

**MINUTES OF THE
SENATE COMMITTEE ON EDUCATION**

**Eightieth Session
March 13, 2019**

The Senate Committee on Education was called to order by Chair Moises Denis at 1:05 p.m. on Wednesday, March 13, 2019, in Room 2134 of the Legislative Building, Carson City, Nevada. The meeting was videoconferenced to Room 4412E 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
Linda Hiller, Committee Secretary

OTHERS PRESENT:

Nichole Beer
Linda Jones
James M. Wylie
Steven Conger, Power2Parent
Brad Keating, Clark County School District
David Cherry, City of Henderson
Julie Bailey
Susan Slykerman
Lee Gordon
Theodore Small, Vice President, Clark County Education Association

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Carrie Nelson
Robin Carpenter, President, Clark County School Librarians Association
Sylvia Villalva
Jeff Scott, Library Director, Washoe County Library System; President, Nevada
Library Association
Lindsay Anderson, Washoe County School District
Melissa Boesen, President, Washoe Education Support Professionals
Chris Knox
Cindy Wood
Linda Mitchell
Sarah Adler, Charter School Association of Nevada
Tod Colegrove, Ph.D., Administrator, Division of State Library, Archives and
Public Records
Caryne Shea, Honoring Our Public Education
Ed Gonzalez
Natha C. Anderson, President, Washoe Education Association
Christina Rhodes
Chris Daly, Nevada State Education Association
Diane Baker, Interim Director, Carson City Library
Alexander Marks, Nevada State Education Association
Hawah Ahmad, Charter School Association of Nevada
Mary Pierczynski, Nevada Association of School Administrators
Chris Reilly, Tesla
Michael Flores, Nevada System of Higher Education

CHAIR DENIS:

I will open the meeting of the Senate Committee on Education and turn the gavel over to Vice Chair Woodhouse.

VICE CHAIR WOODHOUSE:

I will open the hearing on Senate Bill (S.B.) 249.

SENATE BILL 249: Requires each public school to establish and maintain a school library. (BDR 34-13)

SENATOR MOISES DENIS (Senatorial District No. 2):

Senate Bill 249 is similar to S.B No. 143 of the 79th Session, sponsored by former Senator Becky Harris. We have brought this bill back because we truly believe in the benefits that libraries offer to all of our kids, particularly those

living in poverty. Over the last couple of decades, we have continued to experience a decline in school librarians and media specialists, even as student enrollment has increased. This drop was especially apparent after the 2008 recession.

A 2018 article in the *School Library Journal* by Keith Lance, who analyzed related data from the *National Center for Education Statistics*, stated that public school districts have lost nearly 20 percent of full-time school librarians since 2000. The most significant declines happened after 2008. A 2018 *Education Week* article added that minority districts were hit the hardest by the loss of librarians.

While many areas in education have recovered from the Great Recession of 2008, others such as library services have not. In fact, many school districts across the Country focused their financial efforts on other school support staff. A 2018 *Education Week* article reported that over the same period when school librarian ranks dropped, schools nationwide saw an 11 percent increase in counselors, a 19 percent increase in instructional aides and a 28 percent increase in school administrators.

While this increased focus on other support staff is important for schools, we cannot let those efforts be to the detriment of our school libraries and librarians. These areas serve a critical need for our students. Some people may speculate that the emergence of digital technologies makes libraries redundant or less necessary, but school librarians facilitate the digital literacy skills of students that are necessary to obtain quality information.

In many ways, the internet is an extension of the school library, but it has both useful and useless information. School librarians can help students discern the difference with instructional strategies that are based on critical thinking and analysis. This knowledge helps students with a wide range of crucial life skills, supporting our mission to graduate students who are college and career ready.

Personally, I do not know where I would be today without having libraries in my life. In school, going to the library was more than just getting books, although if that was all it was, it would have been amazing too. As a Latino kid trying to learn English, going to the library was my opportunity to go anywhere. Whether it was a public library or a school library, I could be anywhere at any time when

I was reading books and learning to use them to find information. This has been a tool for me my whole life.

I view libraries as a critical piece to the education process, not just an extra activity to give teachers prep time. Not everything is perfect and we do need to work out some things with the bill, but this is a critical topic that needs discussion and we can work out the issues in the process.

SENATOR DONDERO LOOP:

Going through the bill, sections 3 through 6 provide relevant definitions, including a "school library" and "school librarian".

Section 7 requires each public school, including charter schools, to establish and maintain a school library. It also requires the State Board of Education (SBE) to adopt regulations outlining minimum requirements for each library.

Section 8 requires that each public school employ a school librarian, with certain exceptions. The first of those exceptions is that the governing body of a charter school may determine whether or not to employ a librarian.

Section 9 provides three exceptions. The first states that if two schools within a school district are unable to employ a librarian, the district's superintendent may approve hiring one librarian to provide services to both schools.

The second exception is that if a school in any district other than Washoe County School District (WCSD) and Clark County School District (CCSD) is unable to employ a librarian, that district's superintendent may approve the district hiring a librarian for the school.

The third exception states that if a district is unable to employ a librarian for a school, the Superintendent of Schools from the Department of Education (NDE) may approve a district's application for assistance to ensure that students receive related library services. All three of these exception applications expire on June 30 of the following odd-numbered year.

Library services are truly needed for all of our children. We recognize some of the details of this bill need to be clarified and we look forward to working with stakeholders on tightening the definitions and transition time into fully-staffed libraries. As a librarian and a Nevadan, I am aware of the needs of our children

and students and the diversity of our State. My commitment to my library colleagues is to hear you and make this bill right and to make it work for you.

SENATOR DENIS:

We have been taking notes as we talk to stakeholders and we will bring up some of the issues that need to be defined or clarified as they come up.

SENATOR HAMMOND;

In section 7, subsection 2 of S.B. 249, the SBE comes up with regulations for the school libraries, but you stipulate the three things that must be included. Paragraph (a) states that there must be a minimum number of books. Why is that? Senator Denis mentioned the fact that students today use portable digital media with books and we have talked about the needs for libraries in medical schools because of the change in technology due to a minimum amount of space. Are you flexible on that requirement?

SENATOR DENIS:

When I was a library trustee in the 1990s, I remember coming to the Legislature to testify. One of the Senators said she did not know why we were talking about libraries, because the internet was going to take over, so we would not need books anymore. Yet, we have seen that even with the internet, we still have books and materials in libraries. We do things differently now, but there are models of successful modern libraries. By providing some guidance to the NDE on at least minimal things that need to happen, it helps get us to that successful school library model.

The same could be said of the facilities. Otherwise, if you do not put a minimum, a school could just take a closet and say it is their library if they were trying to just check off a box. To be successful, there needs to be a minimum amount of space required. We felt we needed to provide some guidance to require those minimums since many decisions about libraries are made because of finances.

