

P-20W COUNCIL REPORT AND RECOMMENDATIONS

Introduction

The Legislature created the P-16 Advisory Council in 2007 through Senate Bill 239 (Chapter 522, *Statutes of Nevada*) and these provisions were incorporated into the *Nevada Revised Statutes (NRS)* as Chapter 400. The name of the Council was changed in 2013 to the P-20W Advisory Council. The Council consists of 11 members appointed by the Governor and the Legislature. The Chancellor of the System, the Superintendent of Public Instruction and the Director of the Department of Employment, Training and Rehabilitation serve as ex officio nonvoting members of the Council. The statute includes a declaration stating that matters relating to education are vitally important to the future of the State of Nevada, its economy, and the general welfare of its residents; and that the Legislature, the Board of Regents of the University of Nevada, the State Board of Education, and the Executive Branch of the State Government work together as partners in developing a needed public agenda to advance education in this State.

On July 10, 2015, Governor Brian Sandoval issued Executive Order 2015-11 directing the Council to continue its work with the statewide longitudinal data system, called the Nevada P-20 to Workforce Research Data System (NPWR), and to make recommendations to ensure the successful transition of children between different levels of education in the P-20 pipeline and that the instruction of students throughout Nevada's education system is aligned with the needs and expectations of institutions of higher education and employers in this State. The Council was permitted to meet as often as necessary to develop its recommendations and was required to submit periodic reports of its activities and this final report. A copy of the Executive Order is included in this report as *Attachment A*.

In this report, the P-20W Council makes recommendations in three areas: 1) recommendations related to NPWR, 2) recommendations related to transitions in early education, and 3) recommendations related to transitions from high school to college and/or the workforce.

Summary of Activities

The Council had not met between 2013 and 2015 and a number of appointments were vacant. From March of 2015 to July of 2015, these vacancies were filled. A list of Council members can be found in *Attachment B*. The Council met five times between July 2015 and March 2016 with meetings videoconferenced between the State Capitol in Carson City and the Grant Sawyer Building in Las Vegas. Meetings were properly noticed according to the Open Meeting Law. All meeting materials, including agendas, minutes, and presentation materials can be found at <http://p16.nv.gov>.

Caryn Swobe was elected chair of the Council and Marilyn Dondero Loop was elected vice-chair. Brian Mitchell represented the Office of the Governor and served as staff to the Council. Together, Mr. Mitchell, Ms. Swobe and Ms. Dondero Loop developed meeting agendas.

At the July 15, 2015 meeting, representatives from the Nevada Department of Education (NDE), the Nevada System of Higher Education (NSHE), and the Department of Employment, Training, and Rehabilitation (DETR) presented to the Council on the status of Nevada's statewide longitudinal data

system, called NPWR. Previous work done by the Council had guided the development of NPWR and NDE presented that testing was nearly complete and NPWR would go live later that month. The Council directed NDE, NSHE, and DETR to create a shared research agenda that would prioritize research topics of interest to the State and present it at the next Council meeting for approval.

At the October 2, 2015 meeting, representatives from NDE, NSHE, and DETR presented the research agenda and it was approved unanimously by the Council. The research agenda approved by the Council can be found in *Attachment C*. Since October, NPWR researchers have made significant progress and have published several reports which can be found at <http://npwr.nv.gov>.

Also in October, the Council decided to form two subcommittees to develop specific recommendations for this report. The first subcommittee, chaired by Caryn Swobe, was charged with creating recommendations regarding stakeholder outreach. The second subcommittee (P-3 subcommittee), chaired by Dr. Kimberly Regan, was charged with researching and providing recommendations on ways to improve transitions from early grades (preschool through third grade) to later grades and set a strong foundation for early learners. The stakeholders subcommittee met once to form its recommendations and the P-3 subcommittee met twice. The subcommittees presented to the Council at its December meeting and the Council considered the recommendations in greater detail in January. Additional recommendations were presented to the Council in January regarding transitions from later grades to college and career which are also included in this report. At its March meeting, the Council finalized recommendations for this report.

Additional details regarding the Council's meetings and the work of the subcommittees can be found in the quarterly reports submitted to the Office of the Governor and the meeting minutes, located on Council's website: <http://p16.nv.gov>.

Recommendations

The P-20W Council makes the following recommendations.

