

**NEVADA DEPARTMENT OF EDUCATION
COMMISSION ON SCHOOL FUNDING**

November 9, 2023

9:00 AM

Office	Address	City	Room
Department of Education	2080 E. Flamingo Rd.	Las Vegas	Board Room
Department of Education	700 E. Fifth St.	Carson City	Board Room
Department of Education	Virtual	Virtual	YouTube

SUMMARY MINUTES OF THE COMMISSION MEETING

COMMISSION MEMBERS PRESENT

Guy Hobbs, Chair
Nancy Brune
Dusty Casey
Jason Goudie
Dr. David Jensen
Paul Johnson
Punam Mathur
Jim McIntosh
Kyle Rodriguez
Joyce Woodhouse
Mark Mathers

DEPARTMENT STAFF PRESENT

Megan Peterson, Deputy Superintendent
Jaylin Hendricks
Jill Tolles, Executive Director Quinn Center
Todd Butterworth, Senior Education Researcher
Amanda Morgan, Executive Director Educate Nevada Now
Michelle Booth, Communications Director
Andrew Feuling, Superintendent
Clayton Anderson, Superintendent Elko County School District
Jana Wilcox Levin, CEO Opportunity 180
Alexander Marks, Director of Strategy for Nevada State Education Association
Chris Daly, Deputy Director of Government Relations for Nevada State Education Association
Vida Lin, President and Founder, Asian Community Development Council
Jeff Geihs, Executive Director Nevada Association of School Administrators
Sylvia Lazos

LEGAL STAFF PRESENT

David Gardner, Deputy Attorney General

1. CALL TO ORDER, ROLL CALL

Meeting called to order at 9:03 a.m. by Chair Hobbs. Quorum was established. Chair Hobbs noted for the record that they are joined by Deputy Attorney General David Gardner.

2. PUBLIC COMMENT #1

There was no public comment.

3. APPROVAL OF FLEXIBLE AGENDA *(For Possible Action)*

Unidentified speaker moved to approve a flexible agenda. Unidentified speaker seconded. Motion approved.

4. NEVADA DEPARTMENT OF EDUCATION (NDE) UPDATE *(Information, Discussion, and Possible Action)*

Megan Peterson gave updates on contracts. We've been polishing and revising the scope of work of three contracts that we currently have in place since our last meeting. We met with purchasing, have navigated some road bumps, and have since developed a strategy to successfully engage and manage these three contracts, as well as five others that we have identified and/or are alternatively related to the commission and contributing to this work. We have one contract, which we have been speaking about over the last couple of meetings, which is the focus on academic and achievement frameworks, including a review of best practices, alignment, measurements and standards and outcomes and ratings. This also includes the provisions for the quarterly reporting that were identified in AB 400. Our second contract is focusing on the additional analysis and insight that was requested for existing research that was previously provided in relation to the work that the commission has done over the last several years. We also have a third contract that is in play that will provide support to the department in developing any new recommendations on continued development and implementation and supporting continued development for the 10-year plan for optimal funding, as well as the targets that were have been previously discussed. There is a fourth contract that we have been working on in relation to a comprehensive educational data warehouse and reporting system, a place where we will look to standardize and condense all of the reporting financially and potentially, academically into one place for reporting and analysis. A fifth contract we have in the process is with Applied Analysis to address the request from the commission previously for some information or updates on the Nevada Cost of Education Index. A sixth contract was previously already procured with WestEd and Augenblick Palaich and Associates to conduct research on the special education funding formula and methodologies. They have been meeting with educational partners, school districts, and the public to receive feedback on the current state education funding process, as well as conducting research on what other states are doing for their methodology. We're hoping to have that input and feedback somewhere around February so that the commission can make their recommendations and review of the research in regards to the special education funding for the next biennium, as well as the weighted portion of that, and our seventh contract is one that we have also already procured, and the work has been ongoing, as in regards to change management for the Pupil-Centered Funding Plan. They have recently concluded interviews with our school districts and charter schools, and then we'll be looking to work on a communication plan for those gaps or areas of concern that were identified during those interviews. In our other work, we have been exploring some master service agreements that the state currently has in place in relation to project management to help coordinate these seven contracts that we have in place, as well as ensuring continuity across all of the projects. We have also initiated conversations with our vendor with the vendor from Infinite Campus in regards to the request for at risk, and grad score clarification, and we'll be targeting a presentation to the commission with additional information, including how the department uses that and develops the counts in a future meeting, potentially around January or February, and then I did also want to address, we received a request from the State Board of Education and they are requesting that the Commission on School Funding provide a

presentation to the State Board so that way they understand what work the commission is doing and how synergies can be leveraged.

Chair Hobbs stated one question regarding item number nine on today's agenda is to go over some of the detail with respect to scope of services for some of the deliverables on one or more of the contracts that you discussed in your report.

Megan Peterson stated that is correct, item nine today is more specifically addresses contract number one that I discussed, which is the academic and achievement framework contract.

Chair Hobbs stated he just wanted to bring that to the attention of the commission that, even though Megan mentioned that we were trying to move forward with this as quickly as possible, we do have the opportunity to talk about that in some detail today.

5. INFORMATION AND DISCUSSION REGARDING AN ANALYSIS OF K-12 STUDENT ACHIEVEMENT *(Information and Discussion)*

Chair Hobbs stated the commission will receive a presentation from the Guinn Center study that you're all aware began during our last go around related to the methodology behind national education rankings by Education Week, the Annie E. Casey Foundation and the Fordham Institute and there was a lot of interest in this topic and we appreciate the efforts of commission members Woodhouse and Mathur and helping pull this together and we've been eagerly awaiting this.

Jill Tolles, executive director of the Guinn Center for Policy Priorities, stated they are an independent statewide evidence-based nonpartisan policy research center, and we have a very talented team of researchers both in-house as well as partners with faculty, graduate students, and subject matter experts, and we are excited to present an overview of this phase three of the study, examining outcomes, and rankings and best practices. We do have two prerecorded presentations in regards to this phase III of the report, as well as a request for an overview on legislation later on this agenda.

Todd Butterworth gave a presentation on the National Education Rankings and an overview of AB 400 and SB 98. *(See "5a. National Education Rankings PowerPoint - Guinn Center_FINAL_ADA.pdf", "5b. National Education Rankings Report - Guinn Center_FINAL_ADA.pdf", "5c. ONLINE - National Education Rankings Report - Guinn Center_FINAL_ADA.pdf", "5d. AB 400 and SB 98 Overview Handout - Guinn Center - ADA Version.pdf" and "5e. AB 400 and SB 98 PowerPoint - Guinn Center - ADA Version.pdf" for details).*

Chair Hobbs stated he intends to take a lot of time to go through the specifics of the report, certainly following a lot of the recommendations than points that were raised during the presentation, and we need to come up with a way to make sure there is an intersection between those things that were required to do and by way of legislation and legislative memorandum and the system of reporting that that we choose to endorse from the commission's perspective. He thinks that's where a lot of the work will be required and the fact that you all are going to be available to us to continue to maybe provide some guidance or at least peer review during that process is extremely comforting to me.