SENATOR DONDERO LOOP:

As a school librarian, I can tell you that there is always a school standard list of books that may be present in a library. We never want the minimum; we always want as many books available to students as possible. We also do not necessarily want a minimum amount of space; we want a designated space for libraries, not just a small classroom or a closet. Those are things that I, as a

librarian, would want to see changed slightly. This is why I said in my testimony that there might be things that need to be discussed and things my library colleagues might want to weigh in on.

When a school opens and they fill a library, there is a set of books that they may suggest you have in the library for an elementary school; that does not mean you only have those books. It is just the minimum that you start with.

SENATOR HAMMOND:

Nobody loves libraries more than me, and it still holds true whether or not we have the internet. There are people who are coming up with creative ideas for libraries, and I do not want to stifle that creativity.

I thought the most important part of section 7, subsection 2 was paragraph (c), where it requires that methods for providing library services still need to be offered to students no matter the physical restrictions. I just want to make sure we are not stifling the creativity that schools are using to come up with solutions to the library space issues.

SENATOR DONDERO LOOP:

I do not think we are stifling creativity. I have never known a librarian who did not use every square inch of the library. What we are doing here is asking that libraries be present in schools.

VICE CHAIR WOODHOUSE:

I will take testimony from those in favor of S.B. 249.

NICHOLE BEER:

As a proud elementary school librarian and member of Clark County Education Association (CCEA), I support S.B. 249. I have never spoken to anyone who thinks school libraries are a bad thing. I have submitted my written testimony ([Exhibit C](#)).

LINDA JONES:

I am the political field coordinator for the CCEA and I support S.B. 249. Library services are vital to student success, but due to a lack of adequate funding, many schools have had to cut back or eliminate that service and, in some cases, the librarians are replaced by library aides. We do not want this to be another unfunded mandate. I have submitted my written testimony ([Exhibit D](#)).

JAMES M. WYLIE:

I got into Nevada by way of Child Haven in 1957. I was raised in a rough area and went through school to graduate in the State. I had the opportunity to go to libraries as I was growing up, and one year I got the award for checking out the most books in the library. However, I could not read. I enjoyed looking at the pictures and learning that way. You cannot have a small space. Books have to be replaced.

I did go to college and between my wife and me, we have 58 years of education experience as an administrator and a psychology teacher. From what I have seen in the CCSD, there are many problems that need to be addressed. But you must have a certified librarian. This year, my wife's school lost their certified librarian and they just have a part-time aide now. I would like to speak to someone, sometime, about the things that are going on.

STEVEN CONGER (Power2Parent):
We support S.B. 249.

BRAD KEATING (Clark County School District):
We support S.B. 249 and think it is essential to have certified teacher-librarians in our schools as they are imperative in driving our student achievement.

DAVID CHERRY (City of Henderson):
The City of Henderson is the largest city in Nevada to have a Community Education Advisory Board (CEAB). One of the goals of our CEAB is to increase student literacy, particularly among our K-5 students. We think having libraries and certified librarians at our schools will help us reach that goal. We support S.B. 249.

JULIE BAILEY:
I am a recently retired certified teacher-librarian of 24 years. Having a full-time certified teacher-librarian instead of classified personnel to head the library is critical to the success of students in school and as lifelong learners and users of information. I have submitted my written testimony ([Exhibit E](#)).

SUSAN SLYKERMEN:
Senate Bill 249 is similar to S.B No. 143 of the 79th Session, sponsored by former Senator Becky Harris, and we are grateful that it helped bring awareness of the need for school libraries and certified teacher-librarians. While I support

S.B. 249, we do need additional laws which I have outlined in my submitted written testimony ([Exhibit F](#)).

LEE GORDON:

I am a retired school librarian, having served in CCSD for 32 years. I have seen firsthand the impact a school librarian has at a school, and I support S.B. 249. I believe a licensed school librarian can make a significant impact on student learning and test scores. I have submitted my written testimony ([Exhibit G](#)) with specific suggestions for this bill, as well as for the next bill on today's agenda.

SENATE BILL 191: Requires each public school in a school district to establish and maintain a school library. (BDR 34-562)

THEODORE SMALL (Vice President, Clark County Education Association):

Speaking for the CCEA, we thank you for this bill. The last school where I taught was Sandy Searles Miller Elementary School, Academy for International Studies, which is an International Baccalaureate (IB) school. Part of that system had the teachers relying on the librarian to ensure we were working together on our units of study. Part of the IB process is to ensure that the librarian is the focus of instruction for the school. We teachers could not imagine what it would be like to teach without that librarian in an IB school. These librarians are not just great for kids, but they are great to mentor teachers.

I am on a teacher leadership council in charge of the evaluations. The certified teacher-librarians worked with us in creating their standards. They also have to ensure they have outcomes with their students. They have their own goals to impact students and make sure they are successful in literacy. It is clear we need to have certified teacher-librarians in every school library in our district and throughout the State. We support S.B. 249.

CARRIE NELSON:

I support S.B. 249. To be transparent, I worked for a vendor for more than 20 years, selling millions of dollars of books to Nevada school districts. I have had the luxury of being in libraries all over the State and it is such a different atmosphere in all the different counties. The desperate need for libraries and a place for children to spend time is so important. The need for teacher-librarians who are in the school library for the full day, giving all the students access and equity, is important too.

It has been my experience that the more digital opportunities the students have in a school, the more print they purchase. It is not what one thinks would happen, but that is what happened with VHS and movies. The stronger the library program and classes, the stronger the student achievement and literacy. The prisons designate how many beds they project by the literacy at grade three.

ROBIN CARPENTER (President, Clark County School Librarians Association):

I am a certified teacher-librarian at Carroll M. Johnston Middle School, a Title I, Tier I school in North Las Vegas. I support S.B. 249 with some needed significant changes. Today's libraries are no longer just a place where students go to check out books. The librarian's purpose is to ensure that students and staff are effective users of ideas and information; that they can think critically; be enthusiastic readers and skillful researchers and that they use information ethically. This is all part of the Nevada Information Literacy Content Standard for K-12 grades.

Nineteen states have made it mandatory that a school library must be a component of a school's learning environment and infrastructure, just as necessary as classrooms and school supplies. Nevada does not have statutes requiring school libraries, so there are schools in the CCSD with no school library. Under the auspices of local control, school administrators have been allowed to get rid of libraries altogether for whatever reason they choose. This is in spite of the statutes that require districts to spend money annually on library books and software in an amount per pupil.

Those schools continue to receive that money in their strategic budgets, even if they do not have a library. Some of the schools with libraries opt not to allocate a single dime to their libraries. This leaves school librarians, if there are any in those schools, to scramble around to meet the needs of their students without the money they are supposed to have. That does not serve the needs of Nevada students.

