

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

**Eighty-Second Session  
March 14, 2023**

The Committee on Education was called to order by Chair Shannon Bilbray-Axelrod at 1:33 p.m. on Tuesday, March 14, 2023, in Room 3138 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4401 of the Grant Sawyer State Office Building, 555 East Washington Avenue, Las Vegas, Nevada. 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/82nd2023](http://www.leg.state.nv.us/App/NELIS/REL/82nd2023).

**COMMITTEE MEMBERS PRESENT:**

Assemblywoman Shannon Bilbray-Axelrod, Chair  
Assemblywoman Angie Taylor, Vice Chair  
Assemblywoman Natha C. Anderson  
Assemblyman Reuben D'Silva  
Assemblywoman Alexis Hansen  
Assemblywoman Melissa Hardy  
Assemblyman Gregory Koenig  
Assemblywoman Selena La Rue Hatch  
Assemblyman Richard McArthur  
Assemblywoman Erica Mosca  
Assemblywoman Clara Thomas  
Assemblywoman Selena Torres

**COMMITTEE MEMBERS ABSENT:**

None

**GUEST LEGISLATORS PRESENT:**

Assemblywoman Cecelia González, Assembly District No. 16  
Assemblyman Duy Nguyen, Assembly District No. 8



**STAFF MEMBERS PRESENT:**

Alex Drozdoff, Committee Policy Analyst  
Nick Christie, Committee Manager  
Funmi Sheddy, Committee Secretary  
Gina Hall, Committee Secretary  
Ashley Torres, Committee Assistant

**OTHERS PRESENT:**

Irene Bustamante Adams, Deputy Director and Chief Strategy Officer, Workforce Connections  
Patricia Haddad, Director, Government Relations, Clark County School District  
Trevor Parrish, Manager, Government Affairs, Vegas Chamber  
Nicole Rourke, Director, Government and Public Affairs, City of Henderson  
Glen Leavitt, Director, Government Affairs, Nevada Contractors Association  
Eric Jeng, Acting Executive Director, One APIA Nevada  
Mia Nakamura, Private Citizen, Las Vegas, Nevada  
Aman Tedros, Private Citizen, Las Vegas, Nevada  
Hieu Le, Private Citizen, Las Vegas, Nevada  
Samuel Hwang, Private Citizen, Las Vegas, Nevada  
Hang Wong, Private Citizen, Las Vegas, Nevada  
Lisa Levine, Executive Director, Governor's Office of Workforce Innovation, Department of Employment, Training and Rehabilitation  
Angelica Villarta, Private Citizen, Las Vegas, Nevada  
Renee Davis, Interim Vice Chancellor for Academic and Student Affairs and Community Colleges, Nevada System of Higher Education  
Jesse Cruz, Private Citizen, Las Vegas, Nevada  
Katie Brandon, Intern, Fines and Fees Justice Center  
Miriam Gomez, Private Citizen, Las Vegas, Nevada  
DeRionne Pollard, President, Nevada State College  
Annette Magnus, Executive Director, Battle Born Progress  
Nick Schneider, Government Affairs Analyst, Vegas Chamber  
Kent M. Ervin, Ph.D., State President, Nevada Faculty Alliance  
Cathy Montenegro, Private Citizen, Las Vegas, Nevada  
Ivette Aguirre, Private Citizen, Las Vegas, Nevada  
Constance J. Brooks, Vice President, Office of Government and Community Engagement, University of Nevada, Las Vegas  
Johnny Dominguez, Executive Director, Leaders in Training, Las Vegas, Nevada  
Lilith Baran, Policy Manager, American Civil Liberties Union of Nevada  
Diana Burnabe, Private Citizen, Las Vegas, Nevada  
Flor Diaz, Private Citizen, Las Vegas, Nevada  
Rico Ocampo, Lead Organizer, Make the Road Nevada  
Yvette Machado, President, Associated Students of the College of Southern Nevada  
Jaqueline Veloso, Private Citizen, Las Vegas, Nevada

Kevin Osorio Hernandez, Senator, Nevada State Student Alliance, Nevada State College

Tessa Espinosa, President, Nevada State Student Alliance, Nevada State College

Miguel Torres, Private Citizen, Las Vegas, Nevada

Emmanuel Herrera-Huerta, North Las Vegas Senator, College of Southern Nevada

Lawrence Weekly, Chief of Staff and Chief Diversity Officer, College of Southern Nevada

Matthew O. Kimball, representing International Alliance of Theatrical Stage Employees and Moving Picture Technicians, Artists and Allied Crafts of United States and Canada, Local 720

Dominique Tayko, Treasurer, Associated Students of the College of Southern Nevada

Jasmine Del Torre, Private Citizen, Las Vegas, Nevada

Christian Solomon, Private Citizen, Las Vegas, Nevada

Genoro Grillo, Private Citizen, Las Vegas, Nevada

Imer Cespedes-Alvarado, Private Citizen, Las Vegas, Nevada

Amy Koo, Acting Deputy Director, One APIA Nevada

Elizabeth Velasquez, Private Citizen, Las Vegas, Nevada

Jose Rivera, Environmental Justice Organizer, Make the Road Nevada

Kathia Sotelo Calderon, Youth Justice Organizer, Make the Road Nevada

Erika Marquez, Immigration Justice Organizer, Make the Road Nevada

Hector Fong, Jr., Communications and Digital Strategy Director, Progressive Leadership Alliance of Nevada

Shannon Ellis, Vice President, Student Services, University of Nevada, Reno

Jimmy Zomara, Private Citizen

Jonathan Norman, Statewide Advocacy, Outreach and Policy Director, Nevada Coalition of Legal Service Providers

Amanda Vaskov, Office of the Director of Government Affairs, The Associated Students of the University of Nevada

Peveler Shipley, Private Citizen

Tony Ramirez, Government Affairs Manager, Make the Road Nevada

Mariness Solis-Delfin, Private Citizen, Reno, Nevada

Julianna Garcia, Private Citizen, Reno, Nevada

Osman Muhamed, Private Citizen, Reno, Nevada

Michael Flores, Vice President, Government and Community Engagement, University of Nevada, Reno

Kelli May Douglas, Pacific Southwest Regional Liaison, Defense-State Liaison Office, Department of Defense

Kristina Aubert, School Liaison Program Manager, Nellis Air Force Base and Creech Air Force Base

Summer Stephens, Superintendent and CTE Administrator, Churchill County School District

Luana Ritch, Private Citizen, Reno, Nevada

Mary Pierczynski, representing Nevada Association of School Superintendents

Andrew LePeilbet, Chairman, United Veterans Legislative Council

Cindi Rivera, Associate Executive Director, Futuro Academy

Ricky Gourrier, representing Academic of Nevada  
Kris Schneider, Principal, Mountain View Lutheran School, Las Vegas, Nevada  
Sandra Kinne, Private Citizen, Las Vegas, Nevada  
Amanda Stein, Private Citizen, Las Vegas, Nevada  
Bob DeRuse, Executive Director, ACE High School  
Gil Lopez, Executive Director, Charter School Association of Nevada  
David Blodgett, Executive Director, Nevada Prep Charter School  
Vivian Ruiz, Deputy Director, Healthcare Services, Department of Veterans Services

**Chair Bilbray-Axelrod:**

[Roll was called. Committee rules and protocol were explained.]

Welcome to the audience. We have a packed house here. A group I would like to give a shout out to is the Southern Nevada Black Educators Initiative. Thank you for being here in our Committee. I have heard wonderful things about what you are doing in helping represent that kids get to see teachers who look like them. What a concept. Thank you for doing what you are doing. It is very impressive.

We are going to start the meeting with the work session, then we will hear the bills in the order they are listed on the agenda. Today we will conduct a work session to take action on measures the Committee has heard in previous meetings. It is not customary for the Committee to take testimony or otherwise rehear the bill during a work session. However, I may invite a witness to come forward for clarification or a question during our consideration. We will be hearing three bills on the work session today, Assembly Bill 43, Assembly Bill 69, and Assembly Bill 74. We will not be hearing Assembly Bill 54 on work session at this meeting. We have a little more work to do on that bill, but it will be coming soon.

**Assembly Bill 54: Makes various changes relating to education. (BDR 34-283)**

[Assembly Bill 54 was agendized but not considered.]

I will open the work session for Assembly Bill 43.

**Assembly Bill 43: Revises provisions relating to school emergency operations plans. (BDR 34-238)**

**Alex Drozdoff, Committee Policy Analyst:**

As a reminder, as nonpartisan staff, I cannot advocate for or against any measure.

Assembly Bill 43 was heard in this Committee on February 16, 2023. The bill revises several dates related to school emergency operations plans. Specifically, each development committee for such plans must provide an updated plan to the board of trustees of a school district, or to the governing body of a charter school or private school as applicable, on or before August 1 of each year.

The bill further changes from July 1 to August 15, the date by which these entities must submit the plan to the Division of Emergency Management of the Office of the Military and, for private schools, to local public safety agencies and emergency management organizations.

Finally, the Chief of the Division of Emergency Management must report certain compliance information to the Superintendent of Public Instruction of Nevada's Department of Education on or before November 15, rather than August 15 [[Exhibit C](#)].

There were no amendments proposed for this measure.

**Chair Bilbray-Axelrod:**

Are there any questions on the bill? [There were none.] I will entertain a motion to do pass Assembly Bill 43.

ASSEMBLYWOMAN THOMAS MADE A MOTION TO DO PASS  
ASSEMBLY BILL 43.

ASSEMBLYWOMAN ANDERSON SECONDED THE MOTION.

Is there any discussion on the motion? [There was none.]

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblyman McArthur. The next bill on work session is Assembly Bill 69.

**Assembly Bill 69: Expands the loan repayment program administered by the Nevada Health Service Corps to include certain providers of behavioral health care. (BDR 34-399)**

**Alex Drozdoff, Committee Policy Analyst:**

Assembly Bill 69 was heard on February 16, 2023. The bill expands the Nevada Health Services Corps loan repayment program to certain behavioral health care providers. The bill outlines the eligibility requirements for such health care providers and makes certain expansions to the Nevada Health Services Corps to include certain behavioral health duties. Finally, A.B. 69 makes an appropriation of \$1.5 million to repay loans on behalf of the providers of behavioral health care [[Exhibit D](#)].

There was one amendment proposed for this measure [page 2, [Exhibit D](#)]. The Washoe Regional Behavioral Health Policy Board proposed an amendment to this bill that makes two changes. First, it expands section 4 of the bill to cover a person who is licensed as a school professional pursuant to *Nevada Revised Statutes* (NRS) 391.294 and NRS 391.296. Next, it expands the public school setting in section 8 to include prekindergarten.

**Chair Bilbray-Axelrod:**

Are there any questions on A.B. 69?

