

**MINUTES OF THE
SENATE COMMITTEE ON EDUCATION**

**Eightieth Session
February 6, 2019**

The Senate Committee on Education was called to order by Chair Moises Denis at 1:33 p.m. on Wednesday, February 6, 2019, in Room 2134 of the Legislative Building, Carson City, Nevada. The meeting was videoconferenced to Room 4412 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. [Exhibit A](#) is the Agenda. [Exhibit B](#) is the Attendance Roster. All exhibits are available and on file in the Research Library of the Legislative Counsel Bureau.

COMMITTEE MEMBERS PRESENT:

Senator Moises Denis, Chair
Senator Joyce Woodhouse, Vice Chair
Senator Marilyn Dondero Loop
Senator Dallas Harris
Senator Scott Hammond
Senator Ira Hansen
Senator Keith F. Pickard

STAFF MEMBERS PRESENT:

Jen Sturm, Policy Analyst
Risa Lang, Committee Counsel
Steven Jamieson, Committee Secretary
Linda Hiller, Committee Secretary

OTHERS PRESENT:

Madeleine Webster, State Relations Associate, Education Commission of the States
George Ann Rice, Ed.D., J.D., Troops to Education
Tony Yarbrough, Veterans of Foreign Wars; Chairman, United Veterans Legislative Council
Bryan Wachter, Retail Association of Nevada
David Dazlich, Las Vegas Metro Chamber of Commerce
Richard Carreon, Vice Chairman, United Veterans Legislative Council
David Gomez, Nevada Peace Alliance

Senate Committee on Education
February 6, 2019
Page 2

Mary Pierczynski, Nevada Association of School Superintendents
Natha C. Anderson, Washoe Education Association
Kat Miller, Director, Department of Veterans Services
William Horne, Clark County School District,
Tammy Malich, Assistant Superintendent, Education Services, Clark County
School District
Lindsay Anderson, Washoe County School District
Robin Reedy, Executive Director, National Alliance on Mental Illness, Nevada
Chris Daly, Nevada State Education Association
Liz Ortenburger, SafeNest
Jared Busker, Children's Advocacy Alliance
Kelly Crompton, City of Las Vegas
Paige Barnes, Nevada Association of School Boards
Chuck Callaway, Las Vegas Metropolitan Police Department
Corey Solferino, Washoe County Sheriff's Office
Vikki Courtney, President, Clark County Education Association
Glenn Christenson, Velstand Investments
Tamara Luz, Clark County Education Association
Jennifer Manning, Clark County Education Association
Kenneth Belknap, Clark County Education Association
Elizabeth Campbell, Clark County Education Association
Brad Keating, Clark County School District

CHAIR DENIS:

I will open the first meeting of the Senate Committee on Education for the 80th Session of the Nevada Legislature. We will examine the Committee Rules for this Session ([Exhibit C](#)).

SENATOR PICKARD MOVED TO ADOPT THE SENATE COMMITTEE ON EDUCATION RULES FOR THE 2019 SESSION.

SENATOR HAMMOND SECONDED THE MOTION.

THE MOTION CARRIED UNANIMOUSLY.

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JEN STURM (Policy Analyst):

The Committee has received a copy of the Committee Brief ([Exhibit D](#)), which is prepared each Session by the Committee Policy Analyst. It is an overview of what happened in this Committee in the 79th Legislative Session and, to some degree, what will come before the Committee this Session. During the 2017 Legislative Session, the Committee considered 94 measures, and a similar number is expected this Session. Of those 94 measures, 68 were sent to the Governor and 4 of those were vetoed. We expect an average of two to three bills per meeting this Session.

CHAIR DENIS:

I encourage Committee members to read some of the interim reports referenced in the Committee Brief. Some of what we will be doing is based on those reports. We will now have a presentation about some of the hot education topics we are seeing nationally.

MADELEINE WEBSTER (State Relations Associate, Education Commission of the States):

The Education Commission of the States (ECS) is a nonpartisan and unbiased organization covering the full spectrum of education policy issues, ranging from early learning through postsecondary and the workforce, as my presentation will illustrate ([Exhibit E](#)). We serve education leaders in all 50 states, providing the opportunity to bring together governor's offices, state departments of education, state boards of education, higher education departments and legislators who are all working together to tackle important issues.

We have a policy team of around 50 people who review the latest research on education, summarizing it into concise implications and various policy recommendations. We do most of our research through information requests, 50-state comparisons and our state policy tracking database.

We also do regular reporting, issuing relevant and timely reports to education leaders. We provide counsel through unbiased advice on policy plans, proposed legislation, and we also testify at legislative hearings and interim committees as third-party experts. Finally, we convene education leaders from across the states to collaborate and learn from each other.

All of this work is governed and led by our ECS commissioners who serve as points of contact and engagement in all 50 states. Senator Woodhouse is one

of our commissioners. Before my time at ECS, I served as a policy specialist in the education program at the National Conference of State Legislatures, where I was privileged to work alongside Senator Woodhouse on international education comparisons. I now lead the governance work for ECS and act as liaison to Nevada.

I am here today to talk about 2019 trends in education policy, which I have bucketed into 8 topics: early childhood education, kindergarten through 12th grade (K-12) funding, school climate and culture, teacher pay and career ladders, career and technical education, college affordability, workforce readiness, and data use and governance; all of which are illustrated in my presentation [Exhibit E](#). I will also reference materials in a handout about ECS resources ([Exhibit F](#)).

Regarding early childhood education, notable research demonstrates that quality pre-kindergarten education (Pre-K) has positive impacts on student outcomes and society at large. As the early learning research base grows and the demand for quality Pre-K increases in 2019, states are grappling with increased costs to both states and parents, shifting demographics since the majority of U.S. children under five years of age are nonwhite, and lack of alignment between state agencies that manage or administer early childhood education programs.

To meet these challenges, states are working to increase funding for early learning, emphasize social-emotional learning (SEL) in kindergarten through 3rd grade (K-3), and to reduce the complexity of early learning governance. For example, West Virginia now funds their Pre-K programs entirely through their state funding formula and 40 states plus the District of Columbia now emphasize SEL in their K-3 statutes, regulations and rules. To better align early learning governance, four states including Alabama, Georgia, Massachusetts and New Mexico have looked at creating a single state agency that oversees almost all early learning interventions across those states.