Recommendations Related to NPWR

In order for our State's economy to flourish, we must prepare a qualified workforce, starting before Kindergarten and culminating in postsecondary training. To assist Nevada policymakers in education, government, and business make informed decisions, the state created NPWR. NPWR is a state of the art research tool funded by a US Department of Education grant that allows researchers to monitor and analyze trends and outcomes across our education and workforce system. Currently, NPWR is a collaboration between NDE, NSHE, and DETR. NPWR is built on a federated system; each agency maintains control over its data and only shares with NPWR data that has been approved. A significant amount of research went into designing NPWR's federated model which is designed to ensure the complete anonymity of all Nevadans and the privacy and security of all data within the system.

The data and reports that have been generated thus far have shed light on topics such as the workforce supply and demand by occupation in Nevada, the average wage by industry, the most common degree by industry, continuation into postsecondary education by district, completion rates and time to degree by

program of study, and employment of NSHE graduates by industry including annual wages one year following graduation, amongst other reports. Additional reports are forthcoming. Reports can be used by a variety of stakeholders. For example, school districts can see which course sequences in high school lead to less remediation in college and adjust student pathways, or colleges can look the workforce supply and demand for a given industry in order to better design course and degree offerings.

While the existing reports are a great success, they are also incomplete. Workforce reports now only measure results of students who graduate from Nevada high schools, move through NSHE, and then enter the workforce. However, many students graduate from Nevada high schools and attend one of Nevada's many private colleges and universities. Other students graduate from high school and move straight into the workforce, bypassing higher education altogether. Still other high school graduates receive workforce skills training and an industry-recognized credential or certificate from a non-NSHE training provider. In order to paint a more accurate picture and better prepare and predict Nevada's workforce, NPWR must be expanded to include data beyond the three state agencies.

First, the P-20W Council recommends the adoption of a policy to facilitate the inclusion of research questions related to early learning in NPWR's research agenda. Given the importance of early literacy to the Governor's education agenda, reports generated from these questions will inform decision making and ensure early learning instruction is high quality and that students' transitions to the kind of learning required in later grades is successful. *Attachment D* contains specific recommendations regarding the early learning research questions to be added to NPWR's research agenda and the existing pre-K data that should be added to NPWR.

Second, the P-20W Council recommends, where practicable, that as future NPWR research questions are developed that require additional information, the State and individual state agencies, including the Department of Health and Human Services (DHHS), Department of Corrections (DOC), Department of Public Safety (DPS) and the Department of Motor Vehicles (DMV) begin to explore, including a cost analysis, a collaboration with NPWR in the same way that NDE, NSHE and DETR do currently.

Third, the P-20W Council recommends that NPWR continue its engagement with private colleges and universities, and DETR to facilitate the inclusion of data for students who do not pass through NSHE.

Fourth, the P-20W Council recommends that the Governor and Legislature include an NPWR Coordinator position in DETR's next budget. Improved stakeholder engagement and the development of a process to engage the wide variety of public and non-public stakeholders of each NPWR report was identified by the Stakeholders Subcommittee of the Council as an area of focus. NPWR's reports only have value to the extent the public and other stakeholders are aware of and utilize them. Yet, staff at NDE, NSHE, and DETR who currently manage NPWR all do so in addition to other responsibilities and the contractor at NDE that built NPWR is paid for with federal funds that will soon expire. NPWR needs a dedicated staff person with technical knowledge who would be responsible for the following tasks:

- Coordinate and oversee the efforts of the state agencies contributing data to NPWR;
- Interface with the public, including soliciting public input on the research agenda, managing research requests, directing stakeholder outreach, and conducting NPWR demonstrations;
- Facilitate the production of reports; and
- Oversee efforts to include other agency and non-state data into NPWR.

Additionally, the P-20W Council recommends that the Governor and Legislature include a policy position in the next budget of the Office of the Governor. This position would include the following responsibilities:

- Promote effective P-3 governance;
- Work with the NPWR Coordinator on stakeholder outreach, research requests and research development;
- Analyze NPWR and other available data to draw conclusions that may lead to policy recommendations; and
- Develop policy recommendations based on NPWR reports.