**Assemblywoman Anderson:**

I am looking over my notes and I just want to verify that this does include the public charter schools even though that is not mentioned in the language. If I remember correctly, that was asked in the hearing, but I want to double check it.

**Chair Bilbray-Axelrod:**

If memory serves, it does, but I will make sure we ask that question. Just give us a few minutes. Are there any other questions while we are waiting?

**Assemblywoman Hansen:**

Who proposed the amendment?

**Chair Bilbray-Axelrod:**

It came from the Washoe Regional Behavioral Health Policy Board.

**Alex Drozdoff:**

Per the Legal Division, NRS Chapter 391 licensees, which is referred to in the proposed amendment, serve in all public schools, both traditional and charter.

**Chair Bilbray-Axelrod:**

I will entertain a motion to amend and do pass Assembly Bill 69.

ASSEMBLYWOMAN TORRES MADE A MOTION TO AMEND AND DO  
PASS ASSEMBLY BILL 69.

ASSEMBLYWOMAN HARDY SECONDED THE MOTION.

Is there any discussion on the motion? [There was none.]

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblywoman Torres. The last bill on work session is Assembly Bill 74.

**Assembly Bill 74: Revises provisions relating to higher education. (BDR 34-377)**

**Alex Drozdoff, Committee Policy Analyst:**

Assembly Bill 74 was heard in this Committee on February 23, 2023. The bill authorizes the Board of Regents, Nevada System of Higher Education (NSHE), to enter into an agreement with a public or private entity to promote and enhance an educational program at a university and outlines certain provisions for such agreements. The bill further determines that any such agreement is subject to certain policies established by the Board of Regents [[Exhibit E](#)].

There are two proposed amendments for this measure [pages 2 and 3, [Exhibit E](#)]. First, NSHE submitted an amendment that expands the purpose of these agreements to include promotion and enhancement of student life, in addition to educational programs. It also expands this authorization to NSHE institutions and expands the criteria that must be included in such agreements.

Second, Vince Saavedra, Executive Secretary-Treasurer, Southern Nevada Building Trades Unions (SNBTU), submitted an amendment on behalf of the International Union of Operating Engineers, Local Union 12, and the SNBTU. This amendment also expands the criteria that must be incorporated in such agreements to include, but not be limited to, the requirement that for any construction completed, the wages paid will be consistent with those required under *Nevada Revised Statutes* 338.020 through 338.090.

**Chair Bilbray-Axelrod:**

Are there any questions on [A.B. 74](#)? I will entertain a motion to amend and do pass [A.B. 74](#).

ASSEMBLYMAN D'SILVA MADE A MOTION TO AMEND AND DO  
PASS [ASSEMBLY BILL 74](#).

ASSEMBLYWOMAN TORRES SECONDED THE MOTION.

Is there any discussion on the motion? [There was none.]

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblywoman Mosca.

I will close the work session and move on to our bill hearings. Assemblywoman González and Assemblyman Nguyen are here to present [Assembly Bill 207](#). We are having some technical difficulties, so we will recess for a few minutes.

[The meeting was recessed at 1:46 p.m.]

[The meeting was reconvened at 1:52 p.m.]

**Chair Bilbray-Axelrod:**

I will open the hearing for [Assembly Bill 207](#). Please begin when you are ready.

**Assembly Bill 207: Revises provisions governing work-based learning programs.  
(BDR 34-835)**

**Assemblywoman Cecelia González, Assembly District No. 16:**

Today, I am joined by my colleague, Assemblyman Duy Nguyen. We will be presenting Assembly Bill 207, which revises provisions governing work-based learning programs. Work-based learning offers students the opportunity to connect their learning in the classroom with experiences in business and industry. As such, these programs can be incredibly beneficial for students, as they aid them in preparing for both postsecondary education and future careers.

As a *Forbes* publication notes, work-based learning can help students acquire skills to which they may not be exposed in the traditional classroom setting. Plus, it is important for us to ensure the opportunities are available for our students. However, there can be some barriers to work-based learning, one of which involves liability insurance. For example, there are several organizations and employers in Nevada that reportedly do not allow career and technical education students to engage in their programs unless they are over the age of 18, in response to liability concerns. At this point, I will now turn the presentation over to Assemblyman Nguyen,

**Assemblyman Duy Nguyen, Assembly District No. 8:**

The real-world problem this bill is trying to solve is to remove barriers and to increase work-based learning opportunities for students. According to Nevada's Department of Education, the definition of work-based learning is an educational strategy that offers students the opportunity to connect classroom learning to authentic business and industry experiences. Work-based learning in Nevada is described as a continuum of experiences that help prepare students for postsecondary education and careers. The goal of work-based learning is to assist students to be college and career ready through authentic connection to business and industry in a field related to the students' career interests. This can be experienced in a variety of ways, including career aspiration activities, career preparation activities, career training activities, and things like apprenticeship-ready programs that align directly to a registered apprenticeship in a partnership arrangement with a sponsor to ensure direct entry into an apprenticeship. The student may begin the program while still in high school with classes at school and job training off campus.

In Clark County, where Assemblywoman González and I have the opportunity to represent in the Assembly, we have some example data for your information. There are about 320,000 students in the district. Sixty-six percent of the students are enrolled in a career technical education (CTE) program of study, which is approximately 211,000 students. Students who complete a CTE program in Nevada have a 94 percent graduation rate on average. Students enrolled in a CTE program of study learn industry-specific technical skills and professional skills, including communication skills, problem solving, teamwork, professionalism,



attendance, positive attitude, et cetera. Students have an opportunity to learn about hundreds of industry-recognized credentials prior to graduation as well as dual credits. However, there are only 49,356 students enrolled in high-skilled, high-wage, high-demand programs. This is less than 25 percent of the 211,000 students I quoted earlier. That means 75 percent of students enrolled in CTE programs of study do not have access to work-based learning opportunities.

Our goal is to improve the school districts' ability to engage employers in work-based learning opportunities by removing barriers. There are several strategies needed to address challenges. Assembly Bill 207 starts with addressing the liability insurance for employers to engage in that process.

To give you some real-life examples, I would like to bring in our copresenter from Las Vegas, former Assemblywoman and currently the Chief Strategy Officer of Nevada Work Force Connections, Irene Bustamante Adams.

**Irene Bustamante Adams, Deputy Director and Chief Strategy Officer, Workforce Connections:**

My part in this presentation is to give real-world examples of the barriers when it comes to liability insurance. The first example is of our students at Spring Mountain Youth Camp. They expressed an interest in learning about the construction industry. We did find a prominent employer, very community-minded, a company that invests their time and resources here in southern Nevada to raise a hand and offer to host those students and give them that exposure. When they did, the liability insurance came into question as one of those challenges. The company had concerns about adding those individuals under the age of 18 onto their liability policy.

The U.S. Department of Labor allows the Workforce Innovation and Opportunity Act funds to remove this barrier for the employers because we serve this population, which as you know, is located at Spring Mountain Youth Camp. The cohort of students and their experiences were so positive that the employer has since had additional cohorts come through their construction company in order to expose these young adults to this experience.

Another example is of employers who are looking for highly skilled workers. Workforce Connections decided to do a pilot to have a reverse job fair to highlight the skillsets by Clark County School District (CCSD) students called the Student Showcase, which is coming up on March 20, 2023, at 3 p.m. to 5 p.m. We are taking students who are world champions in robotics. These are individuals who have demonstrated critical thinking, problem solving, communication, and teamwork. They are not only local champions, they are state champions, national champions, and international champions. That is how highly skilled these students are from this region. At this showcase, it is a reverse job fair where the

students talk about what they have learned, what they are capable of, and they actually interview the employers. We have more employers than we do students in the pilot right now, but there is such a demand. We have juniors, seniors, and even some sophomores who are participating. The goal is for the employers to offer the students internships, which is a work-based learning experience, or job opportunities for those seniors who are ready to graduate.

We know that half of the students who are going to be graduating from CCSD will not go on to a traditional four-year path. We need options like this work-based learning to remove the barrier of liability for these employers, so the students get the experience before they actually graduate and go into the workforce. That concludes my presentation.

**Assemblyman Nguyen:**

Due to time limitations, I want to make sure we leave time for questions from the Committee.

**Chair Bilbray-Axelrod:**

Are there any questions from the Committee?

**Assemblyman D'Silva:**

Thank you for an excellent presentation. It is my understanding that this is already in place, at least with CCSD. Why do you think it is important to actually get this codified?

**Assemblywoman González:**

A representative from CCSD is here if they would like to come up and answer that question.

**Patricia Haddad, Director, Government Relations, Clark County School District:**

That is correct, we are currently operating under these best practices. Section 1, subsection 3 of the bill in particular looks at how we are continuing to ensure the unknown unknowns that might occur from some sort of accident with a student who is engaging in work-based learning continue to be covered. However, overall, these are best practices and we recognize that codifying this will also provide latitude to other districts as well.

**Assemblyman Koenig:**

I want to verify that this is enabling language that allows districts to do this if they choose, but it does not mandate school districts to do this. I do not want to create an unfunded mandate.

**Assemblywoman González:**

That is correct. This is if a school district and a business want to engage. It does not mandate.

**Assemblywoman Mosca:**

As someone who works with young people who have interned, I know the importance. Does the employer have to get insurance if they do not want to? Also, I know from constituents that when students work in family businesses, especially in the Asian American, Native Hawaiian, and Pacific Islander (AANHPI) community, this sometimes could be helpful. Could you talk about that?

**Assemblyman Nguyen:**

To answer first on the AANHPI front, I know family members in my family own businesses where the children do not necessarily want to follow in the footsteps of their parents, even when the parents are holding a threat over their heads to stay in the family business. It is difficult for the parents to continue the family business. Programs like this are definitely very helpful in terms of ensuring the small businesses in Clark County and across Nevada have the ability to participate in this program. It will keep the doors open and the family does not have to sell the business because they will have the ability to train young folks who want to go into certain businesses that exist.

This is what we are doing for the school district to pay for the policy. It is not going to be on the business owner. It will open doors for many small business owners who already have a lot of costs. They want to take on the responsibility of teaching these young men and women; however, they do not have the insurance coverage. This could help them be in compliance.

**Assemblywoman Thomas:**

I have a question for Ms. Bustamante Adams for clarification. Are you actually representing Workforce Connections or are you representing the school board, as you are now Trustee Bustamante Adams, in reference to section 1, subsection 3.

**Irene Bustamante Adams:**

I am representing Workforce Connections, which is the local workforce development board in southern Nevada. I am not wearing the hat that you mentioned. There is a representative in northern Nevada who could speak on their behalf.

**Assemblywoman Thomas:**

For clarification, Assemblywoman González, do you have a representative for the school board here?

