

**NEVADA DEPARTMENT OF EDUCATION
COMMISSION ON RECRUITMENT AND RETENTION
JANUARY 8, 2026
2:00 PM**

Office	Address	City	Meeting
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Boardroom
Department of Education	700 E. Fifth St.	Carson City	Old Assembly Room
Department of Education	YouTube Stream with Captions	Virtual	Link

SUMMARY MINUTES OF THE COMMISSION MEETING

COMMISSION MEMBERS PRESENT:

In Las Vegas:

Commissioner Monica Bryant
Commissioner Anna Colquitt
Commissioner Grant Hanevold
Commissioner Tim Logan
Commissioner Misty Olmos
Commissioner Jackie Zavala

In Carson City:

Commissioner Christine Hull
Commissioner Douglas Owen
Vice Chair Beth Smith

Ex-Officio Members:

Superintendent Victor Wakefield
Dr. Bernnell Peltier-Glaz

Virtual Attendance:

Daniel Archer
Chair Donald Easton-Brooks
Danica Hays
Commissioner Angie Joye

COMMISSION MEMBERS NOT PRESENT:

Commissioner Greg Cole
Chancellor Matt McNair

LEGAL STAFF PRESENT:

Deputy Attorney General Christena Georgas-Burns

DEPARTMENT STAFF PRESENT:

In Las Vegas:

Kellylynn Charles, Education Programs Professional, EDLiFE
Geri Mendiola, Administrative Assistant III, EDLiFE

In Carson City:

Dr. Jackie Nygaard, Education Programs Professional, EDLiFE
Tina Statucki, Contractor

AUDIENCE IN ATTENDANCE

In Las Vegas:

Jan Giles, President, Education Support Employees Association (ESEA)

Carson City:

None

Presenters:

Lauren Peisach, Policy Analyst, Education Commission of the States (ECS)
Isaiah Torres, Nevada Policy Makers Liaison, Education Commission of the States
Lisa Merrill, Senior Researcher, American Institutes for Research (AIR)
Kyosin Kang, Senior Project Specialist, AIR
Cheryl Krohn, Senior Technical Assistance Consultant, AIR

1. CALL TO ORDER; ROLL CALL; PLEDGE OF ALLEGIANCE

Superintendent Wakefield called the meeting to order at 2:01 PM and welcomed all Commission members and thanked them for accepting their nomination to serve. Superintendent Wakefield noted that the Commission was established by the Legislature with a clear and vital mandate: to address educator recruitment and retention in the State of Nevada. He expressed that the presence of the Department and Commission reflects a commitment to public education and a recognition that the challenges we face require a dedicated, collaborative approach. Roll call attendance was taken as reflected above and a quorum was established. The Pledge of Allegiance and Land Acknowledgement was led by Kellylynn Charles, Education Programs Professional and Commission Secretary.

2. PUBLIC COMMENT #1

Mr. Jeff Church, retired Reno Police, former Washoe County School Trustee, provided comment regarding agenda item 7. (A complete copy of the statement is available in Appendix A).

3. INFORMATION AND DISCUSSION REGARDING THE WELCOME AND INTRODUCTION OF MEMBERS. (*Information/Discussion*)

Kellylynn Charles welcomed the Commission members and asked the Commission to introduce themselves. Introductions began with Commission members then continued with ex-officio Commission members. Kellylynn Charles introduced herself and described her role with the Commission and expressed her thanks for Commission members who have accepted their appointments and roles on the Commission.

4. INFORMATION AND DISCUSSION REGARDING THE DUTIES OF THE COMMISSION.
(Information/Discussion)

Kellylynn Charles explained that the Commission was established by Senate Bill 460 of the 2025 Legislative Session, replacing previous Statewide Teacher and Education Support Professional Recruitment and Retention Advisory Taskforce. Terms are staggered to ensure continuity. The primary duty is to conduct a study on issues concerning educator recruitment and retention, supported by a \$500,000 budget for surveys and research. The Chair and Vice Chair are expected to facilitate meetings, finalize agendas, and act as official spokespersons when designated by the Commission. Vice Chair is expected to assume the role of the Chair as needed.

5. INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING ELECTION OF COMMISSION CHAIR AND VICE CHAIR, PURSUANT TO NRS.391.XXX (SENATE BILL 460). *(Information/Discussion/For possible action)*

Deputy Attorney General, Christena Georgas-Burns briefly reviewed the Commission's membership and confirmed that the Commission consisted of 5 non-voting ex-officio and 17 voting members as dictated by SB460. Deputy Attorney General Georgas-Burns facilitated the election of Chair and Vice Chair.

