

## Recommendations to the Teacher Recruitment and Retention Advisory Task Force

	Superintendent's Teacher Advisory Cabinet	Superintendent's Principal Advisory Cabinet	Nevada Coalition for Educator Recruitment and Retention
<b>Recommendation #1</b>	<b>Allocate funding to improve the organizational imaging of the teaching profession.</b>	<b>Provide funding for a PR Campaign to become a teacher.</b>	<b>Allocate additional funds to NDE and districts for a public messaging campaign that promotes recruitment and retention of educators.</b>
<b>Specifics</b>	Public perception of the education profession is at a low. A PR campaign to share positive stories, successes, and accurate information to dispel misconceptions will help all Nevada districts attract top talent and enable districts to distinguish themselves from competing states. The promotion of working as an educator in Nevada serves both recruitment and retention efforts.	Public perception of the education profession is at a low. A PR campaign to share positive stories, successes, and accurate information to dispel misconceptions will help all Nevada districts attract top talent and enable districts to distinguish themselves from competing states. The promotion of working as an educator in Nevada serves both recruitment and retention efforts.	Branding/messaging positively impacts public perception and will help all Nevada districts to attract top talent and enable districts to distinguish themselves from competing states. The promotion of working as an educator in Nevada serves both recruitment and retention efforts.
<b>Rationale</b>	Improving the perception and respect of Nevada's teachers and student learning will help all districts recruit and retain educators.	Currently, positive public messaging around education is limited to the recognition of exemplary educators. This is limited to just a few educators a year and does not truly encompass what most educators do every day. Having resources dedicated to promoting the profession and sharing positive aspects with the public will serve to boost the morale of educators and help to develop a more informed public opinion of education in Nevada.	Currently, positive public messaging around education is limited to the recognition of exemplary educators. This is limited to just a few educators a year and does not truly encompass what most educators do every day. Having resources dedicated to promoting the profession and sharing positive aspects with the public will serve to boost the morale of educators and help to develop a more informed public opinion of education in Nevada.
<b>Recommendation #2</b>	<b>Provide dedicated funding for stipends for mentor teachers.</b>	<b>Allocate funding for stipends for mentor teachers.</b>	<b>Allocate additional funding to education and prioritize the use of those funds for mentor programs, including but not limited to salaries, stipends, and training for mentor educators.</b>
<b>Specifics</b>	Providing funding to districts will support the resources needed to develop or sustain mentor programs through which experienced educators build the capacity and skills of novice educators as well as provide career pathways for experienced educators. This should be done in a way that does not supplant district Federal/Title II-A funding for mentor programs.	Providing funding to districts will support the resources needed to develop or sustain mentor programs through which experienced educators build the capacity and skills of novice educators as well as provide career pathways for experienced educators. Paying mentor teachers to support new teachers shows Nevada values their commitment and time. This should be done in a way that does not impact district Federal/Title II-A funding for mentor programs.	Providing funding to districts will support the resources needed to develop or sustain mentor programs through which experienced educators build the capacity and skills of novice educators as well as provide career pathways for experienced educators.
<b>Rationale</b>	New teachers rely on onsite mentoring during their early years for classroom success. Paying mentor teachers to	New teachers rely on onsite training for classroom success. If they do not receive strong support and	New teachers rely on onsite training for classroom success. If they do not receive strong support and continued growth