Those 19 states that range from small and rural, to large and urban, have codified that certified teacher-librarians are the professionals best equipped to ensure that their students achieve 21st Century information literacy standards. That is what we are asking you to do before it is too late for our students in Nevada.

SYLVIA VILLALVA:

I am a retired teacher and I support S.B. 249. We need to look at our State and how low we rank nationally in education. We are fiftieth again.

Nevada is a Common Core state, where there are more than 90 different areas a school librarian-teacher addresses. Knowing the way things have gone in the past in Nevada, I am sure those are going to be thrust upon the classroom teacher who is already overburdened. Having to deal with more than 90 more areas of instruction is beyond burdensome.

Books are important as tangible objects. We live in an information age and every day the information grows exponentially. Much research has been done about the tactile importance of touching a book. I know that many school districts are going with e-books to save money, but what they have found is that there is nothing as impactful as having that book in a student's hand.

As a child of poverty, my only recourse was to travel in books. They were my travel agents, my mentors and it was everything to me to be able to go to the library, see all those books and dream.

Albert Einstein said the most important factor in human beings is our curiosity. That is what books do; they bring us curiosity and they bring hope. When kids are surrounded by books, they have the hope of a better world and a better future. The National Council of Teachers of English has said that the quantity of available books is directly connected to the achievement of students. Having the designated library area, and not a library on a cart, is paramount to student achievement and taking Nevada out of fiftieth place in education.

JEFF SCOTT (Library Director, Washoe County Library System; President, Nevada Library Association):

I support S.B. 249 because the school library is a unique and essential part of the learning community. Certified teacher-librarians in the library provide access to information and technology, connecting learning to real-world events and they are essential to provide critical support for students. I have submitted my written testimony ([Exhibit H](#)).

MS. SLYKERMAN:

I have three letters of support for S.B. 249 ([Exhibit I](#)). Can I share them with you?

VICE CHAIR WOODHOUSE:

If you give them to the staff, we will make sure they are posted and all the Senators will get a copy of those letters.

I will take testimony in opposition now.

LINDSAY ANDERSON (Washoe County School District):

The WCSD opposes S.B. 249, particularly section 5. We support libraries and school libraries. We are now building new schools for the first time in many years and all of our new schools contain libraries, including some interesting designs at the high school level that are decentralized. We are building next year's budget and there are no specific reductions in library services planned; just things that are on the table to balance the budget.

In WCSD, we do employ librarian aides in our elementary schools, which represents 63 of our schools without certified teacher-librarians. This legislation does not offer a transition period for us to get to all certified teacher-librarians. It also does not include the appropriation necessary to pay the difference between an aide and a certified librarian. That is why we oppose this bill even as we support libraries and agree with the importance of libraries.

MELISSA BOESEN (President, Washoe Education Support Professionals):

The Washoe Education Support Professionals (WESP) for WCSD represents the 63 Education Support Professionals (ESP) library aides in our elementary schools, going above and beyond the call of duty every day in the libraries. We support libraries and do not want to see them go away, but we want to support our ESP. If this bill passes, the financial impact on WCSD would be catastrophic and 63 people would have to find other positions with no opportunity to transition into a certified position. We oppose S.B. 249.

SENATOR HAMMOND:

How long would it take and what would it cost for the 63 library aides to become certified?

MS. ANDERSON:

I do not know the exact answer to that but I could get it for you. In terms of ramping up from unlicensed staff to licensed staff, we do have Alternate Route to Licensure programs, but I am not sure we could accommodate 63 individuals at once. It would depend on what the starting point would be for each particular

support professional; whether they have a higher education degree or not. I can get you some kind of averages.

CHRIS KNOX:

I am a member of WESP and a librarian at Whitehead Elementary School in the WCSD. I am opposed to S.B. 249 because it would change the fundamental structure of library services in WCSD. We have 63 classified ESPs teaching; a system that has been in existence for 45 years. To those who are saying that the ESP, like myself, are not teaching, I teach standards-based lessons in 22 classes each week. I teach 21st Century learning skills and I serve 100 percent of our school's student population, which goes a long way to WCSD's goal of knowing every student by name and face from kindergarten to graduation. The music teacher and I are both on morning bus duty because we know every student and we can hold them accountable.

I also teach critical thinking and literacy standards. My principal was in my library this morning as I did a directed read aloud and she said she wants to have some of her teachers come in and see how I do the directed read aloud lessons because they were so impactful and effective. I keep up-to-date on collections and work with our staff to provide them materials when there is a curriculum change.

One of my proudest moments in the library is that I instituted a student-directed enrichment program where students bring me their ideas, fill out an educational purpose and I help them fulfill that during their personal time, which is lunch or recess time. The library is packed every day on the elementary level, in part because of this program.

There is a huge difference between elementary school standards and middle school and high school standards. I do not support S.B. 249 because I think I do a pretty good job.

CINDY WOOD:

I have been a library associate with WCSD for 28 years. During that time, I worked on getting my library endorsement and my associate degree. It took me quite a long time doing it part-time, so I cannot imagine how one would get their teaching degree and still work full-time as a librarian.

I was working today and a teacher's aide came to me with three students who needed help finding some resources for a project they were working on. As I chatted with this aide, we discovered that I had him as a student at Elmcrest Elementary School. He told me that I had impacted his life by teaching him the love of reading and how to find resources, just as I was doing for those three students at that moment. He said those experiences with me set him on a path to become an educator and that he was working at my current school while he was pursuing his college degree.

This is my story, but I can tell you that all 63 of the elementary school librarians in WCSD will have some stories similar to this. I oppose S.B. 249.

LINDA MITCHELL:

The WCSD has always had classified librarians in the elementary schools and certified teacher-librarians in the middle and high schools. In my opinion, a certified license does not make a librarian. Our paraprofessionals and associates are more than capable of providing our elementary students with library skills and literacy requirements. With 25 to 40 students per class, rotating in and out of the library every 30 minutes, I just do not understand how, given the number of students, a certified librarian could cover any more content than our ESP.

Never in 45 years has a WCSD elementary principal made the decision to eliminate a librarian due to budget cuts. I understand that is happening in CCSD. Elementary and secondary schools have very different needs in terms of materials, but they also have different needs in student instruction. In the elementary schools, we take those students from not even knowing what an author is in the early grades and we groom them until they are able to leave us in sixth grade as independent library users.

We have 63 ESP librarians who would lose their jobs if this bill passed, but we do not have 63 certified teacher-librarians who could take their places. I am in favor of libraries, but opposed to S.B. 249.

VICE CHAIR WOODHOUSE:

I will take neutral testimony now.

SARAH ADLER (Charter School Association of Nevada):

The public charter school community is a big believer in library services, the important skills of librarians and the special learning climate that a library

provides. All of Nevada's charter schools provide library services to their students and a large majority of them provide a library in the traditional and desired sense.

