

SUMMARY OF RECOMMENDATIONS

JOINT INTERIM STANDING COMMITTEE ON EDUCATION

Nevada Revised Statutes (NRS) 218E.320

This summary presents the recommendations approved by the Joint Interim Standing Committee on Education (COE) at its meetings on August 30 and October 6, 2022. The bill draft requests (BDRs) will be forwarded to the Director of the Legislative Counsel Bureau for transmittal to the 82nd Session of the Nevada Legislature.

RECOMMENDATIONS FOR LEGISLATION

Higher Education

1. Propose legislation to codify university-based public-private partnerships using blanket language, including language about qualifying standards and cost sharing for facilities and programs. **(BDR 34–377)**

College Athletics

2. 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 Office of the Secretary of State (SOS) will gather information related to NIL deals into one centralized place. Additionally, clarify that NRS 398.330 does not require the Nevada System of Higher Education (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 SOS. **(BDR 34–378)**

Educators and Other School Personnel

3. Propose legislation creating a statewide recruitment and retention task force for education support professionals, similar to the Nevada State Teacher Recruitment and Retention Task Force, to review ways in which Nevada can further recruit and retain support professionals. **(BDR 34–439)**
4. Propose legislation creating a statewide monitoring committee comprised of educators, legislators, and representatives of Nevada's Department of Education (NDE) to review the safety and well-being of educators, including analyzing the impact of relevant laws and ensuring consistent implementation of student discipline. **(BDR 34–442)**

Pupils

5. Propose legislation prohibiting limitations on wearing cultural items at public school graduations. **(BDR 34–440)**

Legislative Studies

6. Propose legislation requiring a study relating to education achievement gaps among various populations of pupils. **(BDR S–441)**
7. Propose legislation requiring a study to be conducted concerning evidence-based mental health therapies and practices. **(BDR S–441)**
8. 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. **(BDR S–441)**
9. Propose legislation to commission a study to evaluate educator workload, including statutory and regulatory requirements, to better understand the workload requirements of educators. **(BDR S–441)**
10. 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 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. **(BDR S–441)**

Reporting

11. Propose legislation to change the timing of the reporting of performance plans to better align with the budgeting and assessment cycles. **(BDR –443)**

School Funding

12. Propose legislation to amend [NRS 387.1246](#) to authorize the Commission on School Funding (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, Senate Committee on Finance, or Assembly Committee on Ways and Means during the regular legislative session. **(BDR 34–444)**
13. 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. **(BDR 34–444)**

14. Propose legislation requiring the CSF to study the following issues:

- a. The creation of a pathway for smaller school districts to acquire capital and engage in building improvement and modernization programs that are otherwise unavailable to these districts;
- b. The creation of performance metrics to assess the impact of enhanced investment in K–12 education. These metrics would provide a foundation for measuring the return on added investment;
- c. The imbalance between the number of professional educators matriculating from institutions of higher education in Nevada and the number of new units of professional educators demanded each year by Nevada school districts; and
- d. The modernization of both the Nevada sales and use tax and Nevada property tax systems. **(BDR 34-444)**

RECOMMENDATIONS FOR COMMITTEE ACTION

Higher Education

15. Send a letter to the chancellor of the 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.
16. 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.
17. Send a letter to the governor and the incoming chairs of 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.
18. Send a letter to the governor and the incoming chairs of 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.

19. Include a statement in the COE's final report indicating its support for the Workforce Incentive Grant (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.
20. 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.
21. 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 continue to improve student success initiatives and partnerships in these areas.
22. Include a statement in the COE's final report indicating its support for the Career and Technical Education (CTE) Dual Credit Pilot Program for underserved and low-income students interested in pursuing a career in a high-demand industry.

College Athletics

23. Send a letter to the chancellor of NSHE urging it to conduct a study concerning the name, image, and likeness (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.
24. 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.

Safety and Well-Being

25. 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.

