

Approved as
Written 12/10/2015
DNZ

Minutes October 2, 2015

BRIAN SANDOVAL
GOVERNOR



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

MINUTES

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
Video conferenced to location: Grant Sawyer State Office Building
555 East Washington Ave, Suite 5100
Las Vegas, NV 89101

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

Ms. Swobe called the meeting to order at 2:02 p.m.

Members Present: Assemblywoman Heidi Swank, Caryn Swobe, Crystal Abba, Erin Cranor, Jacqueline Brown, Kim Metcalf, Marilyn Dondero-Loop, Senator Becky Harris, Dr. Kimberly Regan, Sue Dellenbach, Steve Canavero, Dennis Perea

Excused Members: Stacy Woodbury

Guests: Blair Horsey, Tuhin Verma, Mary Harmon, David Schmidt, Kathleen Conaboy, Glenn Meyer, Linda Heiss, Lisa Morris-Hibbler, Neal Morton, Richard Laine

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.)

No public comment.

- III. Approval of the Minutes from the July 15, 2015 meeting (for possible action)
Caryn Swobe, Chair

Ms. Abba made a motion to approve the minutes as written. Dr. Regan seconded the motion. The motion passed unanimously.

- IV. Welcoming Remarks
Caryn Swobe, Chair
Brian Mitchell, Director, Governor's Office of Science,
Innovation and Technology

Ms. Swobe thanked everyone for attending the meeting. Ms. Swobe asked Mr. Mitchell to review the Executive Order from Governor Sandoval. Ms. Swobe encouraged the Council members to ask questions so they would have a better understanding of the purpose of the Council. The original Executive Order was issued in 2011 and called for the set up and launch Statewide Longitudinal Data System (SLDS). The SLDS is fully functioning now, therefore the Council will focus on workforce readiness, with an emphasis on grade transition, ensuring that the Nevada education systems are aligned with the needs of the employers of the state.

- 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

Mr. Mitchell reviewed the draft Bylaws for the Council and asked for comments. Ms. Abba clarified that the first pages of the Bylaws were a summary of the statute and that from 1.5 to 1.8, are the guidelines for the Council. Ms. Abba made one correction to the draft, changing the heading "Amendments to the Bylaws" to 1.8 from 1.7. With that correction, Ms. Abba made a motion to approve the Bylaws, seconded by Dr. Regan. The motion passed unanimously. (Attachment A)

- VI. Report on Nevada P-20 to Workforce Research Data System (NPWR) Cooperative Agreement
Linda Heiss, Senior Director of Institutional Research
Nevada System of Higher Education (NSHE)

Ms. Heiss told the Council that the SLDS had two parts. The first part is how the data is exchanged. The second part is how the agency's work together which is the NPWR cooperative working agreement (Attachment B). This defines how

agency leadership works together to make sure that the agencies are all doing what they think they are doing and the outcomes are what is expected.

VII. Report on 2015 US Education Statewide Longitudinal Data System (SLDS) Grant Outcomes

Glenn Meyer, Director of Information Technology
Nevada Department of Education

Mr. Meyer updated the Council on the additional 2015 SLDS grant that the state applied for. Nevada's application focused on college and career readiness and research regarding college and career readiness. Mr. Meyer said it was a highly competitive grant, with 43 states applying. Only 16 states received awards and the average award was \$6,000,000 each. Nevada requested \$4,000,000 for three years. The awards were given to states that had a bigger focus by using the data that they had already collected to expand their SLDS systems. The states that received most of the awards were not as far along as Nevada. Nevada did not receive this grant. Ms. Abba wanted the Council to know that even though Nevada didn't get the grant that Nevada is still moving forward with new reports in NPWR. Mr. Canavero wanted to acknowledge and thank the state grant team that worked on the SLDS grant application. He went on to say that Nevada will be in a better position in the future to reapply for this grant. Ms. Swobe commented that she was impressed with the progress that has been made so far.