I know that during the 2017-2018 Interim, the Legislative Committee on Education recommended working with the Governor, the State Board of Education and the Superintendent of Public Instruction to increase funding for early childhood education and care, so I have included in the materials a report we released last week on Pre-K funding across the states, [Exhibit F](#).

There are discussions going on in the states around K-12 school funding, but given tightening budgets, more and more states are looking at how to more effectively target their education dollars in 2019 to meet the shifting needs of their student populations. Recent research demonstrates that full-day kindergarten leads to significantly bigger gains than half-day kindergarten. Studies have also found connections between increased academic success and providing additional funding for higher-needs student populations like those in special education, English Language Learners and low-income students.

Of course, we also expect to see robust discussion of the Every Student Succeeds Act of 2015 (ESSA) funding transparency requirement. Given all this, some states are finding creative ways of funding full-day kindergarten. New Hampshire, for example, tapped into gaming revenue through 2017 Legislation to support full-day programming.

States are looking for funding methods that more accurately distribute funding to high-need students, while protecting districts from the funding volatility that can come from increased student mobility. To better understand these complexities, Connecticut for example, recently formed a task force to investigate better methods for funding these students. Idaho is a few steps further and is introducing legislation in 2019 to transition to a student-centered formula. Over the past year, ECS worked with the school finance firm, Augenblick, Palaich and Associates, that worked with the Nevada Department of Education to update the Nevada School Finance Study. The final report includes recommendations for ways in which Nevada could strengthen its school funding system.

Research suggests that improving overall school climate could lead to better outcomes in several areas of school quality, including reduced teacher turnover and increased student achievement. In addition to the growing body of research on the effects of improved school climate and culture, this topic is staying in the spotlight for a few other reasons. For example, many state ESSA accountability plans include metrics of climate and culture to assess school performance, and those states will likely continue discussing how best to measure and act on school climate concerns.

At the same time, the U.S. Department of Education's rescindment of federal guidance on school discipline is keeping this issue in the news and on state

leaders' minds while school systems are feeling the impacts of both increased school violence and the opioid crisis.

In response, states are creating school safety task forces. At least 21 states, including Nevada, formed school safety task forces in 2018, and most of them issued reports that included policy recommendations. We expect that legislatures will consider implementing some of those recommendations in 2019. To help students face the opioid crisis, states are working on both opioid education and antagonists. Two states have passed and six states have proposed legislation to incorporate instruction on opioids. Six states have passed laws permitting use of antagonists in schools to combat overdose.

A big part of a school's climate and culture is discipline, and many states are looking at alternative approaches to discipline, like restorative justice or the Positive Behavioral Interventions and Supports model to scale back the number of suspensions for minor behavioral infractions. Indiana enacted legislation in 2018 that requires their Department of Education to conduct a survey of school discipline policies to determine the extent to which positive discipline and restorative practices are currently used throughout the state.

The Nevada Statewide School Safety Task Force gave its final report to Governor Sandoval in November 2018, and one of the recommendations the Task Force made was to look at how school discipline data is reported annually. I thought the Committee might find our recent report on the status of school discipline policy helpful in learning how other states structure their explicit reporting requirements [Exhibit F](#). I would also like to share that the ECS will release a 50-state database on school safety policy in 2019.

Research shows that effective teachers are the most important factor contributing to student achievement. Although curricula, reduced class size, district funding and family and community involvement all contribute to school improvement and student achievement, the most influential factor is the teacher, followed closely by the school leader.

The teacher strikes over teacher pay that began in 2018 are expected to continue in 2019. In addition to concerns around pay, we also know that 92 percent of teachers wish there were more opportunities to further their careers and skills while staying in the classroom, and less than half of teachers feel supported to take on leadership roles.

We also cannot forget that strikes are happening during serious teacher shortages across the states. States are facing a variety of pressures, including decreasing enrollment in prep programs, low teacher diversity, high teacher turnover and shortages in specific subject areas and high-need schools.

To address pipeline and pay issues, states like Colorado passed 2018 legislation creating the Retaining Teachers Grant Program and fund. Under this law, districts can apply to receive three-year grants to support services like onsite child care for teachers, peer review and mentorship programs, professional development and additional planning and collaboration time. Delaware passed legislation in 2018 creating the High Needs Educator Student Loan Payment Program to provide loan payments on behalf of eligible, effective teachers working in the schools that are the most difficult to staff.

Nevada is working hard to increase teacher pay, between providing performance-based salary adjustments and the 5 percent annual salary increase provided to National Board certified teachers. We have many resources available on teacher policies at ECS, [Exhibit F](#).

Research suggests that quality career and technical education programs in high school can support students in building foundational technical skills, gaining practical experience and laying the foundation for future pursuits in postsecondary education and their careers. In 2019, states are particularly concerned about the growing skills gap, better meeting current workforce needs and ensuring that there are high-quality Career and Technical Education (CTE) options for all students.

In an approach more focused on creating work-based learning opportunities, Oklahoma passed legislation to create the Work-Based Learning Program through the Oklahoma Office of Workforce Development. That Office is required to collaborate with the Oklahoma Department of Education, state regents, vocational schools and business entities. The goal of this legislation is to increase the number of registered apprenticeships and internships by 20,000 positions by 2020 in fields where the Oklahoma workforce needs the most development.

Virginia passed a bill in 2018 that requires school boards to implement a plan to notify students and parents of the availability of internships, externships,

apprenticeships, credentialing programs, certification programs, licensing programs and all other work-based learning opportunities.

We know that Nevada is working hard to improve CTE, which is why we have included Nevada in our most recent policy snapshot of CTE policy across the 50 states, where we highlight Senate Bill No. 66 of the 79th Legislative Session as an example of work-based learning policy. I have included our recent Work-Based Learning: Model Policy Components report in my handout, [Exhibit F](#).

Tuition prices are increasing 125 percent faster than inflation in community colleges, and 213 percent faster than inflation in 4-year public universities. State funding reductions explain about a third of tuition increases in public colleges. This means that the typical graduate has about \$25,000 in student debt. The 2019 discussion of college affordability will likely be centered on the free college movement, the significant structural, financial and political barriers to the movement and balancing access with affordability.

At the same time, it is mathematically impossible for states to reach their articulated attainment goals with only the current population of recent high school graduates, meaning that state leaders must broaden policies to include adult learners. To better meet the needs of low-income students, several states are using a first-dollar model to calculate award amounts. This is when state financial aid is awarded before federal, institutional or private sources of aid, allowing the student maximum flexibility to stack multiple sources of support.