Paul Johnson stated the logical conclusion is that we need to develop our own framework for Nevada that we reflect our values and the measures that we want to have and put more credibility and significance on that report instead of these other reports that don't measure the same things and, in some ways, have dated information. I'm really looking forward to this and having that performance framework be very similar to the school and district performance frameworks for it. It's easier for the public to understand, have those all be aligned in one direction.

Punam Mathur stated she thinks since they began the project, they've had lots of changes, and so thank you for grit,

perseverance, tenacity, and sticking to it. She thanked them for making it comprehensible to the citizen. The theory of action is really clear, and I'm also really grateful that we've got so many motivated community education partners. I would just say to everyone who is sitting here or listening or anyone in your circles of influence, let's engage as many in our state as possible into this conversation because none of us know what the answer is. I think we all have sort of a commitment that we want something useful. We want something relevant, that's meaningful, and to the extent that that can be supported by all of the interested constituencies would be really helpful, and so I'm grateful to see so many faces because there are times when this is a solo effort for us sitting up here, and so to see you all here is great and please engage and invite anyone else that may have a perspective or a thought or a solution to this. Because we've got till November of next year.

Joyce Woodhouse stated as an educator, this has always been a tough one to really read those reports that come out every other year or so but as Mr. Johnson indicated, there are oftentimes the data is old and certainly people are looking at things differently and so, for the Guinn Center staff to pick up this project when we brought it to them, could you help us with this? And you said yes, and it did take us a while to get to the final report today. It is something that is understandable, and I think we can certainly use it going forward as we prepare the work that we have to do over the next few months and years probably. But for us to really delve into how we measure achievement for our students K-12, this will certainly be a guiding process for us moving forward.

Chair Hobbs stated regarding next steps, he wants to go through the report and at least get straightened out in my mind as far as what has been labeled internal reporting within the state and those reports that already exist. I seem to continue to always come back to that very scary slide that Paul showed us last time of all the different reporting that's already being done. I'm still trying to get a sense of whether or not that reporting is collectively or individually within any of those reports sufficient to meet the internal reporting requirements or whether or not further work needs to be done to develop that part of it, as well as the external comparisons that I know we need to do some additional work on. So along those lines, as I go through the report and try to at least get my thoughts squared away, should I be in contact with Jill or Todd directly to maybe be able to talk through some of those points?

Jill Tolles stated she appreciates his dedication to asking the right questions and making sure that they have an internal and external evaluation of that is the most useful report for the state. You are welcome to direct those questions to Todd Butterworth directly for now as the lead on this project and if you want to CC me, I'll make sure that we get the information back to you in a timely manner.

Chair Hobbs stated that Paul reminds him that, in going through this and developing some of this a bit further, because this needs to coincide very directly with the work that we're asking the subject matter experts to do that there also may be an additional role for the working group to make sure that we bring those into full alignment. I think we're probably heading in that direction. Because again, we need to have that direct alignment between what we ask the subject matter experts to do and what our true targets are, which we'll be talking about a little bit more today.

One other thing I definitely wanted to do was make aware that one of the people that's near and dear to us down here that helps us every time we have a meeting is retiring at the end of the month, Martha Warachowski (ph). We couldn't hold these meetings together without her help, and we look forward to working with you as well, and hopefully you'll find us a patient easy group to work with. Another mention of something that's not on the agenda, I was thinking this morning about a couple of things and certain words come to mind, like hope, dreams, aspirations, the fighting spirit, always striving to be better than before, hard work and the word bear also kind of comes up when I think about those and there are two things that come to mind crystal clear. One of them is the Milwaukee Brewers. A.J. Feuling is a Milwaukee Brewers fan, and he's also a former member of this commission. We have this empty seat here to remind us of AJ's former presence and while he's not now a member we certainly wanted to welcome AJ and thank him for the past three years of dedicated service. You're not still on this commission technically but there's always a place for you. I know you'll continue to help and support everything that we do and we have something to commemorate this.

Superintendent Feuling, if you don't mind coming forward for a moment.

Paul Johnson stated to Mr. Feuling that, as being a former member of the commission, he'll always be a member of the commission in his mind, but he's always appreciated his advice and counsel. AJ's had his fingers in education and not only in Carson City, but he's helped the entire state with the work that he's done here on the commission. In order to commemorate his membership with our commission and his affiliation with baseball and our connection, I felt it was appropriate that we give him some parting gift to recognize our appreciation for all the work that he did. We went and made him an honorary member of the Milwaukee Brewers. From us to you, Mr. Feuling, we appreciate you and you are now the relief pitcher. I just want to tell you thanks for all that you do and that's from all of us to you.

AJ Feuling stated he is a huge baseball fan and a big Milwaukee Brewers fan, so that is quite something. It's really great to be back and see all these friendly faces. He thanked them for their continued work, and looks forward to much, much more here with them.

6. WORKING GROUP REPORT *(Information)*

Paul Johnson stated if they want to do this to coincide with the other agenda item, they will be directly related and they could handle both agenda items. There's not going to be any action required on the working group discussion, and we weren't able to have a meeting because of the close proximity of the two meetings. What I provided was kind of a list of all the brainstorming that we did that is relative to the next agenda item.

7. PRESENTATIONS BY COMMUNITY PARTNERS *(Information)*

Chair Hobbs stated they started these at our last meeting with the intention of getting feedback and input regarding reporting and accountability as it was identified during the 82nd legislative session in SB 98 and AB 400 and we're very keen to get your thoughts and input on that and to have you as partners in our mission going forward.

Todd Buttersworth, Amanda Morgan and Michelle Booth gave presentations. *(See "7b. Opportunity180_CSF_11.9_v2_FINAL_ADA.pdf" and "7c. NSEA_CSF_Slides_11.9.23_FINAL_ADA.pdf" for details.)*

Nancy Brune stated she thinks this aligns with some of the things that we were talking about last week, where if we decide that 8th grade, research shows that a student who takes algebra in 8th grade is more likely to graduate and so if we focus on 8th grade math as an achievement outcome, or maybe trying to unpack that to then ask how many schools have licensed National Board-Certified Teachers teaching math et cetera. This is a great reminder that aligns with some of the conversation we had. She asked if they could send them any of those states that have the model system in terms of the feedback loop you mentioned Illinois and Maryland and if there are any others. She asked, on the accountability teams and other states that send out accountability teams, those states that have lots of districts, what does that look like.