	Superintendent's Teacher Advisory Cabinet	Superintendent's Principal Advisory Cabinet	Nevada Coalition for Educator Recruitment and Retention
	support new teachers shows Nevada values their commitment and time.	continued growth during the steep learning curve in their first 2 years, they are twice as likely to abandon their career. Mentoring programs train new teachers in a systematic and sequential approach to learn how to provide effective instruction to their deserving students.	during the steep learning curve in their first 2 years, they are twice as likely to abandon their career. Mentoring programs train new teachers in a systematic and sequential approach to learn how to provide effective instruction to their deserving students
<b>Recommendation #3</b>	<b>Expand the benefit enrollment umbrella to include healthcare coverage of educators under the state Public Employee Benefit Plan (PEBP).</b>	<b>Expand the benefit enrollment umbrella to include healthcare coverage of educators under PEBP.</b>	<b>Allocate funding to the Department of Public Safety to support the prioritization of background checks for educator licensure.</b>
<b>Specifics</b>	Expand the eligible PERS enrollment pool to include all education staff. Districts would negotiate to switch insurance providers.	Expand the eligible PEBP enrollment pool to include all education staff. Districts would negotiate to switch insurance providers.	With expedited background checks the licenses could be issued in a timelier manner, therefore, getting educators licensed prior to the start of the school year and into classrooms quickly (reducing the licensure processing time).
<b>Rationale</b>	Expanding the eligible enrollee pool would stabilize costs and premiums for teachers, increase benefits, ease of mind in access to care and lack of worry over non-payments to healthcare workers.	Expanding the eligible enrollee pool would stabilize costs and premiums for teachers, increase benefits, ease of mind in access to care and lack of worry over non-payments to healthcare workers.	Between April and September each year, the number of applications for licensure increases significantly. Most of these applications require a background check. This increases the workload on DPS. Background checks can take anywhere from 4 to 10 weeks or longer during this very busy season. NDE processing time usually runs about 3 to 6 weeks during this same period. This means that there can be hundreds of applications that have been approved by NDE but are pending the completion of the background checks.
<b>Recommendation #4</b>	<b>Take action to prevent the scheduling of stacked classes (1 teacher teaching 2 classes in the same room at the same time).</b>	<b>Allocate additional funding for administrative leadership training focused on supporting teachers.</b>	<b>Allocate additional funding to prioritize the use of those funds for targeted training of administrators in building systemic supports for educator efficacy and increasing job satisfaction.</b>
<b>Specifics</b>	Due to the teacher shortage, teachers are being asked to teach multi-level and/or multi-content in one class period (ex. English 11 and Honors English; Orchestra and guitar). This requires double planning and double workload for teachers.	Increase the allocation of funding to provide targeted training of administrators to develop systems of support for their staff.	Increase the allocation of funding to provide targeted training of administrators to develop systems of support for their staff.
<b>Rationale</b>	Students in different content classes, assigned to be in the same class at the same time, are only getting the instruction and teacher's attention for half the time as the teacher is forced to divide their instruction and time between students. Students get less from the teacher in a	Building and district administrators would participate in professional learning to help them reduce workload and improve life/ work balance for themselves and the educators they supervise. This would include learning how to leverage initiatives or requirements already in	Building and district administrators would participate in professional learning to help them reduce workload and improve life/ work balance for themselves and the educators they supervise. This would include learning how to leverage initiatives or requirements already in place to reduce

	Superintendent's Teacher Advisory Cabinet	Superintendent's Principal Advisory Cabinet	Nevada Coalition for Educator Recruitment and Retention
	stacked class and teachers end up with twice the workload. This impacts student achievement and teacher retention.	place to reduce duplicative efforts and cultivate systems of support for their staff.	duplicative efforts and cultivate systems of support for their staff.
<b>Recommendation #5</b>	<b>Provide funding outside the general fund to create and manage a loan forgiveness program for current teachers with at least 5 years' experience in the classroom.</b>	<b>Implement a Statewide minimum salary schedule for licensed personnel to include an annual cost of living adjustment (COLA) in line with the cost-of-living indices.</b>	<b>Implement a Statewide minimum salary schedule for licensed personnel to include an annual cost of living adjustment (COLA) in line with the cost-of-living indices.</b>
<b>Specifics</b>	Provide funding to those who are currently teachers in Nevada for at least 5 years to qualify for state loan forgiveness funds to apply to loans not currently eligible for forgiveness by other funding sources.	Competitive compensation is a means to both recruit and retain educators in Nevada. During a national shortage of educators, appropriate and competitive compensation assures a dignified standard of living that is sustainable for many years of service and makes Nevada more attractive to current and future educators.	Competitive compensation is a means to both recruit and retain educators in Nevada. During a national shortage of educators, appropriate and competitive compensation assures a dignified standard of living that is sustainable for many years of service and makes Nevada more attractive to current and future educators.
<b>Rationale</b>	Economic incentives are needed to help recruit and retain educators. With pay scales varying from State to State, prospective teachers will be more likely to sign with a State that offers both a competitive salary schedule and a loan forgiveness program, ensuring that more of the teacher paycheck stays in their pocket.	This will have districts aligned to limit disparity in salaries across the state.	This will have districts aligned to limit disparity in salaries across the state.
<b>Recommendation #6</b>	<b>Return the PERS service requirement from the current 33.3 years to 30 years of service.</b>	<b>Increase funding to support the buyout for unused sick leave at (teacher's daily rate of pay) OR (statewide minimum amount) upon retirement.</b>	<b>Increase funding to support the buyout for unused sick leave at (teacher's daily rate of pay) OR (statewide minimum amount) upon retirement.</b>
<b>Specifics</b>	Incentivize teachers to stay long term. Nevada does not currently retain educators at a sufficient rate to meet demand. Providing competitive PERS incentives to educators who stay in the classroom will encourage teachers to stay long-term. Competitive PERS benefits can be used by districts to entice educators to move to Nevada to teach.	Provide funding to districts to enable them to pay teachers their daily rate of pay or a statewide minimum set amount when they leave instead of the low payout rate they currently receive.	Provide funding to districts to enable them to pay teachers their daily rate of pay or a statewide minimum set amount when they leave instead of the payout rate they currently receive.
<b>Rationale</b>	If competitive PERS benefits are provided, then districts will see long-term retention of educators. Competitive PERS benefits results in long-term retention of educators.	When teachers retire or leave the school district, they are not fully compensated for their unused sick leave. For example, a teacher may be compensated for 20% of their sick leave value. The unintended consequence is that teachers are incentivized to use their sick leave more during the school year since they will not be fully	When teachers retire or leave the school district, they are not fully compensated for their unused sick leave. For example, a teacher may be compensated for 20% of their sick leave value. The unintended consequence is that teachers are incentivized to use their sick leave more during

