

**NEVADA DEPARTMENT OF EDUCATION  
COMMISSION ON SCHOOL FUNDING  
December 15, 2023  
9:00 AM**

<b>Office</b>	<b>Address</b>	<b>City</b>	<b>Room</b>
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	<a href="#">YouTube</a>

**SUMMARY MINUTES OF THE COMMISSION MEETING**

**COMMISSION MEMBERS PRESENT**

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

**DEPARTMENT STAFF PRESENT**

Megan Peterson, Deputy Superintendent of the Student Investment Division  
James Kirkpatrick, State Education Funding Manager  
Beau Bennett, State Education Funding Specialist  
Peter Zutz, Director Assessments, Data and Accountability  
Joseph Baggs, Administrative Assistant

**LEGAL STAFF PRESENT**

Greg Ott, Deputy Attorney General

**AUDIENCE IN ATTENDANCE**

Sarah Adler  
Renee Davis, Associate Vice Chancellor, Academic and Student Affairs, Nevada System of Higher Education  
Kenneth Varner, Associate Dean of Academic Programs and Strategic Initiatives, College of Education at UNLV  
Riley Caspersen, Senior Director of Marketing Grants and Community Engagement, Public Education Foundation  
Grant Hanevold, Teacher Pathway  
Yvette Williams, Chair, Clark County Black Caucus  
Shannel Townsend, Early Education Program Manager, United Way of Southern Nevada  
Aaron Krolikowski, Vice President of Programs, United Way of Southern Nevada  
Sean Parker, Teach for America, Nevada Executive Director  
Ryan Woodward. Governor's Workforce Development Board  
Jessica Barlow Daniels

**1. CALL TO ORDER, ROLL CALL**

Meeting called to order at 9:00 a.m. by Chair Hobbs. Quorum was established. Chair Hobbs noted for the record that they are joined by Deputy Attorney General Greg Ott.

**2. PUBLIC COMMENT #1**

Sarah Adler made a public comment.

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

Chair Hobbs stated they are having this item placed on each agenda to allow us to move agenda items around, so they may occur in a more logical order or also to accommodate the fact that we have folks here today that we've given notification to that we'll try to be hearing from them as a 10 o'clock time certain item, so allowing us to take a break in the agenda. Is there a motion for approval of a flexible agenda?

**Punam Mathur moved to approve the flexible agenda. Unidentified speaker seconded. Motion carried.**

**4. MINUTES APPROVAL** (*Discussion and Possible Action*)

The Committee will vote on whether to approve the September, October, November 2023 meeting minutes.

- Guy Hobbs, Chair, Commission on School Funding

**Punam Mathur moved to approve the September, October and November meeting minutes. Joyce Woodhouse seconded. Motion carried.**

**5. NEVADA DEPARTMENT OF EDUCATION (NDE) Update** (*Information, Discussion, and Possible Action*)

The Commission will receive an update on the progress made by the Nevada Department of Education NDE since the last meeting.

- Megan Peterson, Deputy Superintendent of Student Investment Division, NDE

Megan Peterson stated our life has realistically just been focusing on contracts. We do have one contract that has gone out to RFP. This was for the work on the CWI as part of the Nevada Cost of Education Update, so we are waiting for the conclusion of that posting and the evaluation for a possible vendor. We have the contract for our Accountability Framework. It's currently with Purchasing and we are working back and forth on language to make sure that we're consistent with that request and we are continuing to work with the commission in developing the request for a proposal for an economist to support the work as well as the update for the Nevada Cost of Education Index as requested at a previous meeting. And so with that, that brings us to today in terms of the work that we've been doing over the last few weeks wedged in between the holiday of course.

Chair Hobbs stated this is a critical item for all of us that any subject matter, expert support that we get that available to us as soon as humanly possible.

**6. REVIEW OF COMMISSION MEETING SCHEDULE FOR 2024** (*Discussion and Possible Action*)

The Commission will review the proposed meeting schedule for the 2024 calendar year and adopt a schedule.

- Guy Hobbs, Chair, Commission on School Funding

Chair Hobbs stated on today's agenda, we'll be speaking a little bit later about agenda item number 11, about how we're going to segregate some of these tasks and associate a lot of the individual mandates or deliverables imposed on the commission into sensible groupings and there may be some discussion during that item with respect to how the work of those working groups can be supported by subject matter experts. So, we may return to this topic a bit under agenda item number 11, I won't go into it any further here as long as there's

acknowledgement that we can also take that up during agenda item number 11. And I don't hear Greg saying otherwise, so I'm going to presume that we're okay there. Agenda item number eight, Review of Commission Meeting Schedule for 2024, and I don't know if we have an overhead here, but we would like to get our meetings scheduled through November at this point. Do we have an overhead on that with the suggested meeting schedule?

Megan Peterson stated that should be showing on your screen now.

Chair Hobbs stated if you look beginning in January at dates, those would be the dates that coincide with when we normally have meetings which is the third week of the month, and I can't tell by looking at this if those are all Fridays or if there's some Thursdays mixed in.

Megan Peterson stated they are currently all identified for a Friday.

Chair Hobbs stated we'll open this up for discussion, and yes, we did just change one to January 26th for the next meeting in January and these would be our regularly scheduled meetings. I do have a feeling that as we get into the late spring, early summer months, we may have occasion to have a special meeting from time to time, as we try to close out certain deliverables, but those can't be anticipated at this point.

Nancy Brunes stated given that we might need to or you're anticipating we might need to add a few meetings, would it make sense to just try to reserve a couple of potential additional meeting dates, because I know that we're all very busy, so speaking from myself personally, it would be helpful to just reserve those now and knowing that we could potentially release them.