Amanda Morgan stated the state that does that kind of really openly is Maryland, and I couldn't tell you off the top of my head how many. Obviously it's not a huge state, but Illinois has 258 districts, and they have a very similar structure, where there's a huge feedback loop between the district and, and the schools and the Department of Ed. So that would be a good example of a very large state that's implementing that. I included a link to what their structure looks like, and it's seems really complicated, but it's just a lot of people doing their part to provide that data and then the Department of Ed putting it together so I can provide some more information on Maryland. They actually call it their expert review team and they go on the schools. They actually watch classrooms. It's really kind of very engaged and then do you have any questions about the system and we've heard a lot of feedback from administrators that sometimes they just don't know. We've been talking to folks, just kind of having that relationship with individual schools.

Michelle Booth stated for them to have an opportunity for school administrators to even ask why, sometimes they're just producing and they're so busy and caught up in their schools. They're not busy watching session. They're not going up

to Carson and sometimes they don't know the why, they don't understand and sometimes it helps them and they can also then provide that feedback to the state to say like, maybe, hey, we're doing this report the same way through different times or, or something like that. So, there are definitely opportunities if we're able to have that more granular level.

Amanda Morgan stated they have recognized it's very resource intensive. That's a huge issue. It's not a knock on NDE for not doing it currently because there's just no way they could do it with current staffing levels, but having people on their staff that are very knowledgeable in school operations, would make a huge difference.

Joyce Woodhouse stated on their PowerPoint on one of the slides, they gave an example of Massachusetts. Can you explain that a little bit more?

Amanda Morgan stated she Massachusetts instead of Maryland. It was actually Maryland.

Michelle Booth stated they are happy to look into Massachusetts too, and we'll see what they're doing.

Dr. David Jenson, Superintendent Feuling and Clayton Anderson gave a presentation.

Joyce Woodhouse stated she was in that meeting with the superintendents last week, and appreciates them bringing some of that information forward. This really gets to the crux of what we have to do going forward. On the slide all the way down the line to the student who is sweating profusely over those exams, as well as your toxic culture that you spoke about, there are people in the room today that heard me a number of legislative sessions ago when we had a bill to address how many tests and how much pressure we're putting on kids and teachers. I had no idea how much pressure I was putting on my seven, eight-year-old kids when we were doing our CRTs. We as adults have to consider what we're doing to our young people in our schools when we put so much pressure on them to perform on a test. We need to have some empathy for what we're doing and I appreciate you all understanding this. And then the other thing is over the years of working on proficiencies and serving on commissions that are dealing with what should go on in our classrooms and my mantra was curriculum is not taught separately, not reading, not math, not language arts. It all comes together, and those things are across the curriculum. When we have the list of those 30 some things, critical thinking is number one, and we saw that and number one and number two, analytical, creative, those are what our children need to be given the opportunity to understand and make it a part of themselves as they're going through everything else they are going on in school. It just is so important that we take a look at what our students really need, what our teachers can do in the classroom for them, what our administrators are trying to make happen, and for our community to understand and support that.

Punam Mathur stated for us as a commission, there's a huge opportunity for us to do our best, whatever is within our span of control, to really try to shift, or just move the kaleidoscope on the discussion around accountability. There's data that can be used to make their point. when it comes to education, everything that we put forth as a recommendation should be wrapped very clearly with an intention that says, this is so we can surge support because at the end of the day, we want everyone to win. If we can do that, there are some hard questions that I do want to see. I want to see how our black and brown babies are doing against others. Those are real questions that we need to have accountability systems that give us insight to not so we can be right, so that we can be better.

Paul Johnson stated he would like to recognize not only the great efforts that our superintendents do and have a passion for education, but down to the classroom. There isn't one school teacher who isn't doing the best that they can for kids, in my opinion, and they wear their hearts on their sleeves, and they are pseudo parents, and they are social workers, and they're psychologists. We ask a lot of our teachers and I think a lot of that stuff goes unsung, in part because of this compliance based mentality that we have. If you're an employee and you're going into a meeting for a progressive plan of discipline, that mindset is much different if you go into a progressive plan of improvement. I think that's the lens that

we need to take a look at education and we also need to make sure that those base level needs that we want to provide our kids for security, safety, belonging, and that will help them be creative in a risk free environment. We also have to extend to our teachers and staff and school district systems so that they have the courage and not have the restriction of fear to be creative and innovative when they go through and they do these types of things. Historically, we're right at impact. Now what we do and how much we get right now is going to determine how far of course we are 20 and 30 years now. What we're doing is just so incredibly important and the people that we're involved with, we need to make sure we get all the people in the room. So we can have as much diverse opinion and discussion as we can to make sure we get this right going forward. One last thing, I was at an assessment conference on Saturday to talk about testing and delivery methods for education and we're trying to convert a somewhat old antiquated system into a newer model, a new improved model with that being education. The old standard liver model where you would lecture, that had a negative score, which indicated that it actually negatively impacts learning instead of other methods. I just think its great timing. I think the work that we're doing is just incredibly important and thank you for sharing this information.

Jana Levin gave a presentation.

Punam Mathur asked where was the addition to evaluation of teacher prep programs.

Jana Lavin stated Tennessee. The direct link to the education preparation report card is linked on slide 3.

Punam Mathur stated she's reading it as 10th grade level. I heard you sort of referred to it like it was a reliable harbinger of future something. Go a little bit deeper there.

Jana Lavin stated in addition to what member Brune shared earlier, the two sort of primary measures in 8th grade to demonstrate your college preparation would be completion of algebra one reading at a 10th grade level. Different, of course, for various careers, so certainly wouldn't be the same indicator in a career preparation program.

Punam Mathur stated they do some pretty energetic work in terms of engagement with parents; part of what has been difficult is to get parent voice. So, we reached out to organizations, we've been working pretty diligently to be as energetic in expression of that invitation, but we really struggled with trying to get parents organizations. She asked for guidance on how they do that.

Jana Lavin stated they have had the most success going to parents rather than asking them to come to us. So, I'd say that's one of the primary ways. There's many community partners here who I'm sure would be willing to offer and provide some satellite opportunities for you all to hear directly from families that we could support in organizing. I do think the primary way we have found in energizing families is that we don't ask them to come to us, and we go to them and we find opportunities, we find places where they are, we find places that are central to where they spend time, and we provide language services. To the degree to which we can offer that opportunity and provide a way to reach families that way, we would be happy to take that on.

Alexander Marks and Chris Daly gave a presentation.