Fifth, the P-20W Council recommends that an interagency working group made up of State agencies contributing data to NPWR be created to oversee the continued development of NPWR. The Council further recommends that this interagency working group be established by an interagency agreement rather than statute and be given final authority to set the research agenda for NPWR and conduct said research. Initial members should include the Superintendent of Public Instruction, the Chancellor of NSHE, and the Director of DETR, or their designees and the working group should be staffed by the Coordinator discussed above. As additional State agencies contribute data to NPWR, their Directors should be added as full members of the working group. The working group should provide regular opportunities for the public to comment on the research agenda.

Recommendations Related to Transitions in Early Education

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. In addition, 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).

In Nevada, the Department of Education was recently charged with oversight of P-3 policy and the Superintendent of Public Instruction is responsible for developing a P-3 plan for approval by the State Board. However, many other entities play important roles in the delivery of education to early learners. For example, DHHS is responsible for the licensure of preschools and other groups including Early Childhood Advisory Committee and local educational agencies (LEAs) are involved in the licensure of teachers and the education of students.

First, the P-20W Council recommends the Governor invite all public and private groups involved in early learning to actively participate in the development of the Nevada Department of Education's P-3 plan, which will be presented to the State Board of Education by the Superintendent. The Council also recommends the report drafted by its P-3 Subcommittee be used as a resource as this plan is developed. The Subcommittee report, which contains 11 specific recommendations and additional information, is included as *Attachment E*.

Second, the P-20W Council recommends the State Board of Education evaluate current entrance assessments and then adopt a single, comprehensive entrance assessment for use statewide that commences in kindergarten and continues through 3rd grade. The State Board should consult with Nevada's LEAs regarding a timeline for transition so as to not add to the assessment burden of students. A single, comprehensive KEA would allow the State to improve early learning professional development, provide a reliable, uniform measure of accountability for preschools, promote improved communication and family engagement, increase parental awareness of how their child compares to peers beyond the immediate classroom, and provide kindergarten teachers the information they need to personalize instruction to incoming students design student-specific interventions when needed. NPWR can be a useful resource for policymakers at the local and state levels.

Recommendations Related to Transitions from high school to college and/or career

College and career readiness is the unifying goal which many education and workforce policies strive to achieve. From strong early childhood education, intervention programs and high academic standards and expectations to high quality career and technical programs and college preparation, all serve to develop the foundational skills to become ready for college and career. The policies and programs developed to reach this necessary objective adapt over time to the changing economic, social, and global environment. Nevada has focused much of its initial attention on college readiness by prioritizing reducing remediation in college and increasing student attainment of advanced diplomas, AP proficiency, SAT/ACT completion, and college completion. In recent years, Nevada has shown commitment to improving career readiness after recent focus on preparing students for post-secondary success. The following are recommendations to increase the value of career readiness programs, measure their effectiveness in preparing Nevada students for their futures, and bring parity to career readiness in relation to college readiness.

First, the P-20W Advisory Council recommends that adaptations to graduation requirements and scholarship criteria in this State be considered in order to increase the value of career pathways and encourage student enrollment and program completion. In considering ways to increase enrollment and

program completion, the State Board of Education should engage industry to determine which credentials, diplomas, awards, and/or experiences are valued and recognized so that students who complete a course of study are set on reliable, results-driven career pathways.

The development of scholarships could also be a useful tool to incentivize students to enroll and complete career pathways, especially in courses and programs high-demand fields. Much like the Teach Nevada Scholarships that were established to combat the teacher pipeline crisis, scholarships could be used as a tool to entice more student enrollment and completion in programs that will feed into career pathways, economic sectors, and fields deemed high priority and high demand.

Second, the P-20W Advisory Council recommends that the Nevada Department of Education incorporate career readiness measures in the Nevada School Performance Framework (NSPF) for high schools. Currently, career readiness is undervalued in the NSPF. While college and career readiness is a listed performance indicator for Nevada high schools, the measurements only evaluate schools on their ability to prepare students for college including percent of students in Nevada colleges requiring remediation, percent of students earning an advanced diploma, AP proficiency, and ACT/SAT participation. In order to incentivize high schools to prioritize career readiness, career readiness measures need to be included in school ratings and accountability systems. Similarly, districts should also be encouraged to include career readiness measures in their own accountability systems. Career readiness measures may include attainment of diplomas and industry recognized credentials, course of study completion such as the CTE College Credit Program, achievement measured via assessment, experiential/work-based learning completion, completion of a career pathway via dual enrollment, and other measurements of career readiness. In addition, as research is completed to determine which credentials have value for the student and are recognized and accepted by industries, the Nevada Department of Education should attempt to partner with those parties that award credentials to provide access to student level data to determine receipt of credentials by students.