Deputy Attorney General Christena Georgas-Burns opened the nomination period. Commissioner Donald Easton-Brooks nominated himself to serve as Chair of the Commission. Deputy Attorney General Georgas-Burns asked the Commission if there were any further nominations; there were none and nomination period was closed by Attorney General Georgas-Burns. A vote of the Commission was taken, and Attorney General Georgas-Burns announced the Commission's Chair by a unanimous vote to be Chair Donald Easton-Brooks.

Attorney General Georgas-Burns opened nominations for Vice Chair of the Commission. Commissioner Hull nominated Commissioner Beth Smith as Vice Chair; Commissioner Smith accepted the nomination. Attorney General Georgas-Burns asked the Commission if there were any further nominations. There were none; Attorney General Georgas-Burns closed the nomination period for Vice Chair. A vote of the Commission was taken, and Attorney General Georgas-Burns announced the Commission's Vice Chair by a unanimous vote to be Vice Chair Beth Smith.

6. INFORMATION AND DISCUSSION ON OPEN MEETING LAW. *(Information/Discussion)*

The Commission were provided a detail video of Open Meeting Law and Deputy Attorney General Christena Georgas-Burns provided an overview on Nevada Open Meeting Law to the Commission to ensure understanding of the legal expectations and requirements of public bodies. Deputy Attorney General Georgas-Burns asked the Commission if there were any questions. There were none.

7. INFORMATION AND DISCUSSION ON NATIONAL EDUCATOR RECRUITMENT AND RETENTION EFFORTS. *(Information/Discussion)*

The Commission heard a presentation from Lauren Peisach, Policy Analyst and Isaiah Torres, Liaison to Policymakers in Nevada from the Education Commission of the States' (ECS). Mr. Torres noted that

ECS was created to the Interstate Compact of Education and exists in law in Nevada and across the nation, including three U.S. Territories. ECS is a nonpartisan, non-advocacy organization created with the idea that states would be learning from one another. Mr. Torres informed the Commission that ECS works with policy makers throughout the State of Nevada and has available resources and databases available at ECS.org.

Lauren Peisach, Policy Analyst, from ECS briefed the Commission on policies focused on strengthening the teach workforce, which can involve efforts to both recruit and retain educators. Her presentation focused on national educator recruitment and retention trends, discussion of minimum educator salary, induction and mentoring programs, mentoring requirements and supports, recruitment for shortage areas and geographical areas, and incentives to entering the profession, such as scholarships and loan forgiveness.

Commission members engaged in discussion regarding the applicability of these strategies to Nevada. Topics included interest in state-funded stipends for student teachers, NDE staff noted that Nevada offers the "Incentivizing Pathways to Teaching" scholarship for similar purposes. Commissioner Smith expressed her interest in funding stipends for student teachers in Nevada. Ms. Peisach noted that there is policy on this particular subject matter on the ECS blog website and that she would be happy to provide this to the Commission. Chair Easton-Brooks stated that there are the University of South Dakota has an induction program in which they work with districts who will pay teacher candidates a stipend less that teaching, but who are more of a student teacher intern. He noted that the states are facing a problem with Unions and labor laws. Ms. Peisach highlighted several states that have stipend programs such as Utah, Michigan, and Colorado. Kellylynn Charles added that Nevada has a stipend program for student teachers called the Incentivizing Pathways to Teaching Scholarship Opportunity that student teachers can use to offset costs associated with student teaching.

Commissioner Olmos asked if there was a question on the survey if there were professionals having a difficult time retaining adequate and qualified support professionals. Kellylynn confirmed that this subject was the next agenda item to be discussed. Commissioner Owen commented that Chair Easton-Brooks made a good point about states that have to navigate labor law and negotiations with Unions. Nevada already has NRS 391.160. NRS 391.450 is specific compensation for performance opportunity that the districts set aside. These funds are not subject to collective bargaining. Commissioner Owen expressed that the Commission could recommend something that would not be subject to negotiations and would be a stipend that could be directly provided to student teachers.