We know Nevada expanded access to free community college through Senate Bill 391 of the 79th Legislative Session, which was modeled after similar Promise Scholarship Programs in other states. For further information on how states are tackling financial aid and including adult learners in their policies, see our recent report, Redesigning State Financial Aid: Principles to Guide State Aid Policymaking, which examines four principles for state leaders to consider as they develop financial aid policy, [Exhibit F](#).

Regarding workforce readiness, 65 percent of job vacancies will require some type of postsecondary certificate or degree, 7 million of those vacancies will require an associate degree, 5 million will require a certificate and 10 million will require some college credit. In addition to changing workforce needs and the reauthorization of the Perkins Act, which opens the door to federal funding for

workforce development initiatives, we believe the 2019 workforce readiness conversation will center on the localized value of degrees.

Not all degrees and certificates serve all city or state workforce development needs equally, and states are beginning to focus on the programs that they need the most. As such, states are intentionally aligning workforce development systems and education opportunities for today's students. In 2018 alone, 15 states across the country enacted nearly 30 unique pieces of legislation addressing the topic of workforce development and work aligned education opportunities.

Indiana enacted Senate Bill 50 creating the Governor's Workforce Cabinet. The Cabinet is required to identify workforce needs in Indiana and recommend a strategic plan to meet investment needs; develop a career navigation and coaching system for the state and require all high schools to participate; conduct a college and career funding review and study the advisability of creating real-world career readiness programs.

Michigan enacted Senate Bill 941 establishing and providing funding for the Michigan Talent Pledge Scholarship Program. The Program assists low-income individuals with the cost of obtaining a qualifying degree or credential in a high-demand field in the state. These are a handful of resources ECS has on workforce readiness that may be useful to the Committee.

States with robust education data systems that encompass early childhood, K-12, postsecondary education, workforce data and data from systems outside of education, can help to empower students, educators, families, and communities with information they need to improve outcomes from cradle to career.

With the implementation of ESSA underway, we expect state leaders to continue asking questions about how to use longitudinal data to make predictions about schools and students, and target interventions appropriately. We also expect to get more questions on generating return on investment for college investments, all while maintaining student data privacy.

As states continue to implement their ESSA accountability plans, many of which include new or expanded indicators of student success, state data systems will

need to accommodate new metrics. For example, Illinois is in the process of building an arts education indicator into its state accountability system.

Colleges are using data and analytics to show returns on student/state investments. Virginia, for example, passed legislation that requires the state to collect and publicly report student outcomes for every higher education institute in the state.

Regarding data privacy, of the 117 education data privacy bills considered in 2018, 22 became laws that govern the protection of education data. States have developed rules on data sharing and privacy and they have established data governance boards to oversee access and privacy issues. Many states have also introduced legislation focused on increasing data privacy. We know that Nevada maintains a P-20 longitudinal data system and a workforce data system. This system is being used as a tool to evaluate the effectiveness of educator preparation programs across the State, as well as to provide dashboards and reports to the public.

To learn about how other states are expanding utilization of their data systems, I have included in your materials an ECS report on Examining Statewide Longitudinal Data System Development and Utility, [Exhibit F](#).

SENATOR DONDERO LOOP:

Do you have a link that has the information about the college and career certificates and education that educators will need for the future?

MS. WEBSTER:

That is in the bill passed in Oklahoma in 2017. I can send you the full download access.

SENATOR HANSEN:

Could you elaborate on what other states are doing on educating students about the opioid crisis?

MS. WEBSTER:

I do not know about specific pieces of legislation pertaining to that topic. Most of those decisions are made on a more local or school board level. Where state legislatures are taking action is in allowing the use of antagonists, which are drugs that counteract overdose on school premises.

SENATOR HANSEN:

Does the ECS deal with private schools or only public schools?

MS. WEBSTER:

Strictly public schools.

CHAIR DENIS:

There is a lot going on in the field of education right now. Here in Nevada, the fact that we only meet every other year is both a blessing and a curse, because we cannot change things as fast as other states, but we also have the opportunity to learn from what other states do and try not to make the same mistakes. I will now open Senate Bill (S.B.) 100.

SENATE BILL 100: Revises provisions relating to the licensure and employment of veterans, military personnel and their spouses in the public schools of this State. (BDR 34-388)

SENATOR WOODHOUSE:

During the 2017-2018 Interim, while serving on the Legislative Committee on Education, we heard a presentation from Dr. George Ann Rice regarding her work with Troops to Education, a program designed to assist the spouses of active-duty military members and veterans in securing jobs in the public school system.

Dr. Rice identified a few challenges military families are experiencing when entering a career in education. Many of these issues are nationwide. First, spouses participating in an alternative route to licensure program may be relocated before the program can even be completed. Frequent relocations could mean restarting a program in another state, only to be relocated again prior to finishing.

Another challenge is the difficulty faced by spouses of active-duty military personnel in quickly obtaining a teaching license in a new state. Frequent relocations can cause a spouse to be out of work while awaiting approval of licensure applications.

It is no secret we are facing severe shortages of teachers and other education personnel across the U.S. and Nevada is no exception. Among other challenges, teacher retention rates and the number of students in teacher preparation

programs are declining. The situation is exacerbated by the approaching retirements of many of our more experienced teachers. Senate Bill 100 will help ease these challenges by diversifying our recruitment efforts while addressing hurdles faced by relocating military families.

GEORGE ANN RICE, Ed.D., J.D. (Troops to Education):

I am a product of the Clark County School District (CCSD), the University of Nevada, Reno (UNR) and the University of Nevada, Las Vegas (UNLV). I served as a teacher, a high school administrator and as Associate Superintendent of the CCSD Human Resource Division for 16 years, retiring in 2007 after 34 years with the District.

For the past four years, I have been working with a group focused on restructuring Troops to Teachers (TTT), which focuses on military veterans who want to be teachers. The new structure of TTT would assist veterans and their spouses who are interested in teaching, as well as spouses of active-duty personnel and those planning to leave the service within a few years. We will also recruit, counsel and offer placement assistance for all jobs in public K-12 schools and public charter schools, including teaching, related service provider jobs like nurses and speech pathologists, etc., as well as support staff and school safety positions.

