

Nevada State Teacher Recruitment and Retention Advisory Task Force

APRIL 25, 2020

9:30 A.M.

Meeting Locations:

Due to the circumstances created by the COVID-19 pandemic, the Teacher Recruitment and Retention Advisory Task Force (Task Force) met via videoconference only. In accordance with Governor Sisolak's [State of Emergency Directive 006](#), Section 1, there were no physical locations designated for this meeting. The meeting was livestreamed on the [Nevada Department of Education Website](#).

DRAFT SUMMARY MINUTES OF THE REGULAR MEETING

DEPARTMENT STAFF PRESENT via videoconference:

State Superintendent Jhone Ebert
Felicia Gonzales
Jason Dietrich
Christine McGill
Kathleen Galland-Collins
Michael Arakawa
KellyLynn Charles
Jeffery Briske

MEMBERS PRESENT via videoconference:

Sarah Santos
Lance Lattin
David Navarette
Magdaline Wells
Eleanor Williams
Elizabeth Rechs
Tammie Smithburg
Elizabeth Vessels
Meridon Fortune
Tamara McCord
William Cox
Kathleen Keene
LaResa Darrington
Vici Cooper
Dana Boam
Thomas Brooks
Allison Brolsma
Maria Cristy-Fernandez
Laurie Henderson
Kristina Ernest

Senior Deputy Attorney General via video conference:

David Gardner

AUDIENCE IN ATTENDANCE via videoconference:

Assemblywomen Brittney Miller
Alex Jacobson
Mary Peterson
Andrew Morrill
Hope Blinco

AUDIENCE IN ATTENDANCE via Livestream:

The Livestream feed allowed public viewing for the duration of the meeting.

1. Call to Order; Roll Call: Pledge of Allegiance

The meeting of the Task Force was called to order at 9:41 a.m. by Kathleen Galland-Collins, NDE Assistant Director, Office of Educator Development, Licensure, and Family Engagement (EDLiFE). Quorum was established. Ms. Galland-Collins led the Pledge of Allegiance.

2. Public Comment #1

In accordance with Governor Sisolak's [State of Emergency Directive 006](#), Section 2, public comment was to be submitted via email and read into the record by Kathleen Galland-Collins, NDE Assistant Director, EDLiFE.

Additional time was provided for the public to submit comments via email.
No public comment was submitted.

Ms. Galland-Collins moved to Item #3 on the Agenda.

3. Welcome and Introductions (Information/Discussion)

Superintendent of Public Instruction Jhone Ebert thanked Ms. Galland-Collins and acknowledged the members' busy schedules and technology issues. She shared she was honored to be in the education profession and in Nevada. She is excited to see how teachers are stepping up and thinking differently. Superintendent Ebert stated that as the Task Force moves forward, they will be shaping teacher retention and recruitment for the future. She asked the Task Force members to talk to students as well as other educators about their ideas regarding teacher recruitment and retention. Superintendent Ebert mentioned she looks forward to the outcomes of the Task Force.

Assemblywoman Brittney Miller stated that it brings tears to her eyes seeing teachers sharing and stepping up as educators and having a part in holding the country together during these dire times. She provided a brief introduction of herself and explained the intent of Assembly Bill 276. Assemblywoman Miller stated this is not a study about recruitment and retention; we have the data. The Task Force's job is to make recommendations to the Legislature. She stated the members are the experts, they are the ones in the field and having the conversations about what needs to be implemented. Assemblywoman Miller informed the members they should not worry about budget issues, their job is to present what is best for teachers. The Legislature wants to hear all their recommendations on what will work. Assemblywoman Miller also reminded the members they could request information and presentations from other groups.

Ms. Galland-Collins thanked Superintendent Ebert and Assemblywoman Miller for taking the time out of their busy schedules to attend the meeting. She invited the members of the Task Force to provide a brief introduction of themselves. Ms. Galland-Collins introduced herself and explained that presenters will introduce themselves as they begin their presentations. Members of the Task Force briefly introduced themselves. KellyLynn Charles, NDE Education Program Professional, introduced herself.

Ms. Galland-Collins moved to Item #4 on the Agenda.

4. Overview of NRS 391.496 and Duties of the Task Force (Information/Discussion)

Ms. Galland-Collins, NDE Assistant Director, EDLiFE reviewed the relevant Nevada Revised Statutes (NRS) and outlined the work. A brief overview was given of how the Task Force was created, how members are selected, the duties of the Task Force, and the timeline for the completion of the work for this year. Members were provided the scope of work and expectations of the Chair and Vice Chair in order to assist members in the selection of those positions. Ms. Galland-Collins informed the Task Force that NDE and WestEd were there to provide technical assistance and help the Chair, Vice-Chair, and members along the way.

