

**MINUTES OF THE
SENATE COMMITTEE ON EDUCATION**

**Eightieth Session
March 20, 2019**

The Senate Committee on Education was called to order by Chair Moises Denis at 1:06 p.m. on Wednesday, March 20, 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, Committee Policy Analyst
Steven Jamieson, Committee Secretary

OTHERS PRESENT:

Jason Dietrich, Interim Deputy Superintendent, Department of Education
Michael Arakawa, Acting Director of Educator Licensure, Department of Education
Chris Daly, Nevada State Education Association
Lindsay Anderson, Washoe County School District
Brad Keating, Clark County School District; Nevada Association of School Superintendents
Meredith Smith, Director of Policy, Nevada Succeeds
Brenda Pearson, Director of Professional Learning, Clark County Education Association
Alexandra Dominguez, Director, State Government Relations, College Board

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Ruben Murillo, Jr., President, Nevada State Education Association
Lisa Guzman, Assistant Executive Director, Nevada State Education Association
Nicolette Smith, Ed.D.

CHAIR DENIS:

I will open the work session on Senate Bill (S.B.) 214.

SENATE BILL 214: Authorizes the Nevada System of Higher Education to create a faculty compensation system that includes regular in-rank salary increases. (BDR 34-382)

JEN STURM (Committee Policy Analyst):

Senate Bill 214 is sponsored by the Committee on Education on behalf of the Committee to Conduct a Study Concerning the Cost and Affordability of Higher Education. It was heard in this Committee on February 27. The bill encourages the Board of Regents to adopt guidelines establishing a comprehensive system for the compensation of Nevada System of Higher Education (NSHE) unclassified employees. The bill further encourages the Board to include a system to annually increase the salary of certain unclassified employees and to study and make recommendations to the Legislature concerning such compensation.

If such a system is established, the bill requires the Board to report annually to the Interim Finance Committee (IFC) concerning the system. The bill requires the IFC to review the report and consider certifying that the budget for NSHE should be submitted separately to the Legislature to fund the increases. If certified, the bill requires NSHE to submit the budget to the Budget Division and the Legislative Counsel Bureau Fiscal Analysis Division. The bill generally exempts NSHE from certain requirements of the State Budget Act.

There were no amendments and no testimony in opposition. I have submitted the work session document ([Exhibit C](#)).

CHAIR DENIS:

This bill will next go to the Finance Committee. Issues relating to the financial portion of the bill can be worked out there.

SENATOR WOODHOUSE MOVED TO DO PASS AND RE-REFER S.B. 214
TO THE SENATE COMMITTEE ON FINANCE.

SENATOR PICKARD SECONDED THE MOTION.

THE MOTION CARRIED UNANIMOUSLY.

* * * * *

CHAIR DENIS:

I will open the hearing on S.B. 41, which we heard on February 11. There have been some significant changes to the bill since February 11.

SENATE BILL 41: Revises provisions relating to the licensure of teachers and other educational personnel. (BDR 34-337)

JASON DIETRICH (Interim Deputy Superintendent, Department of Education):
Following the initial hearing of S.B. 41 and the feedback we received in that meeting, the Department of Education (NDE) engaged with a number of stakeholders. These stakeholders included the State Board of Education, Clark County School District, Washoe County School District, Nevada Association of School Superintendents, Nevada State Education Association (NSEA), Clark County Education Association (CCEA), Washoe Education Association (WEA), Nevada Succeeds and Teach Plus. We used their input to draft the amendments ([Exhibit D](#)) we present today.

As a result of that stakeholder engagement, NDE has substantially changed or removed many of the sections of the original bill. The Department has arrived at language that was agreed on as acceptable by all the stakeholders who participated in the discussion. Items retained in the revision are those felt by NDE to have a positive impact on the educational community.

I have submitted written testimony ([Exhibit E](#)) explaining the changes in greater detail.

SENATOR PICKARD:

I had hoped that we could provide the option of a private reprimand. As far as I can tell, the bill still goes straight from no disciplinary action to a public action or reprimand. I did not see that resolved in the amendments.