We are testifying neutral to seek clarification on section 7, subsection 2, paragraph (c) where it recognizes that due to certain space limitations, certain public schools may not be able to have a distinct library room. There are a handful of charter schools that are in that situation. It is our assumption that they are allowed to make responsible decisions about how and where to provide library services based on the physical circumstances of their school.

TOD COLEGROVE, PH.D. (Administrator, Division of State Library, Archives and Public Records):

Given the potential S.B. 249 has to require the creation of new libraries and the significant outlay associated with tooling up those libraries with resources, I want to bring to the Committee's attention that the Nevada State Library makes available significant electronic resources that can better enable a school library to meet the mandates of its school curriculum. I have provided a summary detailing these library resources licensed by the State Library for public and school library use Statewide in my written testimony ([Exhibit J](#)).

SENATOR HAMMOND:

Ms. Adler, in section 8, subsection 2 it states, "The governing body of each charter school shall determine whether to employ a school librarian". Can you clarify that? Does it mean charter schools would have the flexibility to decide whether or not they wanted to hire a certified teacher-librarian?

MS. ADLER:

It is our understanding that this gives charter schools the authority and the flexibility to determine whether the person who provides library services has a degree or not.

SENATOR HAMMOND:

Is that because there is no funding going to charter schools for that position?

MS. ADLER:

Charter schools have a unique funding structure and they need to make do in providing quality education within that funding structure. I cannot say that

every charter school feels they can make a decision within that funding structure to have a certified teacher-librarian.

SENATOR HAMMOND:

Do you know how many charter schools have a certified teacher-librarian?

MS. ADLER:

No. I can get that information though.

SENATOR HAMMOND:

I would like that, just like I wanted the numbers from WCSD, so we could determine what the cost would be to ramp up to having the aides become certified teacher-librarians. To me, certification means these are people who are trained to be in the library and have certain skills to provide to the students. It would be nice to have somebody in that role in every school, but I would like to know the difference between how many we have in charter schools now and how many we would need to be up to the standards of this bill.

CARYNE SHEA (Honoring Our Public Education):

I am here with Honoring Our Public Education (HOPE) for Nevada, testifying neutral on S.B. 249. Personally, I think there is no better smell than that of a book. I love the crack of the spine when opening a new book and nothing replaces a book for my generation and generations to come. We do have some concerns about this bill, many of them pertain to funding. I have submitted my written testimony outlining those concerns ([Exhibit K](#)).

ED GONZALEZ:

I am a School Organizational Team (SOT) member at both Robert L. Taylor Elementary School, which does have a certified teacher-librarian, and Liliam Lujan Hickey Elementary School, which does not. One of the concerns I have with S.B. 249 is how we define a librarian. At Hickey, there has not been a library for a while. Instead, we have a library aide and two reading specialists, which is what the school has decided because of the challenges with mental behavioral issues and social-emotional learning (SEL).

My concern with section 5 and also section 9, subsection 1, paragraphs (a), (b) and (c) is that if you cannot provide those services, then what is the reason? I look at this as us trying to figure out a different way of doing it. We have a lot of challenges at Hickey, with 100 percent Free and Reduced Price Lunch

students and a high rate of English Language Learners. If we are going to mandate this bill, there needs to be categorical funding to come with it, because if you give me an extra \$250,000, I would hire a full-time school psychologist and work on the SEL of our students since that is our biggest need right now.

If this bill is mandated without funding, at Hickey we will cut something and with class size reduction, we are limited with what we can do in the classroom. Most likely, we would lose a reading specialist and a teacher in fourth or fifth grade, which will push those class sizes into the mid-40s. We have limited resources with what we can do with our strategic budget, so my concern and why I am speaking in neutral is, what is the definition of a librarian?

SENATOR DENIS:

Because Senator Hammond mentioned this, in section 8, subsection 2, it contradicts section 7, subsection 1, so we have to work this out as well as some of the definitions, like "good faith effort", "extra duties", etc. We will do that.

For me, library services are more than just a nice thing to do; they are a critical piece of education that we need to mandate, so our kids have all they need to be successful. We have seen that in successful schools; they have successful libraries.

SENATOR DONDERO LOOP:

We appreciate all the librarians who came here today. They made my library very effective. I used it not only for my students and my teachers, but I also allowed my parents to come in. It was an invaluable resource, because the CCSD school where I taught did not have a nearby public library.

VICE CHAIR WOODHOUSE:

I will close the hearing on S.B. 249.

CHAIR DENIS:

I will open S.B. 191, which is another school library bill.

SENATOR JOYCE WOODHOUSE (Senatorial District No. 5):

Like S.B. 249 which we just heard, S.B. 191 continues the work started last Session by my former colleague, Senator Becky Harris. Research consistently shows that when children have access to good libraries with plenty of books

and adequate staffing, they read more and do better on reading tests. For children in poverty, libraries are often their only available source of reading material.

Having a collection of books is not enough to make a good library. A 2012 report on Pennsylvania school libraries found the most important element in a strong library program is a full-time, certified librarian with support staff. School librarians and teachers form an instructional team when they combine their knowledge of teaching strategies, resources and technology to meet the specific needs of each student.

A 2009 study of Idaho school libraries found teachers were 3 times more likely to rate their literacy teaching as excellent when they collaborated with librarians. A 2000 study in Pennsylvania found student test scores were higher when librarians worked cooperatively with classroom teachers, independently taught information literacy and provided in-service training to teachers.

Research is clear that school libraries and school librarians affect student achievement. Senate Bill 191 ensures all public school students in Nevada have access to school libraries by requiring each school, including charter schools, to establish and maintain a library that has a licensed librarian, with certain exceptions, and provides library services to the students and staff of the school.

Unfortunately, it is not always possible to have a certified teacher-librarian in the school library due to funding issues, the availability of a licensed librarian or the size of the school district, among other challenges. That is why S.B. 191 is being proposed. Our goal is to continue to support having a library in every school. I want to place on the record an article from the Phi Delta Kappan dated March 26, 2018, titled "Why School Librarians Matter: What Years of Research Tell Us" (Exhibit L contains copyrighted material. Original is available upon request of the Research Library).

NATHA C. ANDERSON (President, Washoe Education Association):

I am a 21-year teacher and the daughter of two librarians. My father was a librarian at Wooster High School and my mother was a Washoe County librarian. The image of librarians as just a provider of books is not accurate; they are ninjas of knowledge. As an educator, many times I would be planning a lesson and I would talk with the school librarian and they would figure out some

different technology that I had never even thought of, or they would brainstorm with me and help me find a different way to differentiate my instruction.

