

**BRIAN SANDOVAL**  
GOVERNOR



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

### **PUBLIC MEETING NOTICE AND AGENDA**

Name of Organization: P-20W Advisory Council

Date and Time of Meeting: October 2, 2015, 2:00 PM

Place of Meeting: Laxalt Building – 2nd Floor Chambers  
401 N. Carson Street  
Carson City, NV 89701

This meeting will be video conferenced to the following locations:

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

### **Agenda**

- I. Call to Order/Roll Call  
Caryn Swobe, Chair
- 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.)
- III. Approval of the Minutes from the July 15, 2015 meeting (for possible action)  
Caryn Swobe, Chair **Attachment III**
- IV. Welcoming Remarks  
Caryn Swobe, Chair  
Brian Mitchell, Director, Governor's Office of Science,  
Innovation and Technology

- V. Discuss, Review and Possible Vote on the Draft of the Bylaws (For Possible Action)  
Brian Mitchell, Director, Governor's Office of Science,  
Innovation and Technology **Attachment V**
- VI. Report on Nevada P-20W to Workforce Research Data System Cooperative  
(NPWR) Agreement  
Linda Heiss, Senior Director of Institutional Research,  
Nevada System of Higher Education (NSHE) **Attachment VI**
- VII. Report on 2015 US Education Statewide Longitudinal Data System (SLDS)  
Grant Outcomes  
Glenn Meyer, Director of Information Technology  
Nevada Department of Education **Attachment VII**
- VIII. Presentation and Demonstration of NPWR  
Glenn Meyer, Director of Information Technology,  
Nevada Department of Education
- IX. Workforce Readiness, Benchmarks and National Best Practices  
Richard Laine, Director of the Education Division of the National  
Governors Association Center for Best Practices **Attachment IX**
- X. Discuss and Possible Vote on the Priorities and Primary Objective of SLDS  
(For Possible Action)  
Crystal Abba, Vice Chancellor for Student Affairs, (NSHE) **Attachment X**
- XI. Discussion and Possible Vote on Forming Subcommittees and the Work the  
Subcommittees Will Perform (For Possible Action)  
Caryn Swobe, Chair
- XII. Consider Agenda items for Next Meeting For possible action)
- XIII. Next Meeting Date is December 10, starting at 9:00 AM. The meeting will be  
video conferenced between State Capitol Building, Guinn Annex in Carson City  
and the Grant Sawyer Building in Las Vegas.
- XIV. 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.)
- XV. Adjournment

NOTE: Items may be considered out of order. The public body may combine two or more agenda items for consideration. The public body may remove an item from the agenda or delay discussion relating to an item on the agenda at any time. The public body may place reasonable restrictions on the time, place, and manner of public comments but may not restrict comments based upon viewpoint.

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**NOTE:** We are pleased to make reasonable accommodations for members of the public who have disabilities and wish to attend the meeting. If special arrangements for the meeting are necessary, please notify Dale Ann Luzzi at (775) 687-0987 as soon as possible and at least two days in advance of the meeting. If you wish, you may e-mail her at [daluzzi@gov.nv.gov](mailto:daluzzi@gov.nv.gov). Supporting materials for this meeting are available at: 100 North Carson Street, Suite 220, Carson City, NV 89701 or by contacting Dale Ann Luzzi at (775)687-0987 or by email at [daluzzi@gov.nv.gov](mailto:daluzzi@gov.nv.gov)

***Agenda Posted at the Following Locations:***

1. Governor's Office of Science, Innovation and Technology, 100 North Carson Street, Suite 220, Carson City, NV 89701
2. Capital Building, Main Floor, 101 North Carson Street, Carson City, NV 89701
3. Grant Sawyer State Office Building, 555 E. Washington Ave., Suite 4401, Las Vegas, NV 89119
4. Nevada State Library & Archives, 100 North Stewart Street, Carson City, NV 89701
5. Department of Education, 700 East Fifth Street, Carson City, NV 89701
6. State Legislative Building, 401 S. Carson Street, Suite 3138, Carson City, NV 89701

Notice of this meeting was posted on the Internet:  
<http://gov.nv.gov/> and <https://notice.nv.gov/>

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### Minutes

Name of Organization: P-20W Advisory Council  
Date and Time of Meeting: July 15, 2015, 2:00 PM  
Place of Meeting: State Capitol Building ,Guinn Room Annex  
101 North Carson Street  
Carson City, NV 89701

and

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

- I. Call to Order/Roll Call  
Brian Mitchell, Education Fellow, Office of the Governor

Mr. Mitchell called the meeting to order at 2:00 pm.

Members Present: Crystal Abba, Erin Cranor, Caryn Swobe, Stacy Woodbury, Kimberly Regan, Dr. Kim Metcalf, Sue Dellenbach, Marilyn Dondero-Loop, Jacki Brown, Dale Erguiaga, Dennis Perea

Excused Members: Assemblywoman Heidi Swank, Senator Becky Harris

Guests Present: Glenn Meyer, Linda Heiss, Dave Schmidt, Corey Chatis

Staff Present: Brian Mitchell, Willy Ramirez

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.)

No public comments.

- III. Introduction of Council,  
Brian Mitchell, Education Fellow, Office of the Governor

Brian Mitchell facilitated introductions of the members of the council.

- IV. Selection of Chair and Vice Chair (**for possible action**)  
Brian Mitchell, Education Fellow, Office of the Governor

Brian Mitchell provided a brief history of the Advisory Council and explained the need for a Chair and a Vice-Chair. He then opened the floor for nominations to appoint a Chair of the Council. Caryn Swob was nominated and unanimously elected as Chair. The floor was then opened for nominations to appoint a Vice-Chair. Marilyn Dondero Loop was nominated as Vice-Chair and elected unanimously.

- V. Review of Executive Order  
Brian Mitchell, Education Fellow, Office of the Governor

Brian Mitchell reviewed the 2011 Executive Order which created a longitudinal data system to track educational and workplace data, as well as for an advisory council to monitor and guide this system. He also reviewed the 2015 Executive Order which emphasized the use of the longitudinal data set to monitor transitions between the various levels of education, such as the transition from middle school to high school and high school to college. The Executive Order also highlighted the need for our lower education instruction to appropriately meet college and career needs and expectations. Mr. Mitchell said the Council needs to meet at least quarterly and have recommendations ready to present a report to the Governor by April of 2016.

