MINUTES OF THE
SENATE COMMITTEE ON EDUCATION

Eighty-third Session
February 26, 2025

The Senate Committee on Education was called to order by Chair Angela D. Taylor at 1:01 p.m. on Wednesday, February 26, 2025, in Room 2134 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4 of the Nevada Legislature Hearing Rooms, 7120 Amigo Street, Las Vegas, Nevada. Exhibit A is the agenda. Exhibit B is the attendance roster. All exhibits are available and on file in the Research Library of the Legislative Counsel Bureau.

COMMITTEE MEMBERS PRESENT:

Senator Angela D. Taylor, Chair
Senator Marilyn Dondero Loop, Vice Chair
Senator Fabian Doñate
Senator Michelee Cruz-Crawford
Senator Carrie Ann Buck
Senator Robin L. Titus
Senator Lori Rogich

STAFF MEMBERS PRESENT:

Jen Sturm-Gahner, Committee Policy Analyst
Alberto Quintero, Committee Policy Analyst
Cameron Newton, Committee Counsel
Virginia Weitzel, Committee Secretary

OTHERS PRESENT:

Jeanine Collins, Co-Founder, Center for the Future of Learning
Jafeth Sanchez, Director, Latino Research Center; Associate Professor, College of Education and Human Development, University of Nevada, Reno
Erick Casallas, Assistant Superintendent, English Language Learner Division, Clark County School District
Jeff Briske, Director, Office of Educator Development, Licensure, and Family Engagement, Nevada Department of Education
Andrew Fueling, Superintendent, Carson City School District
Alexander Marks, Nevada State Education Association

Wesley Harper, Director of Government Affairs, City of North Las Vegas
Catherine Nielsen, Executive Director, Governor's Council on Developmental Disabilities, Nevada Department of Health and Human Services
Leonardo Benavides, University of Nevada, Las Vegas
Lindsay Anderson, Washoe Education Association
Emma Silveyra, University of Nevada, Reno
Maria Renee Castedo, Washoe Education Association
Madison Jackson, Washoe Education Association
Henry Rosas, United Way of Southern Nevada
John Eppolito, Protect Nevada Children
Drew Franklin, Washoe Education Association
Aaron Schuler, Washoe Education Association
Justin Jervinis, Washoe Education Association
Marvin Bell
Jennifer MacNeal

CHAIR TAYLOR:
The first thing we are going to do today is consider a bill draft request (BDR). As a reminder to the committee, a yes vote to introduce the BDR only allows the BDR to become a bill or resolution and to be transferred to our committee for hearings. It does not indicate that you support the BDR in any way, shape or form.

BILL DRAFT REQUEST 34-530: Provides for certain surveys of school staff. (Later introduced as Senate Bill 255.)

SENATOR DONDERO LOOP MOVED TO INTRODUCE BDR 34-530.

SENATOR CRUZ-CRAWFORD SECONDED THE MOTION.

CHAIR TAYLOR:
Any discussion?

SENATOR TITUS:
Yes. Can we have a description?

CHAIR TAYLOR:
Yes, I forgot to read that. Provides for certain surveys of school staff.

SENATOR TITUS:
Even though I know that if I vote this out of committee, it does not necessarily mean I support it, I would like to know what the general title of the bill was. I certainly support that passing out of committee.

THE MOTION CARRIED UNANIMOUSLY.

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CHAIR TAYLOR:
We have a presentation from Jeanine Collins, the Co-CEO for the Center for the Future of Learning. We are looking forward to your presentation (Exhibit C contains copyrighted material. Original is available upon request from the Research Library.) on the Portrait of a Nevada Learner and the role of the Nevada Future of Learning Network.

JEANINE COLLINS (Co-Founder, Center for the Future of Learning):
The Center for the Future of Learning is a Nevada-based nonprofit focused on building the future of learning with young people, educators, and community inside our schools and in out-of-school learning spaces. I am a lifelong Nevadan, a proud graduate of the Clark County School District (CCSD) and attended both the University of Nevada, Reno and the University of Nevada, Las Vegas (UNLV) as a millennium scholar. I was an educator in CCSD for 13 years. I have taught in the College of Fine Arts at UNLV and run a small business consultancy. I am very busy as the proud parent of two school-age children. It is with these lived experiences I am here today to share this work that my team and many across our State have helped shape over the past two years in partnership with the Nevada Department of Education (NDE).

Why does learning need to evolve? We live in an interconnected world. Technology has reshaped our access to knowledge and is transforming the world of work. If education is—as many of us believe—an important opportunity to support young people in charting the lives that they imagine for themselves, they need learning, relationships, experiences and environments that meet them in the world they live in and prepare them for the future.

There are other challenges in Nevada education that are not necessarily unique to our State—emptier classrooms due to chronic absenteeism and a diminishing teacher pipeline. There are less educators entering the profession and clear

feedback from the workforce that those entering do not generally possess the durable skills at a scale that people would like to see—like the communication, collaboration and critical thinking needed to build good teams and navigate ever-changing work.

Our education infrastructure was built for a vision of learning in a world that was true over 100 years ago, designed for an industrial model where time was the constant and learning was the variable. One could not access that knowledge easily without going to school. Fast forward—the pandemic challenged our paradigm about the why, how, what, where and when of learning. While many have discussed how to get back to where we were, many are also recognizing that we want to build better going forward.

Challenges are opportunities. What if we redesigned our system to meet the reality of the moment? If acquiring knowledge can now happen in a variety of ways, what is the role of school? How might it answer the call from young people to be in places of purpose, to learn academic concepts and to apply that knowledge in real ways that matter? How can it empower growth, build connections, meaningfully contribute skills and [help students] figure out how to thrive?

How can our system of assessment, accountability and innumerable other policies and practices evolve to put learners and their strengths and curiosities at the center of school experiences? This is how we like to think about putting customer needs and wants at the center of business strategy. We can be firm on the goals of academics and more flexible on how to promote the skills we all need to navigate life.

To undertake this possibility, the NDE brought partners together—including our team—in the spirit of codesign with our community and said, "Let's develop a community vision that helps us all look forward together in the same direction, with a fresh gaze."

In order to build that shared vision of the future of learning, we knew that we needed to codesign with young people, the people who experience school. This process of developing a shared vision of learning—a portrait of a Nevada learner—began with engaging young people in reflecting on their experiences, talking to their communities and determining what it was that they felt was important about the future of their schooling system. Through surveys and

deeper fellowships, you can see that we have been able to engage over 400 young people in that process.

Often, those closest to the challenges are not always empowered to help shape solutions. In addition to codesigning with young people, this process intentionally codesigned with educators, the people who are always going to be at the implementation center, where the rubber hits the road. As we were in the process of surveying communities, gathering data and feedback, we were able to have some early adopter educators and teams of people from across the State come together and take that emerging data and start to say, "What are the implications for this in my school's context?"

