



WORK SESSION DOCUMENT

JOINT INTERIM STANDING COMMITTEE ON EDUCATION

Nevada Revised Statutes (NRS) [218E.320](#)

August 30, 2022

INTRODUCTION

The chair and Legislative Counsel Bureau (LCB) staff of the Joint Interim Standing Committee on Education (COE) have prepared this "Work Session Document" (WSD) to assist the Committee in determining which legislative measures it will request for the 2023 Session of the Nevada Legislature as well as other actions the COE may endorse. The WSD contains a summary of recommendations presented during public hearings, through communication with individual Committee members, or through correspondence submitted to the Committee members or staff.

The members of the COE do not necessarily support or oppose the recommendations in this WSD. Committee staff has compiled and organized the proposals so that Committee members can review them and decide whether they want to accept, reject, modify, or take no action on the recommendations. The WSD organizes the proposals by topic, and they are not preferentially ordered.

Pursuant to [NRS 218D.160](#), the Committee is limited to ten legislative measures, which includes both bill draft requests (BDRs) and requests for the drafting of resolutions. The Committee may vote to: (1) send as many statements or letters of recommendation or support as it chooses; and (2) include statements in the COE's final report.

Committee members are advised that LCB staff, at the direction of the chair, may coordinate with interested parties to obtain additional information for drafting purposes or for information to be included in the COE's final report.

RECOMMENDATIONS FOR THE DRAFTING OF LETTERS AND STATEMENTS IN THE JOINT INTERIM STANDING COMMITTEE ON EDUCATION'S FINAL REPORT

A. RELATING TO HIGHER EDUCATION

1. **Workforce Development**—Send a letter to the chancellor of the Nevada System of Higher Education (NSHE) to encourage strengthening the workforce pipeline supporting those in the deaf and hard of hearing community, focusing especially on qualified interpreters for the health care, education, and government services industries. For example, additional qualified interpreters are needed for school-based personnel serving pupils who are deaf and hard of hearing, including speech pathologists. Additional qualified professionals are needed in the high school environment to help pupils who are deaf and hard of hearing experience social and work opportunities.

(Based upon a recommendation by Eric Wilcox, Ph.D., Chair, Nevada Commission for Persons Who Are Deaf and Hard of Hearing, Aging and Disability Services Division, Department of Health and Human Services, during the [January 20, 2022, meeting](#).)

2. **College Missions**—Send a letter to the chancellor of NSHE urging NSHE to clarify the missions of two- and four-year colleges, including, but not limited to, aligning service zones to reflect Nevada's economic geography, elevating Great Basin College to a full four-year status, and deterring mission creep.

(Based upon a recommendation by David F. Damore, Ph.D., Interim Executive Director, The Lincy Institute and Brookings Mountain West, and Professor Chair of the Department of Political Science, University of Nevada, Las Vegas (UNLV), during the [February 16, 2022, meeting](#).)

3. **Workforce Development Fund**—Send a letter to the Governor, the Senate Committee on Finance (FIN) and Assembly Committee on Ways and Means (WM) of the 2023 Legislative Session, encouraging the creation of a workforce development fund that requires matching contributions from industrial partners that are aligned with regional economic development priorities. Furthermore, encourage the Governor, FIN, and WM to grant the Office of Economic Development, Office of the Governor (GOED), the authority to carry forward unspent workforce dollars.

(Based upon a recommendation by David F. Damore, Ph.D., Interim Executive Director, The Lincy Institute and Brookings Mountain West, and Professor Chair of the Department of Political Science, UNLV, during the [February 16, 2022, meeting](#).)

4. **Behavioral Health Personnel Workforce Pipeline**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, encouraging increased funding for higher education training programs and expanding the pipeline development for school-based behavioral health personnel, including, but not limited to, school psychologists.

(Based upon a recommendation by Jessica Shearin, Ed.S., President, Nevada Association of School Psychologists (NASP), during the [May 18, 2022, meeting](#).)

5. **Workforce Incentive Grant (WIG) Pilot Program**

- a. Include a statement in the COE's final report indicating its support for the WIG Pilot Program, a need-based program attracting students to participate in critical workforce programs, including teaching programs, and other occupations as identified by GOED's In-Demand Regional Analyses.

