

**NEVADA DEPARTMENT OF EDUCATION
COMMISSION ON RECRUITMENT AND RETENTION
JUNE 25, 2026
2:00 PM**

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

SUMMARY MINUTES OF THE COMMISSION MEETING

COMMISSION MEMBERS PRESENT:

In Person Las Vegas:

Commissioner Angie Joye
Commissioner Dana Crowley
Commissioner Grant Hanevold
Commissioner Misty Olmos

In Person Carson City:

None

Ex-Officio Members:

Dr. Bernnell Peltier-Glaz
Dr. Joseph Morgan

Virtual Attendance:

Commissioner Anna Colquitt
Commissioner Alexandria Shelton
Vice Chair Beth Smith
Commissioner Douglas Owen
Commissioner Jackie Zavala
Commissioner Janelle Sazon-Valdez
Commissioner Jenny Hunt
Commissioner Monica Bryant
Commissioner Rachel Croft

COMMISSION MEMBERS NOT PRESENT:

Chair Donald Easton-Brooks
Commissioner Christine Hull
Commissioner Greg Cole
Chancellor Matt McNair
Commissioner Tim Logan

Deputy Superintendent Christy McGill

LEGAL STAFF PRESENT:

Deputy Attorney General Christena Georgas-Burns (Virtual)

DEPARTMENT STAFF PRESENT:

In Las Vegas:

Kellylynn Charles, Education Programs Professional, EDLiFE

Geri Mendiola, Administrative Assistant III, EDLiFE

In Carson City:

Emily Richarson, Administrative Assistant II, EDLiFE

AUDIENCE IN ATTENDANCE

In Las Vegas:

Nic Ciccone, Clark County School District (CCSD)

JoAnna Grant, Human Resources, CCSD

Carson City:

None

Presenters:

David Prudente, Ed.D., Senior Researcher, American Institutes for Research

Grant Hanevold, Chief Education Officer, Public Education Foundation

Ashlie Randolph, Vice President of Education Programming, Public Education Foundation

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

Vice Chair Smith called the meeting to order at 2:05pm. Roll call attendance was taken as reflected above and a quorum was established. The Pledge of Allegiance and Land Acknowledgement was led by Commissioner Hanevold.

2. PUBLIC COMMENT #1

There were no public comments in Las Vegas.

Vice Chair Smith welcomed Interim Dean of the College of Education at the University of Las Vegas, Dr. Joseph Morgan who introduced himself as a new Commission member.

3. APPROVAL OF MAY 6, 2026, MINUTES (*Information/Discussion/For possible action*)

Vice Chair Smith asked the Commission if there were any discussions regarding the May 6, 2026, meeting minutes. No discussion was made regarding the May 6, 2026, minutes. Vice Chair Smith entertained a motion to approve the May 6th meeting minutes.

Motion: Commissioner Olmos moved to approve the May 6, 2026, meeting minutes. Commissioner Hanevold seconded the motion. Commissioner Morgan abstained. Motion carried and the May 6th meeting minutes were approved.

4. INFORMATION AND DISCUSSION REGARDING COMMON EDUCATOR PREPARATION PROGRAM DEFINITIONS. (*Information/Discussion*)

Vice Chair Smith announced agenda item four as information only that requires no action. The Commission heard a presentation from the Department on key educator preparation pathways and credentialing terminology to establish a shared understanding for the Commission and using consistent language moving forward, which is important for upcoming discussions regarding scholarships, funding, pathway options, and candidate eligibility. Kellylynn Charles defined standard and provisional licenses, practicums, student teaching, teacher residences, internships, teacher apprenticeships, clinical hours, and add-on endorsements. Ms. Charles detailed:

- a. Practicum – experiences an aspiring teacher completes early in their traditional education preparation program.
- b. Student Teaching – culminating experience of a traditional university teacher preparation program.
 - The traditional, culminating full-semester experience (typically 12 to 16 weeks) required by education preparation programs. Candidates pay tuition to their college for these credits.
 - Candidates are placed with a mentor who is usually compensated by the university.
 - Compensation is historically unpaid. However, under Nevada’s Incentivizing Pathways to Teaching program, pre-service educators are eligible for stipends during their final student teaching semester. To date, approximately 1,000 currently licensed Nevada educators have received this stipend.
- c. Teacher Residency and Internships – typically part of an Alternative Route to Licensure (ARL) program designed for individuals who already hold a bachelor’s degree in another field and want to transition into teaching quickly.
 - Fully paid position. Candidates receive a standard first-year teacher salary and full benefits.
 - Eligible for Teach Nevada Scholarship
- d. Teacher Apprenticeship – rapidly growing model registered with the U.S. Department of Labor. In Nevada to officially be designated as an “apprenticeship program”, the program must be registered with the Nevada’s Office of the Labor Commissioner. Modeled after ARL programs to remove financial barriers to entering the profession, often targeting school support professional, paraprofessional, and substitute teachers to become teachers.
 - Multi-year, deep collaborative partnership between school district, a university, and the state.
 - Fully paid; educator is a salaried substitute of a school district and transition to a full-time teaching contract upon degree conferment.
 - An apprenticeship license is granted when students begin their four-semester undergraduate apprenticeship program and have accumulated at least 60 university credits.

- “Multi-source braided funding program”; scholarships and grants can be from a mix of funding sources.
- e. Clinical Hours – In Nevada, clinical hours are required by the appropriate licensing boards for school counselors, social workers, nurses, etc. as well as some Business and Industry content areas.
- Trainees spend a set number of hours in face-to-face contact with actual patients or clients in an approved, supervised clinical setting, including schools, while concurrently taking college methods courses.
 - Provisional or standard state educator license is granted after completion of required degree, obtaining the appropriate state licensing board license and meeting any additional state educator license requirements.
 - Not eligible for current educational stipends or scholarships.
- f. Endorsement – In Nevada, an endorsement is an additional certification added to the base educator license specifying exactly which subjects, grade levels, or student populations you are legally qualified and authorized to teach.
1. A base license covers a broad area; a license kind. An endorsement narrows that down to a specific discipline or specialty.
- To earn an endorsement, an educator must prove competency in that specific area by completing a state-approved college program, accumulating a major or minor in that subject, or passing designated Praxis exams.
 - Educators pay to have an endorsement added to their base license.
 - For example: Secondary License (kind), Mathematics (endorsement)
Elementary License (kind), elementary License (endorsement), English Language Acquisition and Development (enhancement endorsement)
 - No state funding available to cover the cost of endorsements.

Vice Chair Smith thanked Ms. Charles for her presentation to the Commission and expressed that the description of the terminology was very helpful. Vice Chair Smith asked if the terminology will be used in future Commission discussions and meeting presentations. Ms. Charles confirmed that the terminology presented will be used in future meetings. Commissioner Bryant asked where the definitions are living and are they accessible. Ms. Charles explained that there is no place where the definitions are stored, however the Department will be launching a new web design so it's possible that the definitions will be placed on the new website and would be accessible. Commissioner Hanevold suggested that the terminology Interim Route to Certification be included in the definitions.

5. INFORMATION AND DISCUSSION REGARDING COMMISSION STUDIES ON FINANCIAL SUPPORTS. (*Information/Discussion/Possible Action*)

The Commission heard a presentation from David Prudente, Senior Researcher with the American Institutes of Research (AIR) regarding the findings on financial supports for educators. The presentation focused on the following strategies.

- **Add-on Endorsements:** Supporting existing teachers to become fully certified in shortage areas like special education and English learner instruction. He highlighted state-funded programs in Washington, Arizona, and Colorado.
- **School-Based Mental Health Professionals (SBMHP):** Providing financial incentives for students pursuing careers as school counselors, social workers, and psychologists, highlighting programs in California, Oregon, and Idaho. AIR noted that Nevada's ratios for these professionals fall significantly behind national recommendations.
- **Next Steps:** AIR proposed conducting structured interviews with stakeholders and program participants in neighboring states to gather actionable recommendations for Nevada. Commissioners discussed the challenges of retaining these professionals once trained, expressing concerns about school budgets leading to position cuts and emphasizing the need for flexible, localized funding.

Commissioner Bryant expressed her support for recruitment and incentivizing new talent, but a critical legislative and structural barrier remains. Without making school counselor positions mandatory, budget cuts will continue to eliminate jobs new recruits are being trained to fill.

Commissioner Morgan shared his comments on Nevada's teacher scholarship pipeline, funding and highlighting a need for greater flexibility to address specific, evolving shortages. He explained Nevada has historically been a strong thought leader in funding pathways for initial teacher licensure, which has helped reduce overall classroom shortages. The current scholarship structures are often strictly tied to initial licensure. This rigidity creates a secondary issue; fixing one shortage area can inadvertently neglect or create a shortage in another. Commissioner Morgan advocated scholarships to become nimbler and context dependent. Funding should be able to shift based on immediate local needs. Pointing to a 30-year history of joint initiatives between Clark County, UNLV, federal, and district funds, Commissioner Morgan expressed a desire to discuss further with AIR on how to modernize scholarship frameworks to allow for this localized adaptability.

