

## **MINUTES OF THE MEETING**

### **ASSEMBLY COMMITTEE ON EDUCATION**

**Eighty-First Session**

**February 16, 2021**

The Committee on Education was called to order by Chair Shannon Bilbray-Axelrod at 1:35 p.m. on Tuesday, February 16, 2021, Online. Copies of the minutes, including the Agenda ([Exhibit A](#)), the Attendance Roster ([Exhibit B](#)), and other substantive exhibits, are available and on file in the Research Library of the Legislative Counsel Bureau and on the Nevada Legislature's website at [www.leg.state.nv.us/App/NELIS/REL/81st2021](http://www.leg.state.nv.us/App/NELIS/REL/81st2021).

#### **COMMITTEE MEMBERS PRESENT:**

Assemblywoman Shannon Bilbray-Axelrod, Chair  
Assemblywoman Brittney Miller, Vice Chair  
Assemblywoman Bea Duran  
Assemblyman Edgar Flores  
Assemblywoman Michelle Gorelow  
Assemblywoman Alexis Hansen  
Assemblywoman Melissa Hardy  
Assemblywoman Lisa Krasner  
Assemblywoman Elaine Marzola  
Assemblyman Richard McArthur  
Assemblywoman Rochelle T. Nguyen  
Assemblywoman Jill Tolles  
Assemblywoman Selena Torres

#### **COMMITTEE MEMBERS ABSENT:**

None

#### **GUEST LEGISLATORS PRESENT:**

None

#### **STAFF MEMBERS PRESENT:**

Kristi Robusto, Committee Policy Analyst  
Amanda Marincic, Committee Counsel  
Nick Christie, Committee Manager  
Sarah Baker, Committee Secretary  
Melissa Loomis, Committee Assistant



**OTHERS PRESENT:**

Felicia Gonzales, Deputy Superintendent, Division of Educator Effectiveness and Family Engagement, Department of Education  
Hawah Ahmad, representing Clark County Education Association  
Erica Valdriz, Fundraising Coordinator, Vegas Chamber  
Mary Pierczynski, representing Nevada Association of School Superintendents  
Richard "Skip" Daly, Private Citizen, Reno, Nevada  
Jonathan P. Moore, Ed.D., Deputy Superintendent, Division of Student Achievement, Department of Education  
Nathan Noble, Private Citizen, Reno, Nevada  
Robert Wilson, representing Nevada Credit Union League  
Chris Daly, representing Nevada State Education Association  
Anthony McTaggart, Chief Operations Officer, Andson, Inc., Las Vegas, Nevada  
Felicia Ortiz, Private Citizen, Las Vegas, Nevada  
Michael Kurcab, Private Citizen, Las Vegas, Nevada  
David Gibbs, Private Citizen, Las Vegas, Nevada  
Elissa Wahl, representing Nevada Homeschool Network  
Bob Russo, Private Citizen, Gardnerville, Nevada  
Erin Phillips, President, Power2Parent  
Sylvia Lazos, representing Nevada Immigrant Coalition  
Hannah Branch, Private Citizen, Reno, Nevada  
Yvette Williams, Chair, Clark County Black Caucus  
Mayli Alarcon, representing Nevada Bankers Association  
Maia Beaulieu, Private Citizen, Reno, Nevada  
Katie Matteson, Private Citizen, Henderson, Nevada  
Drew Tilbrooke, Private Citizen, Reno, Nevada  
Camille Wiggins, Private Citizen, Las Vegas, Nevada  
Brad Keating, Director, Government Relations, Clark County School District  
Teresa Melendez, Vice Chair, Nevada Statewide Native American Caucus  
Danielle Windhorst, Private Citizen, Las Vegas, Nevada

**Chair Bilbray-Axelrod:**

[Roll was called. Committee rules and protocol were explained.] Welcome everyone. We have two bill hearings this afternoon. We are going to go out of order today. I will now open the hearing on Assembly Bill 38.

**Assembly Bill 38: Revises provisions relating to career and technical education and work-based learning. (BDR 34-302)**

**Chair Bilbray-Axelrod:**

This bill revises provisions related to career and technical education and work-based learning.

**Felicia Gonzales, Deputy Superintendent, Division for Educator Effectiveness and Family Engagement, Department of Education:**

This bill was prefiled by Governor Steve Sisolak on behalf of the Department of Education (NDE), but this bill was truly filed on behalf of our career and technical education partners, especially those in rural districts whose work demands that our students graduate ready to live and work in the communities they grew up in.

Section 1 allows a superintendent or designee to appoint the Advisory Technical Skills Committee (ATSC), which shall include pupils and parents of pupils enrolled in career and technical education; members of the Governor's Workforce Investment Board or local entities in workforce development; representatives of special populations; and representatives who serve out-of-school youth, homeless children, and youth who are considered at risk; representatives of Indian tribes and tribal organizations; and stakeholders as prescribed by State Board of Education regulations. A superintendent or designee may consult regularly with those listed for eligibility to the committee to carry out the duties of an advisory technical skills committee.

Subsection 2 defines the duties of the ATSC as follows:

- Provide input on updates to the comprehensive local needs assessment.
- Review instructional supplies, equipment, and operations to determine effectiveness in preparing pupils to enter the workforce, apprenticeships, or college, and meet the needs of business and industry in the region.
- Advise school districts on valuable credentials and provide technical assistance to meet the career and technical education standards prescribed by the State Board.
- Develop work-based learning experiences.

In keeping with the Department's legislative priority of alignment, the meetings of an ATSC are not subject to *Nevada Revised Statutes* (NRS) Chapter 241, or Open Meeting Law (OML).

Section 2, subsection 1 allows for pupils to apply credits toward high school graduation if the pupil successfully completes the number of hours in a work-based learning program required by State Board of Education regulations. Subsection 2 includes an on-site evaluation of a pupil's performance in a work-based learning program. Subsection 3 requires a school district's board of trustees or governing body to designate a work-based learning coordinator to ensure each business, agency, or organization that will offer employment and supervision of a pupil as part of the work-based learning program is suitable for participation and establish and maintain a list of organizations suitable for work-based learning.

Subsection 4 requires work-based learning program approval from the State Board of Education to include a detailed training agreement and training plan to be completed for each pupil participating for credit; and removes three criteria: (1) required number of hours a pupil must complete to qualify for credit, (2) completing an assessment prescribed by the State Board related to a chosen career pathway, and (3) participation leading to a high school diploma. These changes are made in alignment with the Strengthening Career and Technical Education for the 21st Century Act (Perkins V) and create clarity for our school districts.

Finally, subsection 6 includes updated reporting requirements to include the number of pupils participating and types of work-based learning offered.

We are ready for any questions you may have about A.B. 38.

**Chair Bilbray-Axelrod:**

Members, do you have any questions?

**Assemblywoman Tolles:**

These work-based programs are so incredibly important for preparing our students. I have a couple of quick clarifying questions. One is on section 2, subsection 2(e), the description of the way the performance of a pupil who participates in the work-based learning program will be evaluated will include an on-site evaluation. I wondered, in light of COVID-19, if that also includes virtual evaluation where appropriate?

