

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

**Eighty-First Session
March 25, 2021**

The Committee on Education was called to order by Chair Shannon Bilbray-Axelrod at 1:06 p.m. on Thursday, March 25, 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.

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:

Assemblyman Tom Roberts, Assembly District No. 13
Assemblywoman Natha C. Anderson, Assembly District No. 30

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:

Kevin Wheeler, Private Citizen, Reno, Nevada
Marie Neisess, President, Clark County Education Association
Victor Salcido, Executive Director, Charter School Association of Nevada
Erik Jimenez, Private Citizen, Carson City, Nevada
Erin Phillips, President, Power2Parent, Las Vegas, Nevada
Evisha Ford, Executive Director, iCan Dream Center, Tinley Park, Illinois
Lindsay Anderson, Director, Government Affairs, Washoe County School District
Elliot Malin, Private Citizen, Las Vegas, Nevada
James McCoy, Interim Vice President for Academic Affairs, College of Southern Nevada
Dylan Keith, Policy Analyst, Vegas Chamber
Leonardo Benavides, Coordinator, Government Relations Department, Clark County School District
Hawah Ahmad, representing Clark County Education Association
Randy Robison, Private Citizen, North Las Vegas, Nevada
Jana Wilcox Lavin, Executive Director, Opportunity 180, Las Vegas, Nevada
Bjorn Berg, Private Citizen, Las Vegas, Nevada
Peter Guzman, President, Latin Chamber of Commerce, Las Vegas, Nevada
Deanne Moyle-Hicks, Private Citizen, Reno, Nevada
Arlan Melendez, Chairman, Reno-Sparks Indian Colony
Shea Backus, Private Citizen, Las Vegas, Nevada
Ryan Boone, Private Citizen, Las Vegas, Nevada
Marissa Weaselboy, Private Citizen, Reno, Nevada
Christine Saunders, Policy Director, Progressive Leadership Alliance of Nevada
Will Adler, representing Pyramid Lake Paiute Tribe
Brenda Pearson, Director of Strategic Initiatives, Clark County Education Association
Taylor Patterson, Executive Director, Native Voters Alliance Nevada
Alexia Johnson, Private Citizen, Sparks, Nevada
Avory Wyatt, Private Citizen, Reno, Nevada
Donna Darden, Private Citizen, Las Vegas, Nevada
Mercedes Krause, Private Citizen, Las Vegas, Nevada
Brian Sandoval, President, University of Nevada, Reno
Vincent Solis, President, Western Nevada College
Lizbeth Vega Santiago, Private Citizen, Las Vegas, Nevada
Kent Ervin, Legislative Liaison, Nevada Faculty Alliance
Kelli May Douglas, Southwest Regional Liaison, State Liaison Office, Department of Defense
Anthony Ruiz, Senior Advisor for Government Relations and Community Affairs, Nevada State College
Vanessa Nunez, Private Citizen, North Las Vegas, Nevada
Erika Castro, Organizing Director, Progressive Leadership Alliance of Nevada
Jahahi Mazariago, Social Services Coordinator, University of Nevada, Reno
Veronica Calles Escobar, Private Citizen, Las Vegas, Nevada

Alexa Rangel, Private Citizen, Reno, Nevada
Julie Lucero, Director, Latino Research Center, University of Nevada, Reno
Janine Hansen, Chairman, Independent American Party of Nevada
Lynn Chapman, State Vice President, Nevada Families for Freedom

Chair Bilbray-Axelrod:

We have a jam-packed day. We have five bills to hear, a work session, and a bill draft request (BDR) introduction this afternoon. We are going to do the work session first, then move into our bill hearings, and finish with the BDR introductions, because we may be receiving another one. I will now open the work session, starting with Assembly Bill 169.

Assembly Bill 169: Revises provisions governing higher education. (BDR 34-745)

Kristi Robusto, Committee Policy Analyst:

As nonpartisan staff, I am not here to advocate for issues. I am here to assist members with policy issues brought forward to this Committee. Our first bill on work session today is Assembly Bill 169, which was sponsored by Assemblywoman Venicia Considine and heard by the Committee on March 16, 2021 [[Exhibit C](#)]. The bill requires privately owned postsecondary institutions to have a policy requiring the full reimbursement of funds paid by a student if the institution impaired the ability of the student to complete a training program within an agreed upon time including by reducing the number of courses offered, reducing the authorized enrollment in courses, or increasing the number of required courses.

Assemblywoman Considine proposed an amendment which does the following:

- Strikes proposed new language from section 1, subsection 1(a);
- Defines in section 1, subsection 1(a) the term "substantially failed to furnish";
- Adds language to subsection 4 of Nevada Revised Statutes (NRS) 394.441 expanding enrollment agreement requirements; and
- Adds language regarding requirements for a postsecondary institution licensed under NRS 394.415.

Additionally, Assemblywoman Considine proposed an amendment on behalf of the Commission on Postsecondary Education to change the effective date from July 1, 2021, to October 1, 2021.

Chair Bilbray-Axelrod:

Before we take a motion, are there any questions on the bill? [There were none.] I will take a motion to amend and do pass A.B. 169.

ASSEMBLYWOMAN MILLER MOVED TO AMEND AND DO PASS
ASSEMBLY BILL 169.

ASSEMBLYWOMAN NGUYEN SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblywoman Hardy. We will move to the work session for Assembly Bill 215.

Assembly Bill 215: Revises provisions governing the eligibility requirements for participation in courses for an adult to earn a high school diploma. (BDR 34-653)

Kristi Robusto, Committee Policy Analyst:

Assembly Bill 215, also sponsored by Assemblywoman Considine, was heard in this Committee on March 16, 2021 [[Exhibit D](#)]. It requires the Department of Education to adopt regulations requiring school districts offering courses for an adult to earn a high school diploma to allow a person who has not received a high school diploma to enroll if they are: (1) at least 18 years of age or meet the requirements for participation in the statewide program of education for incarcerated persons; or (2) at least 17 years of age and have completed at least four years of high school. There is an amendment that has been proposed by Assemblywoman Considine, which replaces "completed" with "attended" in section 1, subsection 2.

Chair Bilbray-Axelrod:

Before we take a motion, are there any questions on the bill? [There were none.] I will take a motion to amend and do pass A.B. 215.

ASSEMBLYWOMAN TORRES MOVED TO AMEND AND DO PASS
ASSEMBLY BILL 215.

ASSEMBLYWOMAN HARDY SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblywoman Hansen. We will move to the work session for Assembly Bill 247.

Assembly Bill 247: Revises provisions relating to the Western Regional Education Compact. (BDR 34-472)

Kristi Robusto, Committee Policy Analyst:

Assembly Bill 247 was sponsored by Assemblywoman Benitez-Thompson and heard by this Committee on March 18, 2021 [[Exhibit E](#)]. The bill revises provisions relating to the Western Regional Education Compact by:

- Changing the name of the Office of the Western Regional Education Compact to the Nevada Office of the Western Interstate Commission for Higher Education (WICHE), referred to as the Nevada Office;
- Updating the number of western states participating in the Compact and updating the Compact to include Guam;
- Removing provisions requiring a loan component of financial support received by a WICHE participant, and instead requiring financial support be provided as a stipend only;
- Providing stipend requirements a participant must meet;
- Requiring that a stipend shall be converted to a loan to be repaid if the participant does meet the specified requirements and that the Nevada Office assess a default charge against the participant;
- Removing detailed loan term requirements from statute and instead: (1) providing certain general term requirements; and (2) requiring the Nevada State Commissioner to adopt regulations governing the repayment of loans;
- Authorizing the Nevada Office to receive grants, gifts, or donations and providing how funding in affiliated accounts may be spent; and
- Revising certain responsibilities and duties of the Nevada State Commissioners including authorizing the Commissioners the authority to enter into binding agreements with WICHE and requiring the Commissioners to compile and transmit a list of Nevada applicants for programs administered by the regional WICHE office.

There is one amendment to this measure proposed by Demarée K. Michelau, President, WICHE, and does the following:

- Revises Guam or the Commonwealth of the Northern Mariana Islands to United States Pacific Territories and Freely Associated States;

- Revises the number of WICHE members; and
- Adds clarifying language to *Nevada Revised Statutes* 397.060.

Chair Bilbray-Axelrod:

Before we take a motion, are there any questions on the bill? [There were none.] I will take a motion to amend and do pass A.B. 247.

ASSEMBLYWOMAN GORELOW MOVED TO AMEND AND DO PASS
ASSEMBLY BILL 247.

ASSEMBLYWOMAN NGUYEN SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblywoman Krasner. We will now close the work session and move into our bill hearings. I will now open the hearing on Assembly Bill 225.

Assembly Bill 225: Revises provisions governing examinations for the licensure of teachers and other educational personnel. (BDR 34-139)

Assemblywoman Jill Tolles, Assembly District No. 25:

I am here to present Assembly Bill 225. I would like to start by sharing the inspiration behind this bill, give some background and research as well as an overview of what the bill is hoping to accomplish, and then I will turn it over to Mr. Kevin Wheeler, who has a personal testimony to share in relation to this bill.

First, let me share a story. About two years ago, I was at a memorial service when I ran into some old acquaintances. In getting caught up with their lives, the gentleman of the couple shared with me that he had found his calling later in life in the love of teaching and had been substitute teaching for quite some time. He was in the middle of his master's degree program, but he was having challenges because he has a learning disability, and he did not have the right accommodation in order to pass the licensure exam. I made some phone calls and connected him with the Department of Education (NDE). They were able to find an appropriate accommodation for him, so he was able to successfully obtain his teaching license. He is now employed by the Washoe County School District (WCSD).

After hearing that story, I wondered how many others out there may also be facing that same obstacle—individuals who are willing and able to teach but who need an accommodation, and we do not have the right one currently in the system to help them reach that goal. I started to do some research, and I found a few things I will share as background for the sake of the Committee. About 26 percent of Nevadans have some form of physical, mental, or developmental disability, and it is estimated that 1 in 5 children and adults have a learning disability. As British actress Emma Thompson once said, "Being disabled should not mean

being disqualified from having access to every aspect of life." These statistics do not have to be a determination of failure or success, and oftentimes, with the right accommodations, we can see both our students and adults reach their professional and personal goals.

I remember the first time I cried in this building was in this Committee back in 2017, when we had a hearing on Assembly Bill 64 of the 79th Session. I was so inspired by the legislation that created a pathway for a pupil with a disability to demonstrate proficiency in the standards of content and performance in order to receive their diploma. At that time, Will Jensen, director of NDE's Office of Special Education referenced Temple Grandin, one of my favorite success stories of students with disabilities, and pointed out that different does not mean less. Joey Reiman adds to that in reflecting on the Paralympics, when he says, "What I learned was that these athletes were not disabled, they were super-abled. The Olympics is where heroes are made. The Paralympics is where heroes come."

So where do teachers fit into this equation? According to figures from NDE, less than 1 percent of the teaching workforce reports having a disability. The statistics may be unreliable because not everyone admits to being disabled when completing these forms and questionnaires.

But like the Paralympic athletes, research has shown that often teachers with disabilities can be super-abled in the classroom. In "Teachers With Disabilities: A Literature Review," published in the *International Journal of Inclusive Education*, the authors found that in relation to educational practices, some studies, particularly those involving teachers with dyslexia and learning disabilities, described the specific strategies that they developed to interact with students in the classroom. Some examples included teachers with learning disabilities favoring oral and visual communication, using figures and drawings, among others things, to discuss relevant topics in the classroom to overcome spelling, oral, memory, or organizational difficulties; preparing classes in advance, including the rehearsal of lessons instead of spontaneous writing on the board; encouraging students to do it; and carrying with them dictionaries or spell-checkers.

What I love most about this research is that it pointed out that these strategies reflected the strong commitment of these teachers to develop innovative and creative ways of teaching, in many cases reflecting their own personal experience. As one teacher stated in the article, they have the "advantage of disadvantage"; teachers with disabilities are not handicapped. One teacher says, "I have a one-up on anybody who can walk, because I can see what my students need and I can see the struggles they are going to face. Somebody who is not disabled, they can read about it and watch it, but if they have never lived through it, they may not really know."

What does A.B. 225 do to address this? I want to point you to a friendly amendment that NDE has provided [[Exhibit F](#)]. I will be presenting off that amended language, which replaces the text of the original bill. I want to greatly thank Superintendent of Public Instruction Jhone Ebert for starting this conversation with me and having this conversation during the interim. I would like to thank Deputy Superintendent Felicia Gonzales for

engaging and working with the team to come up with language that we think is going to be just right.

If you look at the amendment, I am going to read section 1, subsection 1 [page 2, [Exhibit F](#)] because I think it is important to set the backdrop of what is already in law today. It reads:

Except as otherwise provided in NRS 391.027, the Commission shall adopt regulations governing examinations for the initial licensing of teachers and other educational personnel. The regulations adopted by the Commission must ensure that the examinations test the ability of the applicant to teach and the applicant's knowledge of each specific subject he or she proposes to teach.