I have two primary concerns. First, on page 12, [Exhibit D](#), the district is allowed to deny an application because of an allegation that has been substantiated by law enforcement. The intent of S.B. No. 287 of the 79th Session was to make sure we are not "passing the trash." I am concerned that we base the denial on an allegation.

A substantiation, typically by a child protective services agency, has a lower burden of proof standard, a preponderance of the evidence standard. That substantiation is not adjudicated; an individual does not have a due process procedure in which he or she can rebut the allegation.

I want to confirm with our Legal Counsel; I do not think we have a property interest attached to an application. We do have an interest attached to a licensed, hired professional. Employment under the collective bargaining agreement gives them a property interest. Is it the intent of the Department to summarily deny these applications on the basis of an allegation, or is this merely triggering an investigation, for which the bill also calls?

MICHAEL ARAKAWA (Acting Director of Educator Licensure, Department of Education):

In the event it receives a substantiation of such an allegation, it would be the Department's intent to further investigate the nature of the incident. After interacting with the Clark County Department of Family Services (CCDFS), it is our understanding that there is an appeal process built into the CCDFS process for substantiating an allegation. Once it is substantiated, the subject of the investigation has 30 days to appeal to CCDFS. There is some element of due process built in.

We would not summarily deny a license. There would be an investigative process first.

SENATOR PICKARD:

That makes some sense. Yes, there is an appeal process through the CCDFS procedures, but this is not tied to that. My hope is that this never happens, that we are never in a spot where anyone is accused. I just tend to be a little careful about people's due process rights.

My second question deals with page 13 of [Exhibit D](#). The language on page 13 removes the denial of an application and replaces it with the Superintendent's

"notice of his or her intent to deny the application". I do not see the authority to deny the application replaced in another part of the bill. I am concerned that the notice of intent is not followed by an authorization to deny. Did I miss where that is replaced?

MR. ARAKAWA:

On page 13, paragraph 7, [Exhibit D](#), states that the Superintendent of Public Instruction may deny an application. Because of the way some of the other language was restructured, it seemed to make better semantic sense to break that up into the form it is currently in. Perhaps that form does not match our intent. We have not actually removed the Superintendent's authority to deny.

SENATOR PICKARD:

We are deleting the section where that denial is outlined. I recognize the connection with the heading of the paragraph, but as we look at statutory construction in order to establish the legislative intent, we look not only to the words that are added but also to the words that are deleted. It causes some concern when we delete express language authorizing the denial. I would like to hear from our legal counsel on this matter as well.

MR. DIETRICH:

In regard to the issue of a private reprimand, page 20, section 2, [Exhibit D](#), allows the State Board of Education to "enact regulations governing the process by which a letter of reprimand may be issued". We preserved that in this statute in order to allow the State Board to enact regulations on exactly what that process would look like.

SENATOR PICKARD:

I assume that the regulations will include language regarding public reprimands and private reprimands. Is that the intent of that section?

MR. DIETRICH:

You are correct. The NDE would work with the Board and the Office of the Attorney General in drafting those regulations.

CHRIS DALY (Nevada State Education Association):

We appreciate the work done to get this bill to a place where we can support it. We were in neutral or opposition on February 11. We now support S.B. 41.

LINDSAY ANDERSON (Washoe County School District):

I echo Mr. Daly's comments. I would add the caveat that once the bill is drafted into the legal language, we reserve the right to make sure that everything we have talked about gets translated into the language we are expecting. There were many changes and many versions, but we finally got to a place where we can support the bill.

CHAIR DENIS:

Did the discussion we had today match the intent of the things you talked about previously?

MS. ANDERSON:

Yes, I believe that what is in the NDE document is the intent. However, sometimes things can get lost in the drafting process.

CHAIR DENIS:

Thank you. I hope that the Legal Division of the Legislative Counsel Bureau can look at this conversation before they finalize the language.

BRAD KEATING (Clark County School District; Nevada Association of School Superintendents):

We are here in support of the document today. We appreciate Mr. Dietrich and NDE sitting down to work out these issues with us. We think the bill is beneficial for all of us.