—AND/OR—

- b. Send a letter to the chancellor of NSHE requesting a presentation to the 2023–2024 COE regarding its report on the WIG Program, including key metrics such as the number of students participating in the program, the demographic and socioeconomic breakdown of program participants, the number of students in the program who have earned a certificate or degree, and the persistence rate of program recipients.

(Based upon a recommendation by Renée Davis, Interim Vice Chancellor, Academic and Student Affairs and Community Colleges, NSHE, and José Quiroga, Research Analyst, Academic and Student Affairs and Community Colleges, NSHE, during the July 29, 2022, meeting.)

6. **Hispanic- and Minority-Serving Institutions**—Include a statement in the COE's final report indicating its support for the continuous development and success of Nevada's Hispanic-serving institutions and minority-serving institutions and to continue to improve student success initiatives and partnerships in these areas.

(Based upon a recommendation by Clarissa M. Cota, J.D., Vice President, President's Office, North Las Vegas Campus, College of Southern Nevada (CSN), during the July 29, 2022, meeting.)

7. **Career and Technical Education (CTE) Dual Credit Pilot Program**—Include a statement in the COE's final report indicating its support for the CTE Dual Credit Pilot Program for underserved and low-income students interested in pursuing a career in a high demand industry.

(Based upon a recommendation by Dan J. Corsi, Ed.D., Associate Vice President, Office of Academic Affairs, CSN, during the July 29, 2022, meeting.)

8. **Name, Image, and Likeness (NIL) Issues Related to Junior Colleges**—Send a letter to the chancellor of NSHE urging it to conduct a study concerning NIL policies and challenges specific to junior colleges. Specifically, this study should investigate NIL issues relating, but not limited to, resources and personnel at junior colleges and funding and opportunities for NIL deals for junior college student athletes. As testimony indicated that student athlete transfer policies, especially concerning NIL, can be contradictory and difficult between junior colleges and other institutions, the study should also investigate concerns and challenges with student athlete transfers between two- and four-year colleges and universities. If such a study is conducted, NSHE may submit a report of the results of the study, including any recommendations for legislation, to the COE on or before June 30, 2024.

(Based upon a recommendation by the College Athlete Committee, during the July 29, 2022, meeting.)

9. **Name, Image, and Likeness Deals and Policies Specific to Nevada’s Gaming Industry**—Send a letter to the Nevada Gaming Control Board and the Nevada Gaming Commission urging the Board or Commission to conduct a study concerning NIL implications for the gaming industry in Nevada. Specifically, this study may investigate what, if any, possibilities exist for NIL deals between student athletes and the gaming industry. The study may also investigate the possibility of deals with student athletes as brand agents, among other deals, and the implications of such deals. If such a study is conducted, the Board or Commission may submit a report of the results of the study, including any recommendations for legislation, to the COE on or before June 30, 2024.

(Based upon a recommendation by the College Athlete Committee, during the July 29, 2022, meeting.)

B. RELATING TO SAFETY AND WELL-BEING

10. **Social-Emotional Learning and Mental Health Supports**—Include a statement in the COE’s final report supporting capacity building, outreach, and awareness of social-emotional supports and expanding mental health services in schools, especially school behavioral health staff.

(Based upon a recommendation by Nevada’s Department of Education (NDE), during the January 20, 2022, meeting.)

11. **School Psychologists**—Include a statement in the COE’s final report encouraging the expansion of additional graduate training programs in school psychology to support the expansion of the number of school psychology training programs and the number of licensed and trained school psychologists in Nevada. Furthermore, the COE supports the expansion of evidence-based mental health and wellness programs, including programs relating to the prevention of mental health crises.

(Based upon a recommendation by Jessica Shearin, Ed.S., President, NASP, during the January 20, February 16, and May 18, 2022, meetings.)

12. **Chronic Absenteeism/Truancy**—Send a letter to the superintendent of each school district and the State Public Charter School Authority (SPCSA) encouraging the entities to continue looking at ways to address chronic absenteeism of pupils in Nevada’s public schools, including charter schools. Examples provided in testimony include sending notices to families of chronically absent pupils, working with a local chamber of commerce to solicit support from employers, and forming other community partnerships aimed at supporting the district in strengthening the response to chronic absenteeism in schools.