Chair Hobbs stated this commission by name has been charged with a number of things to do, as mandated deliverables notwithstanding what it may have charged other entities to do. We're mindful of that and we will be mindful of how they intersect with these other charges given to other state agencies and elected bodies, that's an interesting thing to navigate.

Vida Lin gave a presentation on the Asian Study for Nevada. (See “7a. Asian_Studies_CSF_11.9_FINAL_ADA.pdf” for details.)

Jeff Geihs stated he didn't have a presentation but just wants to talk to them. All the way from an English teacher at Valley High School in the early 90s to an associate superintendent over the turnaround process in Clark County. When I was fortunate enough, I don't even call it retire, I call it transition to the executive directorship of the Nevada Association of School Administrators. Educate Nevada Now really talked about the thoughtfulness. I thought they were very thoughtful in considering the vacancies at schools when making recommendations to you on reporting. I think that's very critical. I could point you to colleagues throughout the state. One comes to mind, I won't call out his school, but it's a celebration for him right now because he only has two dozen vacancies in a high school of 2,000 kids, compared to the year prior where there were three dozen vacancies. So that is very thoughtful especially considering initially he had 18 science positions with only one licensed science teacher. That's a very thoughtful recommendation by that group. I want to thank the NASS group because they talked about the personalization for the learner, the liberation of the school to not think about grade level and the entrepreneurial ways that instruction can be delivered. So, ladies and gentlemen, NASA, despite our title, we're not a union, we have nothing wrong with unions. We work with unions, but that's not who we are. We're a professional association and we provide high level, we believe high level, at least that's what we get from our patrons, professional learning opportunities for all educators, not just administrators, teachers, even support professionals, and we do that at a very affordable rate. The last two years, we've had 30,000 registrations at our events each year. Most of our events are professional -- are virtual. We also are an advocacy organization as a C6. I want to commend my colleagues from NSEA. We too believe teachers and most administrators and certainly support professionals are overworked and underpaid. So, we're on the same page with those advocacy efforts, but additionally, we believe that decisions are best made where problems occur, and that's at the school level. So, we believe in certain matrixes that need to occur from central office, but school principals along with teachers support, folks and their parents need to make those decisions relative to what's going on in their school, that's where decisions are best made. There's nothing more unequal than the treatment, the equal treatment of unequals. There's nothing more unequal than the equal treatment of unequals, and not all schools are equal. So, it can't be a cookie cutter approach for every solution. So, ladies and gentlemen, we are here to say that we believe that NASA provides the continuous professional learning opportunities that will enhance the knowledge and skills of educators with high quality accessible training. We're dedicated to the educational community and being a strategic partner to maximize student growth, achievement, and an equitable education environment for every child. All of what we do is aligned with the Nevada State content and student performance standards articulated across all grade levels and indicate opportunities for each educator in their prospective district or charter or private or parochial who we also represent and reflects congruence between student teacher needs and district's objectives. So, here's how we believe that we could be of service because we are here to serve. Under section 3.3 of SB 98, we could certainly assist with providing statistical and technical assistance by serving as one of the agents -- that is listed under SB 98 Section C. We have professional learning opportunities that are also college, college credit bearing around family and community engagement course in a partnership with Southern Utah University, which Dr. Beverly Mathis is our instructor for that. Multicultural Education in partnership with the College of Southern Nevada, Dr. Greta Peay is my, our instructor for that. We have a host of workshops, about a hundred on average over the last year. I'm really excited to share with you in a moment, malleability we have because there's not levels of bureaucracy within the Nevada Association of School Administrator. So, we're very agile, nimble, we can move quickly in service to educators. Some of the other workshops we've offered is around science and reading, understanding math concepts, data driven decisions, Bill Hanlon is big with us in math, project-based learning and enhancing science. So, NASA can also assist school districts provide advice or recommendations outlined in Section 3.3 within SB 98 regarding the retention and recruitment of teachers by strengthening our education system and recruiting high quality candidates from Nevada high schools and developing them into our next generations of, generation of

teachers. We have now, NASA started a foundation a year and a half ago, we have self-funded that foundation to seed money to support growing our own teachers, identifying kids, especially kids in high, I will say economically disadvantaged high school communities, working with the kids, their parents with a mentor, coach, educator person. We call it a career coach. We've partnered with CSN and Dr McCoy there and we are now talking to municipalities and other corporate partners so that we can grow our own and help eradicate this teacher vacancy crisis in Nevada. My position is, if LA Unified can open fully staffed with, what is it? Over a million, million kids or thereabout, heck, Clark County School District and the state of Nevada can do that too. So, I'll give you two examples about our malleability, and then we're, we're here to provide further testimony, work with school districts and charters, and we're here to serve. Four years ago, the commission here in this room around the RPDP funding, asked us to deliver some high-level professional development opportunities for leaders, high level leadership training or professional learning. We have now put nearly 2000 people through what we call the Center for Educational Excellence Institute, and each year we've evolved in that process and have taken the input and analyze the surveys, which have been great. Last winter, the city of North Las Vegas asked us to be a fiduciary agent for two of their North Las Vegas schools, Cheyenne high school, and Sedway middle school to develop individualized programs based on the city's goals, the Clark County School District goals and the Nevada Department of Education goals and the school outcomes relative to their school improvement plans. We're halfway through the administration of that. We just reported to the city's committee on education. We're very pleased with that those educators at those schools can receive up to 24 credits if they complete that individualized program for those, for those schools and lastly relative and it's really nice because we work with national experts and so on and so forth that we're able to retain and bring in. Relative to AB 400, NASA has been engaged in what we call an early learning institute for the last three years. We've now had nearly a thousand people go through that programming and we are in partnership with national experts around those, the early learning issues. Birth to eight particularly is most serious now and it will always have been, we're paying attention now, and I think there may be room if in service to districts or charters that may want our assistance with that for us to engage and partner in those areas as well.

Sylvia Lazos gave a presentation on SB 98 and AB 400.

8. DISCUSSION ON THE DESIGN PRINCIPLES AND PURPOSE OF THE COMMISSION *(Information, Discussion, and Possible Recommendation)*

Chair Hobbs stated at the last meeting, we started to talk about things that should define what we're doing and a lot of ideas were thrown out during the meeting, things like that it be meaningful and applicable and transparent and those kinds of things. We took some of those notes from the last meeting and to try to save a little bit of time today. Some of us worked on the assembly of what would be sort of a core mission statement for what the work of the commission is during this interim and what some of those guiding principles might be. I say that in advance because there may be feelings about wordsmithing or adding something here or there and there's no pride of authorship in this whatsoever, but it was more or less to have a starting point and we provided that in a deck, and I'm not sure how to bring that deck up at this point. We'll use that deck to facilitate this discussion, but again, I think the eight presentations that we had prior to this really feed into this, this type of discussion if possible, if we can adopt those guiding principles today, I think that'll help us in our work going forward. We actually had a PowerPoint deck that we set up as well, but if that isn't something we can get to, we can certainly use this. Might be a little bit more aesthetically pleasing than the Word version, again, you see the words before you here. This was something, again, that we put together from comments that were made at our last meeting. This is intended to be a statement of purpose for the work that we're doing this interim. *(See "8a. CSF_Guiding_Principles_Discussion_FINAL_ADA.pdf" for details.)* Do those look adequate to all of you? What would you change?

