

BRIAN SANDOVAL
GOVERNOR



STATE OF NEVADA
Office of the Governor
101 South Carson Street
Carson City, Nevada 89701
(775) 684-5670

Name of Organization: P-20W Advisory Council
Date and Time of Meeting: March 15, 2016, 2:00 PM
Place of Meeting: Blasdel Building
209 E. Musser Street, Room 105
Carson City, NV 89701

This meeting will be videoconferenced to the following location:

Grant Sawyer State Office Building
555 East Washington Ave,
Suite 5100
Las Vegas, NV 89101

MINUTES

- I. Call to Order/Roll Call
Caryn Swobe, Chair

Chair Swobe called the meeting to order at 2:00 P.M.

Members Present: Caryn Swobe, Cyrstal Abba, Erin Cranor, Jacki Brown, Kim Metcalf, Marilyn Dondero-Loop, Senator Becky Harris, Dr. Kim Regan, Sue Dellenbach, Steve Canavero

Excused Members: Assemblywoman Heidi Swank, Stacy Woodbury

Guests: David Schmidt, Mary Harmon, Tuhin Verma, Alessandro Capello, Linda Heiss, Glenn Meyer

Staff: Zachary Heit, Brian Mitchell, Dale Ann Luzzi

A quorum was declared.

- II. Public Comment (No action may be taken upon a matter raised under public comment period unless the matter itself has been specifically included on an agenda as an action item.)

There was no public comment.

- III. Approval of the Minutes From the January 19, 016 meeting (For possible action)
Caryn Swobe, Chair

Mr. Metcalf motioned to approve the minutes as written. Ms. Abba seconded the motion. The motion passed unanimously.

- IV. Welcoming Remarks
Caryn Swobe, Chair

Chair Swobe welcomed and thanked everyone for attending the meeting.

- V. Update on NPWR Reports and Additional Contributors to NPWR
(For Information/Discussion)
Linda Heiss, Senior Director of Institutional Research, Nevada System of Higher Education (NSHE)
Glenn Meyer, IT Director, Nevada Department of Education

Ms. Heiss presented the Nevada P-20 to Workforce Research Data System (NPWR) Priorities. The Council discussed workforce, supply and demand, as well as the NPWR research outcome and current reports, to include the following: a) The Council shall address methods to increase the number of students who enroll in programs at the System to become teachers, including, without limitation, financial aid programs for students enrolled in those programs; b) Methods to ensure the successful transition of children from early childhood education programs (ECE) to elementary school, including without limitation, methods to increase parental involvement; c) Methods to ensure the successful transition of pupils from elementary school to middle school, middle school to high school and high school to postsecondary education or the workforce, or both, including without limitation, methods to increase parental involvement; d) Methods to ensure that the course work, standards and assessments required of pupils in secondary schools is aligned with the workload expected of the students at the postsecondary level; e) Methods to ensure collaboration among the business community, members of the academic community and political leaders to set forth a process for developing strategies for the growth and diversification of the economy of this State; f)

Policies relating to workforce development, employment needs of private employers and workforce shortages in occupations critical to the education, health and safety of the residents of this State; g) The development and oversight longitudinal data system that links data relating to early childhood education programs and K-12 public education with data relating to postsecondary education and the workforce in this State; h) A plan for collaborative research using data from the statewide longitudinal data system developed pursuant to paragraph (g), including, without limitation, research that assesses; 1) The efficiency and effectiveness of the use of state resources to improve the readiness of pupils in this State for postsecondary education and the workforce; 2) The effectiveness of the preparation of teachers and administrators in this State; and 3) the return on investment of educational and workforce development programs paid for by this State.

The additional contributors to NPWR include Nevada Department of Employment, Training and Rehabilitation (DETR), Nevada System of Higher Education (NSHE), Nevada Department of Education (NDE), and the State Public Charter School Authority (SPCSA)

VI. Presentation on College Readiness

Linda Heiss, Senior Director of Institutional Research, NSHE
Crystal Abba, Vice Chancellor, NSHE

Ms. Abba discussed briefly the history of College Readiness Standards in Nevada, which are codified in the Nevada Administrative Code (NAC). She said it is unfortunate that so many students in our state are not prepared for the rigors of college-level course work, much less a career. She presented a slideshow to the Council pointing out that some information was based on a WestEd Conference and the practice guide, "Helping Students Navigate the Road to College." It focuses on courses and curriculum being offered that prepare students for college-level coursework. She said it was previously decided by this Task Force to identify college readiness standards. At that time there were conversations about workforce standards, but ultimately the Task Force decided to focus on college readiness and later return to discuss career readiness. She added other states were being looked at for standardized tests and outlines of high school courses. She added that in the past there was very limited access to high school course pattern data. She said, in looking at other state data, we focused on the state scholars initiative, which was funded by the U.S. Department of Education's (DOE) Office of Vocational and Adult Education wherein funding was provided for states to work with business communities in terms of defining courses. She said the DOE recommended an advanced diploma plus two years of a foreign language, which was very similar to Nevada at the time.