Chair Hobbs stated that's a very good point. I think as we move into agenda item number 11 and begin to look at some of the initial delivery dates or milestones that we're trying to establish that may become clearer to us when those may be needed, so if you don't mind, if we could defer that until we get into agenda item number 11 and that again that may help us determine when the crunch periods are coming. *(See "6.2023-24 CSF Meeting Dates ADA.pdf" for details.)*

**David Jensen moved to accept the proposed agenda as presented. Dusty Casey seconded. Motion carried.**

## **7. WORKING GROUP REPORT** *(Information)*

The Working Group Lead will report on the progress made since the previous Commission meeting.

- Paul Johnson, Member, Commission on School Funding

Paul Johnson gave a report on the progress. *(See "7. CSF Working Group (Without Graphics) ADA.pdf" and "7.a Performance Framework Alignment\_ADA.pdf" for details).*

## **8. DISCUSSION OF WORKING GROUP REPORT** *(Discussion and Possible Action)*

The Commission will discuss and make possible recommendations based on information shared by the working group.

- Guy Hobbs, Chair, Commission on School Funding

Chair Hobbs asked Paul about the second, easy to read spreadsheet, so basically you've taken all of these and collapsed them into this. Right?

Paul Johnson stated yes, that's correct.

Chair Hobbs asked if this would then be best described as an inventory of existing data points that we have or existing plus those that are required by SB 98.

Paul Johnson stated it's a combination of the things that we have in statute, the things that we have in the school performance framework, which is a derivative of the federal as a regulations. The information that was expressed (indiscernible) the acing accountability, and all of those (indiscernible) on school funding SB 98 information that's been identified in that Senate Bill that we're supposed to include in some form of performance framework. So it's all of that stuff kind of tied together and right now it's segregated, and ideally we get rid of the labels that are over on the left hand side that are different and it now becomes one comprehensive Nevada School Performance Framework, it's much broader, has more data points, and is, I guess more meaningful and should include financial measures as well which we have tons of financial information through the SchoolNomics reports that we as school district produce. I don't know how well known they are or used. I can only tell you that in our school district, we really don't even use them. I have no internal data that I use which is a little bit different, but in a small district, when you don't have, you don't have equity measures because you have one school in a community, that comparable data doesn't make as much sense as a larger, larger school district when you're taking a look at per pupil amounts of funding for similar schools within a similar geographic region.

Chair Hobbs stated it's a great summary, if it includes all of those. I think it feeds into some other things that we're going to be talking about under agenda item number 11. I think you've done some of the prerequisite work for a couple of the areas that we've identified as tasks and, and when we get into that discussion, we can talk about whether or not we have them identified correctly to take the work product that you all have put together and take it to the next logical step. One question I always wonder about when I look at all of these different reporting efforts is, is there anything that impedes our ability to actually combine them together into more of a single use report that does all of these other types of things? I mean, I assume these exist for a reason. It was either a policy decision or a statutory requirement or something gave birth to each one of these different efforts. Right?

Paul Johnson stated yes. I would imagine so, and I don't know if there's anything that would preclude them from being combined or put in one section of statutes or whether they're in NS 354 which deals with finances or 387 which deals with other information. That I don't know, and I need to explain that I don't know that this is a comprehensive list, this is just the stuff I was able to find in the brief period of time that we took a look at this. So there may be more information and I'm certain there's more information out there that needs to be included.

Chair Hobbs stated sometimes you get into these discussions and you find out that certain pieces of reporting that are done a certain way are because of a federal requirement and some are because of a state requirement and the ability to deal with those that may be a state requirement is certainly not easier, but it's more manageable at the state level than a federal requirement would be and then I just don't know if there are any hidden landmines in here.

Paul Johnson stated that's a good point, and in taking a look at this school performance framework is a result of federal legislation and much of the information that's in there is due to minimum federal guidelines. For example, the CRTs for math, reading, those that comes directly from the federal, the state can't change that, we can't change that. That's a component that has to be in these plans. So we'll have to make sure those criterion-referenced tests are part of the data that we have, but how it's weighted or the importance of that, it should not be the most important piece. It should be a piece, it should be a measure, because we have to have external measures, because our goal of optimal says there has to be some sort of external measure, but we need to identify if, if that is the measure right now with in there, because it meets federal compliance but it doesn't say that we can't include other measures in there. I think what's happened in taking a look at all 51 of the different performance frameworks, some strictly meet the minimum guidelines, but some have a lot more information in it. But many of them simply comply with the federal guidelines, and that includes just the three areas that of subject areas that we're taking a look at, other states have, included physical education and arts in other areas that our system does not include, but we really need to have somebody who has a broader perspective and more expertise in this area or a team of folks take a look at the information that we currently have and what other states have and merge them together into

something that is the most meaningful document that we have and it's not so onerous that we create some encyclopedia of information that's so overwhelming that, that nobody takes a look at it.

Chair Hobbs stated he thinks he answered his question. Again if there are components that are federal reporting requirements and they're part of a bigger reporting scheme, those could obviously be extracted and provided for, for those purposes. I think part of it gets to the point but somebody will have to assist us going through if there are -- I mean I think the problem exists in a couple of different ways or and you said it earlier, you have some empty cells here and maybe there's data that would be beneficial, that would fill in some of these cells. I don't think we want to fill these cells in just for the sake of filling them in. It needs to be something that is contributory to the overall objective, but there may also be things in here that are duplicative or maybe at a point in time like in 1967 meant more than they do today. I think all of that is pretty fair game.