Because we've had educators help shape that final vision, we know a lot more about what implementation can look like—what the barriers, opportunities and needs are to be able to support the forward movement of this work.

The community was also invited into the process when we started building this work in October of 2022. As we built through the last legislative session, we were able to have one-on-ones with business leaders, community briefings, both virtual and in person, and connect those conversations to the surveys and the work that educators were doing. Imagine all of those pieces talking to each other as the work is evolving.

On <nvfutureoflearning.org> you can learn a little bit more about the ways community has been and will continue to be engaged in developing and evolving this vision of learning for the future.

This is the first page of what the community designed called "The Portrait of a Nevada Learner" Exhibit C. This is not a conventional portrait. When you look at other portraits or profiles of learners across the country, district or state level, you will often see what is on the back page—which I will show to you in just a minute—an assembly of words, phrases and ideas that are durable skills and very important. Things that are widely understood and felt as important by young people, families, business leaders and educators were listed—such as communication and critical thinking.

Our community—in the process of putting our portrait together—found asking questions to be really critical to keep as a part of our formal portrait. Consequently, Nevada has actually received quite a bit of national recognition

for leaning in on this idea of asking authentic questions as a process for inviting new demonstrations of learning, to connect with a deeper sense of purpose in what we are doing. In that way, the portrait and this process is not just about technical shifts in what we do, but adaptive, moving, flexible, contextual answers that young people, educators and schools can endeavor to respond to in the work that they do on a daily basis.

These are the skills; you can see them in bold on Exhibit C. From reflection and curiosity, collaboration and communication to critical thinking and creative problem solving, intellectual agility, and the ability to learn and relearn—these are the things that our community was able to normalize and say really mattered at a State level.

In this process, while we were doing this as a State community, there were many districts in Nevada, such as Churchill County and Douglas County, that had already built community profiles that actually fed and informed the State portrait. We learned from our districts what was happening and how they were going after more learner-centered experiences. They were also able to be at the table and help make sure that the State work was an umbrella and an invitation into this work, not something that ran counter to the kinds of things that they we are exploring in their own communities.

A vision is great, but what does it mean to bring it to life? As a result of building the portrait and engaging with educators in partnership with the NDE, we launched the Nevada Future of Learning Network in October of 2023. What you are seeing here Exhibit C is a visual of the second year of the network, which we have just started. Inside the network, we have had policy subcommittees, professional learning experiences for educators at the district and school level in parallel talking to each other. They are thinking about and starting to build examples of what it looks like to put those durable skills into action with academic knowledge so that we are able to rethink learning, relationships, experiences and environments.

Another way to think of the portrait is as a job description. The process is the how. In the network, we have educators talking, learning and building. What is it going to look like to do this a little bit differently? If we are going to demonstrate communication and intellectual agility through math, we're going to have to have different kinds of learning experiences and different kinds of assessments that demonstrate the ability to contribute to the world, to build

and sustain relationships, to be able to reflect on your growth as a learner to ultimately be able to thrive.

If you are an educator, you know that a lot of this work is the fundamentals of best practice. It is also about taking those practices, putting a learner at the center and designing the system around those things—instead of having those really cool and incredible experiences be at the margins of our education system.

Another component of the network is being able to bring traditional policy systems—those which we are all familiar with, federal and state mandates or policies—to the districts, schools and classrooms. This creates a mechanism for educators, school and community to be able to say this is what is working, this is what is not working. How do we take that learning and feed it back up? In conversations, we now have the ability to have those closest to the challenges thinking about what it means to prepare future-ready learners. We are thinking about what it means as the State is moving towards a personalized competency-based learning system, which is truly just doing what I described and taking those portrait ideas, changing up the processes and rethinking how we assess them.

That's work that needs to be done in conversation with communities. We need to be lifting up the learning along the way. That is really the role of the network. What is next and what is now in this network? Currently we have about 145 educators across the State in multiple districts working with their district teams in what is called the Competency Implementation Pilot. That is on the last page of Exhibit C, the portrait of what the competencies are.

What does communication look like for a K-2 grade learner, a 3-5 grade learner or a 6-8 grade learner? How does that evolve? What are we going to need to look at in concert with academic learning so we can say this is happening? We have people working on that right now, which is incredibly exciting. We know that there's always an ongoing piece to continue engaging communities. The network has opportunities and new educators coming to the work which creates the space for people to continue to opt-in to learn about and be a part of the network.

Increasing awareness and engagement through those that are involved in the community is part of the ongoing work. I think what is really critical to highlight

about this work is that it has been built in partnership with young people, educators, community and organizations. Two key partnerships I would love to highlight are, first, the Nevada Association of School Superintendents. We have been able to connect in meetings. They are pursuing learning by thinking about what this work looks like in each of their districts.

Second, we have partnered with the Commission on Innovation and Excellence in Education. As that work has progressed, we are sharing the work of the portrait and the network, while creating spaces for feedback from those in the network. We are sharing the policy recommendations that the commission has been working on and highlighting some of the ways in which that communication and collaboration is starting to emerge in the network.

The last thing I would love to say is that the work is new. Yet, what I have been able to hear from educators and those doing the work, is that the act of coming together and learning together—to challenge assumptions and shift paradigms, to break down those barriers of isolation—is joy infusing.

When we are creating spaces for educators to learn, unlearn and relearn in community, to take those calculated risks to meet the students where they are, those educators are seeing—at their classroom level, in the way that they are working—shifts in their own practice and positive data points. It shows them that they are moving in the right direction and figuring out how to do better to meet the needs of our community. It is work worth pursuing.

I think that what we've built over the past two years—in tremendous partnership—is a strong foundation for change. There's a lot of possibility that is emerging because the network is a space for learning and questioning. The portrait invites that. Amid so many challenges, this work offers us a pathway to address the challenges that we face. Potentially, we can even leapfrog mere improvement, to embrace a more relevant connected life. There are ready learning opportunities for all Nevadans.

SENATOR CRUZ-CRAWFORD:
We've been working together for a long time. I remember when you started this work, you were asking if my school would take it on and I was like, "I'm overwhelmed right now. We're already doing too many projects." But I really like the idea.

I remember when I was going to school, teachers would teach from their desk and give us worksheets. If you fell behind, you fell behind and that was your fault as a student. We have done a really good job since No Child Left Behind —not that it was great policy—but to identify all the students and meet them where they are when they do fall behind.

I was talking to a Senator earlier who asked, "Well, what do we need to do in public education?" One of the things that I have noticed is that our assessments are very far off from the job skills that we need today.

What kind of work have you done in regard to assessing, to make sure our students are ready for the workforce?