- VI. Overview of Nevada's Education Data System  
Glenn Meyer, Director of Information Technology,  
Nevada Department of Education  
Linda Heiss, Senior Director of Institutional Research,  
Nevada System of Higher Education  
Dave Schmidt, Department of Employment, Training and Rehabilitation

Glenn Meyer, Director of Information Technology for the Nevada Department of Education presented information regarding the longitudinal data system currently used in Nevada. He preceded this information by providing some historical background on previous education data systems. He went on to explain that the current system pulls data from the Department of Education (DOE), Nevada

System of Higher Education, and the Department of Employment, Training, and Rehabilitation (DETR). These organizations choose what data they want to release to the system, which matches in a central hub. Mr. Meyer expressed some current challenges in tracking students through the various systems due to the differing forms of identification used by the three organizations. DETR data is exclusively sorted by social security numbers (SSN), whereas DOE data is sorted by name and birth date. Glenn Meyer said that the system was capable of matching student data between these databases for purposes of analysis within the central hub. An automatic matching of this data occurs yearly. Brian Mitchell asked what time of year the matching occurred. Mr. Meyer responded that the automated matching took place in May. He said that requested data could be matched any time of year through use of the research portal. Dr. Metcalf asked what types of data the system collected. Glenn Meyer responded that the system tracks all sorts of data including demographic factors, and various performance focused factors such as test score and grades. Dr. Metcalf asked if there was any way to measure growth from year to year using the system. Glenn Meyer explained that this was only possible for Criterion Referenced Test (CRT) data because all of the other tests were generally only taken once whereas the CRT's are taken in 3<sup>rd</sup> and 8<sup>th</sup> grade, so it is possible to observe change in a student's performance in that interval. He also mentioned that there was no movement to integrate private schools into the system. With the passage of the new Education Saving Account (ESA) legislation, private schools will have to report the results of certain state mandated tests. Mr. Meyer indicated that this data may be included, but in order to protect student privacy, the information would likely be introduced as an aggregate of private schools rather than on an individual school basis. Mr. Meyer went on to review the vendor selection process for determining what private contractor would assist with the implementation of this system. He reiterated the way the system was structured around the central hub, but all of the data remained in sole control of the individual organizations. He then talked about the public portal to the system, dubbed "N-PWR", which he explained would be launched on July 22, with, full a press releases planned for the end of July. Glenn Meyer said he plans to apply for an additional 4.9 million dollars in grants to fund various reports. Mr. Meyer also spent some time discussing the need for sustainability funding to keep the program continuing once the grant money runs out. He explained that the program was located in DETR to separate the program from the negative public sentiment towards Common Core in regards to the DOE. Glenn Meyers introduced Linda Heiss, Senior Director of Institutional Research with the Nevada System of Higher Education, and Dave Schmidt, from the Department of Employment, Training, and Rehabilitation.

Linda Heiss relayed the decision to focus research using this new data system on questions regarding research and evaluation, and college and career readiness. Ms. Heiss used the N-PWR beta site to demonstrate how the project could be used to provide a more in depth presentation and investigation of data beyond the traditional portable document format (PDF) format. Ms. Heiss highlighted in particular the data set regarding the financial outcomes associated

with various degrees to determine the career outcomes of Nevada graduates. Mr. Schmidt showcased the content and function of the average salary by industry and most common degree by industry reports. Linda Heiss briefly detailed the other reports that have been produced using the data program. These included reports on continuation rates from high school to higher education, math pathways, and remedial enrollment in Nevada institutions of higher education. Linda Heiss noted that the report on remedial enrollment featured a methodology change from simply tracking enrollment to tracking student placement scores. Ms. Heiss also described the process for sponsored researchers to utilize this new data system. Glenn Meyer expanded on this point and showcased the various security protocols facing researchers attempting to utilize this service, as well as showcasing the step-by-step process built in to the research component of the system.

VII. Discussion of Work Plan, Working Group Assignments and Meeting Schedule  
Caryn Swob, Chair **(for possible action)**

Linda Heiss briefly outlined some of the things the Council needs to do to ensure the success of this program moving forward. Ms. Heiss focused chiefly on the need to determine what research questions must be asked and what the priorities should be. She also mentioned the importance of engaging other agencies like the Department of Motor Vehicles (DMV) to increase data and improve matching ability. Lastly, she highlighted the favorable legislation that helps this project run smoothly, and said that this sort of favorable legislation must be maintained.

Glenn Meyer briefly described the role of the Federal Department of Education in the development process of this project and introduced Corey Chatis. Ms. Chatis echoed Ms. Heiss's call for the prioritization of research questions. Ms. Chatis expressed that she believed Nevada's program was progressing well and stressed the need to continue to tailor the program to Nevada's needs and realities. Linda Heiss stressed the importance of protecting student anonymity to Nevada's data program. Crystal Abba voiced a desire to produce a more in depth investigation of continuation rates for eventual publication. Glenn Meyer asserted that the program had the bandwidth necessary to support the research needs of involved agencies as well as some outside research. He added that there was certainly room to expand the bandwidth. Ms. Chatis pointed out that human capacity to interact intelligibly with the data was going to be more limiting than bandwidth. Dale Erguiaga from DOE proposed that non-voting members could bring future research questions to the Council from their agencies. He added that once these questions were prioritized, the Council should see what questions are important to the public and outside researchers.

Brian Mitchell said that he would be drafting the final report with input from the Advisory Council determining how to pursue the various challenges and questions for the report to Governor Sandoval.

Dr. Metcalf expressed interest in testing the hub to ensure accurate matching of individual's data. Glenn Meyer assured Dr. Metcalf that the system has been

tested successfully. Ms. Chatis recommended that the Council create an independent Research Consortium to capitalize on outside research potential. Dr. Metcalf concurred with Ms. Chatis and maintained that such an approach would be beneficial and met with interest by students at Nevada's educational institutions. Based on Mr. Erguiaga earlier suggestion, a motion was made to have the various agency heads compile their agencies research needs and priorities and present them to the Council at a later date. The motion passed unanimously.

Brian Mitchell suggested that the Council meet again on October 2, in order to allow a visiting expert to meet with the Council. The Council agreed to October 2 as the next meeting date. Dr. Metcalf suggested that the meeting dates be set for the remainder of the calendar year. It was decided that the Council would meet every other month moving forward.

- 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.)

No public comments.

- IX. Adjournment

Brian Mitchell adjourned the meeting at 3:49 pm.



## **P-20W Advisory Council Bylaws**

### **1.1 The Definitions (NRS 400.010)**

1. The term “Council” refers to the P-20W Council.
2. The term “System” refers to the Nevada System of Higher Education.
3. The term “NRS” refers to the Nevada Revised Statutes.

### **1.2 Legislative declaration (NRS 400.025)**

The Legislature hereby finds and declares that:

1. The Board of Regents of the University of Nevada was created by the Nevada Constitution and empowered to control and manage the affairs of the Nevada System of Higher Education.
2. Matters relating to education are vitally important to the future of the State of Nevada, its economy and the general welfare of its residents. In light of the growing enrollments in Nevada’s system of public elementary and secondary education and Nevada’s system of public higher education, it is important that the Nevada Legislature, the Board of Regents, the State Board and the Executive Branch of the State Government work together as partners in developing a needed public agenda to advance education in this State.
3. The development of an agenda to advance education should be carried out with a view toward seeking input from all parties who have a stake in the advancement of education in this State.
4. Coordination between elementary, secondary and higher education must be strengthened to ensure that pupils in the 12<sup>th</sup> grade are prepared adequately to make the transition from secondary education to higher education or to careers. To this end, a body should be established to coordinate education from the level of preschool through the completion of a bachelor’s degree, to be known as the P-20W Advisory Council.