**Felicia Gonzales:**

Yes, it is appropriate for an on-site evaluation to be conducted through a virtual setting. Many of our districts have transitioned their students to online, work-based learning experiences. For example, if a student is working with a tech company, that can be completed online, and the teacher of record overseeing the program can also join a Zoom call with the student and the employer providing the experience and can conduct that on-site evaluation through a virtual setting.

**Assemblywoman Tolles:**

My second question is on section 2, subsection 3(a), where it says that the State Board shall designate an employee of a school district to ensure the business, agency, or organization will offer employment suitable for participation in a work-based learning program. That certainly makes sense. I was curious who determines what grade the student should be in to participate. Are we giving that authority to the business, or are we still maintaining that authority with the school district to determine the grade level?

**Felicia Gonzales:**

The determination of a grade is at the district level. The grading is not done by the person or company providing the internship. All districts do create rubrics and establish how a course will be graded so a student knows what to expect and how they will be graded. The NDE does not prescribe how a student is graded during a work-based learning experience.

**Assemblywoman Duran:**

My question is, if a student is in a program and would like to change, are there options for them to do that? Is a counselor working with them to monitor their learning as well as giving them advice if this training might not be for them?

**Felicia Gonzales:**

Yes. There are two pieces to that. If it is not a good placement for that student, the teacher of record overseeing the student's participation would work with that student's counselor to provide a different experience, whether that means changing them to a different class or work-based learning experience, or moving them to a different elective to meet the student's needs.

**Assemblywoman Duran:**

Is this through high school that these programs are offered?

**Felicia Gonzales:**

If you are referring to the work-based learning experiences such as jobs, yes, those are typically held at the high school level.

**Assemblywoman Gorelow:**

You had made a comment that this legislation was made in alignment with a federal act. Which act was that again?

**Felicia Gonzales:**

It was the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

**Assemblywoman Gorelow:**

Could you elaborate a little bit on what that act is?

**Felicia Gonzales:**

It is the federal funding for career and technical education.

**Assemblywoman Torres:**

My question is building off Assemblywoman Tolles' earlier question. Looking at section 2, subsection 2(e) on page 4 of the bill, does the NDE plan to release any guidance on what that evaluation would look like? Since we do have a variety of workplace learning programs throughout Nevada, it would make sense to me that there was some type of consistency about what would be accepted as evaluations for those work-based learning programs throughout the state.

**Felicia Gonzales:**

We meet regularly with work-based learning coordinators, so if they need technical assistance on how to create a site evaluation, that is provided by the NDE. A worksite evaluation looks very different from one industry to another, so to have a specific template in place for each one would look very different. At the moment, the team works directly with the work-based learning coordinators required to be in place for each school district and provides them assistance on what that would look like based on the industry or business the student is participating in.

**Assemblywoman Torres:**

I know in northern Nevada there are several work-based learning programs like those that already exist in southern Nevada. I wonder if there is consistency between what those evaluation mechanisms would look like between the programs right now, or is there a plan for that in the future?

**Felicia Gonzales:**

I can certainly take that back to the team and see if that is being considered.

**Chair Bilbray-Axelrod:**

When you find out that information, could you pass it on to our Committee? I will make sure the members get that information.

Are there any more questions? [There were none.] We will move on to hear testimony in support, opposition, and neutral for A.B. 38. We will begin with testimony in support.

**Hawah Ahmad, representing Clark County Education Association:**

The Clark County Education Association (CCEA) represents more than 18,000 licensed professionals in the Clark County School District (CCSD). We are the largest independent teachers union in the country and in the state of Nevada. We engage in bipartisan advocacy for advancing public education in Nevada. We would like to voice our support for A.B. 38. Our organization supports investing in the Nevada education system to ensure we have the skilled workforce necessary for a diversified economy. We believe this bill will help streamline efficiency for work-based learning, and will help to ensure that every stakeholder's voice is heard to ensure every work-based learning program in K-12 is outcome-determinative and derivative to either a certification or credential to further education or employment, or directly to employment.

As we navigate these complex times, we must ensure we strategically invest our time, money, and efforts to provide opportunities to our students. All hands must be on deck to ensure our existing work-based learning programs are strengthened while we ensure we create programs to fill current and projected job openings. We must emphasize that the path to rebuilding Nevada's economy is economic diversification and workforce development. To get on that path, we must invest in K-20. We appreciate the efforts of this Committee and all stakeholders for this bill and support all efforts to foster integrated learning opportunities that lead to skill and workforce development.

**Erica Valdriz, Fundraising Coordinator, Vegas Chamber:**

We are in support of A.B. 38. We fully recognize the advantages and positive investment of career and technical education. The availability of the Career and Technical Education (CTE) program and the guidance of an ATSC can play a massive role in a student's understanding of who they are and where they want to go in life. Career and technical education contributes a major share to the overall education system and plays an important role in the social and economic development of our state. In this era of unemployment, technical education can assure one of a job or a source of income in terms of technical skills and provide a comfortable

living. The Chamber is supportive of the proposed changes in section 1 relating to the composition of advisory committees to be more inclusive, and the proposed requirements in section 2 for schools that offer a work-based learning program. We urge your support for this bill.

**Mary Pierczynski, representing Nevada Association of School Superintendents:**

Our CTE and work-based learning programs are very important in our schools, and the 17 superintendents are in support of A.B. 38 as it enhances programs.

**Chair Bilbray-Axelrod:**

Let us move on to opposition.

**Richard "Skip" Daly, Private Citizen, Reno, Nevada:**

My sole concern with the bill is the exemption from the OML, I believe in section 4. If there was a reason stated, it was glossed over, and I am disappointed that no one asked the question. I cannot for the life of me think why this committee or any quasi-government agency would need to be exempt from the OML. Some people may say that sounds hypocritical because the Legislature is exempt, but there are sound reasons for that. I listened to the testimony, looked at the bill, and cannot see a reason for it to be exempt in this particular case. I think the public likes to know that these committees are done in the open air, in the sunshine, that there is an agenda and a recording of the minutes and a record of actions taken when the public interest is at stake. I hope this Committee will take that under advisement and make the appropriate corrections to remove that section.

**Chair Bilbray-Axelrod:**

I believe that is all for the opposition. Is there anyone signed up for neutral? [There was no one.] Can we circle back to support? [There was no one.]

With that, we will close the hearing on A.B. 38 and open the hearing on Assembly Bill 19.

**Assembly Bill 19: Revises provisions relating to educational subjects and standards.  
(BDR 34-325)**

**Jonathan P. Moore, Ed.D., Deputy Superintendent, Division of Student Achievement,  
Department of Education:**

This bill was prefiled by Governor Sisolak on behalf of the Department of Education (NDE), but this bill was truly filed on behalf of our school districts, who requested clarification of the social studies requirements for graduation, and their teachers, who use standards as posted by the NDE in their intended form, with diagrams and illustrations, and not the limited use *Nevada Administrative Code (NAC)* that, due to its legal nature, cannot post standards as professional educators use them to inform instruction.

Section 1 is a conforming change to homeschool education that adds civics, financial literacy, and multicultural education as components of homeschool educational plans; and removes government as a requirement of homeschool educational plans. Section 1 makes a conforming

change in statute so the changes made to social studies during the 78th (2015) and 79th (2017) Legislative Sessions to multicultural education and financial literacy, respectively, are captured in the core social studies requirements for graduation.