	Superintendent's Teacher Advisory Cabinet	Superintendent's Principal Advisory Cabinet	Nevada Coalition for Educator Recruitment and Retention
		compensated for it. This impacts student learning in the classroom.	the school year since they will not be fully compensated for it. This impacts student learning in the classroom.
<b>Recommendation #7</b>	<b>Provide State general funds to supplement the current funding structure to support the <a href="#">Home Is Possible for Teachers program</a>.</b>	<b>Allocate additional funding for the creation and training of student support teams (MTSS, Wrap around services, etc.) at every school.</b>	<b>Allocate additional funds to districts to support designated personnel to focus on supporting recruitment and retention efforts.</b>
<b>Specifics</b>	The Home Is Possible for Teachers program is currently funded through the fees collected by the Nevada Housing Division (NHD). This recommendation would provide dedicated State funds to supplement the limited amount of funding NHD programs generate from fees.	If funds are provided for additional support services in schools, educators will be supported in meeting the needs of all students	Provide funding to districts for the support and training of recruitment and retention personnel.
<b>Rationale</b>	As housing prices and the number of educators requesting down payment assistance increase, the amount allocated to each teacher decreases. Adding dedicated funds to the program will allow the Nevada Housing Division to increase the amount of funds available and to accept more educators into the program, giving teachers the opportunity to buy a home (especially in areas of low housing inventory or high cost).	This may require a comprehensive look at what supports there are, and how they are available, managed, strategies and system to address.	Recruitment and retention of educators is key to Nevada's success. A dedicated person is each person will facilitate an effective recruitment and retention effort in each district.
<b>Recommendation #8</b>	<b>Provide housing opportunities to all educators for longevity in the district.</b>	<b>Require health plans doing business in Nevada to include extensive wrap around service benefits.</b>	<b>Allocate dedicated funding to cover the costs associated with gaining an endorsement in a critical shortage area.</b>
<b>Specifics</b>	Provide funding for districts to offer housing support through stipends or district owned properties to early career educators.	Expand mental health supports and health care services by requiring services such as health club benefits, counseling, and days off coverage be included benefits in their plans.	Provide districts with funding dedicated to covering the costs associated with gaining an endorsement in a district identified critical shortage area.
<b>Rationale</b>	This would ensure the educators safe living quarters for them and their families. If educators are provided housing assistance, then districts will maintain a higher retention rate of educators by reducing the financial burden associated with a low starting salary and high cost of living.	Including mental, emotional, and fitness in the comprehensive wellbeing of educators will support retention and recruitment of educators.	Due to the shortage of teachers, classes are often staffed with substitutes or not offered. Increasing the number of licensed teachers to teach multiple content areas will help schools offer and staff classes with qualified educators.
<b>Recommendation #9</b>	<b>Provide dedicated funding for district to provide signing bonuses/Longevity pay.</b>	<b>Allocate funding to provide supply cards for teachers to purchase classroom materials.</b>	<b>Increase the funding for recruitment incentives.</b>
<b>Specifics</b>	Additional funds would allow districts to give signing bonuses for new teachers. Bonuses could be given out over the course of 3-5 years to ensure the new teachers	Implement a supply card grant program to provide all teachers with additional funds to purchase classroom supplies.	Increase the allocation of funding to prioritize funds for housing assistance, recruitment efforts, referral incentives, and hiring incentives for educator.