(Based upon a recommendation in testimony and discussions with representatives of the Nevada Association of School Superintendents (NASS), during the March 16, 2022, meeting.)

13. **Mental Health Wellness Curriculum**—Include a statement in the COE’s final report supporting a proposed mental health wellness K–12 curriculum presented by Robert Barsel, including, but not limited to, coursework that teaches healthy coping skills, recognizes unhealthy ones, and destigmatizes mental health issues.

(Based upon a recommendation by Robert Barsel, high school pupil, during the [May 18, 2022, meeting.](#))

C. RELATING TO PUPILS

14. **Education Supports for K–12 Pupils in the Hispanic Community**—Include a statement in the COE’s final report supporting the following actions to help reduce achievement gaps in K–12 for pupils in the Hispanic community:
 - a. Recruit and retain diverse teachers;
 - b. Improve food security;
 - c. Provide additional resources to close the remote-learning gap;
 - d. Support family-friendly immigration policies; and
 - e. Promote fair scheduling.

(Based upon a recommendation by Magdalena Martinez, Ph.D., Director, Education Programs, The Lincy Institute, and Assistant Professor, School of Public Policy and Leadership, Greenspun College of Urban Affairs, UNLV, during the [February 16, 2022, meeting.](#))

15. **Early Education Funding and Accessibility**—Include a statement in the COE’s final report expressing support for increased early education per-child funding to implement policies supporting quality early learning opportunities once funding is available. Additionally, the COE supports increasing access for pupils who are four years of age to attend the Nevada Ready! State Pre-K program and expand the eligibility of the program to pupils who are three years of age.

(Based upon a recommendation by Tara C. Raines, Ph.D., Director, Kids Count Initiatives, Children’s Advocacy Alliance [CAA], and Annette Dawson Owens, Director, School Readiness Policy, CAA, during the [February 16, 2022, meeting.](#))

16. **Wraparound Services Funding**—Include a statement in the COE’s final report expressing support for appropriations or the reinstatement of funding for wraparound services for children and families once funding is available.

(Based upon a recommendation by Alex Bybee, Chief Strategy Officer, Communities in School of Nevada [CIS], and Nathaniel Waugh, Government Affairs Manager, CIS.)

17. **Wraparound Services for Apprenticeship Programs**—Include a statement in the COE’s final report expressing support for the funding and implementation of wraparound services for apprenticeship programs. Such services might include childcare, transportation, and the supply of needed materials.

(Based upon a recommendation by Shannon M. Chambers, Labor Commissioner, Office of Labor Commissioner, Department of Business and Industry (B&I), during the [April 20, 2022, meeting.](#))

18. **Monitoring Data**—Send a letter to the superintendent of public instruction at NDE and the SPCSA to encourage the monitoring of data especially with regard to English language learner (ELL) students and those who are chronically absent. For example, the data monitored might include graduation and proficiency rates to assess for trends and potential areas of intervention.

(Based upon a recommendation by Sylvia Lazos, J.D., Education Committee Chair, Nevada Immigrant Coalition, during the [April 20, 2022, meeting.](#))

19. **Assistive Technology for the Visually Impaired**—Send a letter to the superintendent of each school district and the SPCSA encouraging districts and schools, including charter schools, to support teachers in learning how to use assistive technology to show visually impaired students how to use the Internet and other resources in order to better navigate the system in postsecondary education or the workforce.

(Based upon a recommendation by Dora Martinez, Nevada resident, during the [July 29, 2022, meeting.](#))

D. RELATING TO CONNECTIVITY AND OPERATIONS

20. **Internet and Telecommunications Technology**

- a. Send a letter to Nevada’s Congressional Delegation encouraging additional funding support for broadband programs to support students learning remotely.

—AND/OR—

- b. Include a statement in the COE’s final report encouraging the Office of Science, Innovation and Technology, Office of the Governor; NDE; school districts, and the SPCSA to collaborate with private partnerships to continue to develop, maintain, and enhance Internet and device capabilities for students learning remotely.