Vice Chair Smith thanked Commissioner Bryant and Morgan for their insights on the AIR presentation. She focused on how to best utilize limited resources to incentivize professionals to enter the mental health field and acquire the necessary endorsements. In considering potential solutions, Vice Chair Smith noted that she was highly drawn to Idaho's model for mental health workers. She specifically praised their dual support options as well as their residency requirements, noting that tying a specific number of years of service to loan forgiveness was an appealing mechanism. She also acknowledged a critical counterpoint raised by Commissioner Bryant. She flagged the potential risk inherent in scenarios where these mental health roles are not legally mandated, questioning what might happen to workers if they were to be released from those positions. Vice Chair Smith commended the overall quality of the presentation and expressed her enthusiasm for the upcoming round of research.

Commissioner Crowley proposed a deeper dive into the issue of student behavior. Citing teacher exit survey data from the Department website, they noted that a significant number of departing teachers list student discipline or behavior concerns, as their reason for leaving. Commissioner Crowley pointed out that student behavior is a highly broad statement and expressed a desire to understand exactly what elements of discipline are driving staff to exit. She proposed to form focus groups or interview current

staff members, acknowledging that reaching out to former employees who have already left would not be feasible.

Vice Chair Smith asked Deputy Attorney General Georgas-Burns at this time the Commission would make a motion to do research on Commissioner Crowley's proposal. Deputy Attorney General Georgas-Burns recommended that the research be discussed under Future Agenda Item 8.

Commissioner Joye echoed concerns previously raised by Commissioner Bryant regarding the tendency to rely on "hot button quick fixes" rather than sustainable solutions. She noted that when the Commission shifts focus to new issues, past initiatives are often left without adequate support. Commissioner Joye expressed interest in exploring sustainable, ongoing funding models, referencing a local initiative in Idaho as a potential example. She emphasized the importance of securing this ongoing funding when engaging with the legislature to address how far behind they currently are. Additionally, she tied her points to Commissioner Crowley's earlier comments on staffing shortages, noting that a lack of mental health professionals leads to severe burnout-where one individual takes on the workload of five or six people, ultimately driving professionals to leave the field. Vice Chair Smith asked the Commission if there were any further questions or remarks; there were none; Vice Chair Smith thanked the presenters for their research and presentation.

6. INFORMATION AND DISCUSSION REGARDING THE PUBLIC EDUCATION FOUNDATION'S 'FASTTRACK' PROGRAM. (*Information/Discussion*)

The Commission heard a presentation from Commissioner Grant Hanevold, Chief Education Officer and Ashlie Randolph, Vice President of Education Programming with the Public Education Foundation on their Fast Track Program. Commissioner Hanevold highlighted the strong growth of their educator team, a direct result of their successful partnership with UNLV. By the start of the recently concluded academic year, the program experienced a massive jump in participation, reaching nearly 250 participants. This growth was largely fueled by a significant increase in UNLV graduates between 2024 and 2025. The organization takes pride in providing wraparound support for these students from the beginning of their journey through the completion of their degrees. While Clark County School District (CCSD) employees make up the majority of the program's participants, it has also established a strong foothold in rural and charter school communities, areas they are eager to expand upon.

Ms. Randolph shared highly positive feedback from internal program surveys regarding measurable impact and mentorship success.

- 91% of mentees reported being highly satisfied or satisfied with the proactive and accessible support they received.
- 95% of mentees established career-based goals early in the program. Rather than just teaching technical skills, mentors focused heavily on understanding what brought the mentees to education and what kind of legacy they want to build.
- 92% of mentees are actively collaborating with their mentors to achieve these goals, focusing heavily on professional development areas like classroom management, instructional strategies, and parent communication.

The presentation emphasized that these mentorship relationships are highly interactive, two-way streets where mentors learn from mentees, but the mentees ultimately remain in the driver's seat of their own career visions.

