BRIAN SANDOVAL
GOVERNOR

STATE OF NEVADA
Office of the Governor
101 North Carson Street
Carson City, Nevada 89701
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Name of Organization: P-20W Advisory Council

Date and Time of Meeting: December 10, 2015, 9:00 AM

Place of Meeting: State Capitol Building, Annex
Guinn Room, 2nd Floor
101 North Carson Street
Carson City, NV 89701

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

MINUTES

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

Ms. Swobe called the meeting to order at 9:08 a.m.

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

Excused Members: Senator Becky Harris, Stacy Woodbury, Dennis Perea

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.)

There was no public comment.

III. Approval of the Minutes from the October 2, 2015 Meeting **(For Possible Action)**
Caryn Swobe, Chair

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

IV. Welcoming Remarks
Caryn Swobe, Chair

Ms. Swobe welcomed and thanked everyone for attending the meeting.

V. Report from the Pre K Subcommittee on Recommendations to the Council **(For Possible Action)**
Dr. Kimberly Regan, Council Member

Dr. Regan started her presentation with a video " PreKindergarten-3rd Grade- A New Beginning for American Education" (http://www.prek-3rd.org/index.html). The video discussed the importance of quality Pre-K through grade 3 programs and showed that students who participated in quality Pre-K had higher academic achievement than their peers. She also gave a presentation on the recommendations of the Pre-K Subcommittee (Attachment A). The main topics of the presentation were: a framework of recommendations, transitions, data, and research questions. Mr. Canavero asked Dr. Regan what needs to be done next. Dr. Regan said making recommendations to the Governor and new comprehensive policies. Ms. Abba added that if this Council makes a recommendation to the Governor that it should include what the policy framework should look like.

VI. Report from the Stakeholder Subcommittee on Recommendations to the Council **(For Possible Action)**
Caryn Swobe, Chair

Ms. Swobe reported to the Council that the Stakeholders Subcommittee had asked representatives from the three agencies that oversee NPWR (the Nevada System of Higher Education, the Nevada Department of Education, and the Department of Employment, Training and Rehabilitation) to develop a stakeholder engagement policy. Ms. Heiss walked the Council through their engagement efforts to date and recommendations for the future (Attachment B). Ms. Heiss' presentation included information about NPWR's available reports, future reports, funding, news articles referencing NPWR, a list of stakeholders for each agency, outreach efforts to date and the need for a dedicated coordinator

position to further expand stakeholder outreach. Ms. Swobe agreed with a need for a coordinator, someone to push out the data and get the reports out to the right people. Ms. Abba said there needs to be a leader for NPWR to guide and move it forward. Ms. Swobe suggested expanding the team that is doing the demonstrations. Ms. Cranor would like to see parents added to the list of stakeholders.

VII. Agenda Overview

Brian Mitchell, Governor's Office of Science, Innovation and Technology (OSIT)

Mr. Mitchell said that the remainder of the agenda would focusing on transitions within high school, transitions to college, and the needs of employers.

VIII. Employer Needs Presentations

Ray Bacon, Nevada Manufacturers Association
Marissa Brown, Nevada Hospital Association
Brian Reeder, Nevada Chapter of the Associated General Contractors

Mr. Bacon, with the Nevada Manufactures Association (NMA), was the first presenter. He provide the Council with a handout (Attachment C). The information provided states that Career and Technical Education (CTE) is part of the solution. Taking the existing CTE programs that work and make them part of the solution we need to have in place.

Ms. Brown's PowerPoint presentation (Attachment D) outlined the health care system challenges, areas of workforce demands and strategies for resolving the demands. The challenges that health care system face are an aging and sicker population, lack of preventive care, millions more insured, primary care physician shortage and higher costs. Ms. Brown said some strategies that would help resolve some of the demand would be to better prepare nurses to meet the new challenges in health care needs, improve health care providers salaries (retention), implement nursing residency programs and target young adults in vocational high schools.

Mr. Reeder told the Task Force that Nevada Chapter of the Associated General Contractors (AGC), represents 300 construction industry members statewide. Before the recession, there were almost 150,000 construction workers representing about 11.2% of the workforce. By 2012 that number had dropped to only 50,000 or about 5%. He said that this is finally turning around as private investments such as Telsa and Switch invest in Nevada. The new growth creates challenges to fill the positions with new workers. The previous workforce did one of three things: retired, got a job in another industry or left the state. This leaves the contractors with few options. Training the new workforce is going to take time and money. Mr. Reeder said that not all schools offer vocational training courses and future education goals should be on vocational education

and vocational training. Ms. Duvall told the Council about the two day Educational Externship program that is offered by AGC. The program is designed to bridge the gap between education and construction jobs. The teachers hear from contractors about how they got started and where career paths in construction may lead. On the second day of the program they go out in the field and tour Academy of Career Education (ACE) High School, which is a construction charter high school in Washoe County. This gives the teachers an opportunity to talk to other teachers who actually apply real world use of the academics. The teachers are able to look at lesson plans and see things they can share and bring back to their classrooms. They also learn about the apprenticeship programs that are available, which most teachers are unaware of. Ms. Duvall said there biggest request or need is getting the information in the hands of the teachers and counselors. Ms. Swobe asked if a teacher's CTE endorsement would reflect in the salary schedule. Several members said that not all district salary schedules are higher with a CTE endorsement.

IX. Update on the Career Readiness Initiative (CRI)
Steve Canavero, Interim Superintendent, Department of Education

Mr. Canavero said the Department of Education (NDE), working with Chief Counsel of School Officers (CCSO), drafted a CRI plan which has three main lines of work: 1- employer engagement 2- career pathways 3- accountability. The feedback that Mr. Canavero has received so far is that the plan has far too many strategies and too little execution. NDE will work with CCSO and take the big ideas in the plan and scale the plan back to do the work really well, so they can demonstrate proof points. After working with CCSO, Mr. Canavero said there will be a clear pathway for the state working in these three areas to turn around for future funding opportunities.

X. Overview of the Jobs for America's Graduates (JAG) Program
Dr. Rene Cantu, Executive Director, Nevada JAG

Dr. Cantu told the Council that the 30 year old JAG program is a dropout prevention, work place preparation and readiness model. In 2015 there were 1,251 in 37 JAG programs. The graduation rate for the class of 2014 was 82% with an 86% placement in either a full time job, military or attending college. JAG's main goal is to help students finish high school and become productive members of the workforce. Disengagement is the biggest barrier that is faced by students. (Attachment E)

XI. Dual Enrollment and Jump Start
Brian Mitchell, OSIT
Dr. Robert Wynegar, Western Nevada College

Mr. Mitchell attended a conference sponsored by the Education Commission of the States (ECS) specific to dual enrollment. There are 13 model components

that make up a successful dual enrollment policy. Nevada is doing well in most areas except on public reporting, public reports on data outcomes and evaluation based on data. NPWR may be able to play a role in providing data and then using the data to encourage school districts to encourage students to offer more dual enrollment opportunities. Mr. Mitchell told the Council that during the 2015 Legislative Session that funding was provided to school districts for dual enrollment. Using data provide by NPWR will show how the investment was used and also encourage districts who don't do as much dual enrollment.

Dr. Wynegar reviewed for the Council the "Jump Start College" program that is available through Western Nevada College (Attachment F). He told the Council that students that start as juniors, taking 15 credits per semester, will graduate with their associate's degree from high school. There will be about 40 students graduating in 2016 with their Associate in Arts (AA) degrees. He also notes that every student that goes through the CTE program with graduate with a certificate from Western Nevada College and a national certification. Dr. Wynegar noted that there are four service areas throughout the state that have jump start programs, designed to fit the needs of their service area.

XII. Update on Nevada System of Higher Education (NSHE) College Completion Initiatives

Crystal Abba, (NSHE)

Ms. Abba's presentation was on the efforts that NSHE is taking to create a culture of completion. (Attachment G) Ms. Abba said that all of the policy decisions are driven by data. The presentation focused on three areas: affordability, college participation and enrollment intensity. Nevada joined Complete College America (CCA) in 2010 to close the 30% skills gap. By 2020, 58% of jobs will require a career certificate or college degree and Nevada is currently at 28%. CCA works with states to figure out the policies that will have the most significant impact on improving degree productivity. Ms. Abba said, the three most significant policy changes NSHE has undertaken thus far are, putting a limit on the number of credits for an associates or bachelor degree, a low yield policy and excess credit policy. Ms. Abba concluded by stating that Nevada is now third in the nation in the increase in degree productivity. There is still work to be done but the work that has been done to date has been very successful.

XIII. NPWR Demonstrations on the Workforce Supply and Demand Reports and College Readiness and Math Pathways Reports

Linda Heiss, Senior Director of Institutional Research,(NSHE)

Ms. Heiss told the Council that the reports would evolve depending on stakeholders' requests. Ms. Heiss walked the Council through the math pathways reports. (Attachment H)

XIV. Consider Agenda items for Next Meeting (**For Possible Action)**

- Ms. Swobe said the next meeting would be a working session on Pre-K
- Update on NPWR reports

XV. Next Meeting Date is January 19, 2016, 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.

XVI. 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.)

Ray Bacon made the following public comment: Mr. Bacon asked if this report on workforce supply and demand would be available to employers so they know what the workforce supply and demand are.
Ms. Abba answered Mr. Bacon's question: The key is stakeholder outreach and a coordinator is needed to lead the efforts. Otherwise, NPWR is an underutilized tool.

XVII. Adjournment

Caryn Swobe, Chair

Chair Swobe adjourned the meeting at 12:42 p.m.

Attachment A

Building a Comprehensive P-3 Policy in Nevada

Recommendations Aligned with Governor Sandoval's Executive Order

Prepared by Dr. Kimberly Regan

12/10/2015

Building a Comprehensive P-3 Policy in Nevada
Recommendations Aligned with Governor Sandoval's Executive Order

Prepared by Dr. Kimberly Regan

P-3 Subcommittee Members

Office of Governor Brian Sandoval
Zachary Heit, Education Fellow

P-20 Council Members
Dr. Kimberly Regan, Chair P-3 Subcommittee, & Early Childhood Representative, NevAEYC, SNACS

Erin Cranor, Elementary and Secondary Education Representative

Jackie Brown, Elementary and Secondary Education Representative

P-3 Experts Participating in the Subcommittee Meetings

Dr. Melissa Burnham, Associate Dean: College of Education, University of Nevada, Reno

Marty Elquist, Director: Early Education and Development, The Children's Cabinet

Kacey Edgington, Kindergarten Coordinator: Washoe County School District

Dr. Michael Maxwell, Senior Vice President: Agency Innovation & Director: Early Childhood Connection, Las Vegas Urban League

Patti Oya, Director: Office of Early Learning and Development, Nevada Department of Education

Tina Springmeyer, Preschool Coordinator: Washoe County School District

Sherry Waugh, Director: Child and Family Research Center, University of Nevada, Reno

Jack Zenteno, Chief: Child Care and Development Program, Nevada Department of Social Services

Brian Turner, Management Analyst: Office of Early Learning and Development, Nevada Department of Education

P-3 Consulting Advisors

Dr. Steve Canavero, Deputy Superintendent of Public Instruction: Nevada Department of Education

Ben Hayes, Chief Officer of Accountability, Washoe County School District

Dr. Lauren Hogan, Director of Public Policy: The National Association for the Education of Young Children

Dr. Glen Meyer, Director of Information and Technology: Nevada Department of Education

Background to the Subcommittee

On October 2, 2015, the Governor's P-20 Council, formerly known as the K-16 Council, convened to review and develop the scope and sequence of work surrounding the Governor's Executive Order. Several important items were presented and discussed as it relates to ECE. Given the short timeframe before the final P-20W Council report is due to the Governor on April 1, 2016, Council leadership decided to create various subcommittees to conduct research and compile recommendations for possible adoption by the full Council. The Council formed a subcommittee to focus on early childhood, preschool through grade three.

The P-3 Subcommittee was charged to focus on ways to improve transitions from early grades (preschool through third grade) to later grades and set a strong foundation for early learners. Specifically, this Subcommittee explored what P-3 data is currently available for inclusion in the SLDS and what additional data should be collected in order to guide future policy decisions.

P-3 Subcommittee Work:
Subcommittees are fact-finding bodies and take a deeper dive on issues than the full Council. Subcommittees meet in between full Council meetings, hear presentations from issue experts, deliberate on the issues, and then report to the full Council. The full Council will then decide what action to take based on the presentations. Below is a brief description of what the ECE subcommittee sought to accomplish.

The P-3 Subcommittee focused on *ways* ***to improve transitions from early grades (preschool through third grade) to later grades*** and set a strong foundation for early learners. Specifically, this Subcommittee explored what ***P-3 data is currently available for inclusion in the SLDS*** and what ***additional data should be collected in order to guide future policy decisions***. The Subcommittee will hear presentations from early childhood experts and representatives from the Nevada Department of Education regarding national best practices, where Nevada currently stands, and recommendations the P-20W Council should consider.

The Council, and P-3 Subcommittee will focus on providing research and providing recommendations as outlined by the executive order and NRS 400.040 Powers and Duties.

Priority Topics

- Methods to ensure the successful transition of children from early childhood education programs to elementary school, including, without limitation, methods to increase parental involvement.
- What data exists at the state and/or district level that we can use to inform the subcommittee and P-20W Council on early education transitions? What data would be helpful at the state and/or district level that we could recommend the council include in the trajectory of successful P-20 pathways?

P-3 Subcommittee Recommendations to include as part of the P-20W Council Report to Governor Sandoval

Establishing the Need: A Fragmented P-3 System

In Nevada, like many states, the programs that support children on their trajectory towards academic, social, and emotional success from birth to third grade are disconnected. The New America Foundation (2015) ranked Nevada as "crawling," the lowest of three possible ranks Crawling, Toddling, or Walking, when evaluating early childhood policies in the state based on progress towards achieving 65 policy indicators in seven areas. Evidence portrays increased barriers for children who experience poverty, are identified as Children in Transition, are English Language Learners, are identified as eligible for special education, are minority, immigrant, or who's families experience one risk factors such as parental incarceration or death. P-3 programs may be fragmented due to inconsistent funding streams and governance to oversee these programs across agencies (Daily, 2014).

"Improving the economy, strengthening the middle class and reducing the deficit are national priorities. Solving these challenges starts with investing in America's greatest resource: its people. Quality early learning and development programs for disadvantaged children can foster valuable skills, strengthen our workforce, grow our economy, and reduce social spending." There are at least four major benefits of investing in early childhood development: prevent the achievement gap; improve health outcomes; boost earnings; and makes dollars and sense (7-10% per annum) through outcomes in education, health, sociability, economic productivity, and reduced crime (Heckman, 2015).

Considering the economic perspective, a program constitutes a worthy social investment if the total benefits exceed the costs. One Harvard study (2007) yielded a range of cost-benefit analysis ranging from 2:1 to 17:1, depending on the program (Center on the Developing Child at Harvard University, 2007). ECE cost-benefit calculations result from returns to government savings (such as decreases in special education/remediation costs, welfare payments, and increases in income tax revenues); to society via decreased incarceration and crime-related costs; and returns to participants (such as increased earnings) (Center on the Developing Child at Harvard University, 2007).

Transitions

A Framework for Recommendations

A comprehensive approach to effective P-3 education is critical to promoting positive outcomes for young children and their families. Early Childhood Education and Care (ECEC) policies are increasingly prevalent internationally as an evolutionary component of P-20W systems to former traditional K-12 educational policy platforms (OECD, 2013). ECEC policy is aligned with anti-poverty or educational equity measures, as inequalities in child outcomes are often present when children enter formal schooling, which are likely to increase throughout the span of education. Many governments see ECEC as a public investment and integrate related services to ensure holistic and continuous child development (OECD, 2013). Effective P-3 education and support services are important to build a framework for student engagement and achievement, while simultaneously mitigating the compounding effects of disadvantaged backgrounds.

Internationally, countries with strong ECEC policies have students who score statistically higher than countries where ECEC policies are fragmented or lacking (OECD, 2013). For example, one study yielded that after accounting for students with lower socio-economic backgrounds, fifteen year olds who attended ECE tend to performed better on the Program for International Student Assessment (PISA) than those who did not (OECD, 2013). However, enrollment and attendance in high-quality ECE programming is one factor in predicting better outcomes at the later stages in life. Other factors include access to and quality of ECEC related services. PISA results suggest the relationship between ECE participation and later learning outcomes is the strongest in countries with certain "quality" features are part of the ECEC policies. This includes: staff-child ratios; program type and duration; public education spending per child; enriched and stimulating environments; rich and robust pedagogy; valuable teacher-child interactions; teacher and leader quality; entrance age and duration of compulsory education; high levels of student engagement; supporting and sustaining transition work; family engagement; and access to support services such as health care (Center on the Developing Child at Harvard University, 2007; Daily, 2014; and OECD, 2013).

