

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

<b>Office</b>	<b>Address</b>	<b>City</b>	<b>Meeting</b>
Department of Education	2080 E. Flamingo	Las Vegas	Board Room
Department of Education	700 E. Fifth St.	Carson	Board Room
Department of Education	Virtual	Virtual	YouTube

**TRANSCRIPT MINUTES OF THE COMMISSION MEETING**

**COMMISSION MEMBERS PRESENT**

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

**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**

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

**Joseph Baggs:** We're up and running live.

**Chair Hobbs:** Thanks very much, Joseph. Good morning. It's 9 o'clock and we're calling the December 15th Meeting of the Nevada Commission on School Funding to order. Like to welcome our audience joining in person as well as by live stream on the Nevada Department of Education website and I'd like to welcome the audi -- the audience joining us in person today. Uh, we appreciate having all of you here, uh, along with those watching via the Nevada Department of Education's YouTube channel. Uh, to begin things, will the Secretary please call roll?

**Joseph Baggs:** Uh, good morning. Guy Hobbs, Chair?

**Chair Hobbs:** Present.

**Joseph Baggs:** Thank you. Member Woodhouse?

**Joyce Woodhouse:** Here.

**Joseph Baggs:** Member Mathur?

**Punam Mathur:** Present.

**Joseph Baggs:** Member Brunes?

**Nancy Brunes:** Present. Driving in to join physically.

**Joseph Baggs:** Drive safe. Member McIntosh?

**Jim McIntosh:** Present.

**Joseph Baggs:** Member Jensen?

**David Jensen:** Present.

**Joseph Baggs:** Member Casey?

**Dusty Casey:** Here.

**Joseph Baggs:** Member Mathers?

**Mark Mathers:** Here.

**Joseph Baggs:** Member Rodriguez?

**Kyle Rodriguez:** Here.

**Joseph Baggs:** Member Johnson?

**Paul Johnson:** Present.

**Joseph Baggs:** Member Goudie?

**Jason Goudie:** Here.

**Joseph Baggs:** Chair Hobbs, you have a quorum.

**Chair Hobbs:** Well, thank you very much for that. I, I see, uh, you mix things up a little bit today and didn't go in alphabetical order. I think that threw everybody a little bit, but it's good, good start. I'd also like to note for the record that we're joined by Deputy Attorney General Greg Ott, uh, good to have Greg with us in case we have questions as we often times do. We'll start with a few normal housekeeping items. The Commission on School Funding is holding a meeting with members in the Las Vegas Boardroom with public comments in Carson City as well as here in Las Vegas. As always, we'll be listening to public comment on agenda items at the beginning of the meeting and we'll have a second period of public comment for any item under the commission's jurisdiction at the end of the meeting. Members of the public who attend in person and would like to provide public comment -- comment must fill out a comment card and provide it to the secretary. To provide public comment or testimony telephonically, dial area code (312) 584-2401.

When prompted, provide meeting ID 190 423 98 and then press pound. When prompted for a participant ID, press pound. Alternatively members of the public may submit public comments in writing by email to NVCSF@doe.nv.gov to be read into the record. Public comment will be accepted by email before and during public comment for the duration of the meeting and shared with the commission. Members of the public must indicate in the email subject line if the public comment is for public comment period number one or two. Well, commission members may be using their computers or other devices to view comments and other documents during the meeting. Uh, please note that this is not a sign of disrespect. Remember to, uh, silence your electronic devices.

When you're not speaking, please mute your microphone and unmute when you're ready to speak and remember to state your name prior to speaking. Please remember also that you're on camera and the meeting is being live streamed. As, as always unless otherwise, um, prompted by a presenter, please hold the questions until the end of any presentation, at which time, uh, there'll be plenty of time for questions and discussion. So, uh, with all of that, the next item on our agenda, agenda item number 2 is public comment period number one. Uh, Joseph will turn to you and Carson City first to see if there's any public comment to be provided in person.

**Joseph Baggs:** Certainly, Chair Hobbs. We have one member of the public, Ms. Sarah Adler.

**Chair Hobbs:** Very good. Thank you. Uh, please proceed Sarah.

**Sarah Adler:** Good morning, Chair Hobbs and members of the commission. Good morning to the NDE staff here. I, I'm just going to start as I always do. I'm very proud that Megan Peterson is my former student and she was this capable in 10th grade, so you are in great hands here, um, but again I am Sarah Adler, I am proud to be a consultant to a group of five small independent charter -- public charter schools in Washoe County and Carson City. Um, I've also been a high school English teacher, a middle school dean, and a district grants administrator. I and the schools that I work with have been following your work carefully for -- since your inception and we want to start by thanking you all for your, uh, depth of commitment to the students of Nevada. I want to say, um, I've had the opportunity over the last week to, uh, view the State Board of Education meeting as well as the Interim Finance Committee meeting, and as you know, there is a great deal of complexity in all of your work and a great deal of overlap.

Uh, there was a lot of expression at, uh, -- and Senator Woodhouse, uh, did a super job with the State Board of Education on your behalf. There was a lot of expression about the desire to work together and synergistically and representing folks who are educators, we really think that that would be a great idea. There has also been

expression on both of your parts of a desire to as you create these authentic measures of accountability to pair away the deadwood, uh, reporting that has piled up over the years, and as someone who spent some time, uh, in the legislative building, I can assure you there are those of us who are around to assist in moving that ball forward, um, and, uh, the schools that I represent really ask that you make part of your scopes of work and your proceedings identifying those, um, current, let's just call them reporting measures that do not add value to authentic systems of accountability.

Uh, the other, um, point that we would like to know, just to remind you while we'll, we'll go to the key point, our schools, they are small independent charter schools and a challenge they face right now is because of their small end size in certain demographics, they cannot even -- they have no access to some of the points in the current Nevada School Performance Framework. So this framework is as you all have come to understand a blunt instrument and we are hopeful that as you move forward in your work, you will recognize the intent of the accountability in AB 400 is to work at the school level and, uh, there are schools right now that are not, uh, able to access, um, credit for their performance. Um, to that point, our schools really suggest that what exists today as called the School Performance Plan or it becomes the School Improvement Plan once you -- once, um, you're failing in certain accountability measures that that be the focus of measurement, because that already allows schools to establish goals that are appropriate to them and reports tying the resources they receive to those goals and it measures progress against those goals, uh, over time. Uh, I, the last point I'll make is that our schools just like you have heard from NAS, just like you have heard from the Unions, the first investment that had to be made was in human capital, uh, to increase salaries for educators and support people the whole ecosystem to retain -- to attract and retain [interposing].

**Joseph Baggs:** Madam Adler, that is your time.

**Sarah Adler:** That's it. Okay, thank you. I'll, I'll wind it up there. Thank you so much for your work.

**Joseph Baggs:** Thank you.

**Chair Hobbs:** Thank you very much for your comments. Uh, Joseph, anyone else in Carson City?

**Joseph Baggs:** No, sir. We have no further comments from the public at this time.

**Chair Hobbs:** Then, I'll certainly make the same invitation down here in Las Vegas for anyone that wishes to make public comment during public comment period number one. And we don't see any. We have a number of people here, uh, that will be making presentations under another agenda item, so we look forward to hearing from you at that time. Joseph back to you to see if we have any, uh, um, comments provided telephonically or by email.

**Joseph Baggs:** And Chair Hobbs, we have no other written or email comments at this time.

**Chair Hobbs:** Okay, thank you very much. Yeah, I'm not sure who has an open microphone someplace. That may be, um -- that may be member Bruner on way here and I don't hear any --

**Nancy Bruner:** No, I do not have the microphone.

**Chair Hobbs:** Okay. Alright. Well, we'll just move along. We'll close public comment period number one. Item, item number three is approval of flexible agenda. Uh, as you all are aware, we're having this item placed on each agenda to allow us to move agenda items around, uh, 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:** Chair Hobbs, this is member Mathur. I move for approval of the flexible agenda.

**Chair Hobbs:** Motion for approval. Second?

**Unidentified Speaker:** I'll second.

**Chair Hobbs:** All those in favor?

**Group:** Aye.

**Chair Hobbs:** Opposed?

**Unidentified Speaker:** Aye.

**Chair Hobbs:** Thank you very much. Next item up, approval of the minutes from the September 28th and October 20th, and we -- and believe we have November 9th as well. So we have all three sets of those minutes, uh, available for approval at this time. Is there a motion for approval?

**Punam Mathur:** I'll move, Member Mathur.

**Chair Hobbs:** Motion for approval from Member Mathur.

**Joyce Woodhouse:** I'll second the motion.

**Chair Hobbs:** Second from Vice Chair Woodhouse. All those in favor.

**Group:** Aye.

**Chair Hobbs:** Opposed? Now, the minutes are -- for all three of those dates are adopted. Uh, next item on the agenda is item number five, Nevada Department of Education Update and we'll introduce Deputy Superintendent Megan Peterson to give us, um, the update from Nevada Department of Education.

**Megan Peterson:** Good morning. Deputy Superintendent Megan Peterson for the record. I'm going to keep it brief today for the sake of my voice, um, and for the sake that I might sound like a broken record at this point, but our, our life has realistically just been focusing on contracts. Um, so we do have one contract that has gone out to RFP. Um, this was for the, 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. Um, 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, um, the request for a proposal for an economist to support the work as well as, um, the update for the Nevada Cost of Education Index as requested at a previous meeting. Um, 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:** Well, thank you very much, uh, Megan. Um, this is a, this is a critical item for all of us that any subject matter, uh, expert support that we need, uh, we get that available to us as soon as humanly possible. Now of course on today's agenda, uh, we'll be speaking a little bit later about, oh, 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, uh, into sensible groupings, uh, and there may be some discussion during that item, uh, with respect to, uh, 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, but I won't, um, 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, um, through November at this point. Do we have an overhead on that with the suggested meeting schedule?

**Megan Peterson:** I, just to clarify, are you asking for it to be presented on the screen?

**Chair Hobbs:** Yes.

**Megan Peterson:** Yes, give us just one moment.

**Chair Hobbs:** Thank you. Yeah, over -- overhead shows little age um, on the blackboard.

**Megan Peterson:** Okay. That should be showing on your screen now.

**Chair Hobbs:** Okay. Uh, 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:** They are currently all identified for a Friday.

**Chair Hobbs:** Okay. So we'll open this up for discussion, and yes, we did just change one to January 26th, uh, 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, uh, as we try to close out certain deliverables, but those can't be anticipated at this point. Any comments?

**Nancy Brunes:** Chair Hobbs, this is member [ph] Brunes. Um, 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, um, it would be helpful to just reserve those now and knowing that we could potentially, you know, release them.

**Chair Hobbs:** That's a very, uh, very good point. Um, I think as we move into agenda item number 11 and begin to look at some of the initial, uh, 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, uh, if we could defer that until we get into agenda item number 11 and that again that may, may help us determine when the crunch periods are coming.

**Nancy Brunes:** Makes sense. Thank you.

**Chair Hobbs:** Thank you very much.

**David Jensen:** Sir.

**Chair Hobbs:** Yes, please.

**David Jensen:** With that, I'd move to accept the proposed agenda as presented.

**Dusty Casey:** And I will second.

**Chair Hobbs:** We have a motion and a second. Any other discussion? If there isn't any, signify your support by saying aye.

**Group:** Aye.

**Chair Hobbs:** Opposed?

**Unidentified Speaker:** Aye.

**Chair Hobbs:** Thank you very much. Yeah, anytime I see on an agenda the setting of any meetings, that's the one, that's the item that frightens me the most, because I can see everybody pulling out their, their phones and their calendars and, and, you know, three hours later, we don't, we can't figure it out, but that was amazing. So, so thank you everybody. Uh, agenda, agenda item number seven, Working Group Report. Paul, are you going to go, go down there?

**Paul Johnson:** Yeah, yeah.

**Chair Hobbs:** And you're going to provide an update on the Information Gathering Project that the working group has been working on, and while Paul is doing that, I want to thank everybody who's participated on that working group. Uh, you guys have, uh, really accomplished quite a bit in a very short amount of time. Uh, no pressure on Paul, but he's going to show how much has been accomplished.

**Paul Johnson:** Well, thank you Chairman Hobbs, um, and members of the committee, uh, for indulging me for just a moment and thanks for my committee members, uh, for their participation in, in this. Um, what we have done is take a look at the accountability measures and I want to kind of share some of the brainstorming that we did in the last session. So, uh, what we took a look at was, um, aligning of the performance measures, so in education you heard a lot about alignment, so what we wanted to do was that, see what it is that is available and try and, and put things into, uh, comparable buckets, so that we could see, um, what we have and, and what categories they belong to, um, and, and of course aligning, when I think of aligning, being in accounting, I think of spreadsheets, so that's why you have, um, a very large spreadsheet, that's much easier to see than on your computer screen and I will cover that here in a little bit, but we covered the Performance Framework, Nevada Report Card, Acing Accountability, Commission on School Funding and Nevada Revised Statutes and then we tried to put those together to figure out what's in common and what's, what's different.

And then, uh, in addition to that, um, we also have heard about the need to streamline which we had talked about too and after the series of years that we've had since 1967 and the Nevada plan started, there have, have been statutes that have been created as a result of, um, you know things going on in education over that period of time. Some have been repealed, some have not. So those -- some of those things will have to be removed or consolidated into you know one framework instead of multiple frameworks or bits and pieces like the chewing gum graph that I've showed you guys before. And then I think that -- lastly on that one, I think it's important for us to have a third party review, an independent, uh, credible, um, entity to come in and provide their recommendations to us, so that it's not, um, recommendations that may be perceived as self-serving or coming only from education that this is a broad group of stakeholders that are bringing information, uh, with general consensus.