Ms. Galland-Collins provided time for Member Brooks to introduce himself.

Ms. Galland-Collins moved to Item #5 on the Agenda and asked for questions prior to beginning.

5. Election of the Task Force Chair and Vice Chair Pursuant to NRS 391.492 (Information/Discussion/Possible Action)

Senior Deputy Attorney General David Gardner introduced himself and explained the election procedure to the Task Force.

Mr. Gardner called for nominations for Chair. Member Fernandez and Member Smithburg self-nominated for the position of Chair. Member Brooks nominated Member Ernest. Mr. Gardner called for votes. Member Fernandez received 9 votes in favor, Member Smithburg and Member Ernest each received 5 votes. Member Fernandez was elected as Chair.

Member McCord and Member Smithburg self-nominated for Vice Chair. Mr. Gardner called for votes for Vice Chair. Member Smithburg received 11 votes; member McCord received 3 votes. Member Smithburg was elected Vice Chair.

Ms. Galland-Collins turned the meeting over to Chair Fernandez who then requested assistance from Ms. Galland-Collins for the rest of the meeting while she became familiar with the process.

With Chair approval, Ms. Galland-Collins moved to Item #6 on the Agenda.

6. Open Meeting Law Training (Information/Discussion)

David Gardner, Senior Deputy Attorney General conducted a training on Nevada Open Meeting Law (OML) to ensure that they understood the legal expectations and requirements of members of a public task force. The training included an explanation of NRS and Nevada Administrative Code (NAC), what constitutes a meeting, walking quorums, email communications, and Google docs. He also included in the training limitations on Task Force members discussing items that are not on the agenda and interactions with public comment.

Ms. Galland-Collins informed the Task Force they would be hearing NRS and NAC quite a bit therefore Mr. Gardner included the difference in his presentation.

Member McCord asked whether subcommittees could use a Google doc. Mr. Gardner answered that everything needs to be on public record. Ms. Galland-Collins asked a clarifying question about the Task Force asking the Department to create working groups and whether they would be subject to OML. Mr. Gardner stated that working groups created by the Department on behalf of the Task Force are separated out in statute and are different from subcommittees. Working groups would not be subject to OML since they are tasked with finding information and bringing it to the Task Force to deliberate in a public forum. Working groups are not deliberating or making any decisions.

Chair Fernandez asked if the Task Force members would be contacting districts to get the information they wanted. Ms. Galland-Collins clarified that the Task Force would ask NDE to make requests for additional data and NDE would bring the information back to the Task Force.

With Chair approval, the Task Force took a Convenience Break (11:04 a.m. - 11:10 a.m.)

With Chair approval, Ms. Galland-Collins moved to Item #7 on the Agenda.

7. Overview of Data Elements and Analysis Options Related to Educator Data (Information/Discussion)

Mary Peterson, Co-Director, Region 15 Comprehensive Center, WestEd provided a brief introduction of WestEd and Region 15. Ms. Peterson acknowledged the work of the Task Force in turbulent times and introduced the team that would be presenting and answering questions. Ms. Peterson turned the presentation over to Alex Jacobson.

Mr. Jacobson, Research Associate, WestEd presented information on the types of data available, common analysis options, and an overview of national and/or state data related to teacher recruitment and retention. Mr. Jacobson mentioned that perspective can make a difference when looking at data. WestEd is coming to the data through the perspective of a supply and demand lens that facilitates a step back and a bird's-eye view. He shared that there are key pieces that are common sources of research. He explained the categories that WestEd would be using when talking about teacher recruitment and retention. The categories will be 1) Recruitment to the Profession, which includes traditional higher education preparation programs, alternate route to licensure, and "grow you own" pathways, and 2) Recruitment to Employment, which includes new to the profession teachers from Nevada, teachers new to the state, and out-of-country recruitment. Mr. Jacobson continued with common analyses of teacher pathway trends. Mr. Jacobson presented National and Nevada specific data on educator preparation

program enrollment and completion trends and completion data by area of focus by program. Andrew Morrill suggested it would be a good time to pause for questions. Chair Fernandez asked members if there were questions. There were no questions at this point.

Mr. Jacobson continued the presentation. He presented data on mobility analysis of currently employed teachers. Categories of mobility data typically include “Stayers,” “Movers,” and “Leavers.” Movers can include those who move to a different school within a district or those who move to a different district within a state. Mr. Jacobson shared national mobility data and career pathways of beginning teachers. He explained that Nevada specific data may not be available.

