and have that comradery. Those team members will hold you up and support you.

I would also like to add that while the amendment will include active duty, I hope there should be a consideration for a final transition out of the military. As my father finished up his duty in Hawaii and we moved to Nevada, my brother was a senior in high school and had the privilege to be able to attend Rancho High School. However, a concern presented itself, as we are a sports family as well, as to whether or not he would have the opportunity to be able to play on the baseball team.

While I appreciate the opportunity to support the bill and that of active duty, there should also be consideration for that final transition that families often do not have control over—particularly military dependents.

Sierra Schafer, Private Citizen, Las Vegas, Nevada:

I am a military spouse and a mother of two military students currently enrolled in Clark County School District (CCSD) schools. Today I testify in support of Assembly Bill 342 which would ensure that military-connected children in Nevada receive support as intended by the Interstate Compact on Educational Opportunity for Military Children.

As a leadership spouse at Nellis Air Force Base, I have parents constantly speak to me, not only about their child not being allowed to participate in extracurricular activities, but schools not honoring grade placement. For example, a student who completed kindergarten in another state with a different birthdate cutoff would not be allowed to enter first grade in CCSD schools. This is simply another example as to why it is imperative A.B. 342 be passed, and as stated in section 4, subsection 2, "Each school district shall ensure that the person designated to serve as a liaison pursuant to subsection 1 possesses knowledge of the Compact and has the necessary training, skills and experience to carry out the duties of the liaison." The collaborative efforts would not only assist parents, guardians, and military students in finding swift resolutions, it would also assist the Nevada school districts to centralize a point of contact for issues and concerns.

I am not only a military spouse and a mother of students in CCSD, I also work for the U.S. Chamber of Commerce as a program manager for hiring our heroes. I support transitioning service members in finding leadership roles and long-term employment in the state of Nevada, mostly in the Las Vegas area. By supporting A.B. 342, I can confidently tell the transitioning service members in my program that the state of Nevada cares and will continue to support the military students' education, which is another reason they should retire and separate and stay in the local communities.

Lisa Flowers, Private Citizen, Las Vegas, Nevada:

I am speaking on behalf of my family, one of many stationed at Nellis Air Force Base in Las Vegas, Nevada. We are in favor of Assembly Bill 342 because it will ensure that military children have the opportunity to participate in extracurricular activities as intended by the Interstate Compact.

My son is a high school senior and is attending his third high school in four years due to military orders. We live on base for mission-essential reasons, and he is on his own variance to pursue a course not offered at the local school. Because of this, he was denied eligibility by the school district to participate in varsity sports. We heard over and over that no military family has ever been approved. I was told by the Nevada Interscholastic Activities Association that I would have to pay \$500 and appeal at a hearing that would make a final determination. We made an impassioned plea to the Clark County School District, local government, and finally, the State Board of Education who could speak to the legalities of the Interstate Compact. Along the way we met resistance, lack of understanding, or sheer refusal to abide by the Interstate Compact, including negative comments toward the military about being recruited, stacking teams, or taking someone else's spot. My response: Anyone nonmilitary can move into the city, live near their school choice, and play right away, with none being the wiser that they are being recruited.

Military members have documented evidence of intent given to us by the government called orders. Being told where to move every one to two years does not align well with developing a recruit. Then there is the child who grew up in the community and has sports connections in the system versus the child who is brand-new and does not know anyone. Who is really at a disadvantage here? Let kids earn a spot on their own merit.

The good news story is that we were successful. My son tried out, made the team, and had an unforgettable final season and last year of just being a kid.

In closing, I urge you to please consider this statement and my personal story when deciding your position on this bill. If the Interstate Compact worked the way it was intended, we would not need to be here.

Amy Zuhlke, Private Citizen, Las Vegas, Nevada:

I am a military spouse of 24 years and a mother of two military students. In May 2016, our family was given a short five-week notice to move from Yorktown, Virginia, to Las Vegas. There were two main issues that year. One was not being able to play sports until my daughter was cleared due to transfer and eligibility rules. The other was all end of course (EOC) tests from Virginia were not accepted by the CCSD.

Later that school year, during the same week of advanced placement (AP) testing, my daughter will have ten AP tests by the time she graduates. She was pulled in to take an EOC test for her seventh-grade algebra test in Yorktown, Virginia, with no preparation and very little warning or notification. On her transcript, it clearly stated the test score and which subject. The Compact clearly states that all EOC test scores should be accepted. I notified the administration. They were aware of the Compact. I then notified the CCSD assessments office and said that I would be seeking counsel. I was actually laughed at on the phone, and then was told that my daughter would have to take the test to graduate. We got counsel and we won. We ended up getting her test accepted.

It only costs the district money, time, and undue stress on our students. This is a very simple Compact to follow and to help our students and families. It will make them feel special if Nevada would show that the students are a priority by following the Compact. It will help us all.

Chairman Thompson:

Is there anyone in opposition to Assembly Bill 342? [There was no one.] Is there anyone neutral for Assembly Bill 342? [There was no one.]

Assemblyman Roberts:

Lisa Flowers in Las Vegas was the parent who brought this bill forward working with the county commissioner and the school district, as well as Trustee Garvey. We worked with the school district on drafting this bill and they were amicable to it. They were in support of it, and I hope that you support it as well in moving forward.

Chairman Thompson:

We will close the hearing on Assembly Bill 342, and open the hearing for Assembly Bill 358.

Assembly Bill 358: Makes certain changes to attract medical professionals to practice in Nevada. (BDR 34-851)

Assemblyman Gregory T. Hafen II, Assembly District No. 36:

I am very pleased to be presenting Assembly Bill 358 for your consideration. Everyone knows that quality access to health care is impossible without an adequate supply of health care professionals. In Nevada we have consistently ranked near the bottom among all states for access to health care professionals—47th in the nation for active physicians, and 48th for primary care doctors. There is a shortage of physicians, nurses, physician assistants, and other essential health care workers in Nevada. This is specifically true in the rural communities. As you will see in the exhibits that I have provided to you, the number per 100,000 for the state is 93.8, which puts us in the 47th percentile. When you look at the rural counties, we are at 40 per 100,000 ([Exhibit K](#)). You can see that there is a disproportionate need for the rural communities for additional medical professionals.