One change that will further help us recruit people is the placement of a recruiter, counselor and placement assistance team on large military installations in states with these installations. We have included school safety positions at the request of the staff of the White House Domestic Policy Council. Our leader, General David Ohle, briefed the U.S. Deputy Secretary of Education, who also serves as Chair of the Federal Commission on School Safety. Their final report was delivered to the President on December 18, 2018, and it incorporated every one of our recommendations, of which we are very proud.

Our proposed bill draft request changing TTT with its limited outlook, to Troops to Education (TTE), a private-public funded partnership with the U.S. Department of Education as the responsible department, with the departments of Defense, Labor, Justice, Homeland Security, and the Veterans Administration as supporting departments, was delivered to a U.S. Senator on the Education Committee in January. His veterans and education staffers are very enthusiastic and are already planning strategy for bill passage. We await the Senator's agreement to sponsor the bill.

We have 40 of the largest school districts in the country helping us design the structure in a way that will meet their needs. We also want to receive communication from them in a way that meets our needs. In addition to CCSD, the other school districts represent New York City, Los Angeles, Dallas, Houston and Miami-Dade County in Florida. We have three smaller districts working with us, including Killeen Independent School District in central Texas, Cumberland County Schools in North Carolina and Washoe County in Nevada. We have 25 Alternative Route to Licensure (ARL) providers partnering with us, including UNLV and Nevada State College. We have stakeholder advisory groups helping to keep us informed, including military spouses, school safety directors or chiefs of school police in five large school districts.

Currently, CCSD has 421 teaching vacancies—183 for elementary schools, 108 in special education, 26 for English teachers, 31 for math teachers and 22 in science education. There are also vacancies in 115 bus driver positions and 19 campus security monitor positions.

Through Senator Woodhouse, we have been introduced to the National Conference of State Legislatures (NCSL). They cannot advocate, but they do educate, so they have agreed to give us access to their database of state laws so we can identify those states that have created solutions to reduce barriers impeding veterans and spouses from entering and remaining in the field of education. They will allow us to use their website and blog to share existing issues, asking others what they are doing so we can then share solutions found by other states. We plan to begin with issues already being addressed by Nevada and Florida, and have access to the NCSL Military and Veterans Affairs interest group.

Regarding section 3 of S.B. 100, the expedited processing for teaching license applications and school district employment applications, especially for spouses of active duty personnel stationed in Nevada, was brought to light by our Military Spouse Employment Advisory Council (MSEAC).

The typical length of a duty assignment to a military installation is generally three years. After arriving at yet another new state and home, the spouse settles in and then applies for a teaching license and a teaching position. She or he is then in line with hundreds of other applicants. If the family arrives in December and the teaching license is issued and in the applicant's hand in January, he or she then begins the application process for a teaching position. If

one reference is late coming in, the applicant may not know that. Additionally, if the applicant has submitted a transcript copy, perhaps an original is required and must be obtained, so he or she must fix that. Finally, everything is ready; however, CCSD does not hire for the current school year beginning in February for many important reasons, so the applicant has no hope of an actual position until the following August.

An expedited process would put the qualifying applicant on top of the list and ensure that the license could be issued as quickly as possible. The school districts would become active in communicating with the applicant about missing documents or references. By the time our example spouse is on the job, the family probably would have a little over two years left of their assignment in Nevada. In addition, we are planning on working with installations on which we have our TTE teams to identify those spouses who will be relocating within a few months to a new state and to help them begin the application processes before they relocate.

In 2017, S.B. No 457 of the 79th Session passed, requiring the Nevada System of Higher Education to review and establish guiding policy to evaluate military transfer credits. Section 4 of S.B. 100 will require school districts to consider the Joint Services Transcripts or similar documents when evaluating the qualifications of veterans for jobs such as operations, plumbing, carpentry, etc. The transcripts include all the applicant's military occupations with full descriptions and skill levels. I learned of the need for this amendment when I was contacted by a person from one of our local military partner groups to say that the transcript was not even being allowed by a large school district to verify high school graduation. Except for the U.S. Air Force (USAF), all services use the Joint Services Transcript. I would ask that we amend this section to include "or similar documents" after the words "Joint Services Transcript."

One of the spouses on our MSEAC came to Nellis Air Force Base in Las Vegas with her husband and family and applied for a teaching job. She had an ARL license from a previous state, but had not been there long enough to complete the years of teaching necessary to earn her professional license. Under current rules, she had to begin an ARL program again when she got to Nevada. It was the fourth ARL program in which she had to enroll in four different assignment states. She had five years or more of successful teaching, but not the requisite number in any of the states in which her husband was stationed to earn the professional license.

I will never forget when the Secretary of Education, Rod Paige under President George W. Bush, called CCSD Superintendent, Brian Cram, to sing the praises of a military spouse who had gone through the ARL in Houston while he was the superintendent. She was an amazing teacher and her husband was being transferred to Nellis. We had to tell Secretary Paige that since this military spouse had not taught long enough in Texas to earn her professional license, she would have to begin an approved Nevada ARL program before we could hire her. He was angry, we were embarrassed, and she decided to find a job outside of education.

Section 6 of S.B. 100 provides that spouses of active duty personnel, veterans and their spouses who have completed the equivalent to our ARL requirements, but who have not taught the requisite number of years to receive a professional license in another state, may obtain an ARL license in Nevada as if those courses had been completed in Nevada. If this bill passes, it will be the first example on our NCSL blog post.

Section 6 allows teachers with the necessary military connection with good teaching experience under an ARL license in another state to be granted a Nevada ARL license and be allowed to complete requirements for a professional license in Nevada.

Section 3 of S.B. 100 allows for the expedited processing of teaching licenses and job applications for spouses of active duty personnel, ensuring these qualified teachers have the maximum time to work with our children.

Section 4 provides that a veteran's military classes, job assignments and experience will be taken into consideration by school districts when determining if he or she meets the position requirements.

SENATOR HAMMOND:

This is a brilliant piece of legislation. I started classes at UNLV in 1994 and I cannot tell you the number of times during those classes that the subject of military personnel came up, especially when I was getting my license in 1997. The question was always about those who are retiring and getting into a second profession being denied access into our educational system unless they overcame several barriers. Yet, those people had so many of the skills needed for teaching.

I especially like section 4 of the bill because it takes into consideration the skills our government has spent money on with these people, so now they can use those skills in another life and career. I was concerned that we should consider and value the job assignment that person had in the military, not just the education they received while they were there.