Chair Fernandez asked about teacher evaluations. Mr. Morrill answered that evaluations would fall under talent management; it wouldn't necessarily fall in the date that was presented. Mr. Jacobson added that supply and demand data on its own, isn't able to explain why we see the mobility we do, for example attrition or turn-over.

Member Wells asked if there was data on why teachers stay and if there was data to establish trends to make sure what we do works for Nevada. Mr. Jacobson replied that would require additional data. Jason Dietrich, Director of EDLiFE, added it might be possible to do an analysis on mobility data however, data on why teachers stay or leave is not captured by NDE. Ms. Peterson added that consistent application of an exit survey is best practices and would get to the “why.”

Member Keene raised a concern about college enrollment versus completion data. She asked if data was available on which semester students dropped out. Ms. Peterson referred the Task Force to slide 12 for completion data. Mr. Jacobson explained that the data provided was pulled from the Title II report and that report doesn't capture that data. Mr. Dietrich added that some higher education institutions capture that data, but not always. It could be an ask of the Task Force.

Mr. Jacobson continued with the presentation focusing on the topic of district needs. He explained that district needs include vacancies resulting from teacher attrition and/or new teaching positions and may be specific to teaching assignments. Common analyses of district needs include analysis of vacancies over time and across settings as well as new positions over time. Mr. Jacobson shared Nevada data on Vacancies and total FTEs (Full-Time Educators) by assignment in high school.

Member Smithburg asked the Task Force to think about the possibility that positions may be cut due the economic downturn.

Member Navarette asked whether vacancies were similar in other states. Mr. Jacobson stated he wasn't aware of a national repository of shortage/vacancy data. Member Navarette followed up with a question regarding the data is broken down by license? Mr. Jacobson replied that the data was broken down by assignment. Clarification on the difference between Social Studies and History was asked for. Ms. Galland-Collins replied that assignments were reported by districts in accordance with the Correlation Directory.

Member Wells asked about the Special Education assignment data. Ms. Galland-Collins replied that special education wasn't a single category, it is broken out by the type of assignment (e.g. K-5 early childhood special education). Mr. Jacobson explained that in order to make the data fit on a slide, he did have to restrict the data by grade bands. There is more information that could be shared. Ms. Galland-Collins shared that autism is a high needs area and is assigned as K-12. The data presented was to give a snapshot. She added that the group could do a deep dive if they chose. Mr. Arakawa addressed the correlation directory explaining that it is a document that specifies what an individual can teach based upon what areas of licensure and endorsement they have. He stated that the State was looking at revising the document. Mr. Morrill added that the No Child Left Behind bill unpacked various subjects and made a distinction between Social Studies and History therefore, this might be a remnant of that bill.

Member Smithburg raised a concern regarding rumors of an English Learner (EL) endorsement needed to graduate educator preparatory programs. Mr. Dietrich explained the background of the endorsement and that the English Language Acquisition and Development (ELAD) endorsement requirement was for those receiving the Teach Nevada Scholarship and will soon be a regulatory requirement for preparation programs.

Member Cox stated his question was similar to the Social Studies question and believes the answer regarding Math assignment breakdown would be similar. Ms. Galland-Collins replied that some math

courses are specified on the shortage list (Algebra and Calculus), but it depends on how the district categorizes the assignment according to the license they hold.

Mr. Jacobson continued the presentation addressing how the previous items presented relate to each other. He explained common shortage indicators and the metrics that are often included. He also shared research findings on a national level regarding shortage indicators and national data on teacher shortage areas by subject.

Mr. Jacobson asked for questions. There were no additional questions.

With Chair approval, Ms. Galland-Collins moved to Item #8 on the Agenda.

8. Office of Safe and Respectful Learning Environments Information and Initiatives Relevant to the Recruitment and Retention of Teachers (Information/Discussion)

Christine McGill, Director, Office for Safe and Respectful Learning Environments (OSRLE) presented information from OSRLE staff. Ms. McGill noted there would be different kinds of data shared and that the presentation would be interactive.

Ms. McGill shared reasons why teachers leave. She stated the OSRLE Office was proud to have two technical assistance grants with the Collaborative for Academic, Social and Emotional Learning (CASEL). CASEL does a lot of work around climate.

Member McCord asked if they were to be sharing their thoughts since the remoteness and culture shock of Nevada causes many to leave. Ms. McGill agrees that the remoteness is an important piece of Nevada's teacher shortage story. She shared that Alaska and other frontier states are similar and the frontier areas make it difficult to recruit or retain teachers. Ms. McGill stated that research about why teachers leave the profession is due to educators being taught one thing, but their classroom experience is different, especially around classroom management. She asked members if they had experience to share regarding inadequate preparation in Nevada.