(Based upon a recommendation by Magdalena Martinez, Ph.D., Director, Education Programs, The Lincy Institute, and Assistant Professor, School of Public Policy and Leadership, Greenspun College of Urban Affairs, UNLV, during the [February 16, 2022, meeting.](#))

21. **Graduation Cultural Attire**—Send a letter to the superintendent of each school district and the SPCSA requesting that districts and schools, including charter schools, support cultural expressions in decorating graduation caps and other adornments for graduating pupils who wish to do so. This expression may include, but is not limited to, leis, beaded caps, and other cultural items.

(Based upon a recommendation by Loni Romo, Pyramid Lake Paiute; Pima and Tohono O’odham; and Shannon Moyle. Also based upon a recommendation by Marla McDade Williams and Nikki Haag during the [May 18, 2022, meeting](#).)

22. **Competency-Based Education**—Send a letter to the superintendent of public instruction at NDE and the superintendent of each school district supporting work concerning competency-based education. This letter would encourage these entities to continue to build capacity for change in its work in schools, empower student learning by ensuring that each learner has the supports and opportunities they need to succeed, cultivate systems change through financial and school improvement structures, and ensure quality in its implementation of these practices.

(Based upon a recommendation by KnowledgeWorks representatives during the [June 15, 2022, meeting](#).)

23. **Composition and Selection of School Boards**—Include a statement in the COE’s final report stating that the COE heard extensive testimony, discussion, and presentations concerning the composition of the boards of trustees of county school districts in Nevada and recognizes that while the Committee heard various ideas to improve school board governance issues, the topic should be further studied.

(Based upon a recommendation by Senator Moises (Mo) Denis, Chair, COE, based on testimony and discussions during the [May 3](#) and [August 9, 2022, meetings](#).)

E. RELATING TO EDUCATORS AND OTHER SCHOOL PERSONNEL

24. **Diverse Teaching Workforce**—Include a statement in the COE’s final report supporting the following actions to help promote greater racial and ethnic diversity among Nevada’s teacher workforce:
 - a. Make teacher diversity a priority, including a consideration of a state-level strategic approach to promoting diversity and leveraging Nevada’s higher education institutions to develop robust strategic plans in partnership with school districts and policymakers;
 - b. Examine how existing policies help or hinder recruitment and retention of teachers of color; and
 - c. Create and support professional development for serving a diverse student population, including, but not limited to, unconscious bias training and culturally relevant pedagogy.

(Based upon a recommendation by Magdalena Martinez, Ph.D., Director, Education Programs, The Lincy Institute, and Assistant Professor, School of Public Policy and Leadership, Greenspun College of Urban Affairs, UNLV, during the [February 16, 2022, meeting](#).)

25. **Salary**—Send a letter to the superintendent of each school district encouraging districts to increase educator pay by 20 percent and provide at least \$20 per hour for other school personnel.

(Based upon a recommendation by Chris Daly, Deputy Executive Director of Government Relations, NSEA, during the [March 16](#) and [May 18](#), 2022, meetings.)

26. **Class Size Ratio**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, encouraging the review of the cost of class size ratios equaling 20:1 in core academic subjects.

(Based upon a recommendation by Chris Daly, Deputy Executive Director of Government Relations, NSEA, during the [March 16](#), 2022, meeting.)

27. **Instructional Framework**—Send a letter to the superintendent of public instruction at NDE urging it to develop an instructional framework to help teachers understand how to teach English while also teaching their content area for ELL pupils. For example, the framework could assist teachers in designing and delivering instruction on the assigned content area while building English language skills.

(Based upon a recommendation by Lorna James-Cervantes, Chair, English Mastery Council, during the [April 20](#), 2022, meeting.)

28. **Professional Development**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider restoring and increasing funding to the regional professional development programs.

(Based upon a recommendation by Bill Hanlon, President, Mathematical Systems, Inc., during the [April 20](#) and [May 18](#), 2022, meetings.)

29. **Heroes to Education (HTE)**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, supporting appropriations for two dedicated HTE positions. These positions would be filled by veterans who have worked in public education and who would be tasked with working with participating school districts in helping to provide training, education, and certification supports to veterans and their spouses.

