

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

**Seventy-Eighth Session  
March 16, 2015**

The Committee on Education was called to order by Chair Melissa Woodbury at 3:17 p.m. on Monday, March 16, 2015, in Room 3142 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. The meeting was videoconferenced to Room 4404B 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: [www.leg.state.nv.us/App/NELIS/REL/78th2015](http://www.leg.state.nv.us/App/NELIS/REL/78th2015). In addition, copies of the audio or video of the meeting may be purchased, for personal use only, through the Legislative Counsel Bureau's Publications Office (email: [publications@lcb.state.nv.us](mailto:publications@lcb.state.nv.us); telephone: 775-684-6835).

**COMMITTEE MEMBERS PRESENT:**

Assemblywoman Melissa Woodbury, Chair  
Assemblyman Lynn D. Stewart, Vice Chair  
Assemblyman Elliot T. Anderson  
Assemblyman Derek Armstrong  
Assemblywoman Olivia Diaz  
Assemblywoman Victoria A. Dooling  
Assemblyman Chris Edwards  
Assemblyman Edgar Flores  
Assemblyman David M. Gardner  
Assemblyman Pat Hickey  
Assemblywoman Amber Joiner  
Assemblyman Harvey J. Munford  
Assemblywoman Shelly M. Shelton

**COMMITTEE MEMBERS ABSENT:**

Assemblywoman Heidi Swank (excused)



**GUEST LEGISLATORS PRESENT:**

Assemblyman Tyrone Thompson, Assembly District No. 17  
Assemblywoman Maggie Carlton, Assembly District No. 14  
Assemblyman Randy Kirner, Assembly District No. 26  
Assemblyman Jim Wheeler, Assembly District No. 39

**STAFF MEMBERS PRESENT:**

H. Pepper Sturm, Committee Policy Analyst  
Kristin Rossiter, Committee Policy Analyst  
Karly O'Krent, Committee Counsel  
Sharon McCallen, Committee Secretary  
Trinity Thom, Committee Assistant

**OTHERS PRESENT:**

Robert L. Green, Private Citizen, Las Vegas, Nevada  
Dell Ray Rhodes, Private Citizen, Las Vegas, Nevada  
Dr. Linda E. Young, President, Board of School Trustees, Clark County  
School District  
Rebekah Piper, Director, Las Vegas Freedom Schools  
Ruben Murillo, Jr., President, Nevada State Education Association  
Craig M. Stevens, Director, Intergovernmental Relations, Community and  
Government Relations, Clark County School District  
Gil Lopez, Boyd Extern, Nevada Hispanic Legislative Caucus  
Lonnie Shields, representing the Nevada Association of School  
Administrators  
Manuel Mederos, Private Citizen, Reno, Nevada  
Yvette Williams, Chair, Clark County Black Caucus, Las Vegas, Nevada  
Gene Collins, Private Citizen, Las Vegas, Nevada  
Tarryn McGhie, Private Citizen, Las Vegas, Nevada  
Bonnie McDaniel, Private Citizen, Las Vegas, Nevada  
Alan Acacia, Private Citizen, Las Vegas, Nevada  
Dale A. R. Erquiaga, Superintendent of Public Instruction, Department  
of Education  
Ronald P. Dreher, representing Peace Officers Research Association  
of Nevada; and representing Combined Law Enforcement  
Association of Nevada  
Constance J. Brooks, Ph.D., Vice Chancellor, Government and  
Community Affairs, Nevada System of Higher Education

**Chair Woodbury:**

[Roll was taken. Committee protocol and rules were explained.] I will open the hearing on Assembly Bill 234.

**Assembly Bill 234: Enacts provisions related to multicultural education.  
(BDR 34-102)**

**Assemblyman Harvey J. Munford, Assembly District No. 6:**

I am a retired Clark County school teacher. I taught for 38 years. I am here today to introduce Assembly Bill 234. This bill addresses the need for better multicultural education in Nevada's elementary and secondary schools. Assembly Bill 234 deals with curriculum content, curriculum compliance, and teacher education. [Read from prepared testimony ([Exhibit C](#)).] The United States is a democracy of many nationalities, each of which has maintained ties with its past. The task of today's schools is to take the individual representatives of these schools or these groups and do more than just educate them. It is to serve as a sounding board for cultural exchange, for it is true that we learn best from each other. Part of the learning process should include experience in the cultures of others as well as one's own culture. [Continued to read from ([Exhibit C](#)).]

One other thing I want to emphasize here is that many of the teachers might feel intimidated or uncomfortable in teaching multicultural groups or other groups of color. People might question whether a white teacher should be talking about the struggle or experiences of blacks and even Hispanics, Asians, and Native Americans. That teacher is not any of those groups. They tend to be unable to talk with a sense of assurance. I even experienced that when I was teaching. Black teachers, for many years, have taught European history and about the Colonial period where most of the settlers were from the European nations.

Does this mean that more minorities should be hired in order to teach some of these multicultural classes? Not necessarily. The teacher just has to be educated to gain the knowledge of these various groups. If we do this, their comfort level and confidence will improve.

I encourage your consideration and support for A.B. 234.

**Assemblyman Armstrong:**

I have some questions regarding the structure of the bill because it talked about being able to submit proof for completion of the course that has already been completed. What satisfies that? Whatever course is adopted, is that free for teachers or is this something teachers would have to pay for?

**Assemblyman Munford:**

Every six years, teachers have to renew their certification. They have to complete 6 credit hours. If they do not already have it on their transcripts from their undergraduate work, of those 6 credits, maybe three should be in some multicultural or ethnic studies program. That is my recommendation.

**Assemblyman Armstrong:**

Would that be a one-time 6 credits, or would they have to complete 3 credits every six years?

**Assemblyman Munford:**

Just one time.

**Chair Woodbury:**

Currently, are there classes available either at the university system or in the professional development programs to teach this?

**Assemblyman Munford:**

There are some programs in the Clark County School District (CCSD). I have been introduced to them and have had conversations with some administrators. Teacher development days are good for them to have some extra time for input and communication related to multicultural education, but it does not go deep enough; there is not enough time. They need something more extensive, involved, and detailed. You would just be glossing over the subject.

As you know, with the climate in the entire country, we need something of this nature for the young people. There are so many misconceptions out there today. People's ideas and attitudes for the future need to be formed at the school level. We need something like this.

**Chair Woodbury:**

Are you saying that the courses available to educators right now are not in-depth enough and need to be developed in order to accomplish this, not through the teacher training days, but the professional development classes that can currently be taken for credits? Either one—are they not there?

**Assemblyman Munford:**

I have never sat in on teacher development days. When I was teaching we did not have anything like that or teacher development days for multicultural education or anything of that nature. I do not know to what extent or how much is involved in teacher development days or how in depth they go. Are those classes available today?

**Chair Woodbury:**

There are so many teacher development classes available, but I have not looked to see if there are multicultural classes available. Teacher development days are done school by school. I am not asking about the staff development days; I am asking about the courses you can take on your own for credit.

**Assemblyman Munford:**

Courses you can take for credit would be taken at one of the community colleges or the University of Nevada, Las Vegas (UNLV). I am sure both of the institutions have ethnic study departments. They do offer those courses because I used to teach one at the community college. The ethnic studies department is very efficient, and they offer the classes every semester.

**Assemblyman Armstrong:**

For the professors and teachers that may have previously completed this course, is it part of the UNLV or University of Nevada, Reno undergraduate requirements to take a multicultural class? What percentage would have to go above and beyond their current undergraduate program to take three additional credits?

**Assemblyman Elliot T. Anderson:**

I am not sure if the requirement would fall in line with what Mr. Munford has in mind because there is a 3-credit multicultural requirement at UNLV. However, I am not sure it would get to his intent with this measure. It would not be specifically tied to the teacher program; it is a university requirement for all students.