Member Cox mentioned mentoring of teachers, especially new teachers. Ms. McGill asked for clarification on why mentoring was important. Member Cox stated new teachers need to know the "nuts and bolts" of what goes on over the course of a school year (grading, record keeping, etc.)

Member Smithburg stated that teaching is "baptism by fire" because many districts do not have mentors to assist teachers, they must figure it out as they go. She stated that the school had worked to turn the culture around but had a teacher ask, "Where is the paper" and it may seem like a little thing, but it's important.

Member Vessels shared that experienced teachers have a different culture. She used the differences in culture she experienced in Nye County and Mineral County as an example.

Member Keene expressed concerns that students have amazing lesson plans during college because of support and help from others, but experience difficulty putting those plans into action when in a class of their own. She attributed that challenge to a lack of hands on experience with challenging behaviors during their college time.

Member Brolsma shared that 13 years ago while in school at UNR there was one classroom management class to take and it was 45 minutes a week. The class was centered around one book that they read, and they received tips and tricks. She stated teachers were unprepared and it was doing a disservice to teachers and students. Member Brolsma suggest a practicum specifically geared toward classroom management and behavior.

Chair Fernandez stated that consistency in great mentors is needed. In her experience, mentors are involved during the first few months but then to drop off as both the mentor and mentee become overwhelmed. Mentors need time in order to mentor effectively.

Member Ernest mentioned that the transition to a 1-1 digital environment has been a struggle for teachers. Teachers are struggling with digital teaching because they have never been taught how.

Ms. McGill stated she heard the members say that in addition to the items on the screen culture, mentoring, and classroom management preparation are important to the members. She mentioned

OSRLE did a quick survey of UNR, UNLV, and Sierra Nevada College and how much they talk about relationship building and social emotional management skills and found that there is a little, but it is only one or two classes. It is a work in progress and something the Task Force could keep in mind.

Ms. McGill asked if there was anything else regarding challenging working conditions members wanted to add. Member Brooks called on Member Hernandez to share her thoughts.

Member Hernandez mentioned she moved from Carson City to Reno and different districts have different descriptions for jobs. You apply for a job based on a description that doesn't end up matching, which leads to an unpleasant experience. She also mentioned that different administrators see you differently. She has been evaluated as needing improvement, effective, and highly effective.

Ms. McGill thanked Member Hernandez for bringing up the important component of mental health issues for teachers and students. Ms. McGill shared they had done an informal empathy interview. She then discussed mental health supports for students and staff. Two key take-aways were the commitment everyone involved had and the feelings people had of being overwhelmed. Two other findings were not being supported with behavioral and mental health issues and feeling isolated in their classroom when they were dealing with challenging student issues. She asked the Task Force if they had experiences to share regarding feeling overwhelmed.

Member Smithburg shared there are not enough supports for students.

Member Fortune shared that her daughter was a teacher who felt overwhelmed when assigned 13 different classes and had 3 classes during the same class period. This teacher was not assigned a mentor and was also asked to run clubs such as Future Business Leaders of America (FBLA). The teacher left after 2 years.

Member Cooper brought up there are other ways of feeling isolated. Special Education teachers feel isolated because they are the only ones in their building. Housing issues cause problems with commute time and not becoming part of the community causes a feeling of isolation.

Ms. McGill added to the conversation by sharing there are lots of things that contribute to being overwhelmed such as standards, testing, and culture. The other piece is the rapid turnover of initiatives; it becomes confusing. Research shows that hearing stories of trauma from their students adds to the feeling of being overwhelmed. Mental health is important to talk about. In Ohio they've started higher mental health workers push in with teachers to provide support and interventions. This has been helpful with climate and teachers feeling supported. Ms. McGill asked members if they wanted to share about not being able to support students and/or feeling overwhelmed.

Member Brooks mentioned other members talking about Positive Behavioral Interventions and Supports (PBIS) and Project Aware and was wondering which of the districts had supports in place as he questioned whether such supports were available to all districts.

Chair Fernandez mentioned programs such as Social Emotional Learning (SEL) and now Sanford Harmony have been good, and she can work with the counselor but added many middle schools and high schools lack the supports since many programs are geared toward younger students.

Member Cox shared Battle Mountain has an active PBIS team and they have two social workers that help the students.

Member Vessels shared that small schools struggle due to a lack of colleagues to talk with. She stressed that teacher collaboration is important and suggested the need to develop a teacher hotline that teachers can call to talk to someone and get help.

Member McCord stated Humboldt County has counselors and social workers, but they don't push into classrooms. She stated PBIS implementation varies from district to district. She stated trainings that take place during the day are impacted when substitutes do not show up or are not available. The supports are not in place to adequately implement initiatives.