In a 2019 report from the University of Nevada, Reno School of Medicine, we found a substantial health care difference between urban and rural areas. Specifically, residents of rural counties of the state reported higher rates of diabetes, obesity, and physical inactivity than their urban counterparts.

Nevada has made great strides to try to mitigate the problem. In 2017 we allocated \$25 million for the University of Nevada, Las Vegas (UNLV) Medical School. The University of Nevada, Reno (UNR) School of Medicine continues to be one of the nation's most accessible medical schools in the country. Nevada is training the doctors of tomorrow, and it only makes sense that we provide the right incentive to keep them in Nevada.

Assembly Bill 358 is in that spirit. Loan forgiveness programs have been an effective strategy in other states to recruit and keep health care professionals, and you will see a couple of articles that I have provided in ([Exhibit L](#)) and ([Exhibit M](#)).

Assembly Bill 358 aims to create a "grow and keep your own pipeline" strategy that will keep health care professionals in the state of Nevada and bridge the gap between rural and urban areas.

Assemblywoman Robin L. Titus, Assembly District No. 38:

It is a pleasure to be before you today as it is my first time before the Assembly Committee on Education in my three sessions here. Assembly District No. 38 represents all of Churchill County and most of Lyon County with the exception of the town of Dayton.

As you have heard, the purpose of this bill is to help fill a significant lack of medical professionals in rural Nevada. Assembly Bill 358 is a unique approach to the education loan repayment assistance contracts. It authorizes educational loan repayment from the Graduate

Medical Education New and Expanded Program Grants fund. This is the difference: It additionally requires rural hospitals where the provider will be working to provide education loan repayment also.

Currently there are two existing loan repayment programs for health providers including physicians, advanced practice registered nurse, physician assistants, clinical social workers, psychologists, registered nurses, pharmacists, marriage family therapists, substance abuse counselors. Both of these programs are in existence and are run by the Nevada State Office of Rural Health, which is under the University of Nevada, Reno School of Medicine.

The federal program, the National Health Service Corps, uses only federal dollars and is the most strict. It is based on need as evidenced by what is called a Health Professional Shortage Area (HPSA) score. The state program known as the Nevada Health Service Corp was authorized by this body in 1989. This requires state or local dollars that can be matched with federal dollars. This serves all underserved areas as well, but is less restrictive than the federal program ([Exhibit N](#)).

This has funded state workers throughout our state already, including federal qualified health care centers in urban areas as well as rural areas. Typically, most of these funds are used up. There are not enough funds for the applications. The interesting part about the national program is that a community could actually lose its winning HPSA score if they got some of this money and hired a physician, even though they may need some other health care professional, like a laboratory technician, a nurse, or other professional. Thus, this is the importance of a state program

As an aside, in my rural community hospital, we had a physician assistant who had used this program; we have had a doctor who has used this program. One of the things we are grossly in need of is laboratory technicians. It took us approximately eight years through the J-1 Visa program to bring in a woman who was a trained laboratory technician from the Philippines. It is a long process. Hopefully, this program will help.

One of the keys about these two programs—the national program and the Nevada program—is that they both have an obligation that you have to stay in the area.

Assembly Bill 358 is specific for only rural hospitals, which is also beneficial from a competitive view. It is easier to attract providers in health care physician shortage areas in an urban setting. It is not just the rurals that need providers. Our state definitely needs providers. I know that Assemblyman Hafen has given you some data on the health care shortage needs throughout our state. There are urban areas that have shortage, but it is easier to attract and fill those positions in the urban setting than it is in a rural setting. Once you get to the urban setting, you can practice in downtown Las Vegas or downtown wherever that particular center is that needs your help, but you do not necessarily live there and you have all of the other services that an urban area has. In the rurals, it is a little more unique. It is harder to get people to come out and move where some of us live.

The rural areas of our state have a much harder time attracting these health care professionals, thus Assembly Bill 358 will help address some of that.

Assemblyman Hafen:

There is a conceptual amendment that is being proposed ([Exhibit O](#)). The Office of the Governor has been very helpful in providing feedback, specifically Arsenio Escudero, Director, Nevada Western Interstate Commission for Higher Education (WICHE) Programs, Office of the Western Regional Education Compact, Office of the Governor, and Brian Mitchell, Director, Office of Science, Innovation and Technology, Office of the Governor. I want to acknowledge them for joining us at the table and helping to clarify some of the language in the bill.

In going through the bill, section 3 talks about the education loan repayment and one of the important changes in the conceptual amendment ([Exhibit O](#)) is to ensure that this is the Nevada in-state tuition we are repaying. We are spending millions to educate these students through our medical schools and typically, we are losing them. They are going to other states. This is a way to ensure we retain our investment in our students. I want to make sure that in the conceptual amendment we are using it to repay in-state tuition.

Section 5 in the conceptual amendment ([Exhibit O](#)) adds a couple of different areas of need that were brought to our attention from the different stakeholders and removes a couple to try and clarify the intent of the bill.

Section 8 ([Exhibit O](#)) clarifies that the Nevada Office of Rural Health may actually work with the Western Regional Education Compact which is important because under that *Nevada Revised Statutes* 397.005, as Assemblywoman Titus stated, they offer a similar program which, in some instances, will be a better program. We want to have the cooperation and coordination to ensure our students are going into the proper programs to get the best benefit.

Section 9 is an important part of the amendment for myself and came from looking at other states. It would put in a minimum time period that they have to work in the rural communities; it would be a five-year period. It would draw the medical professionals who are needed in these communities to those areas and they would have to stay for five years before their loans could be repaid.

I want to briefly touch on sections 13 through 15 of the bill. This is the portion that the Governor's Office of Science, Innovation and Technology is working on right now. Those will be amended to meet the needs of the Governor's Office and the Governor's *Executive Budget*.

Thank you for allowing me to present Assembly Bill 358. It is a very smart investment in our students, our communities, our economy, and our health care system. It provides an up-front investment that significantly decreases our doctor shortage in rural communities and

allows students to consider primary care careers, and it enhances the social mission of medical education.

Assemblywoman Miller:

In driving through certain rural areas throughout our state, it is desperate. When I drive, I like to get out and talk to people in the community—finding out what it is like for them. One of the big questions I ask is about medical care. By the time they explain what it would take to get to a hospital, it could be four to five hours. We know that four or five hours means the difference between life and death for many people. There is no question about the need.