Commissioner Hanevold inquired about research around the teacher apprenticeship model which involves funding through the Department of Labor for teachers who would like to enter the profession. Commissioner Hanevold explained further that these types of programs are often job embedded experiences for teachers who can continue to work in their current role if they are in a school and continue to get paid while they are earning their teacher license. Ms. Peisach confirmed that the apprenticeship program has grown rapidly from just three states in 2022 to 45 states today. Ms. Peisach noted that ECS would be happy to send the Commission more information on this program. Commissioner Bryant ask for clarification on the reference term "teacher" in discussions and asked if "teacher" is meant for educator or other school licensed professionals such as a school psychologist or school counselor roles. Ms. Peisach confirmed that in terms of ECS's research, the information presented was solely on teacher of record and that no support professionals were included. Danica

Hayes asked if there has been a deep dive in terms of best practices or effective components across these difference examples that might be helpful as we go into the next session to figure out what the Commission might ask to implement some of the mentorship processes here in Nevada. Ms. Peisach assured the Commission that information could be sent to the Commission for review.

Chair Easton-Brooks raised the issue of whether teacher preparation programs themselves are being studied for their impact on retention and recruitment. Ms. Peisach noted that in terms of education preparation, its challenging to identify a link because there are so many various types of education preparation programs which make it difficult to measure quality across the various types. She confirmed that ECS can send more information to the Commission. Chair Easton-Brooks noted that there are several states where the programs reported their data to their specific state to show quality in their programs. Some of the items measured were accreditation, clinical hours spent, national accreditation. Commissioner Bryant asked if there were any price points attached these programs. Ms. Peisach explained that it depends if the policy implemented requires probation at a later time or if the program is tied to how many students apply. She confirmed that ECS would include appropriations information if available.

Commissioner Hanevold highlighted that the Praxis Core requirement has historically barred disproportionately high number of people of color from entering the teaching profession and there is limited data suggesting that passing the exam correlates to higher quality instruction. He noted that several other states are actively moving away from standardized core assessments to mitigate teacher shortages and improve retention. Ms. Peisach noted that states are currently struggling to balance “high qualified” certification standards with the urgent need for aggressive recruitment and retention. Chair Easton-Brooks expressed his concern regarding the Praxis Core and asked if there was a correlation between the Praxis Core and The Basic exam. He asked ECS if there was any research that shows a high correlation between the two. He agrees with Commissioner Hanevold that the cost for the Praxis Core can be a deterrent for going into the teaching profession. Ms. Peisach explained that the ECS looks at state policy and what policies those states are implementing. She continued to explain that ECS does not have its own research on the effectiveness of practice, but she would be happy to do some research and pass the information she collects to the Commission.

Commissioner Joye expressed her thoughts on mentoring requirements and support and asked ECS for the states that have information on mentoring and support, what those specific state’s teacher shortages look like and what mentoring and support would look like for Nevada. Ms. Peisach noted that most of the states leave the specific requirements for those mentoring programs to the local districts. States would assign the appropriations to run the program and then allow the districts to shape it to meet their specific needs. The other common element was that some states allocate specific funds to pay for mentoring and support for teachers in the classroom.

Superintendent Wakefield asked what ERC see in Nevada’s current practices or policies that could be improved. Ms. Peisach explained that ERC does not look at Nevada’s programs specifically, but ERC looks at policy trends across all fifty states. One tool to look at in ERC’s database is how Nevada’s policies compare to the other fifty states. One tool that could be reviewed in ERC’s fifty state teacher recruitment and retention database is what policies have been identified that Nevada has implemented for all 17 categories. Superintendent Wakefield asked for clarification that if the tool states, “ not identified” in state policy then would that be considered a deficiency and that it should be addressed.

Ms. Peisach confirmed that it's not a judgement, but rather it reflects that the policy does not exist. Superintendent Wakefield asked if the categories are evidence based and how did ERC identify the 17 areas. Ms. Peisach explained that the 17 categories have changed and were identified based on tools that researchers identified as being important levers for supporting the teacher recruitment and interaction pipeline. Areas in mentoring, induction, stipends and financial incentives are tools that policymakers have used and have been shown to be research based as being helpful and effective when implemented.

8. INFORMATION AND DISCUSSION REGARDING NEVADA EDUCATOR SURVEY DATA RESULTS. *(Information/Discussion)*

The Commission heard a presentation on results from the 2025 Statewide Exit/Transfer Survey, School Staff Working Conditions Survey, and the School Staff Climate Survey. Lisa Merrill, Senior Researcher, American Institutes for Research briefly introduced herself and mentioned that she was the lead in the survey development analysis for the Working Conditions Survey and Exit/Transfer Survey. Cheryl Krohn, Senior Technical Assistance Consultant, AIR introduced herself and highlighted that she was a former elementary teacher and principal. She was very excited to work on the teacher Exit/Transfer teacher interviews. Ms. Merrill introduced Kyosin Kang, Senior Project Specialist with AIR and noted that she was not able to attend today's Commission meeting. Ms. Merrill informed the Commission that AIR is a nonprofit independent research organization that works across the United States internationally on topics of education, healthcare, and workforce development.