(Based upon a recommendation by George Ann Rice, Ed.D., HTE.)

30. **Recruitment and Retention**—Include a statement in the COE's final report encouraging the continued development and use of strategies to recruit and retain more teachers and produce more Nevada teachers locally.

(Based upon a recommendation by Dennis Potthoff, Ph.D., Dean of the School of Liberal Arts and Sciences, Nevada State College, and Brenda Pearson, Director of Strategic Initiatives, Clark County Education Association [CCEA], during the [June 15](#), 2022, meeting.)

31. **Exit Survey**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider providing funding to NDE to contract with a third party to develop, implement, and analyze the results of a statewide exit survey administered to teachers when exiting their school, district, and/or state regardless of the reason for their exit.

(Based upon a recommendation by Tammie Smithburg, Chair, Teacher Recruitment and Retention Advisory (TRRA) Task Force, during the [June 15, 2022, meeting.](#))

32. **Workforce Data Portal**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider investing funding to sustain the educator workforce supply and demand portal currently being developed using federal relief funds. Nevada’s Department of Education is currently working to collect and make available certain school data, and funding is needed for support and licensing requirements.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the [June 15, 2022, meeting.](#))

33. **Working Conditions Survey**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider allocating funding for NDE to contract with a third party to develop, implement, and analyze a statewide working conditions survey of current employees in order to better understand the teacher workforce climate in Nevada and why teachers choose to leave or stay at their current jobs.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the [June 15, 2022, meeting.](#))

34. **Messaging and Branding of the Profession of Teaching**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider allocating additional funds to NDE and districts for frequent public branding/messaging that promotes recruitment and retention of educators via advertisement with social media, news outlets, et cetera. Such materials would help to demonstrate Nevada as a desirable place to teach in.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the [June 15, 2022, meeting.](#))

35. **Nevada Aspiring Educators Initiative**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to encourage investing in a series of events and supports for aspiring educators, specifically preservice educators or potential future educators. This recommendation is distinct from the current mission of NDE, districts and schools, and institutions of higher education as it focuses on those not already enrolled in preparation programs or those who do not already hold a license who would benefit from tailored information and mentorship as they consider pathways to careers in education. Such supports might include a hotline for aspiring educators, career ambassadors, résumé-building classes, recruitment and licensing events, financial aid resources, and webinars.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the [June 15, 2022, meeting.](#))

36. **Expedited Background Checks**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider allocating funding to the Department of Public Safety to support the prioritization of background checks for educator licensure. Background checks can take anywhere from four to ten weeks, which can slow the approval of applications, and funding may allow for additional personnel or overtime pay to process applications.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the June 15, 2022, meeting.)

37. **Continuation of State and Elementary and Secondary School Emergency Relief (ESSER) Funded Initiatives/Programs**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider investing through an increase of funding to education to support the initiatives/programs that are currently being funded through the state and with federal ESSER funds, which include, but are not limited to, support for tuition scholarships, clinical experience stipends, and other costs related to educator preparation, which may include the cost of assessments required for licensure. Other items to consider include:
- a. Enhance funding for Teach Nevada scholarships to increase availability;
 - b. Establish state funding for the Incentivizing Pathways to Teaching Grant Program that was created using federal relief funds;
 - c. Consider covering the costs to candidates of assessments required for licensure, which may include the Praxis Core and Praxis Content exams; and
 - d. Consider a study to determine which ESSER-funded projects are having the most impact as well as the provision of additional state funds after the ESSER funds are exhausted to ensure no loss of service/impact.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the June 15, 2022, meeting.)

38. **Loans for In-State Tuition for Teacher Preparation Programs**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider providing funding to create and manage a zero-interest loan for in-state tuition for teacher preparation programs. Nevada would offer a zero-interest loan for 100 percent of a preservice teacher's in-state tuition. This would be similar to the Home is Possible for Teachers home loan program. A portion of the tuition loan would be forgiven for each year the educator teaches in a public school classroom in Nevada.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the June 15, 2022 meeting.)

