

SENATE BILL NO. 314—SENATORS WOODHOUSE, DENIS,
DONDERO LOOP, PARKS; BROOKS AND CANCELA

MARCH 18, 2019

Referred to Committee on Education

SUMMARY—Revises provisions relating to education.
(BDR 34-730)

FISCAL NOTE: Effect on Local Government: May have Fiscal Impact.
Effect on the State: Yes.

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EXPLANATION – Matter in **bolded italics** is new; matter between brackets ~~omitted material~~ is material to be omitted.

AN ACT relating to education; requiring certain boards of trustees of a school district to include in a program of career and technical education the area of business and marketing education; establishing a State Seal of Financial Literacy; requiring the Department of Education to establish a Financial Literacy Month; establishing provisions relating to obtaining an endorsement to teach courses relating to financial literacy; making an appropriation; and providing other matters properly relating thereto.

Legislative Counsel's Digest:

Existing law requires the boards of trustees of certain school districts, and authorizes the boards of trustees of all other school districts, to establish and maintain a program of career and technical education in certain subjects. (NRS 388.380) **Section 2** of this bill requires a board of trustees that has established a program of career and technical education to include in the program the area of business and marketing education. **Section 2** also requires the area to include certain courses relating to financial literacy.

Existing law establishes the State Seal of STEM and the State Seal of STEAM. (NRS 388.594-388.5975) **Section 3** of this bill similarly establishes a State Seal of Financial Literacy. **Section 4** of this bill establishes the requirements for earning a State Seal of Financial Literacy.

Section 5 of this bill requires the Department of Education to establish a Financial Literacy Month, to be held once each school year. **Section 5** further requires certain activities to be included in the Financial Literacy Month. **Section 7** of this bill requires the governing body of each regional training program for the professional development of teachers and administrators to coordinate with the Department of Education to provide an annual summit at the beginning of Financial Literacy Month.



Section 6 of this bill requires teachers to obtain an endorsement in teaching courses relating to financial literacy to teach such a course. Existing law also requires a regional training program for the professional development of teachers and administrators to provide certain training for educational personnel. (NRS 391A.125) **Section 8** of this bill requires such a regional training program to provide training and professional development for teachers who obtain an endorsement to teach courses relating to financial literacy.

Existing law authorizes the Board of Regents of the University of Nevada to prescribe courses of study for the Nevada System of Higher Education. (NRS 396.440) **Section 9** of this bill requires that a program of study offered by the System to obtain an endorsement to teach courses relating to financial literacy include certain requirements. **Section 9** also authorizes students to apply for certain scholarships to offset the costs of the program of study. Existing law requires the Commission on Professional Standards in Education to adopt regulations that require teachers to obtain an endorsement to teach in certain subject areas. (NRS 391.019)

Section 10 of this bill makes appropriations to carry out the provisions of this bill.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN
SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

Section 1. Chapter 388 of NRS is hereby amended by adding thereto the provisions set forth as sections 2 to 5, inclusive, of this act.

Sec. 2. *If the board of trustees of a school district has established a program of career and technical education pursuant to NRS 388.380, the program must include the area of business and marketing education. The business and marketing education program area must include courses of study relating to financial literacy, including, without limitation, a course in mortgages or underwriting, a course in realty and a course in accounting.*

Sec. 3. 1. *The Superintendent of Public Instruction shall establish a State Seal of Financial Literacy Program to recognize pupils who graduate from a public high school, including, without limitation, a charter school and a university school for profoundly gifted pupils, who have attained a high level of proficiency in financial literacy.*

2. *The Superintendent of Public Instruction shall:*

(a) Create a State Seal of Financial Literacy that may be affixed to the diploma and noted on the transcript of a pupil to recognize that the pupil has met the requirements of section 4 of this act; and

(b) Deliver the State Seal of Financial Literacy to each school district, charter school and university school for profoundly gifted pupils that participates in the State Seal of Financial Literacy Program.



3. Any school district, charter school and university school for profoundly gifted pupils may participate in the State Seal of Financial Literacy Program by notifying the Superintendent of Public Instruction of its intent to participate in the Program.