Member Cooper stated in the elementary school in Mineral there is a student support team comprised of 2 social workers, the counselor, and the principal. If a teacher has an issue, they can call the team to help

with either the student or teacher. Additionally, there is protected time for professional development and teacher collaboration.

Member Rechts stated she sees a wide variety of access to social workers. Schools try to do various things after school to make up for not enough time during the day, but teachers feel overwhelmed during the day, so it is hard to participated after school.

Ms. McGill shared current efforts to improve retention. She stated that some of the themes in the research on improving retention is what she's heard today. Themes include support ratios, Multi-Tiered Systems of Support (MTSS) are in place, data is used to make decisions, teachers feel empowered to make decisions, SEL is taught, and students and teachers feel safe. Doctoral students at UNR looked at retention at Title I schools in Clark County and found that teacher to teacher relationships were important in retaining teachers.

Ms. McGill shared that when MTSS/PBIS is working well a teacher knows what to do when their students are struggling. The ability to meet teachers needs and students needs when a problem first arises is contributing to equity in education. NDE spends time talking with districts to ensure their system is working.

Ms. McGill thanked the members for their time and sharing their insight.

Ms. Galland-Collins thanked Ms. McGill. She asked Chair Fernandez if she felt it would be best to break for lunch now or after the next presentation. Chair Fernandez preferred lunch now and asked the members for feedback. By show of hands, members agreed to a 30-minute lunch break.

Lunch Break 1:00 -1:30 p.m.

Meeting was called to order at 1:33 p.m. by Ms. Galland-Collins. Visual Quorum was noted.

Ms. Galland-Collins moved to Item #9 on the Agenda.

9. Office of Educator Development, Licensure, and Family Engagement, (EDLiFE) Information and Initiatives Relevant to the Recruitment and Retention of Teachers (Information/Discussion)

Ms. Galland-Collins introduced Deputy Superintendent Felicia Gonzales.

Ms. Gonzales welcomed the Task Force members and thanked Members for taking the time to apply. She enjoyed hearing their ideas and thanked them for their participation and honesty.

Ms. Galland-Collins introduced the EDLiFE presentation by providing an overview purpose of the presentation. She stated that this presentation will share what the Office of Educator Development, Licensure, and Family Engagement (EDLiFE) is doing to positively impact teacher recruitment and retention. Ms. Galland-Collins mentioned that members may hear answers to some of the questions they submitted earlier via the questionnaire. Ms. Galland-Collins explained that EDLiFE broke the presentation into buckets. The buckets include recruitment to the profession, recruitment to employment in Nevada, and retention efforts. She then turned the presentation over to Jason Dietrich.

Mr. Dietrich introduced himself as the Director of EDLiFE and provided an overview of the newly merged Office of Educator Development, Licensure, and Family Engagement. He explained Educator Development includes educator preparation and professional development, the Nevada Educator Performance Framework (NEPF), Educator recognition and engagement, and Title II-A funds management; licensure oversees issuance and renewal of educator licenses and regulatory changes; and Family Engagement work is responsible for the biennial parent involvement and family engagement summit and other statewide family engagement initiatives.

Mr. Dietrich turned the presentation over to Jeffery Briske, Education Programs Professional, EDLiFE. Mr. Briske introduced himself to the Members and presented on the Teach Nevada Scholarships (TNVS). He explained the history of the scholarship and the process for funding awarding the scholarships. Mr. Briske shared the number of active students and completers since 2016. He stated that in 2016 there were 96 completers. He shared that as the years progress the program has expanded. He paused for questions.

Member Smithburg asked if students need to have graduated from a school in Nevada or is it anyone in Nevada who wants to be a teacher? Mr. Briske answered that the student would need to enroll in that college or sign up with the provider, ask if they are offering the TNVS and then apply for the scholarship. He explained that 10 providers had requested funds to provide the scholarship and at the April 30th State Board of Education meeting he will be asking for the funds to be awarded to those providers.

Mr. Briske continued with an overview of the Title II report. He walked the Task Force members through the Title II report webpage. He explained where various data could be found, and which ones might be of interest to the Task Force. He encouraged the members to take time to delve into the data posted. Ms. Galland-Collins mentioned this data was provided to the Task Force to ensure they had the data they needed. The presentation was turned over to Mr. Dietrich.