So what I wanted to start with was to ground us, our group and the discussion that we're talking about, about the Commission on School Funding's definition of optimal that we approved back in, uh, 2021, um, and so that is right here basically, and it's, it's been, um, abbreviated somewhat in order to fit on the slide, but optimal funding as we defined it was funding that will enable Nevada school districts, schools and districts to produce exemplary student performance on par with the nation's best. So when we say on par with the nation's best, that implies a comparison. So there should be external data in addition to internal data, so that we can provide a comparison of how we rank compared to the nation's best, so that's an indication that it's not only internal factors that we're going to be taking a look at. And then the other piece of that is whatever it is that we come up with has to be aligned with the, um, state framework, and what's important that we in the, in the state think it's important with respect to education, now we do that currently but not a lot of the information is reflected in the current performance framework, so we have a State Improvement Plan, we have District Improvement Plans and we have School Improvement Plans.

All of those are approved and aligned on an evidence-based, um, information, but how well we're doing and the information that's contained in those improvement plans are not reflected in the scoring criteria or performance criteria and you heard a little bit about that on the public commentary by Sarah Adler as well. So those are components that probably should be integral to any, any performance measure, because those are the things that we're saying we're going to do to improve at every level. So this is simply, uh, the to-do list that we have as the commission and the section that's not great out is basically the areas that we're taking a look at from the Commission on School Funding's perspective, for public education accountability measures, we're going to look at academic achievement, literacy, staffing, meeting expectation of students, parents and guardians, teachers and administrators and transparency. Now interesting, those are not the same categories that are in our existing Nevada School Performance Framework nor they are all the same categories that are in the volumes of statutes that we're currently doing, so you can see that there is a, a spread kind of a shotgun, uh, of information instead of, um, more of a, a targeted approach currently.

So when I was taking a look at this, um, the analogy that I, I used was we're, we're basically assembling a puzzle and we have a bunch of pieces and basically we're going to be taking this box of puzzle pieces, shaking them out, and then we're going to be putting them together, so that we can put together what we consider our, our portrait of a learner, which is the phrase that has been currently being used, and what is that portrait of a learner going to take a look like and how are we going to measure that with the bits and pieces that we currently have, what pieces stay, what pieces go. So we took a look at the performance framework, which you guys have seen as before, uh, the, the, the dashboard is to have measures for academic achievement, growth, English language proficiency, closing opportunity and student engagement. At the high school level, it's a little bit different but the same concept. Um, this is what the Nevada Report Card looks like. So if you go online, I know it's a little here, uh, but you can go onto Nevada Report Card, just Google search that and you'll be able to find these dashboards for any school in the State of Nevada.

This has tons of information, um, and I'm not sure how, um, aware that the public is and people outside of education are aware that this information really exists. So the concept is to make sure this is more visible and on a, a document that's used by all groups of stakes -- stakeholders and it's one common set and not a bunch of different things that people pick and use this document for or a different document, we want to have one comprehensive document. We want to include all of the measures that are currently being looked at through the aging accountability which is, um, the Nevada Department of Education Executive Branch has been working on. So now we have different pieces right now that have slightly different focuses, but also very similar focuses as well. And then we also want to take into consideration the schools and the superintendents who have, uh, their invest proposal that they've been bringing up for. I don't know. How many, how many years now, David, do you know? 18 years and that is a collection of the 17 school district superintendents, they get together representing their individual school districts and schools to identify what they feel is the most important and



urgent pressing things at the time in education and that information gets presented to the legislature, um, every, every biennium, and that information has similarities and dissimilarities.

So what I, what I attempted to do and that's the reason why I provided the, um, this, these -- even though it's a large piece of paper, the type is very small still, because in accounting, that's, that's just the way we roll, quite, quite honestly. And the, the information is the same, the presentation is simply different, but, um, I think it was, uh, -- it was, um, more powerful to see it on a larger sheet than in bits and pieces on the screen that I have here. So I'm actually going to go from this information instead of from my screen, um, because it's a little bit easier to see. So on the first one, um, it has, the first one we're going to take a look at shows the definition that we have for, for optimal and I'm going to go to -- just so we can also see it on here. There's just, this information right here is simply the definition of optimal that we've already covered. Below that are the different rating systems, there's 50 -- 51, uh, School Improvement Plan formats for the 51 school district jurisdictions. Um, they all have different rating systems whether it's a star or a point or an index, some have letter grades, some simply have the description of the federal tiers of support and others have descriptions of, of proficiency. Um, and then over to - - a little bit over to the right of that, there's the Nevada Academic Standards.

Now I've included this information to show that there are different ways for us to measure performance and, and describe performance, so that just because we have a star rating, it doesn't mean we need to keep a star rating and that there are other options and we could learn from other states, if those are -- if they are better, um, but I think we'll probably have somebody else, and I'm hoping that the conclusion will be we'll have somebody better who will be able to fine-tune this and bring this to us, um, for us to consider, but on the, uh, the square that has the aca -- Nevada Academic Standards, you'll notice that there's three that are highlighted, there's nine in the box, there's only three that are highlighted. Those are the three that are currently measured and, you know, that which get -- gets measured gets done. So what would happen for me if, if I were in business and there were three areas of focus where all my resources going to go and what's going to get neglected.

So I think, I think we not intentionally have kind of pigeon hold our resources, but we did it through the fact that we're measuring these things and saying they're basically more important than the others. So I think that's kind of a, a flaw in the way that we have designed that and if we have academic standards, they all should be measured and they all should be included and they all should be equally important. Otherwise, why are we, why are we doing them if they're less important? So and that's why I think the term holistic has come in. We, we need to come up with something that's more meaningful and holistic and not something that is, um, I think a little bit shallow in my opinion as far as measures. So when I went through that process, we have the first section that I have here was the, the information that's in the Nevada School Performance Framework and these are the categories up here that have academic achievement, growth, graduation rates, English proficiency, closing opportunity gaps and student engagement.

Those are the pieces that are within the existing school performance framework. I have other categories over here that were not in the performance framework, but are in other templates or, or statutes. We have staff recruiting and retention, which was one of the top priorities in the NAS, um, invest proposal, we have culture and climate, transparency, which is part of the Commission on School Funding's, uh, charge, innovation which is part of the, um, the executive branches, acing accountability, family engagement. We have information with respect to facilities, which was not incorporated in there and may be something that is separate and we also have financial measures and the financial measures somewhat work independent right now of the other information. As you go down below, here's what we have in SB 98 that school -- the Commission on School Funding is supposed to be working on. So we have things that are called academic achievement as well, but they're not -- they may not be, um, reflected as academic achievement in the existing school performance framework, so there -- these categories might need to move into, these descriptions may have to be moved into different categories.

For example, um, the, uh, on line 33, there it says the number of credential certification in, um, fields of CTE earned that could be considered closing opportunity gaps in College and Career Ready in the Nevada School Performance Framework. Um, there currently is nothing that we have really in ours that, that aligns with, uh, growth and graduation rates, uh, or currently nothing described as closing opportunity gaps, but if you move over, we do have things in staff recruiting retention and we also have meeting expectations, so those are some -- so if you were to take a look at a Venn diagram, everything that is in the colored areas here would be with -- within this the Venn diagram and the things that are outside of those colored areas would be outside of the Venn diagram. So we do have some overlap, but we have other stuff that is not and the goal is to get them both in one bubble instead of having two concentric bubbles that either overlap or disconnect.

Um, we also have the aging accountability information which at this point are descriptions, but they have categories that are, uh, synonymous with what is in the, um, Nevada School Performance Framework, but they also have information that is different and the same thing can be said with statutes. So we have some information of statutes that identify that we have to have, um, minimum instructional expenditures, uh, and we have other information with reports that have a ton of other information, report of -- pupil teacher variance reports, uh, development of plan by district to reduce pupil teacher ratios and, and a bunch of other information. So I think the intention is to, um, have all of this stuff instead of it being different places and different location to have it be one report without different names, but having everything considered in one category, one central place maybe in statutes as well, so that we have a, a comprehensive centralized set of reports data and information that legislators use, that the executive branch use, that parents can use, we may not use all of it, but that's, that's the source of information that you that, you go to and I think that's the intention, uh, and this is just the information that we have, um, and I think having somebody from outside of Nevada who is an authority and expert in education, bring in best practices and those information, those bits and pieces of data information that are, are most relevant, uh, and effective in measuring and identifying how we are doing as, as entities of the school districts and schools in Nevada is kind of something that, um, is, is essential, because it provides us credibility, uh, it lends itself to, um, external resources, um, taking a look at broader measures from across the United States instead of just central to Nevada, but of course we have our own Nevada specific information as well.

Um, one of the things that I noticed when I went through this and I have the collapsed version was if you, if you take a look at these, you can see that there's data in some columns and there's no data in other columns. Now I don't know if that's right or wrong, but it seems to me if there's a column and there's no data that there's one of two things, either we don't need the column or we've neglected some data, but this is something that somebody else with more time or professional could dedicate time and information on this could take a look at this and see what's important. Also if we only have one data point in a column, is that important, uh, or should it be in a different column or should that column go away, but this will also get us to take a look at the information that we currently have and identify whether or not that's something that stays in or goes out, maybe it's located in a different area of statute or maybe it's not included as part of the statutes, but I, I think one of the frustrating things and I'll just speak for me personally, I'm not going to speak for any of the other school districts is really frustrating to prepare volumes of information and I know there's some of it that's not even read, but I have to do it because if I don't, I get a statute violation and that's disclosed on my financial statements and I have to write a plan of corrective action to explain why I'm not going to violate that statute anymore. I can't say that it's a stupid statute and I disagree with it, so I'm not going to do it, um, no that there are any stupid statutes.

**Chair Hobbs:** By the way, you just, uh, you just said it.

**Paul Johnson:** I would say that they made sense at a time, but they may not make sense anymore. What happened in 1967 when the Nevada Plan was created doesn't make sense just like the Nevada Plan no longer made any more sense, um, but we need to identify what that is and streamline it, so we have a more, more

focused comprehensive approach that we are basing our decisions on both in terms of improvement and in terms of funding. So I think that's it, uh, Chair Hobbs. Do you have any questions?

**Chair Hobbs:** Questions, comments from members of the commission? So Paul, the, the second, easy to read spreadsheet, so basically you've taken all of these and collapsed them into this. Right? And --

**Paul Johnson:** Yeah, that's correct.

**Chair Hobbs:** And this would be then best described as an inventory of existing data points that we have or existing plus those that are required by SB 98 or?

**Paul Johnson:** Chairman Hobbs, it's, it's, uh, a combination of the things that we have in statute, the things that we have in the school performance framework, which is a, uh, derivative of the federal as a regulations. Um, the information that was expressed (Indiscernible) the acing accountability, um, and all of those (Indiscernible) on school funding SB 98 information that, that we've -- 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, uh, 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, uh, and, 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, I don't know how well known they are or used. Um, I can only tell you that in our school district, we really don't even use them. Um, 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:** It's a, it's a great summary, uh, if it certainly, 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, the prerequisite work for a couple of the areas that we've identified as tasks and, and you know, 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 how -- 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, 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:** Yes, Chairman Hobbs. Um, yeah, I, 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. I, that I don't know, but, you know, and, and I, 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. I have a ladybug that keeps climbing all over me right here. So I don't know if that's good or bad. I and I -- I don't know how to get rid of it, because it keeps coming back to me. I -- okay.

**Chair Hobbs:** Well handled, Paul.

**Paul Johnson:** Yeah, so I don't even, at this point, know if I answered your question.

**Chair Hobbs:** No, no. No, you did. I mean there's, there's sometimes, you know, 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 you know 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:** Well, there -- I think that's a good point, and in taking a look at this school performance framework is a result of federal, uh, 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, 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, in taking a look at all 51 of the different performance frameworks, uh, some strictly meet the minimum guidelines but some have a lot more information in it. Um, you know, but many of them simply comply with the -- 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, uh, included physical education and arts in other areas that we -- that our system does not include, but we really need to have, you know, somebody who has a, 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, um, 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:** Well, thank you very much. I think you answered my 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. You know, I think it gets, I think it, part of it gets to the point but, you know, 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 know, you have some empty cells here, right, 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. Right? I mean it needs to be something that is contributory to the toward -- 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. Right? So I think all of that is pretty fair game. Please.

**Punam Mathur:** Thank you Chair Hobbs. For the record, Member Mathur, and I just want to pre-warn that I've broken every piece of NDE equipment that I've touched today, so if at some point, you can't hear me, it's because I'm that good at it. Um, thank you, my gosh, I didn't even know a printer that will print paper this size, so the fact that you've got information and willingness to fill paper this size, um, so thank you to the working group and I know that you are triple timing on the working group. Um, couple, a couple of thoughts just to consider, I don't know what else to do, but just offer them to you. 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, um, 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, um, 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.

Um, so I've been trying to, I just glaze over, I become a little doll with the googly eyes at some point and trying to stay abreast of any of it. 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, um, 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, as a group and I don't know why it's us and not the State Board of Education or I, 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 Denis and Joyce Woodhouse -- 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, the second part of it in terms of the fiscal policy, the modernization required for fiscal policy. This is the third ring, um, or the third, 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, now what can we -- 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, uh, 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.

And so none -- we can refine these all day long and my neighbor is still going to read the headline that says you suck, um, and we will -- so I, 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 biennium, 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 put us, um, -- is going to tie one arm behind our back as we make a case for increased funding.

So something -- I've been losing sleep over this one, I will tell you, because there's, it's -- and I've heard the State Board of Education and I've heard the, the discussions and the confusions about, you know, who should own it and I don't know who should own it, I don't know what those philosophical questions are, um, 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, so the end.

**Chair Hobbs:** Let me just, uh, jump in for a moment here. Um, I think the comments, those are great comments, and I think you're saying a lot of things that have been on our minds over the last, uh, several weeks. Um, Megan and Greg Ott, I believe that we have actually migrated into agenda item number eight. Uh, 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:** Megan Peterson, thank you for that clarification, Chair.