The "Retain" phase and teacher fast track program shifts focus to long-term teacher retention. Ms. Randolph underscored that recruitment was meaningless without a supportive environment to keep educators in the field. To combat teacher burnout and lack of resources, the organization in tandem with UNLV and community partners, runs the Teacher Fast Track Retain program. The initiative promises three years of tailored support for Nevada's newest educators during their first three years of licensure. Key components of this support network include:

- An Interactive Website and Teacher Toolkit which is a curated hub filled with resources explicitly designed to help teachers sustain themselves, their students, and their families.
- Guides on Demand on an intentional "SOS" system where struggling new teachers are paired with seasoned, veteran Nevada educators. If a teacher struggles with behavioral management or a specific subject such as math, the guide arrives at the meeting with immediate, targeted strategies.
- Virtual office hours are weekly open forums held during the academic year where educators can gather as a community to celebrate successes and troubleshoot challenges.

Ms. Randolph concluded the presentation by thanking the Commission. Vice Chair Smith praised the Public Education Foundation's Fasttrack Program as remarkable and impressive and asked for clarification on which specific counties the program served. Commissioner Grant Hanevold responded that the Fasttrack Program serves eleven out of seventeen counties. She asked the Commissioners if there were any questions or discussions.

Commissioner Olmos explained that colleagues who have gone through the program asked questions to help build the workforce, fill classrooms, and reduce the turnover rate. Commissioner Olmos asked if the program graduates are guaranteed a job with the Clark County School District (CCSD) or other school districts. Commissioner Hanevold clarified that there is no job guarantee because site-based principals retain the right to interview and select the best candidate for their open positions, meaning teachers cannot be forced onto a school. Ms. Randolph highlighted the support of the response from Commissioner Hanevold, noting that when individuals struggle to find a placement, the program team works with individuals to troubleshoot and explore other areas of interest, and make introduction. Ms. Randolph concluded that while there is no official job guarantee, there is a strong commitment to use available resources to help graduates find positions.

Commissioner Crowley shared that her team met with Nevada Forward's team and requested a list of the spring and summer graduates. The list is then divided amongst the recruiters and her team, and calls are made to each graduate on the list to assist with alignment with their license for available positions. At this point the graduate's resume is shared with principals.

Commissioner Morgan shared that an analysis from the previous year showed strong retention rates for Nevada's special education teachers. Specifically, 90% of the educators from the first two cohorts remained employed in Nevada schools, outperforming national special education burnout trends.

Commissioner Morgan noted that this year we would be able to analyze a full five-year trend for those initial cohorts to track long-term classroom retention across the state. Commissioner Morgan commended the program's success and noted that the training was so effective that other states were hiring Nevada teachers away. When asked if teachers who leave the state are required to repay any training costs, Commissioner Morgan confirmed that the current program lacks any claw back provisions to force repayment.

Commissioner Olmos inquired whether the current curriculum includes specialized training for handling special education and behavioral students. Commissioner Olmos noted that this question stems from feedback they received, indicating that some staff members had left their positions due to the ongoing challenges with the special education department. Ms. Randolph shared that after hearing from participants in the "bridge out" program that those on a special education track lacked adequate resources, the organization adjusted the next iteration of the program to better meet their needs. For licensed educators, the focus shifts to teacher retention. To support this group, the organization partnered with Milken Educator Award winner in Nevada to address areas needing development. They continuously curate resources by meeting with external partners, including private schools and behavioral health companies, maintaining an ongoing commitment to listen to educators' concerns and adapt their support accordingly.

Commissioner Bryant asked about the selection and vetting process for program mentors, as well as the current number of mentors available. Commissioner Hanevold responded that the program maintains a four-to-one mentee-to-mentor ratio. The matching process uses software where both mentors and mentees create profiles detailing their respective strengths and needs. The software's algorithm generates the top three mentor matches for each mentee based on complementary skills, allowing mentees to review the bios and select their preference. Mentees can also override the system's recommendations if they prefer to work with a mentor they already know on their campus. In previous year's first semester, the program utilized under 60 mentors to support roughly 230 participants. Commissioner Hanevold continued to explain that recruitment began on a small scale, targeting elite educators. They initially recruited National Board Certified Teachers and Nevada-based Milken Award winners and later partnered with Dr. Wines' teacher leadership program at UNLV, which trains educators on effective mentorship. This partnership yielded an initial list of 200 high-quality candidates. The program has since grown to the point of having a 50-person waiting list of qualified educators who would like to join and be a mentor.

Despite the mentors' high qualifications, the program actively monitors performance through regular meetings and data tracking regarding reliability and effectiveness. Commissioner Hanevold noted that not every certified teacher succeeds as a mentor, and the program regularly removes individuals who do not meet expectations.