Nancy Brune thinks it looks really, really good. I guess the only thing I feel is missing, I know it's sort of implicit in a

couple of the words, but I guess I would like to see outcomes and then maybe a clearer, like the word of outcomes. I know last sentence of the paragraph says the system of reporting and measurement of the effectiveness of investments in education must become the accepted standard, and I know performance is associated with outcomes, but I maybe just explicitly mentioning outcomes or some language about what our overall goal is. And then the other thing that based on the conversation this morning that might be helpful is, I know you say the must become the accepted standard by which future funding decisions are made, but maybe somewhere under the guiding principles also sort of calling out how the work that we're doing relates to all the other lanes that are also involved in this work.

Chair Hobbs stated he thinks that's a great point and as we go through the guiding principles, we'll certainly look for a place to insert that, but to take your first comment. If we were to say something to the effect here, the system of reporting and measurement of the effectiveness of investments, should we add and performance outcomes, or student outcomes, something like that, or academic outcomes? Because again, we're measuring the ROI. That's one thing, and that's very clinical. That doesn't really get at what you were suggesting, which was what works for you?

Nancy Brune stated she was not sure. Maybe we can just go around the room and it will come to me. I'll keep looking.

Chair Hobbs stated he certainly understands the point. I think it's important for us to try to reflect that and I took a little bit of liberty by saying it must become the accepted standard. That's just me saying it must become. I wanted to point that out because you go through this and thinking about Paul's slide of doom, from all of those other reports, and you'd like to think that some of that could be replaced with something that would be the standard that would be used, and that's kind of what that thinking was. So, we can come back to this, but now we can go through the guiding principles and see if they touch on some of the points that are most meaningful to all of you. *(See "8a. CSF_Guiding_Principles_Discussion_FINAL_ADA.pdf-1, 2, 3" for details.)* In other words, you want to get everybody bought into this and we're trying to do that through having an inclusive process here, but unless the variables in the system are agreed upon, there's always some resistance to rely upon it. So, the notion here was that it needs to be something that's universally accepted, and it would then we go on to name the parties that need to be a part of that by and it must and of course, something else that comes up a lot and it's come up today a couple of times. I think the term that was used was black hole that you file all of these reports; they go someplace that the vision in your head is the Indiana Jones warehouse at the end of the movie, and nobody knows what happens to anything in there, but there needs to be something that causes it to have a purpose in terms of end use.

Paul Johnson stated he wonders if the word students need to be in that list of stakeholders.

Chair Hobbs stated he would think he would be absolutely right.

Punam Mathur offered instead of business community, employers.

Chair Hobbs stated employers because they're the end users of the system, yeah.

Nancy Brune asked if she doesn't think that's picked up with the business community.

Punam Mathur stated she actually suggest the business community, but to get even more pointed to the employers.

Chair Hobbs asked if the thinking would be that we would substitute employers for business community.

Punam Mathur stated that would be her suggestion, yes.

David Jensen stated as I go through this again, I like the recommended changes. I'm wondering about in the brackets,

agreed upon. We may not have everybody that agrees upon everything we do, but then we talk about broad buy in, that's what we need is broad buy in, not everybody agreeing.

Chair Hobbs stated his point's a really good one. I think we could probably lose the parenthetical there. Because I think it's dealt within the next sentence. I just completely agree with you.

David Jensen stated we are agreed upon.

Chair Hobbs stated yeah, there you go. We have a couple of changes here. We'll lose the parenthetical and we'll change business community to employers and add students. (See "8a. CSF_Guiding_Principles_Discussion_FINAL_ADA.pdf-4, 5" for details.) Without having designed it yet, we're trying to brand it as the measurement, not just another measurement and this may be a little bit clinical.

Nancy Brune stated this sentence actually you could pick it up and pop it into a review of your financial system. It either feels like you need somewhere like academic outcomes. I think Jim mentioned or something education to make sure, just to again rooted in the work that we are doing.

Punam Mathur stated one word that was offered up by Jana Wilcox was the word impact and I noted that we didn't use it in any of our principles.

Jim McIntosh stated he likes the word impact. Is impact any different than your return on your investment? I don't know how we measure impact? We're going to measure it, when I say return on investment, we're referring to an academic return on investment. We expect to see movement and the metrics were, think about this for a second. I don't know that it's any different than actually asking for.

Chair Hobbs stated the focus of this is on the use of the term return on investment and so to create a basis for determining impact of what?

Jim McIntosh stated we are measuring what I would call an academic return on our investment. If we use the term impact, I need to understand what the definition of the impact is because that sounds broader to me and I don't mind using it. I just need to know what we're measuring, the measure that we have made an impact.

Paul Johnson stated he was hit in the same way and that's a term that I heard in a previous school board conference. I think it was National School Board Conference, the term academic return on investment to differentiate that from the typical return on investment that you might have from corporations. I think that distinction is important, but I wonder if we might want to broaden that to education return on investment. So, it's not simply tied to performance and test scores and those types of things.

Chair Hobbs stated in developing this one, we're putting the word academic in an advance of return on investment.

Nancy Brune stated she thinks Paul would suggest you're putting educational return on investment or education return on investment.

Chair Hobbs stated somebody that knows the correct grammar, please step forward. I think we understand the tone of what you're trying to do. (See "8a. CSF_Guiding_Principles_Discussion_FINAL_ADA.pdf-6" for details.) The idea here was that it should apply broadly so you could make those kinds of, or referred to earlier as external comparisons, as well as internal comparisons, not having known those were the terms before this was drafted, but that's essentially what it means.

Paul Johnson stated he thinks the terms that were used is to move away from compliance based to growth mindset or growth based, so if there's a way to weave that lens into here, I think that would be helpful and I agree completely.

Chair Hobb stated back to one. So we could certainly add a second sentence to this one that complements this sentence and the tone of it, and I suppose it depends on whether or not we have to have the actual crafting here to adopt these, or if there's some faith that we can take what is met and put it into actual words, but, the tone would be that, the measurements, the system of measurement would complement going back to the terms that you were using, those terms of art, would be supportive of a growth based, I'm not sure I know what that means, but I'll let you fancy word this one, Paul.