**Greg Ott:** I'm good with that as well, Chair.

**Chair Hobbs:** Thank you.

**Paul Johnson:** Yeah. Thanks, uh, Chairman Hobbs. I appreciate that and I appreciate the information. I think, you know, when we were talking about this a while ago, you know, we really, we have short, short-term objectives that and expectations that I think we've already been saddled with. We have to have some results. We have to have some type of data that we have to provide to our legislators immediately and there's information that's already in statute that says we have to provide the, the information that's in part of SB 98. So we do have some short-term information and that we can provide and work with until we develop a long-term solution, but if we're going to come up with measures for optimal and tie optimal performance with optimal funding, that's a much longer term discussion and information and the Nevada School Performance Framework that we currently have, that was developed over a very long period of time with a lot of effort from the Department of Education with getting community groups to stakeholders together to create the information that we have that complies with federal guidelines.

I would imagine something like that would have to take place, but your point is well noted is that we're going to have to, required to come up with something now and soon, which we, we can have, but while we have that, we're still going to develop something that's much more useful. So I, I think it's, you know, it's two approaches and I'm not sure how we get there, uh, or who we hire to help us facilitate that, but that's my perspective. And one, one last thing, uh, Chairman Hobbs before I go any further. One of the things that really stood out to me in, in the measures that we have is, um, a measure for student engagement for, um, schools. It's, it's one data point, it's chronic absenteeism, that's it. Now schools can fill out a survey, but you don't get any credit and you don't get any points taken off, so why have something that you -- that has no value and, and require people to do that, but if you -- and, and I, I'm not going to say that chronic, uh, absenteeism is not a measure of student engagement, but I don't know that it's the measure of student engagement, especially at the elementary level when those students don't get to school on their own and, and oftentimes rely on parents, and, and, and it may create a bias in that communities of poverty who don't have students with transportation may not score as high simply because they don't have the means to get students there or whatever reasons might afflict that. So that's one of the, one of the character flaws I think of the, of the system we currently have that, that requires that it be improved, uh, and the stigma with if you're a five-star school, you're great and if you're a one-star school, you're not, and, and I, and I, and there's the whole labeling thing that goes behind that I think is not healthy for education or schools or the teachers.

**Chair Hobbs:** Paul, uh, and, and maybe just to sum this up -- if anybody else has comments, you know, certainly, uh, I won't, um, you know, keep anybody from making those comments, but you know the thing that keeps occurring to me over and over again and I think the way that you assembled this here, it, it sort of jumps out at you, you know, we are required and you have -- 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, right, and that becomes sort of a punch list exercise to find out where all of that data is, get it all comp -- compiled and assembled into, into a single location, right, and then you can extract, you know, bits and pieces of it for federal reporting or for whatever.

That, that's not the, that, that's not the hard part. Well, 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. Right? 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. Uh, you have to make whatever you do with that data effective and it has to mean something which, you know, starts out with somebody is actually looking at it or there somebody is required to look at it as a, uh, part of the process that leads you toward another action, you know. So that, that in my mind, that, that leap from getting all of the, 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, where you were going too and we'll talk more about that as we get into item 11, but if there aren't any other comments now, I'm going to try to take agenda item number nine and then we'll move into our presentations by community partners. I think we should be able to get through, uh, agenda item number nine, uh, timely and, and keep our pledge to get these folks up, uh, I think close to 10 as possible. So agenda item number nine, 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, um, everyone's feelings about our core mission and guiding principles, uh, that is a, 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. Is that a slide we can bring up? Okay both, if you would go ahead and, um, just move to the first slide. This, this is our core, 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 or?

**Joyce Woodhouse:** Yeah, okay.

**Chair Hobbs:** Okay.

**Joyce Woodhouse:** Go ahead.

**Chair Hobbs:** The Commission on School Funding, per the directives provided in SB 543, AB 400, and SB 98 shall endeavor to develop a framework for a system of reporting and accountability that will provide the State with a credible, reliable, and useful tool for measuring performance within the State's system of education. The Commission shall also continue its work to identify optimal funding for education in Nevada and the identification of methods of funding that would achieve that optimal funding. The system of reporting and measurement of the effectiveness of investments in education must become the accepted standard by which future funding decisions are made. And that's part and parcel to what we were just talking about a moment ago. So that's our core mission statement.

Uh, if everyone is good, we'll go on to the guiding principles and then we can take this as one motion at the end. Guiding Principle number one, any system that measures the performance must be credible and meaningful based upon data from reliable and consistent sources and reflect what is actually happening in our schools. Number two, any such system must be flexible and adaptable to changing data, needs, and conditions. There's a lot of inference built into a lot of these, but I think we captured it. Uh, number three, any such system must be useful and understandable to all stakeholders. There must be broad buy-in among stakeholders for the system to be accepted. Its design must contemplate use by elected decision makers, state and district administrators, educators, students, parents, employers, taxpayers, and all -- and all other interested parties.

And this is the one where I believe at the last meeting we added a couple of, um, identified stakeholders. Number four, any such system must be clear in terms of its purpose and application and must provide for the transparency that is necessary for it to become the accepted standard of measurement. Number five, any such system must tie performance metrics to investments to create a basis for determining academic return on investment, thus becoming the standard for decisions on future investments. Six, any such system must provide

for peer-to-peer comparisons between and among states, school districts within Nevada, and schools within a district. Number seven, above all else, the system of reporting and accountability must support a path to enhance student experience and outcomes. And that is our Core Mission and Guiding Principles. If there aren't any other additions or modifications to make to that, we can certainly take a motion, uh, with a second to adopt these as our Core Mission and Guiding Principles.

**David Jensen:** Member Jensen for the record. I'd move to adopt the, um, principles and core mission as presented.

**Dusty Casey:** Member Casey, I'll second.

**Chair Hobbs:** We have a motion and a second. Any additional discussion? Uh, seeing none. Uh, signify your support by saying aye.

**Group:** Aye.

**Chair Hobbs:** Any opposed? Thank you very much. Those are adopted. So at this point, and we're very happy to have all of you here, we're moving to presentations from, uh, Community Partners, uh, -- Community Education Partners, um, getting feedback and input regarding reporting and accountability measures identified during the 82nd Legislative Session and SB 98 and AB 400. Uh, this is our third such meeting where we've been, uh, 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, uh, and a lot of value in the process so far. So we would like to go ahead and begin those presentations. We've generally asked if they could be roughly four minutes or so, but if you have other material and want to go on a bit longer, that's fine, and, and questions from, uh, members of the commission, uh, during and following each one of the presentations are also certainly welcome. So 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, uh, Dr. Davis.

**Joyce Woodhouse:** I think she does have a (Indiscernible).

**Chair Hobbs:** And if you do have a, um, a deck to present, um, hopefully they have that loaded up there for overheads or --

**Renee Davis:** Good morning and thank you for the invitation to present. I'm Renee Davis, the Associate Vice Chancellor for Academic and Student Affairs at the Nevada System of Higher Education and I'm here today to, um, indicate our Support, um, for the K-12 accountability measures. I'm just going to give a really high level overview of some of the ways we're collaborating with, um, the Nevada Department of Education in this very important work. Um, and first of all, um, our Chancellor Patty Charlton has been working closely with sup -- Superintendent Ebert, um, and supported these measures and, um, we've been figuring out how to best support, um, and of course there, you know, there are the three categories, um, where we think we can help, um, in particular with the Career and College Readiness, um, through our concurrent and dual enrollment programs. Also our Office of Institutional Research is working on refinement of our data collection, so we can better identify, um, and report on credentials that are earned by our students that lead to initial teacher licensure and I have a slide, um, with some preliminary data, um, after this one.

We're also collaborating with NDE, CCSD, and GOWINN to implement AB 428, um, and I also wanted to, um, give a shout out to Superintendent Ebert who appointed herself to join us on a task force where we're working to refine Nevada's Higher Education Math Pathways and ultimately work on alignment with K-12 Mathematics. And so here, um, is a slide that shows for the last five years of available data, the certificate and degree completions in education. Now, uh, we recognize this is not at the detailed level that, um, this committee and



the department and the districts need, so we're currently working on refining it, but I just wanted to give you this preview. We know that for example, um, in the bottom layer of that, the dark blue is Associate or Undergraduate Certificate. We know of course those don't need directly to a credential, um, to teach, but they are part of the pipeline, so the pipeline and get students through those pathways and ultimately become a teacher. Um, the majority of the bachelor's degrees programs are going to be in that area, um, but we also have some master's degrees that are, um, one of a couple different types.

So we do have a master's degree that leads, um, directly to initial licensure, the masters of teaching at some of our institutions and then of course other master's degrees where teachers continue to build their skills, um, and then of course the doctorate programs, um, are advanced programs that don't directly lead to licensure, but I think they're all important in understanding the kind of the universe of the types of, uh, programs that our institutions have in education, um, and as I said, we will definitely be, um, soon publishing a, a new updated dashboard on our website that will have some more specific, uh, information and details that can be drilled down. And with that, um, I would conclude my presentation, um, just with the contact information, um, for me and also for our new Vice Chancellor for Academic and Student Affairs, Daniel Archer who couldn't be here today, but, um, sends his support as well. Um, and thank you very much on behalf of the system and our Chancellor Patty Charlton.

**Chair Hobbs:** Thank you very much for your presentation. Questions, comments? Dr. Jensen.

**David Jensen:** Member Jensen for the record. Thank you Dr. Davis. I, I appreciate the information and, and the update. This came up in a conversation I want to say two meetings ago and we started, um, having conversation around the number of graduates coming out of NSHE. So when we look at 626 bachelors and then there's 688 combined masters, understanding some are walking out of the masters with initial licensure, I think it was reported by CCEA that there was approximately 800 initial licensures coming out annually through NSHE. Does -- is that correct?

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

**David Jensen:** Thank you. And just one follow up. Um, it's, I'm, I'm currently a Sitting Superintendent in Humble County. Um, what do you believe school districts can do to support the teacher pipeline for -- so I'm, 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? You know, for me, as, as we have that conversation we know here in Clark County if the last figure I looked at was about 1,600 vacancies, um, 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, um, 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:** Uh, yes. Thank you. Renee Davis for the record. So I think that, you know, the first step is, is one we're taking now which is really having a closer collaboration with, with NDE and with the school districts, um, and that's, you know, as a system but also our individual institutions. I also think there are lots of good tools out there, um, and that have been passed through legislation, um, the programs, uh, that are, um, required for AB 428, um, and many of the other measures, some of the financial aid that's there for students and I think that, you know, it is a process of getting all of that information out there to our students, um, and talking with them about, you know, what a career in education looks like. So, I, you know, it is an ongoing process and I think it really does start with a closer collaboration, uh, and the recognition that NSHE and our institutions play, you know, a, a big role in this process and we just need to continue to work together and build on up.

**Chair Hobbs:** Just as a, as a follow up question to that, and it may be a very naive question, you know, specific -- specifically in the eyes of those that, that work, um, in education every day, but you know in talking about the, the pipeline, Davis, you just did with, um, 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, you spoke to Clark County's vacancies alone, Statewide it's probably significantly higher, right, so from what I'm hearing, it's a matter of -- 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:** Renee Davis for, Renee -- Renee Davis for the record. I think, yes, that's a huge part of it is incentivizing students and making them aware of, you know, 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, you know, encouragement and information, um, and you're going to hear in a little bit from UNLV and they have, um, I think, a really great program, um, that they're going to present on that is looking to leverage all the things that are out there to increase, um, enrollment in these, uh, pathways.

**Chair Hobbs:** Thank you. Please.

**David Jensen:** I just had one, um, follow up comment, and I think with this last legislatures -- Member Jensen for the record -- um, 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 dis-incentivizing to our youth, um, 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, um, to have one of the best retirement systems in, in the nation that's available to our youth. We, I, I agree with -- Dr., I'm sorry I was looking for your name -- Dr Davis, um, 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.

**Chair Hobbs:** Paul, did you have a comment? And then we'll go ahead and move on.

**Paul Johnson:** Thank you, Chairman Hobbs. Yeah, Member Johnson for the record. Um, yeah, in addition to what David indicated, the other studies that, um, are also reflective of why people may be -- not be attracted to education were also conditions of employment, um, which, um, there is a, a culture and climate survey, I think that needs to be integral of any performance framework that we develop that, um, solicits that information from the people that are in the trenches, um, and I, 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, the users, so it's all connected and I think the current framework that we have in Renaissance Standardized Tests has, has put a lot of stress and anxiety on teachers, um, in, 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.

**Chair Hobbs:** Thank you very much. And thank you very much Dr. Davis for your comments today. We appreciate your time as well. Uh, next presenter Dr. Kenneth Varner from UNLV.

**Kenneth Varner:** Good morning. My name is Dr. Kenneth Varner and I am Associate Dean of Academic Programs and Strategic Initiatives in the College of Education at UNLV. I always like to start off by saying I'm a first gen college student. Now I'm the proud son of a 67-year-old father who's a freshman at UNLV, um, and

so we have two first gens in a family which is a little bit more unique and how that would typically work. Um, I've never met Superintendent Jensen before, but your question was amazingly a great set up for what I'm going to talk about today. So I'm excited, um, to talk a little bit about what we're doing at UNLV to address teacher pipeline, um, in more dynamic ways. So the first thing I'd like to share is, um, it isn't a single issue that complicates the teacher pipeline and we've been able to systematically identify at least six things that we know are contributing. Um, one and especially for rural school districts and dist – uh, schools with high teacher turnover, the active recruitment of current paraprofessionals and school support staff who are already in schools making a difference and lack of bachelor's degree is one of the best mechanisms that we found to be able to quickly address teacher pipeline, um, shortages, um, and have a positive impact on retention.

So, um, producing more teachers without retaining them also is sort of a little bit of a silly errand. So we're thinking a lot about who are the talents and resources within schools, um, first and foremost, and then thinking about for those populations, what does it mean to actively onboard them to college or back to college. So for many of the folks that we're working with, it's been some time since they've been in college and we don't want to have low graduation rates. The graduation rate statewide isn't necessarily the most appetizing number in the world and what I'm going to show you what we're doing, um, is besting that by a lot. Third, we want to think about the financial support that it would take to make sure that people can complete these programs with as close to no out of pocket costs as possible, though money itself and why it's in the middle is, it's not known to make the best movement on this issue for a number of years.