26. 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.
27. 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.
28. 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. Discussion among Committee members during the work session on August 30, 2022, also highlighted possible existing mental health curriculum and standards. A representative of NDE indicated that the Substance Abuse and Mental Health Services Administration (SAMHSA), United States Department of Health and Human Services, and the Mental Health Technology Transfer Center, have put forth related curriculum that could be available for school districts. Furthermore, existing mental health standards within Nevada's health standards should be applied to curriculum. Discussion further emphasized that if such curriculum already exists, school districts and schools should consider using information already available rather than creating new curriculum for this purpose.

Pupils

29. 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.

Discussion among the members during the meeting also highlighted the need for these actions for pupils in all communities.

30. 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.
31. 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.
32. 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 child care, transportation, and the supply of needed materials.
33. 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.

Connectivity and Operations

34. Send a letter to Nevada's Congressional Delegation encouraging additional funding support for broadband programs to support students learning remotely.
35. 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.
36. 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.
37. 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.
38. 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.

Educators and Other School Personnel

39. 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.
40. 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.
41. Send a letter to the governor and the incoming chairs of 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.
42. 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 English language learner (ELL) pupils. For example, the framework could assist teachers in designing and delivering instruction on the assigned content area while building English language skills.
43. Send a letter to the governor and the incoming chairs of FIN and WM of the 2023 Legislative Session, to consider restoring and increasing funding to the regional professional development programs.
44. Send a letter to the governor and the incoming chairs of FIN and WM of the 2023 Legislative Session, supporting appropriations for two dedicated Heroes to Education 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.
45. 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.
46. Send a letter to the governor and the incoming chairs of 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.

47. Send a letter to the governor and the incoming chairs of 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.
48. Send a letter to the governor and the incoming chairs of 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 educational personnel workforce climate in Nevada and why teachers and other school personnel choose to leave or stay at their current jobs.
49. Send a letter to the governor and the incoming chairs of 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, resume-building classes, recruitment and licensing events, financial aid resources, and webinars.
50. Send a letter to the governor and the incoming chairs of 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.
51. Send a letter to the governor and the incoming chairs of 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 Elementary and Secondary School Emergency Relief (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. Enhancing funding for Teach Nevada scholarships to increase availability;
 - b. Establishing state funding for the Incentivizing Pathways to Teaching Grant Program that was created using federal relief funds;
 - c. Covering the costs to candidates of assessments required for licensure, which may include the Praxis Core and Praxis Content exams;
 - d. Initiating 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; and

- e. Continuing funding for the Nevada Institute on Teaching and Educator Preparation, University of Nevada, Las Vegas.
- 52. Send a letter to the governor and the incoming chairs of 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.
- 53. Send a letter to the governor and the incoming chairs of 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 Housing Division, Department of Business and Industry, and this recommendation would help to supplement those funds.
- 54. Send a letter to the governor and the incoming chairs of 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.
- 55. Send a letter to the Public Employees' Retirement System (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.
- 56. Send a letter to the governor and the incoming chairs of FIN and WM of the 2023 Legislative Session, to encourage investment in expanding the availability of CTE teaching and training 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.
- 57. Send a letter to the governor and the incoming chairs of 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.

Education Funding

58. Send a letter to the governor and the incoming chairs of FIN and WM of the 2023 Legislative Session, to consider increasing the investment in Nevada's education system every year for the next eight years in an incremental amount consistent with the recommendations put forth by the CSF to reach the national average.
59. 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.
60. 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.
61. 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.
62. Send a letter to the governor and the incoming chairs of 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.

Holocaust and Other Genocides

63. Send a letter to the governor and the incoming chairs of FIN and WM of the 2023 Legislative Session, copying the superintendent of public instruction at NDE, encouraging the consideration of the following:
 - a. Funding for a Holocaust and other genocides professional position at NDE;
 - b. Funding to NDE to develop professional learning and curate resources for educators in Nevada on the Holocaust and other genocides; and
 - c. Funding for school districts and charter schools to support substitute teacher coverage for teachers and administrators to participate in professional learning during contract hours.