VIII. Presentation and Demonstration of NPWR

Glenn Meyer, Director of Information Technology,
Nevada Department of Education

Mr. Meyer started his presentation with several video that provided a thorough explanation of what NPWR is, how the data is stored, and the security measures that keep the data secure (<http://npwr.nv.gov>). Mr. Schmidt, from the Department of Employment, Training and Rehabilitation (DETR), provided the Council with an overview of the reports that are available through the NPWR system and how DETR uses the reports. He told the advisory council all the reports that he was demonstrating were available on website. Ms. Heiss then reviewed for the Council the additional reports that are currently available and discussed reports that are currently being developed.

IX. Workforce Readiness, Benchmarks and National Best Practices

Richard Laine, Director of the Education Division of the National
Governors Association (NGA) Center for Best Practices

Mr. Laine shared a PowerPoint presentation with the Council (Attachment C) with data comparing reported results from each state on state assessments of students in K-12 to how those students scored on the National Assessment of Educational Progress (NAEP), in order to illustrate the importance of high standards. In nearly every state, including Nevada, more students were deemed proficient on the state

assessment than on NAEP. Mr. Laine went on to explain to the Council that the work of NGA is defined in four components. First is connecting the education vision of a state with its economic development. He said that this is what Governor Sandoval is advocating for in Nevada. Second is ramping up the use of data and Nevada is well on their way to having the data in the K-12 and the work force space. The third component is building strong partnerships between education, work force and employers. Partnerships should be driven by the workforce. Employers are starting to be very explicit about what their expectations are, what their needs are and where there are growth opportunities. Data that the state agencies have should be combined with the voice and the leadership from the private sector to articulate what competency and skills are needed coming out of the education system. Lastly and probably the most controversial and difficult, is engaging states in a process around asset mapping of all the resources that are available, including education and workforce training, where the dollars are available. Mr. Laine gave the council a few questions to consider. Who are the dollars targeted to and what are the incentives starting to align toward? How can we connect dollars to in demand training and realign so employers have access to the employees they need? There is a lot of money out there that if it could be realigned for workforce retraining or for companies who are bring jobs back into the state. How best can Nevada use the current resources it has before they go back to the Legislators and ask for more dollars? Mr. Perea told the Council that Nevada does have available the first draft of an asset map across the Department of Education, DETR and Health and Human Services workforce programs. Ms. Abba asked Mr. Laine if NGA had any white pages available for Council members if they wanted more information. Mr. Laine said there is a document that provides a few examples of what other states have done and offered to share it with the Council. Mr. Laine said there were several states doing mapping well including Virginia, Colorado and Oklahoma. Mr. Laine will work through the Governor's office and give more specific examples. He said that connecting across the education pipeline to the workforce is a key component. Dr. Regan asked about where early childhood educations fits into the efforts of NGA and how it had been intergraded into other successful state initiatives. Mr. Laine responded that his organization defines early childhood as birth through grade three as opposed to birth to grade five due to the importance of creating a strong transition to elementary school. Skills learned in Pre-K, both academic and non-cognitive, set a strong foundation for children as they progress through school. Transitions into elementary school are just as important as transitions out of high school to career. Mr. Laine said they are looking at birth to third grade, taking academics down to the early years but also focusing on the soft skills.

Steve Canavero asked Mr. Laine if he was familiar with the Chief Counsel of School Officers (CCSO) Career Readiness Initiative (CRI) and if so, how it fits with NGA. Mr. Laine said that they have been working with CCSO to help them roll out the CRI initiative. He said CRI overlaps with the career pipeline academy that 14 states are doing. They are assisting states to find the intersections of the two programs. He went on to say that it is the Governor's responsible to connect the parts of the system, so the parts of the Executive Order can be carried out.

Ms. Swobe again thanked Mr. Laine and said it was nice to know that we are on the right path.