**Assemblyman Munford:**

When you are in your undergraduate program and majoring in education to become a teacher, I do not know if they require you to take an ethnic studies course. Is that what you were addressing?

**Assemblyman Elliot T. Anderson:**

It is for all students—not for just for teachers. It is not necessarily ethnic studies. It is a broad label; multicultural requirements and history classes can fall into it. I took the history of Mexico. It was an interesting class.

**Assemblyman Munford:**

That is why it would be interesting if we had it in the high schools too. Mr. Armstrong, did that answer your question?

**Assemblyman Armstrong:**

I think so. We do not know how specific that is to what your intent is, but it seems like it is a requirement for all UNLV students.

**Assemblywoman Olivia Diaz, Assembly District No. 11:**

As an educator I can tell you that including and infusing your instruction with multicultural education is fundamental in many of our schools across the state. The earlier we start the better. It is about highlighting the beauty and the importance of different cultures for us to get an understanding about what it means to be Hispanic, what it means to be African American, Native American, Asian American, American overall. If we start with our children at a younger age, we could all find value in acknowledging the differences that build strength in our communities. Sometimes we overlook that "different" does not mean that it is negative. It means that we come from different backgrounds, but we all are stronger for that and we make our community stronger. We need to look at the positives that brings.

Cultural competency is lacking in many of our schools when they are working with especially high populations of Hispanics, Latinos, and African Americans. When you do not understand the cultures, you sometimes fail to make connections. I could always connect with my students with Christmas and Thanksgiving celebrations. Many think that means that we are all eating turkey and side dishes, but many of my students celebrate by eating tamales. Anytime I can throw that out there and connect and relate to my students, they realize someone else understands where they are coming from and what their traditions are.

Months designated as Hispanic Heritage month and African-American History month are another great opportunity. We can show our students that there are amazing individuals that they can emulate, whether it be the President of the United States, a scientist, a genius mathematician, or a teacher. We need to highlight these role models so everyone can see what they can attain when they grow up. Sometimes many of our children do not get exposed to those figures in our history at a young age when they are building their self-concept and identity. That would go a long way to building children's self-esteem.

I am all about making sure that we educate our children, that we make them open-minded, and that we share the beauty and the good things about our different cultures. I would also think that teachers would like to better understand it themselves in order to see what they could do to make those real world-to-class connections to get our children motivated in order to get behind the academic learning that has to happen in the classroom. This would be a good hook to get our students to want to learn more.

**Assemblyman Armstrong:**

I see value in this bill. Why did it not pass last session? What were the arguments against this bill previously?

**Assemblyman Munford:**

Historically, I have brought this bill forward since I was a freshman legislator. Every time, it has died. There are two reasons it usually came back to me. One was a fiscal cost. It would be additional costs for books. The other reason was that, as the Committee Chair was alluding to, Clark County and possibly Washoe County already had an integrated program to give some exposure or introduction of multicultural education to the teachers with the teacher or staff development day. They felt that was adequate. So it was left up to the teacher to in some way incorporate it into their class. Primarily it was focused on in the history classes and maybe the government classes. I have not given up. I keep on trying. This is my last session. Although this is not my legacy, I have much support.

**Assemblyman Gardner:**

I have gone back and reviewed the bills from 2009, 2011, 2013, and 2015. It looks like in 2009 it got out of the Assembly Committee on Education but did not get a vote on the floor. In 2011 and 2013 it did not get out of Committee. The only one I saw that had any fiscal note was in 2009, and it said there would be no fiscal note. There seems to be more to the story of why this could not even get out of Committee.

**Assemblyman Munford:**

I commend you for taking the time to do the research and to find out the reasons. I do not know. It is probably a combination of things. I hope we can get it accomplished this time. There are a lot of people in the south who have backed me the past four sessions who want to see what the fate of this legislation will be this time.

**Assemblyman Tyrone Thompson, Assembly District No. 17:**

I am testifying in support of Assembly Bill 234, and I want to thank Assemblyman Munford for being persistent in getting this bill passed through his legislative career.

We live in an extremely diverse community, so it is only appropriate that we ensure that we share cultures and history from the various backgrounds of our students. We need to mirror our community. It will greatly benefit them throughout their school, community, and work lives.

I attended my kindergarten, elementary, junior high school, and high school years in the Clark County School District (CCSD). I would say that we had a more fragmented approach to multicultural history. We would celebrate a month, we would celebrate a day, or we would celebrate a person. We did not have a comprehensive type of curriculum and as we know, there have been great contributions that we really need to have included in the curriculum throughout the year, not just certain days of the year.

I served as a participant at the age of 16 and later on in my adult life as a director for Camp Anytown. Camp Anytown is a youth leadership program that exposes high school students to diversity issues with the intent of building communities based on inclusivity, respect, and understanding of their cultural values. Youth also learn about how culture, identity, and perspective shape our relationships and interactions. Information covered in this two-and-a-half day long camp is impactful in the lives of our young people. This biannual program truly highlights the need in our communities to incorporate a multicultural curriculum within our school districts throughout the state.

Again, this should be taught year-round in our schools. Just this morning, in the Assembly Committee on Health and Human Services, we were talking about the fact that there were approximately 143 languages in the CCSD showing the numerous cultures. We definitely should create such a curriculum.

I urge you to consider this important piece of legislation during your deliberations.

**Assemblyman Stewart:**

I have been with you most of the time you have presented these bills, and I have great respect for you and your efforts. I recall years ago, in the CCSD, we did have a requirement for multicultural education.

You seem to leave it open in the bill for the State Board of Education and the board of trustees for each county to develop their own program. Would you envision a specific course, or would you envision integrating multicultural events and persons into the existing curriculum? For instance, integrating things like Juneteenth and Cinco de Mayo into a regular history program, or would you want a separate class? If we are going to go grades 2 through 12 and have a separate class, that would probably cause considerable issues with the school districts. Also, I recall there are professional development classes that go as high as 3 credits and as low as 1 credit. Would it be up to the school districts to determine how many credits would be taken? You suggested 3 credits, but it is not specifically in the bill.



**Assemblyman Munford:**

The way I thought to break it down and incorporate it into the curriculum was that there are four quarters to a school year. I would align it in such a way that the first nine weeks we would focus on Hispanic history because the Mexican Independence Day is at the beginning of the school year, September. The second quarter might be Asian history. The third quarter could be set up for African-American history because that would begin in February. The fourth quarter could include other groups and ethnicities that have felt oppression or discrimination, or have struggled in a difficult way to gain equality and acceptance in American society. I would even include the struggle of women, as well as the struggle of some religious groups. Give young people an introduction and exposure to so many of the things we are experiencing in America today. Historically, those happened at a particular time and we feel we have solved a lot of those problems. Sure, we have come a long way in America. There is no question about it. There are still things that seem to surface every once in a while. These young kids today still lack that in-depth information, knowledge, and understanding. The best way to gain this is in school. Everybody would be required—it is compulsory—everybody has to go to school. That is the way I would set it up in the school districts across the state.

**Assemblywoman Shelton:**

I definitely love the concept of the multicultural classes. In teaching my daughter about different cultures, she gets excited and intrigued, especially if you add food from the cultures or the games other children play in other cultures. I am curious to know what the teachers think. Sometimes we bring things forth to the teachers and they feel that their burden is already heavy enough. Have you been able to talk to any of the teachers in your community and get their feedback on this?

**Assemblyman Munford:**

During the 2014-2015 school year, I have not gone into the schools and surveyed that many teachers, but I have done so in previous years. Most of them seemed to be comfortable with the idea and saw the need and were willing to give support to it. My colleagues here who are or have been teachers know the atmosphere and the environment of being a teacher and dealing with those types of situations.

