

U.S. Department of Education

Washington, D.C. 20202-5335



**APPLICATION FOR GRANTS
UNDER THE**

Statewide, Longitudinal Data Systems

CFDA # 84.372A

PR/Award # R372A120020

Grants.gov Tracking#: GRANT11026239

OMB No. , Expiration Date:

Closing Date: Dec 15, 2011

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This application was generated using the PDF functionality. The PDF functionality automatically numbers the pages in this application. Some pages/sections of this application may contain 2 sets of page numbers, one set created by the applicant and the other set created by e-Application's PDF functionality. Page numbers created by the e-Application PDF functionality will be preceded by the letter e (for example, e1, e2, e3, etc.).

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: <input type="text" value="12/15/2011"/>	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: <input type="text" value="Nevada Department of Education"/>		
* b. Employer/Taxpayer Identification Number (EIN/TIN): <input type="text" value="886000022"/>	* c. Organizational DUNS: <input type="text" value="8098877220000"/>	
d. Address:		
* Street1: <input type="text" value="700 E. Fifth St."/>	Street2: <input type="text"/>	
* City: <input type="text" value="Carson City"/>	County/Parish: <input type="text"/>	
* State: <input type="text" value="NV: Nevada"/>	Province: <input type="text"/>	
* Country: <input type="text" value="USA: UNITED STATES"/>	* Zip / Postal Code: <input type="text" value="89701-5096"/>	
e. Organizational Unit:		
Department Name: <input type="text"/>	Division Name: <input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text" value="Mr."/>	* First Name: <input type="text" value="Glenn"/>	
Middle Name: <input type="text"/>	* Last Name: <input type="text" value="Meyer"/>	
Suffix: <input type="text"/>	Title: <input type="text" value="Director, Information Technology"/>	
Organizational Affiliation: <input type="text"/>		
* Telephone Number: <input type="text" value="7756879126"/>	Fax Number: <input type="text" value="7756879111"/>	
* Email: <input type="text" value="gmeyer@doe.nv.gov"/>		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

A: State Government

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.372

CFDA Title:

Statewide Data Systems

*** 12. Funding Opportunity Number:**

ED-GRANTS-092011-001

* Title:

Institute of Education Sciences (IES): Statewide, Longitudinal Data Systems Program CFDA Number 84.372A

13. Competition Identification Number:

84-372A2012

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

*** 15. Descriptive Title of Applicant's Project:**

Nevada 2012 SLDS Linking P-20W

Attach supporting documents as specified in agency instructions.

Add Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal

* b. Applicant

* c. State

* d. Local

* e. Other

* f. Program Income

* g. TOTAL

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant

1. Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee- 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327-333), regarding labor standards for federally-assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.

* SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL Bette Hartnett	* TITLE Grant Writer
* APPLICANT ORGANIZATION Nevada Department of Education	* DATE SUBMITTED 12/15/2011

Standard Form 424B (Rev. 7-97) Back

DISCLOSURE OF LOBBYING ACTIVITIES

Complete this form to disclose lobbying activities pursuant to 31 U.S.C.1352

Approved by OMB
0348-0046

1. * Type of Federal Action: <input type="checkbox"/> a. contract <input checked="" type="checkbox"/> b. grant <input type="checkbox"/> c. cooperative agreement <input type="checkbox"/> d. loan <input type="checkbox"/> e. loan guarantee <input type="checkbox"/> f. loan insurance	2. * Status of Federal Action: <input type="checkbox"/> a. bid/offer/application <input checked="" type="checkbox"/> b. initial award <input type="checkbox"/> c. post-award	3. * Report Type: <input checked="" type="checkbox"/> a. initial filing <input type="checkbox"/> b. material change
--	--	--

4. Name and Address of Reporting Entity:

Prime SubAwardee

* Name: Nevada Department of Education

* Street 1: 700 E. Fifth St. * Street 2: _____

* City: Carson City * State: NV: Nevada * Zip: 89701

Congressional District, if known: NV-002

5. If Reporting Entity in No.4 is Subawardee, Enter Name and Address of Prime:

6. * Federal Department/Agency: U.S. Department of Education, IES	7. * Federal Program Name/Description: Statewide Data Systems CFDA Number, if applicable: 84.372
---	---

8. Federal Action Number, if known: _____	9. Award Amount, if known: \$ _____
---	---

10. a. Name and Address of Lobbying Registrant:

Prefix: _____ * First Name: N/A Middle Name: _____

* Last Name: N/A Suffix: _____

* Street 1: _____ * Street 2: _____

* City: _____ * State: _____ * Zip: _____

b. Individual Performing Services (including address if different from No. 10a)

Prefix: _____ * First Name: N/A Middle Name: _____

* Last Name: N/A Suffix: _____

* Street 1: _____ * Street 2: _____

* City: _____ * State: _____ * Zip: _____

11. Information requested through this form is authorized by title 31 U.S.C. section 1352. This disclosure of lobbying activities is a material representation of fact upon which reliance was placed by the tier above when the transaction was made or entered into. This disclosure is required pursuant to 31 U.S.C. 1352. This information will be reported to the Congress semi-annually and will be available for public inspection. Any person who fails to file the required disclosure shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* Signature: Bette Hartnett

* Name: Prefix: Ms. * First Name: Bette Middle Name: _____
 * Last Name: Hartnett Suffix: _____

Title: Grant Writer Telephone No.: 7756877286 Date: 12/15/2011

CERTIFICATION REGARDING LOBBYING

Certification for Contracts, Grants, Loans, and Cooperative Agreements

The undersigned certifies, to the best of his or her knowledge and belief, that:

(1) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of an agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the awarding of any Federal contract, the making of any Federal grant, the making of any Federal loan, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal contract, grant, loan, or cooperative agreement.

(2) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal contract, grant, loan, or cooperative agreement, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions.

(3) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subcontracts, subgrants, and contracts under grants, loans, and cooperative agreements) and that all subrecipients shall certify and disclose accordingly. This certification is a material representation of fact upon which reliance was placed when this transaction was made or entered into. Submission of this certification is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required certification shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

Statement for Loan Guarantees and Loan Insurance

The undersigned states, to the best of his or her knowledge and belief, that:

If any funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this commitment providing for the United States to insure or guarantee a loan, the undersigned shall complete and submit Standard Form-LLL, "Disclosure of Lobbying Activities," in accordance with its instructions. Submission of this statement is a prerequisite for making or entering into this transaction imposed by section 1352, title 31, U.S. Code. Any person who fails to file the required statement shall be subject to a civil penalty of not less than \$10,000 and not more than \$100,000 for each such failure.

* APPLICANT'S ORGANIZATION	
<input style="width: 90%;" type="text" value="Nevada Department of Education"/>	
* PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Prefix: <input style="width: 50px;" type="text" value="Ms."/>	* First Name: <input style="width: 150px;" type="text" value="Bette"/> Middle Name: <input style="width: 100px;" type="text"/>
* Last Name: <input style="width: 200px;" type="text" value="Hartnett"/>	Suffix: <input style="width: 50px;" type="text"/>
* Title: <input style="width: 200px;" type="text" value="Grant Writer"/>	
* SIGNATURE: <input style="width: 250px;" type="text" value="Bette Hartnett"/>	* DATE: <input style="width: 100px;" type="text" value="12/15/2011"/>

SUPPLEMENTAL INFORMATION
REQUIRED FOR
DEPARTMENT OF EDUCATION GRANTS

1. Project Director:

Prefix: * First Name: Middle Name: * Last Name: Suffix:

Mr. Glenn Meyer

Address:

* Street1: 700 E. Fifth St.
 Street2:
 * City: Carson City
 County:
 * State: NV: Nevada
 * Zip Code: 89701
 * Country: USA: UNITED STATES

* Phone Number (give area code) Fax Number (give area code)

7756879126 7756879111

Email Address:

gmeyer@doe.nv.gov

2. Applicant Experience:

Novice Applicant Yes No Not applicable to this program

3. Human Subjects Research

Are any research activities involving human subjects planned at any time during the proposed project Period?

Yes No

Are ALL the research activities proposed designated to be exempt from the regulations?

Yes Provide Exemption(s) #:

No Provide Assurance #, if available:

Please attach an explanation Narrative:

Abstract

The abstract narrative must not exceed one page and should use language that will be understood by a range of audiences. For all projects, include the project title (if applicable), goals, expected outcomes and contributions for research, policy, practice, etc. Include population to be served, as appropriate. For research applications, also include the following:

- Theoretical and conceptual background of the study (i.e., prior research that this investigation builds upon and that provides a compelling rationale for this study)
- Research issues, hypotheses and questions being addressed
- Study design including a brief description of the sample including sample size, methods, principals dependent, independent, and control variables, and the approach to data analysis.

[Note: For a non-electronic submission, include the name and address of your organization and the name, phone number and e-mail address of the contact person for this project.]