### **1.3 Creation, membership; terms; vacancies (NRS 400.030)**

1. The P-20W Advisory Council, consisting of 11 voting members, is hereby created to assist in the coordination between early childhood education programs, K-12 public education, postsecondary education and the workforce in this State. The Chancellor of the System, the Superintendent of Public Instruction and the Director of the Department of Employment, Training and Rehabilitation serve as ex officio nonvoting members of the council.
2. The Governor shall appoint five members to the Council as follows:
  - (a) One representative of higher education in this State.
  - (b) One representative of elementary and secondary education in this State

(c) One representative of private business in this State.

(d) One member who is a parent of a pupil enrolled in a public school in this State or of a student enrolled in the System. The parent must not be employed by the board of trustees of a school district, the governing body of a charter school or the System.

(e) One person who possesses knowledge of and experience in early childhood education programs and services for children in this State from birth through prekindergarten.

3. The Majority Leader of the Senate and the Speaker of the Assembly shall each appoint two members to the Council as follows:

(a) One member of the House of Legislature that he or she represents.

(b) One person who meets the qualifications of paragraph (a), (b), (c) or (e) of subsection 2.

4. The Minority Leader of the Senate and the Minority Leader of the Assembly shall each appoint one member to the Council who is a member of the general public.

5. The members of the Council shall elect a Chair and a Vice Chair from among the members of the Council. After the initial term, the Chair and Vice Chair serve in the office for a term of 2 years beginning July 1 of each odd-numbered year. If a vacancy occurs in the office of Chair or Vice Chair, the members of the Council shall elect a member to fill the vacancy to serve for the remainder of the unexpired term of that office.

6. After the initial terms, each member of the Council serves a term of 3 years commencing on July 1 of the year of appointment. Such members may be reappointed for an additional term. A vacancy on the Council must be filled for the remainder of the unexpired term in the same manner as the original appointment. Each member of the Council continues in office until his or her successor is appointed.

7. Any member who is absent from two consecutive meetings of the Council without permission of the Chair:

(a) Forfeits his or her office; and

(b) Must be replaced as provided in subsection 6 for the filling of a vacancy before the end of a term. (Added to NRS by 2007,A2013, 475)

8. Subcommittees

1. The Chair of the Council may appoint subcommittee members to consider specific problems within the scope of the functions of the Council.

2. Subcommittee membership will not exceed five (5) members.

#### **1.4 Powers and duties (NRS 400.040)**

1. The Council shall address:

(a) Methods to increase the number of students who enroll in programs at the System to become teachers, including, without limitations, financial aid programs for students enrolled in those programs.

(b) Methods to ensure the successful transition of children from early childhood education programs to elementary school, including, without limitation, methods to increase parental involvement.

(c) Methods to ensure the successful transition of pupils from:

(1) Elementary school to middle school;

(2) Middle school to high school; and

(3) 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 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 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 of a statewide 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 the 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.

(4) Other matters within the scope of the Council as determined necessary or appropriate by the Council.

2. The Council may:

(a) Establish subcommittees to assist the Council in carrying out its duties.

(b) Apply for any available grants and may accept any gifts, grants and donations from any source to assist the Council in carrying out its duties.

(Added to NRS by 2007,3157;A320,476)

### **1.5 Meetings (NRS 400.035)**

1. The Council shall meet at least once each calendar quarter and as frequently as necessary to afford the general public, representatives of governmental agencies and representatives of organizations an opportunity to present information and recommendations relating to the coordination between elementary, secondary and postsecondary education, including, without limitation, the Nevada Youth Legislature created by [NRS 385.515](#) and the Advisory Council on Parental Involvement and Family Engagement established by [NRS 385.610](#).

2. The Council shall comply with the provisions of [chapter 241](#) of NRS

3. For each day or portion of a day during which the members of the Council attend a meeting of the Council or are otherwise engaged in the business of the Council:

(a) The members who are Legislators are entitled to receive the compensation provided for a majority of the members of the Legislature during the first 60 days of the preceding regular session plus the per diem allowance provided for state officers and employees generally and the travel expenses provided pursuant to [NRS 218A.655](#), payable from the Legislative Fund.

(b) The members who are appointed by the Majority Leader of the Senate, the Speaker of the Assembly, the Minority Leader of the Senate and the Minority Leader of the Assembly who are not Legislators are entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally, payable from the Legislative Fund.

(c) The members who are appointed by the Governor are entitled to receive the per diem allowance and travel expenses provided for state officers and employees generally, payable as other claims against the State are paid.

4. The Office of the Governor shall provide:

(a) Administrative support

(b) Equipment; and

(c) Office space,

as is necessary for the Council to carry out its duties.

5. The Board of Regents of the University of Nevada and the Department shall provide technical assistance to the Council upon the request of the Chair.

(Added to NRS by [2007, 3157](#); A [2009, 255](#))

## **1.6 Minutes**

1. The Office of the Governor will designate a support staff to act as the recording secretary.

2. Preparation of Minutes- Minutes of the previous meeting are transcribed and made available for inspection by the public within 30 working days after the adjournment of the meeting.

(a) The recording secretary will transcribe minutes from the recording, notes taken and from the agenda exhibits.

(b) After the drafts are the minutes are prepared, submit them to the Chair for approval.

(c) After approval, finalize and include in meeting materials for members.

(d) Final approval by the Council at the next meeting.

3. Minutes of each meeting of the Council are considered public record and will be maintained in the Administrative office of the Office of the Governor.

4. The Council will generally follow, as a guide, Roberts Rule of Order where such rules do not conflict with NRS and these Bylaws.

5. The order of business at meetings will generally follow the sequence listed:

(a) Call to Order

(b) Public Comment

(c) Approval of Minutes

(d) Presentations/Special Reports

(e) Old Business

(f) New Business

(g) Announcements

(h) Public Comment

(i) Adjournment

## **1.7 Voting**

1. There are 11 voting members of the Council with each member having one vote
2. A simple majority of the voting members of the Council constitutes a quorum for the transaction of all business.
3. A majority of the voting members, in any matter within the scope of their duties, is required for the determination of any action to be taken.
4. Members may abstain.
5. The Chair will count and announce the results of the vote.
6. A vote is not effective until it is announced and may be changed up to the time of the announcement.
7. If a roll call vote is made, the vote will be recorded by the secretary with an indication of the names and vote of each member present.
8. Proxy voting is prohibited.

## **1.7 Amendments to the Bylaws**

1. The Bylaws may be amended or changed at any regular meeting by a majority of the voting members of the Council, if the proposed amendment or change is submitted, in writing, to members of the Council and the Chair, at least 14- days before the meeting.