The state, through standards, determines what students should know and be able to do. The how, or method of instruction, is always left to the local entity, including the instructional materials. In the case of section 1, that would be the family, parents, or community in charge of homeschooling a student.

Regarding financial literacy, the major ideas are:

- Financial literacy.
- Financial decision making.
- Savings and spending.
- Credit and debit.
- Insurance, investing, and risk.
- College and career readiness.

Regarding civics, the major ideas are:

- Civic and political institutions.
- Civic dispositions and democratic principles.
- Processes, rules, and laws.

Regarding multicultural education, the major ideas are:

- Social justice, consciousness and action.
- Respectful engagement with diverse people.
- Diverse contributions made by men and women from various racial and ethnic backgrounds.

During the 78th Legislative Session (2015), multicultural education was added to *Nevada Revised Statutes* (NRS) 389.520, but not to the list of core academic subjects in NRS 389.018. Because the list of core academic subjects was not changed, the homeschool section, which requires a plan of instruction only on the four academic subjects, was not updated to include multicultural education.

Historically, we do update NRS 388D.050 anytime there is a change in the core academic subjects listed in NRS 389.018. The last time this occurred was in 2015 with Senate Bill 25 of the 78th Legislative Session, when English—including reading, composition, and writing—was replaced with English language arts. At that time, NRS 388D.050 was updated to conform with the change to the list of core academic subjects in NRS 389.018.

Section 2 makes a similar change by updating the core academic subject of social studies to expand to include civics, financial literacy, and multicultural education and removes government. Section 3 makes a conforming change to academic standards adopted by the State Board of Education. Sections 4 and 5 exempt academic standards from being included in the



NAC and repeals the existing NAC. I would like to note for the record that academic standards will still receive oversight and accountability from their adoption with the State Board of Education. We are available for any questions you or the Committee might have on Assembly Bill 19.

**Chair Bilbray-Axelrod:**

Do we have questions from the Committee?

**Assemblywoman Torres:**

You talked a little bit about what multicultural education is, and I think it is important that we talk about that topic. I know educational pedagogy has evolved over the last 20 years, and when we talk about what we are teaching in the classroom, things like financial literacy have not always been a part of the classroom, so our education system has to evolve along with educational research-based changes. I know we want to make an education system based off that research here in the state of Nevada, and I think this bill is getting at that. But I really want to understand what multicultural education is and what it is not. I received several emails that identified multicultural education as something I do not think it is. Could you clarify that for the record?

**Jonathan Moore:**

Our current academic standards for social studies outline three major ideas for multicultural education to be embedded within the content standards. Those include social justice, consciousness, and action; respectful engagement with diverse people; and diverse contributions made by men and women from various racial and ethnic backgrounds. This instruction integrates the histories, texts, beliefs, and perspectives of people from different cultural backgrounds. It is important to know that how these themes are taught, and the instructional materials used to teach these themes, are matters for local entities to decide. In this case, it could be a school district, charter school, or someone instructing in a homeschool environment.

**Assemblywoman Torres:**

Just to clarify: multicultural education is not teaching students to not work with other groups, right? This is supposed to help create a respectful community that engages with diverse peoples.

**Jonathan Moore:**

You are absolutely correct. This is in no way intended or outlined in the standards to exclude, divert attention away from, critique, or criticize any group. It is designed to be inclusive and help expand the intellectual curiosity and horizons around various groups, ethnicities, and cultures.

**Assemblywoman Hansen:**

In terms of the feedback I have been getting, when did the NDE engage with the homeschooling association or some of those stakeholders in drafting some of this?

**Jonathan Moore:**

We have been in conversation with members of the homeschool community even as late as today. We began our outreach, or our connections, with that community a couple of weeks ago. Due to the fast-paced nature of how the bill developed, especially as part of the Governor's original bill draft, we were not able to reach out as early as we would have liked, but we have been very responsive in meeting with members of the community, as well as having conversations around concerns they may have and the intent of the bill.

**Assemblywoman Hansen:**

I know you are aware, but for those listening, in the 74th Legislative Session there was unanimous bipartisan support to take homeschooling jurisdiction away from the NDE. It is more a local school, local control sort of issue. As a parent, I have utilized the public school system, I have homeschooled for a number of years, and I have used private school. I have exercised all those options. I have seen the process of homeschooling in the 1990s go from a very onerous system to frankly, through a lot of bipartisan work, a system that became less onerous and gave parents the freedom to teach and develop the curriculum that best suits their child. Your two-page Notice of Intent to Homeschool form [[Exhibit C](#)] that is filed with your local jurisdiction district already lists the subject standards, and I frankly think so much of this is already covered. We are talking about substituting the word civics in, but that is covered by government. Financial literacy is covered by economics. Multiculturalism is in the broader scope of social studies. I am curious why there is a need for this now. What is giving the NDE reason for concern to have to make changes regarding homeschooling with those subjects?

**Jonathan Moore:**

In following a historical precedent, we know that in the 78th Legislative Session, when English—including reading, composition, and writing—shifted to become English language arts, that conforming change was made to the list of core subjects, including those for homeschool. Also, in 2015, when multicultural education was added to NRS, it did not update the core academic subjects to include that along with civics and financial literacy. I believe the bill is an attempt to reconcile the conforming changes that have been past precedent when there have been shifts in core subjects.

**Chair Bilbray-Axelrod:**

I wanted to bring in our committee policy analyst. You had mentioned the 74th Legislative Session language, and I do not know if you are referring to Senate Bill 404 of the 74th Session, but that did deal with core subjects. Ms. Robusto, if you could mention what that bill did, because there might be a bit of misinformation. I want to make sure we are clear on the record.

**Kristi Robusto, Committee Policy Analyst:**

I am going to allow our legal counsel to first explain what it did regarding NRS, and then I am happy to make any additional clarifications.

**Amanda Marincic, Committee Counsel:**

Senate Bill 404 of the 74th Session did establish the homeschool provisions, and at the time it was enacted, it did align with the core academic subjects that are currently listed in NRS 389.018, and then again in 2015 when those subjects were amended to accommodate English language arts change. The homeschool provision now codified in NRS 388D.050 was also amended to reflect the changes to the core academic subjects. Historically, since the establishment of the homeschool provision, what you see now with NRS 388D.050, those core academic subjects have always aligned with those listed in NRS 389.018 for public schools.

**Chair Bilbray-Axelrod:**

Thank you for that clarification. Ms. Robusto, did you want to add anything?

**Kristi Robusto:**

I think Ms. Marincic covered it quite nicely. As she stipulated, the core academic subjects have consistently aligned since the homeschooling legislation was enacted in the 74th Session (2007).

**Assemblywoman Krasner:**

I have received a multitude of emails from parents who feel this bill is infringing upon the homeschooling parents' autonomy to educate their child at a pace and level appropriate for their individual child's needs. They are telling me they would like to be removed from this legislation, and I am wondering if you could please comment on that.

**Jonathan Moore:**

The intent of the legislation does not seek to infringe upon anyone's rights or freedom. As I mentioned in my presentation, the state determines through academic standards what students should be able to know and do. How that happens—the instructional materials used, the experiences created—are all left at the local level, whether school districts, charter schools, or in this case, those who are engaged in homeschooling. Through this legislation, the state in no way intends to insert itself in how these things are taught or the instructional materials that may be used to teach the core academic subjects. We are simply seeking to align the core academic subjects across the two relevant statutes.