- X. Discuss and Possible Vote on the Priorities and Primary Objective of SLDS
(For Possible Action)
Crystal Abba, Vice Chancellor for Student Affairs, (NSHE)

Ms. Abba told the Council at the last meeting she and Mr. Erquiaga were asked to create a document which outlined research priorities for SLDS. Ms. Abba went over the Priorities and Primary Objective document (Attachment D). Ms. Abba said that there is a large skills gap that needs to be address in order to achieve the goal of 60% college attainment by 2020, which the SLDS will enable Nevada to do. Ms. Abba said that there are five general resource priorities which are the current reporting capabilities and possible research outcomes. NPWR research outcomes and current reports map back to the statue and address all the area that the P-20W Council is responsible for except the early childhood education. Ms. Abba said once they have the data on early childhood education it would be included. Ms. Swobe asked what reports were ready now that the Council could review at the December meeting. Ms. Abba recommend workforce supply and demand from DETR and also to start looking at the NPWR data on college readiness and math pathways, part two. Ms. Swobe asked Ms. Abba how long it would take to build out the reports since we didn't get the grant. Ms. Abba said it depends on where DETR is in the process of creating it. Mr. Meyer added that the timelines would be hard to pin down but there is some additional funding in the annual maintenance agreement for NPWR. As DETR expands NPWR there are funds available to do ongoing maintenance through the next biennium. Mr. Canavero asked if the document would be updated as progress was made. Ms. Swobe said yes. Dr. Regan asked about including early childhood in the recommendations. Ms. Abba told the Council that once the early childhood data is available it would be included. Ms. Dellenbach made a motion to except the document with the flexibly to change it in the future when necessary. Mr. Metcalf seconded the motion. The motion passed unanimously.

- XI. Discussion and Possible Vote on Forming Subcommittees and the Work the Subcommittees Will Perform (For Possible Action)
Caryn Swobe, Chair

Ms. Swobe started the discussion by suggesting a stakeholders subcommittee. A stakeholder subcommittee would discuss what policies would ensure the reports produced by NPWR would reach potential stakeholders in a manner they could understand and use. Dr. Regan suggested a Pre K subcommittee. Ms. Abba made a motion to create two subcommittees, a stakeholders subcommittee and a Pre K subcommittee. Dr. Regan seconded the motion. The motion passed unanimously.

Ms. Swobe asked for volunteers for the subcommittees. Dr. Metcalf asked for a better explanation of the charge of the subcommittees. Ms. Swobe said that for the stakeholder subcommittee the Council needs to decide who would need to see

the information, who the decision makers are and how the best way to get them the information. Mr. Mitchell stated that the Governor's Executive Order lays out a wide charge to this Council. He told the Council that the April report to the Governor needs to include transitions between different levels of education and alignment with the work force. The report needs to include recommendations with different strategies on who the stakeholders are and how to engage them. The Pre K subcommittee might focus on getting better data and integrating it with the SLDS so that policymakers can begin to ask better questions regarding transitions and readiness with the data. Ms. Abba suggested that Mr. Mitchell create a document outlining the specific duties of the two subcommittees in order to better understand the charge of each subcommittee.

XII. Consider Agenda items for Next Meeting (For possible action)

- Reports on the workforce supply and demand
- College readiness and math pathways
- Subcommittee reports
- Update on the Career Readiness Initiative (CRI)

XIII. Next Meeting Date is December 10, at 9:00 AM. The meeting will be video conferenced between State Capitol Building, Guinn Room 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.)

There was no public comment.

XV. Adjournment

Chair Swobe adjourned the meeting at 3:36 p.m.

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 if 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 12th 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:

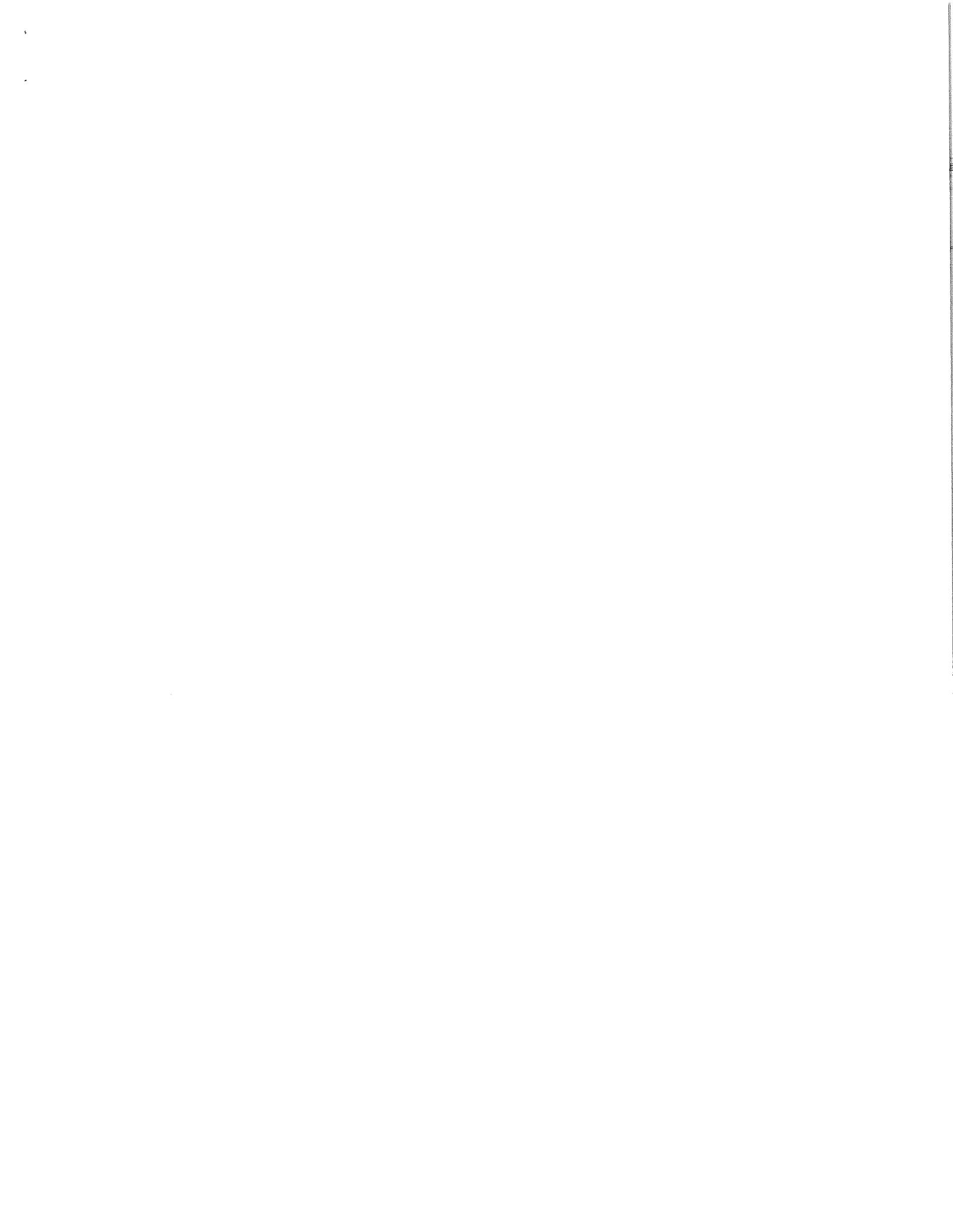
(a) Forfeits his or her office; and

(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.

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:

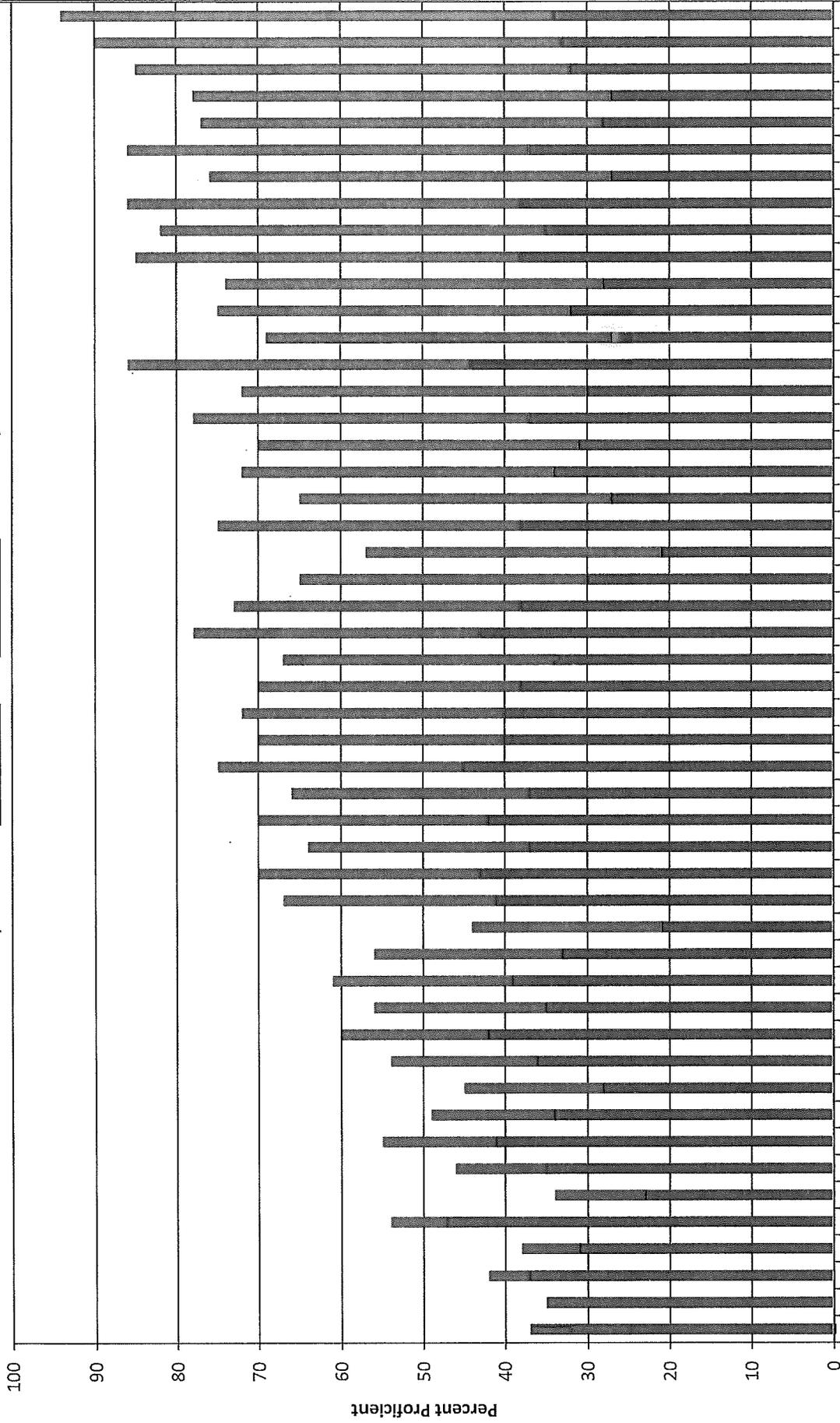
Dale Erquiaga, Superintendent
 Nevada Department of Education
 Date:

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

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

State by State Proficiency Data, 4th Grade Reading: Nevada

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



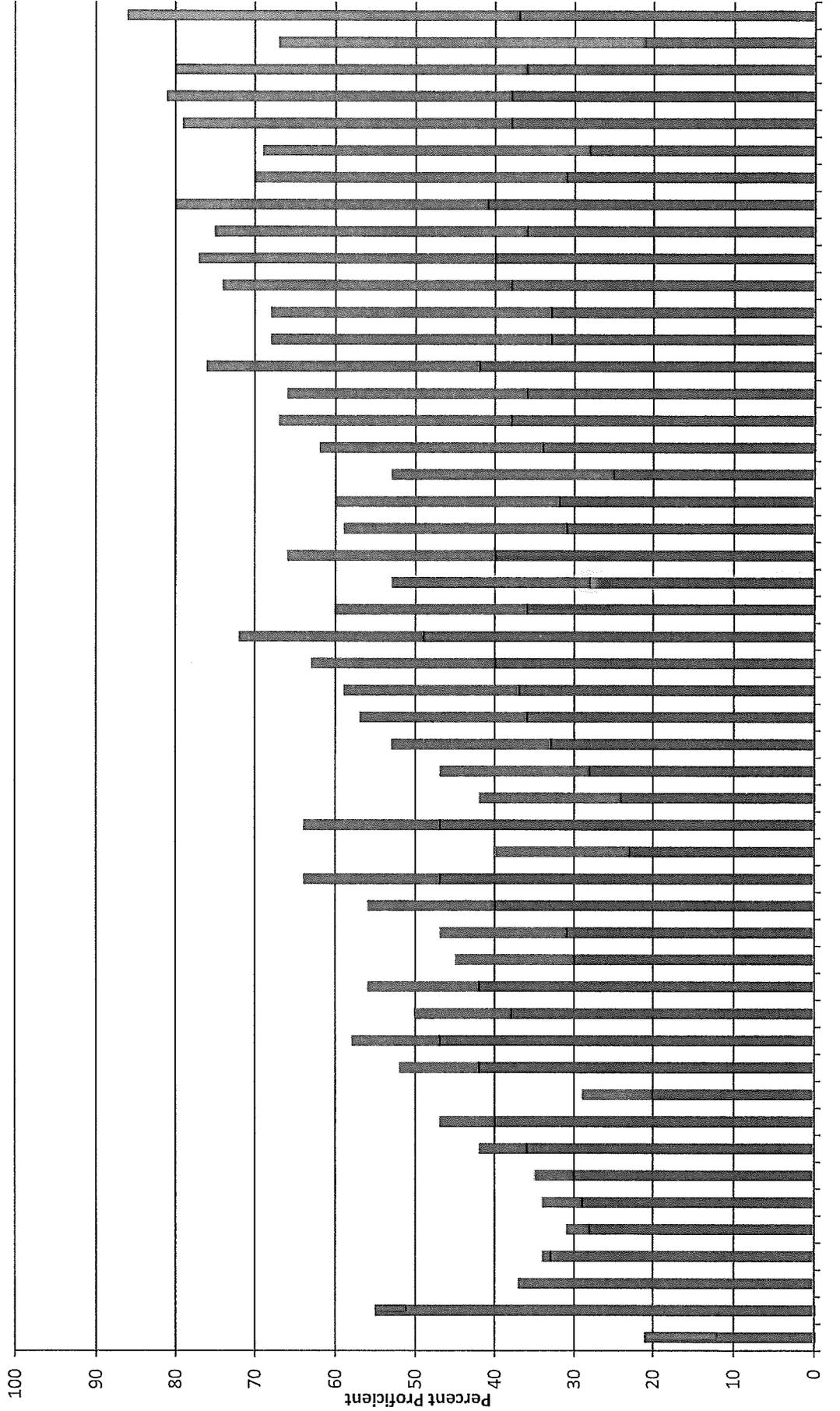
■ Gap between percentage of students meeting State Proficiency and NAEP Proficiency
 ■ Percent of students proficient on the National Assessment of Educational Progress (NAEP), the "Nation's Report Card"

States The sum of the two lines is equal to the percent of students proficient on the state assessment.

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

State by State Proficiency Data, 8th Grade Math: Nevada

The Gap between [NAEP \(2013\)](#) and [State \(2014\)](#) Proficiency Levels



■ Gap between percentage of students meeting State Proficiency and NAEP Proficiency States The sum of the two lines is equal to the percent of students proficient on the state assessment.
 ■ Percent of students proficient on the National Assessment of Educational Progress (NAEP), the "Nation's Report Card"

Sources: IES & State Departments of Education. For more information, contact Richard Laine, rlaine@hga.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.