I appreciate according to the amendment that the definition of health care practitioner has been expanded to social workers, mental health care practitioners, et cetera. In the bill it talks about the participation with the hospitals, knowing that not all of those practitioners work in a hospital. How would that work? What consideration was given to that?

Assemblyman Hafen:

That was actually brought up by the WICHE late yesterday afternoon. That is something we are going to be addressing in the final amendment because there are correctional facilities or other facilities where these medical professionals will be working; not just the hospitals. It did not make it into the Nevada Electronic Legislative Information System backup because we did not receive it until after the deadline.

Assemblywoman Munk:

Do you know how many communities or states currently forgive medical school debt?

Gerald Ackerman, Assistant Dean, Rural Health Programs, University of Nevada, Reno School of Medicine:

Just about every state does. Many of them have multiple programs. In the past when we started the Nevada Health Service Corp, we were unique and could compete. Now many states, like Minnesota, are not just doing loan repayment programs; they are doing stipend programs while kids are in school and getting them committed before, then also paying their loans off. It is high-stakes competition right now. I am not quoting a statistic, but I think most recently there were 45 or 46 different state programs. Also, it is not only state programs, but almost anybody is offering to do stipends and to pay your loans off. It is no longer a unique thing. The nice thing about going through the Nevada Health Service Co is that it is tax-free. That is a benefit so they are not taxed on the funds that come to them.

Assemblywoman Torres:

The amendment ([Exhibit O](#)) proposes a change to section 8 to say that this is going through the Nevada Office of Rural Health within the UNR School of Medicine. Seeing that we have two schools of medicine, I take issue with the fact that we would only give this opportunity and this grant through the UNR School of Medicine, when we have two institutions, and we still have large rural populations in the other half of the state as well. Has there been any consideration to perhaps allow for the other university to also receive this benefit?

Gerald Ackerman:

The Nevada State Office of Rural Health was established in the University of Nevada School of Medicine a long time ago—now the UNR School of Medicine. I included a handout that I will supply on the way out. We go statewide, not just in rural areas, but also urban sites. One of the suggestions that I made with another program that we have is that potentially we still work closely with UNLV and maybe we could put together some type of a committee as we are making these decisions. The main reason is that the federal program in which we do the dollar-to-dollar match comes to the UNR School of Medicine as a State Office of Rural Health. We see ourselves as a statewide program and work very closely with all state agencies and all programs.

Assemblywoman Torres:

Would this be limited to graduates of any specific university? Would any individual who comes to Nevada to practice medicine in a rural area be eligible?

Assemblyman Hafen:

The only limitation is that it is a Nevada school. The private schools are excluded from this. It has to be a Nevada school, whether it is the UNLV School of Medicine or the UNR School of Medicine. The only limitation is that it is a Nevada school. We are investing millions of dollars to educate these students, and we want to be able to retain these students with that investment. I would also add that UNR has an office in Pahrump.

Assemblywoman Titus:

This money is for all students, all different programs, as long as it is a Nevada program. If you have attended the UNLV School of Medicine and go to a rural area, you are welcome to apply for this. They were not excluded, but the UNR School of Medicine Nevada State Office of Rural Health is the group that receives the application. They are set up to administer this program—they are the clearing house for this type of rural funds. Again, nobody is excluded. We would encourage all students who have gone to Nevada schools and have come back to Nevada to apply for these funds.

Gerald Ackerman:

We would not want to limit that because if you look at this list of disciplines that we are trying to recruit, many of these disciplines are not in the north. We have to come down south to get those students, because that is where some of the training programs are.

I tell people, and I told it once to the president of UNR, I dance with whomever comes to the dance. We need people in rural Nevada, whether they come from Las Vegas, Fallon, Carson City, we are embracing them.

Assemblywoman Torres:

Can you refer me to the section of the legislation that clarifies that it is only going to go to graduates of public institutions?

Assemblyman Hafen:

That is part of the conceptual amendment that is being added to section 1.

Assemblywoman Hansen:

I appreciate your clarifying and trying to solve a big problem. I represent seven counties, most of those rural, and I see this need desperately. I am the mother of a doctor as well who went to the University of Nevada and got a great education.

We need to understand what these young student doctors are taking on—an incredible load of financial debt of anywhere from \$300,000 to \$400,000. We need to understand how important this is to attract doctors to the rurals. Governor Sandoval addressed this in trying to find that gap that we have in medical residencies, and that has been recommended into Governor Sisolak's *Executive Budget* as well. It has been shown that if we want to grow our own, we have to have those residency programs for them here. It is not part of this bill, but for the larger picture, these will go hand in hand and we need to support that. If they go out of state for their residency, they stay in the state where they have their residency. If we have more residency programs, we are going to be able to keep those doctors here. Can you expand a bit on that dire need here as well?

Gerald Ackerman:

You are exactly right. One of the things we need to look at is that we have increased our medical student population in this state; UNLV is at 60 and UNR is at 70, but we are not growing the residencies there. We also have some private schools in Las Vegas that are coming out and we want to capture those students also—especially Nevada graduates.

We have worked with the Office of the Governor not only to expand those residencies, but to do two rural residencies, one with UNLV School of Medicine, which supports a program in Winnemucca that trains family practice residents, and one in Elko, which is training family practice doctors. Not only are we trying to train them in Nevada, but we are trying to train them in rural Nevada. It has been shown that 70 percent of residents will stay within 60 to 90 miles of where they trained. If we want to keep those students who we are investing a whole lot of money in and the undergraduates, we need to keep them in the residency programs so that we can keep them here. We also need to expand those types of residency programs that we have here so that they do not have to go out of state.

Assemblywoman Gorelow:

Your amendment states that it is for in-state institutions that we would be trying to recruit for health care professionals. However, Nevada does not have a school of optometry. How would something like this help recruit for health care professionals when we do not have a training program for them?

Assemblyman Hafen:

The intent of including that is for the future. As our medical programs grow and expand, we will have those additional schools. We w

Chairman Thompson:

We will open for support for Assembly Bill 358.