**Assemblywoman Tolles:**

I have a couple of questions. I certainly have a profound interest in these topics: civics, American government, financial literacy, and multicultural education. We supported this in my tenure here. We did not talk much about the change from American government to civics, so I wonder if you could explain what that term means and how that encompasses American government. I know you talked about some themes, but if you could clarify that, I would appreciate it.

**Jonathan Moore:**

When we talk about social studies as outlined in the Nevada Academic Content Standards, there are essentially six strands, including civics as one of those strands. Development of these standards is the work of educators from across the state who meet and leverage their expertise

to create the standards that are subsequently approved by the State Board of Education. Government is not being removed from social studies. Government is typically a course that is found in high schools. When we think of civics, it includes not only the skills and attitudes necessary to engage as a productive member of the community, but also the practices aligned with communication, cooperation, and decision making. It also provides the foundation for understanding the underpinnings of the American government.

The idea that they are either synonymous or that, by shifting away from government to civics, we are somehow missing vital content or philosophical underpinnings is not true; by shifting to civics, we are in fact expanding the scope of knowledge and the horizon for intellectual curiosity around the United States government in addition to what it means to be a productive member of a community or society.

**Assemblywoman Tolles:**

I appreciated the history, background, and explanation about the 74th Legislative Session change of S.B. 404 of the 74th Session and the 2015 change of Senate Bill 25 of the 78th Session. Obviously, there is quite a bit of interest in that section of this bill. I would like to clarify further: when I pulled up S.B. 25 of the 78th Session and searched for NRS 388D.050, it did not produce a listing for that. I do see, in looking up the NRS, that section does include English language arts. Maybe you could walk me through the process: S.B. 25 of the 78th Session did not explicitly write into the text that those changes were going to conform into the homeschooling chapters. Now that we see it included in this bill in the 81st Legislative Session, it has certainly brought more notice.

**Chair Bilbray-Axelrod:**

I think this might be a good question for our legal counsel.

**Amanda Marincic:**

In S.B. 25 of the 78th Session, section 18 of that bill addresses the homeschool provisions, and at the time NRS 388D.050 was codified in a different location within NRS. At that time, that section was NRS 392.700 and all the homeschool sections were squished into one section. If you look at section 18 of S.B. 25 of the 78th Session, subsection 12 contains language stating that "the parent of a child who is being homeschooled shall prepare an educational plan of instruction for the child in the subject areas of English," and that is where the change from English—including reading, composition, and writing—was changed to English language arts. That is now codified as NRS 388D.050.

**Assemblywoman Gorelow:**

I had a quick question about the fact that this act would become effective upon passage and approval. Could you elaborate a little on what would be needed to implement this and how soon that would take effect?

**Jonathan Moore:**

Regarding our school districts and charter schools, they have been preparing for this shift for quite some time, so codifying it would catch up to where many of them are. Of course, the NDE will be providing technical assistance about how to implement the standards as they currently are, so for our members who are part of the homeschooling community, there would be no shift in terms of requirements related to instructional materials or how they instruct their children. They would simply look to make the determination about the best way to incorporate the core academic subjects into their teaching and learning. We do not anticipate the lift, if you will, being too onerous for either our public school educators or those educating at home.

**Chair Bilbray-Axelrod:**

Just so the record is clear, the term "civics" encompasses government. We are not removing government at all. As someone who has served in this body for a few sessions now, I am much better at reading bills than I used to be, so I think one of the issues people might have is, the way it is written in this bill, "government" is crossed out in red and "multicultural education" is added. I think there might be some misrepresentation out there—and I am going to assume it is benign—that government is now being replaced by multicultural education. I can 100 percent tell you that is not the case; civics will encompass government. I just want to get that on the record.

I know all our emails and phones have been blowing up, for lack of a better term. I have had many conversations with homeschooling folks who are concerned. I think it is important to get it on the record because I was not familiar with what an education plan looks like. I assumed it would be a big syllabus homeschooling parents would have to produce. Could you please let the Committee and those who are listening know what an education plan looks like, how often it needs to be turned in, and if those plans need to be updated because of standards?

**Jonathan Moore:**

Regarding the homeschool education plan, there is some variance. There is basic information completed if a parent or family is looking to homeschool a child; they complete the form that outlines their demographic information, address, and the like; and then it outlines essentially the course of study. That varies greatly across schools and across systems; we have found that some families will turn in a robust plan that outlines specifically how they plan to address the core content areas and standards, while others simply provide an overview of how they propose to do that. In any instance, the goal is not to hinder or delay the approval process, so there is a lot of latitude based on the information parents can provide regarding the homeschool plan.

In terms of the cadence of updating, there is not currently a requirement to update annually or on a consistent basis, but if a family has transitioned geographically from one district to another, we would expect them to update their education plan. It is a one-time plan, and it does not need to be refiled unless a parent or family changes their address, or a child is reentering homeschool after being enrolled in a public school. There is no expectation that they would amend their existing plans.

**Chair Bilbray-Axelrod:**

So even with the changes, if this bill goes through, current homeschooling parents would not have to update their education plans?

**Jonathan Moore:**

That is correct.

**Chair Bilbray-Axelrod:**

Would it be fair to say—because you said you sometimes have very robust education plans—do some people just turn in a one-page plan?

**Jonathan Moore:**

That would be an accurate depiction as part of the spectrum.

**Chair Bilbray-Axelrod:**

We will move on. We have quite a queue to testify on behalf of this bill. We will start with support.

**Mary Pierczynski, representing Nevada Association of School Superintendents:**

We are in support of A.B. 19 and appreciate the clarification of the social studies curriculum in our public schools.

**Nathan Noble, Private Citizen, Reno, Nevada:**

I am a student at the University of Nevada, Reno and I am currently an intern for Assemblywoman Anderson, but today I am here only on behalf of myself to represent my views and experiences. I am also a proud product of the Nevada public school system.

Having recently graduated, I have gained a new perspective on my education, as I can now see how each of my studies really impacted and shaped my future. For me, it is undeniable that each core curriculum class played an essential role in developing my path to academic success. But, as I have come to realize, the point of an education is to arm students with the tools they need to succeed as they enter the world as adults. In retrospect, the instruction that helped me the most in this regard was quite different; classes like financial literacy, which taught me how to handle my money responsibly and gave me skills I used just last week as I was doing my taxes for the first time; like the multicultural education I received as a part of the International Baccalaureate (IB) program, which expanded my cultural periphery; and, of course, civics, which taught me about my rights as an American, a class without which I might not be here before you today.

In retrospect, I was extraordinarily lucky to receive instruction in such crucial fields. It is an opportunity not every student is afforded. For every student like me who had these advantages, there were so many more who did not. Now I come in support of this bill so no student will ever have to miss these opportunities.