I used to do a class project, "College Cram-A-Rama", where students had to research universities, trade schools and junior colleges and find out the differences between the schools. My librarian was excellent at getting me the resources, as well as figuring out an opportunity for younger students who were not in my class to be able to see those presentations. That library at North Valleys High School was the hub of our school.

Sadly, these rich discussions and opportunities are slowly departing us. As one of the librarians in Washoe County, Marilyn Bennett, explained:

When I started in libraries in 2008, high schools and middle schools in Washoe County had a seven-hour assistant as well as the librarian, and many high schools also had a five-hour assistant. Two or three years later, the seven-hour assistants were cut from our middle schools and our high school assistants were completely cut.

We work hard to consistently keep the library open from 7:00 a.m. to 4:00 p.m. Our librarian opens up the school; opens up the library and she is never the first one there. When her assistant closes the library at 4:00 p.m., she is not the last one there. Our students utilize our libraries and it is not just because of the books. It is also because it is a safe environment.

That is one reason why the studies that Senator Woodhouse and other educators brought up earlier show that our students do better in reading and writing, which makes sense, but also in math, because they are getting more individualized attention.

CHRISTINA RHODES:

I am a certified teacher-librarian. Most people who do not work in schools think we just check out books. Certified teacher-librarians are so much more. We are teachers with many roles and positions, we promote literacy and support teachers, we are implementation specialists, we provide professional development and we provide SEL lessons and instruction. I have been in education for many years, and certified teacher-librarians are making great leaps in connecting the 21st Century competencies with the Nevada Academic

Content Standards (NVACS), as well as incorporating the American Association of School Librarians standards into curriculum. Certified teacher-librarians also offer lessons teaching blogs and videography to research and professional development for staff members.

Certified teacher-librarians have a teaching degree and teaching experience plus a master's degree in library sciences. We are evaluated on a teacher's evaluation as well as professional standards. Why should that matter? Not only as a certified teacher-librarian, but as a parent and community member, I want my school to have a certified teacher-librarian with experience in pedagogy, classroom management, curriculum and instruction, how to align a lesson with the NVACS, how to scaffold curriculum and how to make an impromptu lesson modification. I want a certified teacher-librarian because we teach research skills and teach students how to cite evidence with line numbers and how to analyze fake news, implement the 21st Century standards and prepare lessons that will allow my child to be college and career ready.

An example of a lesson where I support literacy and allow my students to be college and career ready is a lesson we completed just last week at Clayton Middle School (CMS). At CMS, every seventh grade student, about 400 of them, came up to the library for a book tasting lesson. The kids went to different stations that had books suited to different types of readers. The lesson was designed so that every student could walk out of the library with a book in their hand that they absolutely loved. The students read their books and then came back to the library to create a video using a Web 2.0 educational tool called Seesaw. They recorded book reviews, tackling many standards, and made videos just like they would for something like YouTube. These 21st Century skills in the library are vital to this generation and through these types of lessons, we are teaching skills for our students to be college and career ready.

Teachers have mentioned to me that they do not have time to teach additional standards like the 21st Century standards and curriculum with their standards and pacing guides. Certified teacher-librarians support staff with their lessons by weaving in the 21st Century standards that a classroom teacher does not have time to teach. We impact every student on campus by teaching 6 class periods a day, reaching more than 170 students a day with lessons that are cutting edge, standards aligned and apply 21st Century skills.

School libraries also support equitable access. Students have access to resources, not just certain classes or groups of kids. Our library is open before and after school and at lunch with Science, Technology, Engineering and Mathematics (STEM) and coding activities. The school library supports all students, staff and the community. Without certified teacher-librarians, our students will not receive direct instruction from a teacher, they will not receive lessons that are 21st Century aligned, and they will not be competitive in a job market where our students deserve to be ready for college and careers.

CHRIS DALY (Nevada State Education Association):

I get the job of running through some draft amendments ([Exhibit M](#)) to S.B. 191. Our hope and intent with this bill is to have legislation that requires library services in each school; to utilize a teacher school librarian wherever possible; to preserve the existing individuals who are library assistants and to provide them with meaningful and relevant professional development in library sciences.

The changes we are proposing begin in section 3 with the definition of "library services", expanding and strengthening that to add "instruction on access and use of library materials; digital citizenship; and reference services to provide answers to student questions".

In section 5, with the definition of "school librarian", we add "teacher librarian" and we limit that to "a person who holds an endorsement as a school library media specialist". Further in section 5, subsection 1, we define a "school library assistant" as "a person employed by a school district to provide library services in a school library established and maintained pursuant to section 7 of this act who is not a school librarian or teacher librarian". These changes essentially strike subsection 2 and subsection 3 of section 5.

In section 8, we further clarify the requirements for librarians in charter schools and add clarification to the grandfather provisions so schools that currently have library assistants will not have to hire certified teacher-librarians until the natural attrition of the library assistants occurs. In section 8, subsection 1, it should read:

Except as otherwise provided in this section or section 9 of this act, each public school and charter school in a school district,

including the State Public School Charter Authority and the Achievement School District, shall employ a school librarian.

In section 8, subsection 2 of the bill is struck. Language is added to section 8 with subsection 4, which reads:

If a school employs a school librarian assistant but not a school librarian on the effective date of this legislation, that school is exempted from the requirement in subsection 1 of this section until such time as that school librarian aide is no longer employed to provide library services at that school site.

To clear up any confusion, we are using the terms library "aide" and library "assistant" to mean the same thing as we make amendments to this bill. We add subsection 5 to section 8:

A school librarian aide employed on the effective date of this legislation may transfer to another school within the district, subject to the terms of their collective bargaining agreement, at which point that school is exempted from the requirement in subsection 1 of this section until such time as that school librarian aide is no longer employed to provide library services at that school site.

For the example of the elementary schools in WCSD, the library assistants currently employed in libraries can stay at that library or, pursuant to their collective bargaining agreement, if they are transferred to a different school, they could meet that requirement through either their professional development or their natural attrition as they leave the District or retire. After that, those school sites would be required to hire a certified teacher-librarian. We think this makes sense based on both financial issues expressed by WCSD, as well as the availability of certified teacher-librarians to be hired.

In section 9, we propose deleting subsection 1, paragraph (a), subsection 3 and subsection 4. In their place is a mechanism borrowed from the process that grants waivers to school class size reduction in this State. In section 9, subsection 2, we propose:

Schools in districts with a population less than 100,000 may receive a waiver from the Board of Education from the requirement in Section 8.1 after their district submits a plan to the Board identifying the reasons they are unable to hire a school librarian and detailing how they will provide library services to all students at the school.

In section 9, subsection 5, we propose: "A waiver granted by the Board of Education pursuant to subsection 2 expires on June 30 of the following odd-numbered year." This means every other year the schools in those districts would have to go through the process through the SBE to apply for, and possibly be granted, a waiver from the requirements.