39. **Home is Possible for Teachers Program**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider providing State General Funds to supplement the current funding structure to support the Home Is Possible for Teachers program. The program is currently funded through fees collected by the Nevada Housing Division, B&I, and this recommendation would help to supplement those funds.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the June 15, 2022, meeting.)

40. **Loan Forgiveness Program**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider providing funding, outside of the State General Fund, to create and manage a student loan forgiveness reimbursement program for teachers after they have taught for five years in a public school classroom in Nevada and who continue to teach in a classroom in Nevada. After teaching in a Nevada public school classroom for five years, teachers would be eligible to submit a request for reimbursement of their student loan payments up to a set amount each year, with a lifetime reimbursement cap. For example, a teacher may request up to \$2,500 per year for each year they continue to teach in the classroom up to a lifetime total of \$20,000.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the June 15, 2022, meeting.)

41. **Public Employees' Retirement System (PERS) Incentive**—Send a letter to PERS, the superintendent of each school district, and the SPCSA encouraging the entities to continue to collaborate with schools, including charter schools, to inform teachers and other school personnel, especially new or potential employees, about the benefits of PERS. Further encourage the entities to expand or require this training.

(Based upon a recommendation by Senators Carrie Buck, Member, COE, and Moises (Mo) Denis, Chair, COE, in testimony and discussions with Tammie Smithburg, Chair, TRRA Task Force, during the June 15, 2022, meeting.)

42. **Statewide Minimum Salary Schedule for Teachers**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider allocating additional funds to implement a statewide minimum salary scale for licensed teachers to include an annual cost-of-living adjustment (COLA) in line with the cost-of-living indices. It is recommended that the statewide average base starting salary (without benefits) of \$41,277 become the statewide minimum starting salary and the statewide maximum be no less than the statewide average base maximum salary of \$82,237. This would be a minimum salary scale for all districts to reflect the cost of living and include an annual COLA increase to maintain or improve the teacher's standard of living. Districts could still negotiate salaries higher than the minimum. The COLA increases should be made on a regular basis (at least biannually) to maintain the teacher's standard of living.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the June 15, 2022, meeting.)

43. **Expand Teaching and Training (T/T) Career and Technical Education Programs**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to encourage investment in expanding the availability of CTE T/T programs in Nevada’s high schools, including covering dual enrollment tuition for students and potential staff support at NSHE institutions to sustain partnerships related to the program. This training program is a grow-your-own program to encourage Nevada’s high school students to consider careers as educators. Upon graduation, graduates can be employed immediately as a paraprofessional (teacher assistant) in the classroom while they continue in a teacher preparation program.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the [June 15, 2022, meeting.](#))

44. **Pay for Special Categories or Incentives**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider providing special incentive pay to existing teachers, including, but not limited to merit pay or longevity pay.

(Based upon a recommendation by Assemblywoman Alexis Hansen, Member, COE, in testimony and discussions with Tammie Smithburg, Chair, TRRA Task Force, during the [June 15, 2022, meeting.](#))

F. RELATING TO EDUCATION FUNDING

45. **Education Funding**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider adding an additional \$200 million investment in our education system every year for eight additional years to reach the national average

(Based upon a recommendation by Hawah Ahmed, CCEA, during the [April 20, 2022, meeting.](#))

46. **Monitor Funding**—Include a statement in the COE’s final report encouraging legislators to continue monitoring the \$1.2 billion in [American Rescue Plan \(ARP\) Act of 2021](#) (H.B. 1319, 117th Congress) funds to determine whether and how it is helping pupils, particularly at-risk groups like ELL pupils.

(Based upon a recommendation by Sylvia Lazos, J.D., Education Committee Chair, Nevada Immigrant Coalition, during the [April 20, 2022, meeting.](#))

47. **Zoom Schools Program Funding**—Include a statement in the COE’s final report regarding the importance of Zoom schools program funding and the work of the pre-K Zoom program and urge its continuance.