Section 3 states, "The Commission shall adopt regulations ...". In section 4, I want to clearly understand what entity will be able to certify what can transfer or qualify a person for a certain position. I understand you are using the transcript, or whatever the USAF will be using, but can you clarify who exactly will be making those decisions?

DR. RICE:

The intent here is for the school districts to be directed to make those decisions. Every job that is open has a job description that may require, for example, "five years as a plumber in a like setting." Those districts will look at the transcript or the document the USAF will provide, and see that the person has had a particular training and performed specific jobs. An effort has been made to ensure that those issues are all in civilian terms so they are equivalent to what the applicant did in their military service. We translated those jobs and skills to civilian terms.

When we introduced this bill, the purpose was that the school districts would be able to look at what is on the applicant's transcript. The school districts I am aware of were not even allowing a transcript to be used to say the person had a high school diploma. Further amendments might be necessary, but the intent was that school districts need to be looking at the transcript to see if it meets the job requirements they have advertised. That is the intent.

SENATOR HAMMOND:

Brilliant. This is overdue and it will help with the teacher pipeline shortage.

SENATOR PICKARD:

I agree that this is long overdue. Not only in education but in other professions, we tend to be a little too ticky-tack with what we require when experience is probably one of the best education systems we have.

In the expedited process in section 3 of S.B. 100, it would be in the school district's interest to move through these applications quickly. How long does a

typical process take when someone moves into the area and applies for a teaching license? What does the expediting process look like?

DR. RICE:

In 2007, the year I retired, we had a system where we would ask for all the applications that were missing transcripts so we could see all the references. That way we could send out individual letters to those applicants to let them know if their references were slow in responding. I suspect they are not using that system right now, and I have heard complaints from applicants who said they were unaware that their references were slow in coming in, or that their transcript was not viewed or received. This expedited system would ensure that there is a system of accountability where these issues were monitored. One advantage of this system is that they have to identify those people who are spouses of active duty personnel, which will give Troops to Education personnel a way of providing support. If there is a new military spouse moving into a district and entering the profession, we can match them with a working teacher who comes from a similar background.

When we first started using the automated system, we were losing 50 percent of applicants. They would go dormant because we did not continuously follow up with them. We even had a system where if they could not come in that year to teach, we would make offers for the next year. We had the Chamber of Commerce working closely with us and they would call every applicant from out of state and help them with any interest or questions they had about moving to Clark County. If those people from the Chamber heard anything impeding their move that we could help with, the Chamber would notify us and we would immediately offer them a contract the following year. Those options need to be in place and I am not sure what is being used right now.

SENATOR WOODHOUSE:

Over the last three or four years, the Department of Education (NDE) has worked very hard on renewal and licensure, using an updated and upgraded system. This helps our applicants looking for positions within the educational system in Nevada move more quickly. I am not sure we are exactly where we need to be, but NDE has worked hard to make it better. This bill will expedite the process even further, because we want to address the needs of getting these spouses of active military personnel on the job and working at our schools.

SENATOR PICKARD:

It is important to utilize the resources we have at our doorstep within the timeframe that they are available, so I agree with this concept. I am concerned about the additional things we have to put in place for the NDE, particularly if we were to go to something like an online or instant notification system where we could ensure that the additional items are being submitted.

In section 4 and also in section 6, subsection 2, there is mention of equivalent experience, training or education. I am certain that built into this is an implied review or vetting of those criteria to ensure that the alternative licensure in the state where the applicant is coming from is similar to Nevada. Is there a published set of criteria we use so the incoming applicant can determine, even before they apply, what the differences are within the two routes to licensure so they can determine what they have to do to complete their application? Does the bill make that transparent?

DR. RICE:

The classes required of these applicants will have been taken in whatever state they are in when they apply. If we are looking at an equivalent program and they completed those classes, there is still two to three years to observe them in the classroom before they get their professional license. Many state laws require a new teacher to be observed at least three times in their first year and they have to come up with a remediation program if there are problems. It is the performance part that gives us the quality assurance we need.

SENATOR PICKARD:

I still do not know if we have criteria available that we can expect them to look at and meet, because we are talking about giving them credit in our system for what they did elsewhere. If we are considering their experience, do their evaluations come with them?

DR. RICE:

Part of the application process is to see those evaluations. Their references would have to include supervisors who had actually seen them in the classroom. One applicant went through four ARL programs and had five years of successful teaching, but still she had to start at the beginning and go through the preliminary classes before she could apply for a job.

SENATOR WOODHOUSE:

In response to Senator Pickard regarding the ARL, there are criteria that they utilize in CCSD, as well as in most school districts. I can get that information for you.

SENATOR PICKARD:

It is my understanding that the criteria is localized; however, since this bill will apply to the entire State, I am wondering if NDE has the same criteria.

SENATOR HARRIS:

Regarding the expedited processing of applications, it seems like it will take a while for the military personnel and spouses to get all the paperwork together to have their applications complete. Does the expedited processing take into account assisting people with this process?

DR. RICE:

The focus of the bill is to make sure the NDE and the school district process the application in an expedited manner. The way the bill is worded, we are assuming that the spouse will be able to submit his or her documents. Remember, we will have a team on the base made up of a recruiter, a counselor and a placement official. One of the requirements we are making for partner districts is that we will have a direct line to those who are processing the files.

It is our intent to follow through with everybody, including the veteran, the military personnel, the spouses, etc. I have conference calls with the 43 partner districts every month and one thing we have agreed on is that if you are going to work with us, and we hope every district in the country will eventually join in, then you must give us a direct line for a person in license, support staff and in the police safety area in personnel, who can tell us what is still missing from applications. We will have contact with the applicant and help them gather what they need.

On our end, it will be our responsibility to help with completing the files. On the district end, it is their responsibility to cooperate with us to ensure that these applications are expedited. These three-person teams on the military installation will be focused on getting these qualified people into school districts as soon as possible.

SENATOR DONDERO LOOP:

What is the timeline for the expedited process?

DR. RICE:

If this bill passes, I will sit down with school districts and ask how we can make this process go as fast as possible. I would assume that if we submit a completed file and the license has been issued, it should be completed within a month at the longest.

SENATOR DONDERO LOOP:

That would be great. Since we do not know when military people move, if they come in during the summer, and if we had that kind of timeline, we could get them into the classroom in the Fall. I support this bill.