MS. COLLINS:
That is the truly the work of the competency implementation pilot right now. It's twofold; bringing educators at the school level and district teams together to be able to [identify] what are these skills? Here are the set of learning targets that we have defined through competencies. How do they actually align with standards? How do we start to rethink the learning experience? As a result of that—because assessment is tied to the learning experience—what are the kinds of products that we actually need to produce?

You don't often produce a worksheet right? In a job setting, you're going to need to solve a problem, work as a team; you are going to need to be able to demonstrate that, possibly in a portfolio or through performance assessment.

The work is really creating the shifts to lean into those experiences and then start to capture what is being done. I think to answer your question, that is the seeds of the work that is being done. In the network, we are able to kind of capture what is working and what is not, assess where the challenges are and what might be worth trying to scale outside of that network.

SENATOR DONDERO LOOP:
I have a question about implementation. What prevents a school district or a school from being involved? Is it time? Is it money? Is it misunderstanding? What is it that prevents our school district or schools from being involved?

MS. COLLINS:
I think because personalized competency-based learning is aligned to the portrait and because activating the portrait is really about a continuum—a set of practices and mindset shifts—it does not look the same everywhere you do it. There are different points of entry. There are going to be things about assessment—the vision of learning and different processes that we can replicate—that allows many assessment possibilities to exist.

What we mostly hear in terms of challenges is, first of all, I think many of us know and have heard that educators feel very overwhelmed. What Senator Cruz-Crawford just said—there's a lot going on. I do not know how I am going to be able to take in a new idea, process it and reflect on this right now. I am already working really hard to do this other thing.

Helping them see the alignment and how this process can actually help support some of the things that they really care about has been a piece of it. Being able to provide support and incentives for educators is another piece—funding for their professional learning and their time, resources to be able to produce learning or case studies. Having that support from the department is not only critical to get people involved, but being able to sustain that learning and support is also critical.

What I would say is, because the work has been opt-in, I think we are seeing a more natural spread if you will. When people are starting to see where that work aligns, they are excited to come into it.

I would say that the biggest thing we hear is what Senator Cruz-Crawford said: the assessments, the system and policies that we have aligned to this vision seem to be in conflict. The way that we assess our learning system right now is through standardized tests. Helping create space for a continuum of assessment that really provides for real-world learning to occur is something we are working towards modeling.

SENATOR DONDERO LOOP:
I am glad you are working with the superintendents. Can you talk about the multiple pathways of engagement? I am assuming that you are working on that with the superintendents.

MS. COLLINS:
Multiple ways to engage: this year, the network has several different pathways involved, as you saw in that slide 9 in Exhibit C. First of all, there is a competency implementation pilot, which has been opt-in for districts and schools, working as a cohort of 145 educators across the State. They are thinking about what needs to stop, start and continue at a district level and classroom level in conversation with each other to look at policy moves, and practice moves.

There's often been opportunities for just educators—regardless of if the district is involved—to come to the table and to start to rethink student engagement opportunities through the portrait. Being able to unpack learning at their level, they can go after project work that is important to their community and to think about and demonstrate where that alignment might be.

The Nevada Department of Education is involved. As a clear pathway, this year there are groups working on policy and policy moves, assessment and accountability conversations, and looking at aligning those pieces in the work as well. There's ongoing virtual learning, town halls and things like that happening across the State to invite people to connect, create and share together.

SENATOR DONDERO LOOP:
I just thought it was really important to highlight that because I know there are so many pathways. I thought it was not only interesting, but important that others hear all those pathways so that they understand that there are multiple ways to get involved and some of them may not involve as much time as others.

CHAIR TAYLOR:
You mentioned that you have 145 educators involved in the network. How many students are involved in the network?

MS. COLLINS:
I would have to double-check on that. We do not have a specific youth pathway right now in the network. We did last year. As funding shifts occurred, some of the work around engaging young people has been at the school level. We are bringing young people into the project work that is happening in the competency implementation pilot.

Our organization is actually just getting underway—working on building some pathways for youth engagement. Specifically, we are looking at some storytelling for advocacy, where young people are going to be empowered to share their stories and say what they feel is necessary for change.

CHAIR TAYLOR:
Slide 12 of Exhibit C has a lot of great information, starting with addressing absenteeism. All of us involved in education understand how big an issue that is. I love that it's here and at the top. You said you are going to address it by creating learning environments that students want to be a part of. What does that look like?

MS. COLLINS:
This past weekend, my team just worked with 70 educators across the State in our portrait activators work. It was the second of four sessions that we're working on.

The focus of this work is looking at student engagement. Educators are currently surveying and interviewing young people in their classrooms and talking about just that. I would say that anytime you want to solve a problem, one of the things that we really believe in and have learned is the best way, is including those who are experiencing the problem in the process.

Some of the learning insights that we have heard from our educators are simply things like, "Wow, there might be a disconnect between what I'm seeing as engagement, what I'm interpreting as engagement, or disengagement and what is actually engagement." Deeper conversations happening between educators and students about their learning is the first step. Widely, we are hearing that hands-on learning experiences [are important] where students are outside of the classroom, where technology can be integrated in solving a problem, building things with other people where maybe the student does not know the answer to the question they are pursuing. That kind of intellectual rigor is, in fact, really exciting to young people. We are thinking about how to redesign those experiences and where the constraints may be and how they can work together to create more of those experiences for students.

CHAIR TAYLOR:
I have one more question on that same slide, Exhibit C. You talk about addressing the teacher workforce. We know how big an issue that is. I am

wondering if your approach, and in the research as you identify what to address, did teacher workload come up? One of the things that we often hear is how many other things teachers have to do that are not instruction.

MS. COLLINS:
Yes, workload comes up. Culture, climate … what I would say is that widely, educators involved in this work are saying that the space for meaningful reflection and learning together is something that is very hard to find during the school day because there are so many things going on. We all know professional learning communities, and learning in community with others, is a huge reason why educators will advance in their practice. It's hard to do that in 30-minute chunks.

Being able to create the space that feels aligned to their goals and their values is something that we have been surprised and excited about—that people are willing to take the time to do this work. When we think about putting young people's strengths and curiosities at the center—this work is also inviting educators to put their strengths and curiosities at the center of building what's possible. That seems to be very fueling.

CHAIR TAYLOR:
I just really appreciate the work that you are doing and how important it is as we look forward to shaping education, especially K-12 education in our State.

Now, we will go on to the hearing for Senate Bill (S.B.) 115.

SENATE BILL 115: Makes various changes relating to bilingual education. (BDR 34-790)

SENATOR CRUZ-CRAWFORD (Senatorial District No. 1):
I am excited to present S.B. 115. There is a conceptual amendment (Exhibit D). This is a bilingual bill. I am going to go over it briefly for a few minutes. Then we are going to have Dr. Jafeth Sanchez present the benefits of bilingual education. I have Dr. Erick Casallas on the line to show what the implementation is and Jeff Briske from NDE to go over the cleanup and alignment language for *Nevada Revised Statute* (NRS).