Each of the proposed amendments to course materials covers an essential skill for living in the modern world, and to deprive students of instruction in these fields would be to do them a grave disservice. After all, how can we expect students to navigate the challenges of life if we do not prepare them for the realities of the modern world? If we expect high performance from our students, we must set high standards. Any homeowner will tell you that a strong house must have a strong foundation. Real success must be built on real understanding. Thus, I urge you in the strongest possible terms to pass A.B. 19 for the profound good it will do for students all over our state.

**Robert Wilson, representing Nevada Credit Union League:**

As you know, credit unions have been on the forefront of financial literacy in the state. We take it very seriously. We have offered programs ourselves to try to help Nevadans understand the importance of checking and savings accounts, credit, et cetera, and we strongly believe it should be part of the curriculum. We urge your support and appreciate the commitment toward financial literacy.

**Chris Daly, representing Nevada State Education Association:**

The Nevada State Education Association has been the voice of Nevada educators for over 120 years, and NSEA supports A.B. 19; in particular, the clarification of multicultural education as a part of the social studies requirement for all Nevada students.

Research affirms what educators intuitively know—multicultural education, or the study of the social, political, economic, and historical perspectives of our nation’s diverse racial and ethnic groups, helps foster cross-cultural understanding among students of color and white students. Multicultural education aids students in valuing their own cultural identity while appreciating the differences around them. Students who participate in multicultural education are more academically engaged, develop a stronger sense of self-efficacy and personal empowerment, perform better academically, and graduate at higher rates.

**Anthony McTaggart, Chief Operations Officer, Andson, Inc., Las Vegas, Nevada:**

I am speaking today as the cofounder of Andson, Inc., a Nevada-born nonprofit operating since 2010 that provides financial literacy and after-school academic support to approximately 10,000 students per year. I am here to address the piece on financial literacy and multicultural studies and the values that come with that. I know of no parent in our state who would not wish for their child to support values and perceptions around personal finance. As a mentor myself, and one who truly wants every Nevada student to live and be productive in our ever-changing state, I believe we need to prepare our students and children for diverse lives and careers and the increasing financial complexities that come with that. In our world, we support a term called plasticity. What we teach children today about personal finance shapes their values and perceptions—their way of thinking. It gives them the pathways to be successful in a very different landscape than we are in today.

When I was taught values and perceptions around money, I was prepared as best as my parents could provide. What has changed? I am 37 years old. Online banking, Venmo, fractional investing through Robinhood and Acorns—they are all new. With the recent news regarding

stocks like GameStop and AMC, we can see that young people are hungry to act and, most importantly, learn. A lot has changed, but values and perceptions around money and finances and living a financially sound life do not change. Accepting others in our communities does not change.

What financial literacy as a component covers is not covered in standard economics; I want to drive that home for you all today. You can completely understand economics, both nationally and internationally, and be extremely successful, but without understanding values and perceptions around personal finance, you will still suffer throughout your life. We see it in some of the most famous people who exist in our society.

What I am asking of you today, and what Andson wants to provide to this Committee, is that supporting finance and multicultural studies is imperative for our youth. We must build the plasticity and the pathways so they can continue to learn and be successful throughout their financial future and in their careers.

**Felicia Ortiz, Private Citizen, Las Vegas, Nevada:**

I am calling in support of A.B. 19. As many of you know, I am the president of the State Board of Education, but I am calling on my own behalf today because I have such a strong feeling about specifically multicultural education and financial literacy, something I was blessed to be taught in my years in high school. I cannot say it any better than the student who just graduated. The way he described how being taught these subjects has impacted his life says it all, and from a policymaker's perspective, I just want to say how important it is for us to have consistency across policy so we are not trying to keep track of too many different things. The more consistency we have, the easier it is for us to keep track of everything. I fully support this bill.

**Chair Bilbray-Axelrod:**

We will now move on to testimony in opposition of A.B. 19.

**Michael Kurcab, Private Citizen, Las Vegas, Nevada:**

We are a homeschooling family and are vehemently opposed to any changes to the current Nevada homeschooling laws. This bill seeks to change both homeschool and public school laws with no understanding or accommodation of the differences between the two. Further, no homeschoolers were consulted prior to this proposed change. The Nevada education system has consistently demonstrated its inability to effectively educate our children, even with increased budgets. The Nevada homeschool community has done their part as conscientious citizens to take responsibility for the successful and all-encompassing education of our own children. This proposed overreach of power over individuals is egregious. We are a nation of laws to protect individual life and liberty. We are not a nation or a state to be ruled by unaccountable bureaucrats. The Nevada homeschool community does not want homeschool included in this bill.

Early on, children learn a word for people who tell others how to live their lives: "busybodies." Until the past century, the primary tool of busybodies was social stigma; they shamed people.



But as government has grown in power and scope, busybodies have found better ways to satisfy their need to mind everyone else's business: they harness the coercive power of government. These busybodies become "busy-bullies" when they meet government. Busybodies have always disapproved of others' choices, but today, as busy-bullies, they use government to force others to comply with their worldview.

You know, financial literacy is absolutely important, except it is not a subject that we teach—it is a principle that we live. If you look at most homeschoolers who are financing their family's education while also financing the rest of our community's education, financial literacy is a cornerstone to what we do.

As for the idea of social justice, well, you know, Thomas Sowell, a very famous African-American economist, put it best: "Lofty talk about 'social justice' or 'fairness' boils down to greatly expanded powers for politicians, since those pretty words have no concrete definition. They are a blank check for creating disparities in power that dwarf disparities in income—and are far more dangerous."

**David Gibbs, Private Citizen, Las Vegas, Nevada:**

I applaud you for adding financial literacy to this bill. It is long overdue, and we are seeing that in a lot of our young people not understanding how to manage their finances. I do have an issue with scratching out "government" and saying that now it is a subsection of civics.

*Nevada Revised Statutes* 389.054 talks about American government and the essentials of both the *United States Constitution* and the *Constitution of the State of Nevada*, the Declaration of Independence, the origin and history of the constitutions, the study of and devotion to American institutions and ideals, and civics. It makes civics a subset of government.

With this bill, crossing out government and putting in civics, you are now subordinating the tenets of the American government to civics. If you want to include civics, which is already in the core competency, that is fine; however, I think you should not strike out government in this bill. It makes a bad statement. Chair Bilbray-Axelrod made a comment that government is still going to be taught; well, if government is still going to be taught, then why cross it off? Why not leave it in there? Subordinating it to civics sets a bad tone for what the public will see as an emphasis on what you are teaching our children in school.

If we have seen nothing in the last ten years, we have seen that there have been issues and questions about the *U.S. Constitution*—What is it? How does it work? What is involved in it? How did it come to be?—and a general lack of understanding in the public about how that all works. I think this bill just subordinates that even more to creating an attitude of social activism over an understanding of how the government works.

**Elissa Wahl, representing Nevada Homeschool Network:**

I am the chair of the Nevada Homeschool Network, which has been in existence for over 20 years. We lobbied for and unanimously won S.B. 404 of the 74th Session, our homeschooling freedom bill, in 2007. Today, we represent over 4,000 homeschoolers in Nevada. This bill has brought a lot of publicity and huge opposition from homeschooling families. This is not in opposition to merely adding content. The uproar is about our freedom from the NDE and their attitude toward homeschoolers.

We contend that the NDE has no authority to modify homeschooling language. Homeschoolers came out from under the NDE's jurisdiction in 2007. This decision is now in your hands, the hands of the legislators. It should not have been brought forth by the NDE; instead, if homeschoolers wanted it, we should have brought it.