Ms. Merrill presented the various kinds of educator data collected in Nevada. The Department is working on an Educator Workforce Data Dashboard which will collect data on vacancies, assignment and licensure, and years of experience. AIR and the Department are working together to administer a Teacher Exit/Transfer Survey and Interviews. We are asking teachers who are leaving their schools about why they are leaving, what could keep them, and where they are going next. Follow-up interviews were conducted with 67 teachers to learn about their career journeys and what influenced their decisions to leave. The School Staff Climate Survey captures all staff and not just teachers. This survey captures school environment, specifically cultural and linguistic competence, empathy, and understanding across diverse student and staffs, relationships, trusts, feelings of belonging, emotional, physical safety and bullying. Additionally, the School Staff Working Conditions Survey consist of job satisfaction, facilities, resources, instructional resources, personnel resources, leadership, autonomy in workload, and salary benefits. Ms. Merrill emphasized that these might be a lot of surveys, which is why the working conditions and climate surveys are done every other year with core questions that are tracked annually. Ms. Merrill explained that the data collected from the surveys are used to make informed decisions to drive continuous improvement at the school district and state levels and help create policies that will improve educator recruitment and retention. The data collected also be used to advocate for resources and policy changes to better support Nevada educators.

Ms. Merrill presented the findings from the Staff School Climate Survey, School Staff Working Conditions Survey in Fall of 2024. She highlighted various survey findings such as:

- Staff generally felt emotionally safe but report dissatisfaction with recognition.
- 54% of staff reported unreasonable class sizes; 65% disagreed that staff views are adequately considered in decision.

Ms. Krohn presented the findings from the Teacher Exit/Transfer Survey and Interviews conducted in 2023-2024. Based on data provided from 358 survey respondents and 67 follow-up interviews these were some of the highlights presented to the Commission:

- Top reasons for leaving included:
 - Personal life changes
 - Family, health issues, childcare, relocation, retirement
 - Student discipline/behavior
 - Non-compliance, apathy, phone usage, physical fights
 - School culture
 - Gossip, cliques, favoritism, discrimination
 - Workload and leadership
 - Lack of support, micromanagement, inconsistent direction
- While not a top reason for leaving, 60% of teachers transferring out of state indicated a pay increase would have helped them stay.

Ms. Merrill closed the presentation by providing information where the data can be found on a dashboard at the following links:

The School Climate data can be found at:

nevadaschoolclimate.org

The Working Conditions and Exit/Transfer data can be found at:

nveducatorvoices.org

Kellylynn Charles provided one historical content to the Commission, stating that the Teacher Exit/Transfer Survey was based on only teachers because it was funded by the Teacher Recruitment and Retention Advisory Task Force. The Department is expanding the survey to include all support staff, classified positions, and administration in the next school year. Kellylynn opened the floor for questions.

Commissioner Bryant asked if the survey is provided to every teacher who moves to another location and how are survey results distributed especially for the teacher who is leaving. Ms. Merrill noted that AIR works with the districts and are alerted when any staff member leaves a school. Therefore, AIR reaches out to each person leaving their school building for an opportunity to take the survey.

Chair Easton-Brooks asked how the survey would relate to national data and is there any information that is unique to Nevada or that is different from what the research has shown in other states. He also asked if there is any data that points to teachers who are leaving their universities and were they prepared and did that have an impact on them leaving the profession. Ms. Merrill noted that AIR purposely obtained questions from the national survey for use in the Nevada survey to make those specific comparisons. In terms of preparation programs, AIR looked at the study by Richard Ingersoll and looked nationally at teachers and how they were prepared, what courses they selected, and how long their student teaching was. What AIR learned is that there are many different types of programs. AIR could not determine, for example if one program just had more student teaching but did not have more

methods. AIR's findings were that more comprehensive teacher programs that had all the methods with intensive behavior management and long student teaching, made teachers stay longer.