Third, in connection to utilizing NPWR to inform policy decisions through continuous evaluation and research of educational and employment outcomes for the State's students across the P-20W spectrum, the P-20W Advisory Council recommends that the State Board of Education/Nevada Department of Education use NPWR as an additional tool to evaluate CTE programs and diplomas effectiveness in making students career ready. In connection with the previous recommendation to pull data from other state agencies, it is important to link student data from the P-12 system to career in order to effectively evaluate career pathway programs. Specifically, the State will want to know how many and what students complete career pathway programs and how are those students fare in life beyond high school.

When identifiers are established to link a student's P-12 information to DETR information, research questions should be developed to determine if students who complete CTE courses of study have meaningful outcomes in employment beyond high school. This data will allow the state and districts to determine if certain career pathway programs are effective and if they should be expanded or scaled down/phased out.

Examples of research questions for evaluation could include linking CTE course of study completion to meaningful employment in area of study (especially in high-demand fields), continuation and advancement of study in post-secondary institutions, attainment of industry recognized credentials, etc. The state may also choose to research the impact of CTE course study completion on college readiness standards as well, including rate of remediation, post-secondary GPA, post-secondary degree/credential attainment, and whether students use the CTE college credit at qualifying post-secondary institutions.



EXECUTIVE ORDER 2015-11

ORDER DIRECTING NEVADA'S P20-W ADVISORY COUNCIL TO REVIEW
ALIGNMENT AND TRANSITIONS WITHIN EDUCATION AND THE WORKFORCE

WHEREAS, obtaining a quality education is essential to the success of students, families, and communities throughout Nevada;

WHEREAS, an educated population and workforce is vital to the prosperity and future growth of Nevada's economy;

WHEREAS, employers increasingly require a skilled workforce;

WHEREAS, a postsecondary degree or credential is becoming a minimum requirement for a successful career in the modern Nevada economy;

WHEREAS, coordination between P-12 and higher education in the area of workforce development is needed to ensure that instruction of students is aligned to the needs of employers so that Nevadans are well prepared to succeed and Nevada's economy continues to grow and diversity;

WHEREAS, effective coordination must include assisting students as they transition within and between P-12, higher education, and the workforce;

WHEREAS, Nevada's P20-W Advisory Council ("Council") was created by NRS Chapter 400 to help coordinate education and workforce development efforts in Nevada from preschool through postsecondary levels, so that students are prepared to successfully transition to the next step in their education and careers; and

WHEREAS, Article 5, Section 1 of the Nevada Constitution provides: "The supreme executive power of this State, shall be vested in a Chief Magistrate who shall be Governor of the State of Nevada."

NOW, THEREFORE, by the authority vested in me as Governor by the Constitution and laws of the State of Nevada, it is hereby ordered and directed as follows:

1. The Council shall meet as soon as practicable to review existing efforts in this State and make any necessary recommendations to ensure:
 - a. The successful transition of children from:
 - i. Preschool to elementary school.
 - ii. Elementary school to middle school.
 - iii. Middle school to high school.
 - iv. High school to postsecondary education, the workforce, or both.

- b. Instruction of students throughout Nevada's education system is aligned with the needs and expectations of institutions of higher education and employers in this State.
2. The Council or any committee formed to assist the Council may convene as often as necessary, but no less than quarterly, to conduct its review and formulate recommendations. The Council's deliberations shall address, without limitation, the following:
 - a. Methods to increase completion rates at every level of education.
 - b. The role of career pathways as a means of college or career preparation.
 - c. Methods to increase parental, community, business, and other stakeholder involvement in the process of developing college and career-ready graduates.
 - d. Review of existing statewide longitudinal data systems in Nevada and how the use of data can inform the Council's work.
 - e. The role of distance education in secondary, postsecondary, and workforce development settings as a means of increasing access to education and necessary competencies.
 - f. Any necessary legislation to carry out the Council's recommendations.
3. In addition to the report required by NRS 400.045, the Council shall prepare reports of its activities and submit them to the Office of the Governor no later than September 1, December 1, and April 1, so that all work is completed on the assignments provided in this Executive Order by April 1, 2016.
4. Meetings of the Council or any committee shall be held in Carson City at the State Capitol with members participating, if necessary, by videoconference from the Grant Sawyer Building in Las Vegas.
5. Any meetings conducted by the Council or any committee shall be subject to the Open Meeting Law, as codified in NRS Chapter 241.
6. Nothing in this Executive Order shall be interpreted as inconsistent with NRS Chapter 400.