Joan Hall, President, Nevada Rural Hospital Partners:

I represent 12 critical access hospitals and their 16 affiliated rural health care centers, all of which are in HPSA medically underserved areas, in which right now today could employ 14 more positions. In many of the rural hospitals we are the only provider of health care in the communities. In six of these communities, the only physicians, advanced practice registered nurses, and physician assistants in those communities are employed by that hospital. There are no private doctors; there are no clinics there other than what the hospitals provide.

Rural hospitals are important to not only the physical health of their communities, but the economic health of the community as well. Typically, they are the second- or the third-largest employer in that area. Health care infrastructure, much like educational infrastructure, is much more than the buildings and the equipment. It is the doctors, nurses, and the staff who provide that. Without them, you cannot have a hospital.

To the point that Assemblywoman Miller made about driving through rural communities, the hospital in Tonopah closed in 2015. That was one of 102 rural hospitals that have closed nationwide since 2010. The National Rural Health Association finds that there are 674 more rural hospitals that are vulnerable to closing. Part of the issue is the recruitment and retention. If you do not have doctors, you cannot have a hospital.

This bill is really important to us. As you have heard, there are two other loan repayment programs, but this specifically looks at rural hospitals, and rural hospitals have to have some skin in the game by also offering a portion of that loan. We appreciate that. We also appreciate the comments that were made about the Graduate Medical Education Grant dollars. If we do not have the residency slots and if we cannot keep those medical students local, they go out of state, they get trained, and typically, they stay there.

Brian Evans, representing Nevada State Medical Association:

We are in support of Assembly Bill 358 and pretty much all measures that would incentivize loan forgiveness or Graduate Medical Education Grant funding to help bring doctors to the state and also to keep them in the state. As was stated earlier, the residency slots are a big thing that we encourage and anything that can bring physicians in and keep them in is something that the Nevada State Medical Association always encourages.

Felicia Ortiz, Private Citizen, Las Vegas, Nevada:

I am a member of the community advisory board for the Roseman University of Health Sciences College of Medicine in Henderson, Nevada. I support this bill as long as it includes

the support for students who are educated in private schools as well. We need as many doctors as we can get. If we are able to grow them locally and then keep them, that would be amazing.

I want to make sure that the language includes any local school. Frankly, I think it should include any school because we are going to need to pull them in from wherever we can. Considering the growth of both southern Nevada, anticipating 1.2 million new residents in the next 10 years, and the growth we see in the Reno, Sparks, and Carson City area, we are going to need as many doctors as we possibly can. I do not know that we want to put those kinds of barriers up whether they were educated here or not.

Patti Jesinoski, Private Citizen, Henderson, Nevada:

I agree also. I do not think that this in-state tuition only is going to take into account how a person actually is accepted into medical school.

Chairman Thompson:

Excuse me, are you in support of the bill?

Patti Jesinoski:

I am in support of the bill, but not where they are adding into the amendment to have in-state tuition only. I am sure there are Nevadans who are going to medical school out of state, so you are setting a precedent to not want them to come back because you do not want to pay loan forgiveness for those who would want to come back into the communities that they grew up in. Not all towns have hospitals, so to restrict it only to pay if they go into the hospital or if we are only going to include practitioners that already have schools in the state—do we have an Oriental medicine school where we would bring in people?

Minnesota recruits from all different areas and has done so for years. If you are trying to help your towns throughout the state, you are going to have to go outside of the state. Whether you want to do a tuition reimbursement for different levels for in-state or out-of-state education, that may be something to look at.

Mari Nakashima, representing Nevada Physical Therapy Association:

We want to express our gratitude to both Assemblyman Hafen and Assemblywoman Titus for bringing this measure forward. We know loan forgiveness is a tool that has worked in other states to retain health care professionals. Workforce development and health care helps us achieve our shared goal of access to quality care for more Nevadans. We are here in support.

Chairman Thompson:

We will open for opposition for Assembly Bill 358. [There was none.] We will go to neutral for Assembly Bill 358.

Arsenio Escudero, Director, Nevada Western Interstate Commission for Higher Education, Office of the Western Regional Education Compact, Office of the Governor:

My agency is taking the position of neutral on this bill, and I am here to give information regarding my agency because it has many similarities to the program in this bill.

The Western Interstate Commission for Higher Education was established as part of a wider regional compact called the Western Regional Education Compact, which was created in the 1950s and adopted by Nevada in 1959. The goal of WICHE under *Nevada Revised Statutes* Chapter 397 is carry out the goals, objectives, and programs of the multistate Western Regional Education Compact and share resources with Nevada's higher education institutions and safety net providers to offer educational, financial, and health care assistance to Nevada citizens ([Exhibit P](#)).

The WICHE provides financial assistance in the form of a support fee/loan for students to attend college at any WICHE participating institution. The goal is to educate students in occupations that are of great need to Nevadans. The programs that we currently fund are in the following fields: occupational therapy, pharmacy, physical therapy, physician assistant, veterinary medicine, advanced practice registered nurse, masters in nursing, psychology, and social work.

Our agency administers two support fee programs in the form of a combination stipend/loan. They are the Professional Student Exchange Program (PSEP) and the Health Care Access Program (HCAP). The PSEP program has a work obligation that for every year that support is received, a year in the state that gave the support must be served in the field in which the student studies. The HCAP program is a Nevada-created support program which is similar to PSEP, but it has a work obligation of up to two years in which the student must work in the area within the state that has an underserved area or population which also includes rural areas.

Both programs have a loan component that must be paid.

Brian Mitchell, Director, Office of Science, Innovation and Technology, Office of the Governor:

I am here today testifying in the neutral position on Assembly Bill 358. The purpose of my testimony today is to inform the Committee regarding existing efforts to grow Nevada's physician workforce through both graduate medical education (GME) and loan repayment programs.

In each of the last two biennia, the Legislature has appropriated funding in the amount of \$10 million to create or expand GME programs throughout the state. The purpose of these grants is to grow Nevada's physician workforce. My office, the Office of Science, Innovation and Technology (OSIT), which is within the Office of the Governor, manages a

competitive grant program that allocates funding for GME. There is a Graduate Medical Education Task Force that evaluates applications for funding from accredited institutions and makes funding recommendations to the Governor.