There are only four schools identified in Nevada that this affects right now. Bilingual education is defined as an education where you are taught content in

two languages. You are taught reading, math, science in two languages at my school. I have been building the framework for CCSD and I am in year three of implementation. My students go one day in English, and they get lesson one in math, and then the next day, they get it in Spanish.

This does a few things. It is great for monolingual students—students that speak one language, our English-speaking students—and also our English Language Learner (ELL) students. Our students do not lose content because they do not understand the language every other day; it's in their native language.

We currently have one bilingual undergrad program in Nevada. It just opened at Nevada State University. Right now, we have about 300 students that are about to graduate from this program. This is going to expand greatly. There is no fiscal note; this is not an unfunded mandate. They just got it through the Legislative Counsel Bureau quickly. The request is to allow a school to use funds they already have to provide a $2,500 stipend. Just like I have a stipend for my sports staff and my licensed staff that is voted through the school organizational team (SOT). This is really an opportunity to pay our teachers for the extra work that they have to do as they translate curriculum.

JAFETH SANCHEZ (Director, Latino Research Center; Associate Professor, College of Education and Human Development, University of Nevada, Reno):
I am here to focus on some of the benefits to bilingual education. I will share that half of the population in the world are bilingual or monolingual. This is not an uncommon asset to individuals. I provide this picture of me with my students in my presentation (Exhibit E contains copyrighted material. Original is available upon request from the Research Library.). When I was a high school math teacher, I had an algebra classroom, where they were immigrant newcomer students.

I did this work because of my passion and knowing that those benefits existed. I did not have a formalized bilingual education program. With that in mind, emergent bilinguals are the fastest-growing demographic, yet they remain underserved. When we think about emergent bilinguals, I [use] the term "translanguaging," where we see this very fluid nature as to how we interact with our language assets.

Oftentimes, we say ELL. But when we do that, we are actually positioning one language in hierarchy over the others. When we think about translanguaging, we are fluidly thinking about all our multilingual assets. With that, when we focus on translanguaging, it really enhances metalinguistic awareness. That means that we have stronger sense making; we are able to engage in deeper reading comprehension and writing skills. It also builds that individual's identity when we think about identity formation and validating their experiences of what their home context entails.

Under that lens, enhanced academic achievement is an outcome of bilingual education. We see that our peers, who are emergent bilinguals in these types of programs, are actually outperforming their peers in English-only settings. They do so in areas that are core content classrooms, like math and English language arts. It has a long-term trajectory. We see that they actually have higher high school graduation rates and higher access into those postsecondary education settings. It also enhances an improved cultural competence, so they end up being able to navigate these very complex systems that are tied into cross-cultural experiences. They do so with a stronger sense of community engagement, which we also know has long-term consequences that are beneficial to everybody.

As they are in these programs, it helps to build their identity formation, meaning that they have a higher sense of self-esteem. They are also able to better enhance or become more proficient in their home language.

Of course, we can't undermine the economic benefits that come with this. Those are more access to jobs and the ability to command higher salaries. When students actually go into the workforce, they tend to identify areas that are more linguistically diverse. So, they are able to contribute and continue that cycle of identifying bilingual education benefits.

Then we have to think about cost-effectiveness. These types of programs are actually comparable, or even lower cost, than other programs that exist to support emergent bilinguals. When we think about the models in relation to that, these are important considerations.

I wanted to highlight one [group]—the monolingual students. When we focus on our English-speaking students in particular, they actually [reap] the same types of benefits that we see in our emergent bilinguals. They also have a stronger

sense of identity and self-esteem. They are able to enhance their proficiency in their home language, which in their case would be English. They are speakers who enhance their comprehension skills in reading and writing and gain a linguistic framework. This framework allows them to have cognitive flexibility, which basically means constantly and fluidly thinking about multilingual assets. That allows for better communication, allowing me to better frame the work that I am doing. It allows me to problem-solve more effectively. In the long run, we see similar benefits where they actually outperform their English-speaking monolinguals which is all tied into those economic outcomes in the future.

They are able to be more globally competitive and have a stronger sense of diplomacy in the work that they do later on. I was not privy to having a bilingual education program, as a teacher or as a student. It is definitely something that we see in our research as valid and reliable in terms of those outcomes. I try to focus on more recent publications, which emphasize that this is not something that we documented in, you know, 1980. It is something that is very relevant and very real in the work and benefits of bilingual education.

SENATOR CRUZ-CRAWFORD:
Now for part three, we have Dr. Erick Casallas on Zoom. He is our ELL superintendent for CCSD. He's helping create the framework with me, one other elementary school and Desert Pines High School. He is going to talk about what that looks like in practice for a couple of minutes.

ERICK CASALLAS (Assistant Superintendent, English Language Learner Division, Clark County School District):
I am here to talk about the benefits—how a lot of this work is operationalized and some of my previous experience as well. Currently, we guide a lot of the work around the principles for dual-language education, which was a document developed by the Center for Applied Linguistics in about 2017 and 2018. That document has the standards that we want to make sure that all schools have; the programming that needs to happen, as well as ensuring that we are focusing on the three pillars of dual-language education, which are biliteracy, strong academic outcomes and multicultural competency for our students.

Prior to being in this current position, I was the principal of a dual-language school in California, which was a long-standing program of over 20 years. It had a veteran staff and was very successful as well. I will say, as a principal of that school for over five years and during the pandemic, that school outperformed

other schools of similar populations that were not dual-language schools. That means that those students are working harder, right? The teachers are also working harder because—as Senator Cruz-Crawford said—they are doing twice the work to create lesson plans that are translated and assessments that are translated. It takes extra work. I didn't quite know that, because as our previous speaker said, I did not have that experience as a student or as a teacher, but I have that experience now as a building leader. I saw the difficult tasks that my teachers had to get the job done and to do it well. It goes beyond the contracted day, and it goes beyond what a teacher really needs to know. They have to use their native Spanish skills if that is their language. If they learned it, they have to leverage all those things in order to do it successfully.

We know the impact. The benefits that were talked about earlier are that it promotes an environment where students feel confident, have a sense of identity and feel seen in the learning space. The research also says that these programs are not meant just for English learners. The true successful model will have a 33 percent population: One-third ELL, one-third native English speakers and one-third students who are already bilingual—[those who] grew up speaking both languages.

Ideally, we would see what languages they speak when students enroll, and how can they serve as language models for each other, even in the kindergarten experience. Then, eventually what happens, is there are different program models. Here in CCSD, we implement a 50-50 system which means—as Senator Cruz-Crawford said—one day English, one day Spanish or a half-day English, half-day Spanish. Other programs can be 90-10, where they spend 90 percent of their day in that primary language and then 10 percent [in the other language]. Eventually, it levels off to 50-50. So, it is a lot of work, but the benefits outweigh the work that goes into it. I applaud the work that the State is doing and for having this conversation. Four schools are not enough, we have neighboring states that have many of these programs in their cities and school districts. I challenge us to have further conversations about how we can increase this as we go forward.