**Assemblyman Nguyen:**

We have a representative from the Clark County School District but no one here actually representing the board.

**Assemblywoman Torres:**

I understand the importance of having internship programs for our students. My question is regarding section 1, subsection 3, which says, ". . . a school district and the governing body of a charter school are immune from civil liability . . ." for failure to have that insurance

coverage. I am wondering what considerations we have had for students who might be injured while in the internship. I feel there should be some type of responsibility for those districts to ensure students have safe environments when they are in the work-based learning programs.

**Patricia Haddad:**

Essentially, what we understand is that there are a multitude of different types of work-based learning opportunities that exist at varying levels of risk. Recognizing that as a school district we engage and obtain insurance coverage individually, specifically looking at what those partnerships might look like and the risks involved, but understanding there are an infinite number of things that could happen or could go wrong. Assuming we have insurance in place and we have done our due diligence to ensure the coverage exists, but something occurs outside of that insurance coverage—again, an unanticipated accident that may occur—it is our understanding this bill affirms the lack of coverage would not be in and of itself a breach of duty, basically demonstrating due diligence. My understanding is this would ensure we, as a school district, are covered if there are unknown unknowns that come about.

**Assemblywoman Torres:**

I appreciate that response. I would like to have some type of confirmation and I would like to see some language in this piece of legislation. Right now, it is permissive language that they "may" purchase and obtain insurance. It is not requiring them. This would actually allow school boards to operate and have work-based learning environments without having insurance coverage and a student gets hurt. I do have concerns about the safety environment. I want to make sure there is some protection for our families and protection for our students in place. I do not know if the current language has the parameters you just addressed. I want to make sure before this bill gets to a work session that language is added.

**Assemblyman Nguyen:**

Thank you for the suggestion. We will make sure we work on that.

**Chair Bilbray-Axelrod:**

There is a proposed amendment [[Exhibit F](#)] striking section 1, subsection 3. Would you like to address that?

**Assemblywoman González:**

We are working with the sponsor of the proposed amendment and the district, so we will have that worked out if and when it will be up for work session.

**Assemblywoman Taylor:**

I am withdrawing my question, as it was about the amendment.

**Assemblywoman Anderson:**

I have some confusion and I just want to make sure I am understanding the bill correctly. Making sure this is open for companies to be able to offer internships for our students is first. The second has to do with the insurance and making sure the insurance is in place, but we are not charging the student. Is that what I am understanding? I am seeing your head shaking yes. I want to verify that this is not going to create a situation where there is an intern who is hurt on the job and then wonder where they go. Do they utilize the school district's insurance or their own insurance? I guess I am looking for the process. Unfortunately, workplace accidents do happen and sometimes our students might be working in an industry or want to learn more from an industry that can sometimes become dangerous. Who do they turn to for that help and who does their family turn to? Who would be liable if something were to happen?

**Chair Bilbray-Axelrod:**

We do have some clarification from the Legal Division of the Legislative Counsel Bureau.

**Alex Drozdoff, Committee Policy Analyst:**

According to the Legal Division, section 1, subsection 3 does not immunize the board of trustees, the governing body, or employers participating in work-based learning programs from liability for any actual injury that occurs to a pupil participating in such a program. Instead, it only immunizes them from a separate claim for failing to obtain insurance, either at all or in a specific amount.

**Assemblywoman Anderson:**

If someone were to be hurt on the job, how would that be handled?

**Assemblyman Nguyen:**

I think our intent on this bill is to ensure the coverage is purchased. I believe the liability piece is still going to be on the employers who supervise. The minute the students are in the workplace, they are under the supervision of these small businesses or employers. I can speak wearing my hat as a small-business owner, we are able to have the coverage. Should an incident happen while the student is at the jobsite, we can file a claim because there is coverage versus when there is not coverage. The intent of this bill is to ensure we look out for our young folks and have that liability insurance in place so they can be open to learning and not worry about anything else, as well as the employers having that risk mitigated by having a policy in place.

**Assemblywoman Anderson:**

I think Assemblywoman Torres just explained it perfectly. Under section 1, subsection 1, line 5, the word "may" becomes permissive. If that could be changed to "must" or "shall," it becomes a much stronger argument, and it is something I think you should consider.

**Assemblywoman Hansen:**

The way I was reading section 1, subsection 1, " . . . has been approved by the State Board to offer . . . ." I was wondering if districts want to do this, we say "may" because they might not do it, but if they do it then it is "shall." We are saying, according to Clark County School District, they do this and this bill would codify it so other districts could do it, but because it is "could," we say "may." If we said "should do it," we would have to say "shall." I am wondering if Legal, at some point in time when they are not buried with bill drafts, could clarify that for us.

**Alex Drozdoff:**

Per Legal, as the bill is currently written, it authorizes but does not require a school district to insure against their potential liabilities from a work-based learning program.

**Chair Bilbray-Axelrod:**

I am sure the bill sponsors will work with our Committee to get that language tightened up. Are there any other questions?

**Assemblywoman La Rue Hatch:**

I realize we have heard from Clark County School District, but I am not sure what is going on in the other school districts. Are the other districts engaging in this process? Do they already have liability insurance? Is this something that is already happening and you are just codifying, or is this hoping to inspire other districts to follow suit?

**Assemblyman Nguyen:**

You are correct. In terms of other districts, we have not really looked into it from a standpoint of the requirement, but in terms of best practice, those things have been done. In my brief conversation with Washoe County School District, they are already doing that as a practice. I am looking into two of our biggest districts and we are looking for it to be easier and codify it so it is no longer just best practice but is something we shall require doing versus folks passing on their knowledge from one to another.

**Chair Bilbray-Axelrod:**

Seeing no further questions from the Committee, I will open testimony in support of A.B. 207. [Committee protocols for bill testimony were explained.]

**Trevor Parrish, Manager, Government Affairs, Vegas Chamber:**

The Vegas Chamber is in support of A.B. 207 as introduced, as work-based learning programs are an essential service to students within our education system. The State has the opportunity to support institutions that provide these services by enabling them to take the necessary steps in order to continue offering these programs. Additionally, work-based learning initiatives are vital to student achievement and success within Nevada's workforce.

**Nicole Rourke, Director, Government and Public Affairs, City of Henderson:**

In my former life, I worked with a number of professional educators who worked with businesses to provide work-based learning experiences for their kids, especially in high school and even in middle school. As our kids start to explore things, they need to have real-world experiences. My son is currently in college trying to figure out his way because he is still not sure of his major halfway through his freshman year. I think these work-based learning experiences help them either rule things out or find their passion. Quality education is a pillar for the City of Henderson, and we believe this is an important part of that education.

**Glen Leavitt, Director, Government Affairs, Nevada Contractors Association:**

We represent over 45 contractors, subcontractors, and affiliated industry professionals, primarily in southern Nevada. The Nevada Contractors Association is in support of A.B. 207 and its further encouragement of work-based learning programs for our amazing industry.

**Eric Jeng, Acting Executive Director, One APIA Nevada:**

One APIA Nevada is here in support of A.B. 207 for Nevada's growing Asian and Pacific Islander Americans population—the community is 392,000 people right now and comprises 12.5 percent of the state's total population; 7.7 percent of those being students in the Clark County School District.

On the other hand, for the small-business data I know Assemblywoman Mosca mentioned, right now there are 36,000 Asian and Pacific Islander-owned small businesses here in the state out of almost 397,000 firms. It is about 12 percent of these small businesses. We believe this proposal will benefit our workforce development for young adults by removing barriers for small businesses and nonprofits to participate in these programs. Removing the cost of purchasing liability insurance for small businesses would increase the number of participants for the work-based learning program. It would be able to provide students with more opportunities and leadership skills. This is a great learning experience, and we are here to support. [Written testimony was also submitted [Exhibit G](#)].

**Mia Nakamura, Private Citizen, Las Vegas, Nevada:**

I am currently a student at the University of Nevada, Las Vegas studying journalism. Often in journalism internships, we were unable to do all duties of the job because of liability concerns for the news stations we worked for. This is critical on-the-job training that Nevada students are unable to gain because of issues with liability insurance and internships. By passing A.B. 207, we would be able to allow more students to intern in high school and allow students to be able to do more on-the-job learning in the future. We urge you to support A.B. 207.

**Aman Tedros, Private Citizen, Las Vegas, Nevada:**

I graduated last year from Spring Valley High School. During my senior year of high school, I was able to work at a local nonprofit in Las Vegas to develop practical work skills because the organization was able to cover the liability insurance needed to work with minor students.

Not every student gets the opportunity to participate in work study or pursue internship opportunities with small businesses in Nevada because many cannot cover the liability insurance or ask students to cover the cost. By passing A.B. 207, we would be able to make internships more accessible to all students. We urge you to support A.B. 207.

**Hieu Le, Private Citizen, Las Vegas, Nevada:**

As a successful, struggling college student, I support the bill.

**Chair Bilbray-Axelrod:**

Thank you all for being there in Las Vegas. It makes a difference when we hear the real-life stories from young people who are affected. Is there anyone else to testify in support in Las Vegas? [There was no one.] Is there anyone waiting on the phone to provide support testimony?

**Samuel Hwang, Private Citizen, Las Vegas, Nevada:**

During the summer of 2022, I had the wonderful opportunity to be a paid intern through the Clark County Summer Business Institute. During that time, I got to learn what it is like to be part of the workplace and how to apply the skills I learned from school in a positive way through my organization's many community initiatives. I am also very thankful for the people who were mentoring my experience, as they taught and reminded me of some very important lessons when it came to respect, composure, and accountability, which I am still using today to have a positive influence on my community.

As a Nevada state officer of Future Business Leaders of America, a national career technical student organization that promotes leadership and career development opportunities, I support career technical education and opportunities that allow students to gain work-based knowledge and apply it to their current studies and future careers. As a student who believes wholly in the process of learning, I support the proposed amendment because work-based learning programs help students develop values, like accountability, hard work, discipline, and time management that will serve them well, no matter what they may choose to do later in life. Any measures that allow students to gain these important life lessons are worthy of consideration. In the interest of developing more well-rounded students who have the skills to become our future leaders, please give the proposed amendment your utmost consideration and support. Thank you for your time.

**Chair Bilbray-Axelrod:**

Are there any other callers waiting to testify in support? [There were none.] We will move on to testimony in opposition to A.B. 207. I am not seeing anyone in Carson City or Las Vegas. Is there anyone waiting on the phone to testify in opposition?



**Hang Wong, Private Citizen, Las Vegas, Nevada:**

My business is located in Chinatown. As a small-business owner, I understand the risks when participating in work-study programs or internship programs in Nevada. Liability insurance is prohibitive for many small businesses in order to have minor staff or interns. Assembly Bill 207 would help this issue and make it easier for businesses to work with students. We urge you to pass A.B. 207.