MEREDITH SMITH (Director of Policy, Nevada Succeeds):

I am here to speak in support of S.B. 41. Nevada Succeeds was a part of the discussion facilitated by NDE to gather feedback on the amendments presented to you today. I spoke neutrally on the bill at the February 11 hearing. I cited the need for paraprofessional licensing as a way to ensure that both teachers and students have the type of support needed to be successful during the school day and, ultimately, to elevate the teaching profession. Even though paraprofessional licensing has been removed from this bill, Mr. Dietrich has committed to continuing to support work on this issue, specifically as we work through S.B. 99. I have submitted additional written testimony ([Exhibit F](#)).

SENATE BILL 99: Creates a task force to study certain issues relating to the profession of teaching. (BDR 34-389)

One of the amendments to the original S.B. 41 gives parents the ability to request information about competency-based examinations that licensed employees pass. Public knowledge of professional qualifications is a standard in other human-centric professions and a welcome addition to the teaching profession.

Additionally, we initially had concerns about pushing back the teaching license renewal requirement that included multicultural education. However, upon learning more about the rationale for this particular amendment, we recognize the operational need for this change. I echo Ms. Anderson's comments about wanting to see the final language in bill format.

BRENDA PEARSON (Director of Professional Learning, Clark County Education Association):

I speak in support of S.B. 41. The CCEA would like to express appreciation to Mr. Dietrich and NDE for conducting the stakeholder workgroup. This allowed us to put good policy before politics.

I would like to specifically highlight the component of S.B. 41 that will impact the largest number of educators—the extension of the multicultural education coursework deadline from 2015 to 2019. This adjustment will allow our educators to pursue and complete this coursework in a fair amount of time.

MR. DIETRICH:

I appreciate all the viewpoints from our workgroup.

CHAIR DENIS:

Thank you for working out these issues. We will bring the bill back when we get the language from the Legal Division. We will now close the hearing on S.B. 41 and hear a presentation on the College Board Opportunity Scholarships and Recognition Program.

ALEXANDRA DOMINGUEZ (Director, State Government Relations, College Board):

The College Board is the national organization that administers the SAT, Advanced Placement (AP) Exams and other college and career readiness assessments and programs. I will refer to my visual presentation ([Exhibit G](#)) as I explain the College Board Opportunity Scholarships.

We launched the College Board Opportunity Scholarships in December 2018. This first-of-its-kind program guides students through the college planning process while offering them a chance to earn money for each action they complete on the way. Students and families tell us that applying to college is a complicated and overwhelming process. These families and students want to know what to do and when to do it. This program guides students through the journey to college and motivates and rewards them with scholarship money along the way.

The program was launched in 2018 for the high school graduating class of 2020. The College Board has committed \$25 million over the next 5 years for this program. Each year we will award \$5 million in scholarships to 4,000 students. The scholarships range from \$500 to \$2,000 for each step. If the student completes all 6 steps of the plan, they can earn a \$40,000 scholarship.

Half of the scholarships each year, \$2.5 million, are designated for students who come from families with household incomes of \$60,000 or less. However, any student, regardless of income, can be eligible for the program. The only requirement is that the student attend high school in the U.S., Puerto Rico or another U.S. territory. There is no citizenship requirement to participate.

This is a different kind of scholarship program. These scholarships are meant to reward effort and action. They do not require a minimum grade point average (GPA) or SAT score. Unlike typical scholarships, these do not require an application, letter of recommendation nor essay. This program is about helping students get on the path to college by taking key actions along that path.

The program lays out six steps that every student should take when applying for college. These steps can be seen on page 9, [Exhibit G](#). The first three steps happen during the student's junior year of high school. The second three happen during the student's senior year. Research shows that these steps are extremely important for being able to apply for and go to college. By completing each step, the student can earn a chance to win a scholarship ranging from \$500 to \$2,000. By completing all 6 steps, the student can win a scholarship of \$40,000.