Punam Mathur stated we are 11 months away from our homework deadline, and we've got two things that we need to do. We need to take forth specific recommendations to get (indiscernible) to fund, I'm hopeful that we aspire higher than average, something closer to optimal funding. Related to that, we've got 11 months to submit, hey, here's what accountability should look like and that's not very much time and both of those two things are so fundamentally, we've got to be excellent at both of them, because if we don't, we will run a risk of it straight out here at a moment where I feel like the opportunity for our state has never been this solid to make a good case. I will tell you as a parent I knew a lot about my bubbles and pie charts at my kids school, because it was direct relevance. As a business person, I have never once looked at any of the reports issued by any source, and I don't think that that makes me a unique business person. I don't think any of our business leaders are making any strategic decisions about investments, economic future based on any report that were given to them. So I'll just say, there's two ways to approach it, we can either say this is what we've got now, what's the best we can do with it. That's an approach. We got 11 months, so we got to pick an approach and it better be clear. The other option is only an option for us, I think because a legislature has given it to us not once but twice, and that was to say blank canvas, what could it be, not here's what we do what should it be, but we've been given a very unique opportunity as a group and I don't know why it's us and not the State Board of Education or I don't know, because I know that question comes up as who's that, why you and I'm like I don't know, but it's a we proposition and we've got an opportunity to move our little ball down the field. This morning's headline about last night's football game was genius, from 0 to 60. Four days ago, this football team scored zero, last night they were over 60 points. The headline was from 0 to 60. I feel like this commission has been given an opportunity and I will never fully understand how (indiscernible) except to know that Mo Dennis and Senator Woodhouse put us on the path. We have an opportunity to not be limited by what is, but to imagine and to depict and to offer a really good idea about what could be. We've done it with a formula. We've done it. I think we're going to do the second part of it in terms of the fiscal policy, the modernization required for fiscal policy. This is the third ring, I think I've heard you use legs of a stool, this accountability thing and so, I get a little concerned and a lot overwhelmed by here's what it is, how good can we be and I'd love to use our 11 months to go get the outside experts who can answer the question, hear the single most important determinants of success for kids, for communities, for workforce, here they are and then build -- like make recommendations for systems, for a dashboard or a report card, that is something much more useful than the national rankings which otherwise will maintain the default report card. We can refine these all day long and my neighbor is still going to read the headline that says you suck. I get concerned about the position that we will potentially be in if we can't get this one really good, but what could it be, and some of the measures we're already taking, so we can make a recommendation that says tomorrow you can take these data sources and plug them into this new dashboard. There may be other stuff that we need to do and then maybe in the next bienni for the next homework assignment, the legislature can (indiscernible) us to say what are all the stupid reports that need to go away, because I fear that if we try to do both, we will do neither with excellence and not getting that first one right is going to tie one arm behind our back as we make a case for increased funding. I've been losing sleep over this one, I will tell you, and I've heard the State Board of Education and I've heard the discussions and the confusions about who should own it and I don't know who should own it, I don't know what those philosophical questions are, but I know that we've been given a charge and we have a deadline 11 months away. We've got an opportunity to say, not be limited by what it is but to answer the what it

could be and we've got the resources to hire the experts to help us, get something that is enthusiastically supported by parents, by businesses, by us.

Chair Hobbs stated those are great comments and I think you're saying a lot of things that have been on our minds over the last several weeks. Megan and Greg Ott, I believe that we have actually migrated into agenda item number eight. We received the working group report and we're engaged in some discussion now of the working group report. So unless you tell me otherwise, I'm going to assume that we have left item seven and we've moved on to item eight, just for clarity on the agenda.

Megan Peterson thanked him for that clarification.

Greg Ott stated he was good with that as well.

Chair Hobbs stated the thing that keeps occurring to him over and over again and I think the way that you assembled this here, it sort of jumps out at you, you all have been required as administrators to put reports together for many, many years and those reports have to include certain things in them and then SB 98 comes along and AB 400 and Legislative Memoranda and anything else that adds additional data requirements, so we have this matrix of data that for one reason or another we have to have, and that becomes sort of a punch list exercise to find out where all of that data is, get it all compiled and assembled into a single location, and then you can extract bits and pieces of it for federal reporting or for whatever. That's not the hard part. I mean that's a lot of work to do that, but the most important part of this is what do you do with the data once you have it all assembled. And even those pieces that are maybe more aspirational pieces of data that we now don't have that we think would be important to add to the matrix. You have to make whatever you do with that data effective, and it has to mean something which starts out with somebody is actually looking at it or there somebody is required to look at it as a part of the process that leads you toward another action. So that in my mind, that leap from getting all of the database put together into the reporting format, that's certainly important as well but then causing it to be preeminent and the thinking around the decisions that are made in terms of funding education is the single biggest challenge and I think that's kind of where you were going too and we'll talk more about that as we get into item 11.

## **9. DISCUSSION OF REVISED PRINCIPLES AND CORE MISSION FOR MEMBER VOTING**

*(Information, Discussion, and Action)*

The Commission will review and make recommendations on the principles and mission of the Commission identified during the previous meeting.

- Guy Hobbs, Chair, Commission on School Funding

Chair Hobbs stated we've gone through this before, we've made comments and edits, but we wanted to bring it back for the commission to review one more time and hopefully if it's ready and in keeping with everyone's feelings about our core mission and guiding principles, that is a series of slides that we should be able to quickly go through and make sure that again that everyone is in, in agreement that we can adopt the Core Mission and Guiding Principles for this segment of work by the commission. This is our Core Mission Statement. If you want to take a moment to look that over. Is this something I should read out loud for the folks listening?

Joyce Woodhouse stated yes.