Several states have adopted a statewide approach to effective P-3 models (Daily, 2014; Loewenberg, et. al., 2015). The models include a comprehensive plan for effective transitions between preschool and kindergarten, which are continued through third grade horizontally and vertically. Children who experience successful transitions across grade levels are more likely to enjoy school, experience academic and social growth, and focus on new content and skill development (Daily, 2014). Governor Sandoval's landmark education initiatives platform and corresponding budget included support for early learners including the Preschool Development Grant Match, Full Day Kindergarten Expansion, *Read by Three* initiatives, and the Early Childhood Advisory Council and the Silver State Strong comprehensive strategic plan. These initiatives establish a framework to increase state-level capacity to support effective P-3 across districts and within programs. However, policies exist in context and powerful impacts result when they are comprehensive across agencies and key stakeholders. Investing in or addressing a policy-based comprehensive approach to P-3 is necessary to achieve better outcomes (Loewenberg, et. al, 2015).

A data system policy, which includes P-3 as part of the P-2-W State Longitudinal Data System (SLDS), ensures the quality, privacy, and integrity contained in the infrastructure. Such data and associated research will inform future policy initiatives and decisions in regards to early childhood education and across the P-20W pathway. This is important work in ensuring our state provides an innovative P-20W education preparing our youngest children for career and college readiness and global society.

The following recommendations align with Governor Sandoval's P-20 Council Executive Order and NRS 400.040 1.(b)(e)(g)(h(2)(3))(i). Some of the recommendations may be in implementation at varied degrees within state and across districts. A comprehensive P-3 approach to Early Childhood Education is essential to building a framework toward a strong state and P-20W pathway and is focused on increasing capacity and building infrastructure.

Recommendations for Transitions

1. Include Early Childhood Education (ECE) - related definitions & language added to the Nevada Revised Statute:
    a. **Early Childhood Education (ECE)**: Encompasses all early learning and development programs, or provider, regardless of setting or funding source, which provides early care and education for children from birth through age eight.
    b. **P-3:** Encompasses all children's experiences between birth and age 8 (third grade), including cognitive, social, and emotional skills, which promote learning and development.
    c. Establish **P-3 as the foundation** to a critical period to lay the foundation of cognitive, social, and emotional skills, which establishes a successful trajectory to an effective P-20W pathway in a statewide comprehensive infrastructure.
2. Call for statewide P-3 comprehensive policy that includes:
    a. Systems approach via Cross-sector work; administrator effectiveness; teacher effectiveness; instructional tools; learning environment; data-driven improvement; family engagement; continuity and pathways (Kauerz & Coffman, 2013).
    b. To align and implement standards-based instructional practices in a developmentally appropriate manner.
    c. To build an infrastructure designed to increase the capacity of stakeholders within the ECE community and across agency collaborations.
    d. To support other Councils charged with Early Childhood-related work, including, but not limited to the Early Childhood Advisory Council (ECAC).
    e. To align with and promote Nevada in the forefront of the reauthorization of the Elementary and Secondary Education Act (ESEA) and the Every Student Succeeds Act (which replaces the No Child Left Behind law).
3. Governance recommendation to add an Early Childhood position to the Governor's Office to promote effective P-3 governance:
    a. Coordinate policy work and collaboration among key stakeholders to ensure Nevada policy ranked top percentile: Smart approach to policy Implementation (Loewenberg, et. al, 2015).
    b. Coordinating the range of P-3 programs, services, agencies and entities at the state level to ensure the delivery of seamless programs and services for children and families (Daily, 2014).
    c. Assist with Governor's Early Childhood Advisory Committee (ECAC) and other committees charged with ECE-related tasks.
    d. Support the Nevada Department of Education in carrying out daily tasks as deemed necessary by the State Superintendent of Public Instruction.
    e. Support ECE efforts in Nevada – Effective P-3, transitions, MOUs, cross-agency collaboration as charged within the executive order.
    f. Conduct Research associated with the Guiding Research Questions and make recommendations therein.

   g. Strategic alignment of programs vital to effective P-3 plans
   h. Collaborate with the Office of Economic Development to develop opportunities potentially funding ECE programs (including social impact bonds and/or other funding sources)
4. Require districts and charter schools to develop P-3 plans which address:
   a. horizontal and vertical alignment for grades P-3
   b. transition of students incoming from external programs – MOUs – expectation for community
   c. making these investments count – return on investment
   d. family engagement
      i. transitions
      ii. provides access to stabilizers
      iii. access to resources for health and wellness
   e. support for special populations across P-3
5. Require P-3 Leadership pedagogy in professional development and higher education classes (ECS, 2013; Clarke-Brown, et. al, 2014) including:
   a. Comprehensive P-3 pedagogy and policy analysis and implications
      i. P-3 QRIS and NSPF alignment
      ii. Cross-sector work; administrator effectiveness; teacher effectiveness; instructional tools; learning environment; data-driven improvement; family engagement; continuity and pathways
   b. Understanding and supporting child development
   c. Horizontal and vertical alignment across schools, districts, and the state
   d. Designing standards-based instruction in a Developmentally Appropriate Practice (DAP) manner, including early literacy and language development
   e. Designing standards-based, DAP environment
   f. Promoting Social Emotional Learning (SEL) to support executive functioning and metacognition (CASEL, 2014; ECS, 2014)
   g. Supporting student engagement and achievement
   h. Supporting special populations, decreasing and sustaining achievement gaps
   i. Supporting family engagement in P-3, including transitions
   j. Facilitating change in a movement to implement comprehensive P-3 systems
   k. Evaluating P-3 programs, classrooms, educators (NCTE, 2013)
6. Require P-3 Teaching and Learning pedagogy in professional development and higher education classes, including child development, horizontal and vertical alignment, DAP, designing the environment, promoting SEL to support executive functioning and metacognition, supporting student and engagement and achievement, reading pedagogy, P-3 QRIS and NSPF alignment
7. Continued improvement and expansion of the Quality Rating Improvement System (QRIS) to include use of curriculum and child assessments (Loewenberg, et.al, 2015)
8. Family Engagement plans
   a. approaches to teaching,
   b. transitions,

   c. standards,
   d. comprehensive assessments,
   e. early care and education, and
   f. child development and behavior
9. Expand access to high quality child care, prek, and full-day kindergarten (Loewenberg, et. al., 2015)
10. Statewide "best practice" P-3 models identified and expanded across the state
    a. Site-based models or lab-sites as a resource for observation and trainings
11. Children In Transition (CIT) – Personal Learning Plans (PLPs) for every CIT student
    a. identifying needs and a plan to address those needs and stabilizers "staffing students" at least every quarter
    b. family engagement (as permitted)
    c. agency engagement (as applicable)
12. Equitable funding analysis and support in relation to the state's economic productivity (Baker, et. al, 2015) including but not limited to:
    a. Ensuring Nevada ECE policy establishes this state to be in the forefront when accessing federal grants and other funding opportunities.
    b. Ensuring the SLDS is comprehensive in data collection surrounding P-3 to support efforts to compete nationally for funding opportunities.
    c. Continued pursuit of USDE Grant programs such as Prek development block expansion; Investing in Innovation (i3); incentives to prepare, develop, and advance effective teachers and principals; leveraging resources through Promise Neighborhoods, and expanding high-performing public charter schools; Read by Three expansion; and others which can support the expansion of Nevada efforts in early childhood education.

Recommendations related to Data

1. **Link existing prek data to the SLDS including:**
   a. Meta data across agencies: this may include related elements, linkages to multiple data domains, XML coding, and applications of the data element. This is the technical side of the element's definition and works to ensure programmers have a consistent "grammar basis" within the data vocabulary along with maximizing interoperability between systems using the same vocabulary.
   b. Student demographics
   c. Link Kindergarten Entry Assessment (KEA) data in the SLDS, expand across FDK
   d. Link multiple domain assessment data from Head Start, state and prek-development grant funded Prek (ECDC, 2014; Loewenberg, et. al, 2015)
   e. 3rd party data
      a. MOUs for cross-agency data sharing
      b. Identify and address barriers which facilitate "silos"

2. **Expansion of Data collection based on Research Questions**

Designing research questions establishes a framework for building data collection surrounding P-3 initiatives.

The research questions align with Governor Sandoval's Executive Order and supports NRS 400.040 (b) Methods to ensure successful transitions from early childhood programs to elementary schools, including, without limitation, methods to increase parental involvement; (g) The development and oversight of the SLDS that links data relating to ECE programs and K-12 public education data relating to postsecondary education and the workforce in this State; (h)(2) The effectiveness of the preparation of teachers and administrators in this State; and, (h)(3) The return on Investment of educational and workforce development programs paid for by this State and, (i) Other matters within the scope of the Council as determined necessary or appropriate by the council.

These questions were identified:

Research Question 1: What is the Return on Investment for Nevada Early Childhood Education Programs?

Rationale and Purpose: The rationale is to conduct a longitudinal study to investigate the return on investment for Nevada Early Childhood Education (ECE) programs. Literature presents a potential return on investment of 17:1 provided we invest in early education (specifically for disadvantaged children; develop cognitive skills, social abilities, and healthy behaviors in ECE, and sustain early development with effective education through adulthood to gain a more capable and productive workforce (Heckman, 2015). Conducting this type of research will allow us to collect data points early in a child's life, intervene with specific stabilizers proven to mitigate barriers, and track the sustainability of effective education through adulthood, building a more capable and productive workforce, strengthening Nevada's economy.

Research Question 2: Can we predict student achievement on Nevada Criterion Referenced Tests (CRT) and the National Assessment of Educational Progress (NAEP) based on equitable access to quality P-3 programs?

Rationale and Purpose: The rationale and purpose is to develop a regression model to predict academic achievement based on various variables related to equitable access to quality P-3 programs? Data may include: program type and duration; quality ratings of P-3 programs/schools (QRIS & NSPF); highly qualified teachers and leaders; student demographics; staff-child ratios; public education spending per child; enriched and stimulating environments; rich and robust pedagogy; valuable teacher-child interactions; teacher and leader quality; entrance age and duration of compulsory education; high levels of student engagement; supporting and sustaining transition work; family engagement; and access to support services such as health care.

Research Questions 3: **What components of P-3 are effective in eliminating achievement gaps and sustaining growth?**

d. *What instructional approaches, curriculum, assessment practices, family engagement, and transition practices are occurring in P-3 classrooms?*

e. *Which classrooms are taught by highly qualified teachers with education and experience in P-3 and ECE?*
f. *Which classrooms are led by highly qualified leaders with education and experience in P-3 and ECE*
g. *Which students have access to quality programs, educators, and leaders?*

Rationale and Purpose: The rationale and purpose is to conduct a study to delineate effective P-3 instructional approaches, curriculum, assessment practices, family engagement, and transition practices are occurring in P-3 classrooms to increase student engagement and achievement across the span of the early learning years. Such practices are expected to eliminate achievement gaps and sustain growth as indicated on early learning assessments and culminate into positive student outcomes on a trajectory P-20 pathway toward success. Research suggests students with equitable access to highly qualified and experienced P-3 teachers and leaders are more likely to sustain gains made in the early learning years. Evidence of best practices in P-3 is expected to translate into increased student engagement, achievement, and growth on statewide assessments and the Nevada State Performance Framework. Data analysis would support the identification of sites, schools, and districts of "best communities of practices" for inclusion in the expansion of a quality P-3 statewide model that is exemplified at the national level.

Consideration of addressing the identified research questions, the Council is recommended to request appropriate stakeholders to determine existing and forthcoming data necessary to conduct the research. Several key area should be explored: What data exists or is needed to address the research questions? What needs to happen to address the research questions (think MOUs for cross-agency collaboration)? If data elements don't exist, recommendations to add elements for reporting/tracking and research practices

3. Cross-agency collaborations
    a. Health care data exists within human health and services, need links to NDE and SLDS
    b. Establish MOUs for cross-agency collaboration and shared data
4. Expand access to high quality child care, prek, and full-day kindergarten (Loewenberg, et. al., 2015)
5. Expand multiple domain assessment data from state and prek-development grant funded Prek (Loewenberg, et. al, 2015)
6. Expand Kindergarten Entry Assessment (KEA) data across FDK in the SLDS (ECS, 2014; CEELO, 2014)
7. Universal developmentally appropriate assessment data across 1, 2, 3
8. Registration – beginning at age 4 – families required to register children who are age 4 by September 30 to register their child with the Homeschool if they are not enrolled in public and/or private prek option. Public and private prek report enrollment data.
    a. Need unique identifier (universal student ids assigned at onset of registration - age 4 by Sept. 30)

b. Explore whether health care professionals assist? As part of 4 yr. well-child check-ups and immunizations
c. Data available to school leaders and teachers by a specific date in the year prior to entry in the kindergarten year

References

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P-3 Subcommittee Report

Building a Comprehensive P-3 Policy in Nevada

Priority Topics: NRS 400.040

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

- The development and oversight of a SLDS that links data relating to ECE programs and K-12 public education with data relating to postsecondary education and the workforce in this state.

P-3 Subcommittee Priority Topics

- Improve **transitions** from early grades (preschool through third grade) to later grades.
- What P-3 **data** is currently available for inclusion in the SLDS? What additional data should be collected?

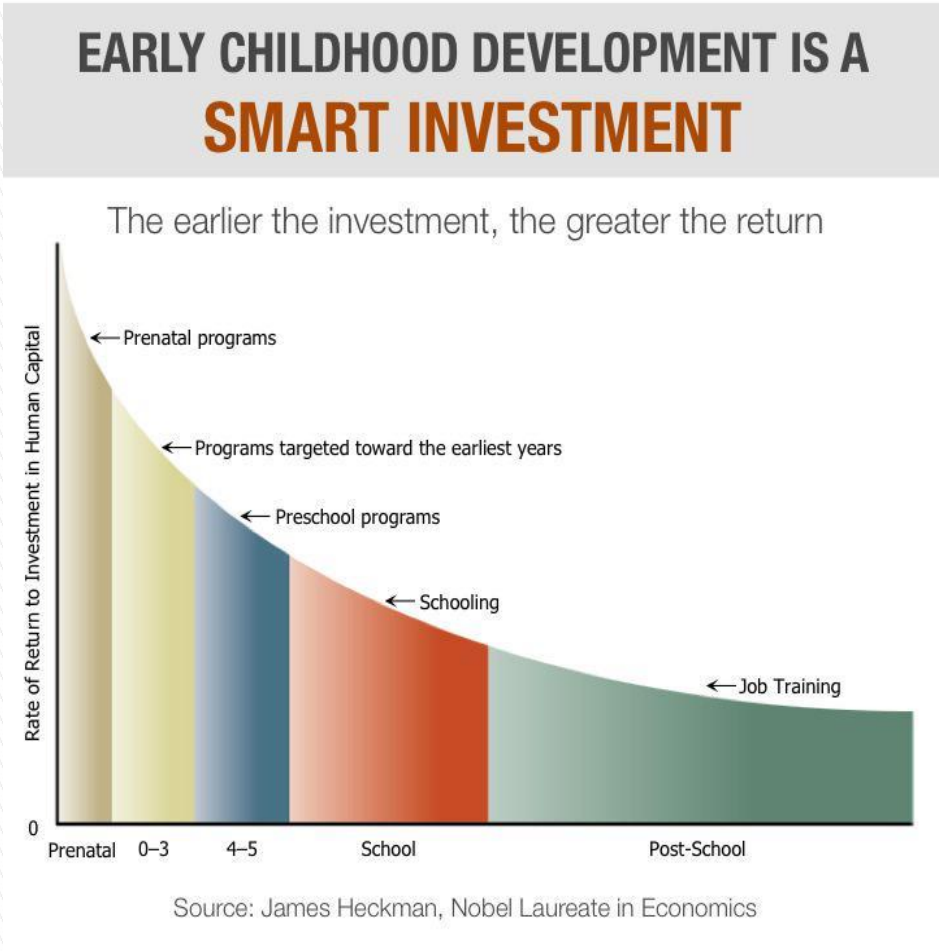
Establishing the Need

A Fragmented P-3 System

- Programs that support children on their trajectory towards academic, social and emotional successes from birth through third grade are disconnected.
- The New American Foundation ranked Nevada "crawling" when evaluation EC policies (November 2015).

Return on Investment

- Quality early learning and development programs can foster valuable skills, strengthen our workforce, grow our economy, and reduce social spending with a return on investment ranging from 2:1-17:1 (Center on the Developing Child at Harvard, 2007; Heckman, 2015)



A Framework for Recommendations

- A comprehensive approach to effective P-3 education is critical to promoting positive outcomes for young children and their families.
- ECE policies are increasingly prevalent internationally as an evolutionary component of P-20W systems (OECD, 2013).
- Effective P-3 education and support services are important to build a framework for student engagement and achievement, while simultaneously mitigating the compounding effects of disadvantaged backgrounds.

Framework for Recommendations

- Internationally, countries with strong ECEC policies have students who score statistically higher than countries where ECEC policies are fragmented or lacking (OECD, 2013).

- One study yielded that after accounting for students with lower socio-economic backgrounds, fifteen year olds who attended ECE tend to performed better on the Program for International Student Assessment (PISA) than those who did not (OECD, 2013).
- Other factors include access to and quality of ECEC related services. PISA results suggest the relationship between ECE participation and later learning outcomes is the strongest in countries with certain "quality" features are part of the ECEC policies.

Framework for Recommendations

- Several states have adopted a statewide approach to effective P-3 models (Daily, 2014; Loewenberg, et. al., 2015).
- The models include a comprehensive plan for effective transitions between preschool and kindergarten, which are continued through third grade horizontally and vertically.
- Children who experience successful transitions across grade levels are more likely to enjoy school, experience academic and social growth, and focus on new content and skill development (Daily, 2014).