IN WITNESS WHEREOF, I have hereunto set my hand and caused the Great Seal of the State of Nevada to be affixed at the State Capitol in Carson City, this 10th day of July, in the year two thousand fifteen.

Governor of the State of Nevada

By the Governor:

Secretary of State

Deputy Secretary of State



Attachment B

P-20W Council Membership

NRS 400.030 Section 1. The P-20W Advisory Council, consisting of 11 voting members, is hereby created to assist in the coordination between early childhood education programs, K-12 public education, postsecondary education and the workforce in this State

Governor Appointments

NRS 400.030 Section 2. The Governor shall appoint five members to the Council as follows:

Crystal Abba- Higher Education Representative

Erin Cranor- Elementary and Secondary Education Representative

Caryn Swobe- Private Business Representative

Stacy M. Woodbury- Parent Representative

Dr. Kimberly Regan- Private Business Representative

Legislature Appointments

Per NRS 400.030 Section 3 The Majority Leader of the Senate and the Speaker of the Assembly shall each appoint two members to the Council

Senator Becky Harris- Senate Representative

Assemblywomen Hedi Swank- Assembly Representative

Dr. Kim Metcalf- Higher Education Representative

Sue Daellenbach- Elementary and Secondary Education Representative

NRS 400.030 Section 4. The Minority Leader of the Senate and the Minority Leader of the Assembly shall each appoint one member to the Council who is a member of the general public.

Marilyn Dondero-Loop- Member of the General Public

Jacki Brown- Member of the General Public

Ex officio nonvoting members

Per NRS 400.030 Section 1 -The Chancellor of the System, the Superintendent of Public Instruction and the Director of the Department of Employment, Training and Rehabilitation serve as ex officio nonvoting members of the Council

Dan Klaich- Chancellor of the Nevada System of Higher Education

Steve Canavero- Superintendent of Public Instruction

Dennis Perea- Deputy Director of the Department of Employment, Training and Rehabilitation

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

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

NPWR Research Outcome and Current Reports	NRS 400.040 Powers and Duties [of the P-20W Advisory Council in part]
	<p>1. The Council shall address:</p> <p>(a) Methods to increase the number of students who enroll in programs at the System to become teachers, including, without limitation, financial aid programs for students enrolled in those programs.</p>
ECE data not available	(b) Methods to ensure the successful transition of children from early childhood education programs [ECE] to elementary school, including, without limitation, methods to increase parental involvement.
3-1, 3-2, 5-1, 5-2, 5-3, 5-2C	(c.) Methods to ensure the successful transition of pupils from: (1) Elementary school to middle school; (2) Middle school to high school; and (3) High school to postsecondary education or the workforce, or both, including without limitation, methods to increase parental involvement.
2-1, 5-4, 5-5, 2-1C, 5-1C	(d) Methods to ensure that the course work, standards and assessments required of pupils in secondary schools is aligned with the workload expected of students at the postsecondary level.
1-1, 1-2, 1-3, 1-4, 2-2, 1-2C, 1-3C	(e.) Methods to ensure collaboration among the business community, members of the academic community and political leaders to set forth a process for developing strategies for the growth and diversification of the economy of this State.
1-1, 1-2, 2-2, 1-3C	(f) Policies relating to workforce development, employment needs of private employers and workforce shortages in occupations critical to the education, health and safety of the residents of this State.
All research priorities	(g) The development and oversight of a statewide longitudinal data system that links data relating to early childhood education programs and K-12 public education with data relating to postsecondary education and the workforce in this State.
All research priorities	(h) A plan for collaborative research using data from the statewide longitudinal data system developed pursuant to paragraph (g), including, without limitation, research that assesses:
2-1, 2-2, 3-3, 5-3, 5-1C	(1) The efficiency and effectiveness of the use of state resources to improve the readiness of pupils in this State for postsecondary education and the workforce;
4-1	(2) The effectiveness of the preparation of teachers and administrators in this State; and
1-3, 1-4, 5-3, 5-3C	(3) the return on investment of educational and workforce development programs paid for by this State
	(i) Other matters within the scope of the Council as determined necessary or appropriate by the Council.