Chair Hobbs read the Core Mission Statement and guiding principles. *(See "9. Commission on School Funding\_PPT\_v5.pdf")* If there aren't any other additions or modifications to make to that, we can certainly take a motion, with a second to adopt these as our Core Mission and Guiding Principles.

**David Jensen moved to adopt the principles and core mission as presented. Dusty Casey seconded. Motion carried.**

## 10. PRESENTATIONS BY COMMUNITY EDUCATION PARTNERS *(Information and Discussion)*

The Commission will receive presentations from community education partners on their feedback and input regarding reporting and accountability measures identified in SB 98 and AB 400.

- Guy Hobbs, Chair, Commission on School Funding

Chair Hobbs stated at this point, we are moving to presentations from Community Education Partners, getting feedback and input regarding reporting and accountability measures identified during the 82nd Legislative Session and SB 98 and AB 400. This is our third such meeting where we've been receiving this very valuable input from those folks who work tirelessly within the education space and it's provided a lot of insight to us, and a lot of value in the process so far. We will begin with Associate Vice Chancellor Dr. Renee Davis who I believe is in Carson City from the Nevada System of Higher Education. Certainly happy to have you with us, Dr. Davis.

Renee Davis gave a presentation. *(See "10.e Alejandro Rodriguez NSHE Pres CSF12.15 ADA.pdf" for details).*

David Jensen stated this came up in a conversation two meetings ago and we started having conversation around the number of graduates coming out of NSHE. So, when we look at 626 bachelor's and then there's 688 combined masters, understanding some are walking out of the master's with initial licensure, I think it was reported by CCEA that there was approximately 800 initial licensures coming out annually through NSHE. Is that correct?

Renee Davis stated that sounds like it's right in the ballpark, but I don't have that detailed data yet. We will have it relatively soon, published on our website.

David Jensen stated he's currently a sitting superintendent in Humble County. What do you believe school districts can do to support the teacher pipeline? I'm looking at the 17 school districts in our charter authority, what can we do and then what is NSHE doing to try to increase the number of teacher candidates? For me, as we have that conversation we know here in Clark County if the last figure I looked at was about 1,600 vacancies, that's before we even consider the remainder of the state. So our current pipeline is grossly inadequate which is putting school districts in a position that we have to do our best to recruit and retain from outside the state of Nevada, and that becomes a formula, that's becoming increasingly difficult, so just trying to problem solve jointly between school districts and NSHE, what do we need to do different and perhaps that becomes a longer conversation, but I just want to prime the pump on that.

Renee Davis stated the first step is one we're taking now which is really having a closer collaboration with NDE and with the school districts, and that's as a system but also our individual institutions. I also think there are lots of good tools out there, and that have been passed through legislation, the programs that are required for AB 428, and many of the other measures, some of the financial aid that's there for students and I think that it is a process of getting all of that information out there to our students, and talking with them about what a career in education looks like. It is an ongoing process and I think it really does start with a closer collaboration, and the recognition that NSHE and our institutions play a big role in this process, and we just need to continue to work together and build on up.

Chair Hobbs stated just as a follow up question to that, and it may be a very naive question, specifically in the eyes of those that work in education every day, in talking about the pipeline, Davis, you just did with six or 800 units, I hate to reduce it to this kind of conversation but units coming out per year but more than twice that being demanded, I imagine on a statewide basis, you spoke to Clark County's vacancies alone. Statewide it's probably significantly higher, so from what I'm hearing, it's not a matter of capacity within higher education to produce those units of workers, it's incentivizing them to choose that as a path. Is that correct? For anybody.

Renee Davis stated yes, that's a huge part of it is incentivizing students and making them aware of that as a pathway. I mean of course we all have teachers and we all can figure that out on our own, but I think that students need a little more encouragement and information, and you're going to hear in a little bit from UNLV and they

have, I think, a really great program that they're going to present on that is looking to leverage all the things that are out there to increase enrollment in these pathways.

David Jensen stated he had one follow up comment. I think with these last legislatives, the historic infusion, one of the clear charges and we as a commission made the recommendation was increasing wages and I think I've shared this before, but there was a study done in 2022 that found that if you got a bachelor's degree in anything other than education, you made 22% more than in education. And so that in and of itself, I find to be disincentivizing to our youth, and along with several of other things which we've talked about. So with some of the increases that I know a lot of districts have provided historic increases, hopefully, we're closing that gap which can regenerate an interest, because there's an awful lot of very positive things that we can articulate as motivators to enter education and (indiscernible) is one of the biggest to have one of the best retirement systems in the nation that's available to our youth. I agree with Dr. Davis, we've got to do a better job of informing our youth of what's available and so I just want to give a commitment from NAS, we'll do anything we can to support that work.

Paul Johnson stated in addition to what David indicated, the other studies that are also reflective of why people may not be attracted to education were also conditions of employment, which there is a culture and climate survey, I think that needs to be integral of any performance framework that we develop that solicits that information from the people that are in the trenches. And I think it also is somewhat tied to the evaluation tool that we use that provides something that's more meaningful and relevant to all of the users, so it's all connected, and I think the current framework that we have in Renaissance Standardized Tests has put a lot of stress and anxiety on teachers in ways that I don't think were intended. So, all of this stuff is connected, a portion that is compensation, I would agree, but there is also conditions of employment that I think we need to improve in order to attract people into education as well.

Kenneth Varner gave a presentation. *(See "10.d Dr. Kenneth Varner UNLV CSF Presentation December 2023\_ADA.pdf" for details).*

David Jensen thanked him for the work around paraprofessionals. I know a lot of districts in the rurals were doing the same thing, because we see that as our pipeline, so I appreciate your program, and hopefully somehow with the virtual component as that becomes greater rurals can start to tap into that.