The language that we are introducing today in section 1, subsection 2, of the amendment would add:

When adopting regulations pursuant to subsection 1, the Commission shall consider including any alternative means of demonstrating competency for persons with a disability or health-related need that the Commission determines are necessary and appropriate.

I would point out that this also includes a learning disability. This act will become effective on July 1, 2021.

I read section 1, subsection 1, because it is important to note that prospective teachers still have to prove competency and knowledge in the subject. As I noted earlier, many times these teachers have proven to be even more effective as a result of engaging in creative strategies to teach their students and their increased empathy toward students who also have disabilities.

This bill would not only open the door of opportunity for those who are willing and able to enter the teaching profession, of which we have a shortage as we have discussed many times in this Committee, it will also set a tremendous example for our students. The latest statistics from the 2019-2020 school year show that our federal count of students with disabilities from ages 3 to 21 is 63,828 in the state of Nevada. Clayton E. Keller, coauthor of *Enhancing Diversity: Educators with Disabilities*, says that districts should be actively recruiting disabled teachers. One of the things that gets talked about a lot in non-disability diversity is, Are there images of people like me? Are there people like me in positions of responsibility? Keller asks, If kids with disabilities do not see people with disabilities in positions of responsibility, will they think they will ever be able to do those things as well?

In my teaching, particularly on the topic of organizational communication, and recently in honor of Women's History Month, we have dealt with the term "the glass ceiling" and the ability to break through. That came from the concept that, oftentimes for women, they could see the next level of leadership or roles of responsibility, but they just could not break through it. What stopped me in my tracks one day was when I came across the concept of

"the concrete ceiling," which speaks oftentimes to minorities and people with disabilities who cannot even see that next level because they have not seen somebody break through to be able to follow after that example.

I believe that with this legislation, we have a tremendous opportunity to not only expand our teaching workforce with future educators who are willing and more than able to teach, but also to inspire the next generation to overcome challenges and succeed in their future career goals and life. I would like to invite Mr. Kevin Wheeler to share his brief testimony and then open it up for questions.

Kevin Wheeler, Private Citizen, Reno, Nevada:

Assemblywoman Tolles said it took her a while to cry in front of the Committee. Well, I will do it right away. This is really important on a lot of different levels. I was so touched by what was said a moment ago.

As background, I got my teaching certificate through an Alternative Route to Licensure (ARL) program through WCSD. From the time that I finished the initial requirements to do that until I, under unfortunate but providential circumstances for me, ran into Assemblywoman Tolles, I had spent two years trying to overcome the ceiling, if you will, of inappropriate accommodations for my specific learning disability, which is spelling. I simply cannot spell, and there is no provision in our current testing situation for someone to have a spell-checker for the writing portion of the teaching exam, either in CBEST [California Basic Educational Skills Test] or Praxis, which are the two that are available in the state of Nevada. I had to go through a series of tests to once again prove that I have a disability, apply for accommodations and, ultimately, the accommodations I was provided were not appropriate. I was simply given more time. Well, if you can look at a word like I do, and if you give me a properly spelled word and an improperly spelled word side by side, I could not tell you which one is the right one, despite knowing one of them was. More time is not going to help me with that.

As an aside, the person who was in charge of the ARL program at WCSD told me that, just before the time that I was allowed the accommodation to take an English course in lieu of having to pass that writing test, there were 16 other people in Washoe County alone who were in the ARL program and otherwise qualified but who could not pass one portion of one of those exams—either writing, reading, or math. To me, that is a little snippet of the possibility; if there are 16 people in Washoe County alone who are trying to become educators, how many are struggling with this issue throughout the entire state? You know the figures better than I do. It was quite telling.

To me, this is a matter of equity. If I had not already had a degree and had sought to get my teaching certificate through traditional means, I would have been afforded the opportunity, once I had failed that test a single time—and I failed it multiple times, with and without accommodations—to go take an English class and pass that with a B or higher to show my ability. For my ARL program and for the ARL licensure, that is not currently a possibility in

Nevada, which means that I was not afforded the same accommodation that somebody would be if they were going through the traditional route to licensure.

I totally empathize with the concrete ceiling concept. I was ultimately given the opportunity to take an English course in lieu of the licensure exam, and I passed it with an A. That is not to say I am a fabulous student. I am more than capable of writing, but they could not see past my inability to spell to grade those exams. Not only did I pass that class with an A, but I also passed it with the highest grade out of 70 students. This legislation can help people overcome that concrete ceiling, which is just a matter of people not understanding others' disabilities. We are not asking for an unreasonable provision; we are simply asking for the opportunity to show our capabilities.

At this point, I have been teaching for over a year. I teach special education specifically because I want to make a difference in the lives of kids who would have been like me when I was a kid. I teach at Damonte Ranch High School in a social intervention program, and my being in the classroom has already made a difference in my students' lives. I have a budget project assignment right now that goes through the end of the semester where my students must identify what career they want to pursue. I had a student who wanted to be an early childhood educator, and she and her mom thought it would never be possible for her. When I shared my story with her, her mother was in tears, because now she sees that it is possible for her daughter to pursue the career she wants. Her goal has changed from being a child care worker to being a teacher, and I think that is very important. We need to move this forward and give other people opportunities to show their capabilities rather than focusing on what they may lack. I am totally in favor of this bill. I am thrilled it is here before you today. The verbiage about providing "alternate means of demonstrating competency" is worlds ahead of what is going on right now, and I fully support it.

Chair Bilbray-Axelrod:

Are there any questions from the Committee? [There were none.] We will move on to testimony in support.

Marie Neisess, President, Clark County Education Association:

The Clark County Education Association is the official bargaining partner for the Clark County School District and represents more than 18,000 licensed professionals. We engage in bipartisan advocacy for advancing public education in Nevada and Clark County.

We support A.B. 225 and the amendment offered by Assemblywoman Tolles. As an elementary school teacher, I know firsthand the importance of making accommodations for not only my students with an individual education plan, but for students who may suffer from test anxiety. Assessing students on their knowledge of content standards does not mean it has to be done in a traditional formative or summative assessment format. This type of accommodation should be applicable to potential educators. We need to make accommodations for people with a disability who have proven academic success in the past but may not be able to successfully demonstrate competency in the traditional assessment

format. We need to diversify the education profession and do whatever we can to connect individuals with a high academic aptitude who want to be in the profession.

Providing an alternative means of demonstrating competency does not make the individual any less successful or knowledgeable about the profession. Instead, allowing potential educators the opportunity to demonstrate knowledge in a content area through performance-based methods or other alternative methods will enable all types of learners an opportunity to demonstrate competency without lowering the standards to enter the profession.

Diversifying the teaching profession must be a priority, especially as we face issues with teacher retention. Allowing testing alternatives will be a step toward supporting diversity, will help address the teacher shortage crisis, and will help to destigmatize learning accommodations for students once they have teachers who represent their same needs. [Written testimony was also submitted, [Exhibit G.](#)]

Victor Salcido, Executive Director, Charter School Association of Nevada:

I am here to express our support for this bill. As a society, we have come to recognize the inherent value of having teachers in the classroom who their students can relate to, who have shared experiences and challenges. I do not think it is difficult to see the value of having students who themselves may have a learning disability see an effective and successful teacher who can look at them right in the eye and say, "I know what you are going through." There is enormous value in that. We enthusiastically support this bill.

Erik Jimenez, Private Citizen, Carson City, Nevada:

I will be brief. I wanted to say that as someone who was involved with [Assembly Bill 64 of the 79th Session](#), it is such a pleasure to see this bill and the continuation of making sure our classrooms reflect the diversity in Nevada's student population. I am so proud of my friend from Assembly District No. 25 for bringing this bill forward, and I think it will do a lot to make sure that kids with disabilities know they are seen and heard. The best way to do that is to have teachers who look like them. I am enthusiastically in support of this bill.

Erin Phillips, President, Power2Parent, Las Vegas, Nevada:

Power2Parent represents over 10,000 parents across the state of Nevada. I am speaking in support today of [A.B. 225](#). Parents have the right to choose a quality education for their children, and the ability to recruit quality teachers is an important component to that. This bill will make teacher recruitment and retention methods more effective. For applicants with a disability, accommodations will be made in testing.

On a personal note, as the mother of a child with a learning disability, I know firsthand the incredible talent and value that people who learn differently can bring into the classroom. I am grateful for more opportunities for districts to recruit quality candidates, especially those who can understand and truly empathize with students who are experiencing similar struggles. We urge your support for this bill. [Written testimony was also provided, [Exhibit H.](#)]

Evisha Ford, Executive Director, iCan Dream Center, Tinley Park, Illinois:

I was so excited to hear about this bill when I learned about it. I am calling in from Illinois because we are experiencing teacher shortages nationwide. My background is as a public education special education leader. I left public education and leadership after about ten years to develop a therapeutic school for students with mild to moderate disabilities. All of my students have a very high educational aptitude, and I believe that passing this bill will remove barriers so the very students we invest in will be able to have an opportunity to contribute to the field.

I am excited because we have two full-time team members who have had individualized education plans and struggled with learning disabilities as they matriculated through the school system. One of our team members is particularly close to our hearts and relevant to this bill because she was one of our students and has returned to us as a teacher's assistant. We are grateful for being able to pour into her. In hiring, I always try to look for people who have empathy and compassion. I believe that we can teach instructional practices, but we cannot teach empathy, and who better to exhibit the very empathy and support for our students than those who have walked in their shoes.

I really hope that you will pass this bill and that Nevada will break ground, and this exciting opportunity will have a ripple effect across the nation to address teacher shortages but, more importantly, to make sure we have teachers in front of our students who can act as role models and inspire hope for their futures.

Lindsay Anderson, Director, Government Affairs, Washoe County School District:

We want our teachers to reflect our students, and we think this is a commonsense approach to broadening our pool of teachers. We are in support.

Elliot Malin, Private Citizen, Las Vegas, Nevada:

This important bill does so much to restore opportunities to Nevadans to become educators of our youth. With our current teacher shortage in Nevada, we have a real opportunity to not only help solve that, but to truly create equity within education. Breaking down these very real barriers will have a positive impact. I urge you to support this bill.

Chair Bilbray-Axelrod:

In the interest of time, we are going to have to move on to testimony in opposition. Are there any callers in opposition? [There were none.] We will move on to neutral. Are there any callers in neutral? [There were none.]

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

Assemblywoman Tolles, do you have any closing remarks?

Assemblywoman Tolles:

Thank you so much, and I urge this Committee's support.

Chair Bilbray-Axelrod:

I will now close the hearing on A.B. 225 and open the hearing on Assembly Bill 319.

**Assembly Bill 319: Establishes a pilot program relating to dual credit courses.
(BDR S-925)**

Assemblyman Tom Roberts, Assembly District No. 13:

I am here today to present Assembly Bill 319. I will first give a little breakdown on why this bill came to be and then turn it over to my copresenter, James McCoy, who will go over the specifics of the bill and then open it up for questions.

This bill is the result of a recommendation from the Southern Nevada Forum, which was hosted by the Vegas Chamber and the City of Las Vegas during the last interim cycle, and more specifically the Economic Development and Workforce Committee. This committee was cochaired by Senate Majority Leader Nicole Cannizarro, Senator Keith F. Pickard, Assemblywoman Sandra Jauregui, and me. We held eight meetings during the interim over a six-month period, and we had about 120 stakeholders who participated in the process. We started by taking suggestions on how to stimulate economic growth and workforce development in southern Nevada, and, as you can imagine, we came up with hundreds of ideas in our initial meetings. Over the next eight meetings, the stakeholders narrowed those ideas down to a small group of specific recommendations, and then we voted and selected four final recommendations. One of those is the bill before you today, which involves dual credit courses for both high school and community college students that prepares them for early employment.

As the cochair of the committee, I used one of my bill draft requests for this bill. As you can imagine, this bill came out after the deadline, so I did not have the opportunity to get my fellow cochair, Assemblywoman Sandra Jauregui, to sign on to the bill. She has agreed to be a primary cosponsor, and I will submit an amendment to reflect that.

The first bill draft idea came with a \$15 million fiscal note. Considering the fiscal climate of our state and our probable inability to fund this, we scaled our original idea down to a pilot program, which is what you see here today. We believe that if we put this program in place, its structure will allow the program to grow, and as more funding becomes available, we will be able to scale it up. There are several other bills out there in both houses that touch on dual enrollment programs. Our work group has reviewed these bills, and we have not found that this bill conflicts with the others. We believe it would complement those other bills.

James McCoy, Interim Vice President for Academic Affairs, College of Southern Nevada:

I want to start by acknowledging Assemblyman Tom Roberts and the involvement of the Southern Nevada Forum in bringing us to this point today, and of course the Vegas Chamber, the City of Las Vegas, our friends at the Clark County School District, and my colleagues at the College of Southern Nevada.