Programs like Teach Nevada have existed and it wasn't showing necessarily the biggest push that we would like to see. We think it's a more of holistic approach. Second, uh, sorry. Fourth, thinking about how we create program flexibility, so that people who are working in schools have the ability to complete programs, the image of most higher ed is designed for traditional 18-year-olds who are sort of doing this in a full-time way and classes tend to be offered during the day in person. The in-person part in particular creates inflexibility. I spent the day in Esmeralda County yesterday. It was a fun drive. They are really in the middle of two things, Reno is not that close, Vegas isn't that close, and if you want to be a teacher and it's an in-person program, you're really stuck. So thinking about how we leverage online practices and principles and flexibility to allow people to continue being parents, community members, do the things that matter to them matters. Um, the second to last thing is thinking about the professional developments that have to be embedded beyond coursework that (Indiscernible) pair in partnership with school districts to make sure that there's a reflex for, um, continued development, not everything that can one needs to know to be a good teacher is going to happen in pre-service teacher program and we have to make more sustained relationships that pair us with school districts in ongoing committed ways, which leads to the last thing providing multiple years of post-program support.

These six things, um, have leveraged into, um, a program that we're doing at UNLV called the Paraprofessional Pathways Project or PPP. In the three years that we've been doing it, um, we've enrolled around 479 students. These are students that are beyond the typical NSHE numbers. These are not our traditional students. These were folks who were not on anyone's radar and didn't have the ability to come to school to, to become teachers. It's a highly diverse student population, but what's most impressive is that we're at around a 93% graduation rate, which is besting NSHE by a lot, um, and why is because we're deploying those six strategies holistically and making sure that, um, we stick with folks. And around 90% are then retaining and I think that this is really important. Um, PEF is going to talk a little bit more about this, but they did some heat mapping. What is fascinating is by working, um, to really recruit school-based personnel, uh, they stay in the places that have typically had the highest teacher turnover.

So just in our Clark County example, um, you see the heat map showing not only high vacancy turnovers, but also high areas of students that have been historically marginalized and the red dots represent where these -- where our graduates are staying and staying put making a difference. Um, what also then happened in this last legislative session, um, helped fuel us to be able to become the first registered teacher apprenticeship program

west of Colorado and we now enjoy that registered apprenticeship status with the Department of Labor and we've been asked and invited and will begin this summer being the first youth apprenticeship for teaching in the State of Nevada, the first youth apprenticeship in any discipline, which is really exciting and leveraging these same high yield practices towards youth to be able to get them not only more meaningful experience far beyond even the requirements of 428, but much closer to, um, completing their gen ed requirements, having meaningful experience, um, by leveraging these same practices to recruit meaningfully, sustain within by being flexible and, um, follow people afterwards. Um, I want to really be respectful to four minutes as close as I can be, so I want to talk a little bit about the accountability measures.

One thing at UNLV that we're really committed to in, in our own work this legislative session, we want accountable as a higher ed institution as well for what we do in the teacher pipeline discussion. So part of the, the funding formula and part of what we're doing in terms of, um, improving the outcomes needs to be looking not only at program enrollments, not only four and six-year graduation rates which are really important, we also believe that there's an opportunity and I really appreciated Member Mathur talking about we can do something really different here. An annual census of teachers to really understand their movements and migration patterns are very important as well. Teacher turnover isn't just about a number. It tells us something in that story when people leave, why are they leaving, what about working conditions are complicated, what about the experience of support may or may not be there. When they move schools, that story is also important, so even when they're retained in teaching, how they, um, -- how they move makes a difference.

We also want to look at retention rates three, five, and 10 years. The good news story for us, we're looking in this program at just around a 90% retention rate which is pretty phenomenal, um, and then we have to keep looking at that, um, if we're going to understand what's, what's really happening in terms of teacher movement. We also want to look at teacher competencies, and one of the things that we appreciate by being an apprenticeship program is that it moves away from just how many bodies have we collected and put into a classroom but really thinks about measurable competencies that can be understood about teacher performance over time in a less traditional way than how student teaching has always worked, but really empowering, um, these folks as professionals to work within communities, in their schools to really understand the competencies that we expect.

We really think there are two opportunities around funding that are worth thinking about. One, schools and districts that have high teacher turnover and or have a really difficult time recruiting that the, the, the formulas account for what it -- what it might mean to support the folks in their schools who don't have bachelor's degrees and can't be licensed, to be, um, eligible to participate in programs like ours. We've been very fortunate to have grant funding that supports this, but that's not necessarily the most sustainable way of thinking about this and schools that have had high teacher turnover need to be able to empower principals and superintendents, um, to leverage some resource and supporting their folks to becoming teachers from within, and second thinking about these youth and adult apprenticeships and how we help, um, youth in particular 15 to 18-year-olds who have an interest in being a teacher to be able to gain this real work experience in a paid way once they're 18 to be able to be into (Indiscernible) conversation is really important, um, and also do so in a way that's fiscally responsible. Every college credit that can be earned while someone is in high school reduces the financial burden on the state quite a bit, so when we have to go to Carson and ask for money every legislative session, we want it to be less, so we're asking for so much money and more about look at how we've been able to leverage and catalyze what we're doing with youth to accelerate the teacher, um, pipeline and I'll stop.

**Chair Hobbs:** Well, thank you very much. Questions, comments? Really appreciate you being here and appreciate everything that you're doing.

**David Jensen:** I just want to make one comment, Member Jensen. Thank you for the work that you're doing, 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, I appreciate your program, and hopefully, um, somehow with the virtual component as that becomes greater rurals can start to tap into that.

**Kenneth Varner:** Kenny Varner, for the record. The good news is we're already doing this, so, 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 to this. The four year institutions are geographically bound. Reno is in – and 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, um, it's not realistic to think that, um, 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, um, I think of this like wheelchair ramps, they might have been intended for one audience but they benefit lots of folks, right, so we think about strollers, roller bladders, bicyclists. So initially we started in Clark County but what we're seeing is that, um, it's really a statewide solution and rural areas, I, I want to really, 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, um, it, 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, um, pretty shortly after this.

**Paul Johnson:** Yeah, and not to be competing with a different school district, but, uh, yeah Owyhee is the most remote city in the lower 48 states, um, 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, I, as, as a class '89, I, I appreciate what you guys do.

**Punam Mathur:** Thank you. For the record, Member Mathur. Thank you. This is extraordinary. Just a question. PPP, some new alphabets -- 479 is a, a pretty significant number when we look at total output or total -- I, 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 wide, how big do you think it could be? How big can that go? What's the potential?

**Kenneth Varner:** Thank you. Kenny Varner for the record. Um, 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, that is a, a relevant consideration. Um, 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 modest 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. We just took on -- 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, um, that are going to, uh, 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. So, um, you know, I, 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 you know 1500 to 2500 statewide, right, that's, that's a lot and I think we have the capacity to do it. Um, we don't, 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 [Inaudible] that this is in and that we could, um, there's interest and we have capacity and it's statewide, it's really, 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, um, 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:** Thank you, Dr. Varner. Joyce Woodhouse for the record. Um, I wanted to ask you, and if you would be more comfortable, if Dr. Davis wants, wants to answer this question. Um, I'm pretty familiar with what you're doing at UNLV, this is phenomenal information, um, and it's been a lot of work to get there, so we do appreciate that, um, but, um, I know we're having our December graduations, I've seen the list from Nevada State University of their, uh, education students that are graduating. I know you have students graduating now. Um, what kind of, uh, synergy is there going on with UNLV, Nevada State University, UNR, uh, regarding teacher ed program?

**Kenneth Varner:** Uh, Kenny Varner for the record. Yes, it's a lot of work. I used to have more hair two years ago, it's all falling out. Um, I think that we try to have the -- we, we have very healthy relationships, we're a single system, we're sister institutions, um, um, 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. Um, uh, in terms of the formal opportunities, um, 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.

If all the institutions were doing it somebody, I'm sorry, um, you know, made the comment about this vast size of the teacher shortage, right, and even with the NSHE, outputs were short. Um, so I think that the good news about this is that, this is -- there's tons of opportunities to collaborate, um, 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, um, and so if the ways in which all the NSHE institutions can better synergize with NDE and, and figure out how we can track our folks, um, becomes really important.

**Joyce Woodhouse:** Thank you very much.

**Chair Hobbs:** Well, thank you once again, Dr. Varner, we really --

**Punam Mathur:** Can I ask one question?

**Chair Hobbs:** Sure, sure.

**Punam Mathur:** Thanks for your indulgence Chair Hobbs. For the record, Member Mathur. Um, Dr. Varner, the teacher shortage obviously is the center piece of what, um, 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:** Kenny Varner for the record. Um, I think 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, um, 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, um, 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, um, teaching adjacent professions that also catalyze on their interests without having them lose time. So we're not investing into a heavy amount of pre-service teacher coursework necessarily, that's really the major part of this. What we're trying to do is, 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, um, equally favorable.

**Chair Hobbs:** Uh, next, uh, from the Public Education Foundation, Grant Hanevold and Riley Caspersen. Good morning, thank you for being here.

**Riley Caspersen:** For the record, my name --

**Megan Peterson:** Chair Hobbs.

**Chair Hobbs:** Yes, please.

**Megan Peterson:** My apologies. If she is speaking, we can't hear her up here.

**Riley Caspersen:** I have just realized my mic was not on, so thank you for that. My first time presenting in case you can't tell. Um, for the record, again my name is Riley Caspersen and I'm a Senior Director of Marketing Grants and Community Engagement for the Public Education Foundation. Um, we are working to address some of the critical issues facing our public schools today. Specifically in this presentation, we'll be speaking about our Book Bus program to address student literacy and the Teacher Pathway Program to help with teacher pipeline efforts. The Book Bus is a new program for us this year in partnership with the Clark County School District and Spread the Word Nevada. Um, we are working to provide free books to families, so that children can build at home libraries and spark an interest in reading. Um, this is actually funded in part through AB 400's Early Childhood Readiness and Literacy Account. So we are very excited to get that, so that we can provide some more support to children ages zero to five. So far this year, we have distributed a little over 30,000 books and we are reaching out to early childhood education centers, daycares, community organizations, and others to determine, um, where we can reach large proportions of students ages zero to five. We are also tracking the families that come to the Bus to see if they return and if they do return are they seeing an increase in how often they are reading with their child. I'm going to pass it over to Grant to share more about Teacher Pathway.

**Grant Hanevold:** Alright. Good morning Chair Hobbs, members of the commission. Grant Hanevold for the record. It's an honor to be here with you this morning and we are here to share some information about our Teacher Pathway which is a collaborative effort and you're going to hear a lot about, uh, some of the work we're doing with UNLV, and really when you think of the PPP program, that program gets them from 60 to 120 credits in an accelerated fashion. Um, the majority of our programming is really getting them from zero to 60. So you'll hear us refer to it really as the Pre-PPP. Um, we've talked about it a lot already this morning about the vacancies, and as you can see in the slide Nevada obviously has a pipeline issue. Um, we are looking obviously to increase the number of teachers we bring into, uh, our classrooms across the state and, and to Member Jensen's and Member Johnson's comment, uh, we also in our Pre-PPP Teacher Pathway program are working with people from Nye County, we have Washoe County, and largely Clark County, but we are certainly open to working with the rural counties as well.

Um, as you can see, there is a pipeline issue and we have, uh, not -- we not only need more teachers, but we need more diverse teachers. Um, this slide, this is the heat map that Dr. Varner, shared this was pulled from a CCSD board meeting from about a year ago. That slide on the left shows where the schools are with the highest vacancy and the, the heat map on the right shows the concentration of students, the Black/African American and Hispanic/Latino students. And as you can see, um, those, those heat maps essentially mirror one another. So our most under resourced and underserved communities also are the communities that have the greatest need when it comes to students. Um, we also, one of the things we need to recognize about these maps is, is currently 75% of the Clark County district student population is diverse, yet only 37% of the teachers are diverse. So we don't only have an obligation in our opinion to increase the number of teachers but we have an obligation to increase the diversity of those teachers that we are recruiting. Um, our program in a nutshell is, uh, spilled out right there. Um, how do we know what teachers need? We survey them. Yeah, it's crazy.

You ask people what they need and they will tell you. Um, we have surveyed over the last two years every single paraprofessional in the Clark County School District and really asked them what are the barriers and I think the question was asked, I forget who asked it earlier but what is the interest. Over the last two years, we've had 2200 unique individuals, paraprofessionals, and guest teachers in Clark County that said, I want to be a teacher, I need to know how to get there. UNLV is doing great work getting them from 60 to 120. We have stepped in that gap to get them from 0 to 60. So essentially what we're doing is recruiting from a diverse pool of paraprofessionals and guest teachers. We do something unique, we match them with a, with a sitting classroom teacher with a master practitioner and we assign them a mentor to work with them as they pursue their pathway to becoming a teacher, we provide regular communication, and we, we know what the barriers are.

The barriers are money, the barriers are the Praxis, the barriers are, um, ancillary costs for maybe child care, for books, for some of these other fees that they might have, um, and then Praxis preparation and, and we've essentially eliminated all of those barriers. Um, how do we do that? We communicate. Like I said, we have a program, we match mentees with mentors, so that they have somebody they can always reach out to. We hold frequent meetings, we hold regular office hours every week, so they're always just a couple of days away from reaching out to somebody who could really help them, uh, traverse the, the system that is public education when it comes, uh, jumping through all of the hurdles to get to you a licensed teacher. And like I said, the Praxis preparation through partnership with study.com, we provide all of the, um, necessary um, study materials they can pass Praxis and then we even provide them reimbursement for the cost of the Praxis. It's \$90 a test, there's three tests, \$270 doesn't seem like a ton of money, it is when you're making less than 20,000 a year. So, so we, we just, we've asked them and we've eliminated all of these costs through, through partners and through philanthropic donations that we've received, we have been able to pay the tuition and fees for all of these students, so that they can attend school at no cost, and then we provide them a \$250 stipend per semester to help



with those ancillary costs which might be transportation, child care, books, whatever it might be. Um, we've had a number of celebrations.