She discussed the differences of a standard diploma versus an advanced diploma, which include more math, specifically four years for advanced and

only three years of math for a standard diploma. There are also more science and history requirements with the advanced diploma, as well as a GPA requirement. She pointed out that foreign language requirements may ultimately lead to careers in homeland security. She said recommendations have been made that two years of a foreign language be included in an advanced diploma.

Ms. Heiss discussed standard diploma versus an advanced diploma and their persistence rates. She pointed out remedial placement is important and the issues of rigor and whether courses are at the right level of rigor. She talked about the Fifteen to Finish campaign based on data showing students in college enrollment graduated at a higher rate, which includes community college students pursuing an Associate's Degree. Students that take a heavier load of classes have a higher likelihood for success of graduation. She added that all data included in this report is based on the class of 2014 and students that took advantage of the statewide administration of the American College Testing (ACT). She went on to discuss college readiness benchmark scores. She said the more years of math taken by a student, the higher rate students go straight into college level math, which is significant because the advanced diploma requires four years of math. Ms. Abba said we have been saying this for 20 years, since the Clifford Adelman Tool Box came out. She added for the first time we actually have Nevada data showing more math is important. The more math completed, the higher rate students go into college level math and what the expectation for a competent math level coming out of high school would be. The need to push students as hard as possible to take higher level math classes to open all available doors was discussed. Ms. Abba pointed out the highest levels of science consist of a combination of science classes. There was discussion on students not hitting the college readiness benchmark on the ACT. It was pointed out when science is combined with math, students tend to score higher, making this combination really important. Ms. Abba said higher level math and science courses make a big difference for students who want to major in STEM. She said this tells us a really comprehensive story about how the lack of preparation in high school can impact a students' likelihood for success in college. She pointed out the college ready benchmark is based on ACT data, which is the same benchmark used in the Board of Regents Policy. Mr. Canavero discussed the information on college-ready requirements and students pursuing a STEM diploma with this data. The Council agreed the minimum requirements for graduation will probably be a challenging question. Ms. Abba said the data accumulated through NPWR is enabling NSHE to do much-anticipated analysis, however, to continue leadership for NPWR, having technical expertise is required.

Ms. Heiss presented an update and two reports to the Council. The first report was titled "Supply and Demand." She said they started with DETR projections for occupations, the average wages and entry-level degree required for those occupations. She pointed out the statewide employment report reflects the

current, projected and additional positions needed. It also includes training level, mean wages, and median wages, as well as current NSHE enrollment by institution, program and level. She said the next step in this report includes positions required by year. This way rather than meeting projected demand by year we can actually see annualized demands and supply each year. She said NSHE is in the process of building an automated report which will provide multiple years of data by school district and additional data can continually be added.

The Council discussed the parameters required for advanced diploma versus standard diploma data. Ms. Heiss said in terms of research outcomes, we have education wage data which includes industry and education level wages. It will reflect wages at all different education levels. She informed the Council on certificates and licensure outcomes. She said the Workforce Part I Report tracks associate, bachelor and master's degrees. Certificates are being added to this report which allows tracking of NSHE certificates and graduation rates into the workforce. She said for Non-NSHE certificates delivered outside of NSHE, DETR is working on getting those included into NPWR as well. She said new metrics are being added to high school math pathways based on college readiness which focuses on the highest level of math completed. She reported NPWR is taking a different approach for STEM within the reports by adding a STEM component to existing reports when possible. For instance in Workforce Part I and Workforce Part II, both reports now have STEM filters in addition to college readiness. The STEM pathway has been added by looking farther back on students' grade-level science coursework and how that transitions into high school and college.