I want to start by providing a brief overview of some of the foundational elements of this particular bill [pages 3 and 4, [Exhibit L](#)]. First, to put this into context, dual credit courses represent an essential strategy to create opportunities for an increase in a skilled and competitive workforce by increasing college and career readiness. Additionally, increasing the number of people who complete a postsecondary credential, certificate, or degree, especially in high-demand industry sectors here in Nevada, is a critical priority for our state and has been for several years. Our goal is increasing the number of Nevadans with credentials of value.

Another foundational element of this bill is to enhance existing programs for dual credit courses whereby a student in high school may earn college credit for courses taken in high school. Expanding this opportunity to participate in dual credit courses for students who are part of underserved or at-risk communities and those with historically low rates of participation in postsecondary education is another primary goal of this bill. This is an equity bill that seeks to offer access to early college pathways that will help set the stage for more of our Nevadans, regardless of their backgrounds, to get on a path to a career with some college experience along the way. The big picture of this bill is to provide a model for achieving the strategic objectives of Nevada relating to postsecondary education by enhancing the opportunities for enrollment and completion in dual credit courses available to high school students [page 5, [Exhibit L](#)].

The College of Southern Nevada (CSN) is responding to the call from the Southern Nevada Forum in preparation for this bill. I would also like to give a shout-out to Principal Policy Analyst Pepper Sturm and Senior Policy Analyst Jen Sturm, both from the Legislative Counsel Bureau Research Division, who were instrumental over the past several months in helping us conduct some research nationally in this space to bring some of these specifics to you today.

The bill essentially leads to a pilot project, an opportunity for CSN and the Clark County School District (CCSD) to partner together once again to bring a robust dual credit opportunity specifically for career and technical education pathways [page 6]. These pathways are aligned to industry sectors in southern Nevada where we have a significant need for additionally trained employees. Again, as a reference, our focus for the student population for this pilot is primarily on underserved, low-income high school students who otherwise would not have access to these kinds of pathways.

What are the specifics of this bill? First and foremost, we would work with CCSD to generate a cooperative agreement that establishes strategies to expand enrollment opportunities in dual credit courses, particularly for underserved and low-income populations, students who might need to get college-ready in math and English, and students interested in pursuing a career in high-demand industry sectors [page 7]. Additionally, the cooperative agreement would establish a plan to promote enrollment in these dual credit courses. Finally, the agreement would lay out the specifics of a pilot program where students will earn at least 15 college credits while still in high school, and thus be well on their way to

additional credentials of value from our postsecondary institutions and certainly to productive workforce opportunities.

Finally, the pilot outcome and the reporting requirements are well-situated in this bill, and they would be shared at the end of the fall 2022 season with a variety of different stakeholders, including the state Legislature and the Office of the Governor [page 8, [Exhibit L](#)]. Additionally, CSN would identify philanthropic and grant-funding partners to support this pilot. There is no fiscal note attached to this bill. This act would expire on June 30, 2023.

I want to make sure I give some context for what we are talking about in terms of dual credit and concurrent enrollment [page 9]. This is a very neat model, one which is represented in small pockets across the state of Nevada and across the country. We will operationalize this pilot as follows: A high school teacher, who is qualified to deliver college-level coursework with the right credentials as validated by accrediting bodies and certainly the postsecondary institution to deliver these college credits, will teach a course during the high school day so as not to disrupt the high school student's schedule, and at the high school facility, so transportation challenges would not be an issue.

I will end and prepare for questions by providing a very brief overview of what this pilot would look like [page 10]. Essentially, our partners at the Department of Education, along with the school districts therein, operate a career and technical education-articulated college credit model. Thousands of students across this state are engaged in career and technical education (CTE) high school preparation, preparing them for industries right here in Nevada. Most of the time, these students enter this pathway in their freshman year and complete their freshman, sophomore, and junior years working toward all kinds of different credentials at the high school level. At the end of that experience—for most students, at the end of their junior year—they take a series of assessments, and at the conclusion of that, they have the opportunity to apply for some college credit. It is a very minimal amount of college credit, and not all students apply for it. Essentially, what we are trying to do in this pilot is take that pipeline of students and that CTE-articulated college credit model, and in their senior year upon completion of that model, not only ensure that they apply for the credits they have earned, but engage with them for an additional 15 college credits for real dual credit, not apply for outcome-for-outcome, credit-for-credit, transcribed on the college degree, and also applicable for high school credit in their senior year. This becomes the CSN, CCSD, CTE concurrent enrollment pilot program.

I want to close by emphasizing that this pilot allows us to provide dual credit access to underserved communities in Nevada. Our pilot size would aim at 1,000 students over the course of this next academic year, particularly in in-demand industry sectors that align to current CTE pathways already offered within CCSD. Our hope is that this pilot will serve as the first step between CCSD and CSN to develop a more expansive, long-term, dual enrollment vision for the whole state, ideally leading to the very pathways that Assemblyman Roberts mentioned at the beginning of this presentation. We are confident that this CTE concurrent enrollment model will provide greater access to these 1,000 underserved students

and serve as a model for the entire state. At CSN, we are willing to invest our philanthropic dollars to prove this concept works, and our hope is that future legislative sessions will agree and continue to fund the program thereafter. I stand ready for any questions.

Chair Bilbray-Axelrod:

I want to make sure that the intent of this bill is not in any way trying to compete with the high school at CSN. I just wanted to get that on the record, because I think they work very nicely in tandem.

Assemblyman Roberts:

You are correct. There is no intention to compete with that program.

Chair Bilbray-Axelrod:

Are there any questions from the Committee?

Assemblywoman Hansen:

I have a question for Mr. McCoy. I know that remediation has been a concern when students come to college, and I think CSN carries a lot of that load in trying to help those students. I am curious, because it would seem to me that in dual enrollment programs, maybe those students come to college a bit better prepared and bypass remediation. Do we have any data to reflect that dual enrollment programs help alleviate that remediation need?

James McCoy:

That is a very astute observation, and you are absolutely correct. One of the things the Nevada System of Higher Education (NSHE) Board of Regents recently did is incorporate a new model to remediation reform, and that is the corequisite model for math and English, essentially packaging for students what they need by identifying their individual deficits as a student in math, let us say, and they package that with the gateway math course at the same moment. That structure is now fully in place, and we anticipate that to scale, in fall of 2021, across all our NSHE institutions.

Now, specifically to dual enrollment, there was a provision within the Board of Regents' policy that allows postsecondary institutions to leverage the traditional remediation model only in the context of dual enrollment at the high school level. A portion of this pilot program that I did not have an opportunity to explain is that, not only will these students in their senior year continue their CTE-track pathway in whatever discipline they have been pursuing the last three years, but we are also packaging with that the opportunity to take the appropriate English and math course applicable to their CTE field. Many times it is contextualized math or English, but if there is a deficiency and remediation is necessary, that corequisite model will come into play. You also have the opportunity to institute traditional remediation in that space, so when students graduate high school, they are indeed college-ready in math and English.

Chair Bilbray-Axelrod:

Are there any other questions from the Committee? [There were none.] We will open the phone lines for testimony in support.

Dylan Keith, Policy Analyst, Vegas Chamber:

It was my pleasure to oversee the Southern Nevada Forum, and specifically the Economic Development and Workforce Committee, which is where A.B. 319 originated. To give a brief overview, the Southern Nevada Forum is a bipartisan forum chaired by Speaker Jason Frierson and partnered with the Vegas Chamber, the City of Las Vegas, and community stakeholders. Each of the five committees are cochaired by members of each caucus, and I was fortunate to have excellent cochaairs in the Economic Development and Workforce Committee with Senate Majority Leader Cannizzaro, Senator Pickard, Assemblyman Roberts, and Assemblywoman Jauregui.

This bill began as 120 people provided ideas that we frantically wrote down. We then had participants vote to determine our top ten priorities for the committee, and over the next eight months, we heard presentations on each topic. After the pandemic, moving to virtual meetings and hearing each of the ideas presented, members of the forum voted for the top three priorities to be carried forward. This bill is one of those three priorities for the Economic Development and Workforce Committee.

We believe in the importance of having these classes conducted through NSHE because they transfer over as college credits to colleges and universities. For students from working-class families, this means real college-level classes at a fraction of the cost, that are completed in high school. That alone is a major relief to Nevada's families. Later in their college careers, completed classes translate into breaks in their schedules to complete internships as students begin to gain the experience and network that will help them join the workforce. The importance of these classes cannot be overstated enough for Nevada's families and students. With the alleviation of costs, preparing in high school for college-level classes, and the time it affords students in their later semesters to complete internships and gain experience, dual credit classes carry over many benefits.

Leonardo Benavides, Coordinator, Government Relations Department, Clark County School District:

I am testifying today in support of A.B. 319. Clark County School District Superintendent Jesus F. Jara has continually expressed support for increasing dual enrollment in CCSD's Focus: 2024 Five-Year Strategic Plan. At CCSD, expanding dual credit opportunities aligns with CTE pathways so we can target high-skill and high-demand industries in southern Nevada and the state is critical. This can best be accomplished in continued collaboration with our partners at CSN and other NSHE institutions. It is our hope that this pilot program will be such a success that we will be able to expand these types of efforts throughout the state.

Hawah Ahmad, representing Clark County Education Association:

The Clark County Education Association is the official bargaining partner for the Clark County School District and represents more than 18,000 licensed professionals. We engage in bipartisan advocacy for advancing public education in Nevada and Clark County. We support this bill.

Multiple dual credit bills have been submitted during the 2021 Session, but, to my knowledge, none have explicitly aligned dual credit opportunities with our underserved, economically disadvantaged high school students. With 17 percent of Nevada's students classified as English learners and approximately 48 percent of those students likely living in socioeconomically disadvantaged families, A.B. 319 aligns opportunities with communities who have historically experienced low rates of participation in postsecondary education. The additional support system put into place by CSN builds a structure where students can access, among other supports; academic advising, counseling, and tutoring. In other words, a support system will be in place at high schools and at CSN, increasing the likelihood of long-term academic success.

Nevada's students deserve postsecondary opportunities. We believe this bill offers all our students a pathway leading them in K-12 to postsecondary college and career opportunities, and we look forward to working with Assemblyman Roberts to bring this bill to fruition.

Randy Robison, Private Citizen, North Las Vegas, Nevada:

I am a father of five children who I hope will eventually go on to college and great things. This particular dual credit program is near and dear to my heart. I have been advocating for it for a long time. It will help students get a vision of who they can become early on in their high school careers, and I think it will pay dividends for them and for our community down the road. I am in support of this bill.

[[Exhibit M](#) and [Exhibit N](#) were submitted but not discussed and are included as exhibits for the hearing.]

Chair Bilbray-Axelrod:

We will move on. Are there any callers who wish to testify in opposition? [There were none.] Are there any callers in neutral? [There were none.]

With that, I will close the hearing on A.B. 319 and open the hearing on Assembly Bill 265.

Assembly Bill 265: Revises provisions governing alternative routes to licensure for school administrators. (BDR 34-671)

Assemblywoman Natha C. Anderson, Assembly District No. 30:

It is my honor to be a public school teacher. As many of us know, we continually face issues around retaining and recruiting educators. Many of these issues do not directly relate to this Committee, but one issue we can highlight is the importance and impact that school-based administrators have on teacher recruitment and retention.

That is one reason I am bringing forward Assembly Bill 265. This is an area that we oftentimes do not consider—how important elementary, middle, high school, or site-based administrators can be on a classroom teacher's world. They are the ones, based upon their own experience, who make teachers feel safe to take risks in their lessons and reflect accurately because the teachers know that they have someone who is their champion whom they can go speak with.

Many times, there are excellent educators who have already earned their master's degree in a subject other than educational leadership, and they would make the best administrators, but because they do not have a master's degree in school leadership, they are unable to become a site-based administrator. Assembly Bill 265 begins to address this issue. I can think of so many fellow educators who would be amazing administrators for us because of their classroom experience, but their master's degree is usually in their subject area. They have the knowledge of the financial and other elements taught in a master's degree program, but they do not have that one specific credential in educational leadership.

There is another reason, though, why I wanted to bring this bill forward. I feel this bill also offers an opportunity for us to shine a spotlight on an unfortunate issue facing all of us in education, whether we are teachers, ESP [education support personnel] members, or administrators, and that is the lack of diversity. The Department of Education (NDE) presentation to this Committee a few weeks ago included a bar graph which, if you get a chance to look at it again, visualizes how many of our students are minorities versus how many of our educators are not. It is an alarming statistic. I realize that this is self-identified, so it is not always done scientifically. To highlight the administrators only, there are 1,737 school administrators who self-identified. Of that number, only 337 did not identify themselves as white. Our students need to not only see their classroom teacher look like them, but they also need to see the person leading their school look like them. This is an opportunity for us to start to address that issue. I would like to hand it over to Jana Wilcox Lavin to continue the presentation.