This is our second year. Last year, we started with 51 mentors and 103 mentees. Um, this year we have 39 mentors and we've increased it to 147 mentees and you can see from the data there, we have -- have had really good results from, from speaking with our mentees, 70% of those who applied for cohort 3 were admitted into the PPP program and this year we recently, um, surveyed our 147 mentees and 90% of them are either satisfied or extremely satisfied with the support they're receiving from the Public Ed Foundation. Um, this next slide, this is an important one. We're back to this heat map now for the third time. Sorry to be redundant. This one has dots on it and those dots represent where we are pulling our mentees from. Our 147 mentees represent the dots on this screen, so you can see we are purposely going into and recruiting at the schools that have not only the highest vacancy but have the highest percentage of Black/African American and Hispanic/Latino students. Um, in addition, um, I spent a lot of time talking about what we do for Pre-PPP. We also come into the picture and provide support once the PPP and A-ARL students graduate from UNLV. So we are part of the Post-Apprenticeship Support Program.

Um, and we are working with as many as 500 from across the state. These people have scattered all over the state, um, collaboratively, um, with a couple other organizations, we've created a website NevadaPPS.com where we provide pedagogical needs, classroom management support, family engagement, um, lesson planning, how to build relationships and culture, and a couple of the things that are unique is we provide again weekly office hours for all of these new teachers and one of the things I really love about this is we hired four master practitioner teachers, we call them guides, and we offer guides on demand. So teachers in the trenches, new teachers in the trenches can go to the website, click on the link and say you know what I want to talk to a master teacher one-on-one about this specific topic and that person will get back to them with between four and 24 hours later and will communicate with them and assist them in their whatever trial they might be working through. Very proud of that program. And then the last thing I want to show is just kind of more data on where our post program support educators are. These are the folks that have graduated from the programs at UNLV. Cohort one, it's not overlaid on that heat map, but you can kind of see, uh, where they're located.

I can tell you that 83% of them are working in Title One Schools for Cohort 1. Cohort 1.5, you can see more dots, because more people came in as we went along, 83% of them are working in Title One Schools, and the last heat map we got for you there is Cohort 2 and again 77% of those dots represent people working in Title One Schools and you notice the expansion to not only Clark County but you can see that we are now, uh, spreading out across the state. Um, the last slide for us is really what are we committed to? We are committed to, like I said, increasing the number of folks that we recruit to get those 0 to 60 credits. We are, uh, committed to increasing the diversity of those teachers, because we know it's good for all students when teachers look like the students they serve. Um, we also know that we want to, uh, track the success rate of our mentees. Are they completing the programs and matriculating and becoming teachers? And lastly what is the percent of those post-apprenticeship support teachers that are, uh, working in Title One Schools. And again, we don't have enough data to track that long-term, but we know at least, uh, early returns show us that we are recruiting from Title One Schools, uh, when they are working there as paraprofessionals and thus far they have been returning to those Title One Schools. I tried to go quick, I apologize. I tried to go under four minutes, but I'm not good on a time schedule, but I'm honored to be here and look forward to any questions you might have.

**Chair Hobbs:** Thanks very much. Paul, (Indiscernible).

**Paul Johnson:** Yeah, I think you're a mind reader Chairman Hobbs, yeah. You know, I, I appreciate the information. I, this is great and, um, just want 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, 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.

**Chair Hobbs:** Thank you very much. Dr. Brunos.

**Nancy Brunos:** Thank you. Thank you for the presentation. You mentioned diversity and so I often think about that in terms of racial ethnic diversity but can you speak to, uh, gender diversity and the breakdown between men and women in your program, please.

**Grant Hanevold:** That's a great question. I'm Grant Hanevold for the record. Um, I don't have that data in front of me, but we, um, we are not making the inroads on recruiting males in a way that we would like to. Um, 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, um, and, and we struggle, we've struggled to bring in diverse males in particular. So that continues to be a hurdle, so, uh, it's a great question and, 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.

**Chair Hobbs:** Thank you so much for your time this morning and all of the efforts that you're making. Truly appreciate it. Next, uh, Yvette Williams from the Clark County Black Caucus.

**Yvette Williams:** Good morning. Good to see some familiar faces up there. Happy holidays to you all. My name is Yvette Williams and I'm Chair of the Clark County Black Caucus. Um, I wanted to start, and listening to some of the testimony, I've kind of been writing little notes down, so I don't know if I'm going to remember to cover everything, because I came with a different, uh, presentation and now I'm kind of wanting to kind of gear it a little bit more to your conversation, but I do want to make sure that my comments today, um, are, um, are anchored in, um, the -- and grounded in perspective that I can share with you, uh, in our work with students. And I think so often students aren't heard. Um, they're not, they don't have a voice at the table when policy decisions are being made and I often remind people that the customer is the student in this scenario and so I hope that I can give them justice today and I mentioned to you when I was out in the hallway, I don't want to get emotional today.

Some of you have seen me break down, it's hard not to, because my community that I'm representing today often gets hope, we see policy changes and things that are done, uh, being recognized and they have -- are hopeful and then the rug is pulled out from underneath them and so I look at that as we look at the decisions, I was -- we were very much involved in the per student funding and very thankful to Senator Joyce Woodhouse and Senator Mo Denis for SB 178 where we really recognize those students who are least proficient. And what we have noted in the new funding formula is that those least proficient students that were getting more support and, and being recognized as a subgroup of students, uh, in our state who are least proficient, meaning in the lowest 25 percentile proficient, we've seen, uh, we've slipped back, going back to the old ways of just kind of throwing them and grouping them in with at-risk students and we see those numbers now reversing back the other way where they are not being served equitably as they should and that's disturbing, because when we passed SB 178, um, thank you again Senator, when we passed SB 178, the goal was that the State of Nevada would be the fastest improving state to reduce the proficiency gap, which is required by federal law in ESSA.

I've had the privilege of working on that work group to help write our ESSA plan and worked very hard to make sure that we had accountability in place. We all know that where our funding and our dollars go reflect our values. What are we saying to our students who struggle the most when we're not making sure that they get adequate funding. We actually saw in the first two years of SB 178, we actually saw our state in the top, one of

the top five, uh, states in the nation reduce their proficiency gap. That's how fast we were turning it around. Then with COVID, those students which represented over 130,000 kids lost that funding when that budget was cut and we haven't recovered since, and I know many of you have heard me before the legislature and even talking with you that we've got to change the way that we're designating our least our -- our at-risk students to address our least proficient students. I've mentioned to, to you, some of you about a sliding scale even taking our at-risk category and saying, okay, let's tie that to our proficiency rate. Those students who fall in the lowest proficiency maybe they get a little bit more, because they need a little bit more.

They need much like our ELL students and we actually had, uh, uh, in our SB 178 funding, we had over 84,000 Latino students getting that funding who are ELL students, but they weren't, you know, when we had the (Indiscernible) funding, then they weren't getting funded, they weren't getting any funds. With the least proficiency category, all students get, um, what they need regardless of where they live, what their race is, their economic background, none of that matters. It's the most equitable Nevada revised statute that we still have on the books by the way and so I'm just making a plea again because racially African American students are least proficient in the state. So this is a racial disparity, and one of the things that I -- we constantly challenge with, I hear these wonderful programs that we have available to students emerging, um, and, and opportunities, but if our students have -- don't have access even at early age, they're not going to be in a position to take advantage of these kind of programs and so that's what happens to my community so often, is that they, they're not prepared or they may not even know about it.

We, we sponsor the, the Clark County Black Caucus sponsors in partnership with CCSD, the Black Student Union Network. We've grown to 43 schools now. We are building alignment now with our middle schools, with our high schools, with a focus in high school on College and Career Readiness and in middle school a focus on career exploration, and then we're using our high school students to mentor those middle schools and working together to try to make sure that those students have access and opportunity. We have a summit every year. We just had a summit and I was so discouraged, because our kids we had -- Nevada Department of Ed had one on Career and College Readiness Diploma, because we're concerned that we're not -- our kids aren't going to get this College and Career Readiness Diploma, because they don't have enough opportunity or access to those in, in their schools.

Uh, and by the way, just so you know, that when we look at all of these schools and we see a lot of African American/Latino students centered in one area, trust me, the data shows and you can ask any district for that. All districts, all schools in the district no matter where they are, if you pull the data by race, you're going to find that there's a disparity of our African-American students struggling the most in those schools. It doesn't matter if someone in Green Valley wherever they are and so I hope that we don't focus just on geography and, and, and really look at how our students are achieving at each school and that was the purpose of ESSA and that's why I believe that the funding formula was the right way to go because the dollars will follow the child, but we're not doing enough for those least proficient students. Um, the other thing is, I mentioned about the sliding scale, uh, but the other thing that I wanted to mention as well is, um, that in your guiding principles number 1, 2, 5, 6, and 7, if we addressed, you know, part of the, I believe, the role of this committee is to look at, um, how effective is our funding formula, uh, where could we improve, who are we serving, um, who needs better service all around providing equity.

Um, I, I hope that there will be more conversation around, um, the actual formula itself and, and, and, and the weight of that and, and, and, and consider, um, our least proficient students in, in, in the, in the future. One of the things in the funding formula when we first started this whole conversation and when the legislature passed, uh, the bill, the priority was do no harm. I just want to leave you today, um, considering who are, who's still being harmed, who are we harming. Um, and, and if we value, truly value equity in our system, this is not a quick fix and we don't need bandages, we need to really look at a system that's going to work for all students, because all kids matter. Thank you for your time today and I hope if you -- if I can answer any questions or

come back before you and give you more information. Five minutes is kind of hard for me, but I think I did pretty good today. Thank you.

**Chair Hobbs:** I would say you did very well. Thank you much -- thank you very much. Are there any comments, questions? Thank you so much. Next, uh, Aaron Krolikowski and Shannel Townsend from the United Way. I just want to take a moment and compliment all of our presenters for their technical proficiency and getting hooked up and we haven't had to have Paul go down and splice any wires yet. I, I knew I would jinx you.

**Shannel Townsend:** I did the same thing. I'll start over. Thank you for having us today, everyone, and, uh, we are so glad to be here. Once again my name is Shannel Townsend, I am the Early Education Program Manager in United Way of Southern Nevada. I'm joined today by Dr. Aaron Krolikowski. He is our Vice President of Programs at United Way. We are honored to represent UWSN, a local organization that is part of an international network focused on uniting our community to improve people's lives. Today, we're going to share some updates as it's related to Nevada Ready State Pre-K Program, and more specifically the ways AB 400 is allowing us to expand our Pre-K seats. Through this recent growth, the measurement we use to center equity in work. So what is Nevada Ready Pre-K? Nevada Ready State Pre-K is a state funded program that was established to build state's capacity for early childhood education services.

The program is meant to improve quality of teaching, quality of learning environments, and the quality of curriculum. In particular, the program is meant to open access to high quality learning for children from low to moderate income households. Uh, children are required to be in class at least 25 hours a week and that is to you know obviously maintain the quality of our education, of their education. Uh, (Indiscernible) have to meet a set of very strict guidelines to maintain the quality, pure education and engagement, teacher development and QRIS participation. QRIS stands for Quality Rating -- Improvement for -- in the program at the school. UWSN regularly hosts and conducts trainings and coaching for all of our Nevada Ready Teachers and that's monthly. Um, key training and enrichment partners and our program include UNR extension, Vegas PBS, Future Smiles, and early learning through the arts. (Audio Disrupted)

**Aaron Krolikowski:** United Way of Southern Nevada using fundings from AB 400. This year United Way of Southern Nevada was awarded 1,270 seats, uh, for preschoolers with funding for 635 of those seats coming through the ECILP, uh, program which is funded by AB 400 and this funding is being used to expand the number of seats, the number of classrooms, the number of centers, and the number of educators that are supported through the Nevada Ready Pre-K Program. The funding is empowering United Way of Southern Nevada to double the availability of community-based preschool, uh, and 30 centers are participating in the ECILP expansion including eight preschools that are new to the Nevada Ready Program. AB 400 is also helping us expand the reach of Nevada Ready to another 40 classrooms and approximately 40 Early Education Teaching Professionals. I know, it's a, it's a another map today. This is a little -- a little small, uh, but this map shows where the Nevada Ready funding is being allocated this year. The red circles indicate the seats allocated through the traditional budgeting process and the blue circles indicate where expansion funding through AB 400 is being allocated.

The yellow sections on the map show the zip codes where poverty rates are higher than the state average. Approximately three quarters of AB 400 funding that we're managing is going to communities with below average Pre-K enrollment and higher than average poverty rates. United Way of Southern Nevada typically uses zip codes or school zone indicators to help guide our decisions on site selection and funding amounts. We focus on areas that are below the state average for key indicators like preschool enrollment, poverty rates, elementary reading scores, and high school graduation. United Way of Southern Nevada has had success recruiting new preschools to expand Nevada Ready, but there are challenges and this is because the state approved rate for the program is \$8410 per year per student which is nearly 50% less than the market rate in

Clark County, which is close to \$12,000 per year. Expansion funding is also going to five sites that are supporting children with special needs and 460 seats that are being reserved for three-year-olds.

**Shannel Townsend:** We needed the three-year-old seats because we had some sort of a COVID baby bump that started in 2020, so we have an exorbitant amount of three-year-olds in our, in our schools. So, um, what does all this mean for K-12 education in Nevada? We know that preschool and early learning can help improve learning outcomes from kindergarten readiness to reading proficiency all the way through high school graduation. Socio-emotional learning and development also benefit as students learn to self-regulate at a young age. It builds their emotional intelligence for positive interactions and expands their awareness of community and opportunity. Preschool can access all significant and for long-term quality of care and instruction, which we're seeing through the improvements of our QRIS ratings. Broader adoption of high quality curriculum and increasing alignment of early ed instruction with K-12 objectives. Finally, we cannot underestimate the importance of the quality of the program, educator related career pathways as early professionals increase their education credentials and career prospects.