NPWR Research Priorities	NPWR Research Outcomes	NPWR Research Outcome Description		Agency Responsible for Report Development	Agencies Involved	Status
1. Education to Workforce Alignment	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.		DETR	DETR & NSHE	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.).		CIT	DETR & NSHE	Estimated Completion 3/30/2016
	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. Include CTE / STEM options.		DETR	DETR & NSHE	In progress / Method of data transmission being determined for non-NSHE Certificates / NSHE Certificates being added to Workforce Part II
	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) 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 (college level math completion, persistence, graduation)? (Filters will include course type (i.e., AP), 12th grade only (versus hs pathway). track students to proficiencies in STEM / Track high school math and science courses to postsecondary and workforce (include math and science combos such as calculus and physics) for math/science proficiency, persistence and graduation in STEM majors. / Track postsecondary majors in STEM backwards: HS courses, proficiency tests, remedial placement, etc. to determine commonalities among STEM majors and project future STEM graduates.		CIT	NDE & NSHE	Part I with remedial enrollment rates completed. Part II in progress. Data utilized in presentation will be used to model report: https://www.nevada.edu/ir/Documents/Collge_Readiness_Presentation_with_data_tables_2_24_16.pdf
2. College Readiness	2.2 STEM	Examine the impact of STEM on student achievement, high school graduation, postsecondary readiness/success, and workforce outcomes.			DETR, NDE & NSHE	ant to multiple existing i
	2.3 Dual Enrollment	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 college math enrollment and completion, persistence and graduation?			NDE & NSHE	

NPWR Research Priorities	NPWR Research Outcomes	NPWR Research Outcome Description		Agency Responsible for Report Development	Agencies Involved	Status
3. Student Success Indicators		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, HSP, EOC, CTE, ACT)				
	3.1 Early Warning System	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. Include all day kindergarten and access to health care.				
	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. Include all day kindergarten and access to health care.				
4. Teacher Preparation	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.				
	3.4 STEM	Math and science assessment proficiency (NAEP, ACT, course end, CRT, etc.) / % take and pass or fail math, science, computer science courses in K-12 (also AP credit) / Low performing elementary schools have cut science to focus on math; track to high school and postsecondary science performance and postsecondary science majors / STEM schools, charter schools, subject-focused schools.				
	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				

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.

Per NDE, the data is available using NSHE, NDE, & State Public Charter School Authority (SPCSA) other sources. Nevada School Performance Framework and Nevada Report Card. The SPCSA points to those two sources from its webpage.

See 3.2 Status

Data is not accessible at this time.

NPWR Research Priorities	NPWR Research Outcomes	NPWR Research Outcome Description		Agency Responsible for Report Development	Agencies Involved	Status
5. Pipeline	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.)			NDE & NSHE	Create working group to discuss content of this report.
	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). Evaluate the success of students who complete the advanced diploma with two years of a foreign language, highest, math, highest, science, and combination of the three. Examine math and science pathways for students who continue to a STEM major at NSHE.			NSHE	NDE & NSHE In Progress
	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.				Expand inclusion of NDE dataset to include non-graduates.
	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?			NDE & NSHE	Data not yet available.
	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.			NDE & NSHE	In Progress

