

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

**Eighty-Second Session
April 11, 2023**

The Committee on Revenue was called to order by Chair Shea Backus at 4:04 p.m. on Tuesday, April 11, 2023, in Room 4100 of the Legislative Building, 401 South Carson Street, Carson City, Nevada. Copies of the minutes, including the Agenda [[Exhibit A](#)], the Attendance Roster [[Exhibit B](#)], and other substantive exhibits, are available and on file in the Research Library of the Legislative Counsel Bureau and on the Nevada Legislature's website at www.leg.state.nv.us/App/NELIS/REL/82nd2023.

COMMITTEE MEMBERS PRESENT:

Assemblywoman Shea Backus, Chair
Assemblywoman Venicia Considine, Vice Chair
Assemblywoman Natha C. Anderson
Assemblywoman Lesley E. Cohen
Assemblywoman Danielle Gallant
Assemblyman Ken Gray
Assemblyman Gregory T. Hafen II
Assemblywoman Erica Mosca
Assemblyman Duy Nguyen
Assemblyman P.K. O'Neill
Assemblyman David Orentlicher
Assemblywoman Shondra Summers-Armstrong

COMMITTEE MEMBERS ABSENT:

None

GUEST LEGISLATORS PRESENT:

None

STAFF MEMBERS PRESENT:

Michael Nakamoto, Chief Principal Deputy Fiscal Analyst
Susanna Powers, Deputy Fiscal Analyst
Nick Christie, Committee Manager
Gina Hall, Committee Secretary
Cheryl Williams, Committee Assistant



OTHERS PRESENT:

Shellie Hughes, Executive Director, Department of Taxation
Jeff Mitchell, Deputy Executive Director, Excise and Local Government Services,
Department of Taxation
Yvonne Nevarez-Goodson, Chief Deputy Executive Director, Department of
Taxation
Teresa Benitez-Thompson, Chief of Staff, Office of the Attorney General
Marie Neisess, President, Clark County Education Association
Michelee Cruz-Crawford, Principal, Clark County School District; and Regent, Board
of Regents, Nevada System of Higher Education
Brenda Pearson, Director, Strategic Policy Initiatives, Clark County Education
Association
Alejandro Rodriguez, Director, Government Relations, Nevada System of Higher
Education
Jim Frazee, Teacher, Clark County School District; and Vice President, Clark County
Education Association
Nick Schneider, Policy Analyst, Government Affairs, Vegas Chamber
Anthony Ruiz, Deputy Chief of Staff, Office of the President, Nevada State College
Francesca Petrucci, Private Citizen, Las Vegas, Nevada
Erik Jimenez, Chief Policy Deputy, Office of the State Treasurer
Nicole Rourke, Director, Government and Public Affairs, City of Henderson
Nick Vassiliadis, representing Nevada Resort Association
Michael Flores, Vice President, Government and Community Engagement,
University of Nevada, Reno
Kanani Espinoza, representing University of Nevada, Las Vegas
Alexander Speake, representing Las Vegas Global Economic Alliance
Peter Guzman, President, Latin Chamber of Commerce, Las Vegas, Nevada
Tam Lester, Educator, Clark County School District; and Member, Clark County
Education Association
Rachel Ruttan, Educator, Clark County School District; and Member, Clark County
Education Association
Kyra Cooper, Educator, Clark County School District; and Member, Clark County
Education Association
Todd Polk, Educator, Clark County School District; and Member, Clark County
Education Association:
DeCuba McMillon-Porter, Educator, Clark County School District; and Member,
Clark County Education Association
Kristan Nigro, Educator, Clark County School District; and Executive Board
Member, Clark County Education Association
Galdino Griego, Educator, Clark County School District; and Member, Clark County
Education Association
Elizabeth Adler, Educator, Clark County School District; and Member, Clark County
Education Association

Patricia Haddad, Director, Government Relations, Clark County School District
Daniel Stewart, representing Clark County Education Association
John Vellardita, Executive Director, Clark County Education Association

Chair Backus:

[Roll was taken and Committee rules and protocol were reviewed.] Our schedule for this evening, since we have to be down on the floor in about 45 minutes, will be to hear Assembly Bill 455 which authorizes the imposition of a civil penalty by the Department of Taxation for certain violations relating to contraband tobacco products. If we get our hearing done quickly, we will do our work session. After floor we will return to hear Assembly Bill 428 which revises provisions relating to economic development. I will open the hearing on A.B. 455.

Assembly Bill 455: Authorizes the imposition of a civil penalty by the Department of Taxation for certain violations relating to contraband tobacco products. (BDR 32-1068)

Shellie Hughes, Executive Director, Department of Taxation:

I have with me today Chief Deputy Executive Director Yvonne Nevarez-Goodson and Deputy Executive Director Jeff Mitchell. We will be presenting Assembly Bill 455 to you today. We will keep it very brief. I will begin by discussing the background of the problem and what led up to A.B. 455. Deputy Executive Director Mitchell will discuss the purpose for A.B. 455, and Chief Deputy Executive Director Navarez-Goodson will discuss how A.B. 455 will resolve the problem. She will also discuss our conceptual amendment [Exhibit C]. Before I begin, I just wanted to point out that this bill only applies to the seizure of contraband tobacco product.

Nevada Revised Statutes (NRS) 370.025 defines "contraband tobacco products" as counterfeit cigarettes or tobacco products, or cigarettes or tobacco products that are shipped, delivered, sold, exchanged, transported, distributed, or held for distribution in the state by a person in violation of the provisions of Chapter 370 of NRS. These violations include not being licensed by the Department of Taxation or possessing products in which the tax has not been paid.

During the 2019 Session Senate Bill 263 of the 80th Session was passed and required sellers of vape products to be registered with the Department [Exhibit D; and page 2, Exhibit E]. This bill also imposed an excise tax upon the receipt, purchase, or sale of vape products. When the bill became effective in 2020, our investigators discovered a great deal of contraband vape products in the field and began to seize the contraband. It was at that time the Department learned that federal regulations have determined that vape products are hazardous, and as a result these products are very costly to destroy. Senate Bill 263 of the 80th Session did not provide an appropriation to the Department to cover the costs of transporting, storing, and destroying these products. The Department and the State have spent up to \$200,000 per year on these costs since the passage of Senate Bill 263 of the 80th Session.

**Jeff Mitchell, Deputy Executive Director, Excise and Local Government Services,
Department of Taxation:**

The purpose of this bill [page 3, [Exhibit E](#)]: The Department has performed 809 investigations in fiscal year (FY) 2022 and 795 investigations in FY 2023. These investigations resulted in 67 seizures of tobacco contraband in FY 2022, and 58 seizures so far in FY 2023. Storage, transportation, and destruction for large seizures can be costly. [Assembly Bill 455](#) offsets the cost for the Department to transport, store, and destroy these products by allowing the imposition of a civil penalty on those businesses that are found to be in possession of contraband tobacco products. The cost to store, transport, and destroy these products should be borne by the business that illegally possesses them, and not by the State. Thus, it is important for the Department to have the ability to impose a civil penalty to help cover the cost to properly store, transport, and destroy hazardous contraband material that is seized. A business can appeal the imposition of the civil penalty, if the business believes that the penalty was improperly imposed.

Yvonne Nevarez-Goodson, Chief Deputy Executive Director, Department of Taxation:

Section 1, subsection 6 of [Assembly Bill 455](#) would amend NRS 370.415 to allow the Department to impose a civil penalty on those who knowingly sell or possess tobacco contraband for the purpose of selling those products or for export, import, possessing, or constructively possessing contraband tobacco products, and the Department has seized that contraband [page 4]. We have proposed a conceptual amendment [[Exhibit C](#)] to [A.B. 455](#) for the limited purpose of revising the amount of the civil penalty. Under the current bill the civil penalty may not exceed the greater of \$25,000 [page 5, [Exhibit E](#)], or the cost to the Department for the transportation, storage, and disposal of the contraband. Given our review of the cost to date for the state, we propose increasing the amount of the civil penalty to a minimum of \$10,000, or the total cost to the Department, whichever is greater. This would shift the cost of this unlawful activity from the state to the person violating the law. That concludes our presentation. We would be happy to take any questions.

Chair Backus:

I am just mesmerized by the process. Of the people whom you are seizing the contraband from, are they going to be viable where you could collect the money that it costs to do the seizure, storage, and/or destruction of the contraband?

Shellie Hughes:

Yes. That becomes the dilemma, whether we would be able to collect the civil penalty from the violator. We do also have a budget request for costs for this destruction, transportation, and storage of vape products, but we intended, if this bill does pass, this could reimburse the state for those costs if we can collect from the violator.

Assemblywoman Summers-Armstrong:

Can you explain to us where the danger or the toxins are that the federal government has said are dangerous, and why it costs so much to do the disposal?

Shellie Hughes:

The issue becomes we do not know what these products consist of. They do have contaminants within them. For various reasons the federal government has designated them as hazardous material. In addition, the vape products do have batteries that are contained within them.

Assemblywoman Considine:

How do you hear about and find where all of this contraband is?

Shellie Hughes:

Our investigators' research, word of mouth, or licensed vendors provide leads. All those are ways our investigators are able to determine what is out in the market.

Chair Backus:

Thank you so much for the presentation. With that, we will move to those in support in Carson City. Is there anyone wishing to give testimony in support of A.B. 455? [There was no one.] We will go to the phone lines. Is there anyone on the phone lines wishing to give testimony in support of A.B. 455? [There was no one.] We will move to those in opposition in Carson City. Is there anyone wishing to give testimony in opposition to A.B. 455? [There was no one.] We will go to the phone lines. Is there anyone on the phone lines wishing to give testimony in opposition to A.B. 455? [There was no one.] We will move to those neutral in Carson City. Is there anyone wishing to give testimony neutral to A.B. 455? [There was no one.] We will go to the phone lines. Is there anyone on the phone lines wishing to give testimony neutral to A.B. 455? [There was no one.] Director Hughes, do you have any closing remarks?

Shellie Hughes:

I just want to thank the Committee for hearing this bill today. It is very important to the Department, and I urge your support for A.B. 455.