SENATOR CRUZ-CRAWFORD:
I will now have Jeff Briske from NDE go over section 4 of the bill, which is the regulation for bilingual licensing.

JEFF BRISKE (Director, Office of Educator Development, Licensure, and Family Engagement, Nevada Department of Education):
Section 4 of this bill aligns with *Nevada Administrative Code* (NAC) 391.242, as amended by temporary regulation [LCB File No.] T002-24A, requiring that educators hold a bilingual endorsement if they are teaching in a bilingual assignment.

The regulation update ensures that educators have a valid teaching license which was not in the original regulation before amended. It removes the responsibility from the employer to the NDE to ensure that competency exams are met before issuing the endorsement. The coursework for the endorsement was not changed as it is still current and valid, and it will remain the same. Just having this in statute will align it to the NAC that is already there. It is a temporary regulation. As you know, we can only do temporary regulations now, but as soon as July 1 rolls around, we will roll it into a permanent regulation.

SENATOR CRUZ-CRAWFORD:
I am going to tell you how it translates on the ground.

I am running a dual-language, bilingual program. I got a call from HR saying my teachers have an endorsement, but they need a bachelor's degree. I replied that doesn't make sense; most of my teachers have a bachelor's degree in something else and then get credentialing. Then, when I talked to Jeff, he said that's already in our temporary statute—we just need to align that. So that is why there's miscommunication; that just cleans up that language.

Again, bilingual programs are not an unfunded mandate. It is an opportunity for schools. My goal is that we will have these opportunities for our students in the rural areas and all over Nevada. I have spent the last few years going to New Mexico, Texas, Arizona and Utah looking at really high-quality bilingual programs. The most high-quality programs are funded at the state level. Well, I know we don't have that money right now, so this is a foot-in-the-door for us to use the funds we already have to support our teachers, and to eventually grow this programming so that we have it across the State.

SENATOR ROGICH:
If the bilingual education teacher is also a special education teacher, will this stipend be an additional amount? It won't create an either-or situation for the teacher?

SENATOR CRUZ-CRAWFORD:
Correct. It's on a "shall" basis. How that would work at my school, if I had a special education teacher teaching both, they would get that [stipend] at the district level. It would just be voted on by my SOT.

SENATOR TITUS:
I absolutely like children learning multiple languages, I think it's important and the younger you are … the sooner you … it is easier on the ears to learn multiple languages. I know this is a policy committee. However, you're asking for a $2,500 stipend to be given to the teachers that are in this program.

Your amendment, Exhibit D then potentially removes a fiscal note. So that means it would never go to fiscal. I am going to ask this fiscal question if that is okay, Chair, because it may be the only opportunity.

CHAIR TAYLOR:
Certainly, go ahead.

SENATOR TITUS:
It's still going to be a cost to the schools. I was quickly trying to find what it would take, and how many of these teachers you already have in say, Clark County. Just doing the math, what would be the potential cost of doing that?

SENATOR CRUZ-CRAWFORD:
Good question because …

SENATOR TITUS:
My point is that you are going to divert that because it is already in the budget that you were given.

SENATOR CRUZ-CRAWFORD:
Correct. Right now, my elementary school is in year three of implementation. I have six teachers in this program—two per grade level. Lake Elementary has two teachers right now. That is a total of eight teachers times $2,500. I do not know the year of implementation for the two [schools in] Northern Nevada that are in this program.

We already have similar stipends. I have the opportunity to give a stipend for my support staff of $2,000 and my licensed staff of $1,000, and I have the budget. Is this work being put in right now for bilingual education? We decide as our school organizational team, and we have to budget for that amount. So yes, it does cost money. But there are already scenarios where we are doing this with a long-range goal, being able to request State money when we have it. But right now, we are getting our foot-in-the-door to follow some of those successful state models.

SENATOR TITUS:
Thank you for that because, again, it does cost money and let's be realistic about it. Because you're giving a stipend, but you would just divert funding that you already have in your budget to this particular program. Then you anticipate when you budget your programs, like you have six teachers down the road, and you'll be ready for that? Is that what you are telling me?

SENATOR CRUZ-CRAWFORD:
Yes, so just like I budget for supplies with my staff, this would be part of that budgeting item. Just like my teacher's ask if they can have some extra technology or more books in the library. This would just be another item that we would decide if we had the funds for it. We could make decisions like, my third grade is going to be in the first year of implementation and they might need it, whereas kindergarten is going to be in the third year, so they already have creative materials. We could make decisions like that.

SENATOR TITUS:
You said if you have the funding for that so what I … the way I am reading this bill though, is you shall reimburse $2,500 to the teachers that are teaching in this capacity. That's what I am reading. What if you do not have the capacity in your budget to do that?

SENATOR CRUZ-CRAWFORD:
Then they don't get the money.

SENATOR TITUS:
Okay. All right. You only have it if you have the budgetary discretion.

SENATOR CRUZ-CRAWFORD:
Yes.

SENATOR TITUS:
Okay thank you, I was confused.

CHAIR TAYLOR:
Just for clarification, the amendment Exhibit D, which I have read—we have had a little bit of conversation about this—your goal around the amendment was not the "shall" but the "may," am I correct? Although I know you read the shall, but that is part of a change, am I correct? I thought we had that conversation.

SENATOR CRUZ-CRAWFORD:
Yes.

SENATOR DONDERO LOOP:
I don't know that I have a question, just clarification to the Senator's question. I think while we are not a budget committee, when we do something like this it's real easy for us to say, "Well, right now we'll do this and later on down the road, we'll do that." But whatever the bill says is what happens, and Senator [Titus] knows that … she's been here. It does say it has a fiscal note. It may have a fiscal note on local government. It does have a fiscal note on the State. That may be the licensing division? I don't know, I have not read and studied this carefully as of right now.

But I am glad that you are doing this program, and I think that the program of bilingual education has been used. Isn't there a … the name escapes me … I can see it out in Henderson. I thought there was a school out in Henderson that was doing this already. There might be some other schools. Thank you for bringing this, and we'll probably see you in the Finance Committee, I don't know.

SENATOR BUCK:
Language acquisition is my background, which is what brought me to Southern Nevada. I do agree with you on the whole theory behind this and that it does help. Especially with our second language students taking on the dual languages. Warren Walker [School] had it for a time and then, all of a sudden, they did away with the program.

I wonder how this impacts negotiated agreements? Secondly, you see budget cuts or that the schools are impacted. So, were you able to use Title I funds?

The way that you're able to have the funds and resources to do this is great. I wondered how that came about?