Regarding S.B. 25 of the 78th Session in 2015, it was also done without any homeschooler input, and what you are not talking about is in 2017, Senate Bill 249 of the 79th Session was passed, and that is the bill that passed financial literacy and civics for public schools. Four years ago, those were never brought over into our homeschooling core subjects. To continue with the mantra of "always" and "historically aligned" is incorrect and adds more consternation to the argument.

We also contend that the NDE did not include stakeholders before drafting this bill. In fact, we reached out to them and had a phone call last Friday. They were not open to our objections, they did not get back to us, and they refused the friendly amendment.

Finally, we contend that the current core subjects satisfy state constitutional requirements to provide and promote suitable learning. With all this in mind, we ask you to strike out section 1 of A.B. 19 per our amendment request. I am sorry that it was not a friendly amendment.

**Bob Russo, Private Citizen, Gardnerville, Nevada:**

While I support financial literacy, which is something I learned from my parents, I urge you to please amend A.B. 19 to keep government and the list of subjects for social studies in our schools. In my opinion, it is imperative that our children receive a basic understanding of how our government functions, as a representative republic, including such things as the Bill of Rights and the Electoral College, so they can grow up to serve our nation as informed citizens. Of course, many of them will serve as our representatives in the future. I know that civics is included in this bill, but I question the depth of training in government that our students will receive with this bill.

Also, I am very concerned about replacing government as a listed subject with multiculturalism, which I believe could open the door to teaching divisive ideologies such as critical race theory that could lead to hatred, divisiveness, and hostility among our children instead of bringing them together as friends and young Americans, kids who can play sports together and get along, go skiing and things like that. I think we should encourage our kids to learn how to communicate and have civil discourse among themselves when differences arise for whatever reason, and never, ever encourage division because of someone's race or

whatever. That is just not a good thing. I grew up in the 1960s after the civil rights movement, and I went to a parochial school. We had people of varying backgrounds: Native Americans, Black Americans, Hispanics, and so forth. We never even thought about that stuff, and we all got along just fine. Instead of expanding the curriculum, I support focusing the education of our children on basics: math, science, reading, composition, and things of that nature.

Lastly, I do have concerns that this bill could force homeschool education plans to submit to its mandates. I personally support homeschool freedom and parental rights regarding the education of their children.

**Erin Phillips, President, Power2Parent:**

I am the president of Power2Parent. We represent 9,200 parents across the state of Nevada. I understand that the Department's stated goal is to create a conforming change. I do not take issue with the stated purpose, and I recognize these standards were previously passed and already exist in state standards. We do not take issue with any of the content. I want to support this bill if this is the stated purpose, but section 1 is an unnecessary addition to the language of this bill.

Senate Bill 25 of the 78th Session made an innocuous change to the language from English to English language arts. I would contend that it strikes out reading, composition, and writing and adds the word "language arts." This is not, in fact, a new core subject. Also, S.B. 249 of the 79th Session also did not mention homeschools. It was specifically intended for public schools. I keep hearing the words "historically aligned," but I do not see anywhere where that has been historically aligned. That was not added in that bill in 2017. We would ask that section 1 pertaining to homeschools be removed or amended. With that change, we would support this bill.

**Chair Bilbray-Axelrod:**

Now we will move on to testimony in neutral if we have any. [There was none.] We will swing back to support of A.B. 19.

**Sylvia Lazos, representing Nevada Immigrant Coalition:**

I am here to support A.B. 19 and testify on behalf of the Nevada Immigrant Coalition, which is made up of over 40 groups in support of immigrants in Nevada. This is a priority bill for the Nevada Immigrant Coalition because we understand that in multicultural education we have the opportunity to teach our students, who will be future Nevada citizens, the value of immigration and the benefits immigrants bring to Nevada.

The current anti-immigrant sentiments manifested in many communities in Nevada are not the way things have to be. The Nevada Immigrant Coalition believes that through education, we can better come to a dialogue that appreciates each other's benefit.

Please also allow me to testify as a professor at the University of Nevada, Las Vegas (UNLV) law school to illustrate why I think this is such an important bill. In my Constitutional Law course, we go very quickly through American history—the Dred Scott case [*Dred Scott v. Sandford*, 60 U.S. 393 (1857)], slave codes, black codes, neutral laws, supposedly, like the Homer Plessy case [*Plessy v. Ferguson* 163 U.S. 537 (1896)]—we do that in a matter of two weeks. It is my assumption that when a student comes to the UNLV law school, whether he is schooled in a public school or homeschooled, the student has a complete grasp of our history, which is absolutely essential in order to understand our constitutional principles. Students who do not have that kind of complete understanding are at a definite disadvantage in our public universities.

Let me end as a parent, a mother of two young children who are Latino, indigenous, brown-skinned, and adopted from Guatemala. When he was in fourth grade, my youngest son was asked to pretend to be a great Nevadan. He had to choose among a list, and he chose to be Sarah Winnemucca, and his teacher kind of had a heart attack when he chose that. The problem was that he had not been taught about any Latino historical figures or any indigenous leaders in the state of Nevada. Oddly, Chief Winnemucca was not among the figures he learned about. Eventually, he chose to be Chief Winnemucca. He wrote a very nice essay on Chief Winnemucca, but all of his knowledge was taught at home, and taught through books I purchased for him.

It is very important for minority children to see themselves in the history of Nevada and in our great heroes who have created this great community. It is certainly, in my view, a terrible omission for my son to have gone to a school that did not teach the great contributions of Chief Winnemucca, who created a civic culture in which he strove to make sure the indigenous people and the Caucasians who settled Nevada understood each other better.

**Erica Valdriz, Fundraising Coordinator, Vegas Chamber:**

The Chamber is in support of A.B. 19. The Chamber has been supportive of previous legislative measures that have included classes like financial literacy. We believe these types of curriculum components are important classes to students. We urge your support for this bill.

**Hannah Branch, Private Citizen, Reno, Nevada:**

I am a senior in Wooster High School's IB [International Baccalaureate] program and a cofounder of the local student activism group Washoe County School District Students for Change. We support A.B. 19 and thank you for hearing our testimony.

The addition of multicultural education is a critical opportunity for our state to improve safety and opportunity for all students in Nevada. Through my organization's work, I have the humbling opportunity to connect with Black and indigenous people of color and LGBT+ students to learn about their experiences in Nevada's classrooms.

While, as a white student, I have been extremely fortunate to receive 12 years of growth and support through Nevada's education system, I have quickly learned that many of my

LGBT+ peers and peers of color have not had a similar experience. I have heard from students who have endured racially motivated bullying, name-calling, slurs, and have been ostracized in the hallways. I have heard from students who feel unseen and yet singled out in classrooms. Almost without exception, I have heard from students who have not seen themselves in social studies lessons. If you are wondering why I am summarizing so many of these conversations, it is because, regrettably, they often end in the same way: I ask if a student would be interested in speaking out about their experience and often the student tells me they would not feel safe doing so in our state's current climate, which normalizes discriminatory behavior in schools.