VII. Review, Discussion, and Approval of Final Report to the Governor
(For Possible Action)

Brian Mitchell, Director, Governor's Office of Science, Innovation and
Technology
Zach Heit, Education Fellow, Governor's Office

Mr. Mitchell discussed the P-20W Council Report and Recommendations which originated in the Council's discussion in January 2016. He pointed out there are three different recommendation areas; "Recommendations Related to NPWR"; "Recommendations Related to Transitions in Early Education"; and "Recommendations Related to Transitions from High School to College and/or Career". He pointed out "Recommendations Related to NPWR" has five recommendations which together give a basic understanding of NPWR. He said the first recommendation includes early learning research questions originating from the P-3 Subcommittee. There was discussion regarding the adoption of a policy to facilitate the inclusion of research questions. It was also discussed that early learning data needs to be included in NPWR. Mr. Mitchell discussed the second recommendation which concerns other Nevada state agencies and their data collection. He said through discussions over the last year, a wealth of data was collected from the Department of Health and Human

Services (DHHS), Department of Corrections (DOC) and the Department of Motor Vehicles (DMV) that would supplement and expand many of NPWR's reports, and facilitate the creation of new reports.

Mr. Verma commented on meetings with DHHS and their data collection and sharing for use with DETR workforce, higher education as well as K-12. Mr. Mitchell said not only would DHHS benefit internally with being able to compare data sets across different divisions, but also be able to collaborate with other agencies currently using MPWR. He added the Council has in the past discussed the importance of bringing DMV on board for tracking services. He added the Division of Behavioral Health expressed the importance of including Department of Corrections (DOC) data and Department of Public Safety (DPS) data as well. He pointed out it is not a free service to add different agencies to NPWR. He remarked the inclusion of other agencies would be between \$50,000 and \$150,000 per agency to include them into NPWR.

There was a discussion on The Department of Computing and Information Technology's (CIT's) role and what falls under their current contract for funding. The council discussed changing the language in the second recommendation by clarifying that new agencies be required to assume costs to share data and summarizing the fact that the Council is not committing those agencies. Mr. Verma said it is prudent to begin to explore and take appropriate steps to do the cost analysis of bringing these agencies onboard. Mr. Mitchell discussed the recommendation concerning contracts with private for-profit and not-profit universities and colleges in Nevada and how that data would be very useful. He said many calls have been made to these institutions to introduce MPWR and invite their participation in this program. He added reception has been positive. The Council continued to discuss costs that institutions may incur to share data.

Mr. Mitchell presented the report's fourth recommendation regarding a Coordinator position. He explained the Coordinator would oversee MPWR and coordinate between the different agencies that participate in the MPWR sharing data program. The Council discussed the recommended Coordinator position and agreed this person would need the technical knowledge to understand how the program interfaces with all agencies involved and support the future development of MPWR, as well as the Policy position which would be a person who could access those reports and use that data to tell a story to help policy makers.

Mr. Mitchell discussed the report's fifth recommendation that an interagency working group be created to oversee the continued development of NPWR. This would mean the transferring authority of overseeing power from this Council to an interagency working group. It was discussed whether this would be better served by agencies themselves with their own expertise while still allowing and ensuring there is a public voice in the development of the research

agenda through interstate agreement rather than by statute. Two recommendations came out of the “Transitions in Early Education” Report. The first was the Governor convene all stakeholders involved in early learning to assist the Department of Education (DOE) in its role in developing a Nevada Department of Education’s P-3 Plan. He said the council also recommended the report be drafted by its P-3 Subcommittee and be used as a resource as the plan is developed. The second recommendation was the State Board of Education (SBE) adopt a single, comprehensive Kindergarten Entrance Assessment (KEA) for use statewide. The Council discussed including a sentence stating this recommendation acknowledges there may be additional steps necessary to seek the appropriate statutory or other authority necessary. Ms. Dondero-Loop asked whether a mandatory kindergarten is required in order to have that assessment in place. It was discussed there is a current statute in place requiring a first-grade placement test without kindergarten.

The Council discussed the different existing KEAs throughout Nevada school districts. Mr. Mitchel pointed out one other purpose is the State take out a federal pre-school development grant which would significantly increase state-funded pre-school. He added this would address those students who do attend pre-school and kindergarten. He said by having a common integrated single assessment used statewide we would be able to inform on the relative quality between different pre-schools and allow for better professional development of K-3, as well as pre-school teachers. The Council discussed the suggested language, “P-20W Council recommends the State Board of Education evaluate current assessments and adopt a single comprehensive assessment for use statewide that commences in kindergarten and continues through third grade. P-20W Council further recommends that there be consultation with Nevada Local Education Authorities (LEA’s) regarding the timeline transition for students.”