(Based upon a recommendation by Sylvia Lazos, J.D., Education Committee Chair, Nevada Immigrant Coalition, during the [April 20, 2022, meeting.](#))

48. **Education Funding**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, to consider increasing the allocation of funding to education and prioritize the use of those funds in the following areas:
- a. Administrator professional learning:
 - i. Provide targeted training of administrators in building systemic supports for educator efficacy and increasing job satisfaction. Building and district administrators would participate in professional learning to help them reduce workload and improve life/work balance for themselves and the educators they supervise. This would include learning how to leverage initiatives or requirements already in place to reduce duplicative efforts and build systems of support for their staff;
 - b. Hire educators:
 - ii. Increased funding to districts will support the hiring of additional educators and specialists to provide essential and wraparound services to students;
 - c. Mentor programs:
 - iii. Increased funding to districts will support the resources needed to develop or sustain mentor programs through which experienced educators build the capacity and skills of novice educators as well as provide career pathways for experienced educators;
 - d. Affordable housing/rental assistance:
 - iv. Provide funding to districts to assist teachers in finding affordable housing. This could include district purchases of affordable housing/rental units and/or providing monetary incentives for purchase/rental assistance;
 - e. Supports for recruitment and retention efforts:
 - v. Increased funding to districts would support additional personnel or resources to focus on recruitment and retention. This would not be a mandated position, but instead provide funds to support either a designated position or support for current personnel responsible for recruitment and retention initiatives or efforts; and
 - f. Support educator pipeline, retention incentives, career ladder options, and other resources:
 - vi. Increased funding allows each district to prioritize and provide resources/incentives based on their unique needs. Flexibility in the use of these funds is important, but priority should be given to efforts that lead to improved recruitment and retention.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the June 15, 2022, meeting.)

49. **Dual Enrollment**—Include a statement in the COE’s final report regarding the recommendation by the CSF to maintain funding at the adjusted base per-pupil amount for students taking dual enrollment courses.

(Based upon a recommendation by Guy Hobbs, Chair, CSF, during the [July 29, 2022, meeting.](#))

50. **Commission on School Funding (CSF)**—Send a letter to the Governor, and FIN and WM of the 2023 Legislative Session, encouraging the consideration of additional funding for the CSF due to broader scope of activities and responsibilities required by the CSF.

(Based upon a recommendation in Committee member testimony and discussions with Guy Hobbs, Chair, CSF, during the [July 29, 2022, meeting.](#))

RECOMMENDATIONS FOR THE DRAFTING OF LEGISLATIVE PROPOSALS

G. LEGISLATIVE PROPOSALS RELATING TO HIGHER EDUCATION

51. **Public-Private Partnerships**—Propose legislation to codify university-based public-private partnerships using blanket language, including language about qualifying standards and cost sharing for facilities and programs.

(Based upon a recommendation by David F. Damore, Ph.D., Interim Executive Director, The Lincy Institute and Brookings Mountain West, and Professor Chair of the Department of Political Science, UNLV, during the [February 16, 2022, meeting.](#))

52. **Governing Authorities**—Propose legislation to create new and separate, locally based governing authorities for nonuniversity higher education institutions.

(Based upon a recommendation by David F. Damore, Ph.D., Interim Executive Director, The Lincy Institute and Brookings Mountain West, and Professor Chair of the Department of Political Science, UNLV, during the [February 16, 2022, meeting.](#))

53. **Name, Image, and Likeness Contract Disclosure Requirements**—Propose legislation to amend [NRS 398.330](#) regarding student athlete disclosures to instead require any entity which engages in NIL deals that provide compensation in any form to one or more student athletes with an aggregate value equal to or greater than \$10,000, or a different amount as determined by the COE, to be responsible for disclosing those deals to the student athlete’s institutions. The COE should determine the appropriate method to gather information related to NIL deals into one centralized place. Additionally, clarify that NRS 398.330 does not require the NSHE to approve these deals. Further, require any entity who facilitates certain NIL deals, including, but not limited to, third-party agents such as collectives, boosters, and certain vendors, to register with the state through the Office of the Secretary of State.

(Based upon a recommendation by the Committee to Conduct an Interim Study Concerning the Use of the Name, Image, and Likeness of a Student Athlete [College Athlete Committee], during the [July 29, 2022, meeting.](#))

H. LEGISLATIVE PROPOSALS RELATING TO CONNECTIVITY AND OPERATIONS

54. **Timing of the School Improvement Steps**—Propose legislation to change the timing of the reporting of performance plans to better align with the budgeting and assessment cycles.