4. Each board of trustees of a school district and governing body of a charter school or university school for profoundly gifted pupils that participates in the State Seal of Financial Literacy Program shall:

(a) Identify the pupils who have met the requirements to be awarded the State Seal of Financial Literacy; and

(b) Affix the state Seal of Financial Literacy to the diploma and note the receipt of the State Seal of Financial Literacy on the transcript of each pupil who meets those requirements.

5. The Superintendent of Public Instruction may adopt regulations as necessary to carry out the provisions of this section and section 4 of this act.

Sec. 4. A school district, charter school and university school for profoundly gifted pupils that participates in the State Seal of Financial Literacy Program established pursuant to section 3 of this act must award a pupil, upon graduation from high school, a high school diploma with a State Seal of Financial Literacy if the pupil:

1. Earns at least a 3.25 grade point average, on a 4.0 grading scale, or a 3.85 weighted grade point average, on a grading scale approved by the Superintendent of Public Instruction if a different grading scale is used.

2. Demonstrates proficiency in financial literacy by earning:

(a) At least 4 credits in a subject area in which instruction on financial literacy is provided; and

(b) Either of the following:

(1) A grade of B or higher in a college-level course in which instruction on financial literacy is provided; or

(2) A score of gold or higher on the ACT National Career Readiness Certificate.

Sec. 5. 1. The Department of Education shall establish a Financial Literacy Month to be held once each school year. The Financial Literacy Month must include, without limitation:

(a) A parent and family engagement summit, including, without limitation, programs related to saving and spending, employability skills, applying to and attending college, applying for and receiving financial aid, retirement and investments; and

(b) A Student Smart Week and a Money Week.

2. The Department may adopt regulations as necessary to carry out the provisions of this section and section 7 of this act.



Sec. 6. NRS 391.019 is hereby amended to read as follows:

391.019 1. Except as otherwise provided in NRS 391.027, the Commission shall adopt regulations:

(a) Prescribing the qualifications for licensing teachers and other educational personnel, including, without limitation, the qualifications for a license to teach middle school or junior high school education, and the procedures for the issuance and renewal of those licenses. The regulations:

(1) Must include, without limitation, the qualifications for licensing teachers and administrators pursuant to an alternative route to licensure which provides that the required education and training may be provided by any qualified provider which has been approved by the Commission, including, without limitation, institutions of higher education and other providers that operate independently of an institution of higher education. The regulations adopted pursuant to this subparagraph must:

(I) Establish the requirements for approval as a qualified provider;

(II) Require a qualified provider to be selective in its acceptance of students;

(III) Require a qualified provider to provide supervised, school-based experiences and ongoing support for its students, such as mentoring and coaching;

(IV) Significantly limit the amount of course work required or provide for the waiver of required course work for students who achieve certain scores on tests;

(V) Allow for the completion in 2 years or less of the education and training required under the alternative route to licensure;

(VI) Provide that a person who has completed the education and training required under the alternative route to licensure and who has satisfied all other requirements for licensure may apply for a regular license pursuant to sub-subparagraph (VII) regardless of whether the person has received an offer of employment from a school district, charter school or private school; and

(VII) Upon the completion by a person of the education and training required under the alternative route to licensure and the satisfaction of all other requirements for licensure, provide for the issuance of a regular license to the person pursuant to the provisions of this chapter and the regulations adopted pursuant to this chapter.

(2) Must require an applicant for a license to teach middle school or junior high school education or secondary education to demonstrate proficiency in a field of specialization or area of concentration by successfully completing course work prescribed by



1 the Department or completing a subject matter competency
2 examination prescribed by the Department with a score deemed
3 satisfactory.

4 (3) Must not prescribe qualifications which are more
5 stringent than the qualifications set forth in NRS 391.0315 for a
6 licensed teacher who applies for an additional license in accordance
7 with that section.

8 (b) Identifying fields of specialization in teaching which require
9 the specialized training of teachers.