**Aaron Krolikowski:** Uh, this does bring us, uh, to the end of our remarks today. We'd like to thank the commission for the opportunity to present and share what United Way of Southern Nevada is doing with AB 400 funding. Our contact information is on the slide and we're happy to answer any questions or provide follow up information as requested. Together, we are working to expand access to early ed in Nevada and thank you again and have a wonderful weekend.

**Chair Hobbs:** Thank you both very, very much. Comments, questions? Dr. Bruner.

**Nancy Bruner:** Thank you Chair Hobbs. Um, thank you for the presentation. You 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, um, 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 Krolikowski:** So 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 uh -- average cost per student, uh, or per seat for preschool, and so there's a comp -- there are comparative figures for center-based care as well as home-based care. Thank you very much.

**Chair Hobbs:** Well, thank you very much, and you have a good weekend as well. Next Sean Parker, Teach for America.

**Sean Parker:** Good morning. Is it working? Good morning. Sean Parker, Teach for America Nevada Executive Director for the record. It's a pleasure to be here this morning and I'm excited to talk to you a little bit about, um, some of the metrics that we've been using in our organization that align to the, um -- to the initiatives and focus areas that you have on the commission. I feel a little bit like a teacher who has a missing lesson plan without my presentation, um, but due to the, uh, things that have been happening over the last week just, um, became necessary to come with you -- with this, and if you have any questions or need access to this, I can get it to you after the presentation. The reason I'm excited to be here talking to you about this is that as Teach for America -- lot of people think of Teach for America as a unique teacher pipeline, and while we are a teacher pipeline and that is a big part of what we do, it is only a third of our mission.

Our real focus and our mission is to make sure that one day all kids have access to an equitable and excellent education, and to us, that takes a system-wide and community-wide approach, a state-wide approach, and I'm so proud that the commission is focused on accountability as the next phase of the funding formula. Over the last five years, Teach for America has focused on figuring out what our own metrics are going to be through 2030,

trying to set midterm goals, and as we did that, our metrics became fairly aligned to the metrics that you all are focusing on, early literacy, middle school or -- elementary and middle school math and College and Career Readiness, because we noted that those metrics, those four metrics have the strongest correlation to economic mobility and life happiness for students. And so when, um, when coming here, I just wanted to say that I am a big advocate of the metrics that have already been chosen and want to make sure that we continue to focus on those areas, because we know that they tie to student outcomes and life success.

However, one of the things that we were unable to do across those five years and working with economists from Harvard all across the country -- to all across the country is we are unable to figure out some of the other factors and there's two that I want to specifically call out. One is early childhood education, which we just heard from our partners at United Way of Southern Nevada. The research is a little bit less clear there, but emerging that it is an essential component, it's just harder to measure. So I don't want to sit here and say it's not as important as the third grade reading measure that we are going to be looking at across the state, it is important, but it is harder to note what that working memory skill is happening in early childhood setting to be kindergarten ready, but we know it is an essential one. The other is towards the other end of the student's life cycle, so that's the early childhood, but what about later in life College and Career Readiness. I do support a College and Career Ready metric like the ACT or whatever is going to be used in the state, because it is a good indicator.

However, it is a little bit of a lagging indicator. Last night I had the opportunity to be at a Leadership Institute of Nevada event where we had experts on AI presenting to us. What we know and what you all know, Commissioners, we are seeing across our state is that the system we are working to prepare students for is constantly shifting and changing, so we are preparing our young people for a future that we don't yet know and I have the honor of working with young people. We have 12 young people as part of our X-Collective. They are high school students who work part-time for us, and we ask them where do you see the future of learning, what matters most to you, and while they care about College and Career Readiness as it stands today, they care about these metrics, they care about being ready they are also worried about the future that is unfolding and being unprepared for that future in ways that we aren't yet able to measure.

They are helping, uh, work on the Nevada portrait of a learner right now alongside so many across the state to try to figure out what does it look like to focus on the competencies of the future, critical thinking, communication, collaboration, and so what I also want to implore us to think about is how do we leave space and room in our accountability measures to make sure that we can adapt and change as the world around us adapts and changes --changes so rapidly. So I'm just going to leave you with an appreciation for that. Thanks for what you are doing, um, and implore us to think a little bit more about the early childhood years and re-thinking what College and Career Readiness might look like in future years while also focusing on third grade reading, fourth and eighth grade math and existing College and Career Readiness metrics. Thank you commission.

**Chair Hobbs:** Thank you very much Sean. Any questions? Dr. Brunes.

**Nancy Brunes:** Thank you. Um, thank you for your presentation. I have really actually a comment, not a question. Um, I appreciate what you said. I, 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.

**Chair Hobbs:** Thank you. Paul?

**Paul Johnson:** Yeah, thank you Chairman Hobbs. Member Johnson for the record. Yeah, I, I think you, you 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, we've have, we've got a flawed system, so I appreciate you bringing this up and, and as Nancy indicated I think we're aware of that and working toward that as well. So I appreciate the input.

**Chair Hobbs:** Great comment. Sean, thank you very much. I appreciate your patience today. Next, we have Ryan Woodward, Workforce Connections.

**Ryan Woodward:** Just as you said, things will work well. We'll see here. There we go. Very good. Uh, members, good morning. Thank you for having me today. My name is Ryan Woodward. I'm here representing the Governor's Workforce Development Board. Um, I'm here on invitation from Member Mathur to come and present a little bit, introduce to you guys to what we're doing, because my understanding is there's some technology and other things that, that you're trying to figure out in the state, how to make reporting better, and so I wanted to share a little bit of what we're doing at the Workforce Development Board along those lines and potentially down the road there may be some collaboration. So just to give you an overview, um, the Governor's Workforce Development Board is -- has developed to ensure that we're using federal funds that come to the State of Nevada appropriately to help in Workforce Development. So currently, we get about \$160 million a year across the state that we as a board are working together with GOWINN in the Governor's Office, um, to get the outcomes on the workforce side that we're looking for both in Southern and Northern Nevada.

So to give you an idea, I think you guys have these slides if you wanted to see the members, there's 33 people who are on the board today, the majority of that is driven by business (Indiscernible) for the state, uh, uh, directive that we have to have a lot of business representation as well as public and, um, labor and other individuals on the board, so that we can, uh, collaborate across all spectrums to make sure that everybody is being represented (Indiscernible). We recently had a new appointee Scott Hammond who recently retired from the State Senate is now leading the Workforce Board, um, who was put there by the Governor. We're grateful for him and then Hugh Anderson is our Chair with Ken Evans is our Vice Chair today. So let you go through that, but currently let me tell you in our state there's, there's gaps in the data. As you guys can understand being members on a Board, you show up and people bring you reports and because you don't live it every day, sometimes it goes right over your head, you know. I want to show you an example.

There's three systems that we, we use in the State of Nevada today with EmployNV with NPWR and then LiteracyPro Systems. They're all putting out different data that some people recognize and some don't, but they don't talk together, and so let me give you an example of two reports that we see as a board when we get together. They're not the same, they tell different things. Some of the outcomes are what maybe we want to see, maybe they're not, um, no uniformity into what is being presented to the board, so that we can't say whether or not the data is -- the, the funds are being utilized correctly. And so what we're doing as a board is we're putting together a framework of the things that we want to see, so that when each of the, the Departments shows up to tell us what they've been doing with the funds, it'll be very easy to say, did you do X, Y, Z.

It gives us the outcomes that we're looking for as a board to make better decisions, so that we can move forward in the state together, so very simple, uh, it's, it's difficult to get different departments to, to conform a little bit where they're being asked to do things they've never done before and to extrapolate data they've never extrapolated before and so there are challenges with it, but we think with this one system approach, we'll all be able to better understand what's going on in the state, and just going forward, um, it's all about our title report, our title groups reporting WIOA funds, uh, in a, in a very simple and easy and digestible way. So that's what we're doing at the Governor's Workforce Board and I don't know if you have any questions on that, again this is more informational. Member Mathur's thinking it would be a good idea for us to come and just represent and

share with you some of the things we're doing on then, and so that's all I have for you today. Any questions?

**Chair Hobbs:** We, uh, we appreciate, uh, you letting us know what's going on and it's very helpful comments. Dr. Brunes and then Dr. Jensen.

**David Jensen:** Member Jensen for the record. Not necessarily question, just a comment. You used the word no uniformity, and I, 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.

**Ryan Woodward:** Yeah, thank you.

**Nancy Brunes:** Thank you for the presentation. You mentioned \$160 million. I've never heard that figure before, so thank you for that. Is that all WIOA funding?

**Ryan Woodward:** Yes.

**Nancy Brunes:** Okay.

**Ryan Woodward:** Yeah, Ryan Woodward for the record. Yes, that, 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, their portion of those funds, so.

**Nancy Brunes:** When do you anticipate that there will be that sort of comprehensive report where we can see which counties are getting, you know, the funds and sort of which title program, um, when do you anticipate that, that being done?

**Ryan Woodward:** I believe that the plan is due to, uh, the federal government within, I think, before May. We're in the process of reviewing, uh, in our meetings now that, 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:** Okay. It'd be great to get a copy of that report once you've approved it and --

**Ryan Woodward:** Cool.

**Nancy Brunes:** Thank you.

**Ryan Woodward:** Yeah, you bet.

**Punam Mathur:** Thank you. For the record, Member Mathur. This is, um, 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.

**Ryan Woodward:** Yeah.

**Punam Mathur:** So from their standpoint, my neighbor's standpoint, I'm investing it here, I'm investing there, 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, um, the, the information you've got about the, the needs, the emerging needs, the workforce needs,



because yes our customer, someone mentioned, our customer 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:** Uh, Ryan Woodward for the record. I, that's a great question. I don't know that I could speak intelligently to that -- in, in that, the majority of the people that we're helping, um -- well there's -- boy it's pretty broad. This is for anybody who is looking to get any skill to get a job and to get a career, um, whether that's helping them enter into higher education or, uh, 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, um, parents, especially women to be able to go to work with their children being at home or not having, uh, 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, uh, um, as well as for those to, to -- who are existing to grow, so that we can help more, 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, I had better data today, um, but anybody who's looking for any skill after high school is really who we're trying to serve.

**Punam Mathur:** (Indiscernible).

**Ryan Woodward:** Yeah, yeah. That's exactly right. Yeah.

**Chair Hobbs:** Thank you so much for your time and, and patience. Have a great weekend. If there's no objection at this point, we'll take, um, about a 10-minute break and then get in and -- then get into item number 11, which is, uh, um, something where I hope we have a very robust discussion, so we can get some direction going forward on discharging all of our tasks, so we'll come back at 11:40-ish. So we're in recess until that time.

## **BREAK**

**Joyce Woodhouse:** Thank you very much for the break, Chair Hobbs. Could we have everyone take their seats again, so we can move on to agenda item number 11. And this agenda item is our review of deliverables needed to meet the prescribed deadlines and we'll go to our Chair, uh, Mr. Hobbs.

**Chair Hobbs:** Thank you very much. Uh, we're just getting, uh, getting organized here. Um, before we begin this, this part of it, and I think this is an extremely important item for us. The, 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 you know, some are, some are prerequisites to other clusters that, that happen later, some are completely in independent items, and don't -- some are interrelated, some are not interrelated, and set down and, 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, 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, um, an attempt that I made to try to organize those into groups, uh, that can then become working groups, that each of us take some kind of role or responsibility for as we move along and then, uh, 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:** Okay. Thank you very much. Beau Bennett for the record. This deck will go pretty quick, uh, this is just a reminder, we've, we've all seen this before, but this is a reminder of all the tasks that, uh, were delivered to the commission, uh, in this last biennium, last, uh, legislative session. So the interim study of SB

98 requires the commission to review the small district funding. Uh, this is methods to enable small districts to acquire capital and engage in building improvements and modernization. Uh, you can see it includes, uh, looking at the revolving fund loan, allocation of additional funding from the Nevada State Infrastructure Bank, uh, financial assistance through the Municipal Bond Bank, uh, and any other ideas that would enable small districts to receive capital funding.

Uh, another one in the interim study is the Teacher Pipeline, just the number of teachers graduating from institutions relative to the number of positions open. Teacher and Support Personnel Compensation, uh, it's pretty straightforward whether insufficient comp -- compensation is contributing to the difficulty in attracting and retaining teachers and support staff. Uh, also to review the law changes to sales and prop -- property tax structures, which is -- this is more of an ongoing, uh, task for the commission, for recommendations for changes to the laws governing sales and use tax and property tax to fund -- fully fund public schools at an optimal level, uh. And then SB 98 and AB 400, both gave us the academic progress review, um, which is review the academic process made by pupils in each public school since the implementation of the Pupil-Centered Funding Plan, and those should include, uh, the achievement metrics, which we've gone over before, so I won't go over individually, you can read them. Uh, and then any other -- each one of these buckets, the first achievement metric buckets, they all have any other metric prescribed by the commission. Uh, the next bucket of metrics is the improvement metrics.

Next bucket is the hiring and retaining staff metrics, mostly dealing with the retention rates of teachers and attendance rates and the ex --and lastly is the expectation metrics, uh, which is mostly resulting around an annual survey and any other metric prescribed by the commission. And then in addition to those, there -- we received the Nevada Legislature Letter of Intent, uh, which directs the Commission of School Funding to study the following topics, uh, starting with a review of and recommend changes to the Nevada Cost of Education Index, so a cost of judgment factor may be applied, uh, review of the effect and development of recommendations on providing school districts receiving baseline funding with the statewide base per pupil funding amount for their online schools, a review of the use of the grad score for the funding plan and its effectiveness in identifying at-risk pupils, a review of the English learner weighted funding to the determine if it would be allowed to use, uh, the weighted funding to operate a dual language program and a determination on what the recommendation -- recommended weight for a dual language program would be. And next, we will go to (Indiscernible).