Mr. Dietrich provided information to the Task Force on the various routes to licensure that are available in Nevada. Mr. Dietrich shared that Nevada has the traditional route, Alternative route, Grow Your Own programs including a new partnership with Nevada State College to build a program, Business and Industry for career and technical education teachers who come directly from the field, and license reciprocity. License reciprocity applies to other states and now other countries. He reminded the Task Force that Nevada is a large importer of teachers since Nevada doesn't graduate enough educators to meet the needs of our schools. Mr. Dietrich turned the presentation over to Michael Arakawa, NDE Program Office III, EDLiFE

Mr. Arakawa introduced himself as the Investigations Manager for the Department and provided an overview on the Commission on Professional Standards in Education (COPS). Mr. Arakawa explained that COPS is the entity responsible for making and amending regulations governing educator preparation and licensure. He explained COPS is a public body and a regulatory body which is important to the work of the Task Force because the Department's working relationship with COPS provides a great tool to leverage and address regulatory changes when barriers to effective licensure for educators are identified. Mr. Arakawa detailed the membership of the Commission, how COPS collaborates with EDLiFE, and the regulations passed since 2017-2018. Mr. Arakawa shared regulatory highlights that have broken barriers to licensure in Nevada.

Member McCord asked about the different route to licensure and whether those educators were staying, were effective, and/or had higher burnout rates than traditional educator preparation program graduates. Mr. Dietrich shared that anecdotally NDE has heard there isn't a huge differential in the length of tenure. He explained there are certain groups of alt-candidates that, due to their other degree are being recruited out of education to higher paying careers. He shared that many alt-candidates are coming to education as second career, but much hinges on the support provided to candidates in their first year. He clarified that the Department doesn't capture this information and that it is up to the HR department at districts to capture that.

Member Keene wondered if there was a difference in traditional route and alternative route candidate's preparation in classroom management. Mr. Dietrich stated he believed it depended on the candidate, the school, the classroom, the district; there are many variables including economic times. In times when education has funding more supports are in place and as funding is reduced, we often see supplements such as mentoring are dropped. Mr. Dietrich stated the Task Force has the task of looking at those components as well as they make their recommendations.

Mr. Dietrich continued with the presentation providing the Task Force with information regarding the landscape of educator licensure in NV and how improvements have been made and work has been done to reduce barriers to the profession. He reminded the members the old licensing time was 26-28 weeks, had little money in the reserve account, everything was paper form based. It was cumbersome. He shared that the phone system was old and wouldn't allow messages and cashier checks and money orders were required. Mr. Dietrich shared that in 2015 they began accepting credit cards, improved the background review process, accepted Livescan (electronic) fingerprinting, and began work on the regulatory definition of "moral turpitude." Mr. Dietrich shared the continued changes that happened in 2016 including a feasibility study looking into a new licensure system. He shared that in 2017 "moral turpitude" was defined and redemptive practices were incorporated. Additionally, NDE entered into a contract to replace the licensure system. In 2018 the new, online licensure system (OPAL) went live and additional barriers were removed. In 2019, legislation was passed addressing licensure barriers, the Las Vegas office moved to a more convenient location, and expansion on the career ladder continued. Mr. Dietrich emphasized that EDLiFE wants to be a partner in moving the work forward.

Ms. Galland-Collins asked what the current turnaround time is for licenses with and without backgrounds. Mr. Dietrich replied that the licensure office is currently open and fully functional. Applications are down about 30% but staff is currently working on applications at the analyst level from April 23, 2020. The licensure step is moving applications forward in 2-days. Applications then move to the background investigations unit. Mr. Arakawa added that the background process currently has a four- to six-week turnaround timeframe. Mr. Dietrich shared that the EDLiFE office was able to move 24 people to remote work in a very short amount of time.

Member Smithburg mentioned her Administrative Endorsement was approved in a week and half. She added that OPAL is amazing. Mr. Dietrich thanked Member Smithburg and shared with the Task Force that NDE will be rolling out a mobile app for OPAL. Mr. Dietrich thanked Member Smithburg for her comment and shared with the Task Force that NDE had received permission for a mobile app and just received a preliminary version. He turned the presentation over to Mr. Briske.

Mr. Briske presented on the incentives that are available that serve as a recruitment and retention initiative. He outlined three categories: New Teacher Title I, Transfer Teacher Title I, and Continuing Teacher Title I. Mr. Briske shared the number of awards for each category for the biennium. He shared the number of requests and the average incentive provided to each teacher. Mr. Briske asked if there were any questions.

Member Hernandez and Chair Fernandez mentioned they hadn't heard about these funds. Mr. Briske referred the members to their district with questions on if they received an award and how they pay out the funds. Chair Fernandez wondered if some schools received the funds in a district. Mr. Briske explained the State Board awards to the district, the district then decides the amount per teacher and which schools. Mr. Dietrich explained that incentive programs are often changed each legislative session and there is a limited amount of funds to be allocated. Chair Fernandez clarified that One-star schools received the money.