(Based upon a recommendation by Summer Stephens, Ed.D., Superintendent, Churchill County School District, and President, NAS), during the [May 18, 2022, meeting](#).)

I. LEGISLATIVE PROPOSALS RELATING TO EDUCATORS AND OTHER SCHOOL PERSONNEL

55. **The Respect Educators Act**—Propose legislation creating a statewide monitoring committee comprised of educators, legislators, and representatives of NDE to review the safety and well-being of educators, including analyzing the impact of relevant laws and ensuring consistent implementation of student discipline.

(Based upon a recommendation by Chris Daly, Deputy Executive Director of Government Relations, NSEA.)

56. **Support Professionals Workforce Pipeline**—Propose legislation creating a statewide recruitment and retention task force for education support professionals, similar to the Nevada State TRRA Task Force, to review ways in which Nevada can further recruit and retain support professionals.

(Based upon a recommendation by Chris Daly, Deputy Executive Director of Government Relations, NSEA.)

J. LEGISLATIVE PROPOSALS RELATING TO EDUCATION FUNDING

57. **Meetings of the Commission on School Funding (CSF)**—Propose legislation to amend [NRS 387.1246](#) to authorize the CSF to meet outside of July 1 of an odd-numbered year and September 30 of the subsequent even-numbered year only if requested by a chair of the Senate or Assembly Committees on Education, FIN, or WM during the legislative session.

(Based upon a recommendation by Guy Hobbs, Chair, CSF, during the [July 29, 2022, meeting](#).)

58. **Inflation**—Propose legislation to amend [NRS 387.12455\(6\)](#) to apply a Nevada-specific consumer price index (CPI), when and if such a Nevada-specific CPI becomes available, rather than the CPI for all urban consumers in the Western region when determining the amount of funding that should be included in the State Education Fund in the proposed Executive Budget.

(Based upon a recommendation by Guy Hobbs, Chair, CSF, during the [July 29, 2022, meeting](#).)

59. **Virtual Schools**—Propose legislation to amend [NRS 387.1214](#) to fund both online district and charter schools at the statewide base per-pupil amount rather than the adjusted base per-pupil amount.

(Based upon a recommendation by Guy Hobbs, Chair, CSF, during the [July 29, 2022, meeting.](#))

K. LEGISLATIVE PROPOSALS RELATING TO STUDIES IN EDUCATION

60. **Evidence-Based Mental Health and Wellness Programs**—Propose legislation requiring a study to be conducted concerning evidence-based mental health therapies and practices.

(Based upon a recommendation by Assemblywoman Clara (Claire) Thomas, Member, COE, in testimony and discussions with Jessica Shearin, Ed.S., President, NASP, during the [May 18, 2022, meeting.](#))

61. **Statewide Study Group**—Propose legislation to create a statewide study group to suggest policies and strategies targeting specific student groups that address specific education needs and policy interventions for these student groups, including with regard to expanding enrollment in postsecondary or vocational training. The study group would also look at developing long-term funding and implementation strategies to support these programs.

(Based upon a recommendation by Magdalena Martinez, Ph.D., Director, Education Programs, The Lincy Institute, and Assistant Professor, School of Public Policy and Leadership, Greenspun College of Urban Affairs, UNLV, during the [February 16, 2022, meeting.](#))

62. **Study of Educator Workload**—Propose legislation to commission a study to evaluate educator workload, including statutory and regulatory requirements, in order to better understand the workload requirements of educators.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the [June 15, 2022, meeting.](#))

63. **Study of Teacher Licensure Testing Requirements**—Propose legislation to commission and fund a study of Nevada’s licensure requirements, including the “Praxis Core Academic Skills for Educators” Tests (*Nevada Administrative Code* [NAC] [391.036](#)), to identify whether it is a barrier to locally growing a more diverse educator workforce and to ensure that competency requirements are reasonable indicators of a candidate’s future effectiveness as an educator.

(Based upon a recommendation by Tammie Smithburg, Chair, TRRA Task Force, during the [June 15, 2022, meeting.](#))