Paul Johnson stated he thinks you could put that in any system that measures performance must be growth either, you can have credible and meaningful and insert the words growth mindset before or after those and however you want to phrase growth mindset.

Chair Hobbs stated so just put it in the string.

Paul Johnson stated yes, just put it in the string right there and we think that would be, is growth mindset based. I'm not the English guy, but that's the concept, so we could probably have somebody wordsmith that.

Chair Hobbs asked the right words are what?

Nancy Brune stated something with growth.

Punam Mathur stated although growth is one of the things that Guinn articulated was a decision point for us. Absolute versus growth? So just to not confuse that we're saying growth only, not absolute.

Chair Hobbs stated he thinks growth has so many meanings. I think we need to be clearer about what it is we actually mean, just my own impression.

Punam Mathur stated basic assessment, this isn't designed to help; fortify blame, if the intention is to motivate improvement.

Chair Hobbs stated as he's sitting here thinking about it, he thinks that having a number seven that says something like above all, any such system must support. I'm going to use bad words here, but then you can feel not those kinds of bad words.

Joyce Woodhouse stated negative word.

Chair Hobbs stated well, not the correct words. Any such system must positively support the development and I was thinking in terms of our customers. The customers are the students and not just in reading, writing, arithmetic, I'm thinking back to that other slide that had all of those other developmental life skills, the creative thinking and ingenuity, all of those kinds of things, but it may be the capstone one would be, again, above all, any such system would be supportive of moving in that direction. In other words, you don't want the system to be used to beat somebody over the head with, rather you're using it to encourage and develop. Would that cover what we're talking about if we stuck that in as a number seven and toned it that way? You guys good with that? I want to make sure that Mark and Kyle and Dusty, I know you're probably not feeling a part of this discussion that we're having at the table here, but please offer any comments on any of the guiding principles that we've talked about. Not hearing any. Hopefully you're in agreement with the discussion that we've been having.

Mark Mathers stated they were all nodding their heads.

Paul Johnson stated he is wondering if they want to include something that will provide some sort of measure of security and safety for school districts to be courageous in their creativity and innovation. I think the fear is the fear for repercussions, so if you go out and become innovative and change things, sometimes you don't get better at first and that it takes time, and that there is, you are not penalized or there's no repercussions for changing. For example, in the slide decks from the superintendents you saw in Finland that they don't have grade levels in secondary education. So, I bet at first that may not have been the easiest and smoothest transition, but over time it has taken, it's proven to be a good concept. I know other schools in Kentucky have even gone further and have done that K through 12 and all of that has risks inherent with it and anytime you break something down first to rebuild it, what you start with is maybe not what you've initially thought. So, I don't know if we are going to be talking about engaging in a process that's going to overhaul how we do education and when people step out of bounds, we go like, you stepped out of bounds, you're out of here or whatever turnover. I don't know if anything can be written into there or whether or not just developing a system that engages and celebrates improvement is enough.

Chair Hobbs stated he's hopeful that in the way we word number seven, it's at least implicit that the best possible outcomes for the customers, the children, the students, is at a premium and that would include innovation. One of the difficulties with doing something like this is you could sit down and this list could have easily been 50 things long as you start thinking granularly. After listening to the presentations today, I started thinking okay our charge is because we do have to pay attention to specifically what our charges as well, but our charges reporting, reporting and accountability, words like that. That's what we've been asked to do and I was talking with Dave out in the lobby and I mentioned to him that it seems interesting to me that we would develop a system of measurement that would measure how we're doing, what we're doing now over time, but not how we should be doing things over time and those are two different things. There needs to be the latitude to develop and innovate over time, but now all of a sudden too, five, six years from now, we're measuring something different than what we're measuring today and I was really trying to get my head wrapped around that part of it, but what we've been charged with is developing a system of measurement that hopefully gets us to the point that maybe that's a problem down the road.

Jim McIntosh stated he thinks what he said made sense and was trying to remember the way you said it, but we want to make decisions that are optimal for student outcomes, and so I don't know if that's the best way to put this. For me, I just keep thinking, I don't want to complicate this, but the Guinn Center talked about absolute and relative and I went back to that right. Are we measuring where we want to be in terms of this metric or we just want to measure -- got growth out of this metric. If you're a one-star school, do we want to punish you and shame you or do we want to say they're a one-star school? We want to recognize that they're one star, so we need to provide them with more support and the system should be built that way that we don't punish the one star or whatever this rating ends up being, but we're there to provide support and resources to the one star. I don't know how you write that in A.

Punam Mathur asked if that is more a statement of purpose, as opposed to a guiding. For me, guiding principles are whatever decisions we make, this should be true, as opposed to here's why we exist. It's a statement of purpose, is there a sentence that we can add that's a statement of purpose around this accountability thing? It's like we got twofold. One is to meet our obligation based on the job that the legislature gave us and it's also to create something that allows us to improve rather than beat each other up somehow.

Jim McIntosh stated it is a prescriptive list of accountability measures that are listed in statute that we are required to measure. I think what we're talking about that is as a commission, then how do we create a system to interpret what we're looking at? Is that what we're talking about here in terms of putting a guiding principle in?

Chair Hobbs stated he thinks there's a couple of steps, as I continue to look at and think about this. I think, okay, you have all of these 23 metrics plus the other stuff that other groups, like NASS, for example, suggest that you maybe augment that with these five additional things. You have this big long list and you come up with data on each one of them. Now probably, and I don't know this yet, probably when we sit down and look at that, some will be more important than others on that list. Then you get into how do you weight those? You go through that entire process, and then you have this score at the end, you turn them into values, and you have a score at the end. What does that mean? You have a bunch of decisions to get to the point of the inferential element of this.

Jim McIntosh stated we're responsible, and at least initially, the charge of this commission was the Pupil-Centered Funding Plan. That's still a charge of ours, correct, and so then, I think, to your point what we have to do is determine how do we alter the Pupil-Centered Funding Plan to address what we would like to see in these accountability measures? In other words, provide more resources, create another weight? That is part of what we're doing here, right, is tying these two things together to maximize student outcomes. I don't know a better way to put it.

Chair Hobbs stated they do have that latitude. If you go back to the core mission, Paul, I think the very first one, we made reference to SB 543, which still applies. We still have to do all of that and AB 98 or SB 98 and AB 400. We have to do that, too. I mean, that's sort of the minimum. There were just checking boxes. Yeah, we did all that stuff. It doesn't really address the purpose behind it. That all of you have that you're doing all of this because you want the outcome to be better. It's the weird thing about having a homework assignment prescribed to you the way it was and if you meet the minimum standards of having done that homework assignment, you check all those boxes and then you file a report.