Framework for Recommendations

- Governor Sandoval's landmark education initiatives platform and corresponding budget included support for early learners including the Preschool Development Grant Match, Full Day Kindergarten Expansion, *Read by Three* initiatives, and the Early Childhood Advisory Council who authored the Silver State Strong comprehensive strategic plan 2014-2017.
- These initiatives establish a framework to increase state-level capacity to support effective P-3 across districts and within programs.
- However, policies exist in context and powerful impacts result when they are comprehensive across agencies and key stakeholders.

Framework for Recommendations

- Investing in or addressing a policy-based comprehensive approach to P-3 is necessary to achieve better outcomes (Loewenberg, et. al, 2015).
- A data system policy, which includes P-3 as part of the P-20W SLDS data and associated research will inform future policy initiatives and decisions in regards to early childhood education and across the P-20W pathway.
- This is important work in ensuring our state provides an innovative P-20W education preparing our youngest children for career and college readiness and global society.

Framework for Recommendations

- The following recommendations align with Governor Sandoval's P-20 Council Executive Order and NRS 400.040 1.(b)(e)(g)(h(2)(3))(i).
- Some of the recommendations may be in implementation at varied degrees within state and across districts.
- A comprehensive P-3 approach to Early Childhood Education is essential to building a framework toward a strong state and P-20W pathway and is focused on increasing capacity and building infrastructure.

Transitions

- Include ECE language and definitions in NRS
- Statewide P-3 Comprehensive Policy
- Early Childhood position in Governor's Office

Transitions

- District and Charter School P-3 Plans
- P-3 Leadership pedagogy training, PD
- P-3 Teaching and Learning pedagogy training, PD
- Family engagement plans
- Improve and expand Quality Rating Improvement System (QRIS)

Transitions

- Expand access to high quality child care, Pre-K, and full-day Kindergarten
- Identify statewide “best practice” P-3 models
- Personal Learning Plans (PLPs) for Children in Transition (CIT)
- Equitable funding analysis and support in relation to the state’s economic productivity

Data

- Link existing Pre-K data to the SLDS
- Expansion of data collection based on research questions
  - Three Overarching research questions to guide data collections within the SLDS

Research Questions

- *Research Question 1: What is the Return on Investment for Nevada Early Childhood Education Programs?*

- *Research Question 2: Can we predict student achievement on Nevada Criterion Referenced Tests (CRT) and the National Assessment of Educational Progress (NAEP) based on equitable access to quality P-3 programs?*

Research Questions

- ***Research Questions 3:*** **What components of P-3 are effective in eliminating achievement gaps and sustaining growth?**
- *What instructional approaches, curriculum, assessment practices, family engagement, and transition practices are occurring in P-3 classrooms?*
- *Which classrooms are taught by highly qualified teachers with education and experience in P-3 and ECE?*
- *Which classrooms are led by highly qualified leaders with education and experience in P-3 and ECE*
- *Which students have access to quality programs, educators, and leaders?*

Data

- Cross-agency collaborations
- Expand access to high quality child care, Pre-K, and full-day Kindergarten
- Expand multiple domain assessment data from state and Pre-K development grant funded Pre-K
- Expand Kindergarten Entry Assessment (KEA) data across FDK in the SLDS
- Universal developmentally appropriate data across grades 1, 2, and 3
- Registration by age 4 – public or private pre-k or homeschooled

In closing

- Policies exist in context and powerful impacts result when they are comprehensive across agencies and key stakeholders. Investing in or addressing a policy-based comprehensive approach to P-3 is necessary to achieve better outcomes (Loewenberg, et. al, 2015).

- Questions? Comments?

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Attachment B

Announcement Draft

The Nevada P-20 to Workforce Research Data System (NPWR) enables the Nevada System of Higher Education (NSHE), the Nevada Department of Education (NDE) and the Department of Employment, Training and Rehabilitation (DETR) to link data enabling research and reporting without compromising privacy laws pertaining to employment and education data.

The NPWR enhances our abilities to extract and analyze education and workforce data. This type of longitudinal data access will be a tremendous tool to identify trends and evaluate the success of programs in meeting the needs of students and the workforce, improving the success of students in both K-12 and higher education, identify strategies to improve student performance and career and college readiness. This is a major accomplishment that has put us in the company of only 19 other states who are using similar interconnected data systems to improve policy and student performance and one of only five who are linking data from all three agencies and sharing reports using that data in a public interface.

The Nevada P-20 to Workforce Research Data System (NPWR) matches and *de-identifies* individuals from the three agencies using a state of the art probabilistic matching system. NPWR matches data across agencies through a process that de-identifies and cleanses the data to provide the highest possible match rate while maintaining full privacy. *All data within NPWR are fully de-identified to ensure that no personally identifiable information is stored or available within the system.*

The following reports are available within NPWR:

Average Wage by Industry Report – The average wage by industry report measure the highest average wages earned across Nevada. This report drills through to show wages by county and by industry for a given year.

Math Pathways Report - Data at both the national and state levels indicate that not completing a gateway mathematics course within the first year of postsecondary instruction correlates with a reduced chance of student success and timely graduation. The mathematics courses completed by students while in high school play a determining role in subsequent placement and success of students in post-secondary education. It is important to determine which math course sequences in high school are more likely to result in success in post-secondary placement and completion of college-level mathematics courses. The High School Math Pathways Report includes, by district, the math course-taking patterns of high school students, and their subsequent enrollment into either remedial or college-level coursework at an NSHE institution. The district version (non-public) allows access to the data at the high school level.

Most Common Degree by Industry Report - 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.

Student Completion and Workforce Report, Part 1: Completion and Time to Degree by Program of Study - The Nevada System of Higher Education (NSHE) institutions offer a variety of programs based on the needs and diversity of the students and communities in which they are located. The data included in this section reports by institution and academic program the number of students who entered each academic program, the number who graduated, and the average time to completion of a degree or certificate. For each program of study the table provides: 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, and 2) for the four-year institutions, data on the percent of students who complete a degree in the program of study declared their first term of enrollment.

Student Completion and Workforce Report, Part 2 - Part II of the Student Completion and Workforce Report includes the number and percentage of students who have obtained employment in this State by program of study, the industries in which they are employed and the average starting salary. The information is reported by NSHE institution and degree level.

Workforce Demand - Determine the demand of occupations within Nevada by NSHE institution and program. NSHE programs are mapped to DETR occupational projections using the NCES CIP to SOC occupational mapping. Students will be able to determine if there is a statewide demand for their program of study and institutions will be able to determine occupational demand for their program.

Workforce Supply - Determine the current enrollment by level as they compare to the workforce projections for occupations to which they map using the NCES CIP to SOC occupational mapping. Employers needing to fill positions in specific occupations will be able to utilize this report to determine if the students enrolled in related NSHE programs of study will be able to meet the demand.

NPWR was made possible by a $4 million grant from the U.S. Department of Education. NSHE, NDE and DETR are working together to build new reports that include predictive tools to identify points at which students are being lost through the K-12 and postsecondary education pipeline, analysis of statewide ACT testing and remedial placement, and several other exciting and much needed projects that focus on student success throughout the K-12, higher education, and workforce continuum.

Articles Referencing NPWR

- http://www.reviewjournal.com/news/education/nevadas-new-super-data-system-makes-school-records-permanent
- http://www.workforcedqc.org/news/blog/multi-state-cooperation-can-save-time-and-money
- http://www.reviewjournal.com/news/education/want-job-major-education-new-state-report-says
- http://www.ischoolguide.com/articles/21760/20150811/education-major-top-job-in-nevada.htm
- https://nces.ed.gov/whatsnew/conferences/statsdc/2015/demos.asp

Stakeholders

NSHE

- NSHE Institutions
- NSHE Board of Regents
- NSHE Institutional Advisory Councils
- Governor's Office of Science, Innovation, and Technology (OSIT)
- Legislators & Education Policy makers

NDE

- State Board of Education
- Local School Districts
- Legislators & Education Policy makers
- Regional Professional Development Programs
- Career & Technical Education
- College & Career Readiness Advocates
- US Department of Education
- Other State Departments of Education

DETR

- Current Nevada Employers
- Prospective Nevada Employers
- Governor's Workforce Investment Boards
- Industry Sector Councils
- Jobseekers
- Nevada Career Information System (NCIS) Users

Other Stakeholders

- Governor's Office of Economic Development (GOED)
- EDAWN
- City of Reno
- City of Las Vegas
- Other Nevada city and county governments
- Nevada Manufacturers Association

Outreach Efforts to Date

NSHE

- NSHE's Chancellor Announcement: http://archive.constantcontact.com/fs129/1100950573924/archive/1121871581527.html
- Presentation to Board of Regents (NSHE Presidents in attendance) – September 2015
- Meet with reporter from LVRJ to discuss NPWR – July 2015 (article published as a result of this discussion included in the above list)
- Presentation to Washoe County Education Alliance – September 2015
- Presentation to CSN and other Institutional Advisory Councils – Coordinating with individual councils
-

NDE

- Discussions with Early Childhood. Meetings to discuss incorporating Early Childhood into NPWR
- Discussions with the Department of Health and Human Services regarding incorporation into the NPWR system
- Panel discussion at the Education Information Management Advisory Consortia in Summer of 2015 pertaining to NPWR and Nevada and Virginia's Partnership with the product
- Presentation at the 2016 Education Information Management Advisory Consortia spring Best Practices Conference

DETR

- Planned meeting with NCIS trainer concerning how NPWR data may be integrated into existing NCIS training.

- Planned integration of industry-specific data into Industry Sector Council presentations.
- Planning regional economic summaries which will incorporate NPWR data to describe the economies of different counties within Nevada.
- Discussion with GOED Research Director concerning the data available through NPWR.

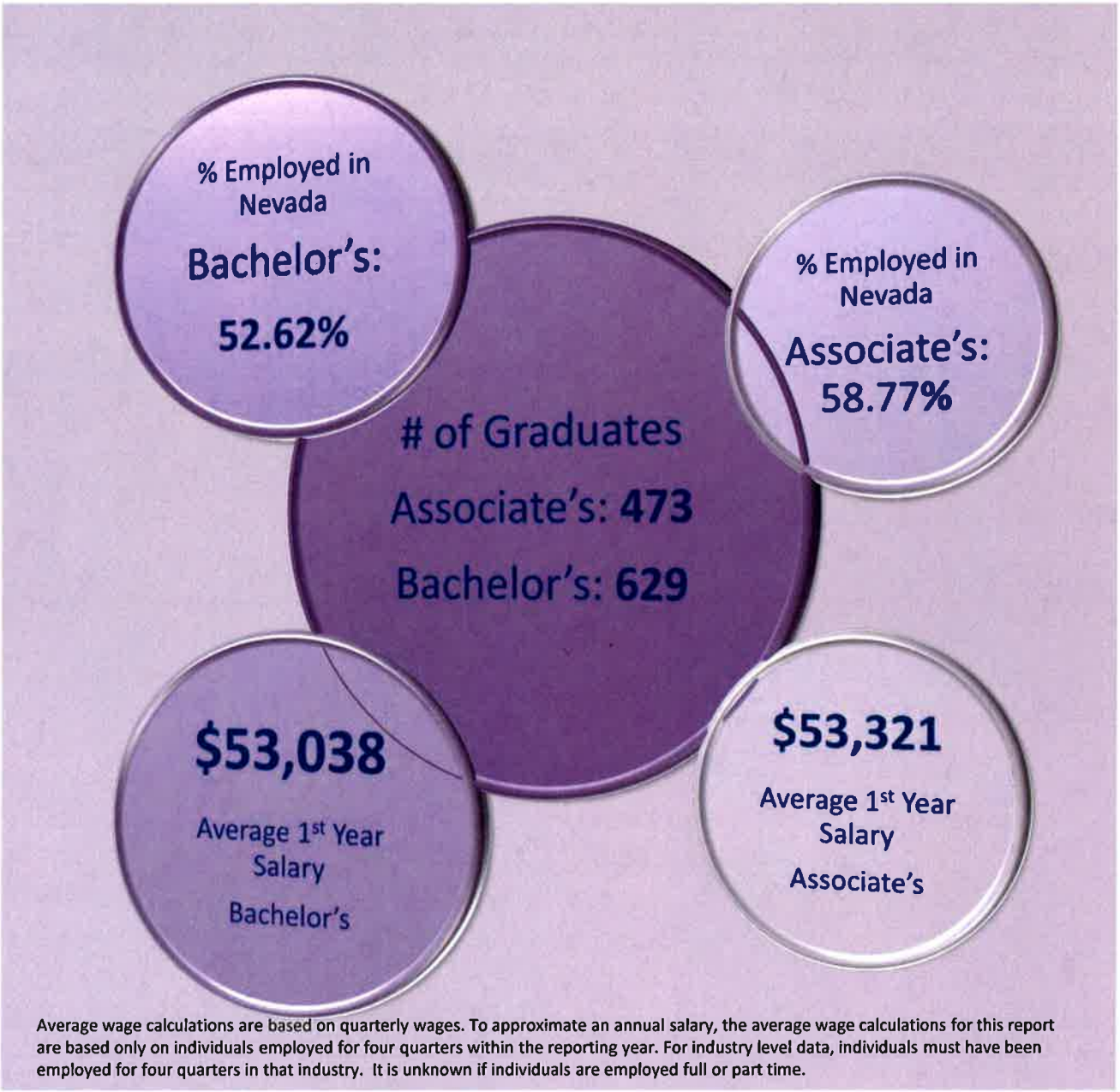
Proposed NPWR Coordinator Description (not funded)

- Coordinate and communicate with the P20W Council (currently performed by partner agencies).
- Establish research agenda (currently performed by partner agencies). Once the current research agenda report have been completed, outreach to stakeholders for input regarding desired reports based on available data will be valuable. Our current research agenda will likely take us through the next year.
- Coordinate outreach efforts with stakeholders and media; track outreach efforts and use of NPWR data in reports and articles (to some extent this is being done by the partner agencies specific to their own stakeholders, see above agency summaries).
- Prepare written executive reports and summary reports tailored to specific stakeholder needs.

The following responsibilities are currently performed by the program manager funded by the SLDS grant through 8/31/2016:

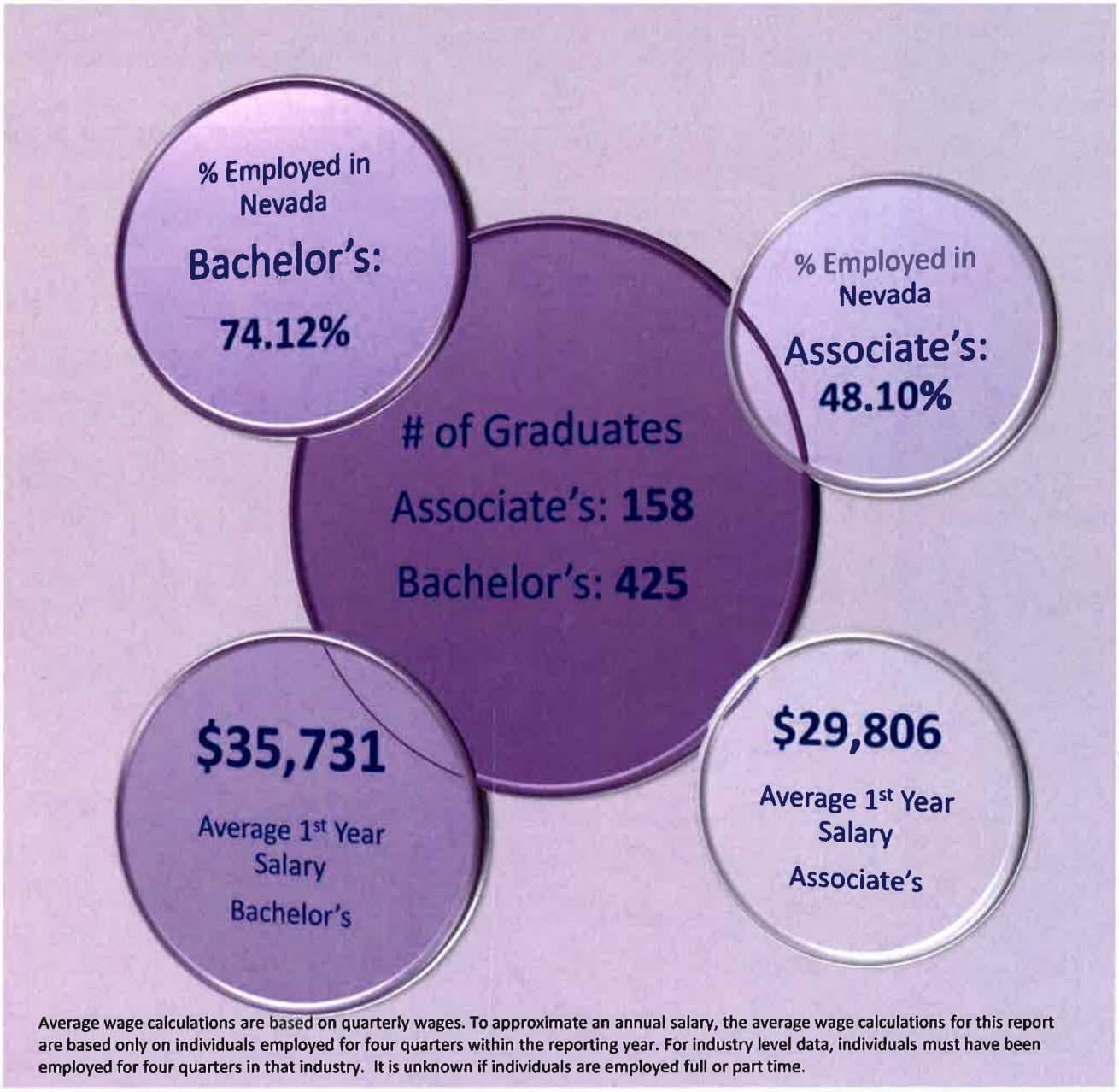
- Communicate with the P20W Council.
- Coordinate and attend meetings between the three agencies and with the contractor; establish and maintains internal and external contacts as necessary.
- Serve as liaison for the NPWR partner agencies; coordinate activities and exchange information.
- Coordinate NPWR program or project planning and implementation, including assessing needs and setting goals.
- Establish project work plan and calendar or schedules; monitor, review, and evaluate progress.
- Work with NPWR partner agencies in change order management, project tracking and document control activities.
- Participate in project requirements meetings and recommend improvements if needed. Monitor project schedules regularly to determine any delays or deviations.
- Attend project meetings and follow-up with outstanding tasks.
- Analyze and resolve project issues in a timely and accurate manner.
- Oversee project correspondences and prepare and review project related emails, letters, proposals, memos, meeting minutes and other documents.
- Contractor oversight including O&M and contracted hours to generate reports.