Jana Wilcox Lavin, Executive Director, Opportunity 180, Las Vegas, Nevada:

At Opportunity 180, we are committed to ensuring that every kid has access to a high-quality education that ensures they graduate college, are career-ready, and prepared to decide their own future. To make this happen, we have made a big bet on school leadership, and through this work, we have uncovered two barriers to supporting more educators who aspire to be school leaders to access those opportunities. Those two barriers are time and money. Just yesterday, a group of fellow education leaders and I facilitated a conversation with a group of students across the state. Those students shared that having a leader who looked like them gave them hope and a stronger platform of trust. We have a recording of that conversation to share with you all, and those students are our "why."

We believe this bill will expand career pathways for educators who aspire to school leadership while providing additional options for educators to identify a path to licensure that aligns with their available time and financial resources and takes into consideration their

previous experience. The bill provides two specific alternatives to the current administrator licensing process, which currently requires a master's degree in educational leadership.

First is the approval of an alternative program that is on par with a master's degree in education and leverages intensive practice-based training that a future school leader can complete while they also execute their current job. One example of such a program could be the replication of a site-based program in Philadelphia called the PhillyPLUS Residency, or a national partner such as New Leaders, which is an approved alternative program for school leadership licensure in Louisiana.

Second is the opportunity for an educator to apply their prior experience and education in the form of degrees via an experience portfolio to demonstrate their readiness to take on a school leadership role. This approach has been successfully deployed in Colorado and provides an opportunity for experienced educators to expand their career opportunities.

I will quickly walk through the sections of the bill and the proposed amended sections [\[Exhibit Q\]](#). Section 1, subsection 1, contains several guardrails suggested both by the bill's sponsor and other stakeholders we have engaged through this process, and as amended, it ensures that an alternative program adopted by NDE is evidence-based and only licensed educators are able to access this alternative route.

The amended language of section 1, subsection 1(e), also clarifies the requirement for a master's degree in another subject, and for work session, this amendment will consider applying to applicants who are using the alternative program approach as well. The intent is to allow, for example, nationally board-certified teachers or teachers with an extensive amount of experience and no master's degree to apply through a portfolio as outlined in the next section.

Section 1, subsection 2, outlines this portfolio approach, specifically authorizing a subcommittee to be appointed to review the qualifications of an applicant and make a recommendation to NDE as to whether that applicant should be allowed to proceed as a candidate for provisional administrative licensure.

Section 1, subsection 3, outlines the alternative program approach that I referenced previously and, unlike the portfolio option, educators who complete an approved alternative program and meet all the other requirements—of which there are other components of licensure in addition to their educational experience—are required to both complete the alternative program and meet all the requirements prescribed by NDE.

Section 2 of the bill allows NDE to adopt regulations to clarify the portfolio path. In my written comments, I have some supporting documents on how they have done this in other places as a reference point for your consideration. [Written comments and supporting documents were not received.] These regulations would include a site-specific waiver for prospective leaders if they are planning to serve a specialized school. One such example might be Mission High School in Clark County, which serves students who are in recovery

from addiction. This could be an opportunity where the best potential leader brings with them their experience as an addiction counselor and supplements their administrative staff with critical educational experience and opportunities to build out the right team to serve students. As a part of that waiver application, the committee could review more traditional academic supports and other administrators at the school as well, to make sure that team is fully complete with the skills necessary to serve students.

Section 2(c) clarifies that any educator licensed under these alternative paths is provisionally licensed as an administrator and must serve in an administrative position to become fully licensed. Section 3 makes all the appropriate corresponding changes to existing statutes.

Based on the letters you should have received in support of this legislation, you will see that there is a real appetite for this opportunity and bringing these options forward for educators who aspire to school leadership can expand their long-term career pathways and lead to strong retention, while also providing more options for aspiring leaders to improve the diversity of the candidate pool and ensuring our districts can select the best potential leader for their school vacancies going forward.

Chair Bilbray-Axelrod:

Do we have any questions from the Committee?

Assemblywoman Miller:

I am going off the proposed conceptual amendment. Under section 1, subsection 1(d), it says, "Require a person to have held a license to teach before obtaining a license as an administrator," obviously meaning that you already have to be licensed to teach. However, there is not a minimum type of license—let us remember, a substitute's license is a license—nor is there a minimum of how many years in the classroom of actual teaching a potential administrator must have. I understand that the entire idea of this is to take the experienced teachers and the ones who bring so much value and give them another pathway to administration, but we have had alternative route to licensure (ARL) programs where people are put into a classroom after a few weeks, and without a minimum type of license or number of years in the classroom, it is theoretically possible that someone could apply and get an administrator's license with only one year of classroom experience.

One of the concerns you brought up already is the lack of representation we have in school leadership, and also the nepotism that happens where promotion is really based on picking and choosing and who you know and who you like. There are hundreds of teachers who have an administrator's license but are not chosen to be administrators. Why is there not a minimum type of license or number of years in the classroom stipulated here? Can there be one, so we can ensure we are looking at high-quality people, the ones we really want in administration? We want administrators with experience and records, data, and evaluations that prove they were successful in the classroom.

Assemblywoman Anderson:

That issue has been a part of many discussions we have been having. At one point, we were asking, should it be five years? Should there be a certain number of evaluations? How exactly do we define this? That is one area of concern, and one reason why we are continuing to have discussions with NDE and Opportunity 180. Is this something that should be written into law or included in the regulations? This is definitely an important question. When I envisioned this bill, I imagined setting the bar at five years or more that an aspiring administrator had been an educator, but the idea of a substitute teacher advancing as you described is a very important element to bring in that I had not considered before. We will be bringing that into our discussions we are continuing to have with the Department of Education.

Jana Wilcox Lavin:

I would add two things. One, becoming an administrator would require a program completion, so I would also presume that the highest quality programs out there, the ones I imagine would be those approved, would require demonstration of experience in leadership roles and would have many of their own qualifications along the way. I think we could lean on approval of programs that require those components to make sure they are captured. In addition, obviously, the portfolio option requires a significant amount of experience to demonstrate impact.

Assemblywoman Miller:

I appreciate your responses. I know that for many of us in education, inconsistency is really driving a lot of our challenges, especially in recruitment and retention. When we talk about whether this should be legislated or just included within regulation and policy, we must remember that when it is just a policy, we have a tendency to adapt rules to just our school site or our needs, and what we may discuss here regarding our intention is not how it plays out when we get back into the school buildings. I most likely will be bringing forth amendments to make sure we actually put in parameters to ensure this is consistent throughout the state and this is the standard that NDE and our school districts are following.

Chair Bilbray-Axelrod:

Do I have any other questions from the Committee? [There were none.] We will move on to testimony in support.

Bjorn Berg, Private Citizen, Las Vegas, Nevada:

This is currently my sixteenth year teaching in an elementary school in the Clark County School District (CCSD), and I am in total support. I currently hold a master's degree in public administration as well as a master's degree in counseling, and I would be considered able to hold a city or county manager position or another county position, but I would not be allowed to run a school. In the summertime, there is a program in CCSD where a travelling school goes from school to school and is run by a bunch of teachers. In essence, this school is run in satellite campuses all alone by teachers who have tons of experience.

I think this bill would be a tremendous asset to CCSD and the state as a whole. There are so many amazing individuals working with the students and within the school district who do a tremendous amount of work. They do not necessarily have the resources to attend a 2 1/2-year program at the University of Nevada, Las Vegas or an 18-month program at Southern Utah University to get their administrative license, but they have the relationships and the rapport, and they do literally all the nitty-gritty work with the students. I am in total support, I absolutely love the idea, and I think it would be truly amazing for the state. [Additional testimony was also submitted, [Exhibit P](#)].

Peter Guzman, President, Latin Chamber of Commerce, Las Vegas, Nevada:

I am here in support of A.B. 265. Giving our kids a quality education is not just a moral responsibility, but it is also good for business. An educated workforce attracts new companies and serves as a catalyst for economic development. We know one thing is true: for many underprivileged students, their schoolteacher or administrator also often serves as their role model, the person they look to for help and inspiration. We have known that the lack of diversity among teachers is a problem, but the lack of diversity among school administrators is often a larger problem. We need more deans, principals, assistant principals, et cetera, to look like the students they serve because they are in a better position to understand their needs and their struggles.

This bill is an important step toward diversifying the pool of administrators who make important decisions in our schools by working to decrease obstacles that get in the way of excellent educators becoming certified administrative professionals. The traditional rigid method of licensure of administrators does not work for everyone, especially excellent educators who are working long hours to help their students in class, but also help their own students at home. An alternative route to licensure that adequately values hands-on experience and proven results will give many passionate educators the opening they need to take their passion to the next level. Ultimately, we know that this is about our kids, and that is why we are proud to support this bill.

Deanne Moyle-Hicks, Private Citizen, Reno, Nevada:

Please accept my testimony in support of this bill. I appreciate the leadership of Opportunity 180 in this endeavor. I am a Washoe County third-grade teacher at Natchez Elementary School, and I have been a public school teacher for 27 years, all in Title I schools. For the past four years, I have taught at Natchez, a small school on the Pyramid Lake Paiute Reservation, and we serve about 97 percent Native American children from pre-K to fifth grade.

I recently had a friend who was working on an administrative degree and was very overwhelmed with the amount of time, energy, and money she was having to spend in order to obtain her degree. She decided she could not choose between putting the time toward her students and putting the time toward her degree, so she decided to take a leave of absence from her program. I think it is important to put in the work in gaining the experience of an administrative degree, but for teachers who are carrying the daily responsibilities of instruction, the time needed to focus on the course work and related expectations creates a

highly restrictive obstacle. Due to the finite resources of time and money, many diversified educators who would make exceptional administrators choose not to pursue administrative degrees. Offering an ARL program for administration in Nevada would allow for educators to obtain administrative positions without the financial and time constraint burdens.

[Letters in support were also submitted but not discussed and will become part of the record, [Exhibit Q](#).]

Chair Bilbray-Axelrod:

Do we have any more callers in support? [There were none.] We will move on to opposition. Do we have any callers in opposition?

Marie Neisess, President, Clark County Education Association:

We strongly oppose A.B. 265. This bill produces a pipeline to move from educator to non-school-based administrator that is unnecessary for CCSD. Currently, CCSD has hundreds of educators in the pool awaiting an administrative placement. Our district does not have a pipeline issue attributed to a lack of alternative licensing routes.

Administrators are the educational leaders of our buildings and of central office. They play an integral part in the success of teachers, staff, and students. Nevada should not create a quicker or easier path to administration; however, it is imperative that this session focus on raising the bar on entry to administration and ensure that only highly qualified and effective administrators lead our schools and central office. Additionally, we need accountability to ensure that every dollar in education goes to where it is needed, like class-size reduction, resources, and supporting our educators so they can support our students.

We appreciate the intent of this bill but are unclear as to its purpose. We also need clarification on whether these provisional licenses automatically mean an individual can apply for full licensure. Is it beneficial to have individuals get fully licensed prior to applying for the CCSD administrator pool? Most importantly, is this bill, if made into law, going to help address any of the issues we currently face in K-12 education? As such, I respectfully ask this committee to vote no on A.B. 265 so that we can focus on more pressing issues like funding and accountability. [Written testimony was also submitted, [Exhibit R](#).]

Chair Bilbray-Axelrod:

Are there any other callers in opposition? [There were none.] We will move on to testimony in neutral. Are there any callers? [There were none.] Assemblywoman Anderson, do you have any closing remarks?

Assemblywoman Anderson:

It is pretty clear that we need to do a little bit more work on this bill. Thank you very much.

Chair Bilbray-Axelrod:

With that, I will close the hearing on A.B. 265 and open the hearing on Assembly Bill 262.

Assembly Bill 262: Revises provisions governing education. (BDR 34-946)

Assemblywoman Natha C. Anderson, Assembly District No. 30:

As many of you know, I come from a family of educators, and one of those educators is a huge believer in the importance of recognizing our Native American culture, as well as the Native American influences on our beautiful state of Nevada. That influence and many of the things that have been happening over the past few years are the impetus for Assembly Bill 262. This bill is a way for us to honor our history and the impact the Native American community has had on our beautiful state. We currently sit on the land that was part of the Washoe Tribe, but in many other areas, we have so many wonderful contributions from the Native American community that have helped our state grow. We as a state have not always recognized this, but it is time we do so.

When I initially started this journey of looking into ways to help recognize and highlight this history, I thought it would be a nice, quick, easy task, but anyone who has had to deal with education policy knows that is never the case. Over the past few weeks and months, I have had the opportunity to meet with a variety of individuals from the Native American community. I have had a weekly meeting with about 25 to 30 people where we discuss some of the issues facing our education world when it comes to Native American culture, as well as how to help and recognize, but more importantly, how to get more of our Native American students to attend our universities and our community colleges as well as to graduate from our high schools.