	Superintendent's Teacher Advisory Cabinet	Superintendent's Principal Advisory Cabinet	Nevada Coalition for Educator Recruitment and Retention
	stay after receiving the money. Longevity bonuses could be awarded in lump sums after 5, 10, 15, etc. years.		
<b>Rationale</b>	Signing bonuses are a great way to attract new teachers. Longevity pay is needed to help maintain and motivate teachers who have been loyal and committed to their school. There is nothing more demoralizing to veteran teachers who have stayed for 20 years at a school than watching new teachers receive large signing bonuses while they receive nothing. To be an effective recruitment and retention tool, districts need to offer both signing and longevity bonuses.	Providing supply grants for all teachers will offset out-of-pocket expenses and relieve the burden of having to apply for funds.	Recruitment incentives, including housing assistance for educators, will reduce financial barriers to increase the ability to recruit and retain educators so that students receive instruction from a qualified teacher.
<b>Recommendation #10</b>	<b>Change the PERS vesting requirement from 5 years to 3.</b>	<b>Revise the timeline for PERS double dip eligibility.</b>	<b>Create a grant fund for districts to provide a salary adjustment incentive for those who stay in Special Education positions.</b>
<b>Specifics</b>	Revising the timeline for vesting will incentivize foreign exchange educators, military spouses, etc. to come to Nevada to teach.	Currently, educators need to retire for 2 months before they can restart in a classroom and double dip. This requires a substitute to take the class in the transition. Nevada has a shortage of substitute teachers. Teachers also don't often return to the classroom because of the wait.	This grant would provide funds for districts to request reimbursement for salary incentives paid to those who stay in Special Ed each year beyond 5 years.
<b>Rationale</b>	Recruitment of spouses and others who are licensed educators and whose stay in Nevada is not expected to be long term will help fill vacancies with qualified educators who may not otherwise seek a license for a short stay in Nevada.	Getting teachers with 30 years of experience back in the classroom as quickly as possible and allowing them to double dip can fill vacancies and ensure children have access to a certified teacher.	Special education is a critical shortage area with incentives to become a special education teacher, however often special education teachers will leave to become general education teachers creating a vacancy. Incentivizing them to stay will maintain qualified special education teachers in the classroom.
<b>Recommendation #11</b>	<b>COE to write a letter to districts encouraging them to value and respect teacher autonomy in lesson planning, design, and delivery.</b>	<b>Allocate additional funding for scholarships to become qualified to provide student support services to students.</b>	<b>Increase the funding for the teacher advancement scholarship.</b>
<b>Specifics</b>	Teachers are permitted to design and implement their own lessons and units, including how lessons are taught as long as they are teaching to standards.	Providing scholarships to those who would like to become counselors, psychologists, social workers, etc. will ensure qualified service providers in our schools in hard to staff positions. This may require a comprehensive look at what supports there are, and how they are available, managed, strategies and system to address.	Providing scholarships to those who would like to become counselors, psychologists, social workers, etc. will ensure qualified service providers in our schools in hard to staff positions.

	Superintendent's Teacher Advisory Cabinet	Superintendent's Principal Advisory Cabinet	Nevada Coalition for Educator Recruitment and Retention
<b>Rationale</b>	Teachers are experts in their field; know their students; teachers are best left to decide based on their own expertise and knowledge of their pupils. Early career teachers the emphasis should be on providing useful guidance and exemplars, rather than adding additional demands on early-career teachers	Cost is a barrier to pursuing a course of study to become a specialist to provide essential and wraparound services to students. Providing scholarships will create an entry point toward preparing candidates to fill hard to staff positions in Nevada's schools.	Cost is a barrier to pursuing a course of study to become a specialist to provide essential and wraparound services to students. Providing scholarships will create an entry point toward preparing candidates to fill hard to staff positions in Nevada's schools.
<b>Recommendation #12</b>	<b>COE to write a letter to districts encouraging them and associations to better explain their salary schedule and raise process (creating distinct pages with updated information).</b>	<b>Appropriate funds to cover cost-of-living / travel stipends for rural educators.</b>	<b>Conduct a study of NSHE coursework aligned with education staff needs.</b>
<b>Specifics</b>	Educators often do not take advantage of or understand the process for advancing on their district's pay scale. A site/page like this would help to elucidate educators on the types of pathways and involvements that would help improve their understanding of how to improve their pay in a direct way as opposed to step increases.	Rural areas have fewer resources for doctors, dentists, lawyers, recreation, housing, contractors, hospitals, mental health professionals, limited school personnel, grocery stores, etc.	A study of college coursework to ensure educators are fully prepared for the needs of today's classroom requirements.
<b>Rationale</b>	Many young teachers leave due to not understanding the pay-raise schedule and feeling as though step increases are far too low in accommodating their desire for higher salaries commensurate with their improvement as teaching professionals.	Access to services in rural areas require more resources including time, travel, and related expenses, resulting in educators incurring higher out of pocket expenses.	Research shows first-year teachers entering the profession are unprepared for the challenges they will encounter in today's classroom. They feel overwhelmed and often leave after 3 years. Aligning their educator preparation coursework to current needs will support new educators and help with retention.
<b>Recommendation #13</b>	<b>COE to write letters to the appropriate entities to encouraging school districts to pay 1.5 hours additional per day outside of student day (7.5 hours per week).</b>	<b>COE to write letters to the appropriate entities to encouraging school districts to pay 1.5 hours additional per day outside of student day (7.5 hours per week).</b>	<b>Increase the funding to support educator pipeline efforts.</b>
<b>Specifics</b>	Research shows teachers spend unpaid hours at school completing job related tasks. Additionally, due to a shortage of substitute teachers, many teachers are called to cover classes during their prep period, causing more preparation to be completed on unpaid hours. Paying teachers for extended hours outside of the student day would serve both recruitment and retention efforts. Teachers who receive compensation for time worked feel valued and stay.	Research shows teachers spend unpaid hours at school completing job related tasks. Additionally, due to a shortage of substitute teachers, many teachers are called to cover classes during their prep period, causing more preparation to be completed on unpaid hours. Paying teachers for extended hours outside of the student day would serve both recruitment and retention efforts.	The Legislature should continue to invest in pipeline initiatives such as the Incentivizing Pathways to Teaching grant through an increase of funding to education to support the initiatives/ programs that are currently being funded through the State and with federal ESSER funds.