Employment Outcomes: 2012-13 NSHE Health Professions Graduates



Average wage calculations are based on quarterly wages. To approximate an annual salary, the average wage calculations for this report are based only on individuals employed for four quarters within the reporting year. For industry level data, individuals must have been employed for four quarters in that industry. It is unknown if individuals are employed full or part time.

Employment Outcomes: 2012-13 NSHE Education Graduates



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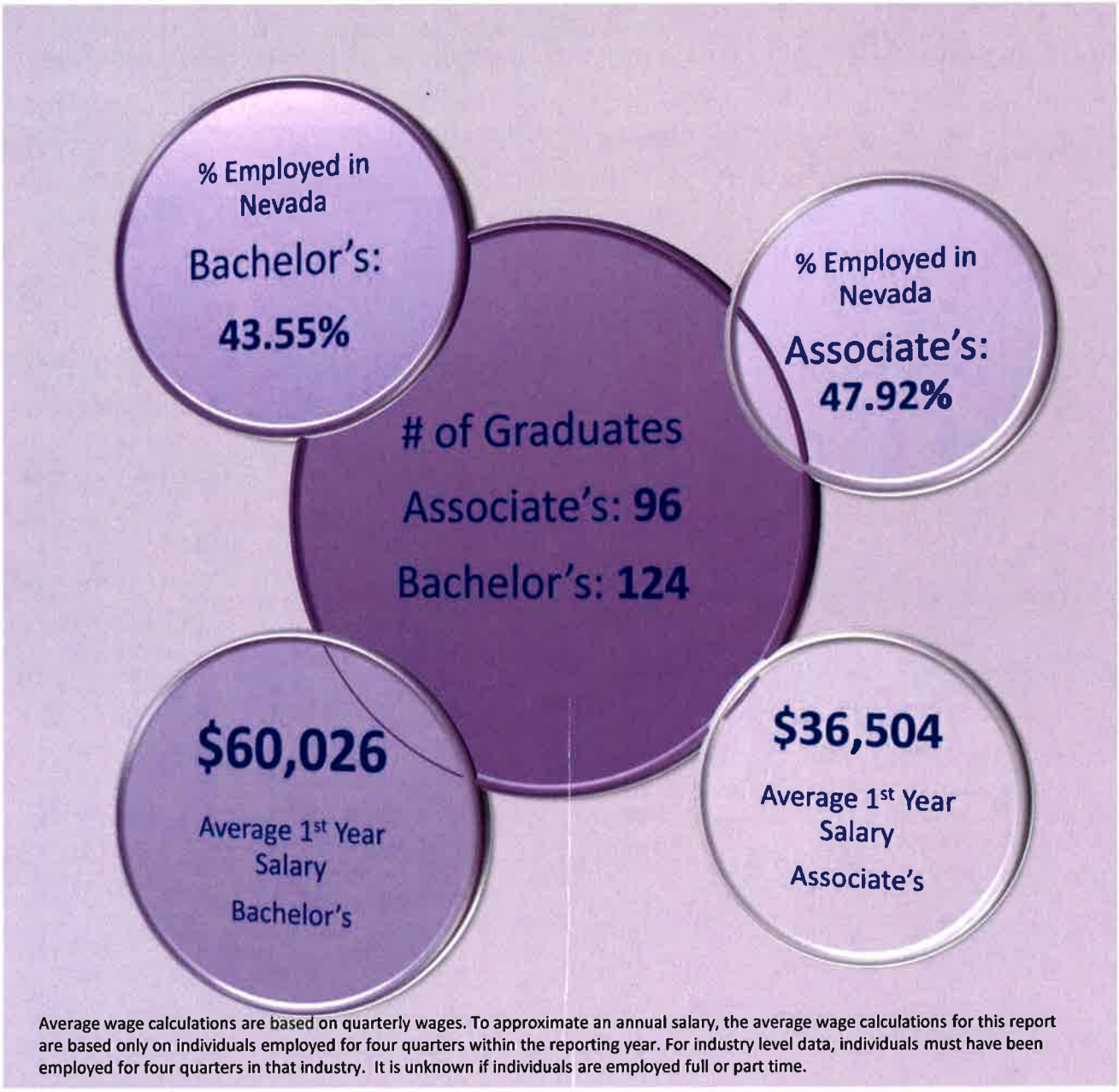
Employment Outcomes: 2012-13 NSHE Comp Info Science Graduates



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Attachment C

NMA Nevada Manufacturers Association

963 Topsy Lane, Ste 306-182 Carson City, NV 89705
775-882-6662 info@nvmanufacturers.org 775-771-8550 cell

December 9, 2015

Brian Mitchell
Governor STEM Advisor

SUBJECT: P20 council meeting and industry needs

Thank you for the invitation of the council meeting and the opportunity to make comments on our view of the industry needs. As we may have discussed, I was one of the founding group of the original P-16 Council in either late 2002 or early 2003. I have been on the council a couple of times and had terms expire.

The mantra NMA has used for over two decades is that we need applicants who can "Read, Write, Compute, Think and Do Work at ever changing globally competitive levels" and that is still the case now. The "globally competitive" seems to be changing faster with each passing years and I am not sure if we are getting closer or not. It is still a challenge.

In the last few years the workforce issues have become much larger nationally and more and more the industrial sector is looking at nationally recognized certifications and credential as a better route than certainly High Schools Diplomas and in some cases post-secondary degree programs. The reason is simple. High Scholl diplomas vary by school, district, state, country, courses taken, teachers, student effort and often culture. Employers simply have no reasonable way to confidently compare all of those to find and hire the best candidates for their open usually entry level positions. By using industry recognized, national, portable, third party confirmed and tested skills and training tools, employers have a reasonable basis for comparison. Programs like the NCRC (National Career Readiness Certificate) which look at reading skills related to reading and understanding instructions and the ability to follow them, do the typical math and understand the data and solve common workplace problems are more valuable than many diplomas. Technical skills programs such as NIMS, AWS, APICS, MT1, ASC and many more with the features required above offer a high level of assurance the applicant has the entry skills and probably the ability to learn and grow in the position as the jobs and skills required change. From an employer viewpoint it doesn't matter where those skills and national recognized programs/ certs/ test were attained in high school, community college, in Nevada or elsewhere, while working or in a focused education effort. Good hiring save considerable time and money in the training and in lower turnover.

In 2014, we approached the State Board of Education with the concept that the NCRC should at least be a voluntary option for CTE students during the first statewide administration of the ACT for all high school juniors. We thought we had agreement, but it didn't happen. The NCRC is a statewide exit examination in six or seven states.

Generally, the CTE students in this state tend to get into the programs through a lottery and generally they learn the "soft skills" required in the "Do Work" part of our mantra. The high graduation rates and skills they arrive with whether they head directly into the workplace or do some type of technical post-secondary studies indicate two things to most employers. Those programs work and the students are NOT the problem because those graduates are work ready. We acknowledge the students and/or their parents self-select to enter the CTE programs, but in most cases the applicant pools are much larger than those who get into the programs. Getting in is "life changing event" for most of them compared to staying in the general high school programs. Ponder the thought that a lottery is not deemed an acceptable way to fund education in this state, but it is OK to pick the winner and losers for the balance of many kids lives. That just seems wrong when the basic data suggest that the problem is not the students, but our inability to get all students into effective programs

We have known existing flaws and areas which need improvement. First, in the academic areas students can take and potentially earn college credits by taking AP courses and many do. There is no widely accepted ability to do the same in the CTE study areas. Some of the SKILLS USA programs need to have recognition and credits provided for those achievements at least state wide and probably nationally. That might come in the form of Skills USA being allowed to easily test out of CC courses to get the credit and move ahead starting in Nevada, but this is a national problem. Requiring students to retake a program to get college credit without any effort to confirm what knowledge and skills they have is just wrong and happens too often. Second, most CTE teachers need real practical skills and knowledge to teach, demonstrate and evaluate students work and assure the quality of the program. We have no program in this state to create those unique and special teachers who can have such huge impact. The colleges of education cannot teach those technical skills, but in many cases the CC's have those skilled instructors. I firmly believe we must have two programs that don't exist. One which facilitates existing teachers to learn and achieve the technical skills at the CC's to earn a formal CTE teacher designation and be able to fill that shortage area. The state licensing or someone would need to do the formal recognition. Also we need the ability to hired CTE teachers with broad industry experience and/or certifications into CTE positions with a minimal amount of education course work and perhaps a limited to CTE positions license. A few years of teaching at the end of a career of doing will be invaluable to students and K-12. The barriers to entry need to vanish or at least be dramatically reduced.

This is only a sidebar issue but it is a big issue. The Guinn scholarship program was supposed to get the best and brightest students to stay in this state and it hasn't done that. A large portion of parents who can afford to so send their kids out of state and many do not return. Many that do stay fail to complete or fail to complete programs where we have the high demand jobs. Some of those students, mostly first generation students, who don't complete also incur

considerable student debt in the process as well. They, in some cases were not “college ready”, but we have failed to deliver viable degree which leads to a Nevada job and puts them into a debtor situation. That borders on immoral action. It is a political hot potato, but the Guinn winners, in particular first generation, need serious help to be truly “college ready” and coached or mentored into programs where they can be successful and employable even if that means a two year or less program to start and different schooling later in life. I am suggesting that once a first degree, credential or certificate is attained first. I suggest they should be allowed to use a portion of their remaining Guinn money as a part time student towards logical advancement in their chosen field or expansion into another high demand career. The goal should be to make them successful and keeping them on the improvement track even if it is sort of tuition or fee assistance several years later. We really need to connect with them and help them become successful and models for a working program that drive towards to original goal when possible.

Finally, please take a quick look at the numbers because we still have big issues to solve. This state has about 450k students in the K-12 levels. While the distribution is not equal to each grade, if it were we would have a little less than 35k per grade. We normally have a small portion with disabilities or medical issue who probably will not become part of the workforce. In addition we have about 30% that will dropout for fail to graduate or about 10k who mostly lack some of the basic skills and knowledge to be candidate for the wealth of new jobs which are being created at both ends of this state. It looks like perhaps 40% will seek some level of post-secondary education or training or education with only about a 50% completion rate as we define it today or almost 14k will start and 7k will complete. The EDAWN study suggests that the expected new employment over the next five years is in the range of 50k just in the northwestern Nevada area. While many of those will not be the higher skilled technical positions we read about with each new announcement, the numbers still say “we have a problem” unless we improve the output quality and quantity and lower the dropout rate. Given the existing data on the CTE programs and schools, they seem to be part of the solution. CTE programs do not need new and fancy campuses and could be put into many existing industrial or commercial buildings and we still have vacant building in many places in the state. We have an opportunity to take the programs which work and have high demand and allow them to become part of the solutions we need to have in place fairly soon.

Regards,

Ray Bacon

Attachment D

Nevada's Healthcare Workforce

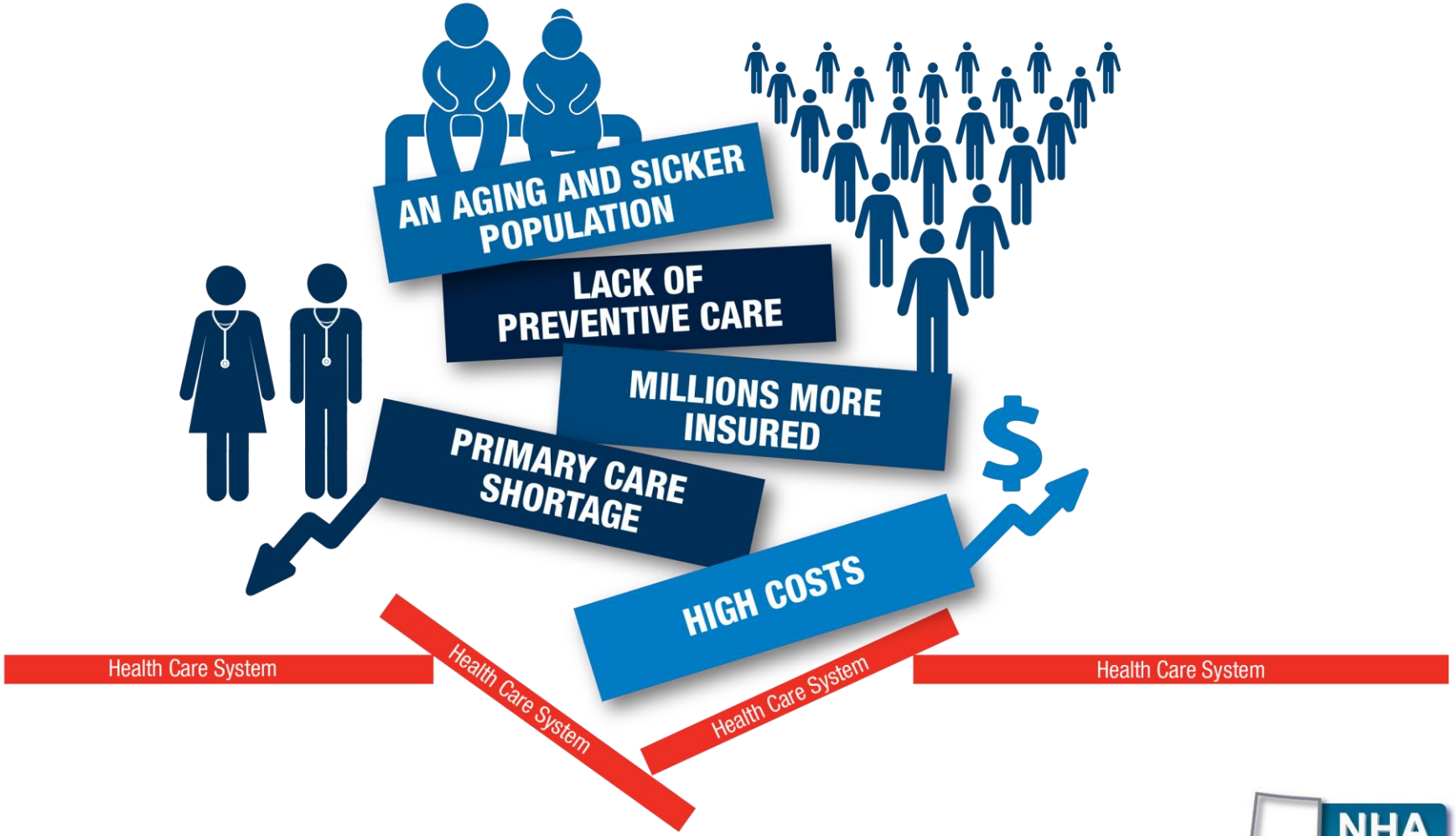
Marissa Brown, MHA, RN
Workforce and Clinical Services Director
Nevada Hospital Association

Agenda

- Healthcare System Challenges
- Areas of Workforce Demands
- Challenges to Meeting these Demands
- Strategies to Resolve these Demands

NHA
Nevada Hospital Association

Health Care System Challenges



NHA
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A New Era in Health & Health Care

Patient-Centered

NHA
Nevada Hospital Association

Areas of Workforce Demands

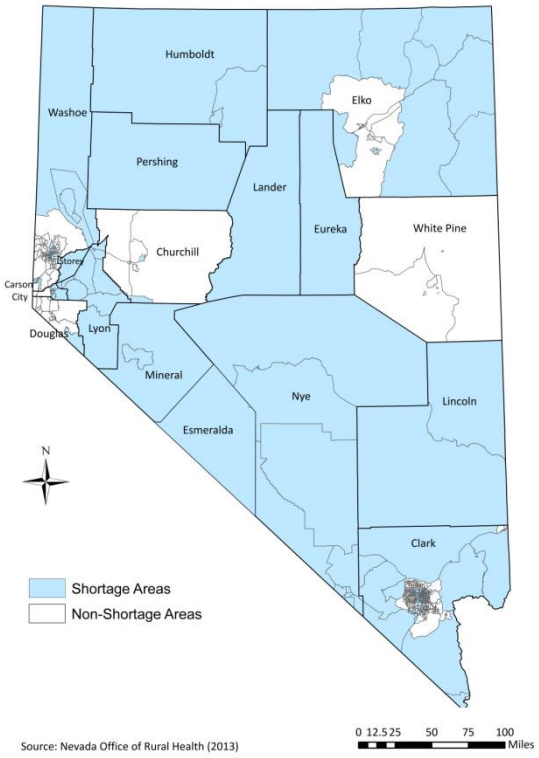
- Clinically Trained Staff for Specialty Areas
- Social Workers
- Clinical Laboratory Technologists
- Nurses
- Primary Care Providers
- Physical Therapists, Occupational Therapists, Speech Therapists
- Mental and Behavioral Health

See Attachment 1

NHA Nevada Hospital Association

Primary Care Professional Health Shortage Areas

Map 3.1: Primary Medical Care Health Professional Shortage Areas in Nevada



Source: Nevada Office of Rural Health (2013)

NHA Nevada Hospital Association

Mental Health Professional Shortage Areas in Nevada

Source: Intellimed, 2014

NHA Nevada Hospital Association

What are our challenges in meeting Health care workforce demands?