SENATOR CRUZ-CRAWFORD:
I haven't been able to do it yet. I have been told with the conceptual amendment Exhibit D that there will not be a fiscal note. I am still waiting to hear about that. Under these guidelines right now, I would be able to use Title I, at-risk and my ELL funds for this, as it would fall under those parameters and general budget. I have spoken to both large teacher unions and there's no opposition to this. But I don't know exactly how that impacts negotiated agreements.

SENATOR BUCK:
Yes, because what I've seen is a lot of times, it's the same for all even though you have an endorsement. There used to be funding to get an endorsement in ELL, second language acquisition. I think it was 6 or 12 credits. I know because I used to teach those classes. I was wondering, is there funding for that somewhere? Or is that on the teachers to get that endorsement?

SENATOR CRUZ-CRAWFORD:
Yes, there are a few programs. Dr. Casallas, do you want to share what programs we have right now?

MR. CASALLAS:
Sure. In CCSD, there are teachers who want an ELL endorsement from the bilingual endorsement. I think the question was about ELL endorsements and that is currently available through the College of Southern Nevada and with our partners at UNLV. We do have funding set aside to reimburse teachers for this through our Human Resources Division. As far as the bilingual endorsement, we are still looking to see how we are going to fund that because we do not have lines written for that at this time.

SENATOR CRUZ-CRAWFORD:
I did have one teacher that went through the program, but she needed three additional classes through Nevada State University. I was able to pay for her classes with our general budget, supplemented with our school budget.

SENATOR BUCK:
Basically, you're saying that you do not have the autonomy to do this as good practice without this bill.

SENATOR CRUZ-CRAWFORD:
No.

SENATOR BUCK:
Even though you have the funds?

SENATOR CRUZ-CRAWFORD:
Correct.

SENATOR BUCK:
Why is that? That is always a frustration of mine coming from 18 years in the school district. It is just such a frustration that the leader can't do what is best for their teachers or their students.

SENATOR CRUZ-CRAWFORD:
There are avenues for extra duty pay. They need agendas and timelines, and it takes away from the work flexibility of teachers. A stipend would be easier paperwork for office staff and teachers.

SENATOR BUCK:
If you were in a charter school, you could absolutely just do this if you have the extra funds, but for some reason in the district bureaucracies, a lot of times you can't do that. Just a quick comment: we need to make it a little bit easier to be able to do what is best for students and teachers to help facilitate and grow these wonderful teachers with endorsements and with best practices.

CHAIR TAYLOR:
I thought you said you were already doing this at your school?

SENATOR CRUZ-CRAWFORD:
We have bilingual … dual language at my school in year three of implementation, but we don't have a funding source at the school level to provide reimbursement.

Dr. Casallas has been using—I believe through Title III funds—reimbursement for professional development, but they do not get reimbursement for the work that they do to translate the curriculum as needed.

CHAIR TAYLOR:
You need permission to be able to use your funds in this manner and that is what you are hoping for with statute?

SENATOR CRUZ-CRAWFORD:
Correct. To provide a stipend. Yes, there are avenues for extra duty pay.

CHAIR TAYLOR:
Understandable. I just wanted that clarification. I am not sure if you are aware of this, but CCSD schools are funded differently than the rest of the State because of decentralization. Principals have a lot more flexibility with their budgets. If you have a funding source, you can just do it. But if you are in a school that is outside of CCSD, your funding comes from the district. A principal does not have that unless they can pull it from Title I funds—then that would allow them to do that. Generally, a teacher would not have that flexibility. In that situation, how would those teachers, those schools, be able to do this? Is that something a district would have to decide?

SENATOR CRUZ-CRAWFORD:
I only know about CCSD. For our current stipends, there's a drop down—basically a budget line item to collect a stipend and attach it to the teachers' names that would get that stipend. I don't know what that looks like outside of CCSD.

CHAIR TAYLOR:
I have committee members asking for other superintendents who are in the room to come forward.

SENATOR DONDERO LOOP:
There happens to be a Carson City superintendent sitting in the room and perhaps he can answer this question.

ANDREW FUELING (Superintendent, Carson City School District):
Every district does it differently and each district may have some of their own quirks as to how they do it. For a school that did something like this, principals

generally do have some of their own budget. Usually, it's more for supplies than staffing type things. But I think every district could work with this and try to figure out a system. I just think each one would do it a little bit differently than the other. I do not know if that is entirely helpful.

CHAIR TAYLOR:
It is, thank you.

We are going to open it up now for anyone who would like to testify in support of S.B. 115.

ALEXANDER MARKS (Nevada State Education Association):
We're in support of S.B. 115 to authorize $2,500 stipends for teachers and bilingual education programs.

WESLEY HARPER (Director of Government Affairs, City of North Las Vegas).
The City is in support of S.B. 115, and we appreciate the work of Senator Cruz-Crawford, Senator Doñate and joint sponsor Assemblymember Moore for bringing this bill forward. Creating confident and competent students creates confident and competent Nevadans, which is why the City stands in support.

CATHERINE NIELSEN (Executive Director, Governor's Council on Developmental Disabilities, Nevada Department of Health and Human Services):
We offer our support for this bill because it would both increase the quality and quantity of teachers and bilingual education programs, particularly those who speak English and teach American Sign Language (ASL). This is especially important for the deaf and hard-of-hearing community. The Nevada Commission for Persons Who Are Deaf and Hard of Hearing has a position statement on education for individuals who are in these communities. One of their key policy recommendations is to increase funding for the deaf and hard-of-hearing educational services. This includes advocating for additional State and federal funding. We are particularly talking about those in "Bi-Bi" classrooms, which are bilingual and bicultural classrooms. This measure, we do feel, will increase those teachers.

LEONARDO BENAVIDES (University of Nevada, Las Vegas):
The UNLV College of Education supports S.B. 115, which provides a permissive structure for schools and districts to support licensed educators in bilingual

education programs and strengthens endorsement requirements for bilingual instruction.

Nevada's growing multilingual population includes over 80,000 emergent bilingual students—nearly 20 percent of our public school enrollment, making it imperative to recruit, retain and support qualified bilingual educators. Research consistently shows that students in well implemented bilingual programs achieve stronger academic outcomes. Yet, Nevada faces a shortage of teachers prepared to meet those needs. At UNLV, the College of Education is committed to addressing this gap through initiatives like Project Pueblo, which has prepared a myriad of teachers with specialized training to support emergent bilingual students. Our programs work to equip educators with the necessary skills to promote academic success of bi- and multilingual students, ensuring Nevada's workforce remains competitive in an increasingly global economy.

Senate Bill 115 makes an important and intentional step towards recognizing the expertise required for bilingual instruction and creating the permissive structure for schools to support incentives when available funding exists that attracts and retains these highly skilled educators. By investing in bilingual education, Nevada strengthens its commitment to equity, economic opportunity and the long-term success of our students and communities.