That is truly where this journey started. I was looking at the data and I saw that Native American students in the Nevada cohorts in 2018 and 2019 graduated almost 10 percent less than the rest of our population. I started talking with friends of mine from across the nation about what we could do about it, and one thing that has been very successful in a few Native communities is when we are able to pay for 100 percent of Native students' higher education, whether that is a community college or a four-year college, because it shows that the schools themselves as well as the communities believe in the student and, more importantly, believe in the future.

By collaborating with this incredible group of individuals from across the state, we figured out some language. I believe the Committee has the amended language [[Exhibit S](#)]. This bill does two things. The first thing I am proposing is that any member of any federally recognized tribe would be able to come to any of our schools and pay in-state tuition. Let us say you are from Oklahoma, and you decide you want to come to the beautiful University of Nevada, Las Vegas (UNLV); you would be able to pay in-state tuition. The main reason behind that is because we want to acknowledge how our system started. The Nevada System of Higher Education (NSHE) began as a land grant university built on land that did not belong to the federal government. We must recognize that and do something about it.

The second thing, and this is something I learned as well, is that tuition is the cost of going to school when you are outside of the state. When the bill refers to tuition in that first part, that

means the cost of being able to pay in-state costs for credit. The second part was the real impetus, something I truly care about, and want to see happen. It would allow our students who are members of Nevada's federally recognized tribes or descendants of members of Nevada's federally recognized tribes to attend any of our Nevada System of Higher Education schools for free, regardless if it is full- or part-time, or if it is one of our community colleges or one of our four-year colleges. The per-credit cost for classes would be covered. It would be an opportunity for us as a state to finally recognize that there have been mistakes in our past, but we need to start planning for our future and this is the way to do it.

The other reason why I wanted to bring this forward is when I started really looking into the NSHE population and demographic numbers, I discovered that in 2019, there were only 698 students in the entire system who self-identified as Native American or Alaskan Native. That is it. I am not sure how many people are currently attending all of our NSHE institutions, but I would guess it is probably above the 65,000 range, so we are looking at less than 1 percent of our students at any of our schools who identify as Native.

Finally, it is time. There are 15 other states that currently offer waivers in some form or another. Michigan, Assemblywoman Miller's home state, has been offering something like this since the 1970s. We need to do something as a state if we are going to start to recognize the importance this community has had for us. I also want to recognize that NSHE did have waivers from about the 1970s until the early 1980s, and they still have language on the books, but that was never governed by the Legislature. Those waivers were also capped; you could only have a certain number of recipients, and at times it was even only for certain tribes. That is not okay either. We need to think about this as a whole state.

I realize there is a price tag to this bill, and I recognize that discussion is for a different committee. Today, we are discussing ideas. I had a really great conversation this morning with NSHE representatives and explained to them why this bill is being brought forward. They understood what I was saying. We wanted to talk about the money, because it is something we have to be aware of, but not today—today is about the ideas. Today is about the policy itself. I feel like it is time that we as a state are aware of our history and honor our future.

In that vein, I am incredibly honored to be joined by someone who is basically a president; he is an international leader. He has been a leader in the Washoe area as the chair of the Reno-Sparks Indian Colony for over 27 years. His respect for others, for health, for the environment, and for education are all aspects I want to highlight.

Arlan Melendez, Chairman, Reno-Sparks Indian Colony:

The Reno-Sparks Indian Colony has Washoe, Paiute, and Shoshone members. We have about 1,180 tribal members residing in Reno-Sparks, in Hungry Valley, and I am honored to testify today.

First of all, I want to thank the sponsors of the bill, Assemblywoman Anderson and the rest of the sponsors. As to the importance of this initiative and higher education in general to the tribes and Native people in general—I want to read a statement that came from the National American Indian College Fund:

Public colleges and universities have a moral imperative to serve all of the people of their states, and that includes the Indigenous peoples of the land and states where college campuses exist. Honoring these moral imperatives and upholding sovereignty are fundamental to making Native students visible at institutions of higher education.

I read that because the land where the University of Nevada, Reno now stands was once home to the Paiute and Washoe peoples. That is where our camps were in those early years, all along the north side of the Truckee River. Some of our people recognize how close those encampments were, where our homes were, before we were placed on Indian reservations of only 28 acres where my tribe started out. Over history, we have been trying to make things right, working toward economic development and gaining back some of our lands, but we are now trying to address education and how that plays into the picture here.

Assembly Bill 262 would greatly enhance the opportunity of Native students to attend college. Currently, only 1.5 percent of Natives in Nevada are enrolled in colleges or universities. In addition, many Native Americans live below the poverty level, at 28 percent compared to 7.4 percent nationally, and most Indian reservations have unemployment rates that are much higher than the national or state general population average. Only 18 percent of Native students from some reservation-based high schools attend colleges. The number one reason Native students do not pursue college is the cost of attendance, which is constantly rising, resulting in greater financial debt to many students. Tuition costs at the university can be nearly \$8,600 per year, excluding books and other expenses.

Tribal governments in our Native American communities greatly support this bill due to the fact that it will not only benefit Native students with the ability to get better-paying jobs to reach their individual goals, but it will also strengthen our tribal communities with a skilled workforce, which would in turn greatly enhance our tribal government sovereignty, our tribal economies, and our tribal culture. When tribal nations are strong, the state of Nevada is strong also. Within many of the 27 tribes within the state, many of them rural, economic development is just about nonexistent. For tribes to try to help to pay for education is impossible, but if we can get educated students to come back to the reservation and work for the tribes, we can build an economic base which may be able to help future students with educational expenses.

We are also talking about a reciprocal sharing of knowledge. When we talk about everything taught at the college regarding climate change and the environment, we must recognize that universities in general can learn from Native Americans themselves about practices that have been around for thousands of years. This sharing is not going to come from older people like myself telling you from the outside in; it has to come from the students themselves who

attend the universities and can interact with the teachers and share with fellow students those concepts and different practices that have been taught and handed down for generations. This reciprocal sharing of knowledge is a win-win for the universities and the tribes as we try to help each other to make the state of Nevada and the country a better place. It is a good thing that we work together to make things right. Maybe the past has not been so good to Native Americans in general, but I think we have an opportunity to make things right for the betterment of all Americans, Native or otherwise.

I want to thank you for giving me the opportunity to speak today. I am in support of the bill and so is my tribe and probably the rest of the tribes in the state of Nevada.

Shea Backus, Private Citizen, Las Vegas, Nevada:

In addition to being a third-generation Nevadan, I am also a citizen of Cherokee Nation and have spent numerous summers on my grandparents' ranch in Oklahoma. Today, it is my pleasure to introduce A.B. 262 with Assemblywoman Anderson, Chairman Melendez, and Ryan Boone. I want to first take a moment to thank the sponsor of the bill, along with her attaches, Molly Rose Lewis and Nathan Noble, for their support and patience in working with numerous Native individuals to prepare the best tuition and fee waiver to make it possible for Native Americans to access postsecondary education by removing financial barriers. Thank you, Assemblywoman Anderson, for the comprehensive and inclusive amendment changing the current language.

I had the wonderful privilege to go to Arizona State University for law school and was able to receive a certificate in Indian law. While I was a part of a class of 200, I was also part of a smaller community of 12 Native students who all graduated with law degrees. We were fortunate for the financial assistance we received.

I want to debunk the myth that being enrolled in a tribe automatically yields a free education. It does not. While I had some tuition assistance, I still graduated in 2003 with over \$70,000 in student debt. However, it could have been worse. With the assistance I had, it has enabled me to take pay cuts during my career to permit public service.

Since this bill is premised upon tribal enrollment and descendency, I want to take a moment to give a brief education to this Committee as to what this means. Tribal enrollment requirements preserve the unique character and tradition of each tribe. Most memberships are premised upon shared customs, traditions, language, and tribal blood. It is pertinent for this Committee to understand that the criteria for enrollment varies from tribe to tribe.

To give you an understanding of how enrollment varies, I will share with you a few examples. My tribe, Cherokee Nation, allows tribal registration premised upon documentation directly connecting a person to an enrolled lineal ancestor who is listed on the Dawes Roll.

The 1937 Constitution of Walker River Paiute Tribe provides membership premised on three different requirements: (1) being listed upon the census roll; (2) all children born to any

member who resides within the reservation; and (3) any person of half or more Indian blood married to a member of Walker River Paiute Tribe. The tribal council has the power to promulgate ordinances covering future membership.

Over the years, tribes do make changes to enrollment. For example, in 1999 the Las Vegas Paiute Indian Colony enforced a quarter Southern Paiute blood quantum requirement, thus excluding Northern Paiute blood. Therefore, despite the fact that their ancestors were listed on 1940 census rolls, individuals were no longer permitted to be enrolled in the tribe. This yielded a removal of a quarter of the tribe's membership.

The 1978 Supreme Court opinion set forth in *Santa Clara Pueblo v. Martinez*, 436 U.S. 49 (1978), holding that tribal governments have sole authority to determine membership, supports why the descendancy portion of this bill is important. The Santa Clara Pueblo did not permit children of female citizens to be enrolled if their mother married outside of the tribe. Despite Julia Martinez being a full-blooded member and living on the reservation, her children could not be enrolled. While this opinion was a major victory for tribal sovereignty, it made it clear that tribes could control who could and could not be enrolled. Hence, the importance of the inclusion of descendancy in this bill.

As you will hear numerous times today, the number one barrier to Native Americans seeking higher education is financial. From the 1970s through 1996, our state offered Native American students varying financial assistance from tuition waivers to grants. It is unfortunate that this stopped. This could explain why our Native postsecondary education student population, which is already small, is declining. Being in the smallest minority group, Indian students are at high risk for marginalization. Thus, dropout rates are often the highest.

An issue that has been before this Legislature is how can Nevada recruit and incentivize professionals to work in rural Nevada. Most of our tribes are in rural Nevada. What better way to serve our rural communities than by incentivizing Nevadan Native Americans to secure the education to become teachers or health care professionals. Plus, those who stay in Nevada for their postsecondary education are likely to stay in Nevada. It is a moral obligation and critical for the success and retention in our rural communities. This policy can be life-changing for Native Americans and our tribal bands and colonies. With that, I would ask this Committee to support the tuition and fee waiver set forth in the proposed amendment set forth by Assemblywoman Anderson.

Ryan Boone, Private Citizen, Las Vegas, Nevada:

I am a citizen of the Walker River Paiute Tribe. Today, I will be speaking about the importance of Assembly Bill 262 with Assemblywoman Natha Anderson, Chairman Melendez, and former Assemblywoman Backus. I want to thank Assemblywoman Anderson for sponsoring this bill, as it will build a foundation for Native prosperity and create a generational impact for Indigenous students in the state of Nevada. I am the former president of the UNLV Native American Student Association and one of the cofounders of the Nevada Native Higher Education Council. At UNLV, I am a student majoring in computational

physics. Prior to entering higher education, I was a student in the Clark County School District. I went to the Advanced Technologies Academy.

I started getting involved with the Native community while still in high school. I quickly saw how difficult it was to find representation of my culture through the city. As a Native student of Nevada, I can attest to the fact that scholastic learning from K-12, which includes higher education establishments, often overlooks Indigenous issues, curriculum, and presence, therefore providing minimal and oftentimes no support for Native students. Although the conversation surrounding this bill pertains to higher education, I believe it is necessary and proper to highlight the importance that K-12 education has on the recruitment, retention, and graduation of all Native students.

Assembly Bill 262 will create the opportunity for our communities and cultures to embrace the greatest college preparation process in Nevada state history. This bill improves access to education and at the same time levels the playing field for our communities who have always struggled financially. The Nevada Indian tuition waiver would garner interest from prospective Indigenous students teetering between Nevada colleges and other out-of-state institutions. This tuition waiver would sustain our educational future for generations to come.

It is imperative that we bring back what has been learned to our respective tribal communities, both urban and rural. It is my duty and responsibility to report to this body that there is no mysterious overarching financial support or outreach for Native students; there are simply struggling communities and struggling families pooling their limited resources and incurring tons of student debt on top of already detrimental circumstances. This bill is our ground zero; we only build up from here.

Providing Native student support services on UNLV's campus is a very new concept. Until its inception, the only Native American scholarship was led by the American Indian Alliance at the university, which rendered little engagement with or support for struggling students. I have been fortunate that FAFSA [Free Application for Federal Student Aid] and the Governor Guinn Millennium Scholarship Program have been able to cover a large portion of my tuition, but as each semester passes by, I am having to pay more and more tuition myself. Along with being a full-time student, I have two part-time jobs and am looking to find another one soon to make sure I can help my mom with rent and utilities as well as pay for car expenses and inflated tuition expenses. An Indian tuition waiver would eliminate a tremendous amount of stress and provide a magnificent opportunity, a light at the end of the tunnel.