**Chair Hobbs:** So again that's, uh, a reminder of something we've seen a number of times before, um, of all of the different things that we have to do and how diverse some of those tasks are. You can go ahead and make sure -- okay. So what I, what I worked on after the last meeting was, I kept looking at that list of metrics and, you know, I would look at them, um, in, in a matrix, I would look at them as they were written, I'd look at notes that I had taken and I was trying to figure out how to organize these into sensible groupings that could be tackled, and this is what I came up with and I intend tend this really to be a discussion item, I think I've had a chance to talk with a number of you about this concept, uh, but this is after staring at it so many different ways, this is, um -- this is what I came up with and, you know, hopefully, um, there's some agreement around organizing it this way.

So the first major task has to do with the Pupil-Centered Funding Plan itself, and I think the real question is, is it working as it was originally intended, uh, are the -- are the dollars following the students as they were intended to do, um, is it meeting its core mission if you will, and you know, eventually, uh, correlating how the Pupil-Centered Funding Plan works with changes in student performance over time, and so those tasks that have to do with answering those questions about the Pupil-Centered Funding Plan in my mind fit into one distinct area of study and review and, you know, eventually each of these areas that we're going to go over results and I'm not quite sure how to put it, but probably its own report and, and by report, I don't mean something as lengthy as what we produced last November, but attention is given to each of these topics in a manner that would satisfy

what was asked of us by the legislation and, and my thinking was too that each of these reports becomes part of a bigger report that we then in turn file, uh, next November, but each of these areas can also be lifted out of that report if we're only addressing, for example, the performance of the Pupil-Centered Funding Plan and those types of things, so I just wanted to give you the benefit of what, what my thoughts were about organizing it this way.

So this would be the first major cluster and I, and I think with this one, and as we go on, you'll see more detail about it. This is not one that necessarily has to wait for subject matter experts, uh, between the resources that we have and the resources at NDE and, and a lot of the history that folks on the commission have with the Pupil-Centered Funding Plan, this is something that can be undertaken now, uh, and the results from undertaking it probably could be delivered, you know, rather safely by the May-June timeframe, so we can -- and there are a couple of other things like this that'll fit into the same category, but hopefully we could get those out of the way. I don't -- I don't like to speak of them this way, because it sounds like we're discharging something that is also terribly important to focus on, but we could bring closure to, to this particular item and the one that follows by the May-June timeframe allowing anybody who's focusing their efforts on those task to re-focus around that same time on delivery of the remaining elements, which are mostly associated with perform, uh -- performance accountability and reporting, if that makes sense. So the next cluster after this one, um, optimal funding and funding sources. As you're all aware, we did file our initial report last, um, last November, it was a rather detailed report. Uh, we had a report to this commission a couple of meetings ago about the updated targets for funding. We're in the process of contemplating how we're going to, uh, work on updating the, the funding methods, but what I would see this being is essentially an update of the report from last November.

I think a little bit more work will be done in the area of -- I, I believe we presented 12 to 15 different scenarios of funding. Uh, we could have presented a lot more when you get into the combinations of doing this with this, but not with this kind of thing, uh, and I believe that the main task here will be pairing those funding recommendations down to a smaller number. Uh, as you might recall, some of them, uh, produced very little in the way of solving the problem given the magnitude of the problem independently. Um, others have varying degrees of complexity or political palatability and those kinds of things that I think would cause us to want to take those and shrink them to the best, just of the top -- of the top of my head, three or four recommendations that we could provide instead of this lengthy, it could go on forever list of, um, scenarios that we put in the initial report. So that would be one task and I think this one could be delivered by the, the May-June timeframe as well.

Uh, this one will require some subject matter expertise or some consulting assistance might be the better way of putting it, because we need to actually run out some of these funding scenarios, uh, and the difficulty with those just to, just to enlighten you about the, you know, how big a deal it is to update sales tax and property tax funding scenarios, uh, sales tax not as bad, uh, property tax requires gathering all of the (Indiscernible) data throughout the state. Uh, some of which exists very readily and some of which is I'm not sure it exists or where it is, you know. So that's a process that from having gone through this, uh, over a year ago, I know takes some time to gather that, that data. Um, so anyway this is its own separate task and again I think that this one is deliverable assuming we can get the consulting support that we need by the May-June timeframe. The next one, and this is really a major heading, uh, performance, accountability, and reporting, which really has three distinct sub areas to it, now may be more than three and that's why I think it's important to have this, this discussion.

Uh, and you can read what it says there, uh, but you know, the, the main objective during and it, it says it in our core mission that we dealt with today was is to develop the system of reporting and accountability and performance that would enable us to hopefully in the future correlate fiscal investment with changes in performance over time, as succinct as I can possibly make it right, and one of those sub areas. Um, if you can go to the next one, I'm trying to remember how I organized this. Uh, the, the first sub area is current reporting

and data availability. Paul's presentation earlier today kind of screams this fairly loudly and organized it, um, rather well. We have a lot of data. A lot of that is currently being used by a lot of folks that are sitting at the, the diocese today to produce some number of reports that are going somewhere. Now what is done with those reports after they're produced and sent somewhere, uh, isn't as clear to me. Uh, and that point, I think, has been raised by a number of people.

So part and parcel to this, this segment of work would be to essentially continue the work that the working group has already done, here is everything that we have, here's where it is, um, here's how it's currently reported, here's the additional information that we believe we need. Does it check all of the boxes from the, uh, AB 400 and SB 98? NAS has already provided some, some metrics that go above and beyond AB 400 and SB 98, so we have this -- we have this comprehensive inventory of data and where it is being currently used, that's this particular segment, and I think an outgrowth of this would also be -- and there were some comments made about this earlier and there may be differences of opinion about this, but I, I think this also provides the opportunity to consolidate some of the existing reporting, number one. Number two, um, if there are -- if there is reporting being done, that would be -- maybe -- perhaps obsolete in the event of a new reporting scheme.

Let's identify those and include as a part of our recommendation. Existing reports that can be modified, eliminated, you know, let's -- let's streamline the process, because I think all of that serves to point more of the eyes back toward the new reporting system than these fragments of reporting that at least I perceive that we currently have. Does that make sense? Obviously, this was not rehearsed, so, um, I'm hoping it does, but this, this would be its own area of focus. The -- now we're going to the next one, right, new reporting framework. So once we have all of the data identified and accumulated, and I think this can be done concurrently, what is that new reporting framework, you know. Paul alluded to that a bit earlier, you know, he showed the Nevada Report Card and Acing Accountability and other ways of displaying information that's been gathered and tabulated. What should the new reporting framework look like? When I looked at the Nevada Report Card, I was kind of impressed with the aesthetics of the Nevada Report Card, you know, looking like a -- like a Morning Star type of report, you know, uh, but as I, as I looked at some of the numbers and then I tried to correlate that to how many stars there were, which -- which unfortunately is the thing I think people look at first, you know. If it only has two stars versus four stars kind of thing, and I'm not, you know, I, I left with the impression, I'm not sure how, how all of this data translates into those stars, number one, as somebody else may, I don't. Um, and I'm not sure that, that is -- that's a point in time analysis too, the Nevada Report Card. It isn't something that necessarily shows progress over time.

I mean it does refer to a prior year, I believe, but not a series of prior years. And so, you know, perhaps that provides some foundation, you know, because it's aesthetically easy to look at, uh, may be it need some modification, may be it need something completely new and different, but this is the, this is the task that would focus on how do we build that wireframe of a reporting system that meets all of the principles and objectives that we've set forth and, you know, that in part screams out to me that's in part design, but it also has to have an understanding of the data that we're going to push through it. So this becomes linked to that first area which is the current reporting that will definitely feed into the new reporting framework, but again I see this more as a design type of exercise, this is what we want it to look like, this is what we want it to say, yes, hopefully we have the data that can produce that outcome.

The next one was a little bit more elusive to me, um, in terms of how I titled this, but you now have data being presented in a certain form and format. How do we make that mean something? You know, it always seems to me that the reports that get filed, you know, everybody checks the box, it was filed on such and such a date, it was done in time. Paul, you don't get a, uh -- you don't get an audit, comment, because you failed to file the report. Right? If you file it on time but then who took it and drew inferential conclusions from that information and what conclusions did they draw and what did they do with them? Again that's the part that's been a bit elusive to me in looking through this and I think it's extraordinarily important, particularly in this section to

make that data mean something, somewhere in this process of evaluating performance and making funding decisions, and I think there is a need for some additional ingenuity here.

Um, should it be a requirement that this reporting is delivered to the legislature in a formal environment? Should certain funding decisions be linked to supporting data or information coming from these reports? You know, much the same as SB 543, set the bar for funding at a certain level and required that funding to be continued from year to year with different increases, um, I don't know that we should feel that our hands are tied about how we look to maybe tie this into the, the formal funding process. I don't know what that answer is at the moment, but that's part of the objective of this area. Any questions so far? Okay. And then the next one. Then we have the other things that don't seem to fit into any of the above categories and those are the bullet points that you, you see down below one of them is open zoning, uh, teacher pipeline, which we've heard a lot about today, uh, teacher and support staff compensation, and then small district capital. And on this slide, you'll see some names, um, after each one of those.

We'll, we'll get to that in a that part of it in a moment. So I think, at least I hope that we've captured all of the assigned responsibilities in what I've just gone over with you. I hope all of them fit into one of those areas. I believe they have, but as you all look that over and again look over everything that we've been asked to do, if there's something that is missing, you know, definitely let me know. Um, let's go to that one, let's go to the Tab B. No this is just building excitement. So while he's finding that, as I was thinking about each of those areas and how focused some of them are on specific deliverables, I started to think, you know, what's the best way to discharge that, because if, if you're trying to juggle, you know, eight balls at once, chances are you're going to drop three or four of them. Right? Um, and so the thinking was -- and thinking about the expertise and experience that we have here, is there a way that we could divide those tasks out and have working groups in each one of those areas. I know that is -- that's a lot of working groups, but is there a way to do that, and in having those working groups, is there a role that each one of us can take in helping to lead those working groups or coordinate those working groups, and that's what we're trying to put up right now, and I'm stretching and stretching. So Paul would say, you need to unplug it and plug it back in. Is that right, Paul?

**Unidentified Speaker:** We did. (Indiscernible)

**Chair Hobbs:** (Indiscernible) your ability to do that, I can read from it. Does that work?

**Unidentified Speaker:** This is David in Carson City. If you need me to run it, let me know.

**Chair Hobbs:** Yeah, if you could. And we're, we're looking to Tab B from the spreadsheet -- from the, the workbook.

**Unidentified Speaker:** So this will be a 11B?

**Unidentified Speaker:** (Indiscernible).

**Chair Hobbs:** Yeah, it's the expel -- it's the Excel Workbook Tab B.

**Unidentified Speaker:** Unfortunately, I don't have that material.

**Chair Hobbs:** Let me just ask this. Do any of you have that material in front of you? Because it's been shared with, you know, thoughts along the way have been shared, and if you have it in front of you, then what I'll do is just take this. Now, ad-- admittedly, so it's in the backup material?

**Unidentified Speaker:** Yeah.

**Chair Hobbs:** So if any of you can pull that up in front of you and share it, that would be great. So, you know, essentially what, what I wanted to do is divide these tasks out again, um, amongst all of us and you might recall that the first one that we went over was the Pupil-Centered Funding Plan.

**Unidentified Speaker:** I'm just going to have to get this to page over. **3:11:35** (Indiscernible).

**Chair Hobbs:** No, no, no, no.

**Unidentified Speaker:** Or just?

**Chair Hobbs:** Actually just make it smaller. I need to see the columns over here. I just want to be able to get over here and then we can page down.

**Unidentified Speaker:** Let me see (Indiscernible).

**Chair Hobbs:** There you go.

**Unidentified Speaker:** (Indiscernible) too much?

**Chair Hobbs:** Well, let's slide it this way a little bit. That's perfect, perfect. It's tiny but perfect. So the, the, the first, I know that, um, I titled them Subcommittees, but that's not accurate. These are working groups, that's what they're intended to be. Any of the work that's done by any of the working groups, uh, is gathering information, gathering different thoughts and idea, all of that has to come back to this commission and has to be fully transparent that the, the work can be done, um, away from, uh, this body and pulling that information together. Now in making some of these, I don't want to use the word assignments, um, because I don't really know that I have the authority to give you guys homework, but I, what I tried to do was I tried to do a couple of things, I tried to not over -- overburden any one individual with too many things, because otherwise, you know, because Paul is such a superstar in all areas, he would have been on every, every one of these, you know.

**Unidentified Speaker:** (Indiscernible).

**Chair Hobbs:** And I also tried to give some thought to, you know, areas of interest or, or particular areas of expertise as best I could, but, but clearly I was just pulling this out of my head and putting it down on paper as best I could. So if you have suggestions about, you know, a better fit as we go through this, please let me know and we can make those, those changes. And also since these are working groups, any member, any member of the, the commission that that wishes to work in any one of these areas is fully invited to, to do that. So the first area was the Pupil-Centered Funding Plan and I suggested that, um, Vice Chair Woodhouse serve as a Coordinator with Dr. Jensen serving as Assistant Coordinator and Paul and Dusty also working on that group. And again if somebody else wishes to work on that group, um, that is perfectly fine. I would let the designated coordinator know. And all of this material by the way, uh, not skipping ahead to the excitement of the next item on our agenda which I believe is Future Agenda Items, but on all of our future agendas, we'll have a report from each one of these working groups, so all of that material will be coming back to us.

The second one, Optimal Funding Strategy, uh, I drew the short straw on that one and Dr. Brunes, I'm taking you along with me, if that's okay. And again, we talked out that, it's updating the work that we previously did, um, trying to identify those funding strategies that make the most sense. Again all of this comes back, the report itself has to be approved by, uh, this commission as a body anyway. Uh, the third area, uh, Accountability and Current Reporting and Data. Um, Jason as Coordinator with Mark as Assistant Coordinator and Kyle also being a part of that. You all work on a lot of that data as it is, I thought that was a good fit for, for

you guys, and you guys would also be best positioned to make recommendations about viable reporting going forward. Um, in the area of new reporting framework, Paul, uh, you've been working on quite a bit of this anyway, have you as the Coordinator with Member Mathur as the Assistant Coordinator and Jim also helping out on that one.