As I do my best to relay these messages secondhand, I have to ask you to imagine what you would do if your own child felt so unsafe in their identity that they could not speak out about it at all. Multicultural education is a critical step in disassembling this culture of hostility through understanding, a responsibility we all share. It is pivotal and encouraging that this is on the floor today.

As a current student, I can say with confidence that the skills I do and do not learn in school—from developing an understanding of different cultures, to learning to save money, to understanding the voter registration process—have impacts that reach far beyond my classrooms. I learned math in school, allowing me to be a cashier. I learned English language arts, allowing me to communicate effectively and think critically. Nevada students will graduate to become influential members of our communities. We will be doctors, lawyers, teachers, voters, employees, and we need practical skills to do so with empathy, compassion, respect, and success. This starts with the passage of A.B. 19.

**Chair Bilbray-Axelrod:**

It is always good to hear from students who are actually on the ground and getting their diploma.

**Yvette Williams, Chair, Clark County Black Caucus:**

I am speaking to you today in support of A.B. 19. This organization has worked for over ten years with the Legislature to get multicultural academic standards passed and implemented in the state, which we are still struggling to do. This public policy should reflect the values of our society. Looking at the summer of 2020 demonstrates the need for multicultural education in being able to relate, understand, and accept each other in this diverse state.

It is our understanding, and it is no secret to anyone who is a minority in the state of Nevada, that we do not have the option to just live or even visit many communities within Nevada, or we would be ostracized and ridiculed. There are only certain places in Nevada where we can live as minorities. That in itself demonstrates the climate and culture in which we live. Having multicultural education is the foundation of civic duty. It is not social activism, but instead the foundation of social justice. I agree with many of those who have commented earlier, so I will not repeat all those things, but I want to leave you by saying that the Clark County Black Caucus strongly supports multicultural education and this particular bill. We hope this Committee will quickly pass it.

**Mayli Alarcon, representing Nevada Bankers Association:**

I am a second-year law student at William S. Boyd School of Law who is externing with Carrara Nevada. I am here today to testify on behalf of the Nevada Bankers Association in support of A.B. 19. The Nevada Bankers Association appreciates the NDE's commitment to financial literacy instruction and believes it is critical for our students. We encourage your support and thank you for the opportunity to testify.

**Maia Beaulieu, Private Citizen, Reno, Nevada:**

I am a junior at Reno High School. I represent Washoe County Students for Change and Diversify Our Narrative. I am in support of A.B. 19. For my entire life, I have attended predominantly white schools and lived in predominantly white neighborhoods. Because I have been privileged enough to not experience any discrimination based on my race or ethnicity, it was not until March of 2020 that I became fully aware of the injustices many people face today. In my history classes, I have learned about slavery and segregation. After the Jim Crow era, it has been implied that everything was all rainbows and sunshine when it really was not and still is not. It was not until this year that I learned about the historical discrimination against immigrants to America, and only briefly did we learn about concentration camps for the Japanese during World War II. Throughout my education, I have learned about the big issues, but nothing after that. Once that issue was resolved, I was led to believe that the issue no longer remains, which simply is not true.

For the past year of my life, I have spent my time educating myself on current problems that minorities face today. As I have become more aware of these issues, I have learned that they stem from many historical events that I have not learned about in school. Not every student will spend their Sunday evenings educating themselves, which is why it is imperative for multicultural education to be taught in schools and to help Nevada better prepare students to be active, productive, and responsible members of society. Now more than ever, we need to stand together and make the choice to educate students in a way that better encompasses our changing societal standards. By passing A.B. 19, we can make good decisions today for a better tomorrow.

[[Exhibit D](#), [Exhibit E](#), [Exhibit F](#), and [Exhibit G](#) were submitted but not discussed and are included as exhibits for the meeting.]

**Chair Bilbray-Axelrod:**

I want to say again that I love to hear from high school students who are engaged in our legislative process.

Now we will circle back to opposition.

**Katie Matteson, Private Citizen, Henderson, Nevada:**

I am a mother of six and a homeschool parent of ten years, and a member of the Nevada Homeschool Network. My oldest child graduated in 2020. I want to point out the following: the NDE informed us at the Nevada Homeschool Network that they wanted to include homeschoolers in this bill because they want to streamline or ease the transition from homeschool to public school, which is naïve at best. Anyone who wants to return to public school after homeschooling must abide by accredited curriculum standards. Those former or soon-to-be former homeschoolers use forethought and currently pay attention to public school standards and the requirements to return if they want that to count toward graduation. I have coached people and have seen others in Facebook forums, especially this year, in how to be the best director of their child's education by asking them if they plan to go back to public school. When they say they do, we tell them it is important to use and consider the public school requirements as their guide. The NDE saying they are trying to ease the transition while still holding the current requirements is a false pretense. They do not recognize credits at the discretion of the homeschool parents' curriculum choice to begin with.

Lastly, we homeschool parents seek to teach with and about empathy, individual responsibility, and diversity already. The subject changes in A.B. 19 are not wrong in their ideology, but they are 100 percent wrong in their being written into our core standards without our consent. The definition of core standard is this: an objective parameter by which a foundation or group benchmarks itself. The NDE does not get to set core standards for homeschoolers because we are not under their umbrella. You can see in NRS 388D.020 where the court acknowledged the need to vest the Legislature with discretion over education into the future.

We are the ones who get to suggest changes to the core standards, not NDE, which is why they should have consulted us and ultimately, they should have rescinded when we reached out to them and declined the change. They were given the opportunity at the request of the Nevada Homeschool Network to take out section 1, which applies to homeschoolers, but refused to entertain the idea, which is what we are asking you, the Legislature, to do now. Remove homeschoolers from the bill in section 1 and make clear to the NDE that their authority stops where ours starts, which is the Notice of Intent filed and the education plan.

[[Exhibit H](#), [Exhibit I](#), [Exhibit J](#), [Exhibit K](#), and [Exhibit L](#) were submitted but not discussed and are included as exhibits for the meeting.]

**Chair Bilbray-Axelrod:**

Is there anyone who wishes to testify in neutral? [There was no one.] We can go back to support.

**Drew Tilbrooke, Private Citizen, Reno, Nevada:**

I am a junior at Reno High School. I am here on behalf of Washoe County Students for Change and Diversify Our Narrative in support of A.B. 19. From kindergarten to today, I have learned very little about people of color in school. It took too long to learn how much whitewashing and erasure was present in our classrooms. I never learned about the Tulsa massacre, the

nuance and brutality of Jim Crow, or the Birmingham bombing. All these topics are critical to the history of marginalized communities, but I was never taught them.

The broadening of these topics in the classroom can help foster inclusion and respect for others. We should be a community that values its diversity and uplifts those so often forgotten or even shunned under the current status quo. As a student, I feel it important that I graduate having learned about cultures other than my own, how to stay properly engaged in the necessary discussions of our time, and how to do basic, real life things like filing taxes. The increased focus on multicultural education would help teach students the value and beauty of diversity rather than having to view things through a single cultural lens. Civic education would help prepare this and future generations for the lifelong process that is civic engagement, yielding active citizens who fight for what they believe is right and a republic that demands it.