Jim McIntosh stated he was to provide an example and we were to look at these metrics let's say and we recognize that there was a school that was underperforming, maybe it's related to the opportunity gap that Sylvia was talking about, would it be incumbent on us then to make a recommendation to Pupil-Centered Funding Plan to create an additional weight to direct dollars to address this? That would be what we would do here. But we will have to weigh that with the fact that there aren't unlimited resources. We have to maximize what we want to weight and the determinations we're making, right and so again, I don't know how to articulate that into a simple guiding principle.

Chair Hobbs stated part of our charge on an ongoing basis, the words are simple, improve the implementation of the Pupil Centered Funding Plan are the words that I recall, and continually monitor and improve. So over time, now and two years from now, four years from now, six years from now, continue to do that, and I think that was actually quite wise to continue that way, because otherwise you get into a Nevada plan type of situation, right where you get married to something that because of changing circumstances over time, isn't working the way, maybe it was awesome in 1968, but not so much today. Was it awesome in 1968, Paul? You were probably doing it back in 1968. Okay, so let me try to bring it back, if we add a seven that tries to incorporate why we are really doing all of this that the real goal is to improve outcomes for students that go through the system and outcomes is a very broad word. It could be, they got a lot better grades and test scores, or it could be they're better prepared to enter the workforce or they're happier people or something along those lines and again, we can develop it and bring it back. I think the thing that we were looking for from the commission today was, and maybe we could look at it this way if you could approve what we have in front of you with the changes that we've noted in concept. Then this is a living, breathing thing that can be amended and it can be like the NCEI. We could bring it back to every meeting and amend as may be necessary to fully reflect, but I think this ends up being like the first three pages of our report that we need to start building.

Jim McIntosh stated he thinks improving student outcomes to me, I know that sounds broad, but that is what we are doing by directing dollars appropriately. Those can be multiple outcomes, making you college ready, proficient in reading, science or math. It could be multiple outcomes. I don't think we have to list all of those things. I think we just say we're looking to improve student outcomes. I'm not sure what the whole statement would be, but I think that's a

perfectly fine statement.

Chair Hobbs stated he thinks that they add a number seven that would work very pointedly, say that above everything else that we're doing, the improvement of student outcomes is the mission or is the --

Punam Mathur stated or put it in the purpose.

Chair Hobbs stated target, or put it in the purpose, yeah, wherever it may fit better. But I mean, let's put an exclamation mark on that. If we're good with that, and I don't know that this has to be a formal motion at this point, but if you guys could just tell me that, yes, this looks like a good superstructure. (See "8b. Commission on School Funding_PPT_v2FINAL_ADA.pdf" and "8c. Accountability_in_Nevada_Schools_CSF_11.20_FINAL_ADA.pdf")

Punam Mathur asked if he would like an informal motion.

Chair Hobbs stated he would take whatever he can get.

Punam Mathur stated she would move that. Joyce Woodhouse seconded. Chair Hobbs stated they are accepting the core mission and guiding principles with the recognition that they can be modified as circumstances may dictate.

9. DISCUSSION ON THE SCOPE OF WORK-RELATED TO CONTRACTS

(Discussion and Possible Recommendation)

Megan Peterson stated a they have two items that were listed for this agenda item. We have a document that mirrors the request for proposal template that we're provided, a purchasing and they are at a high level what we're dropping in with additional specificity that will be going into project descriptions and proposals that are also part of the template, but they serve as a conversation point for today's meeting to determine if there's anything that we've missed or if there's additional specificity that we would like to add. And then we also have from previous meetings, the recommendations that were proposed by the Nevada Association of Superintendents or NASS. So, you should have a printed copy of this group of work and then also available currently on the website is the NASS list. (See "9a. ModificationsToFinanceCommissionAreasOfFocus_FINAL_ADA.pdf", "9b. Scope_of_work_Academic_and_Achievement_Final.pdf" "9c. NV_ommission_K12_School_Funding_Sylvia_Lazos_FINAL.pdf" and "9d. NASS Accountability Presentation for CSF FINAL ADA.pdf" for details.)

Chair Hobbs thanked her for that and to that particular point, under other requirements, and maybe I'm the only one struggling with this, but certainly a white paper with findings and recommendations is what we would like to have, but is there a statement being made in each one of these areas as to what the desired outcome is? Those are the wrong words to use because that sounds like it's predisposing the subject matter expert, but that's not what I mean. I mean, that we need to come out of, for example, the measurement group with things that match up to the, for example, these guiding principles. That we discussed today that the data is good, it's reliable. It's meaningful. It's consistent. We can, and I think as important as all of that you can take all of that and mesh it into something that's meaningful. So, if you have all of those metrics like we talked about a little bit earlier, will there be recommendations around how those metrics should be integrated, and converted into something that would be an indicator of change over time, or change in performance something along those lines? Would that be included as part of the scope of services for the subject matter expert in each one of those areas?

Megan Peterson stated yes, and that's partially where we've at a high level identified currently that we'd like for them to, for example, with measurements and standards, identify what meaningful information is currently

collected in our system and then also nationwide so that way they can provide a recommendation in terms of here's a best practice and here's how you would incorporate it based on the information that you currently have and that was what we would anticipate the white paper and report to include.

Chair Hobbs stated they would include that additional direction to the subject matter experts. I think that's incredibly important and just for our own edification, we've previously spoken about APA and WestEd and others that NDE may already have engaged and have under contract to do certain things. What type of overlap is there? What types of economies might we get out of the fact that we have some of those folks already engaged?

Megan Peterson stated they are still engaging with both with West Ed and Augenblick, Palaich and Associates to identify what that looks like. We're still in discussion right now and working through that.

Chair Hobbs stated they may actually be able to help the subject matter expert, I suppose, in some of these areas, because maybe there's some correlation between what you have them doing and what's being asked for here?

Megan Peterson stated that's correct. We'd like to leverage the existing relationships as much as possible. So that way we're expanding the work, not just duplicating.

Chair Hobbs stated and that becomes more time effective too since you already have them on board and to the extent that they can be working on any of the elements that may be required by the subject matter experts sooner than later. It can maybe shorten that, that timeline because again, what's concerned me is you have to turn all of this and I think we need to do this right away? We need to turn this into actual deliverables and turn it into a scope of services for an RFP and get scope of services and get that out as soon as possible.

Paul Johnson asked if she could identify what on this list you have received and already covered under some agreement and what they are already pursuing that would require a separate and new agreement.