NPWR Research Priorities	NPWR Current Report	NPWR Current Reports Description
<i>The following are reports that have been completed and are available online on the NPWR Reports web page.</i>		
1. Education to Workforce Alignment	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, institutions will be able to determine occupational demand for their program, and employers will be able to determine the pipeline of potential employees by occupation. (NSHE & DETR)
	1.1C Average Wage by Industry	The Average Wage by Industry report measures the highest average wages earned across Nevada. This report drills through to show wages by county and by industry for a given year. This report is created using data from the Department of Employment, Training and Rehabilitation. (DETR)
	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)
	1.2C Most Common Degree by Industry	The Most Common Degree by Industry Report shows the most common degree held by NSHE graduates by industry and county. In addition, statewide and county average wages earned are shown for all employees by industry. (NSHE & DETR) Add wages????
	1.3C Student Completion and Workforce Part II	The 2011 Nevada Legislature passed Senate Bill 449 (Chapter 397, Statutes of Nevada 2011), which requires the Board of Regents of the Nevada System of Higher Education (NSHE) to compile a biennial report concerning completion of degree and certificate programs and employment within the field of study (codified under Nevada Revised Statutes (NRS) 396.531). Part II of the Student Completion and Workforce Report includes the number and percentage of students who have obtained employment within their field of study in this State, and the average starting salary, reported by institution within the System and by each academic program at the institution. (NSHE & DETR). STEM filter. Adding certificates and data by 4-digit CIP for more detailed program data, county filter. DETR working on cleaning up the population of county data.
5. Pipeline	5.1C Remedial and Development Report	In 1997, the Nevada Legislature approved Senate Bill 482 (Chapter 473, Statutes of Nevada 1997) directing the Nevada System of Higher Education (NSHE) to provide certain information to Nevada school districts on enrollments in remedial courses within the NSHE and the costs associated with providing that instruction. Codified in Nevada Revised Statutes (NRS) 396.548, the following must be reported: (1) Number of pupils who graduated from a high school in the district in the immediately preceding year and enrolled in remedial courses in reading, writing or mathematics at a university, state college or community college within the System; and (2) Costs incurred by the System in providing remedial courses. The College Continuation Rate Report measures the total number and percentages of students continuing from high school to postsecondary enrollment within and outside Nevada.
	5.2C Nevada College Continuation Rate	The report provides data by district and race and ethnicity. High school data is also available directly to the school districts. This report uses data from the Nevada Department of Education, the Nevada System of Higher Education, and the National Student Clearinghouse. Filter on race/ethnicity. NSHE Continuation Completed. Clearinghouse data pending for out of state students.
	5.3C Student Completion and Workforce Part I	The 2011 Nevada Legislature passed Senate Bill 449 (Chapter 397, Statutes of Nevada 2011), which requires the Board of Regents of the Nevada System of Higher Education (NSHE) to compile a biennial report concerning completion of degree and certificate programs and employment within the field of study (codified under Nevada Revised Statutes (NRS) 396.531). Part I of the Student Completion and Workforce Report includes: 1. By institution within the System and by each academic program at the institution, (a) The number of students who enter the academic program; (b) The percentage of students who complete the academic program; and (c) The average length of time for completion of the academic program to obtain a degree or certificate. The report also provides, for each program of study, 1) data on the percent of students who complete any degree, in any field (i.e., a business student who earns a degree in biology or a student who was enrolled in an associate's degree program but earned a bachelor's degree), and 2) data on the percent of students who complete a degree in the program of study declared their first term of enrollment. (NSHE). STEM filger.

Attachment D

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?

- *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?*

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

Attachment E

Building a Comprehensive P-3 Policy in Nevada

Recommendations Aligned with Governor Sandoval's Executive Order

Prepared by Dr. Kimberly Regan

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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

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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

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

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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 for the P-3 Subcommittee

- 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?

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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, Toddlng, 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. In addition, P-3 programs may be fragmented due to inconsistent funding streams and governance to oversee these programs across agencies (Dally, 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).

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.

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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-20W 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.

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Recommendations for Transitions

1. Include Early Childhood Education (ECE) - related definitions & language 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).
 - f. Strategic alignment of programs vital to effective P-3 plans
 - g. Collaborate with the Office of Economic Development to develop opportunities potentially funding ECE programs (including social impact bonds and/or other funding sources)
3. The Nevada Department of Education should recommend and provide technical assistance to 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

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4. The Board of Regents should 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)
5. The Board of Regents should 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
6. The Nevada Department of Education should recommend and provide technical assistance to Districts and Charter Schools to develop Family Engagement plans which include:
 - a. approaches to teaching,
 - b. transitions,
 - c. standards,
 - d. comprehensive assessments,
 - e. early care and education, and
 - f. child development and behavior
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. Expand access to high quality child care, prek, and full-day kindergarten (Loewenberg, et. al., 2015)
9. 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
10. 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)

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- c. agency engagement (as applicable)
- 11. 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.

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