We have a new reporting framework, I already talked about that one. So the Accountability Performance Outcome and Trends, that's taking the data and the new reporting framework and making some recommendations about how to make it effective, how to draw conclusions, how to make those conclusions mean something and tie that into the overall Optimal Funding Strategy that we still carry forward with us. And for that one -- I'm a little lost in here -- we have Dr. Bruner as the Coordinator with Joyce -- uh, Vice Chair Woodhouse as the Assistant Coordinator, uh, Dr. Jensen, Member Mathers, and Jim also providing input in that area. Accessibility within Public Schools, which I believe is others speak for, uh, open zoning and that's a distinct task and I had, um, Member McIntosh leading that with Joyce and, uh, Punam providing assistance and support. Local School, uh, Small Capital Funding, and small by comparison, um, I've done some previous work on that and Paul and Kyle, um, like to have your input on that as well. Teacher Pipeline, uh, Dusty and Kyle, Dusty taking the lead.

We heard a lot of information today regarding teacher pipeline, I was hoping you guys maybe were taking business cards from a couple of those folks along the way. And then, uh, Compensation of Teachers, uh, Member Mathers, I think that's a good fit for you, uh, with support from Jason and, uh -- and Mark. And I believe that covers those. So that was a suggestion. And so what does it mean to be the Coordinator of a working group, you know, aside from it being awesome on your resume -- yeah, yeah, exactly. Um, again hopefully allowing you to focus on an area or to, uh, engage with the Nevada Department of Education first and foremost (Indiscernible) leading one of these areas, the one of the first things I would do is make contact with, with Megan and, and Beau and James and -- let me back up for a second. I think one of the things everyone one of us would want to know is what kind of additional support are we going to have in each one of these areas, particularly by way of subject matter expert support. Right? And that's why I have the suggestion to, uh, speak with NDE.

Uh, NDE has, uh, and this may not apply to all areas, but they already have APA and WestEd under engagement. Now the scope of what APA and WestEd are allowed to do is, that's something that's already contained in whatever scope of services they've engaged them to do, but is there the also the ability to take on some additional tasks that may support any one of these areas that probably applies in some of these areas. Um, you heard, uh, Megan earlier in the meeting mentioned that we're working through the development of, uh, requests for proposals. Right? And you know, from looking at the, the variety of work that we have to do, um, it would be requests for proposals, because I don't see one vendor being able to provide support in each one of these areas. Uh, some of these are very new ones, um, like the teacher compensation is certainly new ones, the teacher pipeline might be a bit more new ones.

Uh, perhaps in some cases, we already have a lot of the data, uh, from primary or secondary sources, perhaps in some cases new data needs to be developed. I, I would see a lion share of the consulting expertise being needed in all of the performance accounting and reporting areas and that's where it would be important as a lead in each one of those areas to communicate your thoughts about what might be specifically needed to achieve what we want to achieve in each one of these areas. You know, for -- me for example, uh, on the optimal funding side, it's easy for me to say to NDE, I need somebody to collect all of the parcel data and run the following scenarios. Right? That's fairly easy for me to say, but in some of these other areas, we know what those metrics are, we need to check each one of those are, how to go about doing that, you know, that's the discussion with NDE, because they become the, the point of coordination on securing the subject matter expertise. Is this -- that all makes sense? Sound like it'll work?

**Group:** [Agreement]

**Chair Hobbs:** Okay. And all of it eventually will come back to a schedule that probably cannot possibly show up very well. Um, Let me see if I can -- we have developed the framework of a workback schedule, which is what is not showing up on the screen right now, but some of you --

**Unidentified Speaker:** Could you go to Tab A on the worksheet, please?

**Chair Hobbs:** For those that are able to pull it down off of the backup material, you see what the workback schedule looks like. You, you've all worked with workback schedules before in some form and here is where we would be setting certain milestones for progress in each one of these areas and so the, the workback schedule is divided basically by the same tasks that we've identified. So I'm going to be going in on the optimal funding side for example and looking at, uh, what seems to be a realistic schedule of progress in that area and setting some of those milestones. And again, I would suggest that each of the, the leads do the same thing.

Now we'll, 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 it's, 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, 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, um, and again I, um, 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.

Uh, give me your thoughts about the approach at this point, because the clock is we have 11 months basically. Right? 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, you know, perhaps so 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, uh, tasks and just focus solely on those between, uh, June, July, August, September, October as we then hope to develop the report in October for a November delivery. Please. [Interposing]

**Paul Johnson:** Yeah, thanks Guy. I appreciate the overheads that you gave us, um, on the, uh, the committee assignments. 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, um.

**Chair Hobbs:** There would always be a quorum issue that, that the lead would need to be mindful of and, you know, then you put in the -- and we've had this happen before, um, 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, you know, through the workback schedule an understanding of progress being made in each of those areas and, and, you know, conversations can certainly be had about progress and, you know, look I, I wouldn't be shy about reaching out to, to Jason or to Mark about, uh, something that's in the optimal funding area, even though their names aren't there, but if, if I had a question that was specific to how it may impact a larger school district for example, I'm not, 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, you know, these working group designations don't preclude -- not to presuppose where your question was going Paul, but they don't preclude you from, um, availing yourself of any of the type of expertise we've seen over the last three meetings. you know, hey the communities and schools folks, they may have some input on this that could be helpful in, you know, a certain area, um, not at all, it's just a matter of



coordinating the gathering of, of data and the -- and suggestions for consideration by the full commission.

**Unidentified Speaker:** Nancy.

**Nancy Brunes:** Thank you. My question is, it looks like the, um, 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:** Thank you for asking that, because I forgot to mention that. Um, I 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, that, that's my thought. Now if you have a different thought about it, you know, please, please tell me, but I, I think what the working group has done up to this point has provided a good foundation for the new, new working groups to take over.

**Nancy Brunes:** Okay. And Paul is saying --

**Chair Hobbs:** If Paul is saying yes, then it must be okay.

**Unidentified Speaker:** Just add Paul as at least a member on all of (Indiscernible).

**Joyce Woodhouse:** Are there questions from commission members? Mark, go ahead.

**Mark Mathers:** Yeah, so if we want to be on a committee that we're not on, we would just reach out to the coordinator or lead. Is that right?

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

**Greg Ott:** Yes.

**Chair Hobbs:** Absolutely.

**Joyce Woodhouse:** Anyone else? Questions, comments? Okay. Thank you Chair Hobbs. We've got a lot of work to do.

**Chair Hobbs:** (Indiscernible).

**Joyce Woodhouse:** Yes, I think we do. Um, we'll need a motion to approve the workback plan, uh, as identified by Chair Hobbs.

**Paul Johnson:** I, Member Johnson, I will make that motion.

**Joyce Woodhouse:** Thank you.

**Punam Mathur:** And I'll second that motion.

**Joyce Woodhouse:** Thank you. We have a motion made by, uh, Member Johnson, second by Member Mathur. All those in favor signify by saying aye.

**Group:** Aye.

**Joyce Woodhouse:** Those opposed? Okay. Motion carried. And the chair is back in your hands, Mr. (Indiscernible).

**Chair Hobbs:** Thank you all very much for the indulgence on that, and I, I think, I did a, a horrible job of explaining it, but, but hopefully, you know, when you see it in front of you, it makes a little bit more sense and, um, 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, um, let me emphasize how important it is to communicate any, any additional need for subject matter expertise to NDE. One thing that we can't really afford to do, um, since we've had some -- let me back up and say it differently. Um, NDE has done a great job working with the State Procurement Department. Um, 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, we've run into some approaches that we had to change a little bit and, uh, you know, for example, uh, 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.

Um, 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, uh, immediately after the holidays. So any feedback that any of us have to NDE about particular areas of expertise that are needed, uh, is something that would be very helpful. So -- okay that moves us on to agenda item number 12. This is an information item only. It 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, or Megan, I'm not sure who's speaking to it, that the, 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, than anything else. So with that --

**James Kirkpatrick:** James Kirkpatrick for the record. Sorry. Um, we're having bad technical difficulties today, but the spreadsheet in question that I'm going to be speaking to is available should be posted as information, you can bring it up, I can walk you through it. It's labeled CSF contracts. Oh, there it is. Thank you, Mark. Wonderful. So, um, this is just a quick where we are today, um, again as Chairman Hobbs mentioned, this is just an estimate, um, we've got five current projects in, in development. Um, one has an RFP out. One is with Purchasing waiting for some final tweaks. Um, column G and H on this really identifies the funding, we have \$500,000 for the commission studies, we have a million dollars for the commission reports, and then as we get contracts in play -- [break in audio].

**Chair Hobbs:** -- today and there may be some others I was talking with, uh, Dusty a bit earlier, um, with respect to whether or not there are any, uh, 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, um, you know, we can do that again. So we may have a continuing item with presentations from community partners, a flexible agenda, um, I think we should always have that anyway, doesn't do any harm, uh, and then clearly we're going to have, uh, updates from each of the working groups, uh, 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, you know, maybe uh sketching out the approach, uh, hopefully some linkages with, uh, subject matter expert requirements and those sorts of things. Uh, 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, um, 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:** You know, just a clarification just in terms of the how it'll get done. Um, 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:** Well, that's a great question, and instead of, you know, me answering how it is, I think they should allow NDE to answer how it should be from their end.

**Megan Peterson:** Megan Peterson for the record. Um, based on the adopted schedule of committees today, we'll go ahead and -- I'm sorry -- 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:** And just to clarify one other thing from a procedural standpoint, so the, the lead, you contact the lead, um, 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, the other areas. Um, if you have, if the lead has communication with NDE and, and it's determined that, you know, there's a certain approach that you're going to take, the lead is able to communicate with those other identified members directly, right, since these are just working groups.

**Megan Peterson:** Megan Peterson for the record. Yes, that's correct.

**Chair Hobbs:** Okay. So you can pull your folks together that way.

**Punam Mathur:** Yeah, (Indiscernible) 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, um, 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 good way to skin -- 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. So thank you (Indiscernible).

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

**Nancy Brunes:** I'm sorry if I missed this. I know, 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, we are responsible for coordinating, but we will always include an NDE team member should they be able to attend.

**Chair Hobbs:** Okay. I, I believe that would be the approach going forward, but as the lead contacts NDE, they can work out who, who that will be and, uh, how that will be (Indiscernible). Okay. That takes us to agenda item 14 public comment period number two. We now have our second public comment period on any matter within the commission's jurisdiction control or advisory power. As a reminder, members of the public, please fill out a comment card and provide it to the secretary. Alternatively public comment may be submitted in writing by email to NVCSF@doe.nv.gov to be read into the record. I'll turn it over to Joseph to facilitate any comment from members of the public, uh, who may have attended there in person in Carson City and wish to

Speak and then we'll come to Vegas and ask the same question.

**Joseph Baggs:** Yes, Chair Hobbs, we have one member of the public present. This is Jessica Barlow Daniels.

**Chair Hobbs:** Very good. Nice to have you with us. Please proceed. Not hearing anything.

**Jessica Barlow Daniels:** Say it again? Okay. Alrighty. Um, for record, my name is Jessica Barlow Daniels. I am the Executive Director, Principal of Carson Montessori Charter School. I also am the coach of the Student Legislative Team that works every session of the Nevada State Legislature, and yes Megan, you were my student too. And I'm really proud of you. Um, I want to thank all of you for your dedicated work and what you have done. Uh, as you know, education is struggling right now and we so appreciate that you are dedicating yourselves to working on particular issues. Um, Chairman Hobbs, thank you for giving me such a nice outline to address each item individually. Your first, uh, part about wrapping everything together, so that you don't go back and (Indiscernible) again.

Senator Woodhouse, I do need to tell you that, um, you are very familiar with the redoing, uh, we did get financial literacy, your famous bill passed again for the fifth time and that's doing it over and over again when instead these things need to be implemented. So I appreciate Chairman Hobbs when you said let's wrap these and so we're not redoing, we're getting things done. On the Pupil-Centered Funding Plans, uh, there absolutely has to be a meaningful assessment, and what is currently being used is not. There is something that is truly missing in all of these things, in all of these, um, committees and our Chief, uh, Student Legislator Hank Brown pointed out at the last session that the voice of the student absolutely has to be heard, so if you want to know what's going on in the schools and you want to know what's working and what isn't working, you need to talk as was pointed out by one of the pupil testifying the consumer is the student, along with that is the educator.

So the voice of the educator, the student, and the public, we're hearing, but there's a missing element here and that's the parents and the parents are going to have to be held to accountability. Things are being blamed on schools and they expect us to fix everything and it has to be a team, there has to be a triangle of accountability with the student most important, the educators on one side, and the families on the other, all working together as a team for the success of the students. We have, uh, school performance plan and they are very individualized to the sites and this is a great way to see if we are meeting our goals and if we are doing what we need to do rather than a standardized assessment like SBAC which renders no viable usable data, it's simply numbers and we do not know what has happened to the student at all.

**Joseph Baggs:** Madam Daniels, I'm sorry, but your time is up.

**Jessica Barlow Daniels:** Thank you.

**Chair Hobbs:** Thank you very much for your comments. We appreciate you being here. Joseph, any additional comments in Carson City?

**Joseph Baggs:** Chair Hobbs, there are no additional comments in person, over the phone or on email.

**Chair Hobbs:** And to the extent that there may have been comments that the previous speaker or any speaker in the future, uh, wanted to have made but ran out of time, they could certainly leave those comments in writing for us or send them, send them to us through you.

**Joseph Baggs:** (Indiscernible).

**Chair Hobbs:** We're appreciative of all comments that we received. So we'll ask if there's any public comment

in Las Vegas. Seeing none. Joseph back to you to see if any was received telephonically --

(AUDIO ENDS ABRUPTLY)