To Assemblywoman Hansen's question earlier, to date we have funded 22 new or expanded GME programs in the state, in specialties and subspecialties where a shortage exists, both in suburban and rural areas. Examples of funded programs include family, community, and internal medicine; critical care and emergency medicine; geriatrics; obstetrics and gynecology; and psychiatry.

The GME Task Force met during the interim and recommended to the Governor that the state create a loan repayment program to pair with the existing GME grant program. In his *Executive Budget*, Governor Sisolak has recommended increasing the state's investment in growing our physician workforce to \$14 million over the biennium, up from \$10 million in the previous biennium. The OSIT and the Office of Finance within the Office of the Governor are currently working with the money committees in both chambers on the specifics of a loan repayment program. Legislation to that end would enable the state to offer opportunities for grants to accredited institutions to create new loan repayment programs in addition to the current GME program.

Assemblyman Hafen:

I want to say thank you to all of the stakeholders and members who have helped put this language together. It has been an honor to be here today and to present this bill to you.

Assemblywoman Tolles:

Would you be open to amending and adding me as a cosponsor?

Assemblyman Hafen:

Absolutely.

Chairman Thompson:

We will close the hearing on Assembly Bill 358 and we will open for public comment.

Vivian Leal, Private Citizen, Carson City, Nevada:

I am a multiple sclerosis (MS) patient and advocate, and I also represent the issue team on health care for Indivisible Northern Nevada.

We are so eager to support Assembly Bill 123. We did not know about the amendments that have been recently proposed, so they have surprised us a bit and that is the reason I am here.

In particular, patients with immune system conditions often cannot get vaccinated. We are forced to rely on herd immunity to protect us. We know the discipline we need even as we try to have a normal life. For many years, the medication I was on kept my white blood cell count hovering around 1,200 to 1,400, which is fairly low. I got sick a lot. My friend was

also an MS patient who was a teacher, and she caught the chicken pox from an unvaccinated child at school and spent ten days at a hospital.

Beyond the physical risk and the illnesses we catch, there are other painful parts to this. When my children were toddlers, I could not hug them or care for them the way I wanted. Now that they are adults, I am sure they understand. When my father lay dying of sarcoma, he was covered in infections, my mom and siblings held his hand and touched him, but I had to stand five feet away and try to convey my love from my voice.

I know people are very focused, but in the event of an outbreak, this bill intends to treat the children who are exposed or sick and also to contain the outbreak. This is important for the rest of the community. Particularly, the changes in the documentation in the school reporting system are of a concern. Parents fill out forms all of the time—for field trips, athletic teams, almost everything a child does at school. This is not an unreasonable requirement. When people make the choice not to vaccinate, they need to also be willing to assume the responsibility to their community that comes with that choice.

So many people who have spoken out against this bill speak of their rights. I beseech everyone to remember that this is not just about you.

Jenny Hunt, Director, Mariposa Academy, Reno, Nevada:

I want to remind you about Mariposa Academy. We are a school in Washoe County. We have 200 students, 80 percent of whom are English language learners, 90 percent receive free and reduced price lunch, and approximately 10 percent of our students are on individualized education programs. We support our families with many day-to-day supports including—but not limited to—breakfast, lunch, and dinner, clothing, and other things at our school.

Today, my comments are in opposition to Assembly Bill 462. The action of this bill is truly shortsighted if we are about all kids in Nevada. As I look around our state, our school, the nation, and this very room, I see diversity in all of you. I would speculate that there are diverse learning experiences for all of us that lead us to the success that we have as we sit here today. We owe options to all students in Nevada so that they can be successful like we are today.

Assembly Bill 462 forces our current students, their families, and all future residents of the state of Nevada into a one-size-fits-all model. We all know that there are volumes of data that indicate that one size does not fit all.

I encourage you to value and observe the systems that are currently working to address underperforming schools. In contrast, I encourage you to diversify our school options across the state and meet the students' needs rather than consequence tens of thousands of students and meeting their needs.

I have four children. Three children access their neighborhood school and it has met their needs. I have one child for whom the neighborhood school is not meeting his needs. I need options for him.

Melissa Mackedon, Trustee, Charter School Association of Nevada; and Vice Chair, State Public Charter School Authority:

I have been told that one reason for a charter school moratorium is that the State Public Charter School Authority (SPCSA) has not been holding their schools accountable and that their house is not in order because they have not conducted site evaluations. This is inaccurate and best illustrated through a simple analogy. It is like saying an ice cream sundae is not a sundae without the cherry on top. Site evaluations are the cherry on top—they are not the key ingredient necessary for accountability. If site evaluations were key to accountability, then every state education agency would be requiring them of every school district. They would play a major part of the Nevada School Performance Framework. Schools would be earning points for their star rating based on these evaluations, but they are not because they are not the key to accountability. They are the cherry on top. The cherry is delicious—it is some people's favorite part—but it is not the key to accountability.

The SPCSA has moved its portfolio to a majority-minority student population. They serve 10 percent of Nevada students, yet account for 26 percent of 5 Star schools. That does not happen by chance. That happens because of strong authorizing practices and strong accountability. Underperforming schools are being held accountable and that is why there are so few in our portfolio. A moratorium is not what is best for Nevada students. I have to believe that this is a Committee that makes decisions based on what is best for students.

Khristian Duir, Private Citizen, Las Vegas, Nevada:

I am here on behalf of my school, Mater Academy, a public charter school located on the east side of Las Vegas. I have attended Mater Academy since the sixth grade, and I am now an eighth grader. In all of my years at Mater, I have learned and developed the skills that make me a leader today. At other schools, they do not have time to create leaders because of the tremendous number of students. That is why the charter program is so great. If they are continued, we will have future leaders and a generation of leaders to come.

Felicia Ortiz, Private Citizen, Las Vegas, Nevada:

I am with the State Board of Education. I am coming here to oppose Assembly Bill 462 as well. I think the woman who testified earlier said it best. We must provide options for our students. Frankly, I am concerned that we are even spending time on something like this when we are not funding all of our schools adequately to begin with. If we were discussing funding all of our schools adequately, including our traditional public schools, then perhaps we could be discussing other things. Until we fund all of our schools adequately, we do not need to be limiting the options for our families in our communities.