Mr. Heit discussed the recommendations related to transitions from high school to college and/or careers known as college and career readiness. He pointed out the first recommendation is that the State Board of Education/Nevada Department of Education incorporate career readiness measures in the Nevada School Performance Framework (NSPF) for high schools. He said currently career and college readiness is a piece of the rubric for school ratings and performance. He added those four indicators mainly deal with college readiness and do not address career readiness. He added we need to include a career readiness measure within that rubric in addition to the accountability system in order to prioritize career readiness programs as well as incentivizing administrators at the school and district level to pay more attention to the benefits of career readiness. One measure discussed was credential programs within magnet schools and the recognition of those credentials for students that may be attaining credentials at the same time they are completing their high school for career pathways and Career and Technical Education (CTE) programs. Mr. Mitchell suggested they basically call out dual-enrollment within

this measure. The Council discussed the addition in the preamble with the general intent being around parity to career readiness in relation to college readiness. Mr. Canavero added that accountability provisions should also be included in the Nevada School Performance Framework (NSPF) as well as a recommendation that school districts have an accountability system which also drives career readiness. It was discussed that this requirement be placed as a second priority and graduation requirements be the first priority. This is based on the accountability system should not drive, it should be a reflection of the values that are embedded in graduation requirements.

The Council discussed the third recommendation that the State Board of Education/Nevada Department of Education use NPWR as an additional tool to evaluate CTE programs and diplomas effectiveness, by adding qualifications of industry recognized credentials that bear value and are recognized by industry. Currently, the State does not have access to industry databases or the means to access those credentials in terms of using it as a metric for improved performance. A discussion ensued regarding the Nevada Department of Education having authority over the NSPF. It was noted the Department of Education should be directed to rate the school performance framework and then inform and recommend the State Board of Education to adopt a system of accountability that comports with federal law.

Mr. Heit discussed the recommendation that the State Board of Education/Nevada Department of Education adapt graduation requirements and scholarship criteria to increase the value of career pathways and encourage student enrollment and program completion. He pointed out college readiness versus career readiness. He said students are rewarded with a weighted GPA when completing AP or IP type courses that are college-ready pathways. Similarly incentivizing students to complete a career pathway as well. He pointed out without making a student chose between college readiness and career readiness courses and by placing the heavier weight on the GPA, a student will be incentivized to take a career pathway that has an impact on their GPA. This would hopefully reduce students from dropping out of the completion of a program of study. Mr. Mitchell mentioned when talking to individual from CTE programs, typical enrollment in level one of a course is much higher than enrollment in level two and level three of the same course. He said this is often due to a conflict in taking an AP class which carries a weighted GPA. This recommendation basically puts career ready classes on a more level playing field giving students better choices. The Council discussed that this recommendation is possibly too specific. The intention is about clearly communicating articulated college and/or career pathways. Mr. Metcalf said there may be other ways to incentivize students to take courses if they have to make these types of choices without distorting GPA. Mr. Heit said the intention is not to weight AP and GPA on the same level and verbiage should be added that includes different levels of weight determination is based on the rigor of the students' pathways. It was discussed the need for a

certificate of value that industry would recognize. The Council discussed that they may not want to start weighting certain CTE courses high demands pathways but rather shift the recommendation to certificates of value that support industry. It was agreed by the Council to remove the last two sentences of the recommendation on graduation requirements, which consisted of: “The state should consider awarding completion of high-demand career pathways with heavier weights on GPA in a similar fashion that honors and AP courses are weighted to incentivize students to enroll and complete college readiness pathways;” and “Increased weights and values on course completion should encourage more students to enroll in CTE courses of study and continue through completion, reducing the drop off from the first course to the final course in a career pathway program.

The final recommendation discussed by the Council was in regards to identifiers being established to link a student’s P-12 information to DETR information, which will allow the state and school districts to determine if certain career pathways programs are effective and if they should be expanded or scaled down. Mr. Mitchell discussed that a broad statement using MPWR as a way to inform policy decisions for evaluation should be included. The Committee agreed to change “The State Board of Education use NPWR as an additional tool to evaluate CTE programs and diplomas effectiveness” to “utilizing MPWR data to inform policy decisions related to CTE”, which broadens the statement.

Ms. Dondero-Loop motioned to approve the recommendation document with changes discussed. Senator Harris seconded the motion. The motion to approve the recommendation document with changes passed unanimously.

VIII. **Public Comment** (No action may be taken upon a matter raised under public comment period unless the matter itself has been specifically included on an agenda as an action item.)

There was no public comment.

IX. **Adjournment**

Chair Swobe adjourned the meeting at 4:17pm.