In our communities, we face a lot of mental health concerns, high suicide rates, and mountains of intergenerational trauma; today we are asking for your help. I have several Indigenous friends who are also students, and they have considered dropping out because of the stress of lingering debt paired with unjustifiable lack of support. My sister, who is also a Walker River Paiute, dropped out of UNLV because her emotional health got really bad. She wanted to become a veterinarian and transfer from UNLV to the University of Nevada, Reno

(UNR) for courses, but for such a transition, she would have had to figure out all the costs of living alone. It was too much.

What I hope for and long to see is myself and my Native peers graduating and returning to our communities to support and uplift them. One of the members of my tribe shared her story recently of having to navigate the sphere of higher education all alone. She spoke about how she went to Truckee Meadows Community College and had to drive over 200 miles a day to attend classes. She was in debt as a result of her tuition and fees. With all those costs, she was not able to afford housing. A tuition waiver would have made things much more accessible for her, and she would not have had to suffer.

There are many more barriers to graduation for Native students, one of those being community. We are a collective people who seek out those who understand our background, our trauma, and where we come from. When we do not see that at our academic institutions, there is a pull to go back home to our communities. Improving access to higher education in Nevada allows more Natives to enroll and be in a safe and accepting space with each other. My cultural identity is a huge part of who I am, and I cannot see myself having continued on the path to my degree without the support of friends and family. My culture is a huge part of Nevada. I want a better future for Native students, current and prospective, and I hope you do as well. This bill has the power to change the lives of Indigenous people. Now more than ever, we need your support on the Nevada Indian tuition waiver.

Chair Bilbray-Axelrod:

Are there any questions from the Committee? [There were none.] We will now move on to testimony in support of A.B. 262.

Marissa Weaselboy, Private Citizen, Reno, Nevada:

I come from the strong Western Shoshone Nation. I am a first-generation student who has graduated with my bachelor's degree. I am currently a master's degree student in linguistic anthropology studying at UNR and will move on to my Ph.D. this fall. My research recenters our Shoshone ways of being and is a critical engagement with resistance in an effort to upset and overturn settler-colonial authority.

I am not simply an anthropologist; I am an Indigenous anthropologist who is redefining how anthropology can work for Indigenous peoples. This is why a tuition waiver is so critical—so other Native students can do similar work to undo damage inflicted on our tribal communities by academics and the institutions of power that back them.

Unfortunately, I have had to take out student loans because college has been made inaccessible, especially for students like me. That is why I am working towards creating space for Native students, but that has not come free. Not only have I had to struggle to advocate for Native visibility and a voice in my academic institution as one of the only two Native students in the Department of Anthropology, but I also struggle to be seen as a legitimate student. In March of 2019, we were informed of ancestral remains still being held by the university. As a living Shoshone person, this knowledge was incredibly

dehumanizing to hear and know that our bodies are still being held and seen as property. This is why Native students need to attend college.

My goal is to make an easier path for Native students, and this includes lessening stress about attending college. Higher education needs to be accessible to encourage the education of those who have been historically excluded from academic institutions. We need to make the path for higher education realistic and not further burden those we wish to succeed. [Written testimony was also submitted, [Exhibit T](#).]

Christine Saunders, Policy Director, Progressive Leadership Alliance of Nevada:

I am here in support of A.B. 262 to ensure access to higher education for Native youth in Nevada. We have submitted additional written comments for the record [[Exhibit U](#)]. I will just urge your passage of this bill today.

Will Adler, representing Pyramid Lake Paiute Tribe:

I would like to read into the record the letter that Janet Davis, Chairwoman of the Pyramid Lake Paiute Tribe has submitted in writing today [[Exhibit V](#)]:

Pyramid Lake Paiute Tribe would like to speak on behalf of AB 262 and the policies it seeks to enact. Native Americans in Nevada have long sought an equal place at the table when it comes to inclusion in higher education programs. AB 262 looks to address that inequality.

One thing truly more valuable than a great higher education is having pride in oneself. AB 262 also looks to promote and honor our Native American communities and the students they produce. This bill will provide not only quality education for our children but also create a new investment in the dignity of being a Native American in Nevada, knowing your state values you and your future. On behalf of the Pyramid Lake Paiute Tribe, we would appreciate your support for AB 262.

I would like to ditto the previous comments. I appreciate all the great work put into this bill, and the ethos of what this bill wants to do in educating the Native people of Nevada.

Brenda Pearson, Director of Strategic Initiatives, Clark County Education Association:

The Clark County Education Association is in full support of A.B. 262 as amended. We believe that we must put our educators and our students first. One step in doing so is by ensuring that Senate Bill 543 of the 80th Session is funded to the optimal level.

This bill will help Indigenous students pursue college, at our own institutions. Now, I would like to read testimony provided from one of our educators [[Exhibit W](#)].

Thank you for hearing my testimony on AB 262. My name is Carolyn Lara and I am a STEM Robotics Teacher in Clark County School District at Spring

Valley High School. I am also native Yaqui and Papago. I am writing to you in strong support of AB 262.

As a high school teacher, I get to experience the joy of seniors getting accepted into my alma mater, UNLV. Of course, I am proud to see my students be able to go to any college of their choosing, especially here in Nevada. I believe that students must see educational opportunities here in Nevada so that their talents can be used in the community in which they have grown up. Nevadans know what Nevadans need. Unfortunately, I have also bore witness to some of the lows and disappointments of students as they realize their tuition costs are more than they can afford.

Nationally, the largest hurdle for many of our students in attending college is their tuition costs. This barrier disproportionately affects our Native American population. It is imperative that we remove that obstacle from the pathway to higher education for our Indigenous communities here in Nevada. By doing so, we would make a more equitable playing field, as well as entice our young people to stay home and build our communities stronger.

We know that our state revenues rely largely on gaming and mining. Without diversifying our economy, we will continue to run into budgeting shortfalls year after year. We must invest in education. Our state cannot continue to operate under the status quo without a serious investment in the future of our youth's education.

Our native communities have long been disenfranchised on their own land. It is time that we become serious about reducing systemic racism within our state and expand residency to our Indigenous Community here in Nevada regarding tuition fees and rates.

Please support this bill.

Taylor Patterson, Executive Director, Native Voters Alliance Nevada:

We have submitted our comments online [[Exhibit X](#)]. I just want to say thank you to Assemblywoman Anderson; it was excellent to meet with you. Thank you for bringing this bill forward.

Alexia Johnson, Private Citizen, Sparks, Nevada:

I am a member of the Reno-Sparks Indian Colony with Washoe and Paiute blood, and a policy member of our tribal [unintelligible] on the reservation. My family has a long history invested in the well-being and continuation of our tribe.

You have heard how low the rates of higher education completion within our communities are, and you have heard that supporting this bill would change the lives of people in our tribe, but what you have not seen is what it looks like to be a child on the reservation without

opportunities for a higher education. I invite this Committee to step into my shoes and take a small glimpse into my life and experiences being a child with the sole dream of going to college. I have lived on the reservation my entire life.

As you have heard, being part of a federally recognized tribe is not enough to achieve education. Growing up, my family would ask me what my dream was and what I wanted to be when I grew up. I told them I had two goals—to become a mother and to go to college. I have been conscious of wanting to continue my education since I was about 10 years old. I am the mother of two beautiful girls and, unfortunately, I have had to pause my dream of higher education due to the cost of tuition and school supplies. I have exhausted every single resource, scholarship, and grant that I can find. I have tried unsuccessfully to gain access to other financial resources so I could support myself financially to try to pay for school.

When I was younger, I would sit on the bus and watch kids who had no confidence in their education because there were not enough people who looked like them to encourage them to stay in school. My tribe helped me as much as they could, but I watched my fellow students turn to drugs and violence because they had no confidence and no support to better their lives—to go to college and get a job and come back to the reservation. As Arlan Melendez said, they do have a program that tries to bring children back in to support, but without seeing leaders and our own state promote these children, there is no confidence. I urge all of you to approve this bill for the children who have no voice, and I am here to represent them.

Avory Wyatt, Private Citizen, Reno, Nevada:

I am Washoe and Numu and a recent graduate of UNR. I am here in support of this bill. As a Native person from what is now called Nevada, I first want to recognize that the Nevada Legislature sits on the ancestral lands of tribes whose traditional homelands lie within the confines of Nevada: Washoe, Numu, Newe, and Nuwu. As representatives of the state, you all have an obligation to the Native peoples of this region.

With this bill, representatives of Nevada have a chance to fulfill the obligation to Native people that is very much overdue. As a student at UNR for six-and-a-half years, I witnessed firsthand the struggles Native students face in higher education. Even though we make up the smallest percentage of students on campuses in Nevada, I still witnessed more students leave or drop out of school than any other group due to financial troubles. I have seen my fellow Native classmates go without food or basic essentials because they were more worried about paying for school. This is unacceptable, and while this state continues to benefit off the land, and universities continue to profit off Indigenous knowledge, it is unacceptable that our Indigenous students continue to suffer.

While there are many steps the state needs to take to better honor the original peoples of this land, this bill would be a major step in the right direction when it comes to Native education. Before I end, I want to point out that if you read this bill and the first thing you think about is money or funding, you need to check yourself and rethink your position. Again, you have an obligation to Native peoples and students that needs to be fulfilled. I cannot tell you how

many times in this process we have been told to be realistic, but this is our reality, and it is time for our representatives to step up for Natives.

Donna Darden, Private Citizen, Las Vegas, Nevada:

I am a diversity activist, and I want to take this opportunity to voice my opinion on A.B. 262. I support this bill to give our Indigenous communities—Nevada citizens—the right to education, tuition-free, immediately following graduation. It is imperative that we address the absence of our Indigenous youth in our colleges and universities. With 28 percent of our Indigenous communities living below the poverty line, Nevada must stand in the gap financially ensuring every Indigenous child has the opportunity to higher education and the pursuit of obtaining their human right to health, wealth, and happiness. "People who continue to be denied the respect to which they are entitled as human beings will not acquiesce forever in such denial." These words are from First Lady Eleanor Roosevelt when addressing the members of the United Nations in 1948 on the Universal Declaration of Human Rights.

I am truly excited about the possibilities of my home, Nevada, leading the way to support and produce an equal playing field for generations to come. In the words of Martin Luther King, from the book *Where Do We Go From Here: Chaos or Community?*: "Power, properly understood, is the ability to achieve purpose. It is the strength required to bring about social, political or economic changes." Let his words be supported by needed legislative change. I fully support the passage of this bill.

[A collection of letters in support of A.B. 262 were submitted but not discussed and will become part of the record, [Exhibit Y](#).]

Chair Bilbray-Axelrod:

We will now move on to opposition. Are there any callers who wish to testify in opposition? [There were none.] We will move on to testimony in neutral.

Mercedes Krause, Private Citizen, Las Vegas, Nevada:

I am sitting here with my daughter proudly listening to this hearing. Ditto to all the eloquent testimony we have heard regarding this bill from students and tribal members. I myself was born and raised in Las Vegas, and I am a dual citizen of the Oglala Lakota Nation. I am a mother of three students in the NSHE system and I am also a college graduate with crippling student debt. I echo all the things we have heard, but I do want to add that, simply stated, we see the inequitable data, and now it is up to those voting to choose to do the right thing and remember where our land grant institutions got the land they are sitting on.

Chair Bilbray-Axelrod:

I am going to go ahead and put your testimony into support. Do we have any other callers in the neutral position? [There were none.] Assemblywoman Anderson, do you have any closing remarks?

Assemblywoman Anderson:

Thank you to the 13 other Assembly members and one of our state senators who have contacted me since yesterday to say that they want to add their names onto this bill as well. If anyone else wants to add their name, let me know.

Chair Bilbray-Axelrod:

I will now close the hearing on A.B. 262.

I am going to jump ahead to bill draft request (BDR) introductions. We have six BDRs that require Committee introduction, and I will introduce them today. If no one opposes, I would like to read all six of them and then take one motion. Does anyone object to that? [No one objected.]

BDR 34-526—Enacts provisions relating to education. (Later introduced as [Assembly Bill 418](#).)

BDR 34-531—Revises provisions relating to school buses. (Later introduced as [Assembly Bill 417](#).)

BDR 34-751—Revises provisions governing charter schools. (Later introduced as [Assembly Bill 419](#).)

BDR S-752—Revises provisions governing public school accountability. (Later introduced as [Assembly Bill 415](#).)

BDR S-753—Makes various changes relating to education. (Later introduced as [Assembly Bill 416](#).)

BDR 34-754—Revises provisions governing education. (Later introduced as [Assembly Bill 420](#).)

Do I have a motion from the Committee for the introduction of the six BDRs I just read into the record?

ASSEMBLYMAN FLORES MOVED FOR COMMITTEE
INTRODUCTION OF BILL DRAFT REQUESTS 34-526, 34-531, 34-751,
S-752, S-753, AND 34-754.

ASSEMBLYWOMAN NGUYEN SECONDED THE MOTION.