As a high schooler, I will go off to college knowing I most likely will not retain a good chunk of what I have learned from more than a decade of school. However, I will definitely seek to retain financial literacy skills as I, along with most students, know those skills are crucial because being an adult is a whole different ball game. This adapted curriculum would breathe new life into education and teach students things that are much more applicable to the real world, and I know so many students would love to see and learn about things they know are legitimately important.

**Chair Bilbray-Axelrod:**

As I have said to the other students who have called, I appreciate your getting involved in the legislative process as a high school student.

**Camille Wiggins, Private Citizen, Las Vegas, Nevada:**

I am speaking in opposition. I just want to say that I am a homeschooling parent, and I would love to support this bill. Though I am a homeschooling parent, I have a vested interest in everything that goes on in public education. It is a very important part of our society, and the topics being added are worthy topics.

However, there is one glaring problem, as others have noted, that homeschoolers are being included in this bill. I want to emphatically agree with Katie Matteson and Elissa Wahl that no matter how worthy the subject matter, we do not want, as homeschoolers, to be under the umbrella of the NDE. It was overreach, and it was quite frankly shady the way no stakeholders were invited and things were pushed through so quickly. We do not particularly appreciate that.

Like I said, I want to support this bill, and I agree with many of the people who are for this bill and the comments they have made, but I would like to emphasize one last time to remove homeschoolers from the bill completely.



**Chair Bilbray-Axelrod:**

Are there any other callers in support? [There was no one.] We will close the testimony. Dr. Moore, did you want to make any closing remarks?

**Jonathan Moore:**

Not at this time.

**Chair Bilbray-Axelrod:**

I will close the hearing on A.B. 19. We are going to move on to public comment.

**Brad Keating, Director, Government Relations, Clark County School District:**

I am excited to be able to bring you all the inaugural good news minute. For those of you who are new to this Committee, the school districts and higher education like to bring you some good news happening at different schools to provide some cheer and let you know what is happening in school districts across the state. I wanted to talk about Tyler Swick, who is a music educator at Robert and Sandy Ellis Elementary School in Henderson, Nevada. We are extremely proud of Tyler Swick; he was chosen as an honoree in the Yamaha Music USA's inaugural 40 Under 40 music education advocacy program. To Mr. Swick, thank you for making Clark County School District number one for kids. Thank you for your dedication to your students and for continuing and pushing elementary music programs throughout the district.

**Chair Bilbray-Axelrod:**

We will be looking forward to a theme song for that good news minute in the future.

**Teresa Melendez, Vice Chair, Nevada Statewide Native American Caucus:**

I am the vice chair with the Nevada Statewide Native American Caucus and I am also an Indian education consultant here in the state, and I work nationally too. I am calling in support of A.B. 19. I am really excited to see this bill and excited for this conversation.

Like the Black Caucus, the Native Caucus and indigenous educators around the state have been working on priorities around Indian education and helping to bring visibility and truth in education around indigenous peoples' histories, philosophies, and worldviews. I have students in the K-12 system, and my fifth grader has been studying American Indian Studies for the past couple of months. I will regularly check in on her lessons and she will give me updates. When our people are not spoken about as doctors, philosophers, engineers, astronomers, experts, and intelligent people, when any group of people are spoken to about their histories in this country without the recognition and respect of the genius, brilliance, and beauty of their culture, we know we have the opportunity to improve our education and curriculum to reflect the beauty of those people.

Unfortunately, when we read about our Black and indigenous neighbors, we often do not see that beauty and resilience reflected in the curriculum and how we teach, and thus, our children do not grow up to learn about the beauty of those cultures. When you think about social justice, a huge part of that conversation is about truth, and truth in conversations of our histories and experiences.

I am calling in favor of A.B. 19, and I think it is incredibly important to have an honest reflection of American history and an honest depiction of people of color's experiences in American history and Nevada history. I am also fully supportive of the financial literacy component. I work in college prep, and that is one of the things we are constantly working with students on to help prepare them for college. Unfortunately, most of our students leave the K-12 system not prepared to budget their money.

**Danielle Windhorst, Private Citizen, Las Vegas, Nevada:**

I am calling in opposition to A.B. 19. I am a homeschool parent. I was also hoping you could, for the record, state how many support and opposition submissions you have received online.

**Chair Bilbray-Axelrod:**

I know we are having some technical difficulties, but public comment does deal with anything in the purview of our Committee. If you wish to testify in support or opposition, that should be during the bill hearing. I will allow it now because of the virtual world. I know people are having some issues.

As far as the opinion polls, I think all legislators are aware that you can look up the opinion polls and see not only where people fall in the state of Nevada, but you can also drill it down to your Assembly district. The public can do that as well.

We will move on to the next person in public comment. [There was no one.]

**Assemblywoman Torres:**

This week is Nevada's #LoveTeaching Week, and we can participate via Twitter and other social media platforms. Today is Thankful Tuesday, so I wanted to take this opportunity to thank the first ever Latina educator to win Nevada Teacher of the Year and a finalist for the National Teacher of the Year Award, Juliana Urtubey. Juliana is a learning strategist at Booker Innovative Elementary School on the historic west side of Las Vegas. She does a phenomenal job advocating for her students and her community and mentoring teachers. I wanted to take this moment to appreciate her. If you ever have the opportunity to work with her, she is an excellent educator, and she is committed to improving the practice of education.

**Chair Bilbray-Axelrod:**

Congratulations to Juliana. This meeting is adjourned [at 3:35 p.m.].

RESPECTFULLY SUBMITTED:

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Sarah Baker  
Committee Secretary

APPROVED BY:

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Assemblywoman Shannon Bilbray-Axelrod, Chair

DATE: \_\_\_\_\_

## EXHIBITS

[Exhibit A](#) is the Agenda.

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

[Exhibit C](#) is a Nevada Department of Education form titled "State of Nevada Notice of Intent to Homeschool," dated August 27, 2020, presented by Assemblywoman Alexis Hansen.

[Exhibit D](#) is a letter dated February 15, 2021, submitted by Nevada Independent Coalition for Home Education, in support of [Assembly Bill 19](#).

[Exhibit E](#) is a letter dated February 16, 2021, submitted by Nevada State Education Association, in support of [Assembly Bill 19](#).

[Exhibit F](#) is a letter dated February 19, 2021, submitted by Sylvia Lazos, representing Nevada Immigrant Coalition, in support of [Assembly Bill 19](#).

[Exhibit G](#) is a letter and written testimony dated February 16, 2021, submitted by Various Individuals, in support of [Assembly Bill 19](#).

[Exhibit H](#) is a letter dated February 5, 2021, submitted by Elissa Wahl, Chair, Nevada Homeschool Network, in opposition to [Assembly Bill 19](#).

[Exhibit I](#) is a letter dated February 14, 2021, submitted by Elissa Wahl, Chair, Nevada Homeschool Network, in opposition to [Assembly Bill 19](#).

[Exhibit J](#) is a letter dated February 15, 2021, submitted by Carol Williams, Chair, Northern Nevada Home Schools, in opposition to [Assembly Bill 19](#).

[Exhibit K](#) is a letter dated February 15, 2021, submitted by Amy Buchmeyer, representing Home School Legal Defense Association, in opposition to [Assembly Bill 19](#).

[Exhibit L](#) is a collection of letters and written testimony, submitted by Various Individuals, in opposition to [Assembly Bill 19](#).