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Based on a survey administered by John Packham, hospitals reported recruitment and retention challenges with the following occupations (See Attachment A):

- Specialty physicians (4.0)
- Physical therapists (4.0)
- Occupational therapists (3.7)
- Occupational therapy assistants (3.6)
- Primary care physicians (3.5)
- Speech-language pathologists (3.5)
- Registered nurses
- Community health workers (2.8)
- Clinical Laboratory technologists (2.7)
- Medical assistants (2.6)

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Nevada Hospital Association

The survey also indicated the following reasons for challenges in meeting the healthcare workforce demands:

- Shortage of Workers
- Competition for Workers
- Non-Competitive Salary
- Licensure issues
- New or Expanded Roles
- Reimbursement for Ancillary Positions

See Attachment 1

NHA Nevada Hospital Association

Other reasons for challenges in meeting the healthcare workforce demands:

- Lack of a skilled workforce
- Retention issues
- Employers want to hire nurses with BSN
- Tuition costs and limited resources for reimbursement
- Negative perceptions
- Practice barriers

See Attachment 1

NHA Nevada Hospital Association

Strategies to Resolve these Demands:

- Prepare nurses to meet the new challenges in health & health care with the appropriate competencies needed.
- Increase masters prepared nursing faculty, improved salaries (retention) and capacity for clinical rotations to increase our nursing supply
- Implement nursing residence programs
- We need to ensure nurses achieve higher levels of education and training through an improved educational system that promotes seamless academic progression.
- Build apprenticeship programs for new entry level professions and for all allied healthcare and specialty
- Enhanced hands on clinical experience

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Other Strategies

- Change the content of health professional training to integrate health reform measures aimed at insurance coverage, delivery systems, payment systems and accountability for Quality.
- We need to continue to work to assure contemporary health workforce training and distribution that serves individual patients and communities without access to quality care.

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Nevada Hospital Association

Strategies Continued

- Early opportunities for educating students and career guidance for career paths into entry level positions
- Develop coloring books regarding healthcare for elementary education students
- Provide students with field trips to events that have all types of healthcare providers as interactive vendors to educate students on all the types of healthcare occupations and their roles.
- There is a disconnect between requirements for education and career path
- Integrated education system establishing a pipeline in secondary education
- Target young adults – Vocational High School
- Begin at a young age to develop critical thinking skills
- All stakeholders need to work together to ensure we can continue to be able to fill the pipeline of healthcare workforce
- We look forward to working together
- Integration between education and industry

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Nevada Hospital Association

Final Thoughts

- Collaborate with school districts and Chambers
- Specialty tracks
- More CTE type schools that provide thoughtful integration of STEM
- Development an assessment tool in middle school or high school that measures the likelihood of success in healthcare
- Loan forgiveness programs
- Professional support amongst our own peers to leverage alumni to speak to K-12 students
- As health care continues to evolve, challenges will be great and so will the opportunities
- All stakeholders need to work together to ensure we can continue to provide high quality health care to the communities we serve

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Questions?

NHA
Nevada Hospital Association

Nevada Health Workforce Recruitment and Retention Survey

Hospital Questionnaire

Please indicate the degree of difficulty recruiting and retaining staff in the listed occupations, possible reasons for any difficulties, and estimated number of unfilled openings by occupation in your facility.	a. Recruitment 1 = Not at all difficult 2 = Slightly difficult 3 = Moderately difficult 4 = Very Difficult 5 = Extremely difficult	b. Retention 1 = No turnover 2 = Some turnover 3 = Moderate turnover 4 = Significant turnover 5 = Extreme turnover	c. Reasons: Check all that apply					d. Jobs
			Shortage of Workers	Competition for Workers	Non-competitive Salary	Licensure Issues	Other	Estimated number of open positions
PHYSICIANS								
Primary Care Physicians	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Specialty Physicians	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
NURSING & CLINICIANS								
Registered Nurses	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Licensed Practical Nurses	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Certified Nursing Assistants	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Nurse Managers	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Nurse Practitioners	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Physician Assistants	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Medical Assistants	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
LAB & RADIOLOGY								
Clinical Laboratory Technicians	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Clinical Laboratory Technologists	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Radiological Technicians	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Radiological Technologists	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
ADMINISTRATION & INFORMATION TECHNOLOGY								
Medical Coders	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
IT Program Managers	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
IT Technical Support Technician	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
THERAPY								
Physical Therapists	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Physical Therapy Assistants	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Occupational Therapists	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Occupational Therapy Assistants	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Speech-Language Pathologists	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Respiratory Therapists	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
OTHER								
Community Health Workers	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Pharmacists	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Registered Dietitians	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Social Workers	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Other:_____	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Other:_____	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____
Other:_____	1 2 3 4 5 n/a	1 2 3 4 5 n/a	☐	☐	☐	☐	☐	____

Nevada Health Workforce Recruitment and Retention Survey
Hospital Questionnaire

What job position are you currently having the most difficult time filling?

Please describe the most important recruitment and retention challenge currently facing your facility.

Please complete the following information:

Name:	**Phone:**
Facility:	**Email:**

Please scan and email this form back to jpackham@medicine.nevada.edu OR fax this form to 775-784-1137.

If you have any questions about this survey or the uses of this data, contact Dr. John Packham at 775-784-1235 or jpackham@medicine.nevada.edu

University of Nevada
School of Medicine

Nevada Health Care Recruitment and Retention Survey – March 2014
Hospitals in Nevada (n=29)

Occupation	Average Assessment of Difficulty		Percent of Respondents Indicating Reasons For Difficulties			
	Recruitment	Retention	Shortage of workers	Competition for Workers	Non-Competitive Salary	Licensure Issues
PHYSICIANS						
Primary Care Physicians	3.5	2.5	58%	63%	11%	16%
Specialty Physicians	4.0	2.4	57%	57%	14%	14%
NURSING & CLINICIANS						
Registered Nurses	2.9	3.0	46%	57%	29%	0%
Licensed Practical Nurses	3.3	2.3	33%	50%	17%	8%
Certified Nursing Assistants	1.7	2.5	12%	20%	28%	0%
Nurse Managers	3.3	2.3	33%	38%	33%	0%
Nurse Practitioners	2.9	2.0	54%	38%	15%	0%
Physician Assistants	2.4	1.7	30%	30%	10%	0%
Medical Assistants	2.3	2.6	36%	55%	18%	0%
LAB & RADIOLOGY						
Clinical Laboratory Technicians	2.6	2.2	32%	37%	11%	0%
Clinical Laboratory Technologists	3.4	2.7	64%	41%	18%	9%
Radiological Technicians	1.8	1.9	25%	19%	0%	0%
Radiological Technologists	2.4	2.0	40%	40%	15%	5%
ADMIN & HIT						
Medical Coders	2.7	1.8	52%	43%	14%	5%
IT Program Managers	3.0	1.6	47%	40%	20%	0%
IT Technical Support Technician	2.3	1.7	47%	40%	13%	0%
THERAPY						
Physical Therapists	4.0	2.3	50%	44%	33%	6%
Physical Therapy Assistants	3.4	2.4	50%	50%	36%	0%
Occupational Therapists	3.7	2.4	57%	50%	36%	7%
Occupational Therapy Assistants	3.6	2.0	55%	55%	27%	0%
Speech-Language Pathologists	3.5	2.1	43%	43%	29%	0%
Respiratory Therapists	2.3	2.1	24%	43%	29%	10%
OTHER						
Community Health Workers	2.5	2.8	25%	50%	0%	0%
Pharmacists	2.9	1.9	41%	45%	0%	9%
Registered Dietitians	3.3	1.9	48%	48%	13%	0%
Social Workers	2.9	2.3	76%	44%	4%	8%

Nevada Health Care Recruitment and Retention Survey – March 2014
Hospitals in Urban Southern Nevada (n=13)

Occupation	Average Assessment of Difficulty		Percent of Respondents Indicating Reasons For Difficulties			
	Recruitment	Retention	Shortage of workers	Competition for Workers	Non-Competitive Salary	Licensure Issues
PHYSICIANS						
Primary Care Physicians	3.5	2.8	50%	83%	17%	17%
Specialty Physicians	4.0	2.7	67%	67%	17%	17%
NURSING & CLINICIANS						
Registered Nurses	2.8	3.2	31%	54%	46%	0%
Licensed Practical Nurses	2.4	2.4	20%	40%	20%	0%
Certified Nursing Assistants	1.4	2.4	0%	15%	31%	0%
Nurse Managers	3.7	2.4	36%	55%	64%	0%
Nurse Practitioners	4.0	3.3	67%	67%	33%	0%
Physician Assistants)	4.0	6.0	0%	0%	0%	0%
Medical Assistants	N/R	N/R	N/R	N/R	N/R	N/R
LAB & RADIOLOGY						
Clinical Laboratory Technicians	1.8	2.9	25%	13%	13%	0%
Clinical Laboratory Technologists	2.3	3.3	29%	29%	14%	0%
Radiological Technicians	1.0	1.5	0%	17%	0%	0%
Radiological Technologists	1.5	1.8	25%	63%	13%	0%
ADMIN & HIT						
Medical Coders	3.0	2.0	63%	63%	25%	13%
IT Program Managers	2.5	1.8	50%	75%	50%	0%
IT Technical Support Technician	1.8	2.0	50%	75%	50%	0%
THERAPY						
Physical Therapists	3.6	2.3	38%	38%	38%	0%
Physical Therapy Assistants	2.2	2.2	40%	40%	0%	0%
Occupational Therapists	2.2	1.8	0%	0%	0%	0%
Occupational Therapy Assistants	1.8	2.4	0%	0%	0%	0%
Speech-Language Pathologists	2.2	1.6	0%	0%	0%	0%
Respiratory Therapists	1.6	1.6	18%	36%	27%	9%
OTHER						
Community Health Workers	3.0	3.0	100%	100%	0%	0%
Pharmacists	2.4	1.9	11%	44%	0%	0%
Registered Dietitians	3.3	2.1	50%	50%	20%	0%
Social Workers	2.4	2.4	85%	46%	8%	15%

Nevada Health Care Recruitment and Retention Survey – March 2014
Hospitals in Urban Northern Nevada (n=4)

Occupation	Average Assessment of Difficulty		Percent of Respondents Indicating Reasons For Difficulties			
	Recruitment	Retention	Shortage of workers	Competition for Workers	Non-Competitive Salary	Licensure Issues
PHYSICIANS						
Primary Care Physicians	2.7	2.3	67%	67%	0%	33 %
Specialty Physicians	4.7	2.3	100%	100 %	0%	33 %
NURSING & CLINICIANS						
Registered Nurses	3.5	3.5	100%	100%	50%	0%
Licensed Practical Nurses	5.0	2.0	100%	100%	0%	100%
Certified Nursing Assistants	1.6	1.7	0%	33%	33%	0%
Nurse Managers	3.3	2.3	33%	67%	0%	0%
Nurse Practitioners	2.3	1.7	33%	100%	0%	0%
Physician Assistants	2.3	1.7	33%	100%	33%	0%
Medical Assistants	1.7	2.7	0%	100%	67%	0%
LAB & RADIOLOGY						
Clinical Laboratory Technicians	1.7	2.3	0%	67%	33%	0%
Clinical Laboratory Technologists	4.3	2.3	100%	100%	67%	0%
Radiological Technicians	3.3	3.7	33%	33%	0%	0%
Radiological Technologists	3.3	2.7	67%	67%	67%	0%
ADMIN & HIT						
Medical Coders	2.7	1.7	33%	33%	0%	0%
IT Program Managers	2.7	1.7	33%	33%	0%	0%
IT Technical Support Technician	2.0	1.6	0%	33%	0%	0%
THERAPY						
Physical Therapists	4.7	2.7	100%	100%	67%	33%
Physical Therapy Assistants	4.3	2.3	100%	100%	100%	0%
Occupational Therapists	4.7	2.3	100%	100%	67%	33%
Occupational Therapy Assistants	4.3	1.7	100%	100%	67%	0%
Speech-Language Pathologists	4.3	1.7	100%	100%	67%	0%
Respiratory Therapists	3.7	3.3	67%	100%	67%	33%
OTHER						
Community Health Workers	4.3	4.7	0%	0%	0%	0%
Pharmacists	3.7	2.0	33%	67%	0%	33%
Registered Dietitians	3.3	2.0	67%	100%	33%	0%
Social Workers	3.3	2.3	33%	67%	0%	0%

Nevada Health Care Recruitment and Retention Survey– March 2014
Hospitals in Rural Nevada (n=12)

Occupation	Average Assessment of Difficulty		Percent of Respondents Indicating Reasons For Difficulties			
	Recruitment	Retention	Shortage of workers	Competition for Workers	Non-Competitive Salary	Licensure Issues
PHYSICIANS						
Primary Care Physicians	3.9	2.4	67%	44%	11%	11%
Specialty Physicians	3.8	2.3	25%	25%	25%	0%
NURSING & CLINICIANS						
Registered Nurses	3.0	2.7	58%	58%	8%	0%
Licensed Practical Nurses	3.7	2.3	33%	50%	17%	0%
Certified Nursing Assistants	2.2	2.8	30%	30%	20%	0%
Nurse Managers	2.8	2.1	30%	10%	10%	0%
Nurse Practitioners	2.9	2.1	50%	13%	13%	0%
Physician Assistants	2.3	1.8	17%	0%	0%	0%
Medical Assistants	2.5	2.9	50%	50%	0%	0%
LAB & RADIOLOGY						
Clinical Laboratory Technicians	3.1	2.4	44%	44%	0%	0%
Clinical Laboratory Technologists	3.8	2.4	75%	33%	8%	17%
Radiological Technicians	2.4	1.9	43%	14%	0%	0%
Radiological Technologists	2.8	1.9	44%	11%	0%	11%
ADMIN & HIT						
Medical Coders	2.4	1.7	50%	30%	10%	0%
IT Program Managers	3.4	1.5	50%	25%	13%	0%
IT Technical Support Technician	2.8	1.6	63%	25%	0%	0%
THERAPY						
Physical Therapists	3.8	2.5	50%	33%	17%	0%
Physical Therapy Assistants	3.0	3.0	25%	25%	25%	0%
Occupational Therapists	4.3	3.5	75%	25%	0%	0%
Occupational Therapy Assistants	4.5	2.5	50%	50%	0%	0%
Speech-Language Pathologists	3.8	3.0	25%	25%	0%	0%
Respiratory Therapists	2.9	2.4	14%	29%	14%	0%
OTHER						
Community Health Workers	3.0	3.0	0%	50%	0%	0%
Pharmacists	3.1	1.8	70%	40%	0%	10%
Registered Dietitians	3.0	1.7	44%	33%	0%	0%
Social Workers	3.4	2.1	78%	33%	0%	0%

APPENDIX D

Ms. Melissa Hansen
State Health Policy Specialist
National Conference of State Legislatures

Ms. Melissa Hansen serves as the Health Program Principal at the National Conference of State Legislatures (NCSL) based in Denver, and has been with NCSL since 2007. Her portfolio includes policy issues related to primary care, health disparities and Medicaid.

Prior to joining NCSL, Melissa worked as the Program Manager for the American Council of Young Political Leaders.

She earned her Master's Degree in Public Health from the Colorado School of Public Health.

Attachment E

2015

Jobs for Nevada's Graduates

Graduating Students Career and Job Ready.

"The holistic approach of the JAG model ensures that targeted students have the tools they need to graduate high school and become productive members of the workforce" – Governor Brian Sandoval

Mission

Jobs for Nevada's Graduates Inc. strives to graduate every student entrusted in our care from high school and set them on a path to higher education, a career or both.

Vision

T o have 100% of Nevada youth to complete high school prepared for the workforce and/or postsecondary education.

Why is JAG Nevada needed?