THE MOTION PASSED UNANIMOUSLY.

Chair Bilbray-Axelrod:

I will now open the hearing on Assembly Bill 213.

Assembly Bill 213: Revises provisions governing education. (BDR 34-242)

Assemblyman Edgar Flores, Assembly District No. 28:

I want to present on Assembly Bill 213 slightly differently because I know we are limited on time. I will be referring to the conceptual amendment [[Exhibit Z](#)] and the mock-up [[Exhibit AA](#)] you have as exhibits. I am not going to walk you through the bill. I will just speak broadly.

First, I want to very quickly explain the genesis of this bill. During the pandemic, like many of you, I became very in tune with the disproportionate realities Nevadans experience, often dictated by a ZIP Code or by unique circumstances where people have zero control over their situations. Coming into this session, I challenged myself to go back to the basics. What is at the very core of what we do in this building? What is the purpose of our serving here? Stumbling across those disproportionate realities, seeing kids who do not have access to school because they did not have decent Wi-Fi, or unfortunately losing amazing humans in this state because they did not have access to good quality health care.

I realized that the key was that word—access. I fondly refer to A.B. 213 as the "Nevada Dream Act" because it is an access bill that ensures that all individuals who aspire to higher education have the access to it so they can take their families out of a particular situation and improve it. I myself would not have the privilege and honor of sitting here as an Assembly member nor had the opportunity to go to law school to become a lawyer if it were not for the access given to me. This bill is my thank you to all Nevadans who stepped up during this pandemic, and especially the individuals who have not been seen, who we consistently thank but then do nothing to support and empower them. That is where this bill comes in.

I would like to thank Michael Flores and Brian Sandoval, President of the University of Nevada, Reno (UNR), because whether they knew it or not, in one of our conversations, they were talking about access for our Native students. You will see a section in the bill that talks about that, and I will explain it in a second. That came thanks to President Sandoval and Michael Flores. The section in the bill that talks about access to the Silver State Opportunity Grant and Nevada Promise Scholarship is included thanks to a conversation I had with President Solis from Western Nevada College.

The amendment also talks about removing some of the language when we talk about the Governor Guinn Millennium Scholarships so we may ensure that anyone who graduates from a Nevada college has access to that, and that is thanks to a conversation with President Frederico Zaragoza from the College of Southern Nevada (CSN) and Mariana Kihuen, CSN's director of government affairs.

Lastly, I want to thank the U.S. Department of Defense. Kelli May Douglas reached out to me preemptively to tell me there is an issue with some of our military families, and when she asked me to address that issue, I told her we absolutely could. Again, this bill is about access.

Brian Sandoval, President, University of Nevada, Reno:

I truly appreciate the opportunity to speak about and support Assembly Bill 213. I would also like to make special mention and thank Assemblyman Flores for bringing this bill forward. Adopting some of Assemblyman Flores' comments, the merits of this bill speak to opportunity—how this legislation will provide future Nevada students a better chance to earn a college degree. Extending eligibility for in-state tuition rates for students who really need it is a powerful strategy to move more students onto our campuses. It complements our access, affordability, and completion goals. Ultimately, the end product will mean that we are realizing the human potential of a group of young people we know are needed if our state is to be successful.

There is already a great deal of evidence to show that this bill is the right thing to do. According to the nonpartisan New American Economy Research Fund, studies have shown that Latino noncitizens living in states with in-state tuition policies are anywhere from 31 percent to 54 percent more likely to be enrolled in higher education than their peers in other states. Research also shows that such policies reduce high school dropout rates among certain immigrant students by as much as 14 percent.

I would like to personalize this by sharing some of the data we have compiled on our campus. This data comes from Jahahi Mazariago, who serves as the social services coordinator for our institution, where she supports all students in coordinating campus and community resources. Ms. Mazariago also supports students who are undocumented, students with Deferred Action for Childhood Arrivals (DACA), and students with mixed-status families.

According to the Immigration Policy Institute, in the United States, an estimated 5 percent to 10 percent of undocumented students graduating high school enroll in college every year. Based on national trends, an estimated 1,224 undocumented students in Nevada graduate high school, but only 62 to 124 undocumented students enroll in college. What this means, and the opportunity we have been missing prior to this bill, is that if we could attract all 1,224 undocumented students in Nevada, it would mean so much to our campuses. It would bring new revenue and new opportunities to those students that they did not have before. These are very high-achieving students who have worked from Day One to increase their educational opportunities in Nevada. These are students who persist, succeed, and achieve once they enroll at our university. During the pandemic, for example, all of the students who were part of Ms. Mazariago's caseload on our campus returned and did not drop out, even as they faced financial instability and uncertainty.

This is what A.B. 213 speaks to so well—it is a bill about young people who, when given the chance, can make a profound difference in all industries, businesses, and professions and in the lives of all Nevadans. An important part of this bill addresses allowing students who are members of a Nevada tribe to receive in-state tuition in the event they leave the state and then wish to come back to attend a Nevada college or university. We want these young people from our tribes to know that we are here for them, whether they live in our state or leave and wish to return to seek their higher education.

I personally had the benefit and privilege of meeting with many of our Native American students. They have expressed to me in very real and very human terms what a benefit like this would mean for them and the ultimate trajectory of their lives. I am very appreciative that this bill now contains this important language for students from our tribes.

I sincerely thank you for this opportunity to share my testimony. Assembly Bill 213 is needed legislation that will help open doors to higher education in our state to thousands of young people who deserve this chance. Assembly Bill 213 gives them the chance that they need. With that, I appreciate your time and attention.

Vincent Solis, President, Western Nevada College:

I will segue from some of the comments made by my colleague from UNR, President Sandoval. This bill is about access. The pillars of education, particularly for community colleges, rest on access and the success of students. One of the things we believe in firmly is that we can provide access, but if we do not give students an opportunity to succeed, it does not translate to opportunities for these students in the future. This bill addresses many of the issues the students have and provides that access and those opportunities to be successful in the future.

I liken educators to medical doctors. Medical doctors take the Hippocratic oath to serve all individuals who come to them for health and wellness regardless of where the patients are at or what condition they are in. We have a similar responsibility as educators to serve every single student who comes through our doors the best way we know how, and this bill gives us additional tools to help students who do not have access to some of these items that other students have.

One of the things I find most important about this bill is that access to the Silver State Opportunity Grant and the Nevada Promise Scholarship programs and the things that come with this mean that these students will be able to take full course loads, which translates to more success. This bill helps students who are undocumented, DACA, Native American or Indigenous, and veterans—all the students we serve.

Being a Latino, coming from the border and living this experience, I come to you now as a college president, but there was a time when I was a high school dropout. I was fortunate, when I found my way, that there was a federal Pell Grant that helped me get through college. I support this bill because it will give us the tools to serve these students and give them the same opportunities someone gave me and everyone in this room who has an education and has benefitted from it. I want to thank the Committee and Assemblyman Flores for bringing this important bill for consideration.

Lizbeth Vega Santiago, Private Citizen, Las Vegas, Nevada:

I am currently a senior majoring in deaf studies at Nevada State College and the executive vice president for the Nevada State Student Alliance, but most importantly, I am a Dreamer. I am one of the DACA students who is in college right now. I graduated high school with an

advanced honor diploma, and I knew I wanted to pursue a bachelor's degree, but I did not know how I was going to fund that education.

Looking for scholarships I could apply for due to my status was always a struggle, and I have heard from several other students who are either undocumented, DACA, or have child protective services that finding scholarships is an uphill battle. They spend so much time trying to find ways to fund their education. I have talked to students who are working two or three jobs just to make ends meet, and on top of that, they must worry about their college tuition. I always hear a common saying at my college, "15 credits to graduate," but most of our undocumented students cannot afford to take more than two or three classes per semester, which makes them fall behind in their graduation goals.

I want to reiterate what we have already heard: These students are resilient, they are putting in the work, and one of their biggest burdens is financial aid. These are students who want to become teachers, doctors, nurses, and interpreters. I think we should move toward creating a more equitable ground and continue to support our students.

Assemblyman Flores:

At the end of the day, here are the provisions of this bill: If you are a citizen of a tribe here in the state of Nevada, you qualify for in-state tuition, regardless of whether you have been here for a month or a year, regardless of whether you graduated from a high school in Nevada, and regardless of whether you live within the geographical boundaries of a Nevada tribal land. For members or citizens of a tribe, regardless of where they are in the geography of Nevada, not just if they stand in any specific location, I think it is important to recognize them and give them an opportunity to get the in-state tuition.

Number two is that if you graduate from a high school in the state of Nevada, regardless of anything, you are entitled to in-state tuition, our Millennium Scholarship, Silver State Opportunity Grant, and Nevada Promise Scholarship. To our students, I want to say to them that I see you, and so does this Committee. Please know that there are folk fighting and advocating for you every day.

Lastly, we found that there was a gap with some of our military families. One of the issues was that the *Nevada Revised Statutes* used the word "enrolled" rather than "admitted." Say I am a parent and a member of the military and I have a child who is 16 or 17 years old and about to enroll in an NSHE institution. Because we are using the word "enrolled" right now, there are folk who are admitted but not yet enrolled and when their parent is stationed to another location, there is a gap where we are not capturing some of those students. We want to make sure those students are captured, so we are changing the word "enrolled" to "admitted." The moment a student is admitted, even if the parent in that scenario has to leave the state on orders, that student would still get in-state tuition.

With that, we will open it up for questions.

Chair Bilbray-Axelrod:

Do we have any questions for the Committee? [There were none.] We will move on to testimony in support.

Kent Ervin, Legislative Liaison, Nevada Faculty Alliance:

The Nevada Faculty Alliance is the independent association of faculty at Nevada System of Higher Education (NSHE) colleges and universities. We work to empower faculty to be fully engaged in our mission to help students succeed.

First, I acknowledge that our colleges and universities as well as the seat of state government lie on the traditional lands of Indigenous peoples, and that the original funding of both the state university and State of Nevada included federal land grants from those lands, some of those lands forcibly expropriated.

We support A.B. 213, the policy to waive out-of-state tuition and give scholarship eligibility for Native Americans, DACA students, and veteran families with Nevada connections but without official residency status. It is just the right thing to do.

Regarding the bill, because it can be confusing, I would like to clarify some terms. Student fees and tuition are often used interchangeably, but "tuition" has a more specific meaning in NRS. "Tuition" in NRS is only the extra charge for out-of-state nonresident students. Registration fees are a per-credit charge for both in-state residents and out-of-state nonresident students. Tuition for nonresidents pays for the additional cost for providing higher education services beyond the registration fees. For in-state students, those costs are supported by the state through the funding formula based on resident-weighted student credit hours, which are not awarded for nonresident students taking the same courses. For A.B. 213, our understanding is that the policy intent of the legislation is that courses taken by these students with an out-of-state tuition waiver will be treated by the State the same as courses taken by Nevada residents.

Kelli May Douglas, Southwest Regional Liaison, State Liaison Office, U.S. Department of Defense:

Our mission is to assist states in addressing and improving quality of life issues identified as important to the military community. There are over 5,000 spouses and nearly 10,000 children of active duty service members in the state of Nevada. In addition to deployment, military service members are assigned to new locations on average every two to four years, and often in the summer prior to the time their child or spouse would enroll in an institution to which they had previously been accepted. We appreciate Assemblyman Flores for accepting our amendment request to include the spouses and children of military service members in an effort to increase and improve access to college for all Nevada students, and we ask that the Committee consider its inclusion within and passage of this bill. [Written testimony was also submitted, [Exhibit BB](#)].

**Anthony Ruiz, Senior Advisor for Government Relations and Community Affairs,
Nevada State College:**

We are in full support of this bill along with the proposed conceptual amendment. This bill is pretty simple—it levels the playing field so that all Nevadans have an opportunity to access higher education. I urge your support.

Vanessa Nunez, Private Citizen, North Las Vegas, Nevada:

I am a graduate student at the University of Nevada, Las Vegas (UNLV) whose research focuses on access to resources for undocumented students in the state of Nevada. Currently, we do not have any legislation in place to support and protect undocumented students. Prior to 2019, the NSHE Board of Regents had adopted the practice of granting in-state tuition to undocumented students who graduated from Nevada high schools. Due to a change on the Nevada residency form, some of our undocumented Nevada high school graduates have been charged out-of-state tuition at various NSHE institutions.

Assembly Bill 213 would formalize undocumented student access to in-state tuition rather than having to pay out-of-state tuition, which at some institutions can reach over \$15,000 on top of yearly tuition. Many of our students who have exclusionary experiences will now begin their undergraduate and graduate careers at NSHE institutions, and this bill would formally signal that undocumented and DACA students can attend college in Nevada.

In addition, this bill would allow equitable access to the Silver State Opportunity Grant and Millennium Scholarship, and I want to acknowledge that this is also a result of the undocumented students who are always advocating for equity and access to resources and the NSHE All Access Committee that tirelessly works to create change for undocumented students. In our neighboring state, California's Dream Act is the gold standard for this kind of legislation, and we should aim to achieve this and to include access to state aid and institutional resources for undocumented students.