What has been happening in America over the past year or so, having a black president for the first time, and the 43 presidents before him, all of these things weigh in making America what it is expected to be. America is supposed to set the example for equality and for equity and humanity. This would be a good step in taking this direction to introduce this to the kids from

second grade all the way to the twelfth grade. You would be surprised what it can do for the young Hispanic student, or the Native American student. They can gain that pride and self-esteem.

The lack of education has made a lot of young people stray away from who they really are. Once you know who you are, you build a sense of caring. You start liking yourself. Many of these kids are reaching out for some new identity because they do not even know who they really are. Multicultural education gives you identity. It brings about images that we have of other people.

As a teacher, it was so vitally important. We did have a pilot program at Bonanza High School. I had a principal that was very daring and wanted to break out into something no other school was doing. We did have an African studies class. We had a black history class. I taught it for two years in 1997-1998, and we had an actual textbook.

Children do not have differences until someone teaches them. Once they get into school, we have to reinforce and give them understanding and teach them those differences in a positive way, to use for the rest of their lives and help America be a better place.

**Assemblywoman Diaz:**

As an educator, I do not think we will only be validating students' cultural heritage and identities, but it is improving our instructional practices. It makes us stronger teachers anytime we bring in that kind of background information. If you talk about Cesar Chavez and what he did for the farm workers, or Martin Luther King, Jr. and his plight during the Civil Rights Movement, you can tie all of those things into your instructional practices. Before coming up here, I had my students write about Martin Luther King, Jr.—what he fought for and why, and what problems they see in society today that we need to be champions for. Making these strong connections with our children at younger ages and getting them excited about different individuals and different cultural heritages is to the benefit of the students. They are going to want to learn more because they see themselves represented.

**Assemblywoman Shelton:**

I agree with you. I was wondering if the teachers would see it as an extra burden because they have a lot on their plate right now. I home school my daughter, and we often start out with one subject and integrate many different topics into that one subject.

**Assemblyman Edwards:**

I am curious as to the cost of the program you are considering. Having just looked at the budgets for education and for the textbook allocation, what are your thoughts as far as how many textbooks would be needed and the overall cost? As you know, we have not bought textbooks in four or five years. There are schools in my district that do not have enough school books for the students there now. How do we work that part out?

**Assemblyman Munford:**

I hope they do not use the fiscal aspect of this as an excuse. When you are serious about something, want to commit to it, and can see the value and necessity of it, you will find the money. You can make adjustments. When we got the textbooks for black history at Bonanza High School, we made adjustments in our social studies department. We tried to stay current with our textbooks, but the department head might say that we want to implement a multicultural program and, as a result, maybe the government teacher would not get a current government book "this year," but maybe next year. You can make adjustments. When I retired in 2005, the government textbook I was using was a 2001. We would alternate and work it out. Most of the books are ordered through the departments, and you can make the sacrifices and adjustments to get the books you need in the departments. You may give up something this year to get something next year.

**Assemblyman Edwards:**

I was looking for an actual or ballpark price tag. Do we know what that is?

**Assemblyman Munford:**

They have never shared actual cost with me relating to a new set of books for a multicultural class. This legislation has not gone far enough to take cost into consideration. They just say there will be a cost and they do not know if they can absorb it right now.

**Chair Woodbury:**

We, as a policy committee, make recommendations to the Assembly Committee on Ways and Means. They decide on the recommendations they receive from committees as to what they can and cannot fund. They cannot fund it if they do not get recommendations.

**Assemblyman Gardner:**

Section 1, subsection 1: "The State Board shall adopt regulations that prescribe a program of multicultural education, including, without limitation, information relating to contributions made by men and women from various racial and ethnic backgrounds." Are there any groups that are barred from this? Are there

groups that definitely need to be included? Various racial and ethnic backgrounds seem like very broad topics that could be construed many different ways.

**Assemblyman Munford:**

Primarily, in terms of multicultural education, the groups we would focus on are basically the groups that have had some historical foundation or base here in America. If you recall, I said that in the fourth quarter I would possibly even include different groups that have experienced some hard times, where they had to struggle to get equality and fair treatment. For example, the Asian population is very diverse within itself and should be included as well. The American Indian is connected to an Asian group that came across the Bering Strait from Siberia.

If you sit down together, you can set it up in such a way to cover the groups that have had impact and been a part of the development of America in some way.

**Assemblyman Gardner:**

The question I was focusing on was that we have Hispanic Americans, Black Americans, Asian Americans, but you mentioned Korean Americans, who are very different than Japanese Americans—is it going to be more broad-based? Are we talking about Asians, Hispanics, and blacks, or more specifically talking about Guatemalans, or Nicaraguans, or Cubans? Will this be specific to individual countries, or more of a broad-based idea?

**Assemblyman Munford:**

I looked at four groups. If you look at Hispanics, they go all the way back to Spain. You will cover the Hispanics beginning with Spain. If you look at Asia, you could almost begin with China. It is almost a world history thing. From China you could cover most of Asia except possibly India. That is when we will sit down and put this curriculum together. As I mentioned earlier, there are various nationalities from Asia here. You see a lot of Asian culture and Asian food. An example of multicultural education is food. Have you ever had soul food? You see all of the other varieties of ethnic foods, but you do not see much in the way of soul food. That should be something that is shared.

A class like this could be really exciting. You could do so much with it. It could stimulate all kinds of questions from these young students. They do not have anything except what they learn from television, which is not always authentic.

**Assemblyman Thompson:**

It is really important that we look at section 1, subsection 1, line 4, where it talks about "without limitation." Assemblyman Munford's vision is that it would be men and women of various racial and ethnic backgrounds but, again, I would look at the words "without limitation," making it very inclusive in nature so it does not pigeonhole cultures because, as I stated, we have 143 languages in CCSD. That could be very extreme and very extensive.

**Chair Woodbury:**

Assemblyman Munford, do you have anyone specific in Las Vegas that you would like to testify?

**Assemblyman Munford:**

There are several who wish to speak.

**Robert L. Green, Private Citizen, Las Vegas, Nevada:**

I am here today to support Assembly Bill 234 serving as County Chairperson for My Brother's Keeper. I am very well aware of the need for this bill. In reflecting on the important need for this bill, I thought about the recent incident with the fraternity in Oklahoma in which college students on a bus—claiming that alcohol was partially responsible for their behavior—acted in a very negative and racially prejudiced way. In thinking about that episode, I began to ask myself, what if these same young people had had the opportunity to involve themselves in equity and diversity training in multicultural education beginning at third or fourth grade? I also thought about data that Tom Pettigrew made available through the U.S. Commission on Civil Rights years ago. He did a study of white male bankers and their loan behavior to minority applicants. He found that bankers who were exposed to equity and diversity training early in their schooling were more likely not to discriminate against people seeking loans based upon race or ethnicity. There is a body of data out there indicating that multicultural education is so important.

Teachers who are exposed to this training early in their careers tend to be more open-minded. They understand the importance of teaching in a diverse community, and they are more likely to have a very positive impact on young people. Young people are very sensitive. Third, fourth, and fifth graders can sense a teacher that cares about them. That caring factor very often is tied to multicultural training.

I support the bill fully. There is a body of data indicating the need for the bill and cost should not be a factor. We can find a way to factor that course, or set of courses, or material into their training very early in their career.

**Dell Ray Rhodes, Private Citizen, Las Vegas, Nevada:**

I am here to support Assemblyman Munford and Assembly Bill 234. I cannot believe I am here again to fight for equal access to education and representation. It has been over 50 years since the march on Selma, 150 years since slavery ended, over 50 years since the march on Washington, D.C., and we still have to come out and fight to get you to look at things that need to be done for equal access. This needs to stop. Why cannot all laws give equal rights and access to education to all citizens equally?

The way to get around fiscal costs is that all textbooks need to represent all cultures. You buy books every year, and you need to make sure those books are not purchased unless they accurately portray every nationality in that book. Make sure you purchase books that accurately represent everybody.