**Chair Bilbray-Axelrod:**

For clarification, we will add you to those in support of A.B. 207. Is there anyone waiting on the phone to provide opposition testimony? [There was no one.] Is there anyone in the room or in Las Vegas who would like to provide neutral testimony?

**Lisa Levine, Executive Director, Governor's Office of Workforce Innovation,  
Department of Employment, Training and Rehabilitation:**

We are testifying in neutral, but we do recognize this bill would have a positive impact on creating and increasing access to career opportunities for Nevada's youth, which ultimately strengthens Nevada's workforce development system.

**Chair Bilbray-Axelrod:**

Seeing no one else in Carson City or Las Vegas, is there anyone waiting on the phone to provide neutral testimony on A.B. 207?

**Angelica Villarta, Private Citizen, Las Vegas, Nevada:**

I am the parent of three children and a small-business owner. I apologize for the technical difficulties. I was trying to testify in support of A.B. 207. According to our state dropout rate at 19 percent, there was research done that provided some insight as to why students of color are more likely to drop out than their white peers. The majority of teachers in public schools are white, so students of color simply do not see themselves in their teachers. In addition, many families belonging to ethnic minorities are low- to middle-income households, making it difficult for the students to get access to technologies and resources necessary to succeed academically.

Work-based learning gives students an opportunity to find the motivation for key developmental milestones important for that workforce development. Integration and support resources also encourage and support their desire to graduate. In addition, the passing of work-based learning will help our state's economic development, and more students may find and discover they have talent and passion in specific industries that are experiencing a shortage of talent and skills and hopefully leading students to want to pursue higher education or fulfill those gaps in the workforce shortages.

I believe A.B. 207 will help remove a barrier for smaller organizations focused on workforce development or integration, including our nonprofit organizations, so they can actually provide the support and resources our students will need access to in order to further their engagement in higher education, continuing education, and workforce development.

**Chair Bilbray-Axelrod:**

Thank you for your testimony, and we will put that in the support category. Is there anyone else waiting on the phone to testify in neutral? [There was no one.] I will invite the bill sponsors back up to provide final remarks.

**Assemblywoman González:**

In closing, I would like to thank you all for allowing us the opportunity to have a conversation on A.B. 207. We definitely recognize the concerns this Committee and others may have regarding some of the language. We will be working on that.

**Assemblyman Nguyen:**

Ditto.

**Chair Bilbray-Axelrod:**

I will close the hearing on Assembly Bill 207. I will open the hearing for Assembly Bill 212. To present this measure, we have our own Assemblywoman Mosca, and Renee Davis.

**Assembly Bill 212: Establishes provisions governing student transcripts. (BDR 34-523)**

**Assemblywoman Erica Mosca, Assembly District No. 14:**

Today, I will share a summary and purpose of the why behind Assembly Bill 212, then I will pass it over to my colleague, Renee Davis, from the Nevada System of Higher Education (NSHE), who will share the local context. At the end, I will share the bill details. Before we even start, I want to thank the Board of Regents who this past Thursday passed a policy that actually addresses this issue. However, we are still going forward with the bill so in case the Regents ever change, it is in state statutes.

What is the problem we are trying to solve [[Exhibit H](#)]? Historically in NSHE, if students owed over \$100, they could not access their transcripts. If you were a young person and wanted to transfer to another university, college, or school, or if you wanted to get your transcript to get a job, the fee disallows NSHE from allowing you to access that transcript. For the past 15 years of doing work in the community, we have actually seen many times in which young people are not able to transfer because of this transcript. We, as a nonprofit organization, had paid for it. This bill comes from my personal experience.

The solution to this problem is to allow a mechanism for young people to access their transcript but still pay the fee. We understand if we do not have a policy, it could cause fees to be higher for other students. We do not want that unintended consequence. A good question could be, if NSHE does not make them pay the fee, how will they ever get the payments back? Truckee Meadows Community College (TMCC) had a great example and submitted a letter to the Committee [[Exhibit I](#)]. Truckee Meadows Community College does give students the transcripts, but they require the student to sign up for a payment plan without having to make the first payment. The TMCC letter explains this example.

The awesome part about it is that nationally, this is a trend for higher education. The Secretary of the U.S. Department of Education recently released that this is part of his main goals [[Exhibit J](#)]. There are eight states that already have this policy. There are hundreds of institutions that have already figured out how to give the transcripts but make sure the fees can also be captured.

Finally, I want to share that this legislation comes from a practitioner lens. We had many stakeholder meetings, including almost every NSHE institution, NSHE, students, parents, and stakeholder groups. Originally, it was just my bill as a legislator, but in having conversations, I wanted to partner with NSHE to make sure it could be successful. We are all excited that this term of Regents did pass it, but we have it for you today to make sure it is codified into our state law.

At this time, I will transition to Renee Davis. After her testimony, I will go through the bill.

**Renee Davis, Interim Vice Chancellor for Academic and Student Affairs and Community Colleges, Nevada System of Higher Education:**

Thank you, Assemblywoman Mosca, for inviting NSHE to help introduce this bill, and thank you, Chair Bilbray-Axelrod, for the time on the Committee's agenda to discuss this important topic. I began my career in higher education in student affairs, so this is a topic I am passionate about.

As Assemblywoman Mosca mentioned, the topic of transcript access has been receiving attention at the national level over the past year or so. The timing of discussions across NSHE was influenced by this national conversation by the release, in April 2022, of a joint statement from the National Association of College and University Business Officers and the American Association of Collegiate Registrars and Admissions Officers, two of our professional organizations. By the fall of 2022, NSHE had undertaken this conversation in earnest, and we began planning for a joint meeting between our campus, student affairs, and business officers.

Ultimately, the joint business officers and student affairs meeting occurred in early February 2023. In the lead-up to that meeting, we learned about Assemblywoman Mosca's bill draft request, and this knowledge helped advance the internal conversations. These conversations have not been easy, as we had to figure out a way to balance the needs of students to have access to their transcripts with the needs of institutions to collect the fees owed so the cost would not be passed on to other students.

During that February meeting, a compromise was reached whereby students with delinquent account balances would be given access to their transcripts after signing up for a payment plan. This would allow students to move forward with their desired educational or employment goals while giving institutions the opportunity to counsel students on their payment obligations and the consequences of not meeting them. I am happy to report that last week this policy revision was approved by the Board of Regents.

I am sure the Committee members are wondering how many students are impacted by the change in board policy and by A.B. 212. According to data collected in cooperation with our institutions over the past week or two, there are approximately 26,000 current and former students who have a transcript hold. As of that date of collection, the median debt owed by students with a transcript hold ranges from \$426 at TMCC to \$1,152 at the University of Nevada, Las Vegas. It is also important to note that students from historically minoritized backgrounds make up the majority of students impacted by transcript holds. These and other data points are available as an exhibit on the Nevada Electronic Legislative Information System [[Exhibit K](#)].

**Assemblywoman Mosca:**

I will now go over the bill, and then I will be ready for questions. Section 1, subsection 1, paragraph (a) establishes that a current or former student can access their unofficial transcript at any time. Section 1, subsection 1, paragraph (b) establishes that a current or former student can access their official transcript at any time. Section 1, subsection 1, paragraph (c) establishes that NSHE cannot charge a higher fee to a current or former student who owes a debt than is charged to a student who does not owe a debt. Section 1, subsection 2 is the definition of these items.

I could have drafted a bill that made our body have a policy, but I thought it would be better for young people and students if we worked directly with NSHE on something that could work and not have unintended consequences. With that, I would love to answer questions.

**Chair Bilbray-Axelrod:**

Are there any questions from the Committee?

**Assemblywoman Hardy:**

I had a nice conversation with Assemblywoman Mosca prior to the hearing. This is definitely something that students face and prohibits them from going to another school or moving on and trying to do other things when they cannot get their transcripts. I am pleased to hear that the Board of Regents has adopted this. In our conversation, we talked about payment plans because we want students to be responsible and learn the importance of paying their debts. Did the Board of Regents know what they would do in Nevada as far as some of those plans? Are they currently able to do that?

**Assemblywoman Mosca:**

That is one thing we did not add to the bill specifically because of the seven different institutions. We wanted them to establish a way that worked for their school. I will defer to my colleague.

**Renee Davis:**

In terms of the specifics of the payment plans, that is not part of Board policy. There is broad authority for the institutions to establish those. We think that is very important because each student is going to have a unique circumstance and a different amount due. Larger amounts might require a longer period of payments, so we wanted to leave it broad.

As Assemblywoman Mosca pointed out with the TMCC example [[Exhibit I](#)], our institutions already have this tool in place; it was just not required to be used for transcript access.

**Assemblywoman Hansen:**

I am impressed with the legislation you have been working on. It has been a long time since I was in college, so I want to clarify a few things in section 1, subsection 2, paragraph (a) when we start to define the debt. Let me clarify this first. I am going to complicate things for our thought processes. Kids pay tuition to go to college and then we are holding their transcripts hostage. It is kind of their property. I am wondering who owns the transcript. In my mind, the student owns the transcript. If I recall, when students go each semester and sign up for their classes, they cannot move forward until things are paid. Is this occurring in the last semester when they are trying to move on and leaving the school? Is it just the last segment? Do I understand that correctly? The debt does not just cascade semester after semester.

**Assemblywoman Mosca:**

I will let my colleague answer that question. I will add that what we really care about, at least on the practitioner side, is even if students are not at the end of their experience, when they want to move to another school in another state or even transfer within NSHE, they cannot if they owe \$150 because they cannot access their transcript. We were thinking about those instances. If a student got everything done at the end and wanted to become a teacher—I asked Nevada's Department of Education about this, and they do not track it, but we know it happens—and the student owed \$500, that student could not get licensed because he or she does not have an official transcript. That disallows the student to become a teacher. We are also trying to help those types of instances.

**Renee Davis:**

You are correct that students who enroll in a semester cannot continue if they have not paid their fees or their financial aid has not paid their fees. Sometimes things happen after the beginning of the semester to create a balance due. A student might add a class after they are already fully enrolled, or they might actually withdraw and not be entitled to all their financial aid so there might be a debt owed to the federal government. There are various circumstances that might impact students through a semester. It could be they had seven or eight wonderful semesters but have circumstances at the end. It could happen at any point in their educational career. Does that answer your question?

**Assemblywoman Hansen:**

It did. I love the idea that the student has to be responsible. I understand things happen and it gets hard, so I love there is this accountability. After all, they are going to start being in the real world where they have to pay their bills. That absolutely has to be attached. I love the payment program; get them enrolled, let them have the transcript, and they are committed to the payment plan.

I may or may not have known a student who had parking tickets causing a problem. However, I had a way of having him be accountable to me.