10 (c) Except as otherwise provided in NRS 391.125, requiring
11 teachers to obtain from the Department an endorsement in a field of
12 specialization to be eligible to teach in that field of specialization,
13 including, without limitation, *an endorsement to teach courses*
14 *relating to financial literacy and* an endorsement to teach English
15 as a second language.

16 (d) Setting forth the educational requirements a teacher must
17 satisfy to qualify for an endorsement in each field of specialization.

18 (e) Setting forth the qualifications and requirements for
19 obtaining a license or endorsement to teach American Sign
20 Language, including, without limitation, being registered with the
21 Aging and Disability Services Division of the Department of Health
22 and Human Services pursuant to NRS 656A.100 to engage in the
23 practice of interpreting in an educational setting.

24 (f) Requiring teachers and other educational personnel to be
25 registered with the Aging and Disability Services Division pursuant
26 to NRS 656A.100 to engage in the practice of interpreting in an
27 educational setting if they:

28 (1) Provide instruction or other educational services; and

29 (2) Concurrently engage in the practice of interpreting, as
30 defined in NRS 656A.060.

31 (g) Providing for the issuance and renewal of a special
32 qualifications license to an applicant who holds a bachelor's degree,
33 a master's degree or a doctoral degree from an accredited degree-
34 granting postsecondary educational institution in a field for which
35 the applicant will provide instruction in a classroom and who has:

36 (1) At least 2 years of experience teaching at an accredited
37 degree-granting postsecondary educational institution in a field for
38 which the applicant will provide instruction in a classroom and at
39 least 3 years of experience working in that field; or

40 (2) At least 5 years of experience working in a field for
41 which the applicant will provide instruction in a classroom.

42 ➤ An applicant for licensure pursuant to this paragraph who holds a
43 bachelor's degree must submit proof of participation in a program of
44 student teaching or mentoring or agree to participate in a program of
45 mentoring or courses of pedagogy for the first 2 years of the



1 applicant's employment as a teacher with a school district or charter
2 school.

3 (h) Requiring an applicant for a special qualifications license to:

4 (1) Pass each examination required by NRS 391.021 for the
5 specific subject or subjects in which the applicant will provide
6 instruction; or

7 (2) Hold a valid license issued by a professional licensing
8 board of any state that is directly related to the subject area of the
9 bachelor's degree, master's degree or doctoral degree held by the
10 applicant.

11 (i) Setting forth the subject areas that may be taught by a person
12 who holds a special qualifications license, based upon the subject
13 area of the bachelor's degree, master's degree or doctoral degree
14 held by that person.

15 (j) Providing for the issuance and renewal of a special
16 qualifications license to an applicant who:

17 (1) Holds a bachelor's degree or a graduate degree from an
18 accredited college or university in the field for which the applicant
19 will be providing instruction;

20 (2) Is not licensed to teach public school in another state;

21 (3) Has at least 5 years of experience teaching with
22 satisfactory evaluations at a school that is accredited by a national or
23 regional accrediting agency recognized by the United States
24 Department of Education; and

25 (4) Submits proof of participation in a program of student
26 teaching or mentoring or agrees to participate in a program of
27 mentoring for the first year of the applicant's employment as a
28 teacher with a school district or charter school if the applicant holds
29 a graduate degree or, if the applicant holds a bachelor's degree,
30 submits proof of participation in a program of student teaching or
31 mentoring or agrees to participate in a program of mentoring or
32 courses of pedagogy for the first 2 years of his or her employment as
33 a teacher with a school district or charter school.

34 ➡ An applicant for licensure pursuant to this paragraph is exempt
35 from each examination required by NRS 391.021 if the applicant
36 successfully passed the examination in another state.

37 (k) Prescribing course work on parental involvement and family
38 engagement. The Commission shall work in cooperation with the
39 Office of Parental Involvement and Family Engagement created by
40 NRS 385.630 in developing the regulations required by this
41 paragraph.

42 (l) Establishing the requirements for obtaining an endorsement
43 on the license of a teacher, administrator or other educational
44 personnel in cultural competency.



2. Except as otherwise provided in NRS 391.027, the Commission may adopt such other regulations as it deems necessary for its own government or to carry out its duties.