SENATOR HANSEN:

Are there numbers of how many teachers we need, and is it consistent in all the 17 school districts? If this bill passes in its most perfect form, what is the estimated number of teachers who will become available for CCSD, for example?

SENATOR WOODHOUSE:

It is my understanding that almost all of our school districts have some openings that are hard to fill, particularly in math, science and special education. In Clark County, we have a great need for bus drivers, so some of the veterans might be interested in those jobs. We know what the need is right now for employees in our school districts. How many applicants or employees this bill will bring in is still in question. It will probably be a slow start. Once our military individuals and our veterans are aware of this bill, we can ensure that hiring moves more quickly.

DR. RICE:

As of Monday, we are short 421 teachers in CCSD. We are setting up a system of accountability and a balance scorecard, so every one of our teams will be responsible for the numbers we set out. This will apply to Nellis Air Force Base, Creech Air Force Base, in the veteran's community and throughout Nevada. Everyone is being made aware of the fact that they either meet the goals or they will be replaced. The accountability is there. That is the benefit of having 3 generals on our planning committee out of the 12 members.

CHAIR DENIS:

We will now take testimony in support of S.B. 100.

TONY YARBROUGH (Veterans of Foreign Wars; Chairman, United Veterans Legislative Council):

I represent nearly 9,000 members of the Veterans of Foreign Wars (VFW) and close to 500,000 members of the United Veterans Legislative Council (UVLC). The UVLC is a nonpartisan organization of all the veteran's organizations in Nevada, including veterans, active duty military, National Guard, families and advocates. I am sure many have veterans in their family history with direct experience of active duty military service. Please remember them, the family sacrifices, commitment to serve our country and how proudly you support them. All we want to do is the best for them. We support this bill because we appreciate the depth and amount of work that went into creating this bill. We have been trying to find a foothold in this area for at least three legislative sessions, so we truly appreciate and support S.B. 100.

BRYAN WACHTER (Retail Association of Nevada):

We are in favor of being able to expedite and process these applications as quickly as possible. We know the best thing for a student is a long-term, consistent teacher. With more than 400 open positions, to be able to fill these vacancies as soon as possible is very important. We support S.B. 100.

DAVID DAZLICH (Las Vegas Metro Chamber of Commerce):

We support this bill. We believe this bill will help address the need to employ the spouses of our service members, as well as our veterans. We think this is a good first step in filling the vacancies within the CCSD and the State.

RICHARD CARREON (Vice Chairman, United Veterans Legislative Council):

The time a service member gets their orders to transition from installation to installation is generally anywhere between 6 months to 12 months, but it can be as short as 3 months. Once that service member receives the orders, he or she goes through an out-processing program to ensure they have the contacts they need for their upcoming assigned units.

Any employment opportunities being sought by the spouse are also needed. If a spouse wants to be a teacher, then the community service program, or any equivalent branch at that person's base, will look at where the person will be going to next. They will then give the person a packet to be filled out by the

applicant. By the time the applicant hits the ground in the new base, the packet should have preceded him or her. This opens up another profession for our military spouses.

When a veteran transitions out of the military, some already have their bachelor's degree or their associate degree. When we have veterans coming into Nevada wanting to be teachers, the veteran service officer at UNR or UNLV will help coordinate what classes the veteran needs to become a teacher.

DAVID GOMEZ (Nevada Peace Alliance):

We support S.B. 100. The problem that we face in education is that we have to raise the bottom. In order to do that, we need to have the right educators in place. We need to put education first. This bill should raise the bar in CCSD.

MARY PIERCZYNSKI (Nevada Association of School Superintendents):

We support S.B. 100.

NATHA C. ANDERSON (Washoe Education Association):

We support S.B. 100.

KAT MILLER (Director, Department of Veterans Services):

I am testifying neutral on S.B. 100. According to a recent U.S. Department of Defense (DOD) study, 50 percent of military spouses who work in careers that require licensure or credentials find it difficult to acquire these licenses and credentials. This leads to gaps in employment, and underemployment in military families can lead to stress and financial strains that affect military spouse health and well-being, as well as a service member's military readiness.

For veterans, finding a meaningful and satisfying job is one of the most important elements to transitioning to civilian life, and veterans often name this as the greatest challenge during that transition. Recognizing these challenges, several years ago the State Legislature passed A.B. No. 89 of the 78th Session. It was a military spouse reciprocity bill, authorizing occupational boards to issue licenses to spouses by endorsement, but it did not direct that they do so.

In 2017, a study of military spouse licensure portability in Nevada was conducted by the University of Minnesota in collaboration with the DOD and others. The report ([Exhibit G](#) This is a copyrighted exhibit. Original is available upon request at the Research Library) stated that while Nevada occupational

board staff were aware of State legislation requiring military spouse reciprocity portability, only dental hygiene, mental health counseling and occupational therapy boards had specific procedures that eased the process of transfer for military spouses.

While S.B. 100 does not address the activities of occupational boards, it does direct the Commission on Professional Standards in Education to expedite the process of teaching licenses and directs that the school district must consider a veteran's military education training or occupational experience, goals similar to A.B. 89. Based on the limited success of that bill, the more directive language in S.B. 100 may be helpful to ensure that our veterans and their families have the opportunity to prove they have the necessary experience for licensure and employment.

In short, if we leave it to the option of folks, our experience has been that not much comes of it. This bill does say you will use the definition of veteran as in *Nevada Revised Statutes* 417.005, and that definition states a veteran has to be a resident of the State. This is something to consider if veterans are at Fort Bragg or in Germany and they are trying to transition and remotely apply for jobs. They will not be a Nevada resident. I recommend that the legal staff take a look at that definition.

CHAIR DENIS:

We have received a letter in support for S.B. 100 from a representative of the DOD, Kelli May Douglas ([Exhibit H](#)). I will close the hearing on S.B. 100 and open the hearing on S.B. 80.

SENATE BILL 80: Revises provisions relating to providing a safe and respectful learning environment. (BDR 34-502)

WILLIAM HORNE (Clark County School District):

This bill is what we call the Handle with Care bill. We are asking the Legislature to also address some amendments we have sent to the Committee. The bill will address children who have been impacted by trauma, including domestic violence or violence in their neighborhood or other traumas where law enforcement is involved. There is often a gap in the school, teachers and the school districts in being aware of the impact of trauma on these children. Senate Bill 80 proposes to close that gap and create wraparound services so we can better give services to these students.