LINDSAY ANDERSON (Washoe Education Association):
I currently teach beginning English learners in the high school setting. I have been teaching for 12 years, 7 of those in Washoe County. I have multiple subject teaching credentials in California and Nevada, a bachelor's degree in history and a master's degree in teaching English learners. I am a nationally board-certified teacher and a proud member of the Washoe Education Association (WEA).

How many countries around the world are light-years ahead of us by teaching their students in multiple languages, starting day one in school? In order to catch up, we need highly qualified teachers to do this, and they need to be compensated and properly trained. The benefits of this bill are immense. As educators, our job is to prepare students for the world and increasingly bilingual education not only helps teachers and students do this, but it also benefits our communities and our economy.

As was said earlier, bilingualism improves cognitive skills. Studies show that students who speak more than one language tend to have better problem-solving skills, enhanced memory and greater multitasking skills. These cognitive advantages are crucial as students prepare for an increasingly complex and globalized world. Fun fact: people who speak more than one language have lower rates of dementia as well.

Bilingual education opens doors to a wider range of career opportunities. By providing students with the opportunity to learn multiple languages, we are preparing them for future success in a competitive job market. It also promotes cultural awareness, sensitivity, fosters empathy and respect in our communities and in our diverse State. This cultural competence is essential for building stronger, more cohesive neighborhoods. I personally wish I had the opportunity of a bilingual education when I was in school. I urge you to continue to support and expand these programs across Nevada, ensuring that all students have the opportunity to become successful, globally minded individuals.

EMMA SILVEYRA (University of Nevada, Reno):
We want to thank the sponsors of this bill and express our full support for S.B. 115. I am here today because I am a product of education through the English as a Second Language (ESL) program. My family moved to Fernley from Mexico, and I grew up in the ESL program. I know how difficult it is for students to not only adopt a new language, but adapt to a new culture as well. My teachers helped me get to where I am today, and I am extremely grateful for them. I believe that bilingual education is incredibly important, and this bill would help incentivize teachers to provide students with the help and support that they need.

MARIA RENEE CASTEDO (Washoe Education Association):
I am a proud public school teacher, a member of the WEA and the parent of two students in Washoe County. I hold a Bachelor of Science in education, with an emphasis in ELL and a Master of Science, Technology, Engineering and Mathematics. With nine years of teaching experience, I have taught kindergarten through fourth grade in both Nevada and Idaho. Currently, I teach third grade in Washoe County. I stand in strong support of this bill.

Home means Nevada, but it also means tourism and diversity. Nevada is a major tourism hub, whether it is the casinos and gaming or sunny natural destinations and diverse events. Our State relies heavily on tourism. In today's world, being

bilingual is not just a benefit, it is a necessity in Nevada. Nevada is linguistically diverse with approximately 25 percent of our residents speaking languages other than English. Side note: Nevada has one of the fastest growing populations of Latinos, and that 25 percent is expected to grow.

In addition, we welcome visitors from all over the globe enriching our State with a variety of beautiful languages. This bill is crucial because it mandates that school districts implement policies to not only support our students' learning, but also help prepare them for their futures. It ensures that our students can compete on a global scale in countries where learning two or more languages is the norm. Furthermore, this bill provides the opportunity to hire qualified teachers who are trained with the skills and knowledge needed to deliver high-quality bilingual education.

I would like to conclude with a few personal thoughts. As a parent, I deeply desire for my children to have the opportunity to learn Spanish. However, the two [bilingual] schools here in Washoe County—Jessie Beck Elementary School and Mount Rose [K-8 Academy of Languages] in our area—are not only distant but difficult to access. Personally, I am bilingual, as Spanish is my mother tongue. I can attest to the countless doors being bilingual has opened for me from scholarships to enhancing job security. Let's do right by our students by providing them with the opportunity to improve their lives and compete on a global scale.

MADISON JACKSON (Washoe Education Association):
I here today to speak in strong support of S.B. 115 as an advocate of high-quality education in Nevada. I believe this bill is a necessary step toward ensuring that our bilingual students receive the support they need while also recognizing the critical role of bilingual educators in our schools. I unfortunately don’t even count myself as a bilingual educator.

My Spanish is scary bad [translated from Spanish].

I do work in a diverse school where most of the students come from homes where they speak a language other than English. Our schools are becoming increasingly diverse in this manner. Many of our students are bilingual. Research has shown benefits in cognitive abilities, memory, the way it reduces Alzheimer's—there are so many benefits to bilingual education.

What I have to gain by testifying here today is not even the wonderful stipend that our bilingual educators deserve, but the support that our bilingual students also deserve. Senate Bill 115 directly addresses these challenges by providing an annual stipend to educators. This incentive will help attract and retain talented and qualified educators. Additionally, requiring school districts to develop policies that strengthen bilingual education ensures that these programs are not just an afterthought, but a strategic policy and priority in our education system.

By investing in our bilingual students and the educators who support them, we are making a commitment to equity, opportunity and a stronger workforce for Nevada's future. I urge the committee to pass S.B. 115, and take this important step toward a more inclusive and effective educational system.

CHAIR TAYLOR:
Thank you to all of the educators who are here and who came forward. We appreciate what you do for kids every day.

HENRY ROSAS (United Way of Southern Nevada):
United Way of Southern Nevada also provides our strong support for S.B. 115. It'll go a long way in expanding and retaining bilingual educators. We want to especially thank Senator Cruz-Crawford for her partnership and commitment to language access for all students, especially during the interim.

CHAIR TAYLOR:
Seeing no one testifying in opposition or neutral, we will ask Senator Cruz-Crawford to come back for closing comments. Before you give your close, Senator Titus has a question she'd like to ask you.

SENATOR TITUS:
The testimony I've heard … and certainly again, I am supportive of bilingual education. I think it is very important. What I am hearing is [we are] assuming it is always Spanish, but there are many other languages that we see in our State. We have people from all over the world here. I don't know if in Clark County you have other teachers teaching French or whatever the language is. This would be for all of those teachers correct—regardless of what language they teach?

SENATOR CRUZ-CRAWFORD:
Are you teeing up my closing comments here?

SENATOR TITUS:
Perhaps, because I have an additional question once you answer that one.

SENATOR CRUZ-CRAWFORD:
Yes, this is for anyone. My dream is to really plant a seed so that our students are able to select between many languages. We had ASL [representatives] ask if that is a possibility. Really, all languages are accessible. First we need our teachers to be proficient in teaching those [languages] and that is through the bilingual endorsement.

SENATOR TITUS:
We did get a follow-up to a previous question regarding Native American languages, and we got an excellent update from our staff on all the schools that offer this and can get folks to come in and teach native languages. I wanted to make sure that this wasn't limited to one group but offered to expand. I do think it expands everyone's ideas, thoughts and communication skills by being able to speak in several languages.