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## SCOPE OF WORK

### NEVADA STATEWIDE LONGITUDINAL DATA SYSTEM (SLDS) aka NEVADA P-20 TO WORKFORCE RESEARCH DATA SYSTEM (NPWR)

This Agreement is made and entered retroactive to July 1, 2015 by and between the Nevada Department of Education (NDE), the Nevada System of Higher Education (NSHE) and the Department of Employment, Training and Rehabilitation (DETR). The parties agree as follows:

#### Section 1. Identity of Parties

- A. The Nevada Department of Education (referred to in this document as the “NDE”). The NDE’s address is: 700 E. Fifth St., Carson City, NV 89701.
- B. The Nevada System of Higher Education (referred to in this document as “NSHE”). NSHE’s address is: 2601 Enterprise Road, Reno, NV 89512.
- C. The State of Nevada’s Department of Employment, Training and Rehabilitation (referred to in this document as “DETR”). DETR’s address is: 500 E. Third St., Carson City, NV 89713.

Section 2. Purpose. This Agreement is entered into by the NDE, NSHE, and DETR to link data between the three agencies through the Nevada Statewide Longitudinal Data System (SLDS), aka Nevada P-20 to Workforce Research Data System (NPWR). The individuals will be matched anonymously within the data matching hub and assigned a unique identifier that enables analysis between the three agencies but de-identifies the individual so that no personally identifiable information is linked to the record.

#### Section 3. Responsibilities of Parties.

- 3.1 NDE, NSHE, and DETR will provide access to record-level data for the purpose of: (1) matching individuals within the matching hub and creating a statewide unique identifier that serves to de-identify the individual; (2) generating reports by the three agencies; and, (3) approving researcher data requests.
- 3.2 Ownership of data will be retained by each agency and will be stored on the agencies servers with access to the data by the SLDS as necessary. No Personally Identifiable Information data is stored within the SLDS.
- 3.3 The individual data is de-identified within the matching hub. No personally identifiable data is stored beyond the time necessary to match and provide the unique ID.

- 3.4 Any data sets or reports that are generated from the SLDS will be shared between the three agencies prior to release. The agencies will have 30 days to provide acceptance or rejection of the proposed reports with a rational basis.
- 3.5 Existing Federal and State data sharing and security agreements will be followed as part of the data sharing. Partner agencies will secure data before sharing it with the NPWR.
- 3.6 Partner agencies will provide input, work together to deliver a workable, cost-effective, user-friendly solution.
- 3.7 Resource assigned by the Partner agencies in support of NPWR project will work with vendor and other agencies to accomplish the NPWR goals and objectives.
- 3.8 Partner agencies together will define the business processes necessary to be used by the vendor.
- 3.9 Partner agencies will be responsible for reviewing, evaluating and documenting the system's infrastructure and performance.
- 3.10 Partner agencies will coordinate to define the business rules to be commonly used and the way in which the data standards will be applied and define common reporting formats.
- 3.11 Each agency will be responsible for maintaining all data required for NPWR and providing that data to the NPWR in a timely manner.
- 3.12 Partner agencies will coordinate ongoing database maintenance and optimization tasks, as well as contribute to the development of additional data linkages.
- 3.13 Agencies will follow the NPWR Cooperative Agreement for governance and resolution of conflicts. The NPWR Cooperative Agreement represents the direction and guidance from the governing representatives of the three participating agencies.
- 3.14 The acceptance, development and implementation of new research requests by individuals or institutions will be jointly executed by DETR, NDE and NSHE in accordance with the NPWR Cooperative Agreement.
- 3.15 Confidentiality guidelines will comply with Family Educational Rights Privacy Act (FERPA) for confidential information received by both parties. A breach of confidentiality under one or more these laws may subject the parties to penalties as described therein and per NRS 612.265 "Disclosure of information by Division, (DETR's Employment Security Division); duty of private carriers of industrial insurance to provide certain information to Administrator; penalty for improper disclosure of certain information."



Section 4. Agreement Administration.

- 4.1 Confidentiality. Information held by NDE, NSHE, and DETR is confidential. Agencies, researchers, and subcontractors shall be allowed access to such information only if approved by agencies whose data is reflected in the research or report.
- 4.2 Authorization. Each party to this Agreement represents and certifies to the other that:
- A. It has the right, power and authority to enter into and perform its obligations under this Agreement.
- B. It has taken all requisite action (corporate, statutory, or otherwise) to approve execution, delivery and performance of this Agreement, and this Agreement constitutes a legal, valid and binding obligation upon itself in accordance with its terms.
- 4.3 Supersedes Former Contracts or Agreements. This Agreement supersedes all prior Contracts or Agreements between NDE, NSHE and/or DETR for services and products provided in connection with this Agreement.
- 4.4 DETR will provide fiscal administration of Budget Account 3270 (DETR-NV P-20 Workforce Reporting).

Section 5. Budgeted

- 5.1 Budgeted NSHE Expenses for reimbursement, by this interlocal contract.

<b>NSHE Breakdown CAT25 GL7061</b>		
<b>Personnel &amp; Fringe</b>	142,533	145,687
Dec Unit E237 Cat 25	(40,961)	(45,688)
<b>Total Personnel &amp; Fringes</b>	101,573	99,999
<b>Travel</b>		
Out-of-State	2,500	2,563
In-State	600	615
<b>Other Expenditures - State</b>		
Data SME	5,969	2,659
Security Admin	895	798
<b>Training (includes Travel) - State</b>		
Data SME	5,500	5,500
Security Admin	2,750	2,750
	<b>119,787</b>	<b>114,884</b>
<b>Total NSHE Costs</b>		<b>234,671</b>

- 5.2 DETR received a funding allocation, (Budget Account 3270), specifically for the administration of the Nevada P-20 Workforce Reporting system (NPWR) including operating and maintenance. Of this allocation, \$234,671 is allocated to NSHE for the biennium. Additional funds are available to the governing representatives of the three participating agencies.

## NPWR Cooperative Working Agreement

This agreement mutual agreement defines the scope of duties and responsibilities necessary in carrying out the common interests and goals of supporting Nevada's P20W longitudinal data system (NPWR).

### **I. Agencies**

The NPWR Cooperative Working Agreement is hereby established by the agencies identified as follows:

- a. The Superintendent or designee from the Nevada Department of Education;
- b. The Chancellor or designee from the Nevada System of Higher Education;
- c. The Director or designee from the Nevada Department of Employment, Training and Rehabilitation;
- d. Additional agencies may be added to include future contributors to NPWR.

### **II. Authority**

- a. The agencies shall develop and recommend policies related to cross-agency data management in alignment with the vision of the Nevada P-20W Advisory Council and applicable state and federal law and are responsible for the implementation of those policies. The agencies shall work collaboratively to develop policies necessary for the implementation, maintenance, security and improvement of NPWR. The agencies are responsible for implementing and enforcing approved policies within their respective agencies.
- b. The agencies may establish working groups, including but not limited to, a Data and Operations working group, to work on specific projects.
- c. The agencies may seek the advice and counsel of subject matter experts, including but not limited to legal counsel to address matters related to privacy, data stewards to address matters related to data integrity, and technology experts to address matters related to the implementation, maintenance and improvement of NPWR.