CHAIR DENIS:

Seeing no questions from the Committee, I will take testimony in support of S.B. 191.

DIANE BAKER (Interim Director, Carson City Library):

I support S.B. 191 as well as S.B. 249. Schools with a strong library program and certified staff ensure students have the best chance to succeed. School libraries are learning hubs that extend literacy and education options for all grade levels and abilities. I have submitted my written testimony ([Exhibit N](#)).

ALEXANDER MARKS (Nevada State Education Association):

The Nevada State Education Association (NSEA) supports S.B. 191 and fully supports the important function of libraries in public education. I have submitted a letter of support from NSEA ([Exhibit O](#)).

Ms. BOESEN:

I represent WESP at WCSD and we support S.B. 191. We have 63 WESP individuals and 35 substitutes and this bill will allow those library assistants or aides who wish to continue their education the opportunity and the time to become a certified teacher-librarian.

We do not have 63 certified teacher-librarians to slip into those librarian spots so my fear as a parent would be that those libraries would be limited or go silent. These assistants or aides take their jobs seriously. The librarian assistant at my son's school, Gomes Elementary School, just put together reading week and it was Harry Potter. Each grade level was assigned a different house and

my son was so excited and we will watch all the Harry Potter movies this weekend.

Ms. KNOX:

This is a critical piece of legislation. Every school should have a library and a librarian and S.B. 191 will ensure that WCSD will keep the current professional structure we have now. Many classified librarians in the elementary schools have degrees in other fields. They bring the passion for that field to their work in the library.

The curriculum I am following at Whitehead Elementary School for fifth and sixth graders is a book study on *What the World Eats* and a book about animal tales from around the world. We use Flipgrid, an app that is on the iPad, and this brings in our 21st Century learning into answering questions and viewing peer comments. *What the World Eats* is a book about families and all their groceries for a week from all over the world. We scaffold that to build it into other questions to give the students a broad base of experience. Students answer the questions in real time, so as we go through our studies, if someone has a question, I send them to the computers or the iPads to look it up. We then evaluate those sources to see if they are true and relevant. As classified employees, we do not just check books in and out; there is a whole structure and it is amazing to work in the WCSD. We approve S.B. 191.

Ms. MITCHELL:

I support S.B. 191 and want to speak to section 5, subsections 2 and 3; the definition of a school librarian. For the sake of our children, I ask you to give serious consideration to keeping the paraprofessionals and associates in WCSD elementary schools. I have submitted my written testimony ([Exhibit P](#)).

Mr. CHERRY:

The City of Henderson and our CEAB supports developing stronger literacy skills, especially with our younger students because we know that is the key to lifetime learning success. We support S.B. 191.

Mr. KEATING:

THE CCSD supports S.B. 191 and the proposed amendments that will help our friends in WCSD. We believe in libraries and librarians because they help us increase student achievement and help our students excel throughout their lives.

MR. SCOTT:

The Washoe County Library System and Nevada Library Association also support S.B. 191 that mandates school libraries for Nevada schools.

CHAIR DENIS:

I will take testimony in opposition and then neutral on S.B. 191.

MR. GONZALEZ:

I got lost on a lot of the proposed amendments, so I will speak on the original bill. I have the same concern about S.B. 191 that I just expressed on S.B. 249. My main concern is that it puts into State law what a librarian is. At Hickey Elementary, we have reading specialists who are certified teachers who work with students once every six school days. I am not sure the definition in the bill would fit under this model. I do not want to go back and say we need a certified librarian, for which funds are not provided, so therefore we would have to cut either a teacher in fourth or fifth grade or we would lose a reading specialist or another position that would affect student achievement and literacy.

MS. BAILEY:

I think section 5 of S.B. 191 should define the differences between certified teacher-librarian and the classified paraprofessional. Having held both positions, I know the limitation that comes with having classified personnel versus the value provided by having a teacher with certification in library science. I have examples of the difference in my written testimony ([Exhibit Q](#)).

MS. LINDSAY ANDERSON:

I did not hear the amendment, but I was under the impression that the original bill allowed WCSD to continue with its model of paraprofessionals. Reading this, it sounds like it does in the short-term, but maybe not the long-term. I am still neutral until I process this information. We did appreciate the original bill that allowed us to continue our current method, but we were in the neutral position assuming that whatever the NDE comes up with in terms of a regulation requiring the libraries to be a certain size, would not negatively impact the school libraries we have today in every one of our WCSD schools. We have a partnership with Washoe County Library Services, and many of our school libraries are the community library in neighborhoods. We do support libraries in schools.

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MR. COLEGROVE:

I have submitted my testimony for both S.B. 191 and S.B. 249, [Exhibit J](#) and we support libraries around the State.

HAWAH AHMAD (Charter School Association of Nevada)

I am representing the Charter School Association of Nevada and we believe in libraries, we support library services and the specific and important skills of librarians, as well as the climate created by a library. All of Nevada's charter schools provide library services; a large majority of them in the traditional sense.

We seek clarification on section 7, subsection 2, paragraph (c), which recognizes that due to space limitations, certain public schools may not be able to have a distinct library room. There are a handful of Nevada charter schools in that situation. It is our assumption that these schools are allowed to make responsible decisions about how, where, and through what method they can provide library services based on their specific circumstances. We will work with the Committee on the amendment.

MS. SHEA:

I submitted my testimony on both S.B. 249 and S.B. 191, [Exhibit K](#). We understand that libraries and certified teacher-librarians and updated curriculum are essential for student learning, but we need to ensure it is adequately funded and put into a cost-based funding formula with transparency and accountability so we can finally be like the rest of the U.S.

MARY PIERCZYNSKI (Nevada Association of School Administrators):

We are in the neutral position, but I would like to take the best of both S.B. 249 and S.B. 191 and come up with one good library bill. We are neutral because we want time to look at the amendments that were brought up at today's meeting.

MS. SLYKERMANN:

I have some amendments I would like to recommend and I have submitted my written testimony outlining those suggestions ([Exhibit R](#)). It is unbelievable that when the State allocates funding specifically for a library, administrators have the approval to take that funding and use it for something else. That is wrong.

MS. CARPENTER:

Regarding the discussion between a paraprofessional librarian versus a certified teacher-librarian, if we want our students to achieve, we must give them the best resources and adequately fund those resources. If they are taking a calculus class in high school, we want them to master the standards of that curriculum. To that end, we fund and require them to have an appropriately licensed professional teacher who is an expert in that subject. We do not allow schools to determine that when their budget is short, they can hire a paraprofessional instead of a licensed teacher and expert in the subject to teach calculus or any other class.

There are certain classes that we do not want substitute teachers teaching. Title I schools in CCSD have to let parents know when there is someone teaching their student who is not qualified in that grade level or subject. It is then ludicrous to me that we would say we have all these 21st Century digital learning standards but we are not going to require experts to teach them. That makes it a crapshoot for our students. Do we really care about that?