TAMMY MALICH (Assistant Superintendent, Education Services, Clark County School District):

This bill is intended to create a partnership between the school district, the State, law enforcement agencies, SafeVoice Nevada and the NDE. There is already legislation to this effect in West Virginia and Michigan. It leverages the use of our SafeVoice Nevada system, but does not limit it to that system. View my presentation for further information ([Exhibit I](#)).

We have had children in our CCSD classrooms the day after a significant traumatic incident. I had an employee on my team whose life was violently taken by her husband in front of their two children, and those children were back in school the following day.

We do have some proposed amendments that are based on conversations with other State school districts ([Exhibit J](#)).

SENATOR PICKARD:

My concern with S.B. 80 is that we prohibit the counselors, psychologists, social workers and others helping these students from knowing what the trauma is, so there is no ability to give trauma informed care. How do we prevent the secondary trauma to that child when the people trying to help them are having to do an investigation to determine what the trauma was, so they can figure out the specific care for that child?

MS. MALICH:

The concern with giving the additional information is, for one thing, sometimes there could be an ongoing investigation. The other concern would be labeling a child with a specific incident. The principal and the team are trained professionals at dealing with trauma and we would ensure through our training that the people handling the child are experienced at dealing with children with trauma so that they take precautions to not re-traumatize the child.

SENATOR PICKARD:

I am not sure we addressed how we go about that, but I just think this is critical, because if we do not inform the caregivers of the trauma, they cannot give trauma informed care.

SENATOR HAMMOND:

It looks to me like section 3 of the bill triggers the procedures that are in section 3, subsection 5 as soon as there is a police report. Eventually, there might be some plan put in place to address the needs of the child. Speaking as a parent, there might be some things my family might be doing to address the trauma and we may not want additional help. I do not see anything in the bill that allows parents to say we do not need additional help, and that we may not want our child focused on at school. Is there a trigger so parents can have some say in the process?

MS. MALICH:

Currently, our trained mental health professionals use active consent, so they are able to question children and assist them, but if they are going to provide the trauma support, the parent is part of that process.

SENATOR HAMMOND:

So they give verbal or written consent to continue?

MS. MALICH:

Yes.

SENATOR HARRIS:

With respect to Proposed Amendment 1 ([Exhibit J](#)), it appears that it is entirely permissive as currently drafted. I suggest that it state you "shall" use one or the other, rather than you "may" use one or the other.

On Proposed Amendment 2, I suggest having a two-tier system where there are traumatic events, saying you "shall" report; and then leaving the permissive ability where police "may" report, as opposed to making all of it permissive with "may."

CHAIR DENIS:

I will take testimony in favor of S.B. 80.

LINDSAY ANDERSON (Washoe County School District):

I submitted a presentation that was given to our WCSD Board of Trustees regarding the Handle with Care initiative that is happening in Washoe County ([Exhibit K](#)). We support S.B. 80.

Senate Committee on Education
February 6, 2019
Page 26

ROBIN REEDY (Executive Director, National Alliance on Mental Illness, Nevada):
We are in favor of this bill. Any help early on solves problems later on.

CHRIS DALY (Nevada State Education Association):
We support this bill and I have submitted a letter of support ([Exhibit L](#)).

LIZ ORTENBURGER (SafeNest):
We sit on the other side of what happens when we do not handle with care. The research is clear; children growing up in households affected by domestic violence will repeat the cycle 75 percent of the time, either as victims or as batterers. We wholeheartedly support this bill as potentially the only lifeline a child could have. Last year in Clark County, the Las Vegas Metropolitan Police Department (Metro) responded to 72,000 calls for domestic violence and half of those households included children.

JARED BUSKER (Children's Advocacy Alliance):
We support S.B. 80.

KELLY CROMPTON (City of Las Vegas):
We support S.B. 80 because it encourages and facilitates the well-being of the children in our community and allows members of the community to understand and respond to trauma in a positive manner. The Handle with Care Program allows our teachers and staff to better serve our diverse student population while respecting a student's privacy.

PAIGE BARNES (Nevada Association of School Boards):
We support this bill as it will support our high needs students while using many of our existing resources.

CHAIR DENIS:
I will now take testimony in opposition of S.B. 80.

CHUCK CALLAWAY (Las Vegas Metropolitan Police Department):
I am completely in support of the concept of this bill and what it is trying to accomplish. School safety is a top priority for Metro, and we are partners with CCSD and we want to be partners in this process. Unfortunately, I have to oppose S.B. 80 as written. The language in section 3 is very vague. Metro responds to thousands of calls per day amounting to 72,000 domestic violence calls annually, with half of them involving children. If this language is put into

place where the officer must report on all these cases, it could have unintended consequences.

For example, say I come home and get into a loud, nonviolent argument with my wife, and my 15-year-old son is playing video games in his bedroom. When law enforcement responds and does an interview and conducts an investigation, the presence of my son has to be reported under this law.

Another example would be someone smoking marijuana in public and their child is with them. If they received a citation, the presence of the child would have to be reported to the CCSD in the language of this bill.

If a fight breaks out on a high school campus with 300 people watching the fight, would we have to report that all 300 students were exposed to violence and report each one to the school district?

I think there is a way we could provide discretion for officers. As it is, they all receive Crisis Intervention Training when they go through the academy, and that trains them on identifying people in trauma. We also receive training on child abuse and neglect, and no two cases are alike. For one child, a car accident might be very traumatic, but another child may not be as affected by that event. If an officer would have the ability to interview the child and determine if, in their personal opinion, the child is suffering trauma, then they could make the report. If there is a clearly defined significant trauma, such as in a case of murder or something extreme, that should definitely be reported.

What we see in law enforcement is that a system like this is only as good as the data put into it, and if you receive an overabundance of data, where 60 percent of your classroom is labeled as Handle with Care Program students, then the students who really need the assistance can be blanketed over by that overwhelming reporting of individuals suffering from a lesser trauma that may not affect their classroom behavior. We support the concept of S.B. 80 and Proposed Amendment 2, but we cannot support the bill as it is currently written.

COREY SOLFERINO (Washoe County Sheriff's Office):

We share the same concerns as Metro, and it troubles me to oppose this bill, because we believe in the legislative intent behind it. Our biggest concerns are over section 3 and section 14 and the mandatory reporting, creating a system

overburdened with insignificant reporting. Children who really need the interventions could be lost or missed altogether by some of those vague definitions.