Ms. Randolph added that the program conducts a 30-day check-in with mentees to evaluate the relationship and offer mid-semester rematches if necessary. At the end of each semester, mentees must submit a star rating and feedback for their mentor. The management team reviews this data immediately to address red flags, attempting restorative coaching where possible, but ultimately dismissing mentors who fail to align with the program's standards.

Vice Chair Smith asked about expanding their successful Southern Nevada higher education partnerships to the University of Nevada, Reno (UNR) and other areas of the state. Commissioner Hanevold responded that while they have met with other university leaders, expanding has been financially prohibitive. Their original model required raising roughly \$20,000 per participant, which equals an astronomical fee for 250 to 300 students annually, on top of their \$1.3 million operating budget. Moving forward, the apprenticeship model and braided funding are essential to overcoming these financial barriers. Hanevold noted that while statewide vacancies are thankfully decreasing, their team and foundation are actively exploring ways to expand this highly effective model to other institutions.

Vice Chair Smith praised the foundation's expertise and successful apprenticeship model, noting its alignment with the commission's focus on teacher incentives, scholarships, and stipends. She expressed a strong desire to see the model expand to Northern Nevada and other counties facing similar challenges.

Hearing no further questions, Vice Chair Smith thanked Commissioner Hanevold and Ms. Ashley Randolph for their presentation.

7. INFORMATION DISCUSSION REGARDING THE COMMISSION NRS 391.392 REPORT TO THE LEGISLATIVE COUNCIL BUREAU. (*Information/Discussion/Possible Action*)

Ms. Charles presented the proposed outline and structure for the Commission's statutorily required November 15th report to the Legislative Counsel Bureau (LCB). The report will include an introduction, a timeline of the Commission's work, findings from AIR, aligned recommendations, and an appendix. Vice Chair Smith recommended adding a status check section under the study topics, so reviewers understand what is currently being worked on versus what is slated for future years.

Motion: Commissioner Olmos moved to accept the report format as is incorporating the proposed changes. Commissioner Bryant seconded the motion. Motion passed unanimously.

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

- In collaboration with AIR, the Department to convene specialized focus groups investigating the impact of student behavior and discipline issues on teacher retention.
- Information on the use of stay interviews to gather information on why teachers stay in the classroom.
- Presentation from Clark County School District's grown your own support staff program.

9. PUBLIC COMMENT #2

- a. Dolly Rowan, NSEA SPED Committee and CCSD Teacher, provided public comment in Las Vegas. (A complete copy of the statement is available in Appendix A).
- b. Chris Daly, Deputy Executive Director of Government Relations, Nevada State Education Association (NSEA), provided public comment in Las Vegas. (A complete copy of the statement is available in Appendix A).

There were no public comments in Carson City.

10. ADJOURNMENT

Vice Chair Smith adjourned the meeting at 4:46 P.M.

APPENDIX A: STATEMENT GIVEN DURING PUBLIC COMMENT

- A. Ms. Dolly Rowan, NSEA SPED Committee and CCSD Teacher, provided public comment.
- B. Mr. Chris Daly, Deputy Executive Director of Government Relations, Nevada State Education Association (NSEA), provided public comment.

ITEM A: DOLLY ROWAN

Summary of Public Comment:

Nevada Specialized Programs Teacher Assistant Safety, Recruitment, and Retention Initiative

Statewide Special Education Safety, Staffing, Retention, and Training Initiative

Executive Summary

Nevada's self-contained special education classrooms serve students with the most significant behavioral, emotional, developmental, communication, and learning needs. These programs, including autism classrooms and self-contained behavioral support programs serving students with identified mental health and/or aggressive behavior challenges, require consistent staffing, specialized training, and adequate safety supports to ensure positive educational outcomes.

Current staffing shortages, high turnover rates, and insufficient support coverage have created significant challenges for schools across the state. Teachers and Specialized Programs Teacher Assistants (SPTAs) are frequently required to manage instruction, behavior intervention, crisis response, and student safety in environments where aggression, elopement, self-injurious behaviors, and behavioral crises may occur. When support staff are unavailable due to breaks, absences, or vacancies, educators are often left without adequate assistance, increasing safety risks for both students and staff.

To address these challenges, we respectfully request statewide funding to strengthen staffing, improve employee retention, enhance safety, and provide specialized professional development for educators serving Nevada's highest-need students.