Nevada's dropout rates are unacceptably high

JAG Nevada steers students away from dropout and dependency

JAG Nevada prepares students for the workforce

JAG Nevada provides a path to self sufficiency be it higher education, trade or technical training, the military or entry into the workforce

JAG Nevada Outcomes

- *82% graduation rate for Class of 2014*
- *Higher GPAs*
- *Higher attendance*
- *More credits attempted, earned*
- *86% placement in FT jobs military or college for Class of 2014*

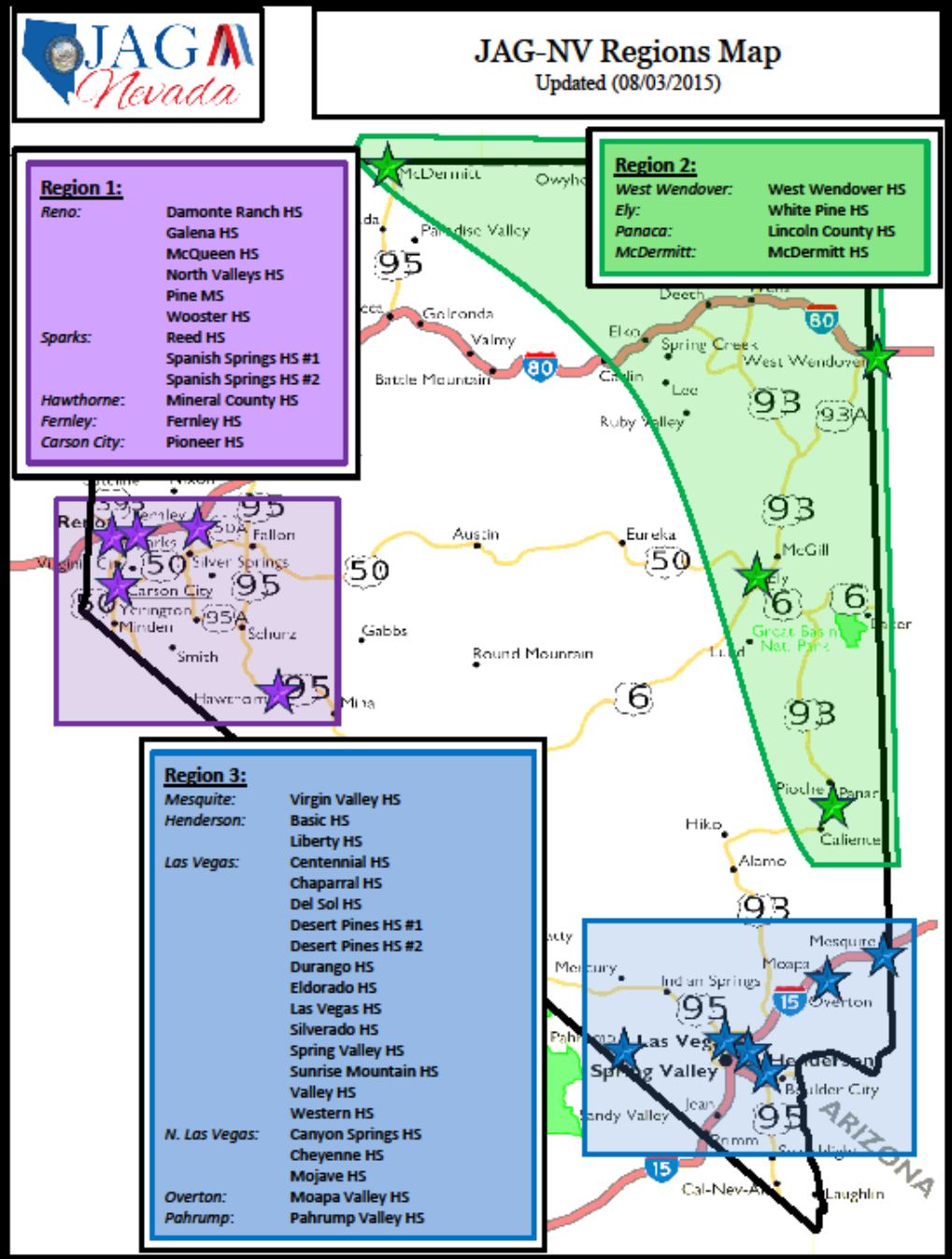
Better than a thousand days of diligent study is one day with a great teacher.—*Japanese Proverb*

Why JAG Nevada works

- *Solid employment readiness curriculum*
- *Career Association*
- *Tutoring, mentoring, individualized instruction*
- *120 contact hours per student per year at a minimum*

JAG Nevada Statewide

- *Region 1 Western Nevada – 12 programs*
- *Region 2 Eastern Nevada – 4 programs*
- *Region 3 Southern Nevada – 21 programs*



JAG Nevada At A Glance

2014

Number of Students: 731

Number of Programs:

2015

Number of Students: 1,251 in 2015

Number of Programs: 37

2016

Number of Students: 1,800 in 2016

Number of Programs: 50

JAG Nevada

Visit www.jagnv.org for more information.

Attachment F

Western Nevada College
JUMP START COLLEGE

Jump Start College is a series of dual enrollment partnerships between Western Nevada College and 13 area high schools, the Nevada Homeschool Network, I-School, and the Nevada Virtual Academy.

Fall 2014 demographics:

- 33 class sections
- 6 locations
- 199 students
- 144 full time equivalent

2014-15 Jump Start Completion Rates:

Fall 2014:

- Math 126: 96.4%
- Eng 101: 98.5%
- Overall: 98.2%

Spring 2015:

- Math 127: 94.2%
- Eng 102: 98.4%
- Overall: 96.7%

Fall 2015 demographics:

- 80 class sections
- 9 locations
- 353 students
- 280 full time equivalent

Track A: Traditional Transfer
Track B: Developmental
Track C: Career and Technical

Carson High (4 classes WNC Carson, track B @ CHS)
Pioneer Charter (4 classes WNC Carson)
Douglas High (2 classes onsite)
ASPIRE Charter (2 classes @ Douglas HS)
Virginia City High (5 classes WNC Carson)
Dayton High (5 classes, juniors onsite, seniors WNC Carson)
Silver Stage High (5 classes onsite)
Yerington High (5 classes onsite)
Smith Valley High (5 classes @ Yerington HS)
Fernley High (5 classes onsite, 14 students set to earn AA in spring)
Pyramid Lake High (5 classes @ Fernley HS)
Churchill County High (5 classes onsite and/or WNC Fallon)
Oasis Charter (5 classes WNC Fallon, track B @ WNC Fallon)
Homeschool Network (5 classes WNC Carson)
I-School (Varies by student, most take 4 classes WNC Carson)
Nevada Virtual Academy (4 hybrid classes video conference+web class @ NVA facility)

Attachment G

University of Nevada, Las Vegas

University of Nevada, Reno

Nevada State College

College of Southern Nevada

Great Basin College

Truckee Meadows Community College

Western Nevada College

Desert Research Institute

Creating a Culture of Completion

For Presentation to the P20W Council

December 10, 2015

Today's Presentation

- Creating a culture of completion in Nevada
- Complete College America – aggressive goals to graduate more students
- Policy changes adopted that support student completion
- Gateway course completions
- The Silver State Opportunity Grant program
- 15 to Finish – Enrollment intensity and student completion campaign

U.S. Ranking Among Nations for 25-34 Year Olds with an Associate's Degree or Higher

1996	
1	Korea
2	United States
3	Netherlands
4	Canada
5	Norway
6	Spain
7	Australia
8	Denmark
9	Greece
10	New Zealand
11	United Kingdom
12	Belgium
13	Ireland
14	Italy

2010	
1	Korea
2	Japan
3	Canada
4	Russian Federation
5	Ireland
6	Norway
7	New Zealand
8	United Kingdom
9	Australia
10	Luxembourg
11	Israel
12	Belgium
13	France
14	United States

Among developed nations, the U.S. ranks 14th for its educated youth.

Source: *Bridging the Higher Education Divide*, The Century Foundation Press, May 22, 2013

How it all began . . .
The Goal of the Obama Administration

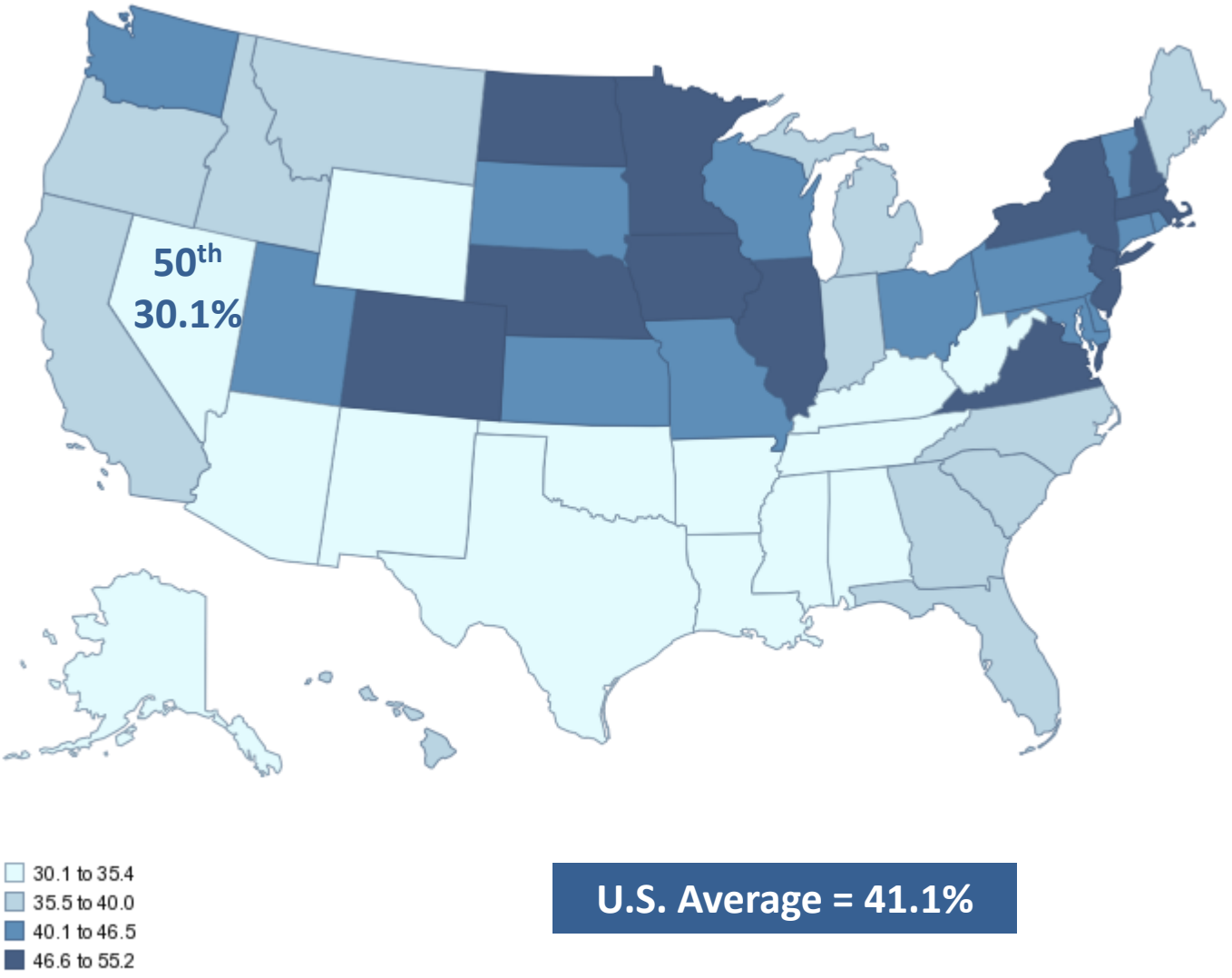
1	United States
2	Korea
3	Japan
4	Canada
5	Russian Federation
6	Ireland
7	Norway
8	New Zealand
9	United Kingdom
10	Australia
11	Luxembourg
12	Israel
13	Belgium
14	France

To be first among nations by 2020, 60% of 25-34 year olds in the United States will need to have a postsecondary credential.

Source: *Bridging the Higher Education Divide*, The Century Foundation Press, May 22, 2013

Educational Attainment

Percent of Adults 25 to 34 with an Associates Degree or Higher



U.S. Average = 41.1%

Source: U.S. Census Bureau, 2012 American Community Survey One-Year Public Use Microdata Sample.

Complete College America

For a strong economy, the skills gap must be closed.

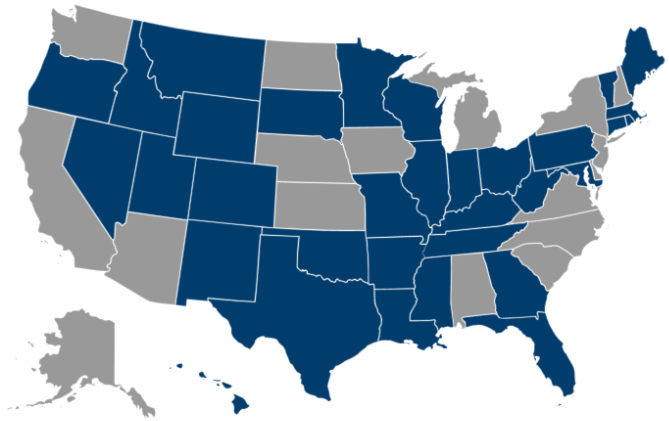
58% By 2020, jobs in Nevada requiring a career certificate or college degree

30% Nevada young adults who currently have an associate degree or higher

28% **The Skills Gap**

Complete College America

The CCA Alliance
33 states, the District of Columbia, and the Commonwealth of the Northern Mariana Islands



Member states

Complete College America is an alliance of states committed to significantly increasing the number of students successfully completing college and achieving degrees and credentials of value in the labor market and closing attainment gaps for traditionally underrepresented populations by 2020.

NSHE's Campaign to Create a Culture of Completion

What we have already done

- ✓ Complete College America
- ✓ Strategic Directions
  - 120 / 60 credit policy
  - Low Yield Program Policy
  - Excess Credit Policy
- ✓ New Funding Formula
- ✓ Performance Pool
- ✓ Access and Affordability – Silver State Opportunity Grant program
- ✓ 15 to Finish Campaign

A shift in focus from enrolling to graduating students . . . but there is more work to be done.

NSHE Awards Conferred

Number of Degrees and Certificates Awarded

	2009-10	2010-11	2011-12	2012-13	2013-14	5-year Percent Change
Certificates (30+ credits)	390	623	540	540	702	**80.0%**
Skills Certificates	--	--	--	2,487*	3,043	**--**
Associates degrees	3,377	3,811	3,853	4,186	4,600	**36.2%**
Bachelor's degrees	6,262	6,531	6,625	6,975	6,963	**11.2%**
Total	10,018	10,965	11,018	14,188	15,308	**--**

Note: Figures do not include master's, doctoral, first-professional degrees and post-baccalaureate certificates.
Bachelor's degrees with second majors are counted only once.
Source: IPEDS
*reported by the institutions

Shifting Gears

Promoting Student Completion through Policy

60/120 Credit Policy

- Limiting the number of credits for an associates or bachelor's degree to 60 and 120 credits, respectively

Low Yield Policy

- Requiring institutions to review programs on a regular basis in the context of degree productivity. Institutions must develop a plan for increasing productivity or eliminate the low-yield program

Excess Credit Policy

- Tough love policy – charging students a 50 percent surcharge if they accumulate more than 150 percent of the credits required for their degree program

The Importance of Timely Gateway Course Completion

Impacts on Graduating Students

Fall 2007 cohort	% Completed Gateway Math in first 2 years	150% Graduation Rate	% not Completed Gateway Math in first 2 years	150% Graduation rate
UNLV	59.5%	48.8%	40.5%	22.6%
UNR	79.2%	52.0%	20.8%	12.7%
NSC	37.0%	25.0%	63.0%	3.9%
CSN	16.9%	23.2%	83.1%	3.9%
GBC	17.5%	26.8%	82.5%	1.8%
TMCC	18.8%	31.8%	81.2%	1.5%
WNC	35.1%	30.9%	64.9%	0.3%

Timely completion of gateway mathematics courses correlates with students persistence and degree completion.

Are NSHE Institutions Affordable? It Depends . . . .

Factors in Affordability

- The Price Tag v. Total Cost of Attendance
  - Tuition and Fees, Room and Board, etc.
- Student/Family Ability to Pay
  - Family Income
- Financial Support
  - Student Financial Aid

Historically, discussions on tuition and fees of NSHE institutions focused on the price tag as compared to the prices in the regional western United States.