As long as it is not your civil rights being violated, then you do not seem to care about anyone else. You are not being violated. We need education to represent all, in every classroom, in every curriculum course.

**Dr. Linda E. Young, President, Board of School Trustees, Clark County School District:**

We support Assembly Bill 234 and have supported Assemblyman Munford in this endeavor since he introduced the bill almost 10 years ago. I am a former instructor at UNLV and taught a multicultural class, as well as serving as the former Director of Equity and Diversity Education for CCSD.

Let me tell you the mission statement of the Clark County Board of School Trustees: "All students progress in school and graduate prepared to succeed and contribute in a diverse global society." It is not just Clark or Washoe Counties, and it is not just Nevada anymore. This is international.

I went to China as part of a Chinese Bridge Delegation program which was supported by the Hanban Education Ministry as well as the College Board. Let me quickly tell you what is going on in China. The international movement in education is a high priority in China. We have more than 11 schools that are tying in Mandarin language and the culture. China is the number two country behind the United States. The number two economy is China. Number one is the United States. The number three country in economic challenges is Japan. China has the largest population in the world. The second country with the largest population is India. The population of the United States is 317 million. The population of China is a little over 1.3 billion. Why am I bringing this up? I am bringing this up because we are now having to educate children for the twenty-first century. They now need to know and be integrated with students all over the world.

I am going to highlight a couple of things as to why it is so important that A.B. 234 not equivocate but take care of this. One of your questions was how teachers feel about this—we call it integrated learning. You can learn about a country in learning about their math, language, reading, history, and social studies. It is all integrated learning. The subject matter is important, but what students learn in terms of problem-solving skills is the critical point.

If you think in terms of a year, you plant a seed. If you think in terms of ten years, you plant trees. If you think in terms of one hundred years, you teach people, you teach students.

We are now moving and integrating into an area where we have to have our students competitive, so that they not only compete, but so they can make sure the United States of America still maintains the leadership not only educationally, but economically, in a position to help its citizens and lead the world.

**Rebekah Piper, Director, Las Vegas Freedom Schools:**

I am also a University of Nevada, Las Vegas, Ph.D student with specialization in literacy education, cultural studies, and international and multicultural education. It is from these lenses that I will be speaking in favor of Assembly Bill 234 today. [Read from prepared text ([Exhibit D](#)).]

**Ruben Murillo, Jr., President, Nevada State Education Association:**

I am speaking in support of Assembly Bill 234. Cultural competency and multiculturalism is more than a month, more than a figure, more than food. It is understanding the fabric of the community that one teaches in: the mores, the culture, the practices, and the beliefs that we have. It is more than just leaving the community you live, whether it be Summerlin, Caughlin Ranch, or Green Valley, to teach in an inner-city school in an area with high diversity. It is needed because of the changing demographics. When people who are not familiar with different cultures come to teach, it is a culture shock for them.

I recall a conversation I had with some teachers about some of the issues in the schools, and the issue of undocumented children came up. They said to me, if we did not have these undocumented students, we would not be in the situation we are in. I looked at them in disbelief and thought, do you not see who you are talking to? Do you not understand what you are saying? It is out there whether it is in our schools or our communities or universities.

A question was asked whether this would be a burden to teachers. The burden to teachers actually comes when you have no idea who you are teaching. If you have a teacher who comes from northwest Iowa, where their idea

of diversity is Catholics live in one city and the Protestants live in another city, and they come to teach in our inner-city schools with highly diverse populations, the burden is how do they then reach those students to understand what motivates them? The term we are looking at is cultural competency because multiculturalism has been around for a long time. When I think of multiculturalism, and many people do this, it is an excuse for them to build in diversity by having a month here or there. It is much more than that—it is year-round.

The thing I would like to ask is that not only the request be made of teachers but of administrators as well. Administrators set the tone for the schools. Many of them have the same problems when teaching in populations they are not familiar with. We will work with Assemblyman Munford to add administrators to this.

Also, it is important that we start using the term cultural competency. It is actually learning and understanding our culture and the competence that goes with that. It is not just for Hispanic students or black students.

This weekend I was at a convention in Los Angeles for Catholics. They had different liturgies that celebrated the different masses from different cultures. It gave a better understanding as to what was going on whether it was a Celtic mass or a Byzantine mass.

Culturalism is not necessarily surrounding one or two ethnic groups; it is about all ethnic groups, all peoples, and all cultures.

**Craig M. Stevens, Director, Intergovernmental Relations, Community and Government Relations, Clark County School District:**

We as well support Assembly Bill 234. I would like to read to you a few of our Equity and Diversity Education system goals we have in the CCSD.

- To influence practices that support culturally competent teaching.
- To assist educators in creating culturally supportive learning environments for students.
- To provide and facilitate on-going professional development designed to focus on cultural diversity as it relates to student achievement.
- To provide technical assistance in the review of curriculum and instructional materials for evidence of equity, diversity, and inclusion.

We believe that this bill does exactly that. It is a goal of ours to do all of these things, and we believe this bill will help us reach that goal.



We do have a friendly amendment put in place ([Exhibit E](#)). It is a very simple friendly amendment. We would like to align section 1 with the current standard. Right now the standard has cultural competency in grades K-5. If we are going to extend it from grades 2-12, we want to make sure it is integrated within the curriculum, within the standard, as we are currently doing in those early grades.

**Assemblyman Stewart:**

Do you envision incorporating the ethnic cultural multicultural standards into the current curriculum, or would you construct a separate class in middle school and high school? How do you envision doing this?

**Craig Stevens:**

We see us incorporating it into a lot of the things we do as we do now. If you look at the current standard when it comes to social studies, it is about defining ethnicity, explaining someone's role within their community. You can do that with so many different lessons. It does not have to be specifically in a certain class. Especially with how the new content centers are created, we can do this and integrate it into a lot of things we have done and are currently doing.

**Gil Lopez, Boyd Extern, Nevada Hispanic Legislative Caucus:**

For the record, all ten members of the Hispanic Caucus are in full support of [Assembly Bill 234](#). We think it is important for the existing teachers to have exposure to multicultural education because of the changing demographic for our students here in Nevada. Furthermore, educators become culturally competent over time, and this will be a great start to achieve that goal.

**Assemblyman Armstrong:**

Were you in support of this in the past four sessions as well?

**Gil Lopez:**

I will look that up and get back to you.

**Assemblywoman Diaz:**

Our caucus has really only been formed for the last two sessions. Previously it was comprised of Senator Kihuen and Senator Denis. I am pretty sure we supported it last session.

**Lonnie Shields, representing the Nevada Association of School Administrators:**

We would welcome the addition of the word "administrator" into the bill if it would help pass it.

On a personal note, I attended college with Assemblyman Munford in Billings, Montana, and I personally saw the abuses this man went through when he played basketball for my team—the names he was called, the things that were thrown at him, the misunderstanding by the people of Montana of his ethnicity—and I fully support this bill because I would hate to live through something like that again.

**Manuel Mederos, Private Citizen, Reno, Nevada:**

This bill is tremendously important, but it does not just represent Hispanic Latino/a people, or African American people, but rather all cultures. We have a huge population of Filipino people, Japanese people, Chinese people, Korean people, et cetera.

We have been talking about the youth who are struggling with identity, and I was one of those. I became documented just three years ago. It was a struggle for me especially when I would go to school and be laughed at for the way I looked or the way I perceived things. We have to understand that many of the youth are struggling through this process at the moment.

Many teachers already do not reflect the demographics of students in the school district, so let us begin by at least getting the curriculum and at least getting classes currently taught in school districts to begin that path so that we further understand our students and teachers can do the same.