**Chair Bilbray-Axelrod:**

Seeing no other questions from the Committee, we will move into testimony. I know we have a lot of people who want to testify in support of this bill. As I have said, we love when young people come in to support or oppose a bill. If someone has already said what you want to say, feel free to say ditto. We do have one more bill to hear, but we do want to hear from you. Those who would like to testify in support, please come forward.

**Jesse Cruz, Private Citizen, Las Vegas, Nevada:**

I am a community advocate and current student at the College of Southern Nevada (CSN). I have arrived from Las Vegas to testify in support of Assembly Bill 212. As a first-generation, low-income college student, navigating the higher education system has been nothing short of exhausting, especially as someone who relies solely on scholarship funds and grant awards to pay for my education.

For me and countless others, having any sort of late or past-due fee show up on my account and being unable to access my transcripts for scholarships, grants, or programs, fills me with dread, as there is typically very little we, as students, can do should a disruption to NSHE occur. Couple this with the long system updates that, in my case, CSN takes, and other students like myself have missed scholarship deadlines, grant reports, and potentially job opportunities, all because it takes, on average, two to three weeks to update our student accounts and portals.

It is time we renew the way in which we view postsecondary education from a system that penalizes students historically entering these spaces at every disadvantage to one where students are afforded the grace to live and learn. This bill would do just that for generations in the state of Nevada. My sincere hope is that stories like mine and my fellow peers do not fall on deaf ears and that the members of this Committee vote in favor of A.B. 212.

**Katie Brandon, Intern, Fines and Fees Justice Center:**

I am an intern at the Fines and Fees Justice Center, working to bring a public health perspective to fines and fees. I am also a current graduate student at the University of Nevada, Reno (UNR), so I would like to personally thank Assemblywoman Mosca for bringing this bill forward.

At the Fines and Fees Justice Center, we focus on fines and fees in the criminal legal system but recognize that there are concerning consequences for not paying fees in many sectors of government. You have heard many of the reasons why access to transcripts is important, and all of them enable Nevadans to pursue career opportunities to become financially stable. Unfortunately, financial stability is not usually experienced by current college or graduate students. Twenty-eight percent of UNR students experience food insecurity, and nationwide about 20 percent of college students experience housing instability. Balancing these challenges with paying tuition and fees, which amounts to thousands of dollars each semester, is incredibly challenging.

This bill will help students continue to further their careers by enabling them to access their transcripts in a timely manner, even as they experience the financial instability that is an unfortunate part of the college experience. We are in support.

**Miriam Gomez, Private Citizen, Las Vegas, Nevada:**

I am a current student at Nevada State College, and I come from Las Vegas in support of A.B. 212. I would like to ditto what everyone else has said. However, as a first-generation college student, I have always had to navigate the higher education system alone. Throughout my college experience, whether it be for scholarship opportunities or internship, I have had to advocate for myself. One of the barriers I have frequently encountered was access to my transcripts for those opportunities I just mentioned. Basic access to our transcripts is essential, regardless of how much we owe to our institutions. Thank you for your time.

**DeRionne Pollard, President, Nevada State College:**

I am so honored to be here today. I would like to offer a few comments in support of this particular piece of legislation and two factors: one on product and one on process. This bill recognizes that the greatest barrier to higher education is not potential or promise, but poverty. As a result of that, the idea of recognizing that this particular issue of access to transcripts is one that is particularly important for students in terms of continuing their education, but also moving into the workforce. I think this legislation also recognizes the intersection, as someone mentioned earlier, of grace and accountability, so I am a great supporter of it.

Secondly, I would be remiss if I did not also congratulate Assemblywoman Mosca and how she managed this piece of legislation. She may be a freshman legislator, but she is not a neophyte in policy development. I want to say that because she thoughtfully gathered input, she modified this language based on feedback she received, and was very clear about what she wanted to accomplish. She crafted language that is responsive to the needs of students and also to that of higher education organizations.

It is a pleasure for me to offer those words of support and I look forward to the passage of this legislation.

**Annette Magnus, Executive Director, Battle Born Progress:**

We fully support A.B. 212 and thank the sponsors for bringing this important legislation forward. No financial hardship or low-level fine should prohibit any student from pursuing an education or having access to their educational records. We have seen these fines and fees prohibit so many of our students across Nevada.

As someone who went to the University of Nevada, Las Vegas (UNLV), I saw this issue firsthand. This bill will remove the barrier to access our higher education system. We urge the Committee to support this critical legislation. Better access to higher education is the actual Nevada way.

**Nick Schneider, Government Affairs Analyst, Vegas Chamber:**

We are in support of A.B. 212. Recent NSHE policy precluded students and former students from accessing their transcripts should they have delinquent accounts with a sum of over \$100, which creates a barrier for our students and graduates alike from accessing competitive jobs and internships that could aid in paying that delinquent bill upon hiring.

The Vegas Chamber believes that by removing this barrier, as A.B. 212 aims to do, we provide a more level playing field to provide opportunities for economically disadvantaged students to better compete in the job market, which in turn would provide higher salaries to pay off those delinquent bills. We urge you to support A.B. 212.

**Kent M. Ervin, Ph.D., State President, Nevada Faculty Alliance:**

The Nevada Faculty Alliance is the independent association of professional employees at the Nevada System of Higher Education. We work to empower our members to be fully engaged in our mission to help students succeed. We are in full support of A.B. 212 and thank Assemblywoman Mosca for bringing the bill. The students are more eloquent than I am, so listen to them.

**Cathy Montenegro, Private Citizen, Las Vegas, Nevada:**

I am a kindergarten teacher in Las Vegas. I get to teach in my community and oftentimes I am the first person families go to to help them navigate education. Sometimes they come to me for kindergarten problems, and sometimes they ask me about college issues that their older children are having.

When I went to college, I was on a scholarship and had grants. I was really in over my head. My father passed away when I was 15, and I was helping pay the bills. When you are paying the bills and also have to put gas in your car, make the car payment so you can get to work, pay for the books, fees, and all of that, it is a hard time. When you get to the end of your education, there are a lot of fees that are last-minute. You have to take tests before you can do your student teaching. There is a laundry list of things.

What it boils down to is, we do not feel like we belong. I was doing great academically, but there were so many things I did not account for that I started questioning whether I belonged there or should I be there. It would help to take just one thing off of our plate. I had friends say they had to work and then would go back to school. They never did. I was able to keep going. Now, I am able to work in my community and help parents and tell them to tell their children to keep going. I appreciate a bill like this that makes us feel like we belong.

**Chair Bilbray-Axelrod:**

I will take the next three in Carson City, then we will move to Las Vegas. There are a lot of people there wanting to testify. I will remind everyone, we have yet to hear from those in Las Vegas or those on the phone. We love hearing your stories, but we have another bill to hear.



**Ivette Aguirre, Private Citizen, Las Vegas, Nevada:**

I am a sophomore at UNLV. I would like to testify regarding A.B. 212, mainly because I feel this is a very productive way of being able to teach our students transferable skills. When you go to college, like many other testifiers have said, you have to pay bills, you have to learn how to live your life, and learn how to be an adult. I feel like being able to sign up for these payment plans is the perfect way to teach our students how to do that and do it responsibly and effectively rather than basically cutting them off from being able to pursue a career or pursue an education elsewhere because of a fine. To be able to give them a stepping stone to learn how to navigate and handle their finances while empowering them to continue their journeys in the workforce in Nevada is very important.

**Constance J. Brooks, Vice President, Office of Government and Community Engagement, University of Nevada, Las Vegas:**

I am happy to follow one of our illustrious students and her eloquent testimony. I want to say thank you to Assemblywoman Mosca for this important legislation. At UNLV, over half of our undergraduate students are first-generation students, many of whom come from low-income or low socioeconomic backgrounds and struggle with college affordability. The fact that we have an access mission as an urban institution, we are quite proud of the fact that more than half of our undergraduate students are first-generation students.

We say thank you for this legislation. We also appreciate the Board of Regents stepping up to codify with an NSHE policy so we would be able to provide this opportunity to our students.

**Johnny Dominguez, Executive Director, Leaders in Training, Las Vegas, Nevada:**

As a college advocate, college access, college completion advocate, I have worked for the last ten years in admissions advising college completion counseling. It has been a mission that we keep our most intelligent and wonderful students here in the state. I am completely in support of A.B. 212. We want to make sure we keep our students here. I cannot tell you how often I have had to work with students who have a loan or outstanding balance at their institution which would average \$600 to \$800. They could not transfer simply because they owed that amount of money, so they fall victim to a lot of these privatized, for-profit institutions that essentially offer them loans as an alternative. Thus, they continue the cycle of overall debt. I am supportive of solidifying this process to make sure our students stay here. We want to promote accountability, but we also do not want to make it detrimental to have an education in this state.

**Lilith Baran, Policy Manager, American Civil Liberties Union of Nevada:**

We would like to thank the sponsor for the brilliant way she carried this bill and worked with everyone. Ditto.

**Chair Bilbray-Axelrod:**

We are going to move to Las Vegas. For those of you in Las Vegas, please stand if you are in support of this bill, that would speak volumes.

**Diana Burnabe, Private Citizen, Las Vegas, Nevada:**

I am a high school junior in the Clark County School District and a Youth Power Project member with Make the Road Nevada. While many of my peers are on spring break, I am here today to show my support for Assembly Bill 212. Currently, Nevada college students face a huge obstacle in accessing both their official and unofficial school transcripts if they have unpaid fees, creating a significant financial impediment for those who may already be struggling to make ends meet. This impediment further restricts their ability to seek employment or transfer to other academic institutions, thereby hindering their academic and professional progress.

As an aspiring college student, I believe it is crucial for me to speak up on this matter that not only affects current Nevada college students, but also those who, like myself, hope to pursue higher education in the future. Assembly Bill 212 would mandate the NSHE Regents adopt a policy enabling students to access their transcripts regardless of any outstanding fees, which is why I support this bill. By passing A.B. 212, we can ensure that financial burdens do not become obstacles for students in their academic pursuits.

As a student and a young person invested in the future of education and student success, I urge the Assembly Committee on Education to pass A.B. 212. By taking this important step, we create a more equitable and accessible education system for all Nevada students.

**Chair Bilbray-Axelrod:**

I am going to take the next two folks sitting next to you. If you are in the room in Las Vegas and want to speak in support of this bill, I am going to ask, for time's sake, if you could come to the microphone, tell us your name and that you support the bill. We will make sure we get that on the record. We do have another bill to hear as well, and we have State of the Judiciary tonight.

**Flor Diaz, Private Citizen, Las Vegas, Nevada:**

I am a member of the Youth Power Project at Make the Road Nevada and a high school student in the Clark County School District. Today, I am urging the Assembly Committee on Education to pass A.B. 212, which would enable college students in Nevada to access their academic transcripts despite any outstanding fees they may have.