3. Any regulation which increases the amount of education, training or experience required for licensing:

(a) Must, in addition to the requirements for publication in chapter 233B of NRS, be publicized before its adoption in a manner reasonably calculated to inform those persons affected by the change.

(b) Must not become effective until at least 1 year after the date it is adopted by the Commission.

(c) Is not applicable to a license in effect on the date the regulation becomes effective.

4. A person who is licensed pursuant to paragraph (g) or (j) of subsection 1:

(a) Shall comply with all applicable statutes and regulations.

(b) Except as otherwise provided by specific statute, is entitled to all benefits, rights and privileges conferred by statutes and regulations on licensed teachers.

(c) Except as otherwise provided by specific statute, if the person is employed as a teacher by the board of trustees of a school district or the governing body of a charter school, is entitled to all benefits, rights and privileges conferred by statutes and regulations on the licensed employees of a school district or charter school, as applicable.

Sec. 7. Chapter 391A of NRS is hereby amended by adding thereto a new section to read as follows:

The governing body of each regional training program shall coordinate with the Department to provide an annual summit at the beginning of the Financial Literacy Month established pursuant to section 5 of this act.

Sec. 8. NRS 391A.125 is hereby amended to read as follows:

391A.125 1. Based upon the priorities of programs prescribed by the State Board pursuant to subsection 4 of NRS 391A.505 and the assessment of needs for training within the region and priorities of training adopted by the governing body pursuant to NRS 391A.175, each regional training program shall provide:

(a) Training for teachers and other licensed educational personnel in the:

(1) Standards established by the Council to Establish Academic Standards for Public Schools pursuant to NRS 389.520;

(2) Curriculum and instruction required for the standards adopted by the State Board;

(3) Curriculum and instruction recommended by the Teachers and Leaders Council of Nevada; and



(4) Culturally relevant pedagogy, taking into account cultural diversity and demographic differences throughout this State.

(b) Through the Nevada Early Literacy Intervention Program established for the regional training program, training for teachers who teach kindergarten and grades 1, 2 or 3 on methods to teach fundamental reading skills, including, without limitation:

(1) Phonemic awareness;

(2) Phonics;

(3) Vocabulary;

(4) Fluency;

(5) Comprehension; and

(6) Motivation.

(c) Training for administrators who conduct the evaluations required pursuant to NRS 391.685, 391.690, 391.705 and 391.710 relating to the manner in which such evaluations are conducted. Such training must be developed in consultation with the Teachers and Leaders Council of Nevada created by NRS 391.455.

(d) Training for teachers, administrators and other licensed educational personnel relating to correcting deficiencies and addressing recommendations for improvement in performance that are identified in the evaluations conducted pursuant to NRS 391.685, 391.690, 391.705 or 391.710.

(e) At least one of the following types of training:

(1) Training for teachers and school administrators in the assessment and measurement of pupil achievement and the effective methods to analyze the test results and scores of pupils to improve the achievement and proficiency of pupils.

(2) Training for teachers in specific content areas to enable the teachers to provide a higher level of instruction in their respective fields of teaching. Such training must include instruction in effective methods to teach in a content area provided by teachers who are considered masters in that content area.

(3) In addition to the training provided pursuant to paragraph (b), training for teachers in the methods to teach basic skills to pupils, such as providing instruction in reading with the use of phonics and providing instruction in basic skills of mathematics computation.

(f) In accordance with the program established by the Statewide Council pursuant to paragraph (b) of subsection 2 of NRS 391A.135 training for:

(1) Teachers on how to engage parents and families, including, without limitation, disengaged families, in the education of their children and to build the capacity of parents and families to support the learning and academic achievement of their children.



(2) Training for teachers and paraprofessionals on working with parent liaisons in public schools to carry out strategies and practices for effective parental involvement and family engagement.

(g) Training and continuing professional development for teachers who receive an endorsement to teach courses relating to financial literacy pursuant to NRS 391.019 and section 9 of this act.

2. The training required pursuant to subsection 1 must:

(a) Include the activities set forth in 20 U.S.C. § 7801(42), as deemed appropriate by the governing body for the type of training offered.