To the point that she made, all of the students who are sitting in the room with me are attending very successful charter schools in our inner cities. As many of you know, as some of you are teachers in the schools that I am speaking about, some of our inner-city schools

have been failing our kids for years. To take away the option of them to have another opportunity, I believe, is completely unfair. If we are really focused on kids—and I mean all kids—we are going to give them the opportunity to attend the school that is right for them.

Furthermore, since we do not have additional funding to build new schools beyond what is funded by the current bond, we need every option we can so that there are enough seats for all of the kids. I mentioned earlier that we are expecting 1.2 million new residents in southern Nevada alone. Every new seat we can get is probably going to be used.

Torrence Whalum, Private Citizen, Las Vegas, Nevada:

I am here to oppose Assembly Bill 462. I am a mathematics teacher, and we all know that math is a subject that must be presented delicately at times. With that being said, we can do a census around the room and we know that many people do not like math and it is not because of the math itself, it is because of the person who affected them the most. With math I understand. Being at Mater Academy has shown me that I must be the source. I am a third-year math teacher and within the first two years, I was able to have the highest growth in the city. That is a testament to the catering that is being done in my school—the attention. When I first started, I was given this quote to bloom where you are planted. It was not until I began teaching I realized that the emphasis on that was me blooming where I was planted. I was cared for. I was planted. I was catered to because someone was willing to prune me and take care of me. When you look at that with our students, we are able to take care of them and prune them. We are able to have a specific curriculum that is designed for our particular students. We need to continue that growth. Maybe the answer to all of this is not putting a cap on schools, but maybe it is the upkeep and how we are upkeeping our teachers and upkeeping our schools.

Oliver Savino, Private Citizen, Fallon, Nevada:

I am a sophomore at Oasis Academy in Fallon, Nevada. It is a public charter school that prepares me for college and helps me learn. I have a lot of unique circumstances due to things in my life, such as being transgender. These things make it very hard for me to feel like I fit in, but at my charter school I feel strong, and my teachers help me. I feel like even at a public school this may be similar, but that was not the school for me.

I do not feel like we should force every child in Nevada into a one-size-fits-all as was stated earlier. I believe that every student and every child should have the right to choose and their parents should have the right to choose and to help them grow. Schools help us grow. Schools help us learn what we want to become, who we are. That is important for every student to be able to choose, to be able to learn and not be forced into a one-size-fits-all model that may not help them in the long run and that may change them. It may make it harder for them to learn.

James Savino, Private Citizen, Fallon, Nevada:

I am also against Assembly Bill 462. As my son has already stated to you, he has unique challenges. His charter school has not only provided him with a great education, but has also been supportive along the way and inclusive of him in every step of his education.

I know that not every child in the state of Nevada is as lucky as my son. I hate to see this opportunity pulled out from under other students in the state of Nevada. As a state we must continue to do what is in the best interest of our students and not adults. We must give parents the choice to choose the option they feel is right for their child.

As I sat here, I observed the diversity that is in front of me and in my son's charter school. When he began five years ago, I also observed the diversity in my rural community, which is made up of military, farmers, and hospitals, and I realized that this is very important for us to continue to grow as a state and as a country.

The public charter schools have expanded from 180 to approximately 360. In my unique position of being in this community for 14 years—because I spent 20 years on active duty and this is where I landed at the end—I still have people who want their children to go there and ask me questions about it because they know my son goes there. I feel we should give everyone the opportunity to choose.

Reagan O'Leary, Private Citizen, Reno, Nevada:

I go to Doral Academy of Northern Nevada in Reno. This is my second year and the school's second year too.

Before Doral, I went to a public school. I always thought that I was stupid, did not fit in, and always struggled with my schoolwork. I hated school. When I got to Doral, I immediately felt like I belonged. I was being taught in different ways than I was before and felt like the teachers were teaching me the way that I needed to learn. I was participating in class for the first time and answering questions. My grades and abilities kept getting better. I realized that I was smart but just needed a way to show it.

I believe that charter schools give kids like me another option and the chance to fit in and are the best way to learn and succeed. I want to ask all of you to not stop allowing charter schools to open because they can make a big difference to other kids like me.

Chairman Thompson:

Thank you. Was this the first time ever coming to an Assembly committee?

Reagan O'Leary:

Yes.

Chairman Thompson:

You did a great job.

Assemblywoman Tolles:

You are so precious and you are smart. Well done.

Reagan O'Leary:

Thank you.

Lorraine O'Leary, Private Citizen, Reno, Nevada:

I am speaking in opposition to Assembly Bill 462, regarding the moratorium on charter schools. My daughter Reagan just spoke. The girl who my husband and I have now is night and day from who we had two years ago, before Doral Academy of Northern Nevada opened up. She used to cry every night doing homework. She hated school. Leaving the door every morning was a struggle. Tears were a normal occurrence in our house, including myself and for my husband. Even with great teachers in the public schools, Reagan was drowning. The one-size-fits-all approach of public school was failing her.

My other two children did fine and thrived in public schools, but for Reagan, it was like trying to fit a square peg in a round hole. Within two months at Doral, my husband and I both saw a remarkable difference and knew we had made the right choice. For the first time she was coming home telling us about her day. She was doing homework without being asked—without pulling teeth. She had gone from hating school and thinking she was stupid to succeeding.

Doral has changed the trajectory of her life. She found her place and her voice. She found her self-confidence. Education is not a one-size-fits-all concept. We need to be able to choose what is best for each style. I would bet that each of you shops at a different store than I do for clothing. We probably choose different doctors, have different jobs, and eat different foods. We individualize every aspect of our lives; education should be as well.

Amazon is the leading store in the world. Other stores look at Amazon as a model for success. Nevada is ranked near the bottom for education. The way of doing things is not working. We need our schools, both traditional public and charter schools, to be the Amazons of education. We need each school to look at the other schools and see what examples can be followed. Each school can learn from another and together they will all rise.

I urge you to vote in opposition to Assembly Bill 462. Nevada needs to change from the past. We need to change our ranking and become the Amazon that other states look to. To do that, we need choices. We need public charter schools.

Serena Skinner, Private Citizen, Reno, Nevada:

I am here because I am strongly opposed to Assembly Bill 462. Public charter schools are meeting the need for our unrepresented communities. Now, more than ever—thanks in part to public charter schools—students of color, students with disabilities, and students from working families have more opportunities for academic success.