Member McCord asked if with the coronavirus disease (COVID) outbreak will these funds still be available, and will they be available in the future. Mr. Briske said it is always a possibility that funds will go away, but he hadn't heard anything. Mr. Dietrich shared he didn't have specific numbers on what had been reverted by districts and it's too early to determine what will happen.

Ms. Galland-Collins reminded the Members to not let the current funding situation impact their recommendations.

Member Keene referred to licensure for her question. She asked if someone would have to take classes if they could test out of an endorsement. Mr. Dietrich used Member Keene to explain the testing parameters and used math as an example.

Member Brooks asked if a high school teacher could test to move to elementary school. Mr. Dietrich explained that you can't test down below middle school. Member Brooks asked about the incentives. Mr. Briske clarified the amount was a one-time distribution. Mr. Brooks shared that in his opinion the amount wasn't a very large amount per teacher.

Member Wells asked about pedagogy requirement and the Business and Industry license and whether the PRAXIS was required. Mr. Dietrich clarified that the Business and Industry license uses career experience instead of the PRAXIS. He shared that they are working on expanding the pathways for Business and Industry endorsements.

Member Smithburg asked if when the district offered an incentive to teach at certain schools if they were using the funds mentioned by Mr. Briske. Mr. Dietrich replied that they could be, but districts could also be using their funds. Ms. Galland-Collins replied that districts could be using their federal Title IIA dollars as well.

Member Brooks shared that in his districts they lost good Business and Industry teachers because they can't advance on the pay scale due to negotiated agreements that require degrees. Mr. Dietrich appreciated Member Brook's comment.

Ms. Galland-Collins shared a question from Member Boam submitted via email due to technical difficulties. Member Boam asked if the Business and Industry license could be used to get computer teachers into classrooms. Mr. Dietrich replied yes, and the Department is currently working on a cyber

security pathway. The issue the Department sees in this area is the starting salary offered since cyber security is a high-paying career.

Ms. Galland-Collins turned the presentation over to KellyLynn Charles, Education Programs Professional, EDLiFE. Ms. Charles shared current teacher engagement initiatives facilitated by the Department. These include the Superintendent's Teacher Advisory Cabinet (STAC), the Teacher Leader in Residence (TLIR), stakeholder engagement groups, and teachers serving as members on Councils, Boards, and Commissions. Ms. Charles shared the teacher recognition initiatives currently facilitated by the Department. These include the Nevada Teacher of the Year, the Milken Award, the Presidential Award for Excellence in Mathematics and Science Teaching. Ms. Charles mentioned the Department was currently gathering data on additional recognition efforts in the hopes of expanding recognition to more educators.

Member Smithburg asked a clarifying question regarding whether teachers had to be at a Title I school to receive an incentive. Ms. Galland-Collins replied there are no limits on what the Task Force can recommend.

With Chair approval, the Task Force took a Convenience Break (3:00-3:05)

With Chair Approval, the meeting resumed at 3:05. Ms. Galland-Collins moved the meeting to Item #10 on the Agenda.

10. Task Force Work Session (Information/Discussion/Possible Action)

Members will review information and engage in discussion to identify and evaluate possible challenges in attracting and retaining teachers in Nevada. Additional action may include, but is not limited to, requesting additional information, and the drafting of possible recommendations to address identified challenges.

Ms. Galland-Collins explained the document provided with the questions the Task Force had submitted. She asked Chair Fernandez how she wanted to handle the discussion of what the Task Force knew and still needed to know. Chair Fernandez replied that going by section would be best.

After discussion, it was determined the members would select the questions they didn't have an answer to or weren't sure of. Ms. Galland-Collins highlighted those questions on the list.

Member Wells mentioned that in the materials provided she didn't see actual projection numbers for what will be needed in the coming years. She mentioned it would be hard to plan. Member Smithburg added that middle school and high school should be included. Member Vessels asked if the State goes to colleges and job fairs to recruit. Member Smithburg shared that Principals and Vice Principals in Elko go. Member Cooper shared Mineral County does as well. On behalf of Member Boam, Ms. Galland-Collins asked whether it was the State or districts that do this. Mr. Dietrich shared that some of the rural districts are partnering to help each other. He added that the State is starting to lean in on recruitment, while it's not in the State's purview they are making suggestions. Mr. Dietrich shared that in years past there were states that were over producing teachers, so it was easy to decide where to recruit. That is no longer the case. Member Keene asked for an overview of what districts are offering to potential hires while recruiting. Chair Fernandez asked for the question on how recruitment is handled to be highlighted. Members had a discussion on how recruitment from local colleges and universities. Members had a discussion on recruits from overseas. Mr. Dietrich shared that recruits from overseas are pre-evaluated, vetted, and interviewed virtually. Their information is then sent to the Department for final vetting before hiring. While this isn't in the purview of the Department, the partnership allows districts to save money on recruiting and ensure candidates are eligible for hire. Member Smithburg thanked Mr. Dietrich for the work. Member Cox asked if there was something the state could do to bring recruits here. He suggested reducing student loans. Ms. Galland-Collins shared that she had highlighted the questions on the list as the Members mentioned them in their comments and questions. Members had a brief discussion on the federal loan forgiveness programs.