Access and Affordability

When you consider the price tag alone relative to Median Family Income in Nevada, NSHE institutions appear affordable

Public 4-Year Institutions, 2011-12

	Average Tuition and Fees as a % of Median Family Income	Average Tuition and Fees as a % of Family Income - Lowest Quintile
Nevada	8.7%	28.5%
U.S. Average	12.7%	46.7%

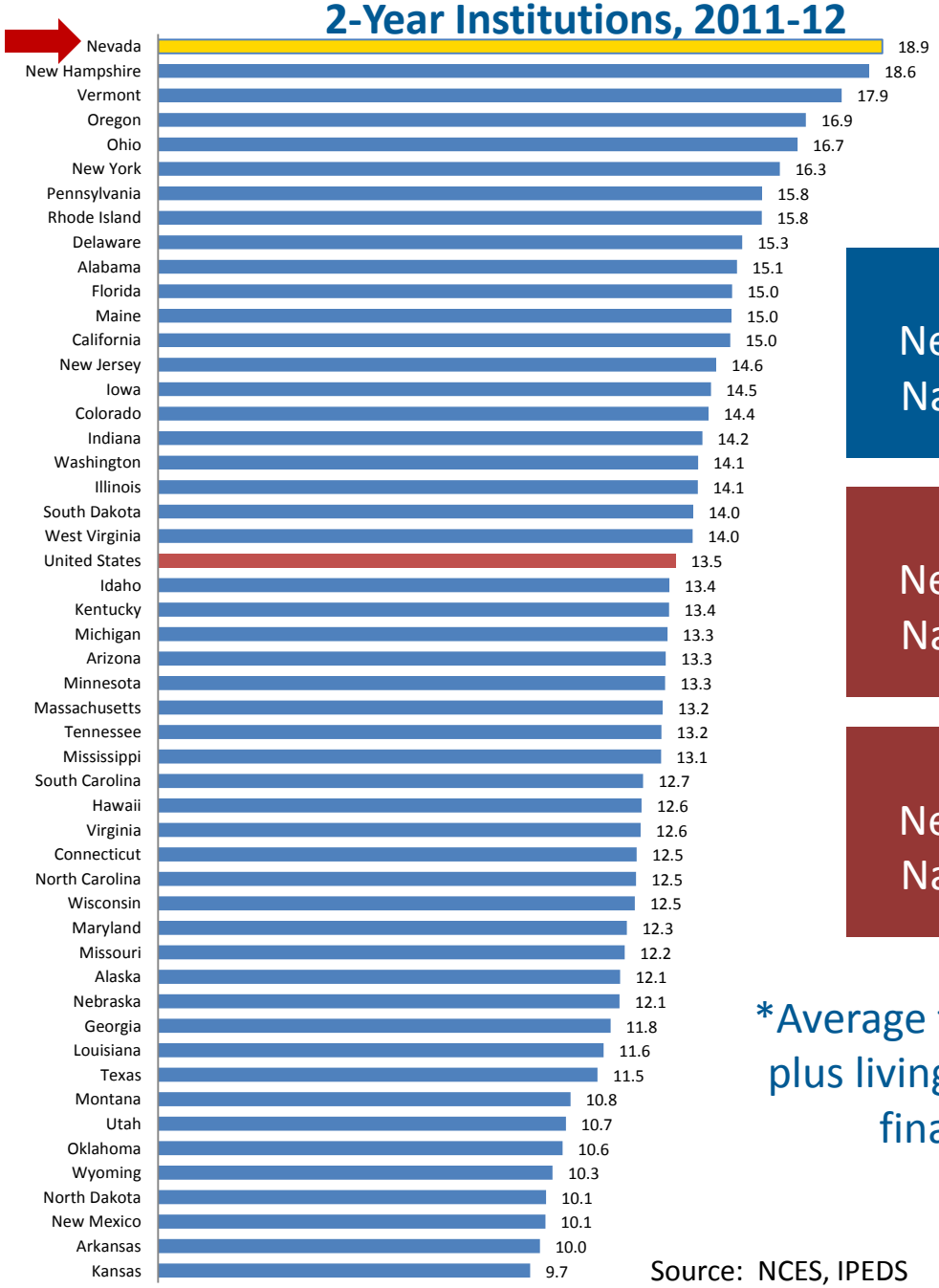
Public 2-Year Institutions, 2011-12

	Average Tuition and Fees as a % of Median Family Income	Average Tuition and Fees as a % of Family Income - Lowest Quintile
Nevada	4.4%	14.5%
U.S. Average	4.5%	16.6%

Source: NCES, IPEDS

Access and Affordability

Percent of Median Family Income Needed to Pay for College
2-Year Institutions, 2011-12



2011-12
Nevada: 18.9%
Nation: 13.5%

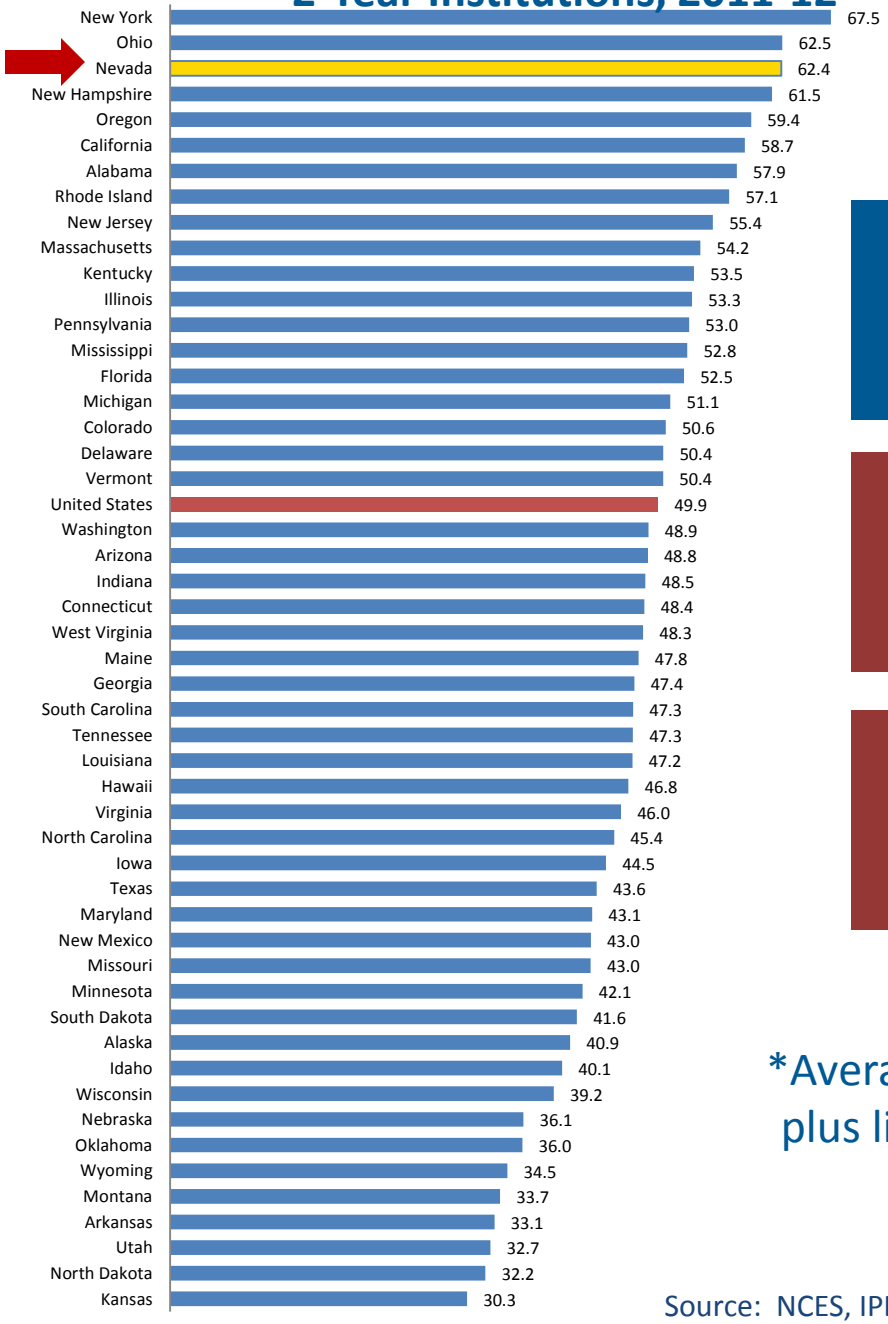
2008-09
Nevada: 16.8%
Nation: 12.9%

2006-07
Nevada: 14.7%
Nation: 12.4%

*Average tuition and fees plus living expenses less financial aid

Source: NCES, IPEDS

Percent of Income from the Lowest Quintile Needed to Pay for College
2-Year Institutions, 2011-12



2011-12
Nevada: 62.4%
Nation: 49.9%

2008-09
Nevada: 53.4%
Nation: 46.4%

2006-07
Nevada: 45.3%
Nation: 42.8%

*Average tuition and fees plus living expenses less financial aid

Source: NCES, IPEDS

Access and Affordability

College Participation

How Accessible are Nevada's Access Institutions?

Nevada:

Among the Lowest in the Nation for 2-Year College Participation Rates for Students from Low Income Families

Select Participation Rates: 2-Year Institutions, 2012	
Florida	5.2%
District of Columbia	5.9%
Nevada	**6.4%**
West Virginia	7.1%
Utah	7.4%
South Dakota	7.8%
2-Year U.S. Rate	**15.0%**

Source: Postsecondary Education Opportunity, September 2013

Silver State Opportunity Grant (SSOG)

To be eligible for an **SSOG** award, a student must:

- Be enrolled in a program of study leading to a degree or certificate;
- Enroll in at least 15 credit hours that apply to the student's chosen program of study;
- Be college ready based on placement or completion of entry-level, college-level mathematics and English;
- Be classified as a resident for tuition purposes;
- Meet institutional Title IV financial aid satisfactory academic progress requirements; and
- Complete the Free Application for Federal Student Aid (FAFSA).

Silver State Opportunity Grant (SSOG)

- How is the award calculated?

  Average Annual Cost of Attendance
  - Student Contribution ($5,500)
  - Expected Family Contribution (EFC)
  - Federal Contribution (Pell, SEOG, TEACH)

  = SSOG Award ($200 minimum; $5,500 maximum)

- Distributing Limited Funds ($2.5 million each year of the biennium)
  - Grants are awarded in ascending EFC* order to the financially neediest students first up to 8500 EFC

*EFC = Expected Family Contribution as determined through completion of the FAFSA

State-Funded, Need-Based Financial Aid Program

Enrollment Intensity

15 to Finish

Shift Focus to Benefits of Full-Time Enrollment

Benefits include:

- ✓ Progress from freshman to sophomore status after first year
- ✓ More likely to graduate
- ✓ Pay less in tuition and living expenses
- ✓ Gain additional years of earnings
- ✓ Free up limited classroom space for other students

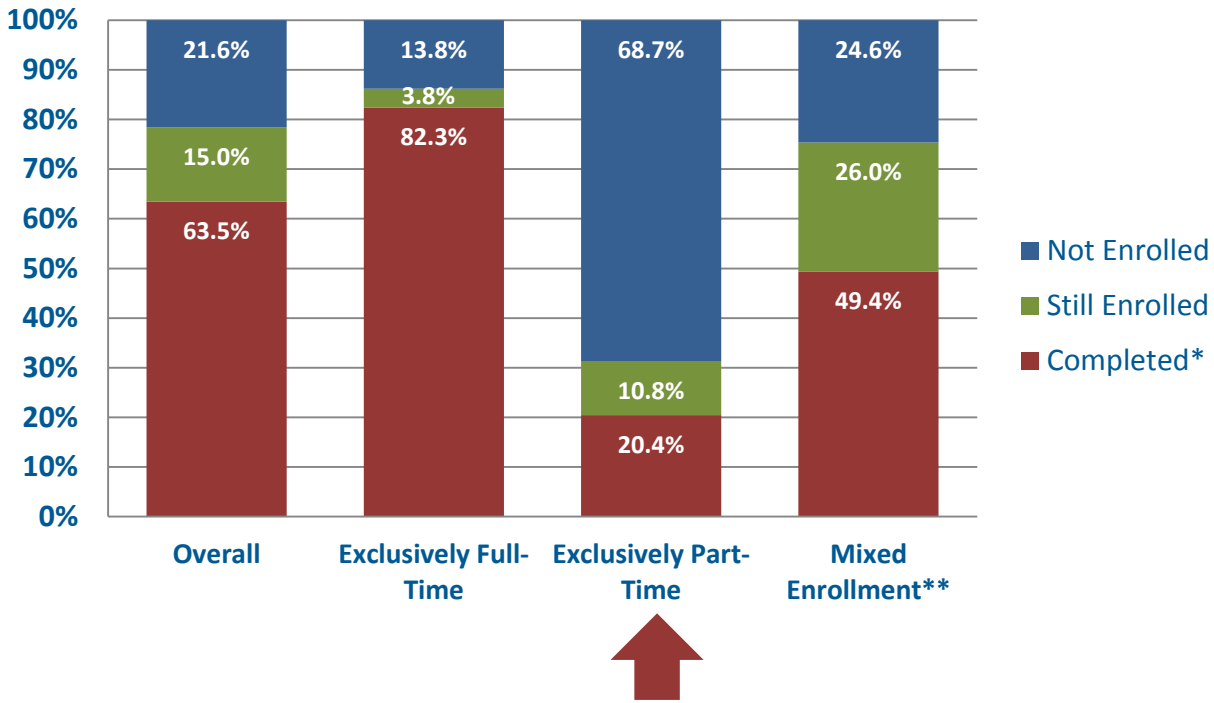
Source: *The Power of 15 Hours, Enrollment Intensity and Postsecondary Student Achievement,* Dr. Nate Johnson, Fall 2012

National Perspective

National Student Clearinghouse Research Center

Four-Year Public Institutions

Six-Year Outcomes and First Completion for Students who Started at Four-Year Public Institutions by Enrollment Intensity



Part-time students far less likely to graduate

To the extent students can go full-time at any point, increased likelihood of completing.

*Completed: Includes students who completed at starting or different institution

**Mixed Enrollment: Both part-time and full-time during the study period

Source: *Completing College: A National View of Student Attainment Rates,* National Student Clearing House, December 2013

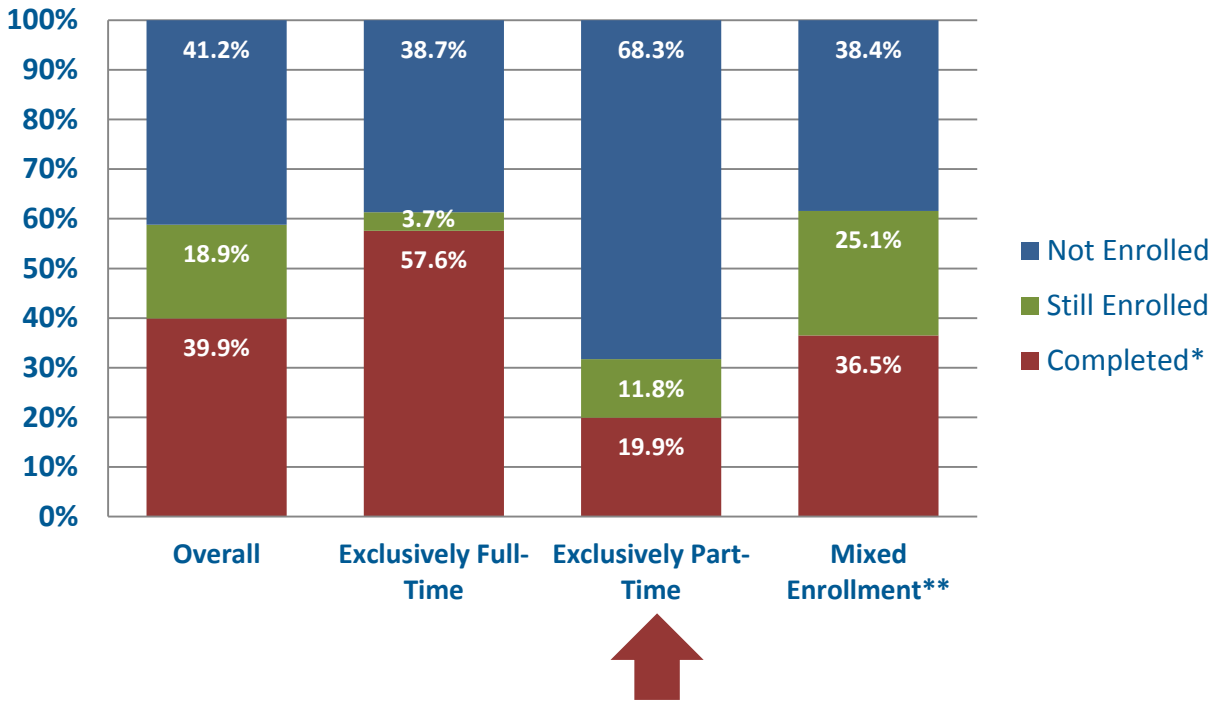
National Perspective

National Student Clearinghouse Research Center

Two-Year Public Institutions

To the extent students can go full-time at any point, increased likelihood of completing.