### **III. Scope and Responsibility**

- a. The agencies shall:
  - i. Manage priorities and the strategic direction of NPWR, including establishing and maintaining a culture of data use;
  - ii. Establish efforts to promote stakeholder engagement;
  - iii. Inform and review legislation affecting NPWR;
  - iv. Establish a research agenda that identifies issues that may be advised by research and reports utilizing NPWR;
  - v. Identify P20W policy questions aligned with the research agenda and determine report priorities for standardized and ad hoc reports;

- vi. Establish policies and procedures concerning all aspects of data governance and the data management lifecycle, including collection, maintenance, usage, and dissemination of data;
  - vii. Provide in accord with applicable state and federal law the most appropriate data from their respective agency source systems to support the accurate and effective implementation of NPWR;
  - viii. Establish processes related to the review and approval of requests for data from all sources, including but not limited to the review of data output and resulting publications prior to release;
  - ix. Determine reports that may be produced on a regular basis;
  - x. Address escalated issues and questions as generated by stakeholders; and
  - xi. Establish a protocol for expanding the data system to include additional agencies or data.
- b. At least annually the agencies shall report NPWR reporting capabilities and the research agenda established by the agencies, including any reports, tools, or projects utilizing NPWR data, at a regularly scheduled meeting of the P20W Advisory Council.
- c. Agency leads or their designee shall represent the interest of their agency consistent with applicable state and federal law and their respective agency's authority, and shall work to support NPWR.

#### **IV. Decision-Making Process**

- a. The agencies have the authority to create and amend policies to support the development and improvement of NPWR. With this authority comes the responsibility to meet regularly to proactively address issues as they arise and are anticipated.
- b. All agencies shall be granted equal input into decisions and the agencies will work together to reach a consensus on all decisions.. If a consensus cannot be reached by the agencies, the agencies will consult with the P20W Advisory Council for guidance.

Participating agencies as described in Section I approve the cooperative agreement as established in this document:

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Dale Erquiaga, Superintendent  
Nevada Department of Education  
Date:

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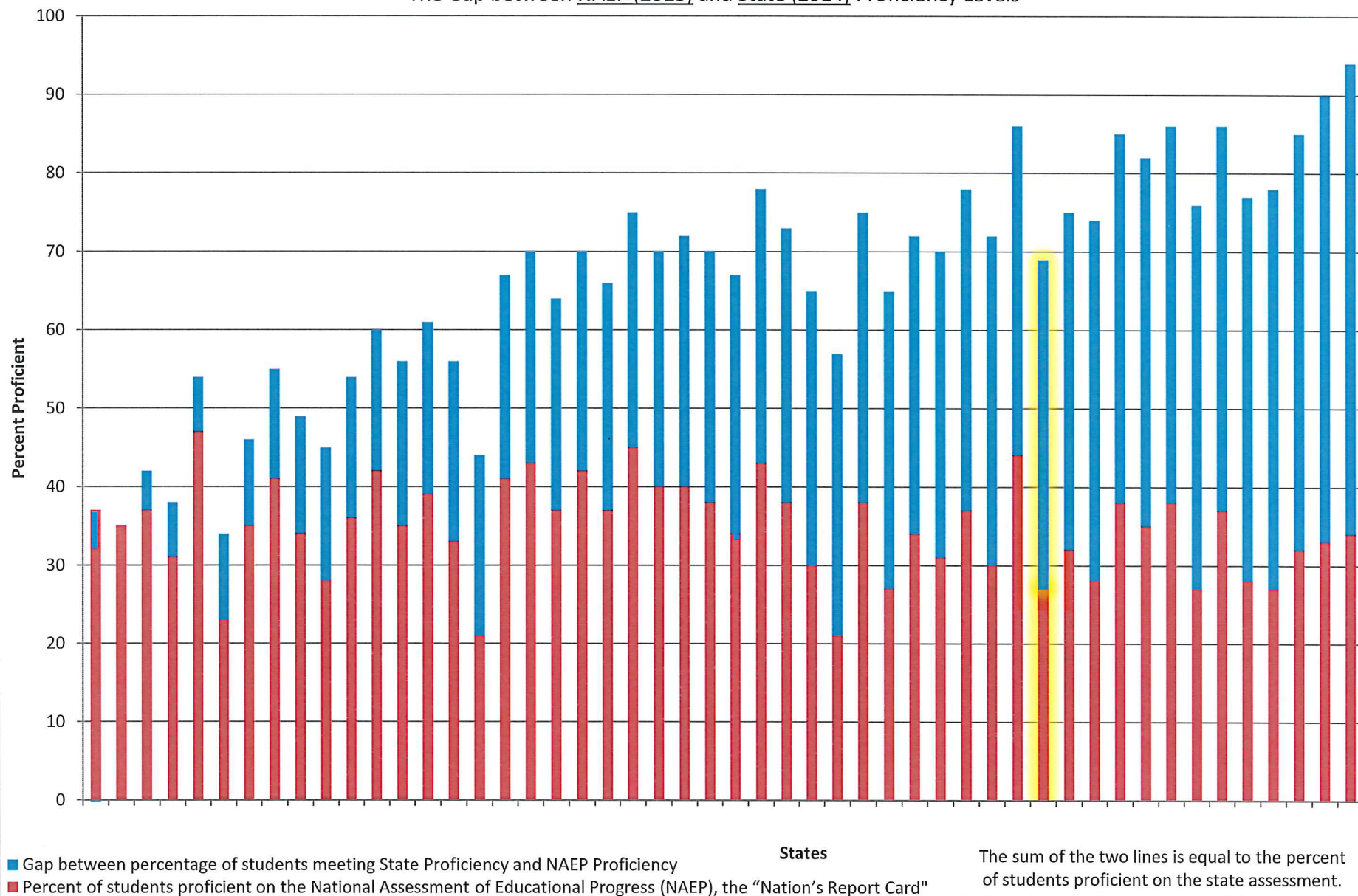
Daniel J. Klaich, Chancellor  
Nevada System of Higher Education  
Date:

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Don Soderberg, Director  
Nevada Department of Employment, Training, & Rehabilitation  
Date:

## State by State Proficiency Data, 4<sup>th</sup> Grade Reading: Nevada

The Gap between NAEP (2013) and State (2014) Proficiency Levels

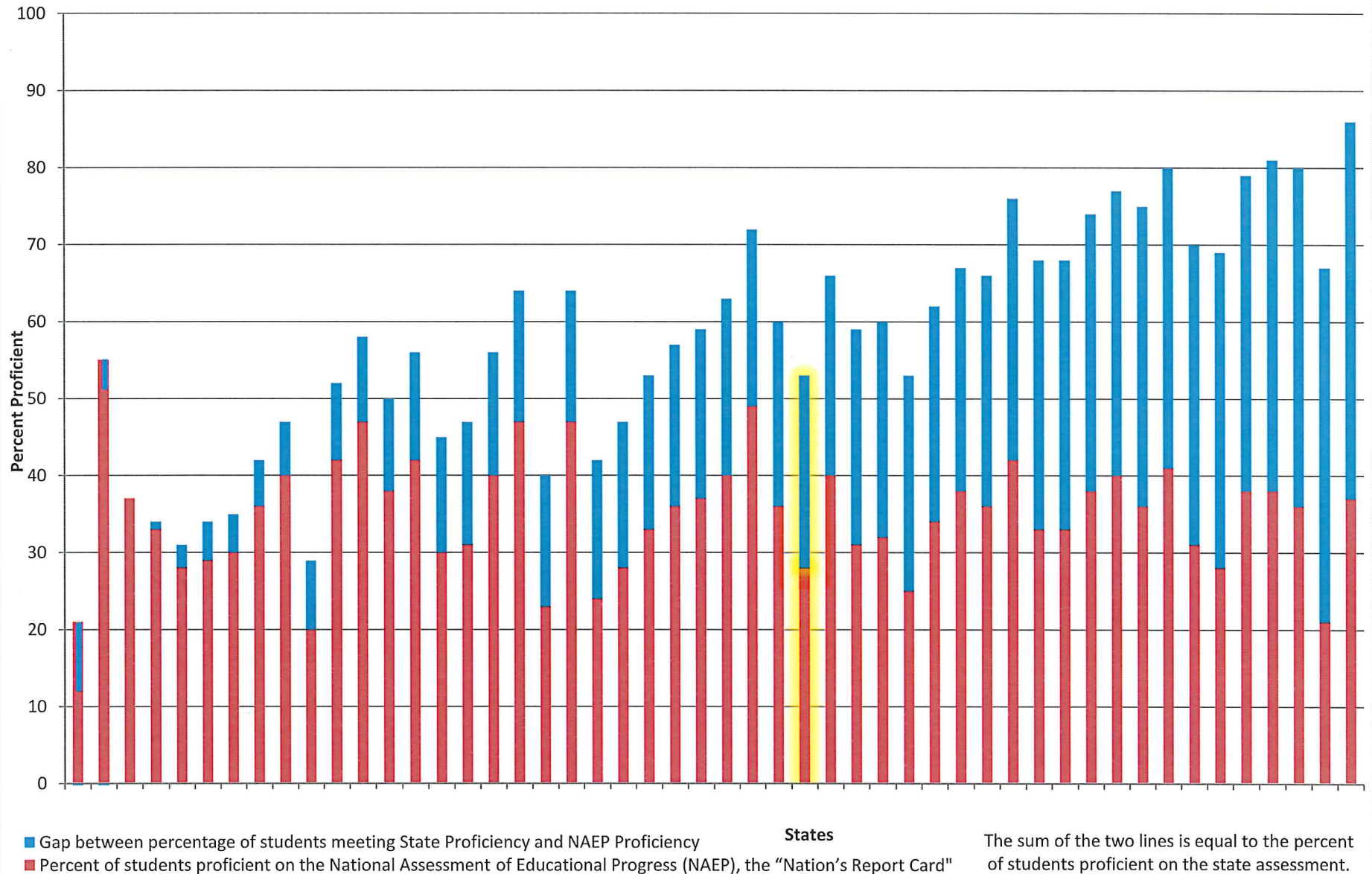


Sources: IES & State Departments of Education. For more information, contact Richard Laine, [rlaine@nga.org](mailto:rlaine@nga.org) or 202-624-3629, National Governors Association.



# State by State Proficiency Data, 8<sup>th</sup> Grade Math: Nevada

The Gap between NAEP (2013) and State (2014) Proficiency Levels



Sources: IES & State Departments of Education. For more information, contact Richard Laine, [rlaine@nga.org](mailto:rlaine@nga.org) or 202-624-3629, National Governors Association.

# America Works:

## Education and Training for Tomorrow's Jobs

### The Benefit to Individuals and the Economy of a More Educated Workforce: Nevada

Worker productivity is a major factor affecting a state's long-term prospects for economic growth. More highly educated and trained workers typically are more productive than those who have less education and training. And more productive workers generally earn higher incomes.

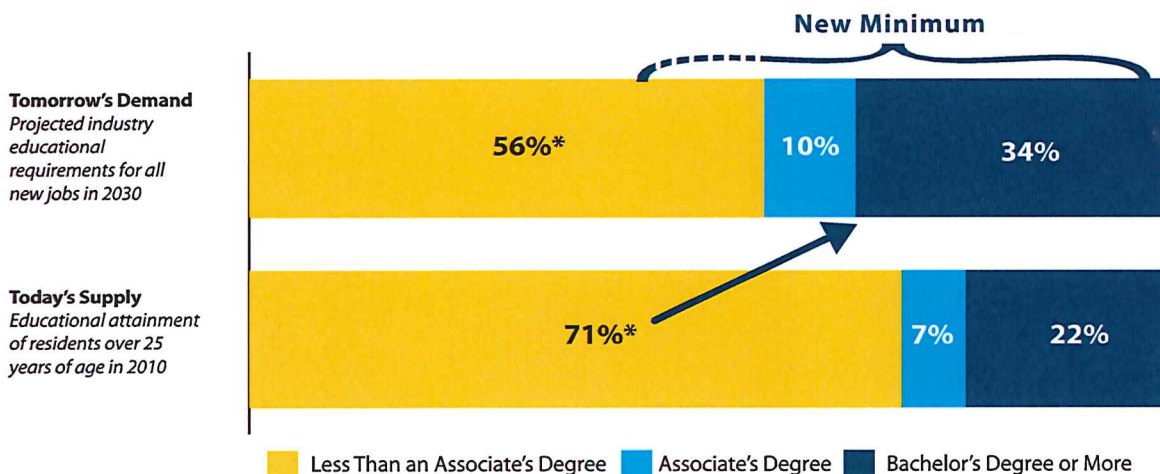
States are generally limited in their ability to increase worker productivity, except for the substantial role that governors play in improving the quality of the education pipeline. To develop policies and funding priorities that support economic growth by increasing the quality of a state's workforce education and training, a governor will need better information about the job skills that employers within the state require. Pairing that information with an understanding of how well the skills and education level of a state's current population matches with projected employment demand, a governor will be well positioned to craft effective education and workforce training policies.

The chart below shows Nevada's projected misalignment between the level of educational attainment of its population over 25 in 2010 and the projected level of education required for new jobs in 2030. Without a substantial shift in the education and training system that moves current and future workers into the higher levels of educational attainment likely to be demanded by future employers, a lack of supply of individuals with the "new minimum" of postsecondary education (relevant workforce certification or AA degree or above) would prevent those individuals and the economy from reaching their potential. See the full report for more information and recommendations governors can consider.

*America Works is a yearlong effort launched by NGA Chair Oklahoma Gov. Mary Fallin to better prepare Americans for work in the new economy through improved postsecondary education and workforce training.*

#### Mismatch in Nevada's Talent Pipeline

Current educational attainment and projected industry requirements by education level



\* Includes an unknown number of workforce certificates with labor market value that are part of the new minimum.