Erika Castro, Organizing Director, Progressive Leadership Alliance of Nevada:

I want to echo many of the sentiments expressed before me and share how critical it is to move this bill forward. This bill would have been a lifeline for me when I was graduating from high school in 2007. At the time, there was no DACA, and when I tried to enroll at CSN after saving all my money from cleaning and babysitting, I was told I was not able to enroll because I did not have a social security number. Years later, I learned that this was not the case, but it pushed me away from pursuing higher education and finding the resources to pursue my career. Assembly Bill 213 would send a strong message of support to all undocumented youth graduating from Nevada high schools. I urge you to stand with our communities and support this bill.

Jahahi Mazariello, Social Services Coordinator, University of Nevada, Reno:

I want to give my personal experience of how I have been able to support undocumented and DACA students at our campus. This past semester, I helped a parent who was hospitalized for months due to COVID-19 and unable to work. Due to the unexpected medical costs of hospitalization, the family was unable to pay for the student's tuition balance. The parents

shared that they were planning to cancel several doctor's appointments relating to the long-term effects of COVID-19 to save money and pay for their child's remaining tuition balance. As a social worker, I was able to coordinate financial and health care resources to meet the parent, especially given their new chronic health condition. To give a picture of the severity of the situation, during that hour-long conversation with the parent, they struggled to catch their breath because of their health condition. The resiliency of that parent is moving, but no family should risk their physical health to ensure that their child can attend college in Nevada.

As a social worker, I am in support of this legislation, which is needed to ensure that all students in Nevada, regardless of their immigration status, have the opportunity to pursue higher education without risking the health of our community.

Veronica Calles Escobar, Private Citizen, Las Vegas, Nevada:

As someone who is a DACA recipient, it is well-known that finding scholarships has been very hard, and there are few resources for finding aid. As someone who has graduated from CSN and transferred to UNLV, I pay out of pocket for all my classes, and because my parents taught me the value of hard work, I have taken on multiple jobs—sometimes two or three—to not only be able to make my ends meet, but also to put myself through school. That means I am only able to register for one or two classes per semester, because even with in-state tuition, the cost of attending school is higher without any financial aid, so everything has to come from my own hard work.

I plead with you to pass this bill to allow students like me who want to succeed and push further and are willing to sacrifice everything just to pursue their dreams. To be able to make it easier for us so we do not have to work 12- or 13-hour days and then come home to study before we do it all over again. That is our lives, because we are in pursuit of something greater and bigger than us, something we are striving toward.

Alexa Rangel, Private Citizen, Reno, Nevada:

I am a student at UNR and the director of the Department of Legislative Affairs for the Associated Students of the University of Nevada. I am here to support this bill and to ensure that student voices are being heard. This bill will be beneficial for all students who are underrepresented, especially DACA recipients who will be eligible to receive various scholarships if this bill passes. It is not okay that these students are excluded from these large scholarship opportunities that help so many others across the state in their aim to receive higher education.

In order to move toward a more unified and inclusive Nevada, we believe that our students must be able to pursue higher education without being restrained by financial burdens due to their DACA status. The Millennium Scholarship was hugely beneficial to me in paving the way through my college career without having to worry about a large accumulation of debt after graduation. Because of this scholarship, I will be able to graduate this May. I am sure that with the same opportunity open to so many other students who may be DACA recipients, it may also pave the way for their success after graduation and lessen their financial burden.

With around 12,000 DACA recipients in the state, according to *The Nevada Independent*, this will help many of those students obtain a scholarship that will open doors in their future. By removing the requirement of having a FAFSA [Free Application for Federal Student Aid] to be eligible for these scholarships, other students who are left out of the current eligibility requirements are able to receive this aid. For all these reasons and more, I urge you to pass this bill.

Julie Lucero, Director, Latino Research Center, University of Nevada, Reno:

I am in full support of this bill, which addresses barriers to higher education for groups that have traditionally been excluded. Assembly Bill 213 ensures equal opportunity in the pursuit of higher education, but it also demonstrates that Nevada wants to keep talented and gifted students in the state.

The other thing that has not been mentioned is that educational attainment and health outcomes are inextricably linked. As such, I am confident that the return on investment for this bill is going to be extremely great for Nevada socially, economically, and in terms of health outcomes for Nevada residents.

[Additional letters in support were submitted but not discussed and will become part of the record, [Exhibit CC](#).]

Chair Bilbray-Axelrod:

We will now move on to testimony in opposition.

Janine Hansen, Chairman, Independent American Party of Nevada:

The Independent American Party opposes A.B. 213. However, we do not oppose the provisions for Native Americans or veterans' children. Each year, our party holds a state convention where we pass our platform, which is voted on by our members. Our platform states: protect our borders. A nation without borders, as Ronald Reagan said, is no nation at all. Stop the flow of illegal aliens and terrorists across our undefended borders and oppose all tax-funded benefits to illegal aliens. Only citizens may vote. English shall be the official language. Promote a merit-based legal immigration system.

There are many reasons that America is special. One reason is that America has in the past provided opportunities for American citizens that are unparalleled in the world. This is because we have a foundation of individual freedom, but also of individual responsibility. There is no freedom or prosperity without responsibility.

What are those responsibilities? One of the most important is the responsibility to abide by the laws of our state and nation. When individuals ignore our laws and violate them, the rule of law which keeps us free is jeopardized. This bill rewards individuals, of whom they or their parents have violated our laws by coming into our country illegally, by giving them the same kind of special consideration as those who have abided by the law and are legal citizens.

I have 16 grandchildren, 2 of whom are currently old enough to start college. They are citizens, born in Nevada. Their opportunities for scholarships and grants, as well as the opportunity for all legal citizens, will be diminished and diluted by this bill. We should not reward those who do not abide by our laws. Oppose A.B. 213 and focus on our own children who are suffering in this broken economy. Their parents may have lost their jobs or businesses and therefore are more in need of scholarships and grants than at any other recent time. [Written testimony was also submitted, [Exhibit DD](#)].

Lynn Chapman, State Vice President, Nevada Families for Freedom:

We are opposed to this bill, but not for Native Americans or the children of veterans. Most parents are worried about trying to give their children a college education these days. During the 2018-19 school year, the average in-state tuition at a public four-year college was \$10,230, which out-of-state students paid \$26,290, according to the College Board's trend in higher education. This makes it extremely difficult for disadvantaged students and military veterans who struggle to afford a college education as well as families who have recently lost their jobs. Is it right to give financial assistance and scholarships to foreign students when struggling American families are in need of this help? Do the scholarships and grants provided contain any public money? With 44 million or so student borrowers owing a total of over \$1 trillion in student loan debt, how can we justify the funding of aid and scholarships for people who have not followed our laws and are here illegally?

Our colleges and universities only have so many slots available for American students and legal immigrants. Do you propose to exclude them? If you allow people here illegally to receive in-state tuition rates, they are granted benefits not provided to legal residents and citizens of other states around the country. Did you know there are many websites online that offer lots of scholarships and grant money only to people who are here illegally? I know my family would not be eligible or have access to any of that money for their higher education. Oppose this bill.

[Written testimony in opposition to A.B. 213 was submitted but not discussed and will become part of the record, [Exhibit EE](#).]

Chair Bilbray-Axelrod:

Are there any more callers in opposition? [There were none.] I will move on to neutral. Do we have any callers? [There were none.] Assemblyman Flores, do you have any closing remarks?

Assemblyman Flores:

There is nothing more powerful you can do than come before a public forum and let all students know that you see them. I am incredibly appreciative that we did that today. That was very powerful.

Chair Bilbray-Axelrod:

I will close the hearing on A.B. 213. We will move on to public comment. Do we have anyone who wishes to give public comment? [There was no one.] Are there any other comments from members before we adjourn? [There were none.]

This meeting is adjourned [at 4:25 p.m.].

RESPECTFULLY SUBMITTED:

Sarah Baker
Committee Secretary

APPROVED BY:

Assemblywoman Shannon Bilbray-Axelrod, Chair

DATE: _____

EXHIBITS

[Exhibit A](#) is the Agenda.

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

[Exhibit C](#) is the Work Session Document for [Assembly Bill 169](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit D](#) is the Work Session Document for [Assembly Bill 215](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit E](#) is the Work Session Document for [Assembly Bill 247](#), presented by Kristi Robusto, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit F](#) is a proposed amendment for [Assembly Bill 225](#) presented by Assemblywoman Jill Tolles, Assembly District No. 25.

[Exhibit G](#) is written testimony dated March 25, 2021, in support of [Assembly Bill 225](#), presented and submitted by Marie Neisess, President, Clark County Education Association.

[Exhibit H](#) is written testimony dated March 25, 2021, in support of [Assembly Bill 225](#), presented and submitted by Erin Phillips, President, Power2Parent.

[Exhibit I](#) is a letter dated March 25, 2021, in support of [Assembly Bill 225](#), submitted by Karin Hilgersom, President, Truckee Meadows Community College.

[Exhibit J](#) is a letter dated March 24, 2021, in support of [Assembly Bill 225](#), submitted by Bridgett Blaque, Professor, Truckee Meadows Community College.

[Exhibit K](#) is a letter in support of [Assembly Bill 225](#), submitted by Lynda Tache, Private Citizen.

[Exhibit L](#) is a copy of a PowerPoint presentation titled "[Assembly Bill 319](#): Moving Forward Together," presented and submitted by James McCoy, Interim Vice President for Academic Affairs, College of Southern Nevada.

[Exhibit M](#) is written testimony dated March 25, 2021, in support of [Assembly Bill 319](#), submitted by Brenda Pearson, Director of Strategic Initiatives, Clark County Education Association.

[Exhibit N](#) is a letter in support of [Assembly Bill 319](#) submitted by Charlie Melvin, Director, Power2Parent, Las Vegas, Nevada.

[Exhibit O](#) is a proposed amendment for [Assembly Bill 265](#) submitted by Jana Wilcox Lavin, Executive Director, Opportunity 180, Las Vegas, Nevada.

[Exhibit P](#) is a letter dated February 17, 2020, in support of [Assembly Bill 265](#), presented and submitted by Bjorn Berg, Private Citizen, Las Vegas, Nevada.

[Exhibit Q](#) is a collection of letters and written testimony, submitted by various individuals, in support of [Assembly Bill 265](#).

[Exhibit R](#) is written testimony dated March 25, 2021, in opposition of [Assembly Bill 265](#), submitted by Marie Neisess, President, Clark County Education Association.

[Exhibit S](#) is a proposed amendment for [Assembly Bill 262](#) presented by Assemblywoman Natha C. Anderson, Assembly District No. 30.

[Exhibit T](#) is written testimony presented and submitted by Marissa Weaselboy, Private Citizen, Reno, Nevada, in support of [Assembly Bill 262](#).

[Exhibit U](#) is a letter dated March 25, 2021, in support of [Assembly Bill 262](#), submitted by Christine Saunders, Policy Director, Progressive Leadership Alliance of Nevada.

[Exhibit V](#) is a letter dated March 25, 2021, in support of [Assembly Bill 262](#), submitted by Janet Davis, Chairwoman, Pyramid Lake Paiute Tribe, and presented by Will Adler, representing Pyramid Lake Paiute Tribe.

[Exhibit W](#) is written testimony dated March 25, 2021, in support of [Assembly Bill 262](#), presented by Brenda Pearson, Director of Strategic Initiatives, Clark County Education Association; with comments by Carolyn Lara, STEM Robotics Teacher, Clark County School District.

[Exhibit X](#) is written testimony in support of [Assembly Bill 262](#), submitted by Taylor Patterson, Executive Director, Nevada Native Voters Alliance.

[Exhibit Y](#) is a collection of letters and emails submitted by various individuals in support of [Assembly Bill 262](#).

[Exhibit Z](#) is a proposed amendment for [Assembly Bill 213](#), presented and submitted by Assemblyman Edgar Flores, Assembly District No. 28.

[Exhibit AA](#) is a mock-up of a proposed amendment for [Assembly Bill 213](#), presented and submitted by Assemblyman Edgar Flores, Assembly District No. 28.

[Exhibit BB](#) is written testimony dated March 24, 2021, in support of [Assembly Bill 213](#), presented and submitted by Kelli May Douglas, Southwest Regional Liaison, State Liaison Office, Department of Defense.

[Exhibit CC](#) is a collection of letters and written testimony, submitted by various individuals, in support of Assembly Bill 213.

[Exhibit DD](#) is written testimony in opposition to Assembly Bill 213, presented and submitted by Janine Hansen, Chairman, Independent American Party of Nevada.

[Exhibit EE](#) is written testimony in opposition to Assembly Bill 213, submitted by Mike Ravenscroft, Private Citizen, Gardnerville, Nevada.