Currently, students are restricted from accessing their transcripts if they owe \$100 or more in fees, which can be a significant barrier to their academic and career opportunities. This issue disproportionately affects low-income students who are already facing financial difficulties. I strongly believe that passing A.B. 212 will not only benefit students but also the economy of the state. By giving students equal access in academic opportunities regardless of their financial circumstances, we are enabling them to improve their futures and contribute more efficiently to the economy of Nevada.

As a student, I understand the value of education and how it can be transformative in one's life. I urge you to support A.B. 212 and prioritize the future of Nevada students and the economy of our state. If you truly care and prioritize the future of our students because this is the future of our state and the country, you need to pass A.B. 212.

**Chair Bilbray-Axelrod:**

We will hear one more testimony from Las Vegas and then we are going to go with names in support only. If you do have written testimony, we do encourage you to submit it and we will get it up on the Nevada Electronic Legislative Information System.

**Rico Ocampo, Lead Organizer, Make the Road Nevada:**

We are in support of A.B. 212. With nine years of experience in the nonprofit sector, including three years working at a homeless youth center as an outreach coordinator, I can attest that these transcript fees pose a significant barrier for students experiencing homelessness. Transcript holds add unnecessary obstacles to young people who are already struggling to make ends meet. Without access to official transcripts, these students are unable to transfer between institutions or apply for jobs that require academic transcript submissions. This further exacerbates their financial instability and limits their opportunities for upward mobility.

Young people do not just want to survive, they want to thrive. They are determined to build a better future for themselves and their communities. However, systemic barriers like transcript holds only serve to stifle their potential and limit their opportunities for success. We need to do right by young people and pass A.B. 212.

**Yvette Machado, President, Associated Students of the College of Southern Nevada:**

While I have heartfelt testimony, I will just say I am in support of A.B. 212.

**Jaqueline Veloso, Private Citizen, Las Vegas, Nevada:**

I am here in support of A.B. 212.

**Kevin Osorio Hernandez, Senator, Nevada State Student Alliance, Nevada State College:**

I am in support of A.B. 212.

**Tessa Espinosa, President, Nevada State Student Alliance, Nevada State College:**

I am in support of A.B. 212.

**Miguel Torres, Private Citizen, Las Vegas, Nevada:**

I am a current UNLV student in mechanical engineering. I am in support of A.B. 212.

**Hieu Le, Private Citizen, Las Vegas, Nevada:**

As the K-pop group NewJeans said once, Ditto.

**Emmanuel Herrera-Huerta, North Las Vegas Senator, College of Southern Nevada:**

I am in support of A.B. 212.

**Lawrence Weekly, Chief of Staff and Chief Diversity Officer, College of Southern Nevada:**

I do want to remind the Committee, all of the students who are speaking from the College of Southern Nevada are so honored to be here today. We are in support of A.B. 212, and we are so proud of our Assemblywoman Mosca.

**Matthew O. Kimball, representing International Alliance of Theatrical Stage Employees and Moving Picture Technicians, Artists and Allied Crafts of United States and Canada, Local 720:**

I am a UNLV graduate. I am in support of A.B. 212 and urge its passage.

**Dominique Tayko, Treasurer, Associated Students of the College of Southern Nevada:**

I am in full support of A.B. 212.

**Jasmine Del Torre, Private Citizen, Las Vegas, Nevada:**

I attend the College of Southern Nevada. I am in support of A.B. 212.

**Christian Solomon, Private Citizen, Las Vegas, Nevada:**

I am speaking in support of A.B. 212.

**Genoro Grillo, Private Citizen, Las Vegas, Nevada:**

I am currently a UNLV student. I am here to support this bill.

**Imer Cespedes-Alvarado, Private Citizen, Las Vegas, Nevada:**

I am here in support of A.B. 212.

**Amy Koo, Acting Deputy Director, One APIA Nevada:**

We are here in full support of A.B. 212.

**Elizabeth Velasquez, Private Citizen, Las Vegas, Nevada:**

I am here in full support of A.B. 212.

**Jose Rivera, Environmental Justice Organizer, Make the Road Nevada:**

I am an Eldorado High School alum, and I support A.B. 212.

**Kathia Sotelo Calderon, Youth Justice Organizer, Make the Road Nevada:**

I am here in support of A.B. 212.

**Erika Marquez, Immigration Justice Organizer, Make the Road Nevada:**

I am representing all the undocumented parents and children who are in fear of this bill not passing. I am for A.B. 212.

**Chair Bilbray-Axelrod:**

Is there anyone else in Las Vegas who has not testified in support? [There was no one.] We have a few people on the phone. I hope you understand we have to limit the testimony. Please say your name and that you are in support.

**Hector Fong, Jr., Communications and Digital Strategy Director, Progressive Leadership Alliance of Nevada:**

I am a CSN alum and a graduating senior at UNLV. I am here to testify in support of A.B. 212 on behalf of the Progressive Leadership Alliance of Nevada.

**Angelica Villarta, Private Citizen, Las Vegas, Nevada:**

I am in support of A.B. 212. I am a parent of three children, with one in college, and a small-business owner.

**Shannon Ellis, Vice President, Student Services, University of Nevada, Reno:**

We are in support of A.B. 212, as it is in the best interest of current and future Nevada students.

**Jimmy Zomara, Private Citizen:**

I am in support of A.B. 212. As a nontraditional student who has personally been affected by some of these fees, I am in full support.

**Chair Bilbray-Axelrod:**

We have no other callers waiting on the phone, but we do have more testifiers in Carson City in support.

**Jonathan Norman, Statewide Advocacy, Outreach and Policy Director, Nevada Coalition of Legal Service Providers:**

We are in support.

**Amanda Vaskov, Office of the Director of Government Affairs, The Associated Students of the University of Nevada:**

Ditto to everyone.

**Peverel Shipley, Private Citizen:**

I am a student at the University of Nevada, and I am in support of this bill.

**Tony Ramirez, Government Affairs Manager, Make the Road Nevada:**

I echo all of the testimony from Make the Road Nevada down south.

**Mariness Solis-Delfin, Private Citizen, Reno, Nevada:**

Ditto.

**Julianna Garcia, Private Citizen, Reno, Nevada:**

Ditto.

**Osman Muhamed, Private Citizen, Reno, Nevada:**

I ditto everything said today.

**Michael Flores, Vice President, Government and Community Engagement, University of Nevada, Reno:**

Ditto in support. I have known this young man since he was in elementary school. To see him testifying on this bill is amazing. It is only because Assemblywoman Mosca has brought the eastside to the Legislative Building. I could not be more proud to be part of this bill. She has been working on this with us since she was an executive director there. This is a big passion of hers and ours. We are in full support.

**Chair Bilbray-Axelrod:**

I am going to close support testimony because I do not think there is anyone else in the building who has not testified. [Letters in support were also submitted [Exhibit L](#), [Exhibit M](#), [Exhibit N](#), [Exhibit O](#), and [Exhibit P](#).] We still have opposition and neutral testimony. Is there anyone who would like to testify in opposition in Carson City, Las Vegas, or on the phone? [There was no one.] Is there anyone in Carson City, Las Vegas, or on the phone who would like to provide neutral testimony? [There was no one.] I will invite the sponsor back up for any brief closing remarks.

**Assemblywoman Mosca:**

I want to thank you for giving us the time. I did not make the call for action for everyone. People came on their own. We want to thank all the young people who took time to advocate to their government.

**Chair Bilbray-Axelrod:**

We do very much appreciate democracy in action. I will close the hearing on [A.B. 212](#). Assemblywoman Mosca will present the next bill. She is joined with copresenters who are on Zoom. I will open the hearing on [Assembly Bill 185](#).

**[Assembly Bill 185](#): Revises provisions governing the education of pupils who are children of military personnel. (BDR 34-524)**

**Assemblywoman Erica Mosca, Assembly District No. 14:**

Today, I will share a summary of the purpose of the why behind [Assembly Bill 185](#) when it comes to advanced enrollment. I will pass it over to my colleague on Zoom, Kelli May Douglas, the Department of Defense liaison, who will share national context. I will then pass it to my colleague, Kristina Aubert, who is the military school liaison for Nellis Air Force Base and Creech Air Force Base. We will finally hear from the Superintendent of Churchill County, Dr. Summer Stephens, who will talk about how she already does advanced enrollments for young people at the Naval Air Station Fallon. I will then end with reviewing the bill.

The problem we are trying to solve with Assembly Bill 185 is, currently Nevada is one of the only states that does not allow advanced enrollment [[Exhibit Q](#)]. What does that mean? When a family gets a permanent change of station (PCS) notice, they must, by law, move wherever it says. I am a proud active-duty military spouse. My husband has been stationed in Texas, Alaska, Nevada, Japan, and back to Nevada, while also deploying to Afghanistan and Qatar, all before his thirty-fifth birthday. We do not have children, but the large majority of the 1 percent of our active-duty military families in our country do. This is the number one finding of issues when it comes to their service. We know we can only be here today because of them.

To solve this problem, we could simply adopt advanced enrollment policies like almost all the other states, which would help about 5,000 families who PCS to Nevada. It would allow them to enroll in any school in the state using the installation or base address. We are going to hear some examples from my copresenters today.

Finally, I will say for the record that Clark County School District has done a great job in helping young people who go to magnet or career technology schools to make sure they continue those while the dependents move. This bill will allow all schools—all comprehensive high schools as well as the State Public Charter School Authority, whom you will hear from today.

This bill also allows for making reasonable efforts when young people leave our state. If you were a high school senior, which we will hear examples, and you have to leave in March, we want to make sure we can make reasonable efforts—we do not have to, but we can try—to make sure young people can finish if they are able to.

I will have my copresenters share the national contacts, the local contacts, an example, and then I will go over the bill.

**Kelli May Douglas, Pacific Southwest Regional Liaison, Defense-State Liaison Office,  
Department of Defense:**

I operate under the direction of the Under Secretary of Defense for Personnel and Readiness. My office works with state policymakers across the country to address critical issues affecting the quality of life for military families by harmonizing state and federal law and regulation on policy problems of state and national significance.

Approximately 185,000 U.S. military children move between schools annually. Military service members are routinely assigned to new duty stations due to mission and training requirements. Service members typically receive their military orders detailing their upcoming assignment 30 days to 6 months prior to their move, and oftentimes in the summer or late summer. This allows our military families throughout the state to enroll their children in school, register for classes, and apply for specialized programs at the same time as their peers prior to physically arriving to their location. This helps facilitate their uninterrupted educational progress, smooth integration into their new communities, and relieve unneeded stress during their transition between locations.