Commissioner Olmos asked if the exit survey included the J-1 teachers when they leave the districts. Ms. Merrill confirmed that the Exit/Transfer Survey included all teacher that leave including J-1 teachers.

Commissioner Colquitt stated that the number of respondents to the exit survey seems low at 2,000 respondents, she is asking how the number of low respondents fits the representation of Nevada's population. Ms. Merrill noted that AIR is working with the larger districts to involve them in the Exit/Transfer survey. Kellylynn noted that year 2024 was the pilot for the /Transfer and Working Conditions surveys and that not all school districts were in the position to opt in. However, Clark County District has opted into the Exit/Transfer and Working Conditions surveys as well as the Climate survey for the upcoming years. The data from Clark County and other major districts and charter schools will be reflected in the results of future surveys. Commissioner Colquitt asked if interviews regarding the relationship between class size and student behaviors was brought up and if there were any distinctions found in the interviews whether that was used synonymously that there may be an increase in behavioral issues or meeting diverse student needs made the classroom size feel larger and if that was discussed knowing that class size reduction was a priority for so many school districts. Ms. Krohn noted that there was a blend of when individuals were talking about these issues.

Commissioner Hull asked if there was a breakdown on the exit surveys by subject and grade level and a breakdown on teachers that were reporting that behavior was their biggest concern. Ms. Merrill confirmed that yes, AIR has this data and the link to the dashboard will be sent out to the Commission for their review. Ms. Merrill confirmed that the dashboard provides a lot of different ways to look at the information. Ms. Merrill discussed that what AIR has identified is that behavior in middle school is particularly an issue. Commissioner Joye also asked is there a way to correlate this data so that we can see how it matches up with support levels for behavior. Ms. Merrill noted that this was data AIR has not tested yet, but that it makes a lot of sense to do so. AIR believes that having those behavior supports can be helpful with behavior management, AIR has not yet looked at the data for this for Nevada.

Commissioner Joye asked if the Commission could receive additional information from other districts that administer their own climate survey. Kellylynn Charles confirmed that the Department is working with districts who have their own climate survey so that the surveys can be merged. This was recognized in the early stages of developing the survey. Commissioner Joye asked when the exit survey is initiated. Ms. Merrill stated that the Exit/Transfer Survey is provided to the educator once AIR receives the notice that they are leaving.

9. INFORMATION AND DISCUSSION REGARDING STATEWIDE EDUCATOR VACANCY DATA. (*Information/Discussion*)

The Commission heard a presentation regarding the Nevada Educator Vacancy Data. Heather Crabtree, Management Analyst II, Educator Development, Licensure and Family Engagement reviewed the data collected on Nevada Educator Vacancy. Ms. Crabtree explained that the data collected were in three areas, unfilled teaching positions, long term substitute teaching positions, and independent/external contractor positions. As of 2025 school year, the total Nevada statewide vacancies were 2,150. There

were 1,234 vacancies in County Districts and 916 vacancies under the State Public Charter School Authority. The grade level vacancy data reflected 762 vacancies in Elementary, 254 vacancies in Middle School and 366 vacancies in Secondary. Of the 2,150 vacancies reported the top three vacancies were Autism, Speech and Language Impaired, and Generalist. Ms. Crabtree highlighted that the top three vacancy secondary positions were Math, English, and General Science.

Ms. Crabtree compared the vacancy data from year 2025-2026 to last year 2024-2025 and the data reflected that of the 17 school districts; 13 districts reduced the number of vacancies. The increases in vacancies were reflected in the smaller districts. The data also reflected the number shortages of positions reported by districts. The data reflected a shortage in school counselors, school psychologists, and school nurses to name a few.

Ms. Crabtree asked the Commission if there were any questions. Commissioner Bryant asked for clarification regarding the data presented under the 2025-2026 Teacher Critical Shortage Areas. Commissioner Bryant asked if the Out of Field numbers represented teachers who teach in a specific area but do not have a degree in that field. Ms. Crabtree confirmed that is correct. Commissioner Owen noted that there are very specific questions that districts answer around the history of the rate of turnover positions, the number of openings over a period of time, the length of time the position has been vacant, and the difficulty in filling that position to include the history of success in filling the position. You can make the argument that the history of the rate of turnover was high over the past 5 years.

Ms. Crabtree ended the presentation with a brief summary of the data reflecting a downward trend of vacancies in Nevada school districts. She added that this downward trend as depicted by the data could have been dependent on how the questions are being interpreted and how districts define vacancy. Superintendent Wakefield noted that the vacancy percentage could benefit from the underlying data and future reports to understand what is driving the vacancy in our districts.