Kenneth Varner stated the good news is we're already doing this, and I'm going to track you down as soon as this is over. We're in Elko County, Esmeralda, Nye, Washoe, Carson City. We want to be in every district, and this is a really important component of this. The four year institutions are geographically bound. Reno Nevada State University and (indiscernible) Las Vegas, Great Basin is in Elko, that covers very little of the footprint of Nevada and for a lot of folks, we are just in Owyhee, we're partnering with them, if you're unfamiliar with Owyhee, it's on the Idaho border, it's several hours from Elko, it's not realistic to think that to become a teacher, you're either going to move out of the community, that's not a value that that community wants to see or drive two and a half hours each way to get courses. So by doing this, we've certainly helped Clark County quite a bit. There's volume there, but we've also made an impact in rural areas and the idea is -- I think of this like wheelchair ramps, they might have been intended for one audience but they benefit lots of folks, so we think about strollers, roller bladers, bicyclists. So initially we started in Clark County but what we're seeing is that it's really a statewide solution and rural areas. Part of our recommendation around attending to the funding issue, every teacher in a rural area, that everybody that becomes a licensed teacher has a significant impact on community and we've learned this throughout the state in each of the rural areas that we visit and it really is not hard for us to be able to work and get those folks done and I didn't mention we're able to do that in one academic year. So for example, folks that start in May with us are licensed teacher by the following May, so it's not only a pipeline solution, it's a very accelerated one with high teacher quality and teacher retention. So, I will be tracking you down pretty shortly after this.



Paul Johnson stated and not to be competing with a different school district, but yeah Owyhee is the most remote city in the lower 48 states, and actually qualifies as (indiscernible) have few so few people per square mile, so we certainly could use that, but a shout out UNLV. I do know people in our community who've received master's degrees in education through UNLV through a distance program. So, you guys currently are providing the services. I, as a class '89, I appreciate what you guys do.

Punam Mathur stated this is extraordinary. PPP, some new alphabets -- 479 is a pretty significant number when we look at total output or total. I don't know what it would be the equivalent of GDP for teachers, like out of our state. So I don't know what letters that would be. How big do you think it could be? How big can that go? What's the potential?

Kenneth Varner stated the potential is sort of limitless in a lot of ways, but it depends on a few things. So funding matters. This does come with cost, so that is a relevant consideration. where this started? So, in 2021, we started intentionally with only 36, so the numbers are a little bit deflated, because our first cohort, we don't ever want to do anything at a large scale where we can't see that it works and makes sense. So, we started very modestly with 36, 12 in special ed, 12 in elementary, 12 in early childhood, just to understand the parameters and then grew and grew and grew very rapidly. These numbers aren't reflected, we're going to take a midyear cohort, we had over 500 people apply and we're going to end up with around 250 to 275, that are going to, start in January and what we also did that I didn't bring up is for a lot of folks, this requires that they have their gen eds completed, but what happens if you don't? We've created a program called Rebel Start Academy that then deals with the same approach for the PPP, but for the gen eds, so within one year they can accelerate the completion of those. So we have another 135 starting in January who are somewhere between one to six gen ed short, half of them will be able to start in May and finish the following May with the teaching portion, because we're able to accelerate the completion of the gen eds. We hear the numbers around teacher vacancies, it's really hard to get an accurate number, there's probably a lot of reasons for that, but safely somewhere it's between 1500 to 2500 statewide, that's a lot and I think we have the capacity to do it. We're not going to -- obviously we don't want to obligate any other institution to do something different than that they want to do, but at UNLV we feel pretty comfortable (indiscernible) that this is in and that we could, there's interest and we have capacity and it's statewide, we call our program Nevada Forward for a reason which is that we can't only serve Clark County, that's really important, it's important to the state but so is every other inch of the footprint of this state, and so I'm not only going to be getting a hold of you, Member Jensen, but I also talked with Member Johnson, we're happy to go anywhere in the state that has a teacher who can get to a computer with internet, we can work with them.

Joyce Woodhouse stated she's pretty familiar with what you're doing at UNLV, this is phenomenal information, and it's been a lot of work to get there, so we do appreciate that, but I know we're having our December graduations, I've seen the list from Nevada State University of their, education students that are graduating. I know you have students graduating now. What kind of synergy is there going on with UNLV, Nevada State University, UNR, regarding teacher ed program?

Kenneth Varner stated yes, it's a lot of work. I used to have more hair two years ago, it's all falling out. We have very healthy relationships, we're a single system, we're sister institutions, I think that there's a lot of conversation and everyone is trying to figure out the unique ways in which their institutions can do the work that, that they can do. In terms of the formal opportunities, I think that that's probably better for NSHE to comment on terms of some of those partnerships, but we're in pretty open dialogue with folks and I think that the good news about this what I can say is, the Thanksgiving table here is really big and there's a lot of food on it, so even working at our maximum capacity, we couldn't service every need for every teacher shortage. Somebody made the comment about this vast size of the teacher shortage and even with the NSHE, outputs were short. I think that the good news about this is that there's tons of opportunities to collaborate and there isn't really a territorial issue in terms of we could all be working at capacity and probably still be short. I think things that are important to think about are issues of quality and what does that mean and how do we do that, how do we track our graduates in terms of the impact that they're making on student outcomes as well, that's really vitally important. NDE is also a good partner

in this and I think one of the things that we really need more of is the ability to have good data about our graduates in an accessible way, the data sharing is super vital to any of these partnerships and how each of the institutions is going to work. Even getting retention data is very difficult because of how it's tracked, and we could do single licensure look up but that's really cumbersome, and so if the ways in which all the NSHE institutions can better synergize with NDE and figure out how we can track our folks, becomes really important.