As Assemblywoman Mosca mentioned, there are approximately 5,000 active-duty military school-aged children attending school in Nevada. Approving this measure would ensure these families transferring to Nevada on military orders are provided with equitable educational opportunities. Thirty-eight states have already enacted this policy. Since the first state implemented this policy in 2017, which was California followed by Arizona, we have found that there are added benefits to schools and districts by reducing the discrepancy between projected and actual student enrollment numbers for military students for staffing purposes. Codifying this process in statute across the state also ensures schools can plan ahead of time to accommodate military children with specialized educational needs, such as those who are on an individualized education plan (IEP) or 504 plans [Section 504 of the Rehabilitation Act of 1973].

Thank you for allowing me the opportunity to provide comments in support of this extremely beneficial policy. At this point, I would like to yield my time to Kristina Aubert.

[Written testimony was also submitted [Exhibit R](#).]

**Kristina Aubert, School Liaison Program Manager, Nellis Air Force Base and Creech Air Force Base:**

As a school liaison program manager, I serve as the installation subject matter expert to families, installation leadership, and commanders who assist with all local prekindergarten through Grade 12 issues, and the challenges facing military children.

One of the services I provide to all active-duty families is PCS transition support. The top educational concern families have identified is the need for advanced enrollment. Clark County School District (CCSD) makes every effort to accommodate students in magnet programs, but the most encountered issue for families are multiple moves within CCSD's zoned schools. In compliance with state and local policies, CCSD requires parents to show proof of residency before a student can enroll in a particular school. Depending on the family situation, this may trigger additional school transitions when a family moves into temporary housing on Nellis Air Force Base while they are waiting for their on-base housing or for their off-base housing to be ready. That can vary anywhere from a few days, a week, up to two months. At CCSD, a student must enroll in a school that serves the temporary address and then when the family moves into their more permanent housing, the student enrolls in the new school based on the permanent housing address. Some families choose not to enroll in the temporary school because they are trying to avoid the additional transitions.

As an example, an active-duty family had to PCS to Nellis. They were not able to get lodging on Nellis because it was full. The family had to stay at a local hotel. The family had been actively looking for a house and were not sure how long they would be in the hotel, so they wanted to get their child registered. They tried registering the children for the school zoned for the hotel, but they were unable to because the family did not have a permanent address and Infinite Campus would not accept the hotel's address. The family did not meet



the definition of homelessness that is covered under the McKinney-Vento Homeless Assistance Act because they did not lose housing during their PCS move. The family was directed to work with the CCSD legal department, and they did receive assistance enrolling their children in the school zoned for the hotel. The family indicated it was a hard transition for their students. I did provide some additional resources from my office to help support those children.

Given the frequency of relocations experienced by military members and their families, we know these moves from school to school undoubtedly increase the stress on military-connected students and their families, more than likely with negative impacts on their academic experience and achievement. As all parents and teachers know, the consequences go beyond academic and challenges can appear, such as behavioral problems, social-emotional struggles, and reduced social connections. I have personally experienced this as a current military spouse and mother of two children who have experienced six PCS moves, and as a former educator in a school with a high military population. The intent of A.B. 185 is not to offer an advantage over other students, but it is to allow families the ability to enroll their children in school, register for classes, apply for specialized programs of study, and begin coordinating IEP and 504 plans at the same time as their peers and before they arrive in Nevada. When military-connected students know which school they will be attending and their class schedules in advance, they have a sense of comfort, which can help relieve any unneeded stress during an already stressful PCS.

Thank you for your time. I will pass it over to Dr. Stephens.

**Summer Stephens, Superintendent and CTE Administrator, Churchill County School District:**

We are Nevada's first Purple Star school district, and I am also a proud member of the Nevada Military Interstate Children's Compact Commission. In our district, we have begun using the advanced enrollment concept for military-connected students. We have done so in a way that does not add to the plates of schools. We have a little bit different situation than in Clark County where there are multiple schools. It has been a work in progress for sure.

Over the past four years, we have learned how critical it is to have students connected to school as much as possible. We utilize the online registration portal with Infinite Campus, which allows people to register from afar, including submitting the required immunizations and documents. We found that offering the ability for families to start between the enrollment and when they actually touch down in Fallon, provides them with the comfort of knowing their children have a school, have classmates with whom they may connect, and have ongoing learning between the move dates.

In terms of entering school before arrival, just this year we have had several families move to Fallon after being stationed in Japan. In one case, a third-grade student had not been in school for six weeks by the time the family came to register. This is due to their needing to be settled and get the paperwork together—which I will say military families are really on top of and I appreciate that. In another case with a family that was moving from Japan, they

called early, got information about the schools and what we offer, and we talked to them about the children actually starting online if that is what they wanted to do so they could join the middle school instead of waiting to land. In most cases, students have devices to do this. Some students complete online while others want to be in-person. However, the process of starting early allows students to make the most of their down time on the move. It also takes one thing off the plate of families when they do arrive, and they have that connection.

In terms of staying enrolled when they are moving during the year, in the past we have used the opportunity, not only for seniors to finish, but also those students who move in February, March, or April, and they want to continue their learning. We have used that with Google Classroom, with their existing classrooms, or other distance learning so they can complete the year in a coordinated fashion. They can keep their devices, we organize with them to ship them back, ship hotspots back if they need that, or sometimes they do have their own devices.

As an educator, I care so deeply about all kids being given the equity of opportunity and experiences. This is one way to do that. Moving is difficult for any child, and being a military-connected child creates additional challenges and comes with part of being a supporting member of their family. They are new to schools and new to friends. These are things that can be emotionally and socially challenging for all. Having this advanced enrollment opportunity is extremely important. Our district experiences it, as do many others in the state. I will yield to Assemblywoman Mosca to finish the presentation.

[[Exhibit S](#) was submitted but not discussed.]

**Chair Bilbray-Axelrod:**

Assemblywoman Mosca, I know your intent was to go through the bill, but it is pretty straightforward. Unless there are any issues, I think we can read the bill on our own. Are there any questions from the members?

**Assemblywoman Torres:**

If the students were not attending a magnet school or a public charter school in which they would be in the lottery system, would they have to attend the school zoned to the base when they are registering? What would that look like? Some of those military families might have a destination they know of and may be moving there in four months, but they do not have the home yet. Could you explain that process?

**Assemblywoman Mosca:**

I would think of advanced enrollment as open enrollment but only for military dependents. If they wanted to enroll in a charter school or the lottery, as well as to then matriculate, they need to have an address. All the bill is trying to say is they can use the base address, so it does not matter where they live.

**Assemblywoman Torres:**

If they are registered for their zoned school, what would be their zoned school?

**Assemblywoman Mosca:**

Two things happen. Before the families come, they do not have an address or a zoned school. We are trying to allow the base address to account for that. The intent of the bill is if they are already here for a year and have a place, they should attend their zoned school. This is more for if they are moving.

**Chair Bilbray-Axelrod:**

I think I understand what Assemblywoman Torres is asking. If I were moving to Las Vegas and I decide I want to live in The Pueblo Village in Summerlin and I want my kids to attend Richard H. Bryan Elementary School, could I use the base address but then register for the zoned school?

**Assemblywoman Mosca:**

Currently no, but this bill would allow you to. I will defer to any of my colleagues as well.

**Kelli May Douglas:**

I want to clarify that if a military family already has a lease or mortgage agreement, that can also be used to register. The base address, from what I understand, is to verify they are going to be living there.

**Assemblywoman Torres:**

In any instances where a family intends to move to the example the Chair gave, but ultimately does not find a home there, I want to make sure there is a stopgap. I want to make sure the families can use the base address for an extended period of time and be given access to a zone variance that other students in other areas would not have access to. There has to be proof of address when the address is received. It is hard to set that timeline because in some of these instances families may not have a permanent address for an extended period of time.

**Chair Bilbray-Axelrod:**

I do not want to get too far in the weeds on this. We do have another bill coming on open enrollment in the future.

**Assemblywoman Anderson:**

Is there anyone on Zoom who might want to answer that? I wrote the question down to make sure we are working on it.

**Kristina Aubert:**

Many other states that have advanced enrollment provide some type of timeline where the family needs to provide proof of residency after they get their orders. One example may be 45 days after the date on their orders. They do have those stopgaps in place to avoid the change of school assignment you were referencing.

**Assemblywoman Anderson:**

Thank you for clarifying. My question has to do with section 3 of the bill and when it starts, which is not until January 2024. I am wondering why it is not starting in July, the new school year, or even upon passage and approval.

**Assemblywoman Mosca:**

I do not know. I am going to make sure we can fix that before work session.

**Chair Bilbray-Axelrod:**

Are there any other questions from the members? [There were none.] Again, we have a lot of people on the phone and a lot of folks here who have been waiting very patiently. Many of you, as I can tell from what you are wearing, you have served our nation proud. Thank you for your service. I will open the hearing for testimony in support.

**Luana Ritch, Private Citizen, Reno, Nevada:**

I am here today in support of the passage of A.B. 185. I am a proud Air Force brat, a U.S. Army veteran, and the vice president of the David J. Drakulich Foundation, which provides arts and humanities experiences for veterans and military families. I am a graduate of Procter R. Hug High School in Washoe County. I have a doctorate in public policy from the University of Nevada.

Passing A.B. 185 is more than good public policy: it is one of the easier ways Nevada can support approximately 2 million military children whose parent or parents serve our nation today. As an Air Force family, we moved nine times, and I attended eight different schools in six different places between kindergarten and high school education. Two of those moves and several of those schools were in Nevada. I might note, it is not just where there is a base, but many military kids are in every community in every county in our state. There are recruiters, academic staff, and many reasons why military kids end up in a Nevada community that may have nothing to do with a major military installation being in that community. This is a statewide issue.

Every move brings a mix of stress and excitement for a military family, including the children. Questions like, Will I have music or art this time? Will I be able to continue my advanced science studies? Will my child be able to get the services for his autism at his new school that he received at our last assignment? These are common for every military family. Sometimes these transitions are made more difficult by requirements of school districts that are based on things like mailing addresses, residency, zoning, and deadlines for applications. These common, everyday rules can become heartbreaking barriers for military families and military kids, especially when moves happen during the school year. For example, when I transferred to a Nevada school in the third grade, it resulted in not having a music program that included learning to play an instrument that I so enjoyed at my school in Virginia when my father was assigned to the Pentagon. When we came back to Nevada when I was more than halfway through the sixth grade, I lost math tutoring I was provided at my previous school because it was too late in the school year to apply. My experience is not unique.

My siblings all had similar issues. These events happen over and over for military kids and create stress within those families that can have lifelong effects on kids in academic success, mental and physical health, and opportunities for future careers.

Passing A.B. 185 can help make this situation easier, and it is the least we can do for children who also sacrifice for our country. [Written testimony was also submitted [Exhibit T.](#)]

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

All 17 superintendents are involved in the Nevada Association of School Superintendents. We appreciate our military families, and we support the bill.