You may now Close the Form

You have attached 1 file to this page, no more files may be added. To add a different file, you must first delete the existing file.

* Attachment:



ABSTRACT

PROJECT TITLE: *Nevada 2012 SLDS Linking P-20W*

PRIORITY 3: Postsecondary and/or Workforce Data

STATE AGENCY PARTNERSHIP:

SEA: Nevada Department of Education (NDE), lead applicant and fiscal agent

Postsecondary: Nevada System of Higher Education (NSHE)

Workforce: Nevada Department of Employment, Training, and Rehabilitation (DETR)

PROJECT SUMMARY: The priority need of this three year, \$3,999,990 grant project is to create and assign a Unique State Personal Identifier (USPI) to Nevada individuals so that students, teachers, and workforce individuals can be followed throughout their enrollment in PreK-12 and postsecondary education, and into the workforce. The USPI is the first step that will link all three agency's data systems to enable time-efficient, cost-effective, user-friendly data analysis and use for access by all key stakeholders in education, research, and the workforce.

PROJECT DELIVERABLES: *Goals, Objectives, Outcomes, Deliverables*

GOAL 1: Conduct an in-depth technical Needs Assessment at the NDE, NSHE, and DETR to determine current system configurations and platforms, data elements to be exchanged or linked, barriers that may need to be removed to enhance the statewide SLDS and facilitate the exchange of data, and determine a solution for implementation of the enhanced statewide SLDS.

Objective 1: By June 2013, complete the Needs Assessment to identify all elements to be shared and the processes required at each agency to consolidate and normalize the data.

Outcome 1: NDE, NSHE, and DETR agreement of the common data format or standard.

Deliverable 1: Recommendation on the required architecture for each of the three agencies to exchange data elements for P-20W feedback reports, Legislative mandates, research, and data analyses.

Deliverable 2: An implementation plan to enhance the statewide SLDS to include technology requirements, costs, and each agency's adoption of the P-20W common data format and Unique State Personal Identifier (USPI).

GOAL 2: In compliance with State law (Nevada Revised Statute 386.650) create a Unique State Personal Identifier for all Nevada students, teachers, and other people who enter State education and workforce agencies and institutions.

Objective 1: By June 2014, develop the infrastructure to match individuals within the three agencies, assign a USPI to each P-20W individual, and ensure that the USPI is available for use by each agency.

Outcome 1: Enables capability across agencies to match data records that are used to create data feedback reports, respond to Legislative mandates, and conduct research.

Deliverable 1: USPI operability.

Objective 2: Implement beta testing to ensure the USPI meets the requirements that guided its design and development; works as expected; and can be implemented with the characteristics defined in the requirements.

Outcome 1: Minimum 95% match rate of USPI to the three agency identifiers.

Deliverable 1: USPI is validated and applied to P-20W individuals within each agency system.

Project Narrative File(s)

* Mandatory Project Narrative File Filename:

To add more Project Narrative File attachments, please use the attachment buttons below.

Add Optional Project Narrative File



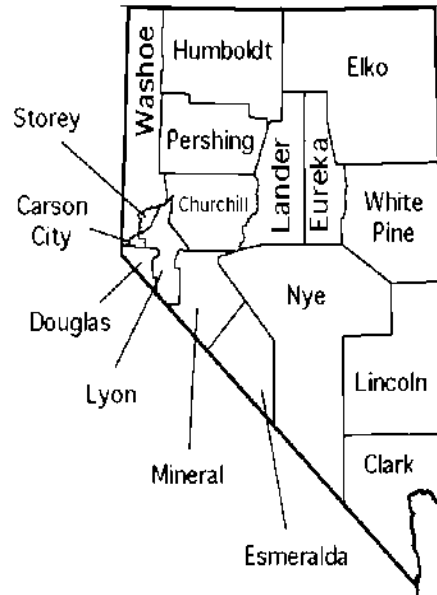
NARRATIVE - Nevada 2012 SLDS Linking P-20W
2012 CFDA 84.372 Statewide Longitudinal Data Systems (SLDS)
Priority 3: Postsecondary and/or Workforce Data

(a) NEED FOR PROJECT

Introduction to Nevada: Geography, Population, Education, Workforce

Figure 1. State of Nevada

- Carson City
- Churchill
- Clark
- Douglas
- Elko
- Esmeralda
- Eureka
- Humboldt
- Lander
- Lincoln
- Lyon
- Mineral
- Nye
- Pershing
- Storey