Step one is "Build Your College List." Many students start their college research very late; they do not explore colleges broadly enough, so they miss out on

many schools that could be a good fit for them. This step helps the student get started by exploring colleges in which he or she is interested. Just by creating a college list with 6 or more schools, the student will be eligible for 1 of 600 scholarships, each worth \$500.

Step two is "Practice for the SAT." The College Board has partnered with Khan Academy to offer free, official SAT practice to every student who wants it. The practice is personalized to the needs of each student. After using official SAT practice for six hours, the student will be eligible for 1 of 1,500 scholarships, each worth \$1,000. For every hour of practice over the initial 6, up to 20 hours, the student will earn another entry for a scholarship. The more time the student spends practicing for the exam, the better chance the student has to earn a scholarship.

Step three is "Improve Your Score." This step is about showing how the practice from step two pays off. By practicing for 12 hours with Khan Academy and seeing a score improvement of 100 points or more from the PSAT to the SAT, or from the SAT to a subsequent SAT, the student is eligible to win 1 of 150 scholarships. Each scholarship is worth \$2,000.

We chose 12 hours of practice as a benchmark because research indicates that 6 to 8 hours of practice is associated with a 90 point increase in test scores. Additionally, 20 hours of practice is associated with a 115 point increase. This increase occurs regardless of the race, gender or high school GPA of the student.

Step four is "Strengthen Your College List." This step opens to students as they head into their senior year of high school. Step four is about making sure that the student's list has a good mix of "academic safety," "match" and "reach" schools. By creating a well-balanced college list, the student is eligible to win a scholarship of \$500.

Step five is "Complete the FAFSA." Last year, 36 percent of high school seniors did not fill out the Free Application for Federal Student Aid (FAFSA). Billions of dollars of federal financial aid were left on the table. Data indicate that students who fill out the FAFSA are more likely to apply to, go to and complete college. We want to do everything we can to encourage students.

The FAFSA application opens on October 1 of the student's senior year. By completing the form with their families, the student will be eligible for 1 of 800 scholarships. Each scholarship is worth \$1,000.

Step six is "Apply to Colleges." Students may apply to two-year or four-year colleges accredited under Title IV of the Federal Higher Education Opportunity Act. By applying to at least 2 Title IV accredited colleges, students will be eligible for 1 of 500 scholarships. Each scholarship is worth \$1,000.

If a student completes all six steps, he or she will be eligible to receive 1 of 25 scholarships, each worth \$40,000.

Page 10, [Exhibit G](#), gives an idea of when each of these steps occur. Page 10 provides the calendar for the distribution of the scholarship opportunities against a calendar of the student's junior and senior years. Drawings for each scholarship will happen at the end of the corresponding month. Each scholarship step is aligned to the time during his or her high school career when the student should be completing the corresponding important college planning step.

To participate in the scholarship program, students need to create a College Board account. They will then be given access to a personalized progress tracking tool. Page 11, [Exhibit G](#), contains some screenshots of what the website looks like. The progress tracker will show which scholarship steps are still open for them to work on, how much progress they have made in earning entries for the scholarships and if they have won any scholarships. This is an interactive, personalized tool that students and their families can use for the college planning process in general.

This program calls to all students. The College Board realizes that there is more talent out there than we get to see. There are so many students who would be ready to succeed with the right information, support and guidance. We realize that too many students have already pulled themselves out of the running because they think it is too complicated, too hard to apply to college. Most think that scholarships are only for the best students or the best athletes, but all students, including the ones who never thought that they could, can earn these scholarships to help them pay for college.

In addition to this being a scholarship program that gives students money for college, this is also a great college planning tool. Even if the student does not earn scholarship money for completing these steps, they have benefited from having the framework, guidance and step-by-step process as they apply for college. It is remarkably motivating and effective to not just ask students to achieve an outcome like "get into college," but to give them actual steps to get there.

In the few months since we launched the program we have already had over 90,000 students from across the Country participate. This statistic is from last month. It is already outdated because we have had more students participate since. If you want to learn more, you can go to cb.org/opportunity.