SENATOR CRUZ-CRAWFORD:
I look forward to planting a seed with S.B. 115 so that our community can be very diverse in their skill sets. We did talk a lot about Spanish speakers, but what I did want to talk more about was English speakers. When you have a dual-language program, you have both languages going through the process together. So, one day their strength is in their English class, if they're an English speaker, and the next day, they are learning in Spanish. But guess what? Those Spanish-speaking students, or native-speaking students or ASL students can do programs together. Every other day, they get their strength and their anchor, and then they learn from their peers the other day.

It is such beautiful programming, and I have been excited to be engaged in the work and lucky enough to be a Senator to bring this work across the State of Nevada.

CHAIR TAYLOR:
We do have another bill draft request (BDR) that we will introduce that came in during the meeting. This BDR establishes requirements relating to suspected substance use by a pupil.

BILL DRAFT REQUEST 34-592: Establishes requirements relating to suspected substance use by a pupil. (Later introduced as Senate Bill 254)

SENATOR TITUS MOVED TO INTRODUCE BDR 34-592.

SENATOR DONDERO LOOP SECONDED THE MOTION.

THE MOTION CARRIED UNANIMOUSLY.

* * * * *

CHAIR TAYLOR:
If you would like to make public comment, please come forward at this time.

JOHN EPPOLITO (Protect Nevada Children):
How may all this student data in the hands of EdTech vendors affect the future of Nevada students? At least ten Harvard students had their admissions rescinded because of something they posted on Facebook. Here's the NPR story: (Exhibit F contains copyrighted material. Original is available upon request from the Research Library.). In my opinion, asking elementary school students to use free EdTech vendors is much worse. Students end up sharing their ideas, attitudes and beliefs with these vendors. If these bright, 18-year-old Harvard admittees don't know what is acceptable to share on Facebook, how should elementary school students in Nevada know what they should be sharing with these EdTech vendors?

Parents never see what their children share with the Googles of the world and they do not see the student profiles these free vendors create on their children. We don't know when and how something our children shared with Google or other EdTech vendors may come back to haunt them. The first handout I gave you this session had articles from the Left and Right discussing this. In the U.S., we just saw the political winds shift and they will likely shift back. What may have been a positive idea, attitude or belief yesterday and tomorrow may be a negative one today. Like some of the dot-com billionaires, we believe the

solution is to get kids off the screens and back to a traditional education. Both Steve Jobs and Bill Gates raised their kids tech-free, so do many other tech millionaires and billionaires. These screens and apps are for our kids; they're not for their kids.

DREW FRANKLIN (Washoe Education Association):
I will keep it short. I just wanted to thank you for all the hard work that went into the session last year and all the bills that did get signed into law. It did make a difference with all of our students. I look forward to working with all of you this year to help our students more.

AARON SCHULER (Washoe Education Association):
I am a math teacher at Hug High School in Sparks, in Washoe County. I have already spoken in front of the committee today, so I am not going to rehash everything I said there. I also wanted to express my gratitude for the increase in allocation of funding to our district and to the State. I want to encourage further efforts towards that goal. One of the biggest issues we're facing at my school is no longer lack of supplies, but teacher retention. I think a lot of teachers who would love to enter the profession are making a cost-benefit analysis calculation when they look at becoming a teacher. For a lot of them, it is not financially feasible. I am fortunate to have found financial stability in teaching, but I want to open this door to many other people, especially people who reflect the student population that we serve at Hug High School. Thank you so much for your efforts in the past to further the cause of education. I hope that you can consider furthering those efforts in the future.

JUSTIN JERVINIS (Washoe Education Association):
I teach in the Washoe County School District at Marcy Herz Middle School. I am very blessed to have a wonderful job being a self-contained teacher. I teach comprehensive life skills to special education students. These are students that have severe disabilities, significant deficits in academics, communication and behavior. Occasionally I get attacked, I get my tie pulled or someone's trying to beat me up. Either way, it's a great job because someone's got to do this job, someone's got to work with these kids.

My wife and I are both full-time working parents, we have a six- and a three-year-old, and we have a house we purchased in 2019. We are very blessed to have an interest rate below 4 percent. We have a very small house. We have two growing children, and we are thinking about getting a house

somewhere in south Reno. All the houses we are looking at are north of $800,000, sometimes $900,000, and not that much better than my house. We're both making good money and we're very proud of what we do. We are advancing our careers because we've had a lot of help from my in-laws, who have so graciously taken care of my children. Yet we can't find the house that we want because interest rates are 7 percent or above.

We made a lot of progress last session thanks to all of you investing in education. We all got 20 percent raises. I got a $2,500 bonus in June and I am going to get another $2,500 bonus this June. Thankfully, I can pay for my daughter's daycare, but I am trying to find a way to pay for my mortgage, get another house, save for two 529s [education savings plan] and a Roth IRA on top of this. I am trying to be financially responsible. Any investment that we do in education this session would be very beneficial for me, my colleagues and all teachers in Nevada.

MARVIN BELL:
I wanted to thank the Nevada Legislature for all you did for teachers this last session. Because of you guys, I was finally able to get a car, which is really nice because I do not have to Uber [taxi] to work anymore. While you guys have done a lot for us, there is still a lot more work to be done, and I look forward to working with all of you this session to get it done.

JENNIFER MACNEAL:
I just wanted to thank all of you for your due diligence in regard to everything that was spoken on today, especially—if you have not gotten to it—regarding children with autism spectrum disorder and the essential services in regard to that. As a parent of two children that go to a charter school in Henderson—two children that both have autism—this is very important, as well as necessary, for these children to get the services they need. You see the wait times outside in the private sector and how much of an out-of-pocket expense it is. Being a single parent, going to multiple therapies this is very much needed while you are waiting. It helps to have these services done while they are in school and while you are on these extensive two-year or three-year waitlists. It is imperative that these children get the services that they need. I really want to thank you all for doing your due diligence and bringing this and shedding some light on this bill. God bless you, God speed.

CHAIR TAYLOR:
We are adjourned at 2:32 p.m.

RESPECTFULLY SUBMITTED:

Virginia Weitzel,
Committee Secretary

APPROVED BY:

Senator Angela D. Taylor, Chair

DATE:

EXHIBIT SUMMARY				
Bill	Exhibit Letter	Introduced on Minute Report Page No.	Witness / Entity	Description
	A	1		Agenda
	B	1		Attendance Roster
	C	3	Jeanine Collins/ Center for the Future of Learning	Presentation: Portrait of a Nevada Learner and Nevada Future of Learning Network
S.B. 115	D	13	Senator Michelee Cruz-Crawford	Conceptual Amendment
S.B. 115	E	14	Jafeth Sanchez/ University of Nevada, Reno	Presentation: Latino Research Center
	F	31	John Eppolito/ Protect Nevada Children	Public Comment/ NPR Story