SENATOR WOODHOUSE;

The amendments discussed by Chris Daly today, [Exhibit M](#), were submitted as a conceptual amendment from me. Libraries are very important to me, having grown up in a rural community and attended small schools, including a one-room school. Books were integral to everyone in my family. The most exciting thing for my sisters and me on a Saturday was to go to town to the library and check out books. We would each check out a stack of books and read them during the week and then we would switch and read the other sisters' books. Then we went back to the library on the next Saturday and got more books.

When I went to high school and then to Carroll College in Helena, Montana and the University of Nevada, Las Vegas, working my baccalaureate and master's programs, my need for the libraries grew exponentially. This issue of school libraries is critical to our educational system in Nevada. What we are attempting to do with this legislation is to find a way to solve some problems we have that come from not enough funding for everything we believe should be in our schools today.

Last Session, when then-Senator Harris's bill came before the Committee, I supported the concept and it was voted out of Committee. Then, I had a visit

by a contingent of the library assistants from WCSD and I heard their personal stories about what would happen if that bill had passed and they lost their positions. We want to keep our libraries open and we want them staffed with certified teacher-librarians, but we have to find a way to take care of the people who are presently in those positions. That is the purpose behind S.B. 191. I will continue to work with the stakeholders who have brought forth other ideas for amendments.

CHAIR DENIS:

I will close S.B. 191.

VICE CHAIR WOODHOUSE:

Next we have a presentation on Tesla's workforce development and educational programs.

CHRIS REILLY (Tesla):

I focus on workforce development and education programs for Tesla. I have an updated presentation on Tesla's K-12 investment in Nevada ([Exhibit S](#)) as part of our agreement. We also want to share details of the mechanics behind the investment so we continue to have full transparency.

Tesla's mission is "Accelerate the world's transition to sustainable energy." When we think about a program internally, we are thinking about it through the lens of that motto, asking ourselves how this program will help our teams accelerate that transition to sustainable energy. It is a guiding principle for everything we do.

We have been in Nevada for 5 years, breaking ground in 2016. As we built our workforce, we have kept growing; pages 3-5, [Exhibit S](#). When we think of our long-term investment in Nevada, we ask ourselves how we are helping partner on sustainable pipelines.

Our K-12 investment was part of S.B. No. 1 of the 28th Special Session, directing Tesla to invest \$37.5 million, or \$7.5 million per year, into Nevada's K-12 education system over a period of 5 years, beginning in July 2018. In the years leading up to that start point, we looked at program development. We wanted to be an active participant in developing programs with our schools, our school districts and our partners before we invested. That helped us to better

understand the mechanics behind building programs and partnerships with our State.

The photo on page 7 of my slide presentation, [Exhibit S](#), shows Richard Hubert, who graduated from Reed High School in June 2018, starting a program called the manufacturing development program at Tesla in August 2018.

The manufacturing development program, pages 8-11, [Exhibit S](#), is a yearly high school graduate apprenticeship for 50-60 individuals from Nevada who will be joining Tesla as production associates. As part of this, we have pre-negotiated housing, paid for by students at a rate that is affordable based on their wage. We have daily transportation offered, so no matter what shift the apprentices work, the accessibility is there for them. We also have a 20-credit scholarship in partnership with Truckee Meadows Community College (TMCC) in automation and robotics to ensure there is continued professional development.

We work with a host of partners because we want this program to be accessible for any Nevada student. The students come to the Tesla Gigafactory as juniors and seniors for tours. The juniors break off into a résumé workshop and the seniors go through the interview process with our production leadership. We host a signing day where students and their families are recognized and sign letters of intent to start their careers.

This program started as a pilot with 13 students in 2017 and we had 54 students last year. We have active programs at TMCC and Western Nevada College for existing team members to continue taking coursework and hone their skill sets in robotics and automation. All this was important for us to understand how we could have the greatest impact with this investment because we wanted this to be an active partnership with the community.

We looked internally at our key metrics and where we see our work in Nevada going, as well as key indicators from the Office of Workforce Innovation, as well as the Governor's Office of Economic Development on key industries. We also looked at legislation and asked for feedback from legislators on how we can play a role in being a part of Nevada's changing landscape.

As we were traveling across the State looking at programs, we kept running into incredible teams of robotics students from programs at the middle school and high school levels, page 14, [Exhibit S](#). We saw project-based learning

opportunities that correlated closely with what we are doing at Tesla. In robotics education, whether it is advanced manufacturing, product development or health care, you can see this across our industries and in the statistics, page 15, [Exhibit S](#), where robotics students are twice as likely to want to study science and engineering.

We wanted to build a focus for the investment, to align with where Tesla can focus and help, and that centered around robotics; Science, Technology, Engineering, Arts and Mathematics and sustainability efforts in a way that helps support the development of future engineers in Nevada. We established an advisory committee that included teachers, business leaders, nonprofits and government officials to connect with us on what programs inspire their communities, page 17, [Exhibit S](#). We also looked at the most inspiring programs worldwide and how we could bring them to Nevada.

The four categories of this investment are: quality programs, teacher development, infrastructure and the new Nevada pipeline. For teacher development, we have partnered with the Desert Research Institute for six months, involving both the University of Nevada, Las Vegas (UNLV) and University of Nevada, Reno (UNR) for teacher development opportunities that will start this summer, also open to librarians and counselors.

In infrastructure, we have seen what an impact Cimarron-Memorial High School (CMHS) has had on creating a robotics program where 30 schools around the community visit and are mentored. We want to create several of those spaces in the State, partnering with our schools to ensure that students, teachers and the community have access to the equipment they need as well as to the programming and development.

The new Nevada pipeline works with our apprenticeship framework and partners with groups like Jobs for America's Graduates (JAG), LifeWorks and our Career and Technical Education (CTE) programs, bringing in several other businesses each year in different new Nevada industries to start these high school graduate apprenticeships. We know they take a significant amount of work and we want to open source everything we are doing with this investment and share it with any other business or field that is interested.

The ways we measure our success are on page 19, [Exhibit S](#), with focus on sustainable growth of these programs. We set up the investment structure to

incentivize the continued sustainability long beyond five years. Teacher development opportunities are critical, as well as ensuring this investment is going to a diverse set of schools. We wanted to do that right from the start, even before the investment with the apprenticeships, to make sure we are going to schools that are not always getting the most funding or attention. We also measure our success by monitoring the U.S. Department of Education state rankings.

Since July 2018, we have invested in a small cohort of groups, pages 20-23, [Exhibit S](#). You can see photos from Walter Johnson Junior High School in CCSD, where 358 students showed up for their robotics program, which was held outside of school hours. We had 45 teachers attend our weekend robotics training and our mentor workshops included veteran robotics teams mentoring the new teams. The photo was taken at CMHS.