CHAIR DENIS:

We do not always take enough time to talk about how we can help our kids. We have some programs that we are trying to create and implement, but this is a different approach to help kids actually do the work. You have broken the process down into the individual steps. We have some other scholarships, such as the Nevada Promise Scholarship, that help kids go to college who did not think they would go. Nevada Promise also requires filling out the FAFSA.

I appreciate you making sure that kids have the opportunity to see what tools are out there to help them in SAT prep and other things.

SENATOR DONDERO LOOP:

What is the optimum time, grade or age for a student to start working on this? How do students learn about this program?

MS. DOMINGUEZ:

The program is available to students starting in their junior year of high school. All the steps occur during the junior and senior years of high school, the two grades in which they typically have to start doing all these steps to apply to college.

We have a division of our team in charge of working directly with school districts and individual schools to create awareness of these programs. This division serves as a liaison between our programs and services and schools. We have a variety of outreach efforts through this division. We are happy to work

with the members of the Committee who would like to partner to do some specific outreach targeted to schools in their districts.

SENATOR DONDERO LOOP:

Should these students be starting earlier than their junior and senior years? They should already have their applications in by the time they get to their senior year.

MS. DOMINGUEZ:

The timing of all these steps is coordinated with the time in which the students need to take each college application step. Students typically take the SAT during their junior year of high school, but they can take the PSAT in Grade 10. They can even take the PSAT in Grade 11 before the spring administration of the SAT. After the student has taken the PSAT, the student can start getting a baseline for where they are and work on steps two and three of the Opportunity Scholarship program. The official practice tool incorporates data from the student's PSAT scores to evaluate strengths and weaknesses and what the student needs to work on. The students can start this process as early as Grade 10.

CHAIR DENIS:

We will now hear a presentation by NSEA.

RUBEN MURILLO, JR. (President, Nevada State Education Association):

"The vision of NSEA is to be the trusted education expert, united to ensure an exceptional public education for every Nevada student."

The National Education Association (NEA) promotes the "Red for Ed" movement, which involves the NEA and its state and local affiliates. Red for Ed has demonstrated that educators throughout this Nation, from West Virginia to Arizona, from Los Angeles to Denver, want the resources they need in order to provide their students with a quality public education. Those resources include educator driven professional development.

We will present an overview of how NSEA, in partnership with NEA and our local affiliates, provides professional development to educators throughout Nevada. Our remarks are accompanied by a visual presentation ([Exhibit H](#)).

The NEA and NSEA provide educators a professional career continuum through which they can improve their instruction to Nevada's students and build leadership skills. We will provide brief descriptions of several programs that we offer. These programs include the Early Leadership Institute (ELI), Early Career Learning Labs (ECLL), NEA micro-credentials and certification by the National Board for Professional Teaching Standards.

The NSEA also provides professional development for education support professionals (ESP), our members who drive buses, serve food, clean schools and help to assist in teaching our students. We are aiding them through the NEA's professional growth continuum (PGC) for ESP.

LISA GUZMAN (Assistant Executive Director, Nevada State Education Association):

"The vision of NSEA is to be the trusted education expert, united to ensure an exceptional public education for every Nevada student." At NSEA we live and breathe this vision every day. We are a member-driven organization; our members run our programs.

The National Board for Professional Teaching Standards has developed a professional career continuum for teaching, which is shown on page 3 of [Exhibit H](#). Our programs start with pre-service teachers, beginning educators currently in student teaching programs. The next steps are novice teachers, our early educators, and professional teachers who have five years or more of teaching. The next part of the continuum is for those who are eligible to become National Board Certified. We also offer teacher leadership.

The ELI is a six month program to engage early-career educators who fall into the categories of pre-service teacher and novice teacher. The ELI is sponsored by NEA. The possibility of educators leaving the profession within the first 5 years is high, 19 to 30 percent. Therefore, NSEA wants to ensure that all students have access to highly qualified and empowered educators in their classrooms.

As part of the ELI program, the local associations can choose up to 12 fellows to be part of a cohort. These fellows are early-career educators who are younger than 35 and have less than 5 years of experience in the profession. It is important that they represent the diversity of Nevada's classrooms, have

demonstrated success in improving teaching and learning and show promise in future Association leadership opportunities.