(b) Include appropriate procedures to ensure follow-up training for teachers and administrators who have received training through the program.

(c) Incorporate training that addresses the educational needs of:

(1) Pupils with disabilities who participate in programs of special education; and

(2) Pupils who are English learners.

3. The governing body of each regional training program shall prepare and maintain a list that identifies programs for the professional development of teachers and administrators that successfully incorporate:

(a) The standards of content and performance established by the Council to Establish Academic Standards for Public Schools pursuant to NRS 389.520;

(b) Fundamental reading skills; and

(c) Other training listed in subsection 1.

➔ The governing body shall provide a copy of the list on an annual basis to school districts for dissemination to teachers and administrators.

4. A regional training program may include model classrooms that demonstrate the use of educational technology for teaching and learning.

5. A regional training program may contract with the board of trustees of a school district that is served by the regional training program as set forth in NRS 391A.120 to provide professional development to the teachers and administrators employed by the school district that is in addition to the training required by this section. Any training provided pursuant to this subsection must include the activities set forth in 20 U.S.C. § 7801(42), as deemed appropriate by the governing body for the type of training offered.

6. To the extent money is available from legislative appropriation or otherwise, a regional training program may provide training to paraprofessionals.



7. As used in this section, “paraprofessional” has the meaning ascribed to it in NRS 391.008.

Sec. 9. Chapter 396 of NRS is hereby amended by adding thereto a new section to read as follows:

1. If the System offers a course of study for obtaining an endorsement to teach courses relating to financial literacy, the course must require students in the course of study to create a personal finance portfolio or transition plan, which must include, without limitation, details relating to housing, health insurance and postsecondary education and financial aid resources.

2. A student in a course of study offered pursuant to subsection 1 may apply for a Teach Nevada Scholarship from a university, college or other provider of an alternative licensure program that receives a grant from the Teach Nevada Scholarship Program Account created pursuant to NRS 391A.575 to offset the costs of completing a course of study offered pursuant to subsection 1.

3. The System may award a student money received from a grant provided to a university, college or other provider of an alternative licensure program pursuant to NRS 391A.510 to offset the costs of completing a course of study offered pursuant to subsection 1.

Sec. 10. 1. There is hereby appropriated from the State General Fund to the Clark County School District to carry out the provisions of this act the following sums:

For the Fiscal Year 2019-2020..... \$700,000

For the Fiscal Year 2020-2021..... \$1,000,000

2. There is hereby appropriated from the State General Fund to the Washoe County School District to carry out the provisions of this act the following sums:

For the Fiscal Year 2019-2020..... \$200,000

For the Fiscal Year 2020-2021..... \$300,000

3. There is hereby appropriated from the State General Fund to the Department of Education to carry out the provisions of this act the following sums:

For the Fiscal Year 2019-2020..... \$100,000

For the Fiscal Year 2020-2021..... \$200,000

4. Any balance of the sums appropriated by subsections 1, 2 and 3 that is unencumbered or unexpended at the end of the respective fiscal years does not revert to the State General Fund, must be carried forward to the next fiscal year and is hereby authorized for use in the next fiscal year for the purposes specified in subsection 5 or 6, as applicable.

5. Money appropriated by subsection 1 or 2 must be used to support instruction in financial literacy, including, without



1 limitation, by providing technical assistance, monitoring, support
2 and professional development training regarding financial literacy to
3 teachers who teach in a subject area in which instruction in financial
4 literacy is provided.

5 6. Money appropriated by subsection 3 must be used to award
6 grants of money to school districts, other than the Clark County
7 School District and Washoe County School District, and to the
8 sponsors of charter schools that submit an application to the
9 Department of Education. The amount granted to each school
10 district and charter school must be based upon the number of pupils
11 enrolled in each such school district or charter school, as applicable,
12 who are enrolled in a subject area in which instruction in financial
13 literacy is provided, and not on a competitive basis.

14 7. The sums appropriated by this section must be accounted for
15 separately from any other money and used only for the purposes
16 specified in this section.

17 **Sec. 11.** This act becomes effective on July 1, 2019.