Note: The state's current educational attainment is based on the U.S. Census Bureau's American Community Survey, 2010. Projected demand estimates are based on Moody's Analytics forecasts of employment by industry in 2030, multiplied by the nation's 2010 postsecondary attainment rate for each industry and summed to produce the nation's total job requirements by education level.

## Nevada P20 to Workforce Research Data System (NPWR) Research Priorities

Many state and national reports highlight the fact that more jobs today require postsecondary education than ever before. For Nevada, by 2020, 58 percent of the jobs will require a career certificate or college degree. Currently, 30 percent of Nevada's young adults have an associate degree or higher; thus, there is a 28 percent "skills gap." This skills gap must be addressed as Nevada's economy continues to diversify and advanced technology plays an ever more important role in the 21st century's "knowledge economy." Upward mobility of Nevada's citizens, and by extension the economic competitiveness of the state, are therefore directly tied to the educational attainment levels and capability of workers to learn new skills. In addition to the growth of jobs requiring some postsecondary education, Nevada's population demographics are changing rapidly. NSHE institutions report annually on initiatives to meet the current and future social, economic, and workforce needs of a highly diverse state. These initiatives depend largely on the continuation rate of students from Nevada high schools. The Nevada P-20 Workforce Research Data System (NPWR) enables the State to address goals identified in NRS 400.040 that are important to achieving the education and workforce outcomes necessary for the economic diversification.

### NPWR Research

#### Outcome and Current Reports

#### NRS 400.040 Powers and Duties [of the P-20W Advisory Council in part]

1. The Council shall address:

(a) 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.

ECE data not available

(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.

3.1, 3.2, 5.1, 5.2, 5.3, 5.2C

(c.) Methods to ensure the successful transition of pupils from: (1) Elementary school to middle school; (2) Middle school to high school; and (3) High school to postsecondary education or the workforce, or both, including without limitation, methods to increase parental involvement.

2.1, 5.4, 5.5, 2.1C, 5.1C

(d) Methods to ensure that the course work, standards and assessments required of pupils in secondary schools is aligned with the workload expected of students at the postsecondary level.

1.1, 1.2, 1.3, 1.4, 2.2, 1.2C, 1.3C

(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.

1.1, 1.2, 2.2, 1.3C

(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.

All research priorities

(g) The development and oversight of a statewide 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.

All research priorities

(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:

2.1, 2.2, 3.3, 5.3, 5.1C

(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;

4.1

(2) The effectiveness of the preparation of teachers and administrators in this State; and

1.3, 1.4, 5.3, 5.3C

(3) the return on investment of educational and workforce development programs paid for by this State.

(i) Other matters within the scope of the Council as determined necessary or appropriate by the Council.



NPWR Research Priorities	NPWR Research Outcomes	NPWR Research Outcome Description
1. Education to Workforce Alignment	1.1 Workforce Supply and Demand	Determine the demand of occupations within Nevada and track NSHE graduates by those occupations to determine if we are over- or under-producing individuals with necessary skill sets (utilizing occupational mapping being coordinated through Occupational Employment Statistics, national Education to workforce data, and Burning Glass). Enable employers to determine if their workforce needs can be met with local supply.
	1.2 Work Force Supply Projections	The workforce supply projections extend the supply and demand data described above to project future supply by taking into account the individuals we have working in various industries, and merging it with current enrollment data from NSHE. Extending the use of current data to historical outcomes, combined with current NSHE enrollments by program and current employment by industry would provide a projection of workforce supply.
	1.3 Education & Wage Outcomes	Examine the employment (by industry) and average annual wages according to degree level (attended/no degree, skills certificate (less than one year), certificate of at least one year, associate's, bachelor's, master's, etc.).
	1.4 Certificate/Licensure Outcomes	employment outcomes for occupations/industries that require certification or licensure will provide additional data as to the demand for these skills. Using data obtained from Occupational Employment Statistics and Burning Glass/Labor Insights projects specific to positions that require licensure/certification, along with the data on certificates awarded by NSHE that lead to licensure/certification, we could track these individuals into the workforce to determine the number employed, the salary, and employment retention outcomes.
2. College Readiness	2.1 High School Math Pathways, Part II	In addition to the evaluation of the impact of high school math pathways on postsecondary performance produced in Part 1 of the High School Math Pathways Report, NPWR will provide insights on the following related to college readiness: 1) NSHE remedial instruction is delivered in many high schools throughout the state. What is the impact of delivering these courses at the high school level versus taking an additional year of high school math and at what level. 2) All NSHE institutions offer dual enrollment opportunities to high school students. Are the students who are taking advantage of these opportunities to take math courses at NSHE institutions more successful in terms of persistence and graduation? 3) Is Algebra II the appropriate benchmark for eligibility criteria for scholarships? National data often defines Algebra II as the minimum to achieve college and career readiness. Does Algebra II at each of Nevada's school districts result in success in postsecondary mathematics placement and performance?
	2.2 STEM	Examine the impact of STEM on student achievement, high school graduation, postsecondary readiness/success, and workforce outcomes.



NPWR Research Priorities	NPWR Research Outcomes	NPWR Research Outcome Description
3. Student Success Indicators	3.1 Early Warning System	Develop an early warning system to help improve instruction. Identify data points throughout the student's K-12 and postsecondary educational cycle that can be used to: 1) Inform K-12 best practices and help in the creation of a possible college and career early warning system. 2) Identify successful pathways through K-12 education and into postsecondary education and the workforce. 3) Identify areas of concern for targeted interventions to include educational and environmental help. 4) Identify predictors of postsecondary and workforce success. 5) Identify the types of course work completion throughout the K-12 school experience and corresponding assessment exam scores (CRT, HSPE, EoC, CTE, ACT) correlate to a graduate that obtains a job or college degree that leads to a successful career track. 6) Develop predictive claims between Smarter 3-8, End of Course Exams , and ACT results. 7) Inform the state's K-12 accountability system and influence the presence and/or weight of school accountability measures currently in place. Educators will need to see up to date information on their students for this
	3.2 Study of Positive Deviance	Identify strategies, curriculum or structures that are in place at high minority, high poverty, high achieving K-12 schools in Nevada that are not in place at high minority, high poverty, low achieving K-12 schools in Nevada will inform scalable practices to improve the performance of Nevada's most struggling schools and continuation into postsecondary education.
	3.3 Charter Schools	Examine student achievement at charter schools including characteristics and performance of students.
4. Teacher Preparation	4.1 Teacher education programs	Identify the correlation between student assessment outcomes and the type of teacher education program (traditional, Teach for America, alternate route) completed by the educator to pinpoint best teacher preparation practices that result in positive student assessment outcomes and improve teacher education