The WEA is currently working with its second cohort in the ELI program. During the first year, a group of early educators wanted to help future teachers be better prepared for the rigors of the classroom. These individuals worked with the University of Nevada Education Association (UNEA) to organize a panel of experienced Washoe County teachers who answered any questions the aspiring educators had. This panel helped relieve many concerns about being a first-year teacher. This project helped to build the bridge and strengthen the relationship between UNEA and WEA.

The WEA is now working with its second cohort. The cohort is focusing on new teacher orientation techniques. The members want to improve the transition to being a new teacher at a school. They want the educators to have more confidence during the first days of school and as they face the challenges ahead in their profession.

We have a cohort in Mineral County and a cohort in Humboldt County. The Mineral County fellows created an association website with the intent to provide current and potential members with information regarding employment and activities in the area. They received positive feedback from all the stakeholders, including the superintendent, principal and secretary. The Mineral County administrators were so impressed with the website that they asked one of the fellows to update the school district website. The District wants to use the association site to help with the District's recruiting efforts.

Our ECLL offer a blended learning environment meant to support early educators in the areas of instruction and classroom problems and practice. We have a concentrated ECLL within the National Education Association of Southern Nevada. In Carson City, we are concentrating on recruiting more early-career educators of color to participate. The focus of this program is that early educators will discover and identify problems of practice, engage and share ideas with national teaching communities, engage in deep learning around a problem of practice, apply new knowledge techniques with students, reflect and share experiences, and refine teaching strategies.

The National Education Association offers to educators 100 micro-credentials free of charge. These micro-credentials have been created, and will be

reviewed, by educators. Micro-credentials are competency based recognition. They can be issued for formal and informal professional learning experiences that support educators' developing skills. Micro-credentials assist in acquiring knowledge that improves classroom practice and supports student success.

We offer micro-credentials because they offer a personalized learning experience for educators. They are "on-demand"; the learning happens anywhere, anytime, which is great for our rural districts. Micro-credentials are shareable; they can be shared with evaluators, posted on social networks, added to résumés and in some cases, turned into continuing education units.

NICOLETTE SMITH, Ed.D.:

I am a National Board Certified Teacher from Washoe County. I would like to highlight three collaborations.

First, I will highlight the Northern Nevada National Board Certification Cohort. National Board Certification is a rigorous, national assessment of accomplished teaching. Akin to the bar exam and residency for lawyers and physicians, National Board Certification assesses important skills such as classroom planning and instruction, active engagement, data analysis and equity in the classroom. Launched in 2013, the Northern Nevada National Board Certification Cohort has supported 76 K-12 educators in attaining their National Board Certification. With the support of NSEA, we have been able to more than double our cohort size. We are currently mentoring 85 National Board Certification candidates from 5 school districts.

Additionally, through NSEA our statewide network with southern Nevada has expanded tremendously. We often coordinate and share resources with the southern Nevada leads, Dr. Tonia Holmes-Sutton and Dr. Ernie Rambo.

Students in classrooms of National Board Certified teachers have up to 1.5 additional months of learning. For our students with disabilities and our students of color, the effect is even doubled.

Second, I will highlight the NEA micro-credentials that are focused on the Five Core Propositions of National Board Certification. In 2017, NSEA sponsored a team of Nevada National Board Certified teachers to travel to Washington, D.C. We worked with NEA to develop five micro-credentials based on the five pillars, or Core Propositions of National Board Certification. These

pillars frame the competencies and dispositions of the National Board for Professional Teaching Standards and what the National Board believes all accomplished teachers should be able to know and do. The 5 micro-credentials designed by Nevada teachers are now being accessed to elevate the practice of K-12 educators nationally.

The Five Core Propositions are: teachers are committed to students and their learning, teachers know the subjects they teach and how to teach those subjects to students, teachers are responsible for managing and monitoring student learning, teachers think systematically about their practice and learn from experience and teachers are members of learning communities.