**10. INFORMATION AND DISCUSSION, AND POSSIBLE ACTION REGARDING
PRIORITIZATION OF EDUCATOR WORKFORCE ISSUES TO STUDY.
(Information/Discussion/For possible action).**

The Commission engaged in discussion to identify issues concerning the recruitment and retention of educators in the State of Nevada and prioritized studies to be conducted. Ms. Charles explained to the Commission that the Department has contracted with AIR to begin work on the priority of issues to conduct a study and asked the Commission to prioritize the issues listed for a study. Commissioner Smith asked the Commission to consider adding a study on educator stipends that are paid directory to districts and asked that the Commission prioritize providing health insurance to educators through the Public Employees' Benefits Program and to add educators that are in the districts on critical needs also having access to the health insurance program.

Commissioner Hanevold asked the Commission to prioritize, (F), the allocation of funding to school districts to assist a licensed teacher with obtaining an endorsement in a subject area in which a shortage of teachers has been identified. He also asked to prioritize, (C), funding for mentorship programs, and (D), funding for scholarships for students seeking to become a school counselor, social worker, or psychologist. Ms. Charles recapped the prioritized issues to be studied which were:

- (b) – Providing health insurance to educators through the Public Employees’ Benefits Program.
- (d) – Funding for scholarships for students seeking to become a school counselor, social worker, or psychologist. To include scholarships for paraprofessionals.
- (f) – Funding to school districts to assist a licensed teacher with obtaining an endorsement in a subject area in which a shortage of teachers has been identified.

Ms. Charles entertained a motion to approve the list of priorities for AIR to conduct a study.

Motion: Commissioner Smith moved to approve the priority list of issues for AIR to conduct a study. Commissioner Peltier-Glaze seconded the motion. Motion carried unanimously.

11. INFORMATION, DISCUSSION, AND POSSIBLE ACTION REGARDING FUTURE MEETING DATES. (*Information/Discussion/For possible action*).

The Commission engaged and discussed proposed future meeting dates. Ms. Charles entertained a motion to approve the proposed meeting dates with the understanding from the Commission that the dates can be rescheduled to a future date should there be a lack in meeting quorum.

Motion: Commissioner Bryant moved to approve the proposed meeting dates. Chair Easton-Brooks seconded the motion. Commissioner Smith asked the Commission to amend the motion to explore alternative dates for June 10th, October 8th, and December 10th meeting dates. Motion was accepted. Commissioner Bryant moved to approve the amended motion. Chair Easton-Brooks seconded the motion. Motion carried unanimously.

12. FUTURE AGENDA ITEMS (*Information/Discussion*)

- Presentation on the Department’s work on recruitment and retention efforts.
- Presentation from Commission on School Funding.
- Presentation from Nevada Colleges of Education regarding enrollment trends.

13. PUBLIC COMMENT #2

There were no public comments in Carson City and Las Vegas.

14. ADJOURNMENT

Ms. Charles adjourned the meeting at 5:47 P.M.

APPENDIX A: STATEMENT GIVING DURING PUBLIC COMMENT

1. Mr. Jeff Church, retired Reno Police, former Washoe County School Trustee provided comment on Agenda Item #7.

ITEM A: JEFF CHURCH

Summary of Public Comment:

My name is Jeff Church. After I retired from the Reno Police Department I taught Government Recruiting nationwide. I also served as a Washoe County School Trustee.

There is a lot to recruiting but I'll address some basics. It is not money, it is employee (and spouse) happiness. You hire the family. In Nevada that's often from out of the area. Housing can be a big help. Locations that have free or reduced initial offered housing have a big advantage, just like the mines do.

Next touching on recruiting, small counties can't afford to send recruiters. The State should take on the effort but wait there's more... not a teacher recruiter jaunt. A 'Sell Nevada' roadtrip covering everything from Nevada as a Tourist destination and "Nevada Needs You" with consolidated recruiting for statewide government jobs including local governments and school districts (all staff). So much more cost effective.

Just as a sample imagine (as venue appropriate) a classic car from Reno's Auto Museum as a draw and booths that have are two prong; Tourism and Hiring. Maybe a brochure consolidating school district ad contacts a little about each. Sell the state and sell each community. The trip could cover not job fairs but various community events festivals, music events, parades, etc.

A final comment: hiring must be expedited or others will.

So much more but 'nuff for now.