Megan Peterson stated the biggest challenge that we're working through is the, I say this with a little bit of acknowledgement of the task, but the expansiveness of the request here, especially when it relates to AB 400 and SB 98, the metrics that were additionally identified. I think that those are going in depth to a degree to which our current contracts didn't necessarily contemplate and so that's part of what we're trying to navigate and work through as part of what is currently covered and wouldn't be. I would also say that the back to the comment about the vastness including the level of detail in reviewing existing frameworks, we haven't quite developed that ask within the existing contracts and so, again, it is another expansion of what was originally identified. So, I can't get quite into the specifics yet given the confidentiality around procurements, but there are opportunities that we are looking into.

Chair Hobbs stated he thinks the message from this commission, if everyone concurs with what we've been discussing up to this point, and I don't know that we need a motion for this, but I think part of the message is to be as expedient and possible in getting any of these and all of them moving as quickly as possible. Now, there are some other areas that we're aware of that were spoken to either in the legislative memorandum or elsewhere in the bills that aren't listed here, there are some that have to do with things like small school capital and more budget and taxation items that I believe we can handle internally within this commission and we'll certainly begin to work on those as quickly as possible as well. So, our direction is let's get moving. I don't want to make it sound like we haven't been doing a lot of work on this because Megan and the folks at NDE have been working on this feverishly over the past couple of months to get us to this point. That was no implication that we've been waiting. It's just now becoming a bit more time critical since I became aware that it's already November of 23, and I actually just

became aware of that in the last week or so.

10. SCHEDULE UPDATES FOR THE REMAINDER OF 2023 AND FOR 2024 (*Information, Discussion, and Possible Action*)

Chair Hobbs stated they had scheduled meetings through December. We haven't scheduled them for the first part of 2024. There are a couple of different ways we could do this. We'd like to get input from you on, we recognize and realize that we have members of this commission and staff from different parts of the state and we also have the practical reality of having budgetary limitations with respect to, and I think the Guinn Center folks pointed that out today, with respect to travel and per diem and things like that. We want to be as considerate as we can of everyone's time and offer them the simplest and most convenient way to participate in these meetings, while also understanding that when we get into certain media or subject matters, it would be great to have everybody together, particularly as we start making any decisions about things. Our past history, we started having meetings on Fridays for those that are traveling, Friday is probably not the most fun day to be at an airport. Today's a Thursday and we're having today's meeting because of Veterans Day tomorrow, but we've had a couple of Thursday meetings. We're not married to Fridays. Just as a kind of a preface to this discussion, as we look to schedule the meeting starting in January. What are your feelings about how we should go about doing that? One approach would be like we did with the meetings for this fall. We sent a list out to you guys and here are some suggested dates. We could certainly do that. If everybody gets on their Outlook calendar right now, we'll be here for well, until the next meeting, trying to figure that out. So, do you want us to send out some suggested dates that generally are Thursdays and Fridays? Alright, we will go ahead and send that out to you. When we start getting the information back from the subject matter experts, which I would expect to be, at the earliest, late spring-ish timeframe, we may have to have an extra meeting or two because of the volume of information that we're going to be dealing with and we'll deal with that as a, I guess, a call of the chair kind of deal.

David Jensen stated this is in appreciation to my colleagues in the north. These are three individuals that are generally very talkative. We haven't heard anything from them today and so that's a good thing in some ways, but I also mean it in the sense that I find more value being in person and that's why I've been coming down here every month. I know schedules have different things, and then today's presentation saying there's only \$10,000 in travel - - that kind of changes that. We're going to have to figure out a way to make sure that when we stay up north, that we truly can ensure that we're engaged and I know that also comes on us when we're in North to interject, but I don't know if there's a way to increase that travel because \$10,000 with the number of Northern folks is not going to last very long. When we get into subject matter stuff, that may require us to be down here every month, that's also going to go away really quickly.

Joyce Woodhouse stated Megan might want to add to this when the two bills were worked on; we were trying to increase the travel and per diem dollars. We had to use what past practice usage was, and I don't have that data with me anymore, but Megan at the department might, but it's pretty difficult at this point to add anything, and so I think we need to be creative on how we put these meetings together, but Chair Hobbs is absolutely right. I think when we start getting these reports from our contracted individuals, some of that additional meetings will come into play, and the travel. I know that I sat down with Superintendent Ebert and Mr. Killian from LCB in drafting those numbers. We'll just have to be creative and do the best we can with it. I am more than happy to talk to the IOC chair, but I don't know how far that will go.

Megan Peterson stated she did want to clarify that what was discussed today in regards to the appropriations in AB 400 for the additional funds that were awarded in addition to our base funding, which we had also included an enhancement for. We actually have approximately \$25,000 for commission members to travel and a separate fund established for departments to have to travel close to 20,000 as well, but we do need to be mindful of the fact that

those funds also include the ability to meet later than we were previously allowed to you. This is intended to fund travel all the way through December 31st. I know that's well after our deliverable timeframe, but those funds were identified to help with that extra, but we do have more than \$10,000 available to provide funding for travel for commission members.

Chair Hobbs stated hopefully that takes a little bit of the edge off. We'll go ahead and circulate some dates to you and if we get a cluster of the members of the commission that are having difficulties with some of those dates, then we can certainly adjust the calendar before we lock it down.

11. FUTURE AGENDA ITEMS *(Discussion)*

Chair Hobbs stated that brings us to future agenda items. I've been trying to take some mental notes on that. One I would suggest that we bring back in final form would be the core mission and guiding principles with the fancy words that capture everybody's, everybody's thoughts and intent today. We will have another item that will include community partners' presentations on the December agenda. We will always include the flexible agenda to help facilitate those. I will have to check to see if we'll have any updated information with respect to any of the funding scenario information by the December meeting. I'm doubting that, I think that will probably be January. Of course, we will always have the NDA update and the working group report on the agenda. Those are standing items and the rest of it will build out from there unless anybody has anything specific to add, please?

Joyce Woodhouse stated she just wanted to state regarding the community Education Partners item on the agenda, at present we have five presentations with a possibility of at least two more being added to that list for December, just to give you an idea and if there are some groups that member Mathur and I have not been able to get a response from, or we didn't know about, if there's somebody that we should have in front of us, let us know so that we can reach out and get them on the December agenda.

Chair Hobbs stated Joyce as a part of that, those from the North and the rurals in particular, anyone that has any outreach to some, some that we should be hearing from as well, that would also be helpful and that should come back through you and Punam.

Joyce Woodhouse stated and especially if somebody has a contact for (indiscernible) Westbrook County, we would really like to get that and I think he's left, but if somebody could provide us with that, that would be helpful. The right person and their contact information. (See "2023-24 CSF_Proposed_Meeting_Dates_Final.pdf")

12. PUBLIC COMMENT #2

There was no public comment in Carson City.

(Dictation ends abruptly.)