CHAIR DENIS:

I will close the hearing on S.B. 80 and open public comment.

VIKKI COURTNEY (President, Clark County Education Association):

I want to talk about funding. On Monday in Clark County, more than 10,000 educators stood up and wore red or wore their "Fund Our Schools Now" button to let you know how important it is to have funding for our schools. There are three areas that need better, smarter funding.

First, categorical funds should be moved to weights. It is the best way for us to not have zip code education so we can fund all of our deserving students.

Second, we need to make sure there is dedicated funding for our educators. We have a high need in Clark County for more educators and other licensed professionals. It is harming our children not to have those 421 teaching positions filled.

Third, we ask that you have local funding and that there be an opportunity for Clark County to make a decision to support our schools and education system.

GLENN CHRISTENSON (Velstand Investments):

Many of us in the business community are committed to improving student outcomes in K-12 education, and devoting substantial time and resources to achieving that goal. Many business and civic organizations want to be constructive in helping to improve student outcomes. Several areas are of interest, because as noted by the Las Vegas Global Economic Alliance, economic development and education are inextricably linked.

Several areas need revising or improving, including developing a new Nevada Plan, revising the *Nevada Administrative Code* 354.660 to protect CCSD's ending fund balance, marijuana tax revenue for education and funding Pre-K in a way that will help bolster Nevada's ranking in education. We also need to look at assisting CCSD to develop a roadmap, more autonomy and managing school budgets outside central operations in compliance with A.B. No. 469 of the 79th Session. In addition, we need to improve our recruitment and retention of

more teachers, including at the School of Education at Nevada State College. Additional funding for education should address specific needs, accountability standards, and most importantly, how the funding will improve student outcomes.

In particular, the following funding needs should incorporate these standards: pay for performance, school safety, closing the achievement gap, money following the student, curriculum needs and professional development for administrators and teachers along with career pathing. I also support S.B. 100.

TAMARA LUZ (Clark County Education Association):

More equitable funding for CCSD would assist at-risk schools in providing better services for our students. Patchwork funding or after-school programs and before-school programs do not meet the needs of all students, because not all of them can take advantage of those services due to family problems or transportation issues. We need to fund our schools adequately so all of our students receive good services in our schools. Smaller class sizes, especially at at-risk schools, would be helpful. I work at Carroll M. Johnston Middle School, which is an at-risk and Turnaround school, and I am also on the School Organizational Team (SOT). While we were working on the budget, I learned that when we allocate teachers, we do this at a 37-to-1 ratio, which is high for special needs students.

JENNIFER MANNING (Clark County Education Association):

I teach at a high-risk school in Las Vegas. In my career, I have seen a hotel tax passed by voters and a marijuana tax passed by voters; all under the guise of funding education. The Nevada Plan needs to be revised so we get that money, and it needs to be revised in a way that CCSD gets its fair share of that money. Teachers are not asking for a bigger piece of the pie, we are asking for a bigger pie. We voted for a bigger pie more than once. Now we are looking for an option to have our own pie. I have seen the Nevada government outside of its Legislative Session provide funding for a football stadium and an additional tax arbitrarily imposed on marijuana to fill a barrel for a rainy day. Surely you can find a way to fix the funding problem for education during this Session.

KENNETH BELKNAP (Clark County Education Association):

I am a teacher at Del Sol Academy of the Performing Arts here in Clark County and I am also the chair of my SOT. I echo what my colleagues said here today. We only get one shot to educate these students, so if we keep kicking the

funding plan down the road year after year, then we are doing a disservice to hundreds of thousands of students who are missing out on the one chance they have for a good school. We need to fund our schools now.

ELIZABETH CAMPBELL (Clark County Education Association):

I am a teacher at West Career and Technical Academy here in Clark County, having taught for 23 years, and I am also National Board certified. I get to see the inside of a lot of schools and classrooms through my work with the National Board. Many wonderful things are happening in Clark County, but teachers are being asked to do more and more with less and less. We were all thrilled with Governor Sisolak's primary focus on education this year, but teachers are tired, and they are not going to survive more rounds of cuts and money that has been promised for our students that never arrives at the school level.

I enthusiastically request that this Committee work diligently and immediately this year to find solutions to the inequities that face our State. We need a reform of categorical spending and we need to increase per-pupil funding as it pertains to Clark County at an equitable level.

BRAD KEATING (Clark County School District):

The State of Nevada has exceeded the national average on Advanced Placement exams, with our students exceeding a score of three or higher. This is huge for Nevada. In spite of all our challenges, our teachers and educators continue to push forward in the classroom, making sure our students are learning at higher levels than the national average.

Senate Committee on Education
February 6, 2019
Page 31

CHAIR DENIS:

We have received written testimony from Steven Cohen for both S.B. 100 and S.B. 80 ([Exhibit M](#)). I will close the meeting of the Senate Committee on Education at 4:07 p.m.

RESPECTFULLY SUBMITTED:

Linda Hiller,
Committee Secretary

APPROVED BY:

Senator Moises Denis, Chair

DATE: _____

EXHIBIT SUMMARY				
Bill	Exhibit / # of pages		Witness / Entity	Description
	A	2		Agenda
	B	12		Attendance Roster
	C	2	Chair Denis	Committee Rules, 2019
	D	19	Jen Sturm, Policy Analyst	Senate Committee on Education Committee Brief
	E	38	Madeleine Webster, Education Commission of the States	Presentation 2019 Trends in Education Policy
	F	2	Madeleine Webster, Education Commission of the States	Resource List – 2019 Trends in Education Policy
S.B. 100	G	3	Kat Miller, Director, Department of Veterans Services	Military Spouse Licensure Portability Examination State Report
S.B. 100	H	2	Kelli May Douglas, U.S. Department of Defense	Letter of support
S.B. 80	I	11	Tammy Malich, Assistant Superintendent, Education Services, Clark County School District	Presentation Handle with Care
S.B. 80	J	1	Tammy Malich, Assistant Superintendent, Education Services, Clark County School District	Proposed Amendment
S.B. 80	K	10	Lindsay Anderson, Washoe County School District	Presentation Handle with Care
S.B. 80	L	1	Chris Daly, Nevada State Education Association	Letter of Support
S.B. 80, S.B. 100	M	3	Steven Cohen	Written Testimony