The Task Force moved to the next section of questions on recruitment to the profession of teaching. Member Cox said he'd like more information on which semesters students are dropping out. Member Smithburg asked if it was possible to get data on how many do not enter the profession due to having to have a second job. Member Navarette asked if our teacher preparation programs have to turn away candidates. Members had a discussion on looking into the requirements to enter or stay in the programs. Member Navarette asked if the Task Force had the authority to make recommendations on higher education concerns. Ms. Peterson voiced that the Task Force was to make recommendations. Their

recommendations may not be enforced or be taken up, but they could make them. Ms. Galland-Collins agreed.

Chair Fernandez would like more information on what things are being shared and promoted to support students on the career path. Member Brolsma would like more information on high school students receiving college credit for education coursework.

With Chair approval, the Task Force moved to the section on retention.

Members had a conversation in gathering information on which districts have high retention rate and what they are doing. Member Darrington added that information on what districts are doing to support veteran teachers who are overwhelmed. Member McCord brought up a concern about early retirement incentives. Member Rechs added that teachers in their 10th to 15th year are overwhelmed and wondering if they can make it another 10 to 15 years and asked what is being to keep those teachers. Members shared information about the early retirement incentives offered in their districts. Member Williams called attention to the cost of substitute licenses. Members had a discussion on the quantity and quality of substitutes. Ms. Galland-Collins reviewed the questions she highlighted according to the discussion. Member Cox said he would like demographic data on the number of years teachers have in the districts. Member Darrington asked if it was possible to change the criteria for substitutes. Mr. Dietrich shared that the Department is looking at graduated pathways for substitutes.

With Chair approval, the Task Force moved to the section on incentive programs.

Member Smithburg asked about teachers who are not getting incentives and suggested teacher incentives should be looked at more holistically. Member McCord added that teachers who move around can get the same incentive multiple times and are rewarded for moving while teachers who stay are not. Member Brooks request for teachers to attend professional development during the year leads to burn out; with substitutes that learning could happen on work time.

With Chair approval, the Task Force moved to the section on climate and culture.

Member Vessels suggested a hotline where teachers can report hostile administrators. She added that administrators need to stay at a school more than one or two years. Member Keene added that a team for teachers to contact for behavior management is important. Members had a discussion on administrator longevity, school climate and culture, and training of teachers on behavior management.

Ms. Galland-Collins suggested Chair Fernandez, Ms. Charles, and a few others meet to finalize the data requests. Ms. Peterson added that WestEd would be available to join and assist. Ms. Galland-Collins asked if there were any other questions or data points the Task Force would like.

Chair Fernandez added she would like to know if the districts have an exit survey, how are they using it, and who are they sharing it with.

With Chair approval, Ms. Galland-Collins moved to Item #11.

11. Future Meeting Dates Agenda Items (Information/Discussion/Possible Action)

Members will review the results of the meeting date selection survey and discuss possible future agenda items. Possible action may include the selection of meeting dates for May and June.

Ms. Galland-Collins shared that the Legislative Committee on Education (LCE) will be having a July meeting at which the Task Force may be allowed to present. Ms. Charles shared the proposed dates for a May meeting. Members had a discussion on availability.

Member Cox motioned to approve Saturday, May 16 at 9:00 a.m. as the next meeting date.

Member Smithburg seconded.

Motion passed.

Member Williams proposed Friday, May 22 at 9:00 a.m. as the second May meeting. Ms. Peterson asked if that gave enough time to gather information. Ms. Galland-Collins suggested the next meeting date be set for May 16 and we wait on the next meeting until confirmation. She stated NDE would send a survey to members with proposed dates. Chair Fernandez and Task Force members agreed.

12. Public Comment #2

In accordance with Governor Sisolak's [State of Emergency Directive 006](#), Section 2, public comment was to be submitted via email and read into the record by Kathleen Galland-Collins, NDE Assistant Director, EDLiFE.

No public comment was submitted.

13. Adjournment

Chair Fernandez adjourned the meeting at 4:27 p.m.