**Yvette Williams, Chair, Clark County Black Caucus, Las Vegas, Nevada:**

Assemblyman Munford, this is a bill, as you have said, that has come before this body for four sessions that I have been advocating for. We are happy to see so many names on the bill this time around. We hope we can get passage this time. We like to call Assembly Bill 234 the "Integrated Education" bill. Many ethnically diverse students often feel unwelcome, insignificant, and alienated in their own schools where what is taught does not reflect who they are. They, therefore, may begin to feel school has no value since it appears they are not valued and are without personal meaning.

Multicultural education must be a central part of telling the true story of the United States. Studies show curriculum infused with multicultural education boosted achievement and contributed to students becoming productive citizens in a society where we have to value each other.

We would like to see included in the state's plan things such as: 1) goals and objectives that incorporate multicultural aspects; 2) a frequency matrix to ensure teachers include a wide variety of ethnic groups in a wide variety of ways in the curriculum and instructional activities; 3) incorporation in the

student benchmarks established by the Nevada Department of Education—for example, third grade benchmarks in science requires, in the area of electricity, for students to understand who created that, which was Edison, and how that electricity works—but we exclude an African American, Mr. Latimer, who was very essential in that technology. That is where the integration piece comes in.

Currently, the Clark County School District does have a multicultural curriculum that does integrate into its existing curriculum. Right now it is the teacher's choice whether they want to use that or not.

Regarding integration, kindergarten would be a wonderful time to talk about Egypt and the first alphabet. There are many examples where ethnically diverse individuals or groups are typecast as dependent and helpless victims instead of highlighting the human accomplishments and tremendous contributions to Nevada, America, and the world. For example, the gas mask, saving thousands of lives for firefighters and hundreds of thousands of our soldiers on the battlefield, was created by Garrett Morgan, a black man. The procedures for cataract surgery, blood transfusions, the first blood bank, the discovery of cortisone to kill bacteria are all African-American contributions. This is our history to be told. There are so many others from diverse backgrounds that will make our students better prepared in this ever-changing global economy that impacts each of us. It is an injustice to our children and our children's children if we do not expose them to the real world and to each other. We humbly ask for your support of Assembly Bill 234 with a motion to do pass.

I would also like to mention that the fiscal note that I saw was \$8,406 for 2015-2016, and if we do as others have testified, as books and curriculum are purchased, we segue into this. It is existing budget money, and as we buy new curriculum, we buy curriculum that supports this objective.

**Gene Collins, Private Citizen, Las Vegas, Nevada:**

The power of a country relies on the culture of its people. I am in agreement and support Assembly Bill 234. This is the first time I have had an opportunity to testify for this bill. I do not agree with what Assemblyman Munford said about the four quarters assessment.

In 1977 when school trustees would have meetings in the African-American communities, there was a young man named Mr. Rivas who said we wanted to interject multiculturalism with Negro history month. In other words, we want the Hispanics to join the African-American celebrating Negro history month. I got up and said, no. I do not agree with that. What the Hispanics need to do is make the district do for them what we made it do for us. They gave

us a month to celebrate our ancestors' traits and everything like that. Now you have Cinco de Mayo and you celebrate your ancestors' traits.

Back to things Ms. Williams and others have said, every morning when you wake up, whatever your eyes are fixed upon, our ancestors' fingerprints are on it. Be it paint, light, or anything, it has our ancestors' fingerprints on it. The reason why things are the way they are and we do not get the respect we are due is because we have been told we are nothing. We have never done anything, we never made anything happen, so people perceive us as they have been told. We have always been told about Columbus. We know about the March of Dimes. Nobody told us about sickle cell anemia. But we know how that came about.

As far as the fiscal responsibility on this, I will tell you another story about the flood control bill. Several years ago we had to raise \$800 million for a flood control bill. Where I live I never worried about it raining or washing anybody down some ravine or anything. In other parts of Clark County, whenever it rained two or three people would be washed down some ravine because where they lived there were floods. Where I lived there was not. When they asked me if we would support the flood control bill, my question was where I live we do not have a problem, but you cannot put materialistic value on a human being's life. We went ahead and supported that \$800 million for the flood control that saved lives.

**Tarryn McGhie, Private Citizen, Las Vegas, Nevada:**

I am an educator who educates educators. I am not here on behalf of any university, but I am here on behalf of all the children of Nevada. It seems like we have discussed a lot about curriculum, but multicultural education is not just the curriculum. It is the school, the curriculum, the teachers, and it is the environment we put them into. We need to focus more on the entire aspect of what multicultural education brings to the state of Nevada. We might add that Nevada is last in the nation in education. Obviously, what we have been doing is not doing a service to our students.

I do not use words like marginalized or deficit students; I think they are underserved. If we incorporate a multicultural education into the school districts in Nevada, it will benefit all students, not just students of color. I wanted to add that because it seems we have gotten away from that, and there are definitely other issues that need to be discussed.

**Bonnie McDaniel, Private Citizen, Las Vegas, Nevada:**

I am a 55-year resident of Clark County, Nevada. I support the majority of this bill, but with a couple of exceptions.

I would like to see the addition of constitutional studies integrated into our history books. Right now, the children are not taught in any grade about our *U.S. Constitution*.

Under line 5, section 1, subsection 1, where it states, "the contributions made by men and women"—I think it should be "educated men and women" that really know their true and actual facts of their history and their culture, not just some random person that does not know what is going on because there are too many of every race, creed, and color that do not know their true history. They need to go back and study and learn their own true history because there are a lot fallacies in every culture of history. We already have a world history course, so we do not need to integrate that. When you start including religions, you have to be very careful to include all of them, not just the oppressed or the ones that are talked about every day, but you include every one of them, or you include none of them. I fully support that Nevada needs a multicultural class to be integrated into our classrooms.

**Chair Woodbury:**

Is there anyone else in support of Assembly Bill 234? [There was no one.] Is there anyone in Carson City or Las Vegas in opposition to A.B. 234? [There was no one.] Is there anyone in either location that is neutral?

**Alan Acacia, Private Citizen, Las Vegas, Nevada:**

This bill seems to be the Assembly version of Senator Tick Segerblom's Senate Bill 211. I opposed that bill. I also oppose this bill. It is interesting; you have presented this bill four times when you had Democrats in control. Yet it failed four times. What does that tell you?

It sounds like you are trying to introduce a very expansive program, but you really do not have a definitive plan on how you are going to do that. I hear a lot of words, and a lot of people think it is all about pride and about making the kids feel good. My feeling is that pride comes from getting good grades in core subjects. Core subjects being reading, writing, arithmetic, and these days, computer science—that is the big one. Getting good grades in those subjects leads to success. Success means you get a good job in the real world. I do not think introducing this feel-good stuff is going to make them more smart. It will make them more sensitive. We have the most sensitive generation of young people in the world, but they are also the dumbest. Especially if you go by the Nevada results we have had the past few years.

I oppose this bill. I oppose mandates in general. Make it an elective, and let them decide for themselves if they want to take it.

**Assemblyman Munford:**

I have a letter supporting this bill from the NAACP Reno-Sparks Branch No. 1112 ([Exhibit F](#)). Today I think we all received a mini education on what being multicultural is as there was so much said. I appreciate the support I received from Las Vegas. They took the time to come in to support A.B. 234. As mentioned, this is my fifth time presenting this bill. I do not know what the future of it will be, but I hope it is very positive. You heard enough in terms of the merits, the necessity, and the value of A.B. 234.

I would like to say one other thing. You see the young lady sitting against the wall? What do you think her ethnicity is? She is Native American. If you have ethnic studies in the schools, you will be discussing her heritage and her background. She has been working here for the past two months. She is very competent.