	Superintendent's Teacher Advisory Cabinet	Superintendent's Principal Advisory Cabinet	Nevada Coalition for Educator Recruitment and Retention
<b>Rationale</b>	Teachers who receive compensation for time worked feel valued and stay.	Teachers who receive compensation for time worked feel valued and stay.	The cost of a college education has risen over the past few decades as states have shifted an increasing amount of the costs to tuition. With a persistent teacher shortage plaguing Nevada, it needs to accelerate the pace of candidate completion, ensure there are no financial barriers to candidates completing their preparation programs, and attract more candidates into preparation programs. This will allow ARL Providers to increase requests for scholarships.
<b>Recommendation #14</b>	<b>COE to write a letter to our Federal Delegation urging them to sponsor legislation to repeal the Social Security Windfall Elimination Provision.</b>	<b>COE to write a letter to districts encouraging them to provide career path diagnostics to all students to help guide students' coursework.</b>	
<b>Specifics</b>	The windfall Act adjusts a Social Security worker's benefit for those who receive "non-covered pensions" and qualify for Social Security benefits based on other Social Security-covered earnings. A non-covered pension is a pension paid by an employer that does not withhold Social Security taxes from your salary, typically, state and local governments or non-U.S. employers. Nevada's PERS is a non-covered pension.	Career path diagnostics help students identify possible career opportunities based on their interests and talents.	
<b>Rationale</b>	Retirees from industry looking for a second career in teaching are looking elsewhere because PERS will reduce their SS. It is not financially feasible for them to teach. Nevada cannot recruit content and trade experts to teach in our CTE classes because of this.	When students have an idea of a possible career path schools can create relevant and meaningful paths for student learning and align coursework to help students meet their career goals. Students are more engaged in their learning with fewer behavior incidents when they see the connection between coursework and their future.	
<b>Recommendation #15</b>		<b>COE to write a letter to our Federal Delegation urging them to sponsor legislation to repeal the Social Security Windfall Elimination Provision.</b>	

	Superintendent’s Teacher Advisory Cabinet	Superintendent’s Principal Advisory Cabinet	Nevada Coalition for Educator Recruitment and Retention
Specifics		The windfall Act adjusts a Social Security worker’s benefit for those who receive “non-covered pensions” and qualify for Social Security benefits based on other Social Security–covered earnings. A non-covered pension is a pension paid by an employer that does not withhold Social Security taxes from your salary, typically, state and local governments or non-U.S. employers. Nevada’s PERS is a non-covered pension.	
Rationale		Retirees from industry looking for a second career in teaching are looking elsewhere because any PERS benefit will reduce their SS benefit. It is not financially feasible for them to enter teaching as a second career. Nevada cannot recruit content and trade experts to teach in our classrooms. CTE classes are highly affected because of this.	
Recommendation #16		<b>Ask the State the Board of Education to re-evaluate High School graduation requirements to remove duplicative coursework and to ensure coursework aligns with universities ‘need to know’ requirements.</b>	
		Some courses offered in middle school for high school credit are then also required in high school leading to duplicative coursework.	
		Removing duplicative coursework means fewer students in the course at one time, giving administrators the needed flexibility to realign schedules to better meet staffing needs while reducing undue burdens on students.	