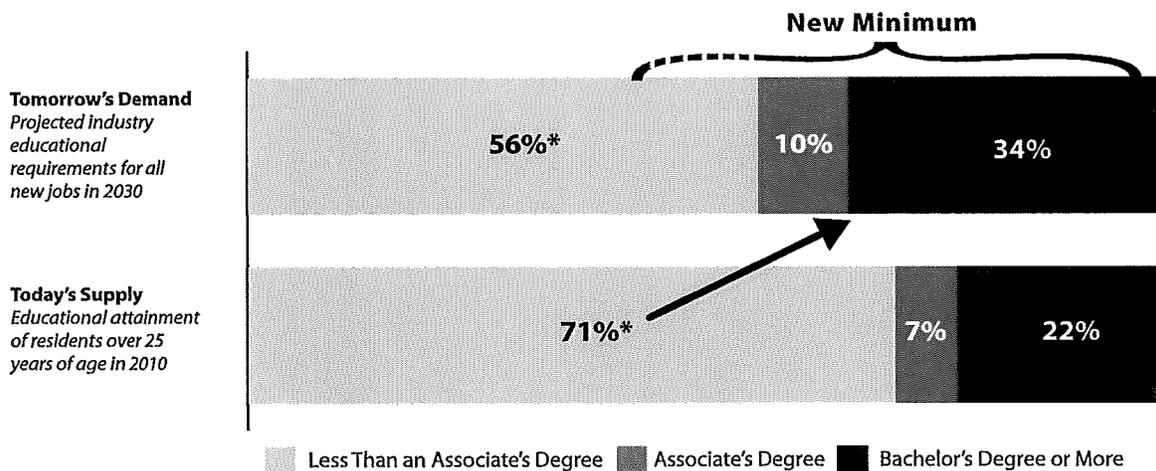
States are generally limited in their ability to increase worker productivity, except for the substantial role that governors play in improving the quality of the education pipeline. To develop policies and funding priorities that support economic growth by increasing the quality of a state's workforce 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.
 - (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: (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 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 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 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.
 - (i) Other matters within the scope of the Council as determined necessary or appropriate by the Council.

**NPWR Research
Priorities**

NPWR Research Outcome Description

<p>1.1 Workforce Supply and Demand</p>	<p>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.</p>
<p>1.2 Work Force Supply Projections</p>	<p>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.</p>
<p>1.3 Education & Wage Outcomes</p>	<p>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.</p>
<p>1.4 Certificate/Licensure Outcomes</p>	<p>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.).</p>
<p>2.1 High School Math Pathways, Part II</p>	<p>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.</p>
<p>2.2 STEM</p>	<p>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?</p>
<p>2.2 STEM</p>	<p>Examine the impact of STEM on student achievement, high school graduation, postsecondary readiness/success, and workforce outcomes.</p>

**NPWR Research
Priorities**

NPWR Research Outcome Description

Outcomes

<p>3. <i>Student Success Indicators</i></p>	<p>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</p>
<p>3.1 <i>Early Warning System</i></p>	<p>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.</p>
<p>3.2 <i>Study of Positive Deviance</i></p>	<p>Examine student achievement at charter schools including characteristics and performance of students.</p>
<p>3.3 <i>Charter Schools</i></p>	<p>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</p>
<p>4. <i>Teacher Preparation</i></p>	<p>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</p>
<p>4.1 <i>Teacher education programs</i></p>	<p>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</p>

<p>5.1 <i>High School Feedback Reports</i></p>	<p>Provide high school feedback reports to the high schools that provide information concerning the continuation and success of high school graduates.</p>
<p>5.2 <i>College Readiness & Continuation by Diploma Type</i></p>	<p>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.</p>
<p>5.3 <i>Postsecondary continuation & degree attainment</i></p>	<p>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.</p>
<p>5.4 <i>High School Rigor</i></p>	<p>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?</p>
<p>5.5 <i>Validation of postsecondary remedial placement benchmark scores</i></p>	<p>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.</p>

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.

<p>1.1C Average Wage by Industry</p>	<p>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.</p>
<p>1.2C Most Common Degree by Industry</p>	<p>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.</p>
<p>1.3C Student Completion and Workforce Part II</p>	<p>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.</p>
<p>2. College Readiness</p>	<p>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.</p>

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.

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.

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.

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

- 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.