Finally, I will highlight the exciting new collaboration between Nevada and Stanford University that will be known as the Nevada National Online Board Cohort. The collaboration is sponsored by NSEA and will ensure equitable access to National Board Certification support to all Nevada teachers. Planned to launch in August 2019, the cohort will ensure that all Nevada teachers who do not have access to face-to-face cohorts, and seek support through the process, will have coaching and written feedback throughout their journey. The NSEA has proven an invaluable partner in expanding the exciting work envisioned by multiple stakeholders, including the State Board of Education through the Great Teaching and Leading Fund.

The National Board has a "hashtag" on Twitter that truly exemplifies our relationship and collaboration. It is #alltogethergreater.

MR. MURILLO:

We are also looking at establishing an ELI in Clark County.

MS. GUZMAN:

Leadership development is important to NSEA. The NEA Leadership Competencies are universal for both certified and classified educators.

The leadership development competency framework reflects the NEA strategic framework and was developed through multiple leader and member engagements, interviews, focus groups, and review of benchmark models in union, public sector and corporate sector environments. These competencies define for our association what leaders should know and be able to do in the

areas of professional practice, organizing, advocacy, communications, business, as well as governance and leadership.

Dr. Smith has a leadership course that is extremely popular in the Washoe County School District. This is how NEA helps us develop our own leaders.

The PGC for ESP is new to us as of last year. In a partnership with the NEA Center for Great Public Schools, NSEA started to provide professional development for ESPs to assist support professionals in their chosen profession.

A paraprofessional who wants highly qualified certification to work in a Title I school can take the Praxis test courses in Language Arts and Math. We have a team of trainers who go across the State to provide these study sessions. We offer this training via Zoom for our rural counties so that they can participate. Our certification rate is 75 percent. It is a positive training and folks enjoy it.

We offer integrated pest management courses both online and in person for our custodian and food service professionals. This is a popular course because the professionals who attend learn how to make a safer environment for students. They appreciate the certificate at the end of the course. It shows that their time was spent to improve their chosen profession.

Ethics is part of the PGC for ESP. The NSEA has partnered with North Dakota United; we will be providing ethics training for both ESP and teachers starting in July 2019. Assembly Bill No. 124 of the 79th Session created the Nevada Educator Code of Ethics Advisory Group, which reports to the Commission on Professional Standards in Education. We were supposed to give a presentation on ethics training to the Advisory Group, but unfortunately the presentation was canceled. We will have the opportunity at the next scheduled meeting of the Advisory Group. We are excited to share this training.

Our NSEA members are doing great work in Nevada. I will now show a video, the link to which is found on page 13 of [Exhibit H](#), in which our members express how valuable their role is in the community and in the lives of each individual student. The members also ask the Legislature for something important—funding. Many of our teachers express that they use their own money to help feed their students. They explain that large class sizes inhibit learning and that smaller class sizes allow teachers to manage the students'

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behavior and keep the kids encouraged and engaged. Smaller class sizes allow the teacher to get to know the individual students.

We are doing some great things around the State and we hope that you will support us.

CHAIR DENIS:

Thank you. We appreciate our teachers and what they do. We do not always take time to talk about that, but we know that you are doing some great things. We are trying to do some things to help you.

The meeting is adjourned at 2:03 p.m.

RESPECTFULLY SUBMITTED:

Steven Jamieson,
Committee Secretary

APPROVED BY:

Senator Moises Denis, Chair

DATE: _____

EXHIBIT SUMMARY				
Bill	Exhibit / # of pages		Witness / Entity	Description
	A	2		Agenda
	B	7		Attendance Roster
S.B. 214	C	2	Jen Sturm	Work Session Document
S.B. 41	D	21	Jason Dietrich / Department of Education	Proposed Amendments
S.B. 41	E	3	Jason Dietrich / Department of Education	Written Testimony
S.B. 41	F	1	Meredith Smith / Nevada Succeeds	Written Testimony
	G	13	Alexandra Dominguez / College Board	Visual Presentation
	H	14	Ruben Murillo / Nevada State Education Association	Visual Presentation