Punam Mathur stated Dr. Varner, the teacher shortage obviously is the center piece of what is challenging for the state. I remember seeing in a state board of education report during one of their meetings is that there's an even more intense shortage in lieu of social workers, in counselors, in all of the other professionals that in today's contemporary conditions must be at a campus. Are you aware of comparable efforts occurring to try to expedite people in those other key disciplines?

Kenneth Varner stated what we're doing with the youth apprenticeship becomes a fascinating model for how we can think about this, and without getting into too many of the details of the structures, we have a pathway to 60 credits for high schoolers, 42 of which are in the gen eds lane, 18 are within like the professional lane. So if you want to be a teacher for example, the way that we've structured this however is to be really workforce development oriented and have a lot of career exploration along the way, because it may start off of saying I have an interest in being a teacher and through that work figuring out that my lane really might be better suited to social work. What we don't want to do is invest a lot in a high school pathway that just so solely focuses on teaching that excludes developing the interest that students might have in something else, and so I think that that's a real interesting space to think about how we provide meaningful experiences that are in education but think helping students think about teaching adjacent professions that also catalyze on their interests without having them lose time. So, we're not investing in a heavy amount of pre-service teacher coursework necessarily, that's really the major part of this. What we're trying to do is structure an experience that gives them real world experience, paid opportunities to earn income, the chance to develop their skill sets and professional development, and the flexibility that if at the end of that they say I want to go into something slightly different, their pathway within any NSHE institution is equally favorable.

Grant Hanevold and Riley Caspersen gave a presentation. *(See "10.c Grant\_Hanevold\_PEF\_CSF12.15\_FINAL\_ADA.pdf" for details.)*

Paul Johnson stated he wants to reiterate the fact that this is really aligned with the additional requirements we have of SB 98. We're to take a look at the teacher pipeline and teacher and support staff compensation, so I think this information is great and I know David can speak as far as the paraprofessional program is that those folks, that's the Grow Your Own programs. Those are the folks are from the community who are going to stay there and that not only affects recruitment but also affects our retention. Those are the people most likely to stay in our community continuing teaching, so it's a great program. I appreciate the information you guys provided.

Nancy Bruner stated they mentioned diversity and so I often think about that in terms of racial ethnic diversity but can you speak to gender diversity and the breakdown between men and women in your program, please.

Grant Hanevold stated he doesn't have that data in front of him but they are not making the inroads on recruiting males in a way that we would like to. Right now, I know that our mentees are about 90:10 which is about representative of what most school districts are currently across the state, and we've struggled to bring in diverse males in particular. So that continues to be a hurdle, so, it's a great question and I haven't found a solution to how we can really dive in, because the pool we're generating from our, our educators, our current paraprofessionals and guest teachers and there's just not a lot of men in those positions to recruit from.

Yvette Williams, Aaron Krolikowski and Shannon Townsend gave a presentation. *(See "10.Aaron Krolikowski\_UWSN\_CSF\_12.15.23\_FINAL\_ADA.pdf" and "10.a Aaron Krolikowski\_UWSN\_NRPK!\_Program Flyer\_CSF\_12.15\_FINAL\_ADA.pdf" for details.)*

Nancy Brunes stated they mentioned two figures, you said 8,400 is the, I guess, the amount that you received per student and then the figure 12,000, so can you, unpack those costs, I guess, is that the cost of educating or putting a kid through Pre-K, or is the average in Clark County or national average?

Aaron Krolkowski stated the data is from a study that the Children's Cabinet conducted last year where they did a county by county analysis of the average cost per average cost per student, or per seat for preschool, and so there are comparative figures for center-based care as well as home-based care.

Sean Parker gave a presentation.

Nancy Brunes stated she appreciates what he said. I agree with it and I do think that the guiding principles that we adopted at the beginning of the meeting sort of do account for making room and not acknowledging your point to try to be nimble and account for us what we don't know, so thank you for that, because I think it just underscores the wisdom of the principles we approved this morning.

Paul Johnson stated he thinks she hit on something that has been going around the State of Nevada about the current core top skills that was presented by the World Economic Forum Future of Jobs 2023, and it identifies analytical thinking as the first one, creative thinking, resiliency, flexibility, and agility and identifies a number of items. AI actually is 15th on the list, AI and big data and then 16th on that list is Reading, Writing, and Mathematics. So, if we have a system that's measuring the 16th most important thing on this list of future jobs, we've got a flawed system, so I appreciate you bringing this up and I think we're aware of that and working toward that as well.

Ryan Woodward gave a presentation. *(See "10.b Ryan Woodward\_CSF12.15\_Slide Deck\_v2\_FINAL\_ADA.pdf" for details.)*

David Jensen stated he used the word no uniformity, and I was almost relieved to say we're not the only commission or organization dealing with no uniformity and so hopefully between your organization and ours, we can see some uniformity, because in the long run, it's going to provide more useful data for both you and for us. So good luck in your challenge and I know you wish the same for us.

Nancy Brunes stated he mentioned \$160 million. I've never heard that figure before, so thank you for that. Is that all WIOA funding?

Ryan Woodward stated yes. And that is all that comes in the state and that's going to be spread between multiple title departments, but that's the total number and then allocated through our strategic plan each title group will get their portion of those funds.

Nancy Brunes asked when he anticipates that there will be that sort of comprehensive report where we can see which counties are getting the funds and sort of which title program, when do you anticipate that being done?

Ryan Woodward stated he believes that the plan is due to the federal government before May. We're in the process of reviewing in our meetings now that plan and I think it's submitted every three years, and so we're submitting it currently where it should be done here in the next couple months.