Public charter schools recognize that some children learn differently and public charter schools are able to implement different learning methods to meet those needs. It would be unfair to deny some students the opportunity to learn under a method that is better for them.

There are so many issues with our state's public education system that you, as an Assembly Committee on Education, have the opportunity to address. Why are we focusing on pitting one type of public school against another?

Chairman Thompson:

I am going to ask you the same thing. Is this your first time coming to the Assembly?

Serena Skinner:

Yes.

Chairman Thompson:

Great job.

Jazlyn Gomez, Private Citizen, Las Vegas, Nevada:

I am a student at Mater Academy, which is a public charter school that gives me an opportunity for a better education. It also has allowed me the chance to participate in competitive cheerleading. I love my school because our teachers always work with us to the fullest. They always make time for us before, during, or after school. My principal cares about all of her students. I cannot see myself at another school. I love charter schools. Thank you.

Chairman Thompson:

Thank you, Ms. Gomez. Was this your first time coming to us?

Jazlyn Gomez:

Yes.

Anahi Sanchez, Private Citizen, Las Vegas, Nevada:

I am an eighth grader at a public charter school, Mater Academy. Growing up as an English language learner was very difficult. Luckily, I had the staff and help that public charter schools supply while growing up. My English definitely improved.

Chairman Thompson:

Thank you so much. You did a great job.

Izabel Storla, Private Citizen, Las Vegas, Nevada:

I am in the eighth grade, attending Mater Academy. I have suffered with English language assessment problems because I was not able to read when I was little. When I attended Mater Academy, I shot up in my grades. I had As and Bs and all of my English language assessment scores went up. Please do not pass Assembly Bill 462. Thank you.

Chairman Thompson:

Thank you so much.

Sandra Fudge, Private Citizen, Las Vegas, Nevada:

I am a parent of a child at Mater Academy. I am strongly opposed to Assembly Bill 462. My son started his education at the school we were zoned for which was way over capacity by 80 percent. He was a bright child left to fend for himself while teachers focused on students with the most need. He got bored and hated school. Since transitioning into the public charter school system four years ago, he has gotten honor roll three of the four years and loves school and plans to go to college.

We currently do not have an adequate number of public charter high schools for the current elementary and middle school students we have today, especially for the unique diversified English language learner population—Mater Academy has over 60 percent Title I students. As a strong supporter of the ability to choose public charter schools and not be forced to go to the school we are zoned for, I urge you to allow our charter schools to be built, and please rule to support schools of choice.

Demetrius Walton, Private Citizen, Las Vegas, Nevada:

I came to Mater Academy from my zoned school and my experience here is great. I came here to find a great unique learning environment, and I did. Some of the ways Mater Academy has leveled the playing field for myself as a student is that we control our own personal Chromebooks that we can take home. We have different horticulture classes, computer animation classes, and health awareness classes. All of these classes will and do benefit me in my real world.

Anthony Sifuentes, Private Citizen, Las Vegas, Nevada:

I would love to say that my public charter school, Mater Academy, has opened multiple doorways into my future. This has happened, not only because of how every single day my teachers push me past my limits allowing me to learn more than I ever could, but also because those same teachers are supportive of me and my peers and want us to succeed.

This is something that a public charter school facilitates due to its small size and something that my former public schools could not do. I have heard of Assembly Bill 462 and how that if it is passed, the era of public charters will pass as well. This concerns me. If the aforementioned bill passes, students will no longer receive the precise, professional help and support they need.

Chairman Thompson:

You did a great job, Mr. Sifuentes, and you are a speed reader. I love it.

Sarah Ochoa, Private Citizen, Las Vegas, Nevada:

I am honored to be chosen to speak with all of you about the importance of public charter schools in our district. Many think that charter schools are mostly students of white heritage. In reality, public charter schools are full of diversity and of people who want to help you excel into the workforce.

As an eighth grader at Mater Academy, a public charter school, I am proud to be part of a 4.5 Star middle school, which is uncommon in the Clark County School District.

Mater Academy and other public charter schools in the valley are helping students in the forgotten parts of Las Vegas. Many of these student thrive in elementary and middle schools, only to be let down by the high schools in the area. If Nevada's priority is to improve the education, then how can one think of taking away an educational option that can improve the lives of so many students?

Valeria Perez, Private Citizen, Las Vegas, Nevada:

I oppose Assembly Bill 462. When I learned that I was being transferred to Mater Academy, I thought it was just a normal school; when I first walked in, I knew there was something different about it. I was in the fourth grade in 2014 and I did not know what a public charter schools was. What I did know, though, was that this school valued their students and their education. Public charter schools are not just schools. Mater Academy has been a home and a family to me. That is where I feel like I belong. Mater Academy has welcomed many people of diversity. There are so many people who have different stories to share. Thank you.

Karen Aguilar, Private Citizen, Las Vegas, Nevada:

I am grateful to be here to speak with you today. One of the reasons I am grateful to be at Mater Academy public charter school is because of the help they provide that you need that is life-changing. Mater Academy helped me learn English language with an English learning assessment program.

This bill cannot be passed because it endangers the education of many students in Las Vegas.

Whitney McIntosh, Assistant Principal, Mater Academy, Mountain Vista, Las Vegas, Nevada:

Next year I will be assuming the role of a principal at a local public charter school here in Las Vegas. Prior to this, I worked in the Houston Independent School District in Texas. I moved to Las Vegas to be a part of the work Mater Academy and other public charter schools are doing here in the Las Vegas community. Our goal is to see our scholars to and through college and high school. Mater Academy students currently do not have a high school option to go to.

I am asking that you consider not placing a moratorium on charter schools here in Las Vegas, Nevada.

Kacynthia Walton, Private Citizen, Las Vegas, Nevada:

I am a parent and also an employee at one of the public charters schools here in Nevada. I want to say that I have had the opportunity of working with all of these wonderful children who are here today, and I am glad they have had the opportunity to attend a school of choice. I am hoping they continue to have that opportunity in the future going on into high school.

All of these kids have had their own stories, their own struggles, and I know being a parent as well as an employee of a public charter school, I have seen these kids grow tremendously.

Miguel Gomez, Private Citizen, Las Vegas, Nevada:

I attend Mater Academy public charter school. I love my school for many reasons. One is that I can play soccer at an early age and be on an actual team. I cannot see myself at another school. I really dream that when I grow up, I can attend a charter high school on my side of town. Thank you.