**Andrew LePeilbet, Chairman, United Veterans Legislative Council:**

We represent the 279,000 veterans in our state. We are also supporters of our National Guard and our active military. Having gone through many transfers myself in the military, it is devastating to our children, at times, to adjust to a new group of people and the social changes and impacts to the individuals. As you just heard, I ditto my colleague beside me. It is a story of difficulty. This is a small thing we can do to help these military children adjust once they come to our state.

**Cindi Rivera, Associate Executive Director, Futuro Academy:**

I am here today in support of A.B. 185 because it will provide a streamlined enrollment process for our military-dependent students. Our military families and their dependents should not have to go through barriers of school enrollment due to a documented pending military transfer of a parent or guardian.

I can assure you that school registrars and families throughout Nevada will breathe a sigh of relief knowing they are going to be able to immediately register their children in classes so they can gain their educational access and not lose instruction. Again, I definitely want to assure you, very much like the McKinney-Vento Act works, at Futuro Academy we do have a certain time frame with regard to when our military families attempt to enroll with regard to their showing their permanent address once those orders are given to them. Thank you for your consideration, and I look forward to following this bill as it moves along.

**Ricky Gourrier, representing Academic of Nevada:**

For the sake of time, I will say ditto.

**Nick Schneider, Government Affairs Analyst, Vegas Chamber:**

The Vegas Chamber is in support of A.B. 185, as it serves to provide a level of stability and consistency for children and military personnel. I will say ditto to everything that was said before.

**Kris Schneider, Principal, Mountain View Lutheran School, Las Vegas, Nevada:**

Mountain View Lutheran School is the first of now only two private schools that have been recognized by the state as a Purple Star School. It has made me very happy to see many of the speakers today wearing purple. The reason I bring this up is because I want to thank Chair Bilbray-Axelrod and all the members of the Committee for this opportunity to speak in favor of A.B. 185.

Purple Star Schools is a designation that has been worked at and worked with, especially by KellyLynn Charles with Nevada's Department of Education, which recognizes our schools that are very military friendly and doing what they can to help children transition as they are coming into our schools. Assembly Bill 185 helps to add to the compact we already have to make this a more streamlined process. More Purple Star Schools are doing a great job already of assimilating the military families into our school families. This bill lessens the difficulty in the whole process by allowing distance learning early as we see in Churchill County, as well as addressing a population that gets severely underserved no matter where they are. That is with respect to special education.

I speak in favor of A.B. 185 and look forward to it being passed.

**Chair Bilbray-Axelrod:**

Is there anyone else in Carson City or Las Vegas who would like to testify in support? [There was no one.] I believe we have six people on the phone. I am looking at the clock and we are coming up to our next committee. While we appreciate your testimony, please keep it brief by just saying your name and that you support the bill.

**Sandra Kinne, Private Citizen, Las Vegas, Nevada:**

I am a school leader in Clark County, and I am a former military dependent. I was an Army brat until I was 14 and attended six different schools. I wholeheartedly support this bill. I think it is overdue for Nevada to support our military dependents with their education.

**Amanda Stein, Private Citizen, Las Vegas, Nevada:**

I am the parent of three children within the Clark County School District. We relocated to Nellis Air Force Base this past December. During that time, my high schooler was out of school from about November 27 until after the Christmas break on January 3. The entire month of December, she was out of school. Winter moves are actually very common within the military. You may not know, but in many other states, Christmas break is not the firm end of semester one. When we moved here, we moved in the middle of our semester one; however, when we arrived, you were getting ready to take your Christmas break. Because of this, my high schooler almost lost six full credits of school when we went to enroll her. With the housing shortage, especially in the Las Vegas area, we did not know where we would live and could not register for school without some proof of address. After over a month of not being in school, we were greatly accommodated by Legacy High School, but all of it could have been avoided if we had been able to use the base address. I fully support A.B. 185.

**Bob DeRuse, Executive Director, ACE High School:**

I am also the father of a son serving in the U.S. Army. I would like to add ACE High School's support to A.B. 185. For the sake of time, ditto.

**Gil Lopez, Executive Director, Charter School Association of Nevada:**

We are here in support of A.B. 185. We would like to thank the sponsor and are in full support.

**David Blodgett, Executive Director, Nevada Prep Charter School:**

I am a charter school leader in Las Vegas at a school that has many military families, including on our staff. I am in support.

**Chair Bilbray-Axelrod:**

Are there any other callers waiting to testify? [There were none.]

[[Exhibit U](#), [Exhibit V](#), [Exhibit W](#), and [Exhibit X](#) were submitted in support of Assembly Bill 185.]

I will close support testimony. Is there anyone in Carson City, Las Vegas, or on the phone in opposition to Assembly Bill 185?

**Angelica Villarta, Private Citizen, Las Vegas, Nevada:**

I was trying to unmute in support of A.B. 185. My apologies. I am speaking as an advocate for mental health awareness focused on suicide prevention. I would like to acknowledge the social and emotional support regarding our military youth, understanding that children from military families already have to deal with a lot of hardships in trying to find their place in society. They are under the stress of trying to make friends and relocating. I believe having the ability to choose a path in education that supports their interests will ease some of that additional stress.

Also, being of Asian and Pacific Islander descent, I am aware that we also have military families who are being stationed in Nevada and already have extended family or friends within the state. If these young students could attend school with people they already have relationships with, it will help them adjust and thrive. I am in full support of A.B. 185.

**Chair Bilbray-Axelrod:**

Thank you for your testimony, and we will make sure it goes into support testimony. Are there any callers in opposition? [There were none.] Is there anyone in Carson City or Las Vegas who would like to provide neutral testimony?

**Vivian Ruiz, Deputy Director, Healthcare Services, Department of Veterans Services:**

We are testifying neutral for A.B. 185. Nevada's Department of Veterans Services Veterans Legislative Symposia, held in March 2022, identified 47 issues according to the veterans' community. Assembly Bill 185 was prioritized as number 19 by attendees of the Symposia.

**Chair Bilbray-Axelrod:**

Are there any callers waiting to testify in neutral? [There were none.] I will invite the sponsor back to make any closing remarks.

**Assemblywoman Mosca:**

For the record, I would like to thank everyone. I have met with superintendents, leadership at Nellis, and the National Guard. I would just like to thank everyone who supports the bill.

**Chair Bilbray-Axelrod:**

I will close the hearing on Assembly Bill 185. The last item on the agenda is public comment. [Public comment rules and protocols were explained.] Is there anyone in Carson City, Las Vegas, or on the phone wanting to make public comment? [There was no one.]

Our next meeting will be Thursday, March 16, 2023, at 1:30 p.m.

This meeting is adjourned [at 3:56 p.m.].

RESPECTFULLY SUBMITTED:

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Funmi Sheddy  
Recording Secretary

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Lori McCleary  
Transcribing Secretary

APPROVED BY:

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Assemblywoman Shannon Bilbray-Axelrod, Chair

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



## EXHIBITS

[Exhibit A](#) is the Agenda.

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

[Exhibit C](#) is the Work Session Document for [Assembly Bill 43](#), presented by Alex Drozdoff, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit D](#) is the Work Session Document for [Assembly Bill 69](#), presented by Alex Drozdoff, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit E](#) is the Work Session Document for [Assembly Bill 74](#), presented by Alex Drozdoff, Committee Policy Analyst, Research Division, Legislative Counsel Bureau.

[Exhibit F](#) is a proposed amendment to [Assembly Bill 207](#), submitted by Kaylyn Kardavani, Associate Director, Government Affairs, Nevada Justice Association.

[Exhibit G](#) is written testimony dated March 14, 2023, submitted by Eric Jeng, Acting Executive Director, One APIA Nevada, in support of [Assembly Bill 207](#).

[Exhibit H](#) is a bill summary submitted by Assemblywoman Erica Mosca, Assembly District No. 14, regarding [Assembly Bill 212](#).

[Exhibit I](#) is a letter dated March 10, 2023, submitted by Karin Hilgersom, President, Truckee Meadows Community College, in support of [Assembly Bill 212](#).

[Exhibit J](#) is a link to an article titled "U.S. education secretary calls for an end to colleges withholding transcripts," submitted by Assemblywoman Erica Mosca, Assembly District No. 14, regarding [Assembly Bill 212](#).

[Exhibit K](#) is a letter dated March 13, 2023, submitted by Dale A. R. Erquiaga, Acting Chancellor, Nevada System of Higher Education, regarding [Assembly Bill 212](#).

[Exhibit L](#) is a letter dated March 14, 2023, submitted by Athar Haseebullah, Executive Director, American Civil Liberties Union of Nevada, in support of [Assembly Bill 212](#).

[Exhibit M](#) is a letter dated March 14, 2023, submitted by Amanda Vaskov, Office of the Director of Government Affairs, The Associated Students of the University of Nevada, in support of [Assembly Bill 212](#).

[Exhibit N](#) is a letter submitted by Lauren Wong, Youth Legislator, Nevada Youth Legislature, in support of [Assembly Bill 212](#).

[Exhibit O](#) is a letter dated March 14, 2023, submitted by Eric Jeng, Acting Executive Director, One APIA Nevada, in support of Assembly Bill 212.

[Exhibit P](#) is a document submitted by Jen Loescher, Executive Senior Teaching Policy Fellow, Teach Plus Nevada in support of Assembly Bill 212.

[Exhibit Q](#) is a bill summary submitted by Assemblywoman Erica Mosca, Assembly District No. 14, regarding Assembly Bill 185.

[Exhibit R](#) is written testimony submitted by Kelli May Douglas, Pacific Southwest Regional Liaison, Defense-State Liaison Office, Department of Defense, in support of Assembly Bill 185.

[Exhibit S](#) is a proposed conceptual amendment to Assembly Bill 185, submitted by Assemblywoman Erica Mosca, Assembly District No. 14, regarding Assembly Bill 185.

[Exhibit T](#) is written testimony dated March 14, 2023, submitted by Luana Ritch, Private Citizen, Reno, Nevada, in support of Assembly Bill 185.

[Exhibit U](#) is written testimony dated March 13, 2023, submitted by Patricia Haddad, Director, Government Relations, Clark County School District, in support of Assembly Bill 185.

[Exhibit V](#) is written testimony dated March 10, 2023, submitted by Ercan Aydogdu, Executive Director and Chief Executive Officer, Coral Academy of Science Las Vegas, in support of Assembly Bill 185.

[Exhibit W](#) is written testimony submitted by Gil Lopez, Executive Director, Charter School Association of Nevada, in support of Assembly Bill 185.

[Exhibit X](#) is a document submitted by Jen Loescher, Executive Senior Teaching Policy Fellow, Teach Plus Nevada, in support of Assembly Bill 185.