Nancy Brunes stated it'd be great to get a copy of that report once you've approved it.

Punam Mathur stated this is amazing and I think there's this neighbor that I constantly refer to when we're having these kinds of conversations, so I think my neighbor would say that's great, this commission is working on getting it done for a kid and this system is working really hard to get it done for that same kid later. So from my

neighbor's standpoint, I'm investing it here. It's still the same human, and so is it working in a way that meets the needs of the human? So I'd be curious about the information you've got about the emerging needs, the workforce needs, because yes our customer, someone mentioned, is the student, but if Career and College Readiness is our destination, then it's going to have a lot to do with what's happening out there. So just run through how much of that is going to be part of what you'll be looking at?

Ryan Woodward stated he doesn't know that he could speak intelligently to that. In that the majority of the people that we're helping, it's pretty broad. This is for anybody who is looking to get any skill to get a job and to get a career, whether that's helping them enter into higher education or, whether it's training in any form to get a get a career or job that they need. I'll tell you a big focus that we've had over the last year is child care, recognizing the challenge that it is for, parents, especially women to be able to go to work with their children being at home or not having, adequate child care, that is a huge gap in our state that I wasn't aware of before being on this board, and so there's been a lot of progress made around that and providing funds to incent more child care organizations to open up, as well as for those who are existing to grow, so that we can help more women get the education they need and to be able to take care of their families. So, it's pretty broad what you're saying, and I wish I had better data today, but anybody who's looking for any skill after high school is really who we're trying to serve.

## **11. REVIEW OF DELIVERABLES NEEDED TO MEET THE PRESCRIBED DEADLINES**

*(Information, Discussion, and Possible Action)*

The Commission will review a detailed version of the timeline needed to meet the identified deliverables as well as develop a work plan that includes segregation of tasks focused on project clusters to ensure timely completion of deliverables.

- Guy Hobbs, Chair, Commission on School Funding

Chair Hobbs stated before we begin this part of it, I think this is an extremely important item for us. The thinking was after the last meeting that we needed to find a way to again organize all of the mandates that we've been given by SB 98 and AB 400 into relatable clusters, and some are prerequisites to other clusters that happen later, some are completely in independent items, and some are interrelated, some are not interrelated, and set down and took a stab at trying to get those organized. But as a reminder of a lot of the things that we've been tasked with doing, the first thing I would like to do is ask Beau to go through the slides that are up on your screen at this time to remind us of what some of those are and then I'm going to bring the discussion back to an attempt that I made to try to organize those into groups, that can then become working groups, that each of us take some kind of role or responsibility for as we move along and then we'll show the development of a workback schedule that we've framed out, but not yet fully populated to help us keep on track with all of that. So Beau, I'll let you go ahead and start and go through this part of it and then we'll pick it up from there.

Beau Bennett and Chair Hobbs gave a presentation. *(See "11. CSF Workback Assignments Schedule Meetings ADA.pdf" and "11.a CSF Deliverables-Dec-Updated ADA.pdf 11.b Task Segregation-New Slides\_ADA.pdf" for details.)*

Chair Hobbs stated now we'll need a master copy of this and my suggestion is that the control copy of the workback schedule be maintained through NDE since we have delivered this skeletal workback schedule to them, and that way, if they're holding the workback schedules for all of the combined tasks that we're doing, any of us can go in and see at any time what the progress is in any other area that we may have an interest in as well. So all of it should feed into that. We set our meeting schedule earlier today in our meeting. That should be populated now into the workback schedule for example. So that's a lot and again, it's not normally what I would do to a group of people like this to think that I can give assignments out to people. Give your thoughts about the approach at this point, because the clock is we have 11 months basically. And I think again a couple of these things can be delivered by May-June timeframe, not the Performance Accounting and Reporting part of it, but perhaps some of those under the miscellaneous category and the optimal funding and the Pupil-Centered Funding Plan, if those are delivered in the May-June timeframe, everybody involved with those can redeploy to the

Performance Accountability and Reporting, tasks and just focus solely on those between, June, July, August, September, October as we then hope to develop the report in October for a November delivery.

Paul Johnson stated that that would not preclude other members from either visiting or working with any of the other groups that's just kind of how you temporarily envisioned it, so we're not restricted from participating in any of the other things if possible, and then the other one.

Chair Hobbs stated there would always be a quorum issue that the lead would need to be mindful of and we've had this happen before where you're put in a position of you're not necessarily allowed to include somebody on the working group where it would be a quorum of this commission, but hopefully we're developing, through the workback schedule, an understanding of progress being made in each of those areas and conversations can certainly be had about progress and look I wouldn't be shy about reaching out to Jason or to Mark about something that's in the optimal funding area, even though their names aren't there, but if I had a question that was specific to how it may impact a larger school district for example, I'm not going to be shy about talking to the people who I think have the most expertise in that area. Now the other part of this is these working group designations don't preclude -- not to presuppose where your question was going Paul, but they don't preclude you from availing yourself of any of the type of expertise we've seen over the last three meetings. The communities and schools folks, they may have some input on this that could be helpful in a certain area, not at all, it's just a matter of coordinating the gathering of, of data and suggestions for consideration by the full commission.

Nancy Brunes stated it looks like two of your subcommittees kind of overlap with the working group that Paul is currently heading up. And so, do you envision a sort of maybe stopping meeting as that working group and folding into these new ones or how do you envision the overlay of sort of current working groups with the new ones you're proposing?

Chair Hobbs stated he would think that the working group that's done all of that work up to this point can fold into the new working groups. That's my thought. Now if you have a different thought about it, please tell me, but I think what the working group has done up to this point has provided a good foundation for the new working groups to take over. If Paul is saying yes, then it must be okay.