Chairman Thompson:

Thank you, Mr. Gomez.

Jeremiah Walton, Private Citizen, Las Vegas, Nevada:

When I came to Mater Academy, I got more attention because the teachers started to realize my weaknesses and what I am not good at. Since I have been here, my life has changed. This public state-funded charter school, Mater Academy, has encouraged me to always attempt to do my best no matter how hard or challenging something is.

Public charter schools have decreased classroom sizes to make it easier for most teachers to help and understand the students. If this bill passed, then no one will be able to get the experience that I got, or I will not be able to attend my planned high school, which is a charter.

Chairman Thompson:

Thank you, Mr. Walton.

Martha Sanchez, Private Citizen, Las Vegas, Nevada:

I am going to translate for one of our parents.

Maria Sifuentes, Private Citizen, Las Vegas, Nevada:

[Testifying in Spanish.]

Martha Sanchez:

[Translating for Maria Sifuentes.]

Good afternoon, everybody. I am here in representation of parents who are against Assembly Bill 462. Public charter schools are diverse and multicultural with the presence of a lot of Hispanic students. They offer different programs for non-English-speaking students as well as for parents like me who are not bilingual.

We have a lot of support. They create programs, events, and participation in school to support the education of our children. For the number of students this school has, the support is tremendous. Thank you.

Chairman Thompson:

Thank you so much, and I thank everyone in southern Nevada for your patience. This will have to be the last testimony because we are going to lose our feed.

Kristen Klinger, Private Citizen, Incline Village, Nevada:

I am here today as a parent and a constituent to let you know that I strongly oppose Assembly Bill 462. My family and I live in Incline Village. We have experienced public schools, and we have experienced private schools. Our children were selected in the lottery for Doral Academy of Northern Nevada, a public charter school in Reno, this year. My daughter excels in every academic area. My son is twice exceptional. In some areas he is above grade level, and he also has a severe learning disability.

The platform of this public charter school has provided my children with educational support, challenged them to excel, and celebrated their successes even with varying learning styles. One wonderful aspect of the public charter school's lottery system is that it successfully creates a diverse community. We are a melting pot of various social economic backgrounds, ethnicities, and learning styles. We are a microcosm of the bigger world.

The Washoe County School District states that they are currently 20 percent above normal building capacity and anticipate annual enrollment of 3.5 percent through 2025. Even with the approval of ballot measure Washoe County Question 1 in 2016, new schools and rezoning cannot be completed overnight.

During the implementation and the infrastructure plan, public charter schools currently alleviate and will continue to solve the overcrowding issues that we have today. The public charter school system is a solution—placing a moratorium on them is not.

I come today as a voice of one of many parents who believe that we are improving our children's educational experience within the public charter school system. We really want to see all Nevada schools rise to the top. Offering a variety of public educational choices is what makes our community so great. Our public charter schools are guiding our children to become skilled learners and well-rounded citizens.

Chairman Thompson:

At this time we will close public comment. As I said at the beginning of the meeting, we have many bills that we will be hearing between now and April 12. Thank you for your patience.

The meeting is adjourned [at 4:07 p.m.].

RESPECTFULLY SUBMITTED:

Sharon McCallen
Committee Secretary

APPROVED BY:

Assemblyman Edgar Flores, Vice Chairman

DATE: _____

EXHIBITS

[Exhibit A](#) is the Agenda.

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

[Exhibit C](#) is the Work Session Document for [Assembly Bill 123](#), presented by Kelly Richard, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit D](#) is the Work Session Document for [Assembly Bill 180](#), presented by Kelly Richard, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit E](#) is the Work Session Document for [Assembly Bill 199](#), presented by Kelly Richard, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit F](#) is a copy of a PowerPoint presentation titled "Assembly Bill 253," dated March 28, 2019, presented by Jared Busker, Associate Director, Children's Advocacy Alliance.

[Exhibit G](#) is a proposed amendment to [Assembly Bill 253](#), submitted by Assemblywoman Daniele Monroe-Moreno, Assembly District No. 1.

[Exhibit H](#) is a proposed amendment to [Assembly Bill 253](#), presented by Jared Busker, Associate Director, Children's Advocacy Alliance.

[Exhibit I](#) is a letter in support dated March 26, 2019, authored by Gail Storch, Private Citizen, Las Vegas, Nevada, in support of [Assembly 253](#),

[Exhibit J](#) is a proposed amendment to [Assembly Bill 276](#), presented by Assemblywoman Brittney Miller, Assembly District No. 5.

[Exhibit K](#) is a document titled "Table 5.9: Licensed Primary Care Physicians (MDs and DOs) in Nevada by County – 2018," presented by Assemblyman Gregory T. Hafen II, Assembly District No. 36.

[Exhibit L](#) is a copy of a *U.S. News & Report* article titled "How Some Communities Are Freeing Doctors From Medical School Debt," by Elaine K. Howley, Dated May 11, 2018, regarding [Assembly Bill 358](#), submitted by Assemblyman Gregory T. Hafen II, Assembly District No. 36.

[Exhibit M](#) is a copy of an article from *Crain's Detroit Business* titled "Medical school loan repayment program places doctors in Michigan in underserved areas," by Jay Greene, dated March 20, 2019, regarding [Assembly Bill 358](#). This copy was submitted by Assemblyman Gregory T. Hafen II, Assembly District No. 36

[Exhibit N](#) is a document titled "Overview of Nevada Health Services Corps," submitted by Gerald Ackerman, Assistant Dean, Rural Health Programs, University of Nevada, Reno School of Medicine.

[Exhibit O](#) is a proposed amendment to Assembly Bill 358, presented by Assemblyman Gregory T. Hafen II, Assembly District No. 36.

[Exhibit P](#) is prepared testimony and a document titled, "Western Regional Education Compact (Agency 017) for the Nevada Western Interstate Commission for Higher Education (WICHE) 2019-2021 Biennial Budget Request Loan & Stipend (Programs) Account #101-0000-2681, November 5, 2018, submitted by Arsenio Escudero, Director, Nevada Western Interstate Commission for Higher Education, Office of the Western Regional Education Compact, Office of the Governor.