Six-Year Outcomes and First Completion for Students who Started at Two-Year Public Institutions by Enrollment Intensity



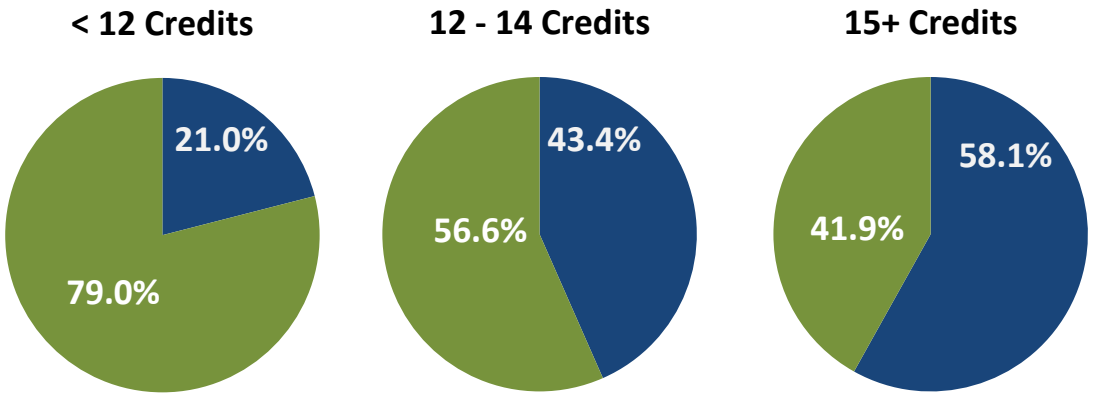
Part-time students far less likely to graduate

*Completed: Includes students who completed at starting or different institution
**Mixed Enrollment: Both part-time and full-time during the study period
Source: *Completing College: A National View of Student Attainment Rates,* National Student Clearing House, December 2013

Graduation Rates by Credit Load

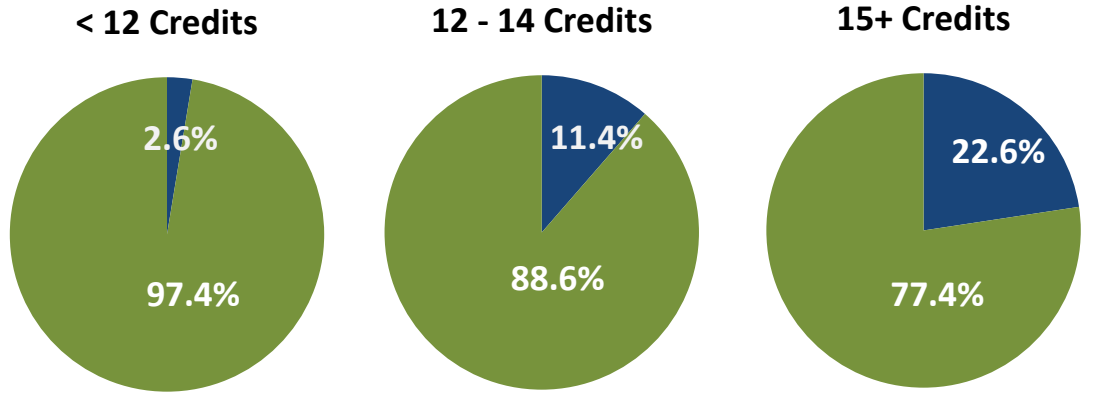
15 TO FINISH
Undergraduate students who are enrolled full-time are more likely to graduate from college.

NSHE 4-Year Institutions – Fall 2004 Cohort



NOTE: Fall 2004 cohort, first-time, degree-seeking students, who earned a bachelor's degree within 200% time to degree at a 4-year institution. Enrollment load based on first term.

NSHE 2-Year Institutions – Fall 2008 Cohort



% Graduated

% Not Graduated

NOTE: Fall 2008 cohort, first-time, degree seeking students who earned a certificate or associates degree at a community college within 200% time to degree. Enrollment load based on first term.

Graduation Rates by Credit Load and Ethnicity

4-Year Institutions – Fall 2004 Cohort

	First-term Enrollment Load		
	< 12	**12 – 14**	**15+**
Minorities	23.1%	38.7%	53.5%
White, Non-Hispanic	19.1%	45.9%	60.5%

NSHE 2-Year Institutions – Fall 2008 Cohort

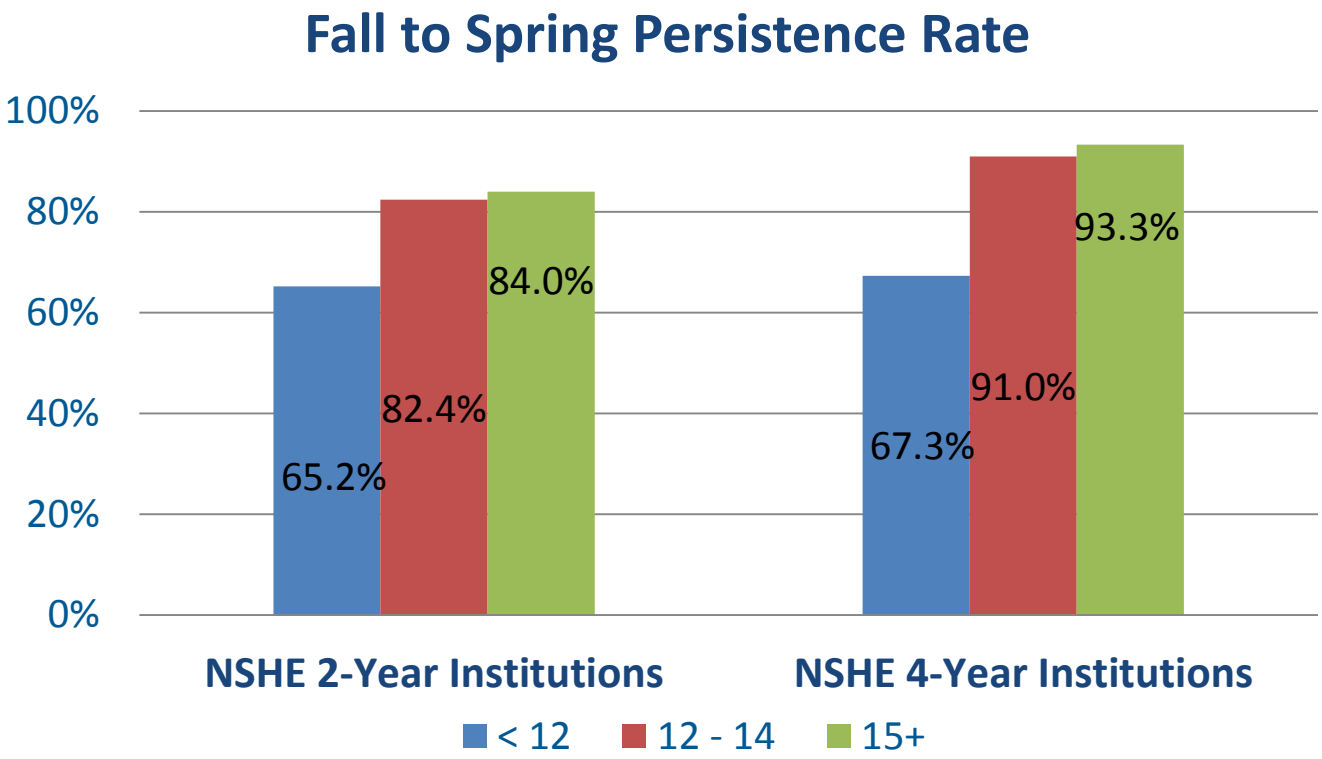
	First-term Enrollment Load		
	< 12	**12 – 14**	**15+**
Minorities	2.6%	11.3%	20.9%
White, Non-Hispanic	2.8%	11.5%	23.3%

Regardless of race or ethnicity, undergraduate students who are enrolled full-time are more likely to graduate from college.

NOTE: Fall 2004 cohort, first-time, degree-seeking students, who earned a bachelor's degree within 200% time to degree at a 4-year institution. Fall 2008 cohort students who earned a certificate or associates degree at a community college within 200% time to degree. Enrollment load based on first term.

Enrollment Intensity

Persistence Rates



NOTE: Analysis includes first-time, degree-seeking freshmen cohorts from Fall 2009, 2011, and 2012.

Full-time students are significantly more likely to persist to the next semester.

Cohort GPA by Academic Preparation

		NSHE 2-Year Institutions	NSHE 4-Year Institutions
Remedial English / Math Enrollment Groups	**Credit Load**	**GPA (cohort)**	**GPA (cohort)**
College	< 12	2.61	2.37
	12 to < 15	2.68	2.75
	15+	2.78	2.98
Remedial	< 12	2.30	2.05
	12 to < 15	2.38	2.40
	15+	2.60	2.53

Regardless of academic preparation, students enrolled full-time have higher grade point averages.

NOTE: Fall 2008 cohort of first-time, degree-seeking freshmen.

Lacking other data elements, placement into remedial English and/or mathematics was used as a proxy for academic preparation.

The 15 to Finish Message

Graduate on Time.

Save money.

Earn sooner.

Take 15 credits a semester and finish your degree on time!
Meet with your advisor today.

15 to FINISH™

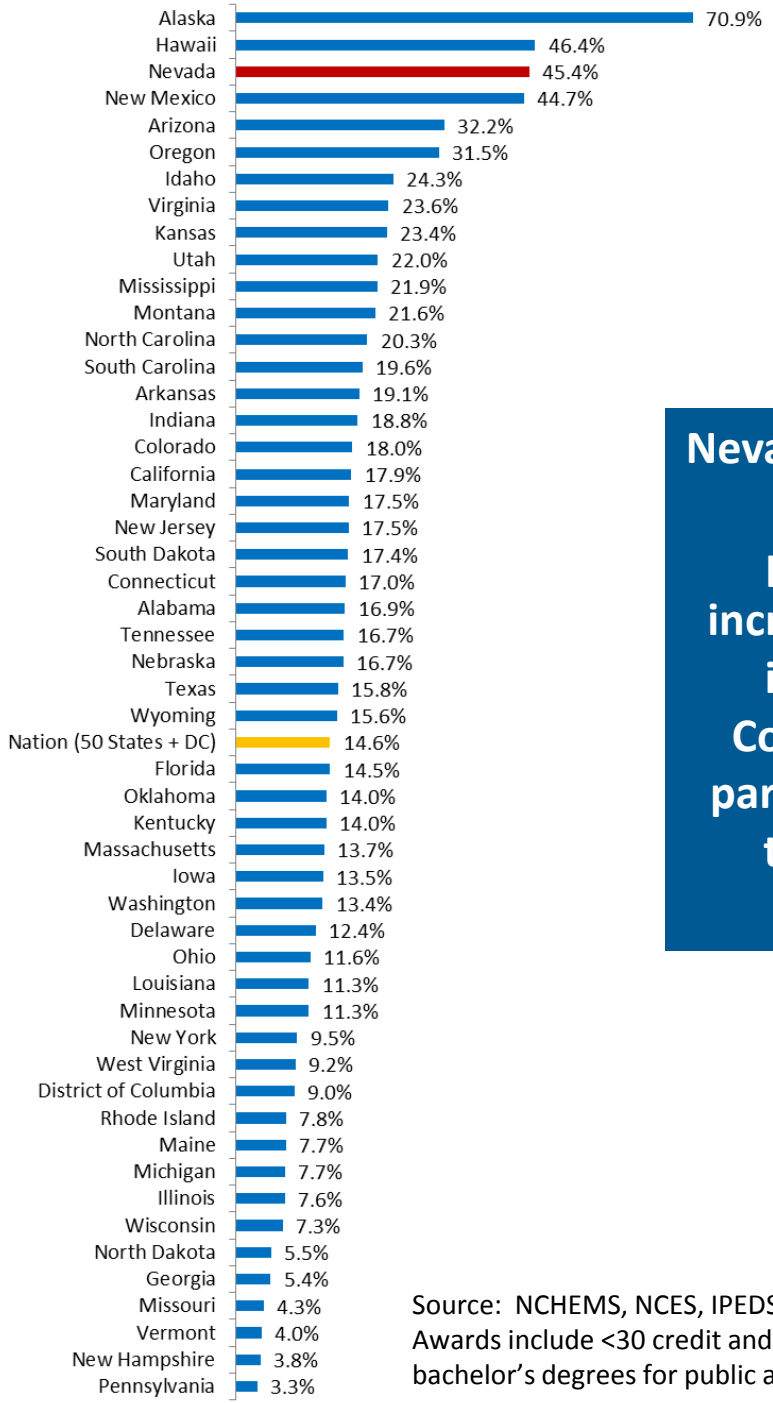
Enrollment Intensity

Recent Policy Changes Related to 15 to Finish

Governor Guinn Millennium Scholarship

- Minimum enrollment required
  - 9 credits at the 2-year institutions (SB 128)
  - 12 credits at the 4-year institutions

- Maximum funding per semester
  - 15 credit max funded each semester (SB128)



Percent Change in Awards Conferred, 2009-10 thru 2013-14

Nevada is leading the nation in increases in award productivity. A 45.4% increase in awards conferred in the first five years of Complete College America participation – far exceeding the national average of 14.6%!!

Source: NCHEMS, NCES, IPEDS 2009-10, 2013-14 Completions File
Awards include <30 credit and 30+ credit certificates, associates degrees, and bachelor's degrees for public and private institutions

Changing Nevada

Questions?

Attachment H

NPWR Research Outcomes	NPWR Research Outcome Description	Agencies Involved	Report Development (Agency or CIT)	Status	Additional data Needed
1.1 .1 Workforce Demand	Determine the demand of occupations within Nevada by NSHE institution and program. NSHE programs are mapped to DETR occupational projections using the NCES CIP to SOC occupational mapping. Students will be able to determine if there is a statewide demand for their program of study and institutions will be able to determine occupational demand for their program.	NSHE & DETR	NSHE	**In Progress**	
1.1.2 Work Force Supply	Determine the current enrollment by level as they compare to the workforce projections for occupations to which they map using the NCES CIP to SOC occupational mapping. Employers needing to fill positions in specific occupations will be able to utilize this report to determine if the students enrolled in related NSHE programs of study will be able to meet the demand.	NSHE & DETR	NSHE	**In Progress**	
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.	NSHE & DETR	DETR	DETR will let us know when ready to discuss	
1.3 Education & Wage Outcomes	Examine the annual median, 25th percentile, and 75th percentile wages by industry and degree level (skills certificate (less than one year), certificate of at least one year, associate's, bachelor's, master's, etc.).	NSHE & DETR	CIT	**In Progress**	
1.4 Certificate/ Licensure Outcomes	Track employment outcomes for occupations/industries that require certification or licensure using data obtained from Occupational Employment Statistics and Burning Glass/Labor Insights 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.	NSHE & DETR	DETR	DETR will let us know when ready to discuss	
2.1 High School Math Pathways	In addition to the impact of high school math pathways on postsecondary math enrollment, 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?	NSHE and NDE	CIT (builds upon Math Pathways, Part I)	**In Progress**	
2.2 STEM	Examine the impact of STEM on student achievement, high school graduation, postsecondary readiness/success, and workforce outcomes.	NSHE, DETR, & NDE			
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 snapshot in a user friendly application. Early warning systems are in place throughout the country and are a proven cornerstone of successful SLDS systems.	NSHE, DETR, & NDE		NDE determining data to include and data sources	ACT (NDE) and other assessments
5.3 Postsecondary continuation & degree attainment	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.	NSHE & NDE	Sub-set of early warning system		Assessment Data (NDE) / Expand inclusion of NDE dataset to include non-graduates

NPWR Research Outcomes	NPWR Research Outcome Description	Agencies Involved	Report Development (Agency or CIT)	Status	Additional data Needed
5.4 High School Rigor	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?	NSHE & NDE	Data not yet available.		Assessment Data (NDE)
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.	NSHE & NDE	Report design established. NDE following up on various variables to include. Definitions of high and low poverty being determine. Some variables may need to be added to NDE dataset.		
3.3 Charter Schools	Examine student achievement at charter schools including characteristics and performance of students (including post-secondary continuation metrics) that is in an accessible format suitable for parents and other non-researchers to easily understand without the necessity of pulling data from various sources and deducing the comparability of performance between schools from which they may choose.	NSHE, NDE, & State Public Charter School Authority (SPCSA)	The data is available using other sources. Nevada School Performance Framework and Nevada Report Card. The SPCSA points to those two sources from its webpage. Factors for HS: % advanced diplomas, AP/IB exam proficiency or credit, % students enrolled remedial, SAT and ACT participation rates (current data is not available because of testing irregularities). Measures being re-designed currently (ACT, AP/IB, dual credit, CTE, etc.).		
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.		Data is not accessible at this time.		
5.1 High School Feedback Reports	Provide high school feedback reports to the high schools that provide information concerning the post-secondary continuation and success of high school graduates. (Leverage data from other NPWR reports including college continuation, ACT benchmarks, math pathways, etc.)	NSHE & NDE	Create working group to discuss what elements should be included in this report.		ACT, GPA
5.2 College Readiness & Continuation by Diploma Type	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.	NSHE & NDE	NSHE	**In Progress**	
5.5 Validation of postsecondary remedial placement benchmark scores	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 assessments including end of course assessments (Math 1, Math 2, ELA 1 and ELA 2, Science) and 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.	NSHE & NDE	CIT	Start with ACT and add in other assessments as available.	ACT and other HS Assessments (NDE)
1.3C Student Completion and Workforce Part II		NSHE & DETR	CIT to expand to include County data	**In Progress**	
5.1C Remedial and Development Report		NSHE & NDE	Report will only be available to the districts. CIT working on district access.	**Report complete. District access in progress.**	
5.2C Nevada College Continuation Rate		NSHE & NDE	CIT (Waiting for updated NDE data; include filter on diversity)	**In Progress**	Revised NSC Data