

Bill Summary

This section should provide a brief summary of the bill, to include answering each of the following questions:

Question	Detail
Bill Information	(i.e., Bill #, Sponsor)
What problem is the bill trying to solve?	
What does the bill propose to do?	
Who is responsible for implementation?	
Who does this bill impact?	

Policy Alignment

The content of the bill under review should be evaluated to determine whether it aligns with an existing State Board or Department priority or impacts the direct authority of the Board. To assess a bill, reviewers must determine whether the bill generally or specifically supports or opposes the priorities or direct authority of the Board. An evaluation of the bill may further identify if it aligns with an existing Department priority, is peripheral to the Board, or unrelated to Board priorities and authority.

Priorities	Generally Supports	Specifically Supports	Generally Opposes	Specifically Opposes	Peripheral	Unrelated	Department Priority
Universal PreK							
3 rd Grade Literacy							
8 th Grade Math							
Pathway Expansion							
Efficiency, Alignment, Coherence							
Direct Authority							
Score	/3	/1	/3	/1	/-	/-	/-

Policy Evaluation

If there is strong policy alignment, the bill must further be evaluated regarding the quality and feasibility of the proposed policy.

Indicators	Yes	No	Notes
Evidence-Based			
Accountability-Focused			
Aligns w/Existing Systems			
Implementable			
High-Impact			

Result

Refer to SBE in Support	Refer to SBE in Opposition	Refer to SBE for Discussion	No Referral

Bill Summary

This section should provide a brief summary of the bill, to include answering each of the following questions:

Question	Detail
Bill Information	AB383, 10 sponsors, led by Hansen.
What problem is the bill trying to solve?	Fiscal responsibility; ensuring that contracted vendors meet quality standards to ensure effective use of funds when supporting student interventions.
What does the bill propose to do?	Create regulations for high-impact tutoring program vendors.
Who is responsible for implementation?	NDE/SBE
Who does this bill impact?	Vendors and Districts, possibly students

Policy Alignment

The content of the bill under review should be evaluated to determine whether it aligns with an existing State Board or Department priority or impacts the direct authority of the Board. To assess a bill, reviewers must determine whether the bill generally or specifically supports or opposes the priorities or direct authority of the Board. An evaluation of the bill may further identify if it aligns with an existing Department priority, is peripheral to the Board, or unrelated to Board priorities and authority.

Priorities	Generally Supports	Specifically Supports	Generally Opposes	Specifically Opposes	Peripheral	Unrelated	Department Priority
Universal PreK						✓	
3 rd Grade Literacy	✓						Strong Foundations
8 th Grade Math	✓						Strong Foundations
Pathway Expansion						✓	
Efficiency, Alignment, Coherence	✓						
Direct Authority	✓						
Score	4/3	0/1	0/3	0/1	/-	/-	/-

Policy Evaluation

If there is strong policy alignment, the bill must further be evaluated regarding the quality and feasibility of the proposed policy.

Indicators	Yes	No	Notes
Evidence-Based	✓		
Accountability-Focused	✓		
Aligns w/Existing Systems	✓		
Implementable	✓		
High-Impact		✓	

Result

Refer to SBE in Support	Refer to SBE in Opposition	Refer to SBE for Discussion	No Referral
		✓ General Alignment	

Bill Summary

This section should provide a brief summary of the bill, to include answering each of the following questions:

Question	Detail
Bill Information	AB286, Assemblymembers Torres-Fossett and Gonzalez. Teachers may have praxis exams waived if they demonstrate competency otherwise; establishes an NSHE pilot program for a cohort of educators to demonstrate competency in lieu of exam.
What problem is the bill trying to solve?	Praxis exams are a barrier to the recruitment and retention of teachers.
What does the bill propose to do?	Create a pathway for competency demonstration without the praxis exam.
Who is responsible for implementation?	NSHE; COPS; NDE
Who does this bill impact?	Educators

Policy Alignment

The content of the bill under review should be evaluated to determine whether it aligns with an existing State Board or Department priority or impacts the direct authority of the Board. To assess a bill, reviewers must determine whether the bill generally or specifically supports or opposes the priorities or direct authority of the Board. An evaluation of the bill may further identify if it aligns with an existing Department priority, is peripheral to the Board, or unrelated to Board priorities and authority.

Priorities	Generally Supports	Specifically Supports	Generally Opposes	Specifically Opposes	Peripheral	Unrelated	Department Priority
Universal PreK						✓	
3 rd Grade Literacy						✓	
8 th Grade Math						✓	
Pathway Expansion						✓	
Efficiency, Alignment, Coherence					✓		Equipped Educators
Direct Authority						✓	
Score	0/3	0/1	0/3	0/1	/-	/-	/-

Policy Evaluation

If there is strong policy alignment, the bill must further be evaluated regarding the quality and feasibility of the proposed policy.

Indicators	Yes	No	Notes
Evidence-Based			
Accountability-Focused			
Aligns w/Existing Systems			
Implementable			
High-Impact			

Result

Refer to SBE in Support	Refer to SBE in Opposition	Refer to SBE for Amendment	No Referral
			✓ Unrelated to Board