NPWR Research Priorities	NPWR Research Outcomes	NPWR Research Outcome Description
5. Pipeline	5.1 <i>High School Feedback Reports</i>	Provide high school feedback reports to the high schools that provide information concerning the continuation and success of high school graduates.
	5.2 <i>College Readiness &amp; Continuation by Diploma Type</i>	Information about success of students by diploma type and other college readiness indicators established within the state is valuable for policy setting and for high school advisors and parents of students. College continuation, persistence, and completion of a postsecondary award by the following categories: 1) Standard diploma (minimum requirements to graduate from HS). 2) Advanced diploma (additional course and GPA requirements beyond the standard diploma including four years of math in high school). 3) Honors diploma (additional course and GPA requirements beyond the advanced diploma including two years of a foreign language). Honors diplomas are awarded by some districts but not all. For those districts that do not award the honors diploma we would like to evaluate the success of students who complete the advanced diploma with two years of a foreign language.
	5.3 <i>Postsecondary continuation &amp; degree attainment</i>	Identify the number of 9th grade students who graduate from high school, continue to postsecondary education, are retained in postsecondary education, and complete a certificate or degree program. What high school performance indicators (e.g., enrollment in rigorous courses, performance on state and college entrance tests, diploma type, and other factors that may influence progression through secondary and postsecondary education) are the best predictors of students' postsecondary continuation, course placement (remediation), first-year retention, completion, and time to completion? Include factors such as geography (district), race/ethnicity, FRL, ESL.
	5.4 <i>High School Rigor</i>	Do students meeting state standards, end-of-course criteria, and high school graduation requirements need remediation? In what subject area(s) are students deficient? Are students academically prepared to enter college and complete their program or degree in a timely manner?
	5.5 <i>Validation of postsecondary remedial placement benchmark scores</i>	The NSHE 2013-14 Remedial Placement and Enrollment Report shows that 55.6 percent of recent Nevada high school graduates placed into coursework that is below the college level in mathematics, English, or both. Secondary and postsecondary curricula alignment and implementation of a statewide 11th grade assessment tied to the new standards necessitates updating the way student college readiness is evaluated at the higher education institutions. The implementation of new assessments including Smarter Balanced and the statewide administration of the ACT provide an opportunity to validate the scores used by postsecondary institutions for placement into English and mathematics courses. As a result of the new 11th grade college and career readiness assessments, programs can be developed to help with academic deficiencies.

NPWR Research Priorities	NPWR Current Report	NPWR Current Report Description <i>The following are reports that have been developed as part of the initial implementation of NPWR and are available online on the NPWR Reports web page.</i>
1. Education to Workforce Alignment	1.1C Average Wage by Industry	The Average Wage by Industry report measures the highest average wages earned across Nevada. This report drills through to show wages by county and by industry for a given year. This report is created using data from the Department of Employment, Training and Rehabilitation.
	1.2C Most Common Degree by Industry	The Most Common Degree by Industry Report shows the most common degree held by NSHE graduates by industry and county. In addition, statewide and county average wages earned are shown for all employees by industry. This report uses data from the Nevada System of Higher Education and the Department of Employment, Training and Rehabilitation.
	1.3C Student Completion and Workforce Part II	The 2011 Nevada Legislature passed Senate Bill 449 (Chapter 397, Statutes of Nevada 2011), which requires the Board of Regents of the Nevada System of Higher Education (NSHE) to compile a biennial report concerning completion of degree and certificate programs and employment within the field of study (codified under Nevada Revised Statutes (NRS) 396.531). Part II of the Student Completion and Workforce Report includes the number and percentage of students who have obtained employment within their field of study in this State, and the average starting salary, reported by institution within the System and by each academic program at the institution. This report uses data from the Nevada System of Higher Education and the Department of Employment, Training and Rehabilitation.
2. College Readiness	2.1C High School Math Pathways, Part I	Data at both the national and state levels indicate that not completing a gateway mathematics course within the first year of instruction correlates with a reduced chance of student success and timely graduation. NSHE has conducted numerous statewide studies that focus on completion of gateway English and mathematics courses within the first year of enrollment and placement into the appropriate course is crucial to achieving this goal. The mathematics courses completed by students while in high school play a determining role in subsequent placement and success of students in postsecondary education. In addition, mathematics courses are used to determine eligibility for statewide scholarships. It is important to determine which math course sequences in high school are more likely to result in success in postsecondary placement and completion of college level mathematics courses. The High School Math Pathways Report includes, by district and high school, the math course-taking patterns of high school students, and their subsequent enrollment into either remedial or college-level coursework at an NSHE institution. This report uses data from the Nevada Department of Education and the Nevada System of Higher Education.

NPWR Research Priorities	NPWR Current Report	NPWR Current Report Description <i>The following are reports that have been developed as part of the initial implementation of NPWR and are available online on the NPWR Reports web page.</i>
5. Pipeline	5.1C Remedial and Development Report	In 1997, the Nevada Legislature approved Senate Bill 482 (Chapter 473, Statutes of Nevada 1997 ) directing the Nevada System of Higher Education (NSHE) to provide certain information to Nevada school districts on enrollments in remedial courses within the NSHE and the costs associated with providing that instruction. Codified in Nevada Revised Statutes (NRS) 396.548, the following must be reported: (1) Number of pupils who graduated from a high school in the district in the immediately preceding year and enrolled in remedial courses in reading, writing or mathematics at a university, state college or community college within the System; and (2) Costs incurred by the System in providing remedial instruction pursuant to subsection 1. The data necessary to satisfy this requirement are summarized in this report. This report includes information on students who graduated from a Nevada high school and enrolled in at least one remedial math or English course, or college level course with supplemental remedial instruction, at an NSHE institution in the following summer, fall, or spring semesters. The report excludes any data for which a positive match to an NSHE institution could not be made. Remedial enrollments are provided by district and high school. This report uses data from the Nevada Department of Education and the Nevada System of Higher Education.
	5.2C Nevada College Continuation Rate	The College Continuation Rate Report measures the total number and percentages of students continuing from high school to postsecondary enrollment within and outside Nevada. The report provides data by district and race and ethnicity. High school data is also available directly to the school districts. This report uses data from the Nevada Department of Education, the Nevada System of Higher Education, and the National Student Clearinghouse.
	5.3C Student Completion and Workforce Part I	The 2011 Nevada Legislature passed Senate Bill 449 (Chapter 397, Statutes of Nevada 2011), which requires the Board of Regents of the Nevada System of Higher Education (NSHE) to compile a biennial report concerning completion of degree and certificate programs and employment within the field of study (codified under Nevada Revised Statutes (NRS) 396.531). Part I of the Student Completion and Workforce Report includes: 1. By institution within the System and by each academic program at the institution, (a) The number of students who enter the academic program; (b) The percentage of students who complete the academic program; and (c) The average length of time for completion of the academic program to obtain a degree or certificate. The report also provides, for each program of study, 1) data on the percent of students who complete any degree, in any field (i.e., a business student who earns a degree in biology or a student who was enrolled in an associate's degree program but earned a bachelor's degree), and 2) data on the percent of students who complete a degree in the program of study declared their first term of enrollment. This report uses data from the Nevada System of Higher Education.