Mark Mathers asked if we want to be on a committee that we're not on, would we just reach out to the coordinator or lead?

Chair Hobbs stated well, yeah, I mean, first we're not going to call them committees, because that infers some formality, that doesn't exist as working groups.

Joyce Woodhouse stated they'll need a motion to approve the workback plan, as identified by Chair Hobbs.

**Paul Johnson made a motion to approve the workback plan. Punam Mathur seconded. Motion carried.**

Chair Hobbs thanked them for the indulgence on that, and thinks he did a horrible job of explaining it, but hopefully, when you see it in front of you, it makes a little bit more sense and particularly as it relates, just before we leave that item completely, as it relates to the linkage between the deliverables in each one of those areas and the need for subject matter expertise. Let me emphasize how important it is to communicate any additional need for subject matter expertise to NDE. NDE has done a great job working with the State Procurement Department. it would have been more ideal had we been able to work through some of these things and have already engaged some of the subject matter experts, but we've run into some approaches that we had to change a little bit, for example, again using the optimal funding area, I think we could have finished that work by now had we been able to effectively engage those who had previously done the work anyway. That not being the case, getting these RFPs out and turned around and turned into actual engagements as quickly as possible is in all of our best interests and so the goal is to get the RFPs on the street, immediately after the holidays. So, any feedback that any of us

have to NDE about particular areas of expertise that are needed is something that would be very helpful.

## **12. DISCUSSION OF THE FUNDING ALLOCATED FOR THE COMMISSION TO MEET ITS DELIVERABLES** *(Information and Discussion)*

The Commission will receive a presentation on the status of the funds allocated pursuant to Assembly Bill 400 and Senate Bill 98 during the 2023 Legislative Session.

- James Kirkpatrick, State Education Fund Manager, NDE

Chair Hobbs stated this came up a meeting or two ago with regard to the funding that we have available to us and how that funding might be allocated, and let me say before James puts up the little chart that we're going to look at or Megan, I'm not sure who's speaking to it, that the determination about how the funding would be more discreetly allocated will be a function of getting the RFPs out and actually negotiating the agreements based on the scope of service that we have. So, these are really more for illustration at this time than anything else.

James Kirkpatrick gave a presentation. *(See "12. CSF Contracts ADA.pdf" for details.)*

## **13. FUTURE AGENDA ITEMS** *(Information and Discussion)*

[Break in audio] Chair Hobbs stated there may be some others. I was talking with Dusty a bit earlier with respect to whether or not there are any community partners or community education partners that we have in the rural areas as well and making sure that they have the same opportunity. I know that you all have reached out to them, but we can do that again. So we may have a continuing item with presentations from community partners, a flexible agenda. I think we should always have that anyway, doesn't do any harm, and then clearly we're going to have, updates from each of the working groups, given that the next meeting isn't until January 26th, that should provide adequate time for some progress to be made in terms of identifying what all the deliverables are maybe sketching out the approach, hopefully some linkages with, subject matter expert requirements and those sorts of things. Hopefully by that point in time, we're out with as many of these RFPs as possible, but I think those reports will form up the, the heart and soul of our agendas going forward and through the extent that we can start knocking off that list by discharging any of those tasks, better off we are right, because then everybody could again re-focus on the major tasks ahead of us. Have I left anything out of future agenda items?

Punam Mathur stated just a clarification in terms of the how it'll get done. We've got this small but also mighty team that's is there for us at NDE and I just want to make sure that we're not overwhelming them and so should we wait to be contacted by someone from NDE who will then be our person on this or do I call whoever have a (indiscernible) .

Chair Hobbs stated hat's a great question and instead of me answering how it is, I think they should allow NDE to answer how it should be from their end.

Megan Peterson stated based on the adopted schedule of work groups, we'll go ahead and reach out to each of the leads that were identified and we'll set up some time, so that way we can coordinate on schedules in workflow and that way we can go ahead and move forward with work from there. So please look forward to an email from James, Beau, and myself in the next few days.

Chair Hobbs stated just to clarify one other thing from a procedural standpoint, you contact the lead and for the time being, Megan, as far as the small school capital and the optimal funding, you don't have to include me, because we've had ongoing conversations about those, so you can focus on the other areas. If the lead has communication with NDE and it's determined that there's a certain approach that you're going to take, the lead is able to communicate with those other identified members directly, since these are just working groups.

Megan Peterson stated yes, that's correct.

Punam Mathur stated just so we and as leads and coordinators, we should lead and coordinate ourselves and so that is not now NDE's role, because this working group (indiscernible) not formal committees here, which I think important, because we need them healthy and they're to dropping (indiscernible) there's an amazing amount that they are taking on and I think this is a really the only way to skin this gap, I don't know how else we stand any shot of getting meaningful stuff ready 11 months from now. That's great.

Chair Hobbs stated when I left the last meeting and I thought I want to go let my truck back up over me, that was kind of feeling. I thought again, some of these we could probably knock off rather quickly. And then again just focus on, hopefully, that turns out to be an accurate assumption, but that was part of the thinking.

Nancy Brunes stated with the working group, we were (indiscernible) Paul was coordinating but we did have an NDE team member with us and so we should follow the same model where we are responsible for coordinating, but we will always include an NDE team member should they be able to attend.

Chair Hobbs stated he believes that would be the approach going forward, but as the lead contacts NDE, they can work out who that will be and how that will be (indiscernible).

#### **14. PUBLIC COMMENT #2**

Jessica Barlow Daniels gave a public comment.

(AUDIO ENDS ABRUPTLY)

#### **15. ADJOURNMENT**