Funding Priorities

1. Enhanced Staffing for High-Need Self-Contained Programs

Provide funding to ensure every autism program and every self-contained classroom serving students with identified mental health and/or aggressive behavioral needs is staffed with:

- *One licensed special education teacher*
- *Two full-time Specialized Programs Teacher Assistants (SPTAs)*

This staffing model will improve supervision, increase student support, strengthen implementation of behavior intervention plans, and significantly reduce safety risks during instructional and crisis situations.

2. Recruitment and Retention Incentives for Specialized Programs Teacher Assistants

Provide additional compensation incentives for SPTAs assigned to autism programs and self-contained behavioral support classrooms.

These positions require specialized skills and frequently involve elevated workplace risks associated with crisis intervention and behavioral support. Additional compensation will:

- *Improve recruitment of qualified candidates*
- *Increase employee retention*
- *Reduce vacancies in hard-to-fill positions*
- *Improve continuity of services for students*
- *Build a stable and experienced workforce*

3. Specialized Training and Professional Development

Provide ongoing statewide funding for specialized training and professional development for teachers and SPTAs working in these programs.

Training should include:

- *Crisis prevention and intervention strategies*
- *De-escalation techniques*
- *Trauma-informed practices*
- *Autism-specific supports and interventions*
- *Behavioral support and classroom safety procedures*
- *Communication and social-emotional support strategies*
- *Ongoing coaching, mentorship, and professional learning opportunities*

Enhanced training improves staff confidence, reduces workplace injuries, increases effectiveness in responding to behavioral crises, and promotes safer learning environments.

4. Dedicated School-Based Support Coverage

Provide funding for an additional Specialized Programs Teacher Assistant at every school site that houses self-contained special education programs.

This position would provide:

- *Break and lunch coverage*
- *Crisis-response support*
- *Assistance during staffing shortages*
- *Immediate support during student emergencies*
- *Continuity of supervision and instruction*

This support is essential to ensure that teachers are never left alone in high-need self-contained classrooms and that students continue to receive safe, consistent services throughout the school day.

Expected Outcomes

Approval of this initiative will:

- *Improve student and staff safety statewide*
- *Reduce preventable injuries*
- *Increase recruitment of qualified staff*
- *Improve retention of experienced educators and SPTAs*
- *Reduce vacancies and staffing disruptions*
- *Strengthen implementation of behavior and safety plans*
- *Increase classroom stability and continuity of services*
- *Improve educational outcomes for students with the most significant support needs*
- *Ensure schools are equipped to provide safe and effective learning environments*

Conclusion

Nevada's students with the most intensive educational and behavioral support needs deserve learning environments that are safe, stable, and adequately staffed. Likewise, the educators and Specialized Programs Teacher Assistants who serve these students deserve the staffing support, training, and resources necessary to perform their duties safely and effectively.

Investing in enhanced staffing, retention incentives, specialized training, and dedicated support coverage will strengthen Nevada's ability to recruit and retain qualified professionals while creating safer, more successful educational environments for students and staff statewide.

We respectfully request approval of statewide funding to support this critical Special Education Safety, Staffing, Retention, and Training Initiative.

ITEM B: CHRIS DALY

Summary of Public Comment:

You have heard NSEA talk about how it is time to "Seriously, Pass the Plan." Essentially, this is about building the capacity of Nevada's public education system to meet the expectations placed upon it.

While many districts are currently navigating flat funding, increasing costs, declining enrollment, and staffing reductions, Nevada's long-term challenge remains sustaining the educator workforce and support systems students need to succeed. To that end, NSEA recently submitted four recommendations for the Committee's consideration.

- *Paid Student Teaching to reduce financial barriers for aspiring educators and strengthen Nevada's educator pipeline.*
- *Self-Contained Special Education Staffing and Safety establishes minimum staffing standards and workforce supports for classrooms serving students with the most intensive needs.*
- *Student Assault Injury and Property Damage Protection, to ensure educators and education support professionals do not suffer financial hardship because they were injured while serving Nevada students.*
- *Nevada Special Education Educator Onboarding and Support, providing structured onboarding, mentorship, and professional learning opportunities for special education teachers and paraprofessionals.*

Finally, NSEA and the Education Support Employees Association jointly submitted a proposal to streamline the administration of School Organizational Team elections for education support professionals and clarify responsibilities under existing law.

These proposals are different in scope but share a common purpose: supporting the educators and education support professionals Nevada students depend on every day. We appreciate the Committee's willingness to consider these recommendations and look forward to working together as we continue building the capacity of Nevada's public education system.