**Assemblyman Elliot T. Anderson:**

I would like to correct the record. We have heard about what Democrats have done or not in the past sessions, and you have worked on this bill from those previous versions and you have gotten people on board. You have done an amazing job. You have gotten rid of the unintended consequences and worked with the school districts. I want to congratulate you on teaching another life lesson—if at first you do not succeed, try, try, try again. Well done, sir. I am really glad we have gotten this bill smoothed out this time and even the districts are on board.

**Dale A. R. Erquiaga, Superintendent of Public Instruction, Department of Education:**

I am happy to support Assembly Bill 234. I think that the language suggestion offered by the Clark County School District will help smooth this. I am happy to work with the school district and Assemblyman Munford on that.

Switching from regulation and program to our normal language of standards and curriculum to be adopted at the local level will not only smooth any question about fiscal notes because that is the normal course, but it also incorporates the content in existing subjects so you are not asking for a new course to be added in middle school or high school. That will smooth the process and help remove the fiscal note. We will be happy to work on that language as well.

**Assemblyman Gardner:**

Just for the record, I am looking at all four bills for the past four sessions. As far I can tell, the only thing that has changed is in section 1. The word "the" was taken out of section 1 and put into another section. I do not think the bill has changed that much. I wish you much better success this time.

**Assemblyman Munford:**

I would also like to extend appreciation and support to our Superintendent of Public Instruction. I was hoping he would be on my side and on my team. When Lonnie Shields spoke and he told you of some of my experiences in Montana when I was the only black student in the school, he said it pretty well. He was a student in the stands when I was playing basketball, and I did incur and experience a lot of racial abuse, but there was also a good side. The good side was that it made it possible for me to be here today. There were many good people in Montana that reached out to me and gave me all kinds of support and encouragement, and proper direction. They were all white. I cannot even put into words the support I received from so many of the residents of Billings, Montana, that were Caucasian, because it made it possible for me to sit in front of you today and it gave me that support and sensitivity, and that real deep humanity and understanding. They gave me the strength to persevere and be determined to complete my studies in four years and made it possible for me to have a future. The basketball took care of itself.

**Chair Woodbury:**

I will close the hearing on Assembly Bill 234 and open the hearing on Assembly Bill 226.

**Assembly Bill 226: Revises provisions for the payment of certain undergraduate fees and expenses of a dependent child of a public safety officer killed in the line of duty. (BDR 34-1010)**

**Assemblywoman Maggie Carlton, Assembly District No. 14:**

I will give the Committee a little bit of history on Assembly Bill 226. Since the year 1995 there have been discussions in this building about the benefits for police and fire employees. I believe that was the first time these educational benefits were discussed. We did have an adjustment in 2005, which was a decade ago. Over the years I have had many discussions with the police and fire agencies on this. When we first did this, we were not sure what the costs were going to be, or if it was a benefit that would actually be useful and be good for the families. It has been a blessing for the families and has been used. Not extensively, but it has, thank goodness. The last thing you want to do is overuse a benefit like this.

What we are doing is basically taking the benefit that has been provided to police and fire, in essence since 2005, and applying it to all public employees. The original idea was to go toward state employees, but when we started to look at it, we realized what a large group of people would be excluded—realizing the teacher that lost his life at Sparks Middle School would have been excluded if we had just made it state employees.

In discussions with a number of folks, we decided to go ahead and make it public employees.

As you look through the bill, you will see two terms: killed in the line of duty, and killed at work. Killed in the line of duty is specifically for police and fire. Killed at work is for civilian personnel. What we would do is include all public employees in this.

Let me give you the example that I have used with a number of people who have had questions about this bill to explain what I see this bill actually doing. Let us take an incident where there is an accident on Mt. Rose Highway and we have a Nevada Department of Transportation (NDOT) worker and a Highway Patrol officer there. Sometimes with one accident, a second accident happens. Let us say that second accident happens and the Highway Patrol officer and the NDOT worker are both killed on the side of the highway because of the snow. Same incident, same car at the same moment: the Highway Patrol's family will be treated one way, the NDOT's family will be treated another. I think it would be fair to address the death that might happen by treating both families equally. There are a number of different scenarios you could come up with, but I thought this would be one people could picture in their mind actually happening.

I know this is a policy committee and I know the cost will come up, so there is a budget account (BA) now within the Nevada System of Higher Education (NSHE) budget. Budget account 101-2978 deals with this. There is an appropriation control number and a balance forward from the previous year. The one thing about this particular program is, we can plan ahead for it. We have made phone calls to all of the different counties to talk to their risk management, and we have had no public employees perish at work, except for that school teacher, within the last three years. All other public employees that have perished have been police and fire, and they are already covered.

With that, Madam Chair, I would be happy to go a little further into the bill, but I think it is very simple and has just the one definition in it. I would be happy to discuss any other components that you would like.

**Assemblyman Armstrong:**

I understand the difference between fire and police being killed in the line of duty, but the second part does not really have a standard—or a public employee who was killed while at work. Would that include public employees who commit suicide or are killed due to their own negligence? I think that is a different standard from police and firefighters being killed in the line of duty.



**Assemblywoman Carlton:**

I believe that is already addressed. We would have it mirror the other statutes that are out there. In my mind that would not be something that we would want to deal with. We would basically insert this right where the police and fire are, and they have all of the criteria set up. Whatever their criteria are, we would apply to the public employee. We would not ask for anything different.

**Assemblyman Armstrong:**

So we are not expanding this to include everyone that is just killed at work or had some negligence on their own; this is just someone who was performing his or her work or duty.

**Assemblywoman Carlton:**

That would be the impression I would have. That was discussed under the police and fire realm.

**Chair Woodbury:**

In the existing language as well as the new language does, "was killed," imply an accident or other incident happened, not that they just had a heart attack or something like that?

**Assemblywoman Carlton:**

I believe so. I think "killed" is a little different than "died." I would be happy to go back to Legal and talk about that. I believe we had that discussion when we discussed police and fire. I would assume this would mirror everything that they do.

**Assemblyman Hickey:**

The definition of killed is something that causes the death. Maybe you could get back to us; it would certainly give me more comfort in appreciating that it is from a specific act and not just a person dying of old age or a heart attack. That does not seem to be something that was caused in the line of duty or work. If you could get back to us with more on that, it would certainly help me, since I am unfamiliar with the previous aspects of those definitions.

**Assemblyman Edwards:**

Can you tell me where they find the other definitions for the criteria?

**Assemblywoman Carlton:**

Not at this time.

I believe it is all under *Nevada Revised Statutes* (NRS) 396.545 where we are adding the public employee into the police and fire section. I am giving you the

wrong citation. I will go back and look at the exact citation. There is a whole listing of the benefits and what the criteria will be. I will make sure you and your whole Committee have a listing of those criteria.

**Assemblyman Edwards:**

Those would not actually be listed in the bill itself as it goes forward?

**Assemblywoman Carlton:**

No. They would apply back to the whole section of law that it works to.

**Assemblyman Stewart:**

As I recall back when we were discussing the police and fire, there was some concern about whether or not negligence on their part was part of the reason for the deaths. We need to use the same standards here, and I think you are doing a great job by covering other employees.

**Chair Woodbury:**

Assemblywoman, do you know if in the past there were enough available funds for those dependent children that have qualified for this?

**Assemblywoman Carlton:**

We have had an instance where NSHE and the proponents of this bill did come to the Interim Finance Committee (IFC) and ask for money because there were not enough available funds. Without hesitation the IFC did allocate \$25,000. One of the advantages to this type of proposal is if something happens, we will know at a certain date when we will need to have funds available. With the officers that we lost in southern Nevada, we knew what age those children were. If they do decide to go to a Nevada institution, we know when we need to be prepared for them and we can plan ahead. The only thing that might happen is if we would lose someone who had a 16-year-old and they were planning to go to college the next year. We would have to make some accommodations for that. I do not think anyone in this building would have a problem with having that discussion and making that accommodation.

**Chair Woodbury:**

That money can come from gifts and grants but also from the General Fund?

**Assemblywoman Carlton:**

Yes. They will have a line item in the General Fund this time, and it is in the Governor's budget. He did decide to include this in his budget going forward, so it will be part of our budget discussions in the future. We will be able to analyze what types of dollars are needed, how many dollars have rolled over, and we also have a lot of nonprofit agencies and other people who always step

forward and try to help these families when things like this happen. It is just a matter of figuring out how we want to move the monies forward and how they are accounted for. We now have that mechanism.

**Chair Woodbury:**

Assemblywoman, did you have any further testimony before I ask for those in support?

**Assemblywoman Carlton:**

No. I believe that should cover it. I will make sure I get the answers to your questions. I do not think there is anything where we would treat public employees any differently than we would police and fire, but I will go back and get something definite for you in writing to make everyone comfortable.

**Ronald P. Dreher, representing Peace Officers Research Association of Nevada;  
and representing Combined Law Enforcement Association of Nevada:**

I am also representing the Professional Fire Fighters Association of Nevada on behalf of Mr. McAllister and Mr. Collins, who are in another meeting.

I want to thank Assemblywoman Carlton for bringing forward Assembly Bill 226 and ask your support for that. Like she said, we will go through the history a little bit.

In 1996 we had an officer killed in Reno. Keith Hashimoto was in a training accident. He was jumping out of an airplane while working with the members of a group in Fallon. He died, and as a result of that some people at the University decided they wanted to do something for his survivors. As Assemblywoman Carlton stated, after that we had a bill to take care of some of the children as they chose to use our system of higher education.

In 2005 we had another incident, and in 2011 this fund ran out of money. We had to come back each session, as we still have to, asking NSHE and this body to fund this a little bit more. When we ran out of money in 2011, we went to everyone and asked if they would all contribute. We had law enforcement and some nonprofits give money. At that time, Assemblywoman Smith came back and asked to make this permanent. We have had an evolution of this over the years. It was for police and fire with the intent that someday we could open it up and make it for public employees as well. They too get killed in the line of duty and they too have children who go to college, and this bill has been in effect for that.

In 2013 the question came up of how many children were using this benefit. I think it was four. One of those was Lindsey Bohach, a 4.0 grade point

average student who went to Bishop Manogue High School and the University of Nevada, Reno, and is now in medical school. Her father was killed in the line of duty; he was murdered in Reno.

The point is that you can die very quickly in this job. Let me address the question of heart attack. A police officer can go from zero to a thousand in a second, and we have lost a couple to heart attacks, and they were covered. To answer to who qualifies, for police officers we use the standard in Washington, D.C. What constitutes line-of-duty death? It is basically the same thing Assemblywoman Carlton is trying to get to—if it happens in the line of duty, then it is considered part of that and we would encourage this body to say that is, in fact, the condition for receiving the benefit.

Another issue we talked about in our caucuses today was going into section 1, lines 6 and 7, where it says "or a public employee who was killed while at work." That has a condition that we feel may tie it to somebody who is killed at work that day. If someone is hurt at work one day, or gets shot at work one day, they may not necessarily die that day. It might take a month or two. We like the intent, and I would ask Assemblywoman Carlton to put that as part of the intent. It is not as if you died that day, but we do not want someone in the future coming back and saying you were not killed at work that day, therefore it does not qualify. If you die as a result of an injury you sustained while at work, that would be part of this as well.

To take this a bit further, we are talking about the children when they get to college and taking care of them. We are not talking about a lot of people. It has not materialized that way yet. Over the years it has only been a couple here and there, thank God. Every one of the children we have supported to go through college has actually achieved that.

We would also like to see the university system purchasing this for us each year. Otherwise, we have to come back here each and every session to ask you to put \$15,000 to \$20,000 in. At some point we would like to see that go away.

**Assemblyman Armstrong:**

Thank you for that history. It was enlightening. The one time you went to ask for grants and a lot of people chipped in, is that the only time we have seen that grants or outside money from the state has been put into this? You had mentioned one student with a 4.0 that went to Bishop Manogue High School, then went on to college and did well. It seems like that person should have qualified for the Millennium Scholarship or maybe some other scholarships as well. Is this the first part that is paid for by the state, then the rest of her

tuition is on her own? Or is this making up the difference from whatever they have up until what is not paid for? Is it the first or the last scholarship applied?

**Ron Dreher:**

In Lindsey Bohach's case, she took the money. She obviously qualified for all kinds of scholarships. The only money we gave her is what she needed to get through in addition to what happened when the money ran out. We received information from the University of Nevada that there was more money in the fund. All of us collectively went out and said to all law enforcement officers, associations, the community, please come forward. Dr. Daniel J. Klaich, Chancellor at the University, came forward and said they had a nonprofit group that was going to give some money. All of us pooled the money and got it together. We did not know we were out of funds. It was brought forward to us, we then took it to this body in 2011 and asked for more money. The answer was no, you missed your point. We got money and put it back in the funds for that period of time and then came back in 2013 and made sure we put more money in to have enough money to pay for the students going to college.

**Assemblyman Armstrong:**

How often have you received outside money from the state contributing to this fund?

**Ron Dreher:**

2011 is the only time we have ever done that.

**Constance J. Brooks, Ph.D., Vice Chancellor, Government and Community Affairs, Nevada System of Higher Education:**

I wanted to address Assemblyman Armstrong's question. We recently did go before the IFC and requested \$5,288 for fiscal year 2017. We currently have two students in the program, and we project there will be two additional students for fiscal years 2016 and 2017. The current fund balance is \$45,000. We are averaging roughly \$25,000 to \$30,000 per student that is required to fund them.

Another part of your question was if this funding opportunity was added on top of other scholarships and that answer is yes. If a student does qualify for other types of financial aid or aid through scholarships based on merit, then this is the last dollar on top of that.

Generally, I also wanted to offer our support for Assembly Bill 226. We are appreciative of Assemblywoman Carlton working with us behind the scenes to garner information. We agree with her that this fund is a blessing for families

who have tragically lost a parent. We did have some concerns with the funds dwindling down, but we are able to go through the IFC process and request more funding. So far we have had great success with that process. We look forward to going through that again, and then perhaps teaming with the Police Officers Association and other nonprofits with fund raising opportunities that would also be helpful.

**Chair Woodbury:**

Is there anyone in Carson City or Las Vegas wishing to testify in support of Assembly Bill 226? [There was no one.] Is there anyone in either location wishing to testify in opposition? [There was no one.] Is there anyone wishing to testify as neutral? [There was no one.]

**Assemblywoman Carlton:**

Thank you, Madam Chair, very much for giving this bill a hearing this afternoon. I will take back the questions and concerns when it comes to the employee who is killed while at work. We would consider that the same as while killed in the line of duty. If an accident happened on a Tuesday, and the employee did not expire until Thursday, the original incident was that day. It would be considered the same as the police and fire now. We will go back and look at all of those regulations to make sure that everything tracks appropriately. As I said, we do have a budget account for this. Yes, I do believe it is important for the state to contribute its fair share along with the nonprofits to take care of the children of state and public employees.

**Chair Woodbury:**

I am going to close the hearing on Assembly Bill 226. Committee, we do have a work session on the agenda.

**Assembly Bill 111: Revises provisions relating to the Governor Guinn Millennium Scholarship. (BDR 34-258)**

**H. Pepper Sturm, Committee Policy Analyst:**

This bill was first heard on February 11, 2015. A mock-up of a proposed amendment is attached. Fiscal notes for this bill are included. [Read from Work Session Document ([Exhibit G](#)).]

**Chair Woodbury:**

I will take a motion.

ASSEMBLYMAN ARMSTRONG MOVED TO AMEND AND DO PASS  
ASSEMBLY BILL 111.

ASSEMBLYMAN GARDNER SECONDED THE MOTION.

**Chair Woodbury:**

Is there any discussion?

**Assemblywoman Diaz:**

While I appreciate the bill's sponsor changing the requirement for community college students from 6 to 12 credits, I still cannot get there without amending the university credit load for the Millennium Scholarship to cover the full 15. We know it takes 15 to finish. In order for us to encourage our students to take that amount of credits and by doing it incrementally, by 1 credit, that is putting a burden on a lot of my constituents then to take an extra credit course that really does not pertain to the area of their study, like taking a frivolous basket weaving class that does not have to do with anything they are going to eventually need. Or, then they will have to take a 3-credit class where they will have to pay for 2 of those 3 credits. For those reasons, if we do not amend the university credit load, then I will not be able to support the bill.

**Assemblyman Hickey:**

I understand the reasoning for amending it, especially with the community colleges, and I also recognize the point of my colleague. At the same time, I am going to be voting in support of this bill because of the premise behind the testimony that we have heard from the university system. Numbers tell us that students tend to graduate more who focus their careers and take advantage of this merit-based scholarship.

There is also an element to this bill that deals with the hard reality that we are only dealing with so many funds currently left in the Millennium Scholarship. It helps the system to better utilize those funds on students that are approaching graduation. I think that is what it is really based upon. For those reasons, I am in support of it as amended.

**Assemblywoman Joiner:**

I would like to echo what Assemblywoman Diaz commented on. I also appreciate the change in the community college credit requirement; I think that addresses our concerns during the hearing. I also support the 15 to Finish campaign. I think the general consensus is that it is good for students to take 15 credits in order to get out in time.

I just do not think this is the right approach to do it incrementally. Students will be incentivized to take courses that are 1 credit that are not necessarily toward their degree. On the other hand, they may be required to somehow find the funds themselves for the additional 2 credits for a 3-credit course that would normally apply for their degree. So for the same reasons as Assemblywoman Diaz, I will be voting no on this measure.

**Assemblyman Flores:**

I echo the sentiment. The 9-credit community college issue is what continues to keep me on the fence; it is not so much the 1-credit increment. Students receiving financial aid already have to disclose how many hours they are working, so if we could have something that says if you are working 30-plus hours and you are going to community college, you could stay at the 6-credit level.

I am not trying to gut your bill. I understand the importance of the 15 credits, but I would really appreciate something like that. The Millennium Scholarship is merit-based, and some of these individuals work and have families, and some of them have to contribute to their household income. I want to be able to continue helping them, and that is why I am on the fence on this bill. That language is what I need to be able to vote yes.

**Assemblyman Elliot T. Anderson:**

I will ditto my colleagues' comments. Thank you.

THE MOTION PASSED. (ASSEMBLYMEN ANDERSON, DIAZ, FLORES, AND JOINER VOTED NO.)

**Chair Woodbury:**

Assemblyman Kirner, would you take the floor statement?

**[Assembly Bill 121](#): Revises provisions governing the discipline of pupils.  
(BDR 34-173)**

**H. Pepper Sturm, Committee Policy Analyst:**

This bill was first heard on March 4, 2015. A mock-up of a proposed amendment is attached. There is no fiscal note. [Read from Work Session Document ([Exhibit H](#)).]

**Chair Woodbury:**

I will take a motion to amend and do pass.



ASSEMBLYMAN EDWARDS MOVED TO AMEND AND DO PASS  
ASSEMBLY BILL 121.

ASSEMBLYMAN ARMSTRONG SECONDED THE MOTION.

**Chair Woodbury:**

Is there any discussion?

**Assemblyman Elliot T. Anderson:**

I have spoken with Assemblyman Wheeler about this, and I will be very interested in seeing if we could amend it to include any constitutional rights. I think sometimes we get too narrowly focused on one amendment this session, and I think they are all very important. If we could change that and also make clear that teachers and administrators could ban all toys, I would feel more comfortable. Getting back to my previous concern, I do not know how this would interact with our other law that allows school districts to ban all toys. Either way, the bill should make clear that we can ban all toys in the classroom at the prerogative of the teacher. I do not know that teachers know the difference between toy weapons and real ones. The testimony bore that out, and we should not put our teachers in that spot.

**Chair Woodbury:**

Does the bill's sponsor wish to make any comments?

**Assemblyman Hickey:**

I am going to be voting in favor of this bill, but I would like to say I was among those—and the sponsor knows—that shared the concerns that many on this Committee have about the prospects of frivolous litigations, and some gray areas. Maybe we just need to stick with the First Amendment. That has served us pretty well. I have appreciated the bill's sponsor's willingness to work with the school districts especially. When we worry about unintended consequences, the districts are the ones that bear the brunt of those. I will be interested to follow this bill in the Senate to see if they have some of the same concerns that we do.

**Assemblyman Jim Wheeler, Assembly District No. 39:**

Amendments can be made between now and the Senate. I do not want to hold the bill up, but you and I need to have those discussions. We have already started them. I do not see any big problem, but I want to look at a few things first before I say yes.

**Assemblyman Flores:**

After listening to Assemblyman Wheeler's comments and looking at the amendments he has submitted already, and because I am so against students not being in school, I am going to vote yes, and reserve my right to change my vote on the floor.

**Assemblywoman Diaz:**

For the reasons that my colleague expressed before me, I will be a no on the bill.

THE MOTION PASSED. (ASSEMBLYMEN ANDERSON, DIAZ, AND JOINER VOTED NO.)

**Chair Woodbury:**

Assemblyman Wheeler, would you do the floor statement? We will now take public comment.

**Alan Acacia, Private Citizen, Las Vegas, Nevada:**

In prepping for this meeting I took Assemblyman Wheeler's suggestion and went online and Googled a few words, "police respond to guns in school," and I found some interesting headlines. I will quickly read through one of them.

Before the Sandy Hook Elementary School incident, on May 19, 2010, on Long Island, New York:

Police were called to Lakeside School this afternoon after a student was found in possession of a toy BB gun. Police were at the school around 3 p.m. to investigate the incident, which began when a teacher discovered the plastic gun inside the first grade student's backpack. A police spokesman said this evening that the 6-year-old student mistakenly brought "a toy gun that shot plastic BBs" to the school. Merrick School Board President Nancy Kaplan said the gun was unloaded and the student involved will be suspended.

Where is the common sense here? Why did they not just confiscate the gun? Maybe have a conference with the parents? Why did they have to involve the police and turn it into a federal case? Oh! I know why. It is because it is New York. We need to keep New York out of Nevada. Please pass this bill.

You get the point. There are other incidents that have been recorded in the media. You can Google them yourself. It is ridiculous that we have to punish six-year-old kids for being kids.

**Chair Woodbury:**

If there is no further business to come before the Committee, we are adjourned [at 5:37 p.m.].

RESPECTFULLY SUBMITTED:

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Sharon McCallen  
Committee Secretary

APPROVED BY:

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Assemblywoman Melissa Woodbury, Chair

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

**EXHIBITS**

**Committee Name:** Committee on Education

**Date:** March 16, 2015

**Time of Meeting:** 3:17 p.m.

<b>Bill</b>	<b>Exhibit</b>	<b>Witness / Agency</b>	<b>Description</b>
	A		Agenda
	B		Attendance Roster
A.B. 234	C	Assemblyman Harvey J. Munford	Written Testimony
A.B. 234	D	Rebekah Piper, Las Vegas Freedom Schools	Written Testimony
A.B. 234	E	Craig M. Stevens, Clark County School District	Proposed Amendment
A.B. 234	F	Assemblyman Harvey J. Munford	NAACP Letter
A.B. 111	G	H. Pepper Sturm, Committee Policy Analyst	Work Session Document
A.B. 121	H	H. Pepper Sturm, Committee Policy Analyst	Work Session Document