We are expanding middle school programming, working with Sierra Nevada Journeys at the incredible Grizzly Creek Ranch. We created a Girls in STEM camp, and the most exciting part of that was bringing together Sierra Nevada Journeys, Girl Scouts, VEX Robotics, Envirolution and our local nonprofits. In every investment, we are looking at the ways these programs can work together.

We have seen approximately 70 new robotics teams and we have made sure each team has had at least 1 trained teacher. We partner with Envirolution, a Reno-based nonprofit that creates the energy curriculum in partnership with Washoe County.

We are also investing in people, bringing northern and southern Nevada together to partner with us to make it a Statewide effort. In Clark County, page 25, [Exhibit S](#), we have seen incredible robotics growth, growing from 70 teams to 152 teams. We are tracking the middle schools and high schools now, but we plan to start tracking elementary schools.

This is just the beginning. We want to continue to focus and build on what we have achieved so far, moving to other programs and sustainability and working with the nonprofits in the State. When we started this, we had 60 proposals before we had a direction.

The last photos in my presentation, page 27, [Exhibit S](#), illustrate why we are doing what we do. It shows three high school seniors from Mojave High School in CCSD working at the Southeast Career Technical Academy (SECTA) advanced manufacturing lab. In 2017, those students had not heard about Tesla in Nevada and the opportunities. Nine months later, all of those students were working at Tesla.

SENATOR DONDERO LOOP:

I noticed there was no Washoe County snapshot. Also, how much money have you spent to date?

MR. REILLY:

The director of CTE from CCSD, Kerry Larnerd, presented with me at the Assembly Committee on Education, so I wanted to include some of her content. We absolutely do have information from WCSD and I can send it to you. Both districts have seen similar growth. We are currently seeing robotics programs in 30 percent of the middle schools and high schools. We see an opportunity to reach nearly every secondary school in the next four years.

To date, we have spent \$2.5 million and we will be announcing another \$1.5 million in partnership with NDE at the end of the month. We will use the remainder of the yearly goal of \$7.5 million spent from July to the end of June in the second half of this year to July. We discussed with NDE the plan to go program by program since we are a small team. We roll it on a quarterly basis.

SENATOR DONDERO LOOP:

You have spent \$2.5 million and \$1.5 million is coming up, and so that leaves \$3.5 million to be invested before July?

MR. REILLY:

Yes. So the next \$3.5 million will be this April through June. We have been looking at infrastructure via robotics and community centers toward the end of this school year. That is a more capital intensive investment and we wanted to do it after robotics competition season, because right now all the schools are working hard on that.

SENATOR DONDERO LOOP:

Who keeps track?

MR. REILLY:

The NDE keeps track. We put that amount every quarter into the education gift fund and where the education investment is going is outlined there dollar by dollar. We also submit the supporting documentation from each nonprofit or group on how they are spending those funds.

VICE CHAIR WOODHOUSE:

You and I met a year ago and talked about this. At that time, I was questioning if you were making the investment. Seeing the students involved is great. I made a trip to SECTA and one of their manufacturing classes with 30 students and that included one female. I am glad to see you are reaching out to the female students to get them involved in STEM. I encourage you to keep going and let us have a girl camp in southern Nevada.

MR. REILLY:

That is our number one priority in the apprenticeship over the next couple of years. We need to talk about diversity early and often. We hosted 65 female high school students for International Women's Day with JAG to learn about STEM careers. We also talked to them about the apprenticeship. As part of an engineering week around the world, we started a pilot last year at the Gigafactory with 60 female middle school students where they learned from our female engineering leads, covering civil, mechanical and electrical engineering around the Gigafactory.

This year, we had more than 200 students at 8 sites in Nevada and California. That critical middle school drop in diversity is the most important thing, so we hope to help bring those inspiration points in the middle schools and high schools.

VICE CHAIR WOODHOUSE:

I appreciate the organization of the program, from reaching out to high schools and middle schools and now an effort into the elementary schools; as well as putting the piece in for your evaluation. That is important for us to know as you continue to invest in this program.

I will open public comment.

MR. KEATING:

There was an event over the past weekend honoring National Board Certified Teachers (NBCTs) in CCSD. We were informed that CCSD certified the second highest number of NBCTs in any U.S. school district, behind only Los Angeles Unified School District. This makes CCSD number one in the U.S. percentage gain of NBCTs.

MICHAEL FLORES (Nevada System of Higher Education):

The UNLV William S. Boyd School of Law just received its highest rating as 58th out of 192 accredited programs. Today is also the beginning of the Mountain West Conference basketball championship games, so we will root for both UNR and UNLV in the tournament.

MS. LINDSAY ANDERSON:

I went to Jessie Beck Elementary School in Reno and my daughter goes there now. For 30 years we had the most dedicated librarian. After she retired 22 years ago, she volunteered at the school every day, walking the half mile from her home for 25 more years.

She passed away yesterday and I wanted everyone to know that Lanny Hershenow was the best school librarian ever to work in the WCSD and she is looking down on us today as we talk about librarians, certified or not. I have no idea which she was, but I do not care because she was committed to that school and we are grateful for her service.

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VICE CHAIR WOODHOUSE:

Seeing no one else wanting to give public comment, I will adjourn this meeting of the Senate Committee on Education at 3:34 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	1		Agenda
	B	8		Attendance Roster
S.B. 249	C	1	Nichole Beer	Written Testimony
S.B. 249	D	1	Linda Jones	Written Testimony
S.B. 249	E	2	Julie Bailey	Written Testimony
S.B. 249	F	3	Susan Slykerman	Written Testimony
S.B. 249 S.B. 191	G	1	Lee Gordon	Written Testimony
S.B. 249	H	2	Jeff Scott / Washoe County Library System; Nevada Library Association	Written Testimony
S.B. 249 S.B. 191	I	4	Susan Slykerman	Letters of Support
S.B. 249 S.B. 191	J	3	Tod Colegrove / Division of State Library, Archives and Public Records	Written Testimony
S.B. 249 S.B. 191	K	2	Caryne Shea / Honoring Our Public Education	Written Testimony
S.B. 191	L	7	Senator Joyce Woodhouse	Article, copyrighted
S.B. 191	M	1	Chris Daly / Nevada State Education Association	Conceptual Amendment Proposed by Senator Joyce Woodhouse
S.B. 249 S.B. 191	N	1	Diane Baker / Carson City Library	Written Testimony
S.B. 191	O	1	Alexander Marks / Nevada State Education Association	Letter of Support
S.B. 191	P	2	Linda Mitchell	Written Testimony
S.B. 191	Q	2	Julie Bailey	Written Testimony
S.B. 191	R	2	Susan Slykerman	Written Testimony

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