Chair Backus:

I will close the hearing on A.B. 455. We are going to take a brief recess [at 4:16 p.m.]. We are reconvened [at 4:19 p.m.]. I will open the work session on Assembly Bill 1 and turn it over to Ms. Powers.

Assembly Bill 1: Authorizes certain counties to impose additional local sales and use tax under certain circumstances. (BDR 32-306)

Susanna Powers, Deputy Fiscal Analyst:

The work session document for Assembly Bill 1 is available to the public on the Nevada Electronic Legislative Information System [[Exhibit F](#)]. Assembly Bill 1 was sponsored by this Committee on behalf of Esmeralda County. The bill was heard on February 21, 2023, by this Committee. Assembly Bill 1 authorizes the board of county commissioners of a county whose population is less than 15,000—currently Esmeralda, Eureka, Lander, Lincoln, Mineral, Pershing, Storey, and White Pine Counties—to enact an ordinance

imposing a local sales and use tax rate up to 0.25 percent to support the operation of a solid waste management system. If an ordinance is enacted, it does not become effective unless a question concerning the imposition of the tax is approved by a majority of the registered voters of the county voting on a question at a general election. There were no amendments proposed to this bill. Assembly Bill 1 was denoted as being eligible for exemption by the Fiscal Analysis Division on February 21, 2023. Are there any questions about the work session document? [There were none.]

Chair Backus:

I will entertain a motion to do pass A.B. 1.

ASSEMBLYMAN NGUYEN MADE A MOTION TO DO PASS
ASSEMBLY BILL 1.

ASSEMBLYWOMAN CONSIDINE SECONDED THE MOTION.

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

THE MOTION PASSED. (ASSEMBLYMEN GALLANT, GRAY, AND
HAFEN VOTED NO. ASSEMBLYWOMAN MOSCA WAS ABSENT FOR
THE VOTE.)

I will assign the floor statement to Assemblyman Nguyen. I will close the work session on A.B. 1 and open the work session on Assembly Bill 37. I will turn it over to Ms. Powers.

Assembly Bill 37: Authorizes the establishment of the Behavioral Health Workforce Development Center of Nevada. (BDR 34-361)

Susanna Powers, Deputy Fiscal Analyst:

The work session document [[Exhibit G](#)] for Assembly Bill 37 is available to the public on the Nevada Electronic Legislative Information System. Assembly Bill 37 was sponsored by the Assembly Committee on Education on behalf of the Rural Regional Behavioral Health Policy Board. This bill was heard on March 14, 2023, by this Committee. Assembly Bill 37 authorizes the Board of Regents of the University of Nevada to establish the Behavioral Health Workforce Development Center of Nevada at one or more institutions within the System for purposes related to strengthening the workforce of providers of behavioral health care in this State. This bill also requires the Center to establish a behavioral health workforce development consortium consisting of various persons and entities involved in education, behavioral health, and workforce development. Finally, A.B. 37 requires the Center to develop and implement a strategic plan for the recruitment, education, and retention of a qualified, diverse, and evolving behavioral health workforce in this State. There were no amendments proposed to this bill. Assembly Bill 37 was denoted as being eligible for exemption by the Fiscal Analysis Division on February 10, 2023. Are there any questions about the work session document? [There were none.]

Chair Backus:

I will entertain a motion to do pass A.B. 37.

ASSEMBLYWOMAN GALLANT MADE A MOTION TO DO PASS
ASSEMBLY BILL 37.

ASSEMBLYMAN NGUYEN SECONDED THE MOTION.

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

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblywoman Summers-Armstrong. I will close the work session on A.B. 37 and open the work session on Assembly Bill 41. I will turn it over to Ms. Powers.

Assembly Bill 41: Establishes the Nevada Innovation Account. (BDR 18-213)

Susanna Powers, Deputy Fiscal Analyst:

The work session document [[Exhibit H](#)] for Assembly Bill 41 is available to the public on the Nevada Electronic Legislative Information System. Assembly Bill 41 was sponsored by this Committee on behalf of the Office of Economic Development in the Office of the Governor. This bill was heard on February 23, 2023, by this Committee. Assembly Bill 41 creates the Nevada Innovation Account in the State General Fund. In addition, this bill requires the Executive Director of the Governor's Office of Economic Development to establish certain programs to be funded from the Account and to establish procedures for applying for allocation of money from the Account pursuant to such programs. This bill requires applications for allocation from the Account to be made to the nonprofit corporation and authorizes the nonprofit corporation to approve such applications if the nonprofit corporation make certain findings. Finally, this bill sets forth various duties of the Executive Director regarding the programs established pursuant to this act.

A proposed amendment to A.B. 41 was submitted by the Office of Economic Development, which is attached to this document beginning on page 3 [[Exhibit H](#)]. This proposed amendment expands the participation opportunity in the programs contained in the bill to all Nevada System of Higher Education institutions instead of just the research universities and the Desert Research Institute. Are there any questions about the work session document? [There were none.]

Chair Backus:

I will entertain a motion to amend and do pass A.B. 41, with the amendment submitted by the Governor's Office of Economic Development, as outlined in the work session document [[Exhibit H](#)].

ASSEMBLYMAN NGUYEN MADE A MOTION TO AMEND AND DO PASS ASSEMBLY BILL 41.

ASSEMBLYWOMAN CONSIDINE SECONDED THE MOTION.

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

THE MOTION PASSED. (ASSEMBLYMAN HAFEN VOTED NO.)

I will assign the floor statement to Assemblywoman Mosca. I will close the work session on A.B. 41 and open the work session on Assembly Bill 53. I will turn it over to Ms. Powers.

Assembly Bill 53: Revises provisions relating to sales of tobacco products. (BDR 32-421)

Susanna Powers, Deputy Fiscal Analyst:

The work session document [[Exhibit I](#)] for Assembly Bill 53 is available to the public on the Nevada Electronic Legislative Information System. Assembly Bill 53 was sponsored by this Committee on behalf of the Attorney General. This bill was heard on February 21, 2023, by this Committee. Assembly Bill 53 revises existing penalties for sales of tobacco products to persons under the age of 21. The bill specifies that for violations which occur within a 24-month period at the same premises, a licensee is liable for a civil penalty of \$500 for a first violation, \$1,000 for a second violation, and \$2,500 for a third and any subsequent violation. Additionally, this bill requires the Department of Taxation to suspend the license of a licensee for 30 days for a second violation and for not more than 180 days for a third or any subsequent violation within a 24-month period at the same premises.

A proposed amendment to A.B. 53 was submitted by the Office of the Attorney General, which is attached to this document [page 2, [Exhibit I](#)]. This proposed amendment makes the following changes to subsection 7 of section 1 of the bill:

- Removes the suspension of the licensee for not more than 30 days and 180 days for the second and any subsequent violations respectively.
- For the first violation within a 24-month period at the same premises the licensee is liable for a civil penalty of \$2,500 instead of \$500.
- For a second violation within a 24-month period at the same premises the licensee is liable for a civil penalty of \$5,000 instead of \$1,000.
- For the third violation within a 24-month period at the same premises the licensee is liable for a civil penalty of \$7,500 instead of \$2,500.
- For the fourth violation within a 24-month period at the same premises the licensee is liable for a civil penalty of \$10,000 instead of \$2,500.

The amendment submitted has two different effective dates. Based on conversations with the Attorney General's Office, the proposed amendment changes the effective date to January 1, 2024, instead of October 1, 2023. We have someone from the Attorney General's Office in the room today. They could come to the table and confirm that on the record, if that is something the Chair wishes to do.

Chair Backus:

We will ask Teresa Benitez-Thompson to come forward. I believe the agreement was for January 1, 2024, for the enactment date. Could we get that confirmed so we are all on the same page for the amendment?

Teresa Benitez-Thompson, Chief of Staff, Office of the Attorney General:

That is correct. It is the January 1, 2024, implementation date.

Assemblywoman Backus:

We appreciate that. Does anyone else have any questions regarding A.B. 53? [There were none.] I will entertain a motion to amend and do pass A.B. 53.

ASSEMBLYWOMAN CONSIDINE MADE A MOTION TO AMEND AND
DO PASS ASSEMBLY BILL 53.

ASSEMBLYWOMAN ANDERSON SECONDED THE MOTION.

Is there any discussion on the motion?

Assemblyman O'Neill:

I will vote yes to get this out of Committee, but I have some strong reservations and want to see some improvements on this bill to be able to vote yes on the floor. I will be reserving my right.

Assemblyman Gray:

Ditto to Assemblyman O'Neill's comments.

Assemblyman Hafen:

I do appreciate everyone working on this. I just need some additional time to review the amendment, to make sure it addressed all my concerns. I will vote this out of Committee today but reserve my right to change my vote on the floor.

Assemblywoman Gallant:

Ditto my Republican colleagues.

Chair Backus:

We will take the vote.

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblywoman Anderson. I will close the work session on A.B. 53 and open the work session on Assembly Bill 261. I will turn it over to Ms. Powers.

Assembly Bill 261: Revises provisions relating to water. (BDR 18-470)

Susanna Powers, Deputy Fiscal Analyst:

The work session document [[Exhibit J](#)] for Assembly Bill 261 is available to the public on the Nevada Electronic Legislative Information System. Assembly Bill 261 was sponsored by the Assembly Committee on Natural Resources. This bill was heard on March 23, 2023, by this Committee. Assembly Bill 261 requires the Executive Director of the Office of Economic Development to include a statement in the State Plan for Economic Development regarding the manner in which this State can maximize the efficient use of the water resources of this State through its economic development programs. Such plan is also required to include strategies on conserving the water resources of this State through such recruiting and marketing efforts. Additionally, the bill requires the Governor's Office of Energy to conduct a study of consumptive water use and economic development of new and expanding businesses receiving abatements of certain taxes and submit a report of the results of the study conducted, and any recommendations for legislation to the Governor and the Director of the Legislative Counsel Bureau for transmittal to the 83rd Session of the Nevada Legislature.

A proposed conceptual amendment to A.B. 261 was submitted by Nathan Allen, Executive Director, WaterStart, which is attached to this document [page 2, [Exhibit J](#)]. This amendment proposes the following changes to the bill:

- In section 2, removing the words "without limitation" and further specifying that the plan required to be submitted by each regional development authority shall include strategies to encourage the conservation of the water resources of this State through such effort.
- In section 3, requiring the Governor's Office of Economic Development, rather than the Governor's Office of Energy, to conduct a study specified in that section.

Assembly Bill 261 was denoted as being eligible for exemption by the Fiscal Analysis Division on April 3, 2023. Are there any questions about the work session document? [There were none.]

Chair Backus:

I will entertain a motion to amend and do pass A.B. 261, with the amendment submitted by WaterStart, as outlined in the work session document [[Exhibit J](#)].

ASSEMBLYMAN GRAY MADE A MOTION TO AMEND AND DO PASS
ASSEMBLY BILL 261.

ASSEMBLYWOMAN SUMMERS-ARMSTRONG SECONDED THE
MOTION.

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

THE MOTION PASSED UNANIMOUSLY.

I will assign the floor statement to Assemblywoman Cohen. I will close the work session on A.B. 261 and open the work session on Assembly Bill 345. I will turn it over to Ms. Powers.

Assembly Bill 345: Revises provisions governing the Commerce Tax. (BDR 32-783)

Susanna Powers, Deputy Fiscal Analyst:

The work session document [[Exhibit K](#)] for Assembly Bill 345 is available to the public on the Nevada Electronic Legislative Information System. Assembly Bill 345 was sponsored by Assemblywoman Considine. This bill was heard on March 30, 2023, by this Committee. Assembly Bill 345 removes real estate investment trusts and qualified real estate investment trust subsidiaries from the entities excluded from the definition of "business entity," thus making the annual commerce tax applicable to all real estate investment trusts and qualified real estate investment trust subsidiaries whose cross revenue earned in this state during a fiscal year exceeds \$4 million.

There were no amendments proposed to this bill. Assembly Bill 345 was denoted as being eligible for exemption by the Fiscal Analysis Division on March 30, 2023. Are there any questions about the work session document? [There were none.]

Chair Backus:

I will entertain a motion to do pass A.B. 345.

ASSEMBLYMAN NGUYEN MADE A MOTION TO DO PASS
ASSEMBLY BILL 345.

ASSEMBLYWOMAN COHEN SECONDED THE MOTION.

Is there any discussion on the motion?

Assemblywoman Gallant:

I will vote yes to get this out of Committee but reserve my right to change my vote on the floor. Assemblywoman Considine and I are working on some possible amendments to make this more palatable.

Chair Backus:

Are there any other comments? [There were none.]

THE MOTION PASSED. (ASSEMBLYMEN GRAY, HAFEN, AND
O'NEILL VOTED NO.)

I will assign the floor statement to Assemblywoman Considine. I will close the work session on A.B. 345. We are now going into recess [at 4:37 p.m.].

[Assemblywoman Considine assumed the Chair.]

Vice Chair Considine:

We are reconvened [at 5:35 p.m.]. I will open the hearing on Assembly Bill 428. Assemblywoman Backus and bill presenters, begin when you are ready.

Assembly Bill 428: Revises provisions relating to economic development. (BDR 18-775)

Assemblywoman Shea Backus, Assembly District No. 37:

I am happy to come before you and present Assembly Bill 428. This bill creates a teacher pipeline program in Nevada high schools to help bolster the teacher workforce and ensure that high school students are properly equipped to pursue a career in K-12 education. Today I am joined by Marie Neisess, President of the Clark County Education Association, as well as Michele Cruz-Crawford and other experts who may be called upon if you ask any questions I may not be able to answer. I will turn our presentation over to Ms. Neisess, then I will walk us through the bill, and conclude with Dr. Cruz-Crawford.

Marie Neisess, President, Clark County Education Association:

This fall will be my thirtieth year with the Clark County School District (CCSD). Growing up, I never saw teachers who looked like me, so my passion from a very young age was to become a teacher. My pathway to become a teacher was not the traditional route. I got married right out of high school and raised a family. Once my youngest daughter started kindergarten, I decided to start volunteering at her school. Quickly thereafter I was hired as an instructional assistant. My love for teaching grew again, so I decided to enroll in college. I had to go part-time as I was raising a family and working full-time.

The first challenge I came across was when it was time to do my practicum hours. My practicum hours were required for the number of courses I was taking, so my dilemma was what do I do as I am working full-time. Luckily, I was blessed to have a principal who was very supportive of my pathway to become a teacher. She made sure I was able to do my practicum during a duty-free lunch. She asked me to report to work 30 minutes early so I could have a full hour to do those practicum hours. I learned a lot during that time as an instructional assistant because I saw teachers at their best. I saw them provide effective instruction, and I also saw them do great work when it came to classroom management. I believe the years as an instructional assistant helped me become a very effective teacher.

The next challenge I faced was student teaching. How was I going to quit my job to be able to student teach? Because again, when I started working in the school district, the people of color who I saw were my colleagues who were support professionals. It was very rare that I would see teachers of color. I did not want to give up on my passion and was stressed over how I would help support my family, because we were a two-income household, was in the forefront of my mind. Unluckily, or luckily, I was in an automobile accident right before it was time for me to quit my job, to take a leave of absence to do my student teaching. The money I obtained from the accident, because the accident was not my fault, helped me get through that student teaching.

We need to make sure we raise the diversity in our education force. This is my thirtieth year, like I said at the beginning, and while the workforce has become a little more diverse, educators of color are still at the lowest I have ever seen. One of the issues we have are the barriers—the barriers that we can remove from students, maybe students who cannot have a traditional route to college, like I did not. That is why I am very thankful for this bill and I hope you will support it.

Assemblywoman Backus:

As you are all familiar, Nevada is facing a teacher shortage, with thousands of vacancies across the state. This bill is a step in the right direction to addressing the teacher shortage by enabling our largest county, is how it is provided in the bill, which is the Clark County School District, to establish a workforce pipeline to help grow their teachers within and retain for future employment in the district. Workforce development pipelines have been a great tool at producing an educated and diverse workforce that stays within their communities to seek employment.

I will now walk you through the bill. I am going to do this out of order, but I think it builds what the whole bill does. We are going to start with section 3. Section 3 establishes a Teacher Academy College Pathway Program at every high school in school districts that serve more than 100,000 students. This program is designed as a workforce pipeline to prepare high school students for a career in education. Thus, each high school would be staffed by a full-time employee, who is a licensed teacher or administrator, and responsible for implementing the program at the high school. This program commences in the tenth grade, where students are assessed to identify any barriers that would preclude such student from completing the program. Should any barriers exist, appropriate supportive measures would be implemented to assist such pupils to successfully complete the program. In twelfth grade, students would be able to participate in internships at elementary or middle schools. The goal is during grades 10 to 12, for students to gain dual credits so that students can earn up to 12 credits from coursework and internships. Pursuant to the bill, the school district would have to enter into an agreement with the Board of Regents of the University of Nevada for the dual credit programming.

Section 5 provides that the Board of Regents may enter into those agreements with the school district to assist with the implementation of the program as set forth in section 3 and may offer early admission for those students completing the Teacher Academy College Pathway

Program. Section 3, subsection 2, paragraph (g), subparagraphs (2) and (3) provide that a faculty mentor from the Nevada System of Higher Education (NSHE) would be a mentor to teachers who may teach programs that would be eligible for college credit. For those teachers who are teaching college credit courses they must have a minimum of four years in the classroom teaching experience, or a master's degree. Once the student successfully completes the high school program, they should be guaranteed admission to an NSHE institution. Once a student is at an NSHE university, the student will be offered employment as a paraprofessional. After a student graduates from an NSHE institution, they would be offered employment at the CCSD.

Section 5 authorizes the Board of Regents to work with school districts to offer an early application period for participants of this program who are planning to attend a Nevada institution of higher education. In addition, this bill authorizes the Board to establish a program to provide loans for fees of students who have completed the program and are pursuing a degree in education. This includes a path to loan forgiveness for a person who teaches at a Title I school for three consecutive years and offers an interest rate of 0 percent for those who commit to teaching at a public school for at least two consecutive years.

I will now go back to the beginning of the bill. Section 1 requires the Office of Economic Development to establish a Career Pathways Demonstration Program and to identify three priority industries, including K-12 education, for the development and implementation of career pathways such as the teacher pathway. Section 2 adds that the superintendent or designee serve on that Board. Section 7 requires the Office of Economic Development to submit reports relating to the Career Pathways Program to the Governor and the Legislature.

Prior to turning this over to Dr. Cruz-Crawford, I do want to add some updates because as we are working through this bill, I think it is important to stress that we do understand concerns of putting the program in Office of Economic Development, Office of the Governor (GOED), and we are absolutely open to moving to another area. We do know the Governor will house such a program in the new workforce development office if his bill passes—I believe that is Assembly Bill 400, which is in the Assembly Committee on Ways and Means right now. If not, we are always open to other ideas. The reason for GOED initially was to allow this model to be a plug and play for other industries and other careers.

We have spoken with NSHE and understand the concerns with the early admittance language for higher education. We are willing to work with NSHE to amend that, to better match what the current practices are for admission. Likewise, we have been informed that they would not necessarily be well equipped to administer the tuition abatement program and process and recommended maybe that be something that should be under the Office of the State Treasurer. We have also spoken to Treasurer Conine and his office is ready and willing to take on that task.

Although the bill speaks to loan forgiveness, this is really about tuition abatement. Basically, those who complete the program will have their tuition paid, and that would likely to be a pathway to forgiveness. The Governor's recommended budget includes money for this

program, so you will not need to find additional money. This is a policy committee, but these are conversations we have been having and would be faced with in the Assembly Committee on Ways and Means. This is something I wanted to share with the Committee, and we will not see graduates seeking tuition abatements for years. This is enough money to cover both the CCSD or GOED, whoever is administering the program.

Related to NSHE's fiscal note, this may also be premature as a lot of this is not going to happen in seven years. Right now, when this program starts, it is going to be recruiting and will kick off in one year with our first tenth grade class. With that, I am really happy to turn this presentation over to Michele Cruz-Crawford to discuss how Assembly Bill 428 Teacher Academy College Pathways would lead to homegrown teachers, and to ensure that we have teachers who are diverse and represent the students they would teach in our largest school district.

Michelee Cruz-Crawford, Principal, Clark County School District; and Regent, Board of Regents, Nevada System of Higher Education:

Before I get started I want to let you know this bill is near and dear to my heart. It affects my daily life. I am a school principal in the middle of east Las Vegas. I am also an officer in the Nevada National Guard, working with diversity, equity, and inclusion, and am a Board of Regent—the first ever Latino regent on the Board. Working through teacher pipeline bills is my forte. I earned my doctorate with writing policy on creating diversity pathways.

As a school principal, I wanted to talk through how the bill would create teaching and learning programs that are already in existence in 18 of our CCSD schools, and that would be an available opportunity for 49 high schools. I have had an opportunity to observe the teaching and learning programs within the CCSD and I noticed they are absent in a lot of our north Las Vegas, east Las Vegas, and west Las Vegas campuses. If we really want to grow this teacher pipeline and have it translate so the students and staff are representatives of each other's demographics, we are going to need to provide the opportunity at all schools.

How does that look at my school? I have been working on grow-your-own pathways for the past eight years leading my school, and like I said I am in the middle of east Las Vegas in a Tier I, Title I school. I have not had an opening at my school for the last five years because I have been working on these pathways. I have a former student who was a substitute in my building and now he is a first-year licensed teacher. I have many paraprofessionals who I coached and mentored through the process, and the teaching and learning program is basically like you would think of as your old electives, but the students are electing to learn about the pedagogy of teaching and learning and getting the opportunity to go to elementary schools and practice their lessons with their students. It is like the first 100-level and 200-level coursework you would get in college.

I did want to share that there has been a lot of research on how we really help with workforce development and growing teacher diversity pathways. All the studies agree the most successful campaigns are grow-your-own campaigns. There was a study in 2016 by Cherng and Halpin titled "The Importance of Minority Teachers." We know the following research

questions focused on motivating our students. We need to challenge them. We know that teachers who look like their students have stronger classroom management with those students. They are successful because they provide care. They have diverse opinions. They captivate student's interests. They clarify content and materials and consolidate through making connections about concepts. We know we need to have a strategic approach for building that pipeline because we have already seen the effects of that in our classrooms. When we coordinate our K-12 system efforts with our higher education efforts, we are going to be prepared to have our classrooms fully staffed with teachers.

This is from the 2021 Recruitment and Retention Study from the CCSD, Ending the Teacher Shortage in Clark County, and I just want to share it because it says overall diverse teacher recruitment and retention starts when nonwhite students enter elementary school, and support efforts are needed throughout college education and mentorship within the teaching profession. Within the CCSD teachers are more likely to stay after five consecutive years of employment. That means we must provide support for our students and teachers of color, from their elementary school years until they are teaching for five years, with mentorship programs and providing leadership that supports the teacher diversity. This bill really helps support that because they would have five years of service within the CCSD. I am available for questions.

Assemblywoman Backus:

Thank you for your consideration this evening of A.B. 428. With that, we are ready for questions. We have people all over the place depending on what you are going to ask us.

Assemblyman Orentlicher:

These seem like great programs. Dr. Cruz-Crawford, you indicated that it is based on what studies show as best practices. I am curious. Do we have models for both of these two different pathways from other states, or pilot programs that have demonstrated this kind of design is going to be very effective?

Assemblywoman Backus:

I can give two perspectives. I do know that Dr. Cruz-Crawford did do her graduate studies and studied this. We also have Brenda Pearson here today who will talk about another study that our model was basically premised upon.

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

We really structured this program off of the Northwest Career and Tech Academy program in southern Nevada. What they have there is a four-year program that offers students the opportunities to work with kindergarten through third-grade students within an elementary school that is located on their high school campus. They have opportunities throughout their sophomore, junior, and senior year that allow them to start working with students and

working in an internship-type project. In their senior year they are also able to go over to local elementary schools and work with students there. It progresses the exposure to these classes and to the education field and progresses as they move through the high school career.

Assemblywoman Cohen:

I do want to ask about the assessments and the barriers, and working on the barriers in section 3, subsection 2, paragraph (c). What are you envisioning for that? When I first thought about this I thought about transportation and possibly tutoring. I also thought, I know for so many of our students they have issues with things that are going on in their home life. What are we thinking of for these students and how are we going to be able to help them and really make sure they can be successful in the program?

Michelee Cruz-Crawford:

I do have a couple answers for that. It is actually embedded into the school day, so there are no transportation issues. The problem is right now there is a transportation issue because we are only offering this program at 18 of our high schools. This would bring the opportunity to every student's home school or school of choice within the CCSD. It would just be like their regular elective embedded that they would select.

I did have an answer about the successfulness of programs. I will send it to Assemblywoman Backus so she can send it on to the Committee. This will include teacher pipeline data for cadet programs and a rate of success article.

Assemblywoman Backus:

I also want to add on, Assemblywoman Cohen, as this is envisioned, obviously recruitment starts for ninth graders, but when you look at the text it is contemplated also that tenth graders who are interested in the program, we want them to succeed. We want them to go through high school, finish college, and come and teach in our CCSD. Imagining teachers who are overseeing the program at their high school can sit down and talk to those students about what may be in their life, you used transportation as an example, or if they just have something in their life, to assess that and provide those services to them, to make sure they would be successful. Once someone starts in the program in tenth grade, we want to make sure there are no barriers and they are able to complete not only high school, and finish the dual credits, but that they go on to an NSHE institution, get a degree in education, and come back and teach our students.

Assemblywoman Cohen:

To be clear, I understood that this is embedded in the school, but I have heard we do have students who even in our regular schools are having trouble with transportation and home life issues. I want to know what we are envisioning and that we are going to be able to offer help for all these different issues. I toured a grade school before the 2017 Session, and it was a grade school where they were doing things with the families. They were not only doing farmers' markets, and things like that, but also doing educational classes for the parents, in language and computer things, and all sorts of really great things in that school. Shout-out to

Myrtle Tate Elementary School. It was just amazing the things they were doing, that were helping the students, because helping the families meant the students were having a better chance of success. I am hoping it means this will not just be that the children are getting the help at school, but that they are getting help throughout their whole day, to make sure they will have the chance to succeed in the program.

Assemblywoman Backus:

I was not sure if that was a follow-up, a question, or a statement. I appreciate that insight. I did see Dr. Cruz-Crawford's hand up. She may want to elaborate on that.

Michelee Cruz-Crawford:

Myrtle Tate Elementary School is right up the street from my school. I work with Principal Papek all the time. We are very close collaborators and I have many of the same programs at my school. I am an elementary school principal and we already partner with Rancho High School's teaching and learning program. The students come to my school and work with my students. We were able to really start that teacher pipeline work at elementary school because there is a community partnership that goes deeper than the school, because we know we do have siblings in elementary, middle schools, and high schools, and families spread across campuses.

I see it as an enhancement of support, to support those programs you saw at Myrtle Tate Elementary School. We have programs where we partner, and some of the students are in Latinos In Action. They come and tutor our students. They help at our fall festival. Our students go and perform dances for the high school students and learn about mariachi through them. I really see it as a wraparound and enhancement, through my eyes, of the work we are already doing. I know that does not fully answer your question, but I have seen it create so many more options of that wraparound support, because we are building stronger and tighter knit communities.

Assemblywoman Cohen:

That is what I was looking for—as you said, the wraparound. That does make sense to me.

Assemblywoman Mosca:

As the first person in my family who also graduated from college and had never seen a teacher who looked like me, that is why I became a teacher. I am very grateful for this. I appreciate in section 1, subsection 2, the focus is on long-term outcomes. I did not see a mention of demographics. Is that going to be part of it, or was that the intent?

Assemblywoman Backus:

When I was going through and doing my presentation, I did not break down section 1 very thoroughly. That is a really good point and maybe that should be something we include in here.

Assemblywoman Mosca:

Under section 1, subsection 2, paragraph (c) it says, "Collaborate with school districts, the Nevada System of Higher Education, regional development authorities and representatives from priority industries." We do not have the Department of Education (NDE) or the State Board of Education. Why is that?

Assemblywoman Backus:

The reason why the NDE is not included in this bill originally is we foresaw this as being something we would try to put into the GOED's workforce, because trying to create a grow-your-own program was something we were hoping if it was successful that we could marry it. As we have seen with Assembly Bill 37, it kind of has that mirror image for mental health. It was one of those things that if we can find a program that works, especially in GOED, when they are looking at what workforce industries we need as a state, because they are looking at different entities they are bringing into our state—like we just heard at length tonight about innovation and what we may need—and if we need to grow our own, how that would be successful. Looking at this, this was originally looking at the school districts, NSHE, regional development authorities, representatives from priority industries, and also because this bill is kind of focused centrally on Clark County as well.

Assemblyman Nguyen:

I was briefed on this right before the meeting started. I was really pleased to hear some of the amazing things this is going to offer. Thinking back to my college days, which was a while ago, the path for us finishing college was never four years. You have in here that it is a five-year program in total. What happens if the students in this program do not finish it in time? Are we putting in safeguards for that?

Assemblywoman Backus:

It was intended to be a seven-year program, where it would be three years in high school, then the four-year. As we have been talking about this, it has been more of an analysis on funding and how many students would be generated. Hopefully, if the agreement works out, 12 units could definitely be provided to high school students, and that would give a student that extra edge and a little leeway.

Assemblyman Nguyen:

In terms of dropouts, if there are students who drop out in the middle of the program, for whatever reason, what happens to that spot, and what happens to any type of payback? I understand that the tuition is deferred. If there is a dropout or there is a change of mind, what happens to that spot? Can someone else come in midway?

Assemblywoman Backus:

We understand that there may be natural fallout, whether someone either cannot finish college or there is a situation where they change professions. We realize we will have a natural gradual loss in that situation. The forgiveness of tuition program would obviously not apply to that person, and they would be responsible for their tuition to that time period.

Assemblywoman Summers-Armstrong:

This is a very interesting concept. I would like to push a little bit further on Assemblyman Nguyen's line of inquiry. When we are talking about urban communities and minority communities that have unique challenges that are often structural in our society, I think we have to have some grace. I would like to see, built into this, an opportunity for the student to have a hiatus if they need one to take care of business. It is rarely a straight shot. I think it is important we do not tell these young folks that if you run into a barrier, you are just out. We need them more than they need us. We are in deep, deep trouble, and we need to have some grace. I hope you will be able to work that in.

I am curious how this will work into retention. You are saying five years. I have a son who taught for one year and swears he will never be a full-time teacher, and because a lot of this has to do with corporate culture of the organizations, and we have been hearing a lot about this in this building, as well as in the news and different areas, I am curious what the move is to work on an atmosphere where young people, or all people, want to remain teachers. We are bleeding teachers like we have cut our wrist on the floor, so we can have all the training projects we want but if we do not have a culture where people want to stay, we spend money and we are just going to lose them, and they will not come back. What is your plan to deal with that?

Assemblywoman Backus:

I do want to go back to something because I think when I answered Assemblyman Nguyen's question I was looking at this as a numbers person. You give me some numbers and I start getting fixated. It is like a formula—three years, four years, how many kids, how many teachers are we going to generate—and it does not really say that in here. The key, as you said, are barriers. That reminded me as to exactly what Assemblywoman Cohen asked me—the tenth grade, and what those barriers look like. I imagine these are conversations that are going to be frank. When we are in every school offering the opportunity for someone to become a teacher, these barriers are going to be openly discussed. That is what we are looking at, is how to make a student successful so they want to become a teacher. I know I am very optimistic, but if we already have students involved in elementary school, and hopefully it shifts to where they are already engaged for multiple years, even while they are in high school, then when they are in college they can have an opportunity to be a paraprofessional and they are going to do an internship, and hopefully it is a larger investment than right when they become a teacher.

I am not the expert in this and I have never pretended to be. I can read the bill and obsess on statistics, and things like that. I want to turn this over to Ms. Neisess because she is someone that experiences this and hears it from teachers on a daily basis, how we could do better.

Marie Neisess:

What made me successful was the years I had as an instructional assistant. I was able to view great instruction, as well as some educators who struggled with instruction. The support I got along the way, with my experiences, helped me become more effective. I believe the support students will get through this process will help them be more

successful. As a woman of color, I understand the culture of my background and I am also able to relate more readily to other children of color because I understand and see the lens of what they are facing. I know how they felt when they thought a teacher did not like them because of the color of their skin. I can make those connections with those students. More often than not, some of our higher behavior students would always get put into my classroom, and teachers would ask how I did it—how are you making those connections with those kids? Honestly, the way I feel, it was the years of experience I had as an instructional assistant that helped me get to that point. I did not get there on my own. I viewed it from my colleagues, who were teachers, and I was their aide. I was able to view good practices and I feel like that component will help our students become more successful, because they will have support throughout this entire process, and the idea that they could then get a job in the school district and see the good, the bad, and the ugly will also help empower them to become more successful, because they will get to view it firsthand—what works and what does not work.

Assemblywoman Anderson:

Thank you for bringing this forward. I am very excited about it. I met with many of you yesterday about this and thank you for celebrating our shared profession of education. I believe Dr. Cruz-Crawford mentioned there are currently 12 schools in Clark County that have this program, or did I misunderstand that? If there are 12, how successful have they been, or is it too early to know that at this time?

Michelee Cruz-Crawford:

I need to get clarification, but I believe there are 18 teaching and learning programs, where their classes actually start their freshman year, and they start earning college dual credits I believe in their junior year. I was able to tour those. I have gone to two very successful ones. There is one at East Career Technical Academy (ECTA) High School and one at Rancho High School, and the programs are successful when they have a teacher who is passionate about teaching and learning. Right now, I have a master teacher who I am working with who teaches these classes, and she is outside of the regular program. She brings her students to my school to practice their lessons with my students, so it is more job embedded. We did an informal survey with the seniors to ask what they liked about the program, what was their favorite thing, who was planning on being a teacher, or why they were not planning to if they spent four years in this program? I had about five students from each class who were planning on pursuing teaching. I think some of the barriers for why the students did not want to be because they did not think they could afford to pay for college, and they saw how students treat teachers and did not want to do that.

I did want to go back to, what are we going to do to help our work culture, so our students want to thrive, and live, and be teachers, and have a high quality of life. There are actually a lot of pockets of joy within schools. I have learned there are two things that make a hard-working environment—working conditions and pay. When I try to take everything off my teachers' plates, to build their working conditions, they still seem fatigued. I ask them why and what else could I take off? A lot of the things you cannot take off are things the kids are coming with on their shoulders to school. They are bearing that weight.

I know this program is an answer to those working conditions, of being overworked because we are understaffed. Our students connect more with people who have shared experiences as them, shared backgrounds as them, and match their race and their ethnicity. This program would be simultaneously removing some of those things that impact our negative work culture. I think it would improve the quality. There is tons of research to back that up, of people coming back into their communities, working in their communities, and the impact that has in the classroom, with student achievement, mental health, and attendance.

Assemblywoman Anderson:

My next question has to do with section 1, subsection 1. "The Office shall identify not more than three priority industries . . ." with at least one of them being K-12 education. Is there any thought of what the other two could possibly be?

Assemblywoman Backus:

I made a really big push for this to be in GOED. I envisioned where this could be replicated, and that is how I sold it to the Legal Division. I do not think we really envisioned other industries just yet. I think that is kind of open-ended.

Assemblywoman Anderson:

This is only for one county. Has there been any discussion about trying to expand it to others? Because the students are able to go to any NSHE institution. Let us be realistic. We do have students who do not look like me in every single county. Has there been discussion about trying to expand this, or is this a pilot program to start it off in Clark County?

Assemblywoman Backus:

I know I am not living in a bubble and it is only Clark County School District that has a teacher shortage. I know every county we have is suffering from vacancies. I do not like to look at it as a pilot program, but it kind of is. I use that as an example when we are looking at building out workforces through GOED, which it may not be that perfect fit, and we are obviously still open to that. I could not help but think if this was successful, and I would love for it to be successful, that we could bring it to Washoe County, or look at rural schools as well.

Assemblywoman Anderson:

I know some of our school districts, including the one I am from—Washoe County—and I believe others, actually have signature academies that utilize education as one of their items. I am wondering if it would be something GOED would be able to work with them about, if it was a very specific, already existing, signature academy. Just something to consider.

Assemblywoman Gallant:

Lord knows we need more teachers, and I know we have tried a lot of different efforts to bring more teachers into our school system. I have been hearing a lot about culture; that makes a difference in any work environment. Retention has also been discussed. I am curious if this needs to be in conjunction with dealing with violence in our schools, because

I know I do not want to go to a place where I am going to be concerned about my well-being. If you could give me a little leniency. I had a constituent come into my office a couple weeks ago, a teacher who chose to work with kids that have severe behavioral issues. He was in a trailer, all the way on the outskirts of the school, and one of the kids threatened his life—said he was going to shoot him. He notified the school, the kid was taken off, but he is in a gang, and it is right on the streets. This poor teacher had so much stress that he actually has cortisol-induced blindness and has not been able to get his sight back for a year and a half. It just tore my heart out. I had no idea that was even possible, but that was the level of stress he was under.

We want more teachers, but if this is the kind of environment they are going to be going into, I think it is going to be hard to recruit. Do you think it needs to be us coming at this from multiple angles, to address that issue, and really change the culture within our school system and support our teachers and their safety?

Assemblywoman Backus:

It is a weird thing because we are looking at recruiting freshmen. My heart breaks that our teachers have been attacked by students. It is something I hope does not happen. I am a proud product of our K-12 CCSD, and I do not remember it happening there. It is what we are seeing. I respect those who step up, sometimes being in special education or dealing with our students who do have behavioral issues. I think this is probably a conversation way above my pay grade. Hopefully talking about the profession, to freshmen in high school, to get them excited to sign up for one of these programs, may start spreading a word to start changing a culture and people wanting to be a teacher, looking to the future, and maybe helping with some of the stuff that is going on. I may be naive about that. Is there anyone else here who wants to talk about it? Dr. Cruz-Crawford is at an elementary school, but she has been doing a lot of studying and may have something to add.

Michelee Cruz-Crawford:

I think adding that scope might be too big for this bill. It might be so big that we are getting off track. School violence is a huge issue. I think student safety is everyone's number one priority, above teaching and learning. It sparked a thought, and we can talk about this in the planning stages that first year, but really looking at how we train our preservice teachers on how to deal with those situations. I have learned the proactive measures are most successful. I am in elementary school, but I have not had a behavioral referral this year. We have reduced negative behaviors by 98 percent in my school. It is a lot of those Tier I interventions that were spoken of earlier by Assemblywoman Cohen, that community-based support. We do home visits in every single one of our homes before the school year begins, so you have that relationship with families. I think this bill would be able to help with that because again, there is a staffing issue. It is being from other neighborhoods. I do not know if that scope is too big, but I think that could be embedded in that training program. What better way to train than on the job, and if students are learning in the high schools that they are trying to secure and make safe, those could be addressed at that time, in their training and learning. Yes, school safety is a concern of all of ours.

Assemblyman Nguyen:

I want to make sure this part is addressed somehow, in terms of the Board of Regents, maybe in that perspective, I know in K-12 we have guardrails. We have teachers who are there with the students, so they can monitor the students and course correct as needed. Once we get this to the college level, with the higher education institutions, are there going to be offices established to help shepherd this program along, or are they just going to get passed into their college education program and then must figure it out? I just want to make sure it is in regulations, but not necessarily in statute, that there are clear retention initiatives, especially with NSHE, just so we invest in this particular project, and we can have more supervision. I do not know if that is the right word. Maybe more attention when they get to that second half of this amazing program.

Michelee Cruz-Crawford:

I do have a couple of answers, but I was not sure if Assemblywoman Backus has anything she wanted to add about mentorship with the bill.

Assemblywoman Backus:

There is a portion in the bill regarding NSHE having a person who is connected with the person in the high school. I have had conversations with various institutions, mainly our southern institutions, who are very interested in this. I could see the colleges of education being excited. They want to produce educators. There is a lot of excitement on growing our own. I will turn it over to Dr. Cruz-Crawford.

Michelee Cruz-Crawford:

I have seen this emulated in other districts. Right now, Western Nevada College has some of these dual credit type programs at local high schools. What the mentor professor does is they are their connection between the college content and making sure that the syllabuses are being implemented, and proper teaching and learning is happening. First of all, with this bill there is a one-year planning cycle, and we need to see what things work. My research on removing barriers to first-generation licensed teachers—they need that mentorship throughout.

When you just drop them off at college, if they accidentally take the wrong course, a lot of people will drop out because of money and stress, so they need someone during their training, and that would most likely be their college professor. Also, if they take the paraprofessional route, where they become a paraprofessional outside of high school, while they are doing their coursework, there are other institutions that are doing a teacher mentorship program where they give preservice, during college, and the first three years of service. The mentors actually receive a stipend. The CCSD does have a mentorship program in place. I have two brand-new teachers this year, and they are required to meet with their mentor teacher, who is on their campus, and a teacher who helps them the first few years, so that would be after service. Looking at this with my regent hat on, we need to support our teachers when they are in, and it would probably be that connection with the accredited college professor.

Assemblywoman Backus:

I did want to add, I found the section I was referring to—section 3 subsection 2, paragraph (g), subparagraph (2). Also, as Dr. Cruz-Crawford was indicating during that planning period, under section 1, subsection 3, paragraph (e) of the bill, we also have times where the roles and responsibilities of persons necessary to develop and implement the career pathway, which may include without limitations. It does contemplate both the school districts, as well as the Nevada System of Higher Education.

Assemblyman Nguyen:

Interestingly enough, I circled the same spot, so we are on the same page.

Vice Chair Considine:

Thank you so much for the great presentation and all of the questions. We will move to those in support of A.B. 428. For those in Carson City who would like to testify in support, please come up to the table.

Alejandro Rodriguez, Director, Government Relations, Nevada System of Higher Education

The Nevada System of Higher Education is generally in support of A.B. 428, and we have also supported teacher pipeline bills in other committees. As Assemblywoman Backus mentioned, we shared some concerns with the early admission and loan provisions and appreciate the openness and opportunity to provide some feedback that we hope can be incorporated to updated language to address this very important issue facing our state.

Jim Frazee, Teacher, Clark County School District; and Vice President, Clark County Education Association:

I do want to answer your question ever so quickly about violence in schools, and that is yes, things need to be done. That is why there are some bills in the Assembly Committee on Education, and I hope you support them, not only for future educators but for existing educator safety.

When I was sitting in the audience, thinking about an analogy of how to be a teacher in the postpandemic world, I was thinking of just standing in a boat and having it fill up with water. The holes just get bigger. I am bailing and bailing and finally cannot keep up, so I just give up. It is easier to jump off the boat into the ocean with the sharks. That is where our educators are. In Clark County, so far, there are 1,200 vacancies and we are only in the early part. We are not even in the summer yet. The attitude had been, well people just move to Clark County, people move to Las Vegas, and we will fill the needs. As we raised our starting salary to \$50,000, another district we compete against in Houston, Texas, raised their starting salary to \$60,000. We are not competitive. We are not going to attract people.

The existing pipeline is just not enough. I heard a figure a couple of years ago that Clark County needs 200-plus math teachers every year and the University of Nevada, Las Vegas produced something like 47 that one year. The system is not working, and this is why this

is so drastically needed. In Nevada we like to say, it is a step in the right direction. That is what I always hear in legislation—it is a step in the right direction. This is not a step in the right direction, it is a leap. It is going to take years, but it is most definitely worth the effort.

Why should somebody care who is not in Clark County? Why should the Assemblyman from beautiful Carson City care? Without fixing the education system, we will not attract new business and new industry throughout the state. They will not come, and that is why this is such an important piece to it.

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

We would like to quickly thank the bill sponsor for bringing this forward. The Vegas Chamber is in support of A.B. 428, as workforce development begins in the classroom. The creation of the Career Pathways Demonstration Program, as well as the Teacher Academy College Pathway Program, are great strides in exposing our students to in-demand vocations and providing a new pipeline for our students to become educators. We urge your support of A.B. 428 and would be even more supportive if this were to be housed in something like GOED, or another one, but we of course also support under GOED.

Anthony Ruiz, Deputy Chief of Staff, Office of the President, Nevada State College:

We have enthusiastic support for this bill. As was said, the state of Nevada, particularly Clark County, must find a way to locally grow more teachers, and as was mentioned, especially diverse teachers. We know that locally prepared teachers are more likely to continue to teach and to remain in the state, so the impetus for A.B. 428 is a reflection and expansion of the great work already being done over the past five years by the Nevada State College, School of Education, through our teacher academy pipeline project. It might be a pilot to expand it to the county, but the two schools mentioned, Rancho High School and ECTA High School are Nevada State College schools. We know that this model works. It is in place now. We have data that shows it works. Our School of Education is working directly with 12 high schools already that offer teaching and training CTE [career and technical education] programs. We are in support of the premise A.B. 428—the premise of encouraging and funding a variety of teacher academy models and structures throughout the county. All 50 states now indicate they are offering grow-your-own teacher initiatives, so why not Nevada? Why not expand this to the whole county? We support this bill. We would like to see it cover the entire state. We think that is a good idea as well, and not just Clark County, and even starting as early as ninth grade, which we have shown we could do in the 12 schools we are in, in Clark County. We urge your support.

Francesca Petrucci, Private Citizen, Las Vegas, Nevada:

I am going to be reading testimony on behalf of Heather Brown:

Thank you Chair Backus for bringing this bill forward, and members of the Committee, my name is Heather Brown and I serve as the Board of Regent for District 6 and the cofounder of StartUp Vegas. I am in support of A.B. 428 and I urge your support.

As a small business owner, I am well aware of not only our shortage of educators but also of engineers, nurses, software developers, and more essential positions which are necessary for economic growth. Assembly Bill 428 provides a model for creating a robust career pathways program that gets Nevada on track to finally diversify its economy—a long overdue project that requires strategic planning and investment at the state level.

I look forward to continuing this work with you all. Thank you and I urge your support.

Erik Jimenez, Chief Policy Deputy, Office of the State Treasurer:

I just wanted to put on the record our strong support in being included in this bill. When the bill sponsor and the proponents of this bill approached our Office and the Treasurer, we said, Absolutely, how can we help? We would be more than willing to step up and figure out the tuition abatement program in section 6. I know we have a long way to go for this bill, but we look forward to running the best program humanly possible.

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

We have long recognized the nexus between economic development and quality education, so we are here to support the teacher pipeline. We understand that the schools need far more teachers than we have today. We have too many substitutes in our classrooms and we need certified teachers in them. We see this program as a way to continue that effort, to meet that need, and appreciate the efforts of the sponsor and the proponents of the bill.

Nick Vassiliadis, representing Nevada Resort Association:

We are in support of A.B. 428. As you have heard from my good friend Ms. Rourke, education is the key in the pathway to economic growth and economic diversity. That is something I think you have heard our industry talk a lot about, that this state needs to increase the diversity, an impact that can be had by all the other businesses, but at the end of the day, without more teachers and without supporting and providing better access to education for our students, it makes it incredibly difficult to grow an economy. With that, we stand in support.

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

We are in strong support of A.B. 428 and want to thank the sponsor, Clark County Education Association (CCEA), for reaching out to us and being a part of this conversation. We are glad about all the conversations we have had this session already about teacher prep, and how important this is to our state. I know there has been some talk about dual credits. We have expanded to Clark County and have worked closely with the Clark County School District on dual credits and look forward to expanding that program. If I may, I also run a nonprofit in west Las Vegas, and have done so for 12 years. I cannot say enough about the importance of the teachers in the classroom over at Matt Kelly Elementary School, which is the area I have been working in for 12 years. Our kids deserve to know that when they go into a school they are going to have the best teachers. I am so proud to work at a university where we are

contributing to that. I know all of our institutions around the state are doing that. Our kids deserve the best, and my hope is in these conversations we are always putting kids first, and it feels like we are doing that this session.

Kanani Espinoza, representing University of Nevada, Las Vegas:

At this point I would just like to echo my fellow NSHE institutions and say that the University of Nevada, Las Vegas (UNLV) is in support as well.

Alexander Speake, representing Las Vegas Global Economic Alliance:

Generally, the Las Vegas Global Economic Alliance (LVGEA) is supportive of measures that seek to support the collection and sharing of workforce development and talent pipeline data, as it works to support economic diversification efforts and allows Nevada to identify and address training and education gaps. The LVGEA supports A.B. 428.

Vice Chair Considine:

Seeing no one else in Carson City to testify in support, is there anyone on the phone lines who wishes to give testimony in support of A.B. 428?

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

Thank you for allowing me to testify. We are in full support of A.B. 428. We believe this will help both education and economic development. It will especially help in underserved communities and help home grow teachers from those communities for those communities. It will also help solve the teacher vacancy crisis while also giving more Nevadans employment and educational opportunities they may not otherwise have. For those reasons, and some of my colleague's reasons, we are in full support of A.B. 428 from the Latin Chamber of Commerce.

Tam Lester, Educator, Clark County School District; and Member, Clark County Education Association:

I have taught government and economics at the Del Sol Academy of the Performing Arts High School for the last six years. I am speaking in strong support of A.B. 428. As a Nevada-educated teacher, I know challenges of the career path firsthand. We are often left dealing with large debts in a career that struggles to earn enough to survive. Of the 30 teachers I graduated within my cohort from UNLV, only 3 are still teaching in the CCSD. The rest left the field to pursue more lucrative careers to pay back their student debt.

If A.B. 428 were to pass, I believe it would make a tremendous difference in the lives of both aspiring teachers and the students they serve. The teaching academies in all 49 high schools in the CCSD would provide a direct path to a teaching career, which ensures the teachers are being recruited from every area and neighborhood across the valley. This creates teachers who are reflective of the population they serve and will understand their student's challenges and struggles.

The tuition abatement program, in exchange for five years of employment, would not only help retain qualified educators but also incentivize more individuals to pursue a career path in education. Many of the most passionate teachers I went to school with have changed careers due to financial obligations. Assembly Bill 428 is a chance to not only grow our base of teachers, but also keep them in the classroom. By increasing the supply of qualified educators, we can reduce class sizes, improve teacher-student ratios, and ultimately provide a better learning experience for our students. As a Nevada-educated teacher, I strongly support A.B. 428 and urge you all to invest in our state's future by supporting this legislation. [Written testimony was submitted, pages 5 and 6, [Exhibit L.](#)]

Rachel Ruttan, Educator, Clark County School District; and Member, Clark County Education Association:

I am the teaching and training teacher at Rancho High School. I am in support of A.B. 428, implementing teacher academies in all high schools in the CCSD. Our schools, specifically in the CCSD, are at a critical shortage of teachers. At a minimum, we will need 14,000 new teachers in our district alone over the next decade. We rely on 33 percent of all new teacher hires from out of state, where people have very little connection or investment into our community. Many teachers do not last beyond their first few years due to a lack of training, burnout, or a misunderstanding on what it means to be an educator.

Rancho High School has built a program that has grown and is directly leading to former students becoming teachers very soon. One of my students, who graduated last year, took advantage of this program and the corresponding dual enrollment classes that provide credits for many of the prerequisite courses in NSHE institutions. She began her first year of college on the junior level and will soon become a teacher in the CCSD.

We have enjoyed the success largely in spite of the funding formula that can be fixed by A.B. 428. School budgets are a push and pull between various stakeholders for resources through a variety of different programs that are all very important to our students. We need our funding separate for the teacher pipeline, so all CCSD high schools can create these academies, so the funding is there specifically for this urgent cause.

Students who go through this program are Nevada-grown and Nevada-invested. Not only do these students have a better understanding of our schools because of their own experience, they have a strong connection to our community. If it truly takes a village to raise a child, let us get our village involved in educating them, rather than becoming reliant on importing one-third of all our new teachers from outside our state. Home means Nevada. Let us focus intensely on bringing our educators from within this house. [Written testimony was submitted, pages 11 and 12, [Exhibit L.](#)]

Kyra Cooper, Educator, Clark County School District; and Member, Clark County Education Association:

I am in support of A.B. 428. As an elementary teacher, we have experienced a shortage of qualified educators, along with high class sizes. I know that if we can get students who are

interested in this esteemed profession to complete their education degree and commit to teaching here for five years that the students will be better. Thank you for your time and please support A.B. 428.

Todd Polk, Educator, Clark County School District; and Member, Clark County Education Association:

I am a third-year teacher at Valley High School and a proud member of the CCEA. I am here to speak in support of A.B. 428. I graduated in 2020 from Vanderbilt University's Peabody College's Department of Teaching and Learning, one of the best teaching schools in the country. I arrived in Las Vegas in the middle of the pandemic as a Teach for America cohort member, completing my two years in the program, all while also getting my master's in education at UNLV. As someone whose first three years were the hardest in education history, I am, as my students would say, "built different."

I am also here to say that as a supporter of Assemblywoman Backus' bill, Nevada does not need more teachers like me, because teachers like me are going extinct. Let me explain. One in three teachers in the CCSD are from out of state. At the same time, Nevada is struggling with teacher vacancies, employee burnout, and swelling class sizes. Most importantly though is that our students who are growing up in a world rife with financial insecurity and a loss of purpose have fallen out of love with school. They are looking for opportunities to share who they are and what they know with others, to connect with other people, to leave some sort of impact. Assembly Bill 428 is trying to create that opportunity.

By implementing teaching academies in every high school, students will get real opportunities to polish communication skills and deepen their connections with their communities. I can say from my own experience as a teacher that nothing beats seeing a student realize they, within themselves, have the ability to teach others. It is a magical sight; one I think more students deserve to experience. Graduates from these teaching academies, under this bill, will then have access to NSHE institutions. With the abatement promised in the bill, some of the brightest students in the state will finally have a chance to both provide for their families and nurture Nevada's next generation.

What A.B. 428 is proposing is not just the bill; it is a fundamental shift in the educational landscape. We need to make these academies a priority. We need to support our NSHE programs as they raise the next generation of teachers. We need to grow Nevada's family of educators, not let it shrivel.

Teachers like me are a dying breed—*Education Week* and *Inside Higher Ed* both saying that traditional programs are drying up, so we need our teachers built different. We need our teachers built Nevada. [Written testimony was submitted pages 9 and 10, [Exhibit L](#).]

DeCuba McMillon-Porter, Educator, Clark County School District; and Member, Clark County Education Association:

I am in complete support of A.B. 428. I work with the CCSD at Claude H. and Stella M. Parson Elementary School. I am also a voting member of the CCEA. I am familiar with this

bill and had the pleasure to speak about it and give my support for it recently in Carson City. It is extremely important that we build a teacher pipeline. I can see firsthand the disruption to learning that teacher instability causes for students.

I am currently doing everything within my power to secure more teachers at the CCSD and in Nevada in general. I mentor UNLV education students for both the Teacher Pathway and Southern Nevada Black Educators Initiative, where we look to recruit black teachers specifically. We need to do more. We need to do much more, increasing the supply of home-grown educators within a Nevada pipeline is needed and will most definitely increase student learning and achievement. I am doing every single thing that I can. I need to know I can count on all of you to do what you need to do and pass this legislation. [Written testimony was submitted, page 15, [Exhibit L.](#)]

Kristan Nigro, Educator, Clark County School District; and Executive Board Member, Clark County Education Association:

I am a kindergarten teacher in Las Vegas, Nevada. I am here today speaking in strong support of the teacher pipeline bill, [A.B. 428](#). I have been a dedicated educator in the great state of Nevada for a decade. I am a recipient of multiple education awards, and I currently serve on the executive board of the Clark County Education Association. Throughout my time as an educator, I have witnessed a dramatic shift in education, and due to this, educators are leaving in droves and people are no longer entering into teaching programs in the higher education setting. Because of this, we have a very serious crisis on our hands.

Did you know that Clark County needs 14,000 new educators over the next decade, and statewide Nevada needs 19,000 new educators? It is terrifying to think what will happen to our students in Nevada if we do not have teachers to educate our students. The only way to ensure we meet our student needs is to invest in the teacher pipeline and provide opportunities for people who want to become teachers.

We really need to start producing homegrown educators. One way to do this is by offering teacher academies in all 49 CCSD high schools. The students going into the pipeline and the educators coming out of it and back into CCSD to teach will be a direct reflection of the diversity in our communities. Increasing the supply of homegrown educators with the Nevada pipeline will help increase standards within the profession and ensure that we are finally able to place a licensed, qualified, effective educator in every classroom.

It is no secret that Nevada has some of the highest classroom sizes in the U.S. According to [zippia.com](#), we are actually ranked fourth for highest class sizes in the U.S. I can tell you from personal experience, trying to teach kindergarten with 25 students is practically impossible. I look at my elementary colleagues, like fifth grade, and they have an average of about 34 students. We are never going to be able to reduce class sizes unless we increase the supply of qualified educators available to fill our current vacancies. I am urging you to support [A.B. 428](#). All the items included in this bill will boost our teacher pipeline and allow education in Nevada to flourish. [Written testimony was submitted, pages 7 and 8, [Exhibit L.](#)]

Galdino Griego, Educator, Clark County School District; and Member, Clark County Education Association:

I am a veteran educator in the Clark County School District and a proud new board member of the Clark County Education Association. I am calling in support of A.B. 428. First, I want to say thank you to the Committee, and to Chair Backus who brought this up to the front. We have questions around safety. We have questions around veteran pay. As a veteran teacher, I have questions as well. I think it is important that we are talking about safety. As those bills around the court of justice are going through, and other parts, I hope this body is in full support. We have questions around pay. As those bills are getting brought up I hope we have your full support on those as well.

I think this bill works in tandem with reducing student class sizes. It is out of control. Some of these classrooms have 50 kids in them. Learning is not able to happen when 50 kids are there. If you have an 80-minute class, you do a 20-minute lecture and each kid has a question, you have only one minute per kid. That is not great.

We have strategies around how to make this work, and that is what our educators are doing. We are triaging. We are getting into the classrooms and doing the best practices we can in order to minimize all these issues but there is no doubt that if we get a pipeline working, more teachers in the building can reduce the workload on us and can help share that with more qualified educators. Around safety, I think that is a very important question. When we have more educators in the building, sometimes we are the first people who bring those wraparound services into the conversation.

I know English teachers at my campus who when they do props they get responses from students that are just gut wrenching. They are actually that first line, who says, Hey, we need to get a social worker here. More teachers are the answer to some of those questions that were brought at the very beginning. I want to thank you all again for the due diligence to ask those questions because I think it can really show how we answer that question too. That is why I am in full support of A.B. 428.

Elizabeth Adler, Educator, Clark County School District; and Member, Clark County Education Association:

I am a veteran Spanish and ELL [English language learner] teacher at Sunrise Mountain High School, and a member of the Clark County Education Association. I am here today to speak in support of A.B. 428. A Teacher Academy College Pathway Program would help alleviate the need we have in Nevada to fill the vacancies we have projected to have in the next ten years. In addition, this program would encourage students who are currently questioning their ability to shoulder the financial burden that comes with college tuition and student teaching, which is not only unpaid, but students have to pay to complete student teaching, and often work in additional job or jobs to make ends meet.

For myself, earning a bachelor's degree in a field outside of education, and from the state of Wisconsin that historically has produced more teachers than they can hire, I experienced what many of our educators do. I went back to school, got a second bachelor's degree in

education this time, and a master's in education, and pursued a doctorate in education where I fell short of my dissertation. This was not due to the lack of desire but because I had maxed out all of my loan allocation and could no longer afford it. After ten years in the CCSD and ten years attending UNLV I had to find ways to earn extra income to pay off my \$143,000 in student loans.

We have some of the best and brightest educators in the country, and we have left this valuable resource in the desert untapped for too many years. Our students also deserve those opportunities to participate in a teacher training program with incentives that would allow them to pursue their postsecondary education without exorbitant debt, and with the security of a career waiting for them at the end of their degree.

In addition, the NSHE institutions must streamline their process of helping future teachers through their system, so they have the skills and appropriate training to transition into our schools.

Finally, the Department of Education must expedite the process of verifying and licensing their applicants, so we can get these teachers into the classroom, with children, and not jumping through hoops at the beginning of their careers. I urge you to support A.B. 428. [Written testimony was submitted, pages 1 and 2, [Exhibit L](#).]

[[Exhibit M](#) in support was submitted but not discussed and is included as an exhibit of the meeting.]

Vice Chair Considine:

Are there any other callers in support on the phone lines? [There were none.] We will move to opposition. Is there anyone in Carson City who wishes to give testimony in opposition to A.B. 428? [There was no one.] Is there anyone on the phone lines wishing to give testimony in opposition to A.B. 428? [There was no one.] We will now move to neutral. Is there anyone in Carson City who would like to testify neutral to A.B. 428?

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

I want to share a couple of thoughts and comments. Of course, we support economic development and teacher pipeline efforts, but we want to point out the language in section 3—each large school district shall offer a Teacher Academy College Pathway Program at every high school—forces the district to impose a new program on high schools in violation of *Nevada Revised Statutes* (NRS) 388G.610, which is the reorganization of the large school districts. The district's responsibilities under NRS 388G.610 are limited only to the items listed as subsection 3, paragraphs (a) through (u). In addition, section 3, subsection 2, paragraph (b) of the bill would also violate NRS 388G.610 as the building principal is responsible for staffing at their school.

In addition to that, section 3 of this bill contains an unfunded mandate on the Clark County School District, and unless additional revenue is provided to fund the proposed program, we will be forced to utilize funds from the proposed \$2 billion increase to fund this mandate, resulting of course in less revenue for compensating our hardworking educators, support professionals, and administrators.

I cannot speak to whether other districts were consulted in being left out of this legislation, but unfortunately I do know the CCSD was not consulted in an official capacity in the development of this legislation or presentation. I would like to clarify that there are 27 teacher training programs at the CCSD schools throughout the entire geography of the district. We are scaling those programs in a way that is financially responsible and ensures they are well supported, with the right student supports and academic experiences in place.

Vice Chair Considine:

Is there anyone on the phone lines who would like to testify neutral to A.B. 428? [There was no one.] Would the presenters like to come up and make any closing comments?

Assemblywoman Backus:

I did bring up Mr. Stewart and Mr. Vellardita because we want to tighten up some things that were discussed and not leave things unanswered.

Daniel Stewart, representing Clark County Education Association:

I just wanted to talk about a couple of things and address some of the questions that were raised. To Assemblywoman Mosca, we have been working directly with NDE on this. They still maintain control over all the licensure of teachers. They still have that role. We had a meeting with the superintendent today and we have been working with the Governor's Office, who technically oversees NDE, on how to integrate this. We have been working with them. There will be a role for NDE.

I also want to talk about how this fits into a larger framework. We cannot fix everything about education just by a pipeline for teachers. We hope that when they land, the place they are going to is to a well-paying job in a safe environment. There are plenty of bills this session that you are all considering on those issues, from increased instructional time, less testing, safety in the classrooms, and teacher pay—all those things I think are going to fit together well.

I also wanted to talk about the tuition abatement. We are not trying to reinvent the wheel here. There are lots of programs out there, even the federal public loan forgiveness program, including many in the state. I think some are even run by the Office of the State Treasurer now, about how you get your tuition paid, to the extent that you work in the state. One of the questions that was asked at the Joint Committee on Senate Finance and Assembly Ways and Means, with the CCSD talking about one of their teacher training programs, was, How do you guarantee that they come back to Nevada? They said we have to wait and see. We cannot put any restrictions on that.

I think this program, from start to finish, like one of the testifiers said, is meant to grow teachers from our communities who are then going to serve in those communities and put some guardrails on that part.

Right now, we have a lot of informal partnerships that work okay between NDE, the districts, and NSHE. This is meant to finally put a statewide linkage and all of those, so they are all reading off the same script and are all working in the same way.

The last thing I would like to mention is the funding, that was just mentioned in the neutral testimony. Right now, in the *Executive Budget*, the money for this is already included. Obviously, that still has to be passed by this body, but funding has been set aside, and also in A.B. 400 there is mention of how that funding stream is going to come. Right now, there are anticipated funding sources for those that we should be able to get to quickly.

John Vellardita, Executive Director, Clark County Education Association:

There was a question around what kind of model, or what kind of experiences out there, this was built on. You heard reference to a high school in Clark County, and several others. I want to share with you there was extensive research commissioned by Columbia University that essentially asked how we can integrate higher education with public education where there is a bridge—we build a pipeline and we do it in a way that a new system is built. That is what this model is. It is integrating the delivery system K-20 [kindergarten through higher education] in this case, and the state is mandating that this type of system be built.

I want to share with you something Assemblywoman Summers-Armstrong raised, and it is the wraparound services. I really want to emphasize this. This pipeline that we are building is not just accomplishing creating more licensed professionals to fill our vacancies. It is doing something we have never done in this state in a systematic way, and that is to address the diversity issue. To put it in 49 high schools, particularly when two-thirds of them are Title I schools where we have a lot of at-risk population, is designed specifically to attract that population to a career path. To make it successful, if we do not have the type of wraparound services on the front end and in higher education, we do not have people who start and fail, but have people who start and succeed, then we will never have it.

Just to give you an idea, the thinking behind this on the front end, on K-12, the assessment is twofold. First off, it involves a parent, freshman year with their student, who sees a vision—a career over seven years, a job afterwards, teaching in public education with no tuition, and no debt. A commitment on the part of the parent with the student to go through this journey. The first assessment is academics. What do they need to do to be successful, and then build a system around that success, so they do not fall through. The second, particularly when we are targeting this population, is to do an assessment on any other issues that are roadblocks or barriers to that student's success. Is it socioeconomic? Are there things that are going on in their life that become an obstacle for them to be a successful student? That requires an investment, that wraparound piece, and that is something we need to flesh out more on this bill, but that is what it is designed to do.

In higher education, I understand there is another piece of legislation that tries to provide support services for success for a student that is in college. We want to work through that because we think that is critical. You do not want to build a system where you have dropouts at a high rate. We know that those will be there. We want to put the guardrails in there, if you will, on K-12 throughout the entire delivery system, so there is success.

I think it was raised that this looks like it is Clark County because the language says school districts of 100,000. This is a system that could be built statewide. It is a capacity issue. It is not a light switch where you build a system like this and all of a sudden everybody has it. Clearly, this is something the state can benefit from. If there is an opportunity to move this beyond just the Clark County experience, clearly I think everybody wins. I want to echo what Daniel Stewart said. We have had conversations with Superintendent Ebert around this issue, in terms of the role of the NDE, because they do play a critical role. I think she recognizes the importance of the wraparound services in a model like this for student success, so we look forward to working with them.

I really want to take my hat off to Assemblywoman Backus for moving this bill. This is a big piece of legislation. This is architecture. This is integrating K-12 through higher education to build a system so we do not just address the vacancy issue but also address the quality of that educator, the diversity of that educator, and this is the type of model that could be replicated for other industries, hence the reference around workforce development.

Vice Chair Considine:

I will close the hearing on A.B. 428. This brings us to the end of our agenda. I will now open the meeting for public comment. Is there anyone here in Carson City who would like to provide public comment? [There was no one.] Is there anyone on the phone lines who wants to provide public comment? [There was no one.] Are there any comments from the members of the Committee before we adjourn? [There were none.]. Our next meeting will be tomorrow afternoon in Room 4100 at 5 p.m. That concludes our meeting for today. We are adjourned [at 7:10 p.m.].

RESPECTFULLY SUBMITTED:

Gina Hall
Committee Secretary

APPROVED BY:

Assemblywoman Shea Backus, Chair

DATE: _____

EXHIBITS

[Exhibit A](#) is the Agenda.

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

[Exhibit C](#) is a conceptual amendment for [Assembly Bill 455](#), dated April 7, 2023, submitted and presented by Yvonne Nevarez-Goodson, Chief Deputy Executive Director, Department of Taxation.

[Exhibit D](#) is a summary of [Assembly Bill 455](#), submitted by Shellie Hughes, Executive Director, Department of Taxation.

[Exhibit E](#) is a copy of a PowerPoint presentation titled "[Assembly Bill 455](#): Civil Penalties, Contraband Tobacco Products," dated April 11, 2023, submitted by Shellie Hughes, Executive Director, Department of Taxation.

[Exhibit F](#) is the Work Session Document for [Assembly Bill 1](#), dated April 11, 2023, submitted and presented by Susanna Powers, Deputy Fiscal Analyst, Fiscal Analysis Division, Legislative Counsel Bureau.

[Exhibit G](#) is the Work Session Document for [Assembly Bill 37](#), dated April 11, 2023, submitted and presented by Susanna Powers, Deputy Fiscal Analyst, Fiscal Analysis Division, Legislative Counsel Bureau.

[Exhibit H](#) is the Work Session Document for [Assembly Bill 41](#), dated April 11, 2023, submitted and presented by Susanna Powers, Deputy Fiscal Analyst, Fiscal Analysis Division, Legislative Counsel Bureau.

[Exhibit I](#) is the Work Session Document for [Assembly Bill 53](#), dated April 11, 2023, submitted and presented by Susanna Powers, Deputy Fiscal Analyst, Fiscal Analysis Division, Legislative Counsel Bureau.

[Exhibit J](#) is the Work Session Document for [Assembly Bill 261](#), dated April 11, 2023, submitted and presented by Susanna Powers, Deputy Fiscal Analyst, Fiscal Analysis Division, Legislative Counsel Bureau.

[Exhibit K](#) is the Work Session Document for [Assembly Bill 345](#), dated April 11, 2023, submitted and presented by Susanna Powers, Deputy Fiscal Analyst, Fiscal Analysis Division, Legislative Counsel Bureau.

[Exhibit L](#) is a collection of written testimony dated April 11, 2023, submitted by various individuals within the Clark County Education Association, in support of [Assembly Bill 428](#).

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[Exhibit M](#) is a letter dated April 10, 2023, signed by Aviva Gordon, Chair, Legislative Committee, Henderson Chamber of Commerce, and Emily Osterberg, Director, Government Affairs, Henderson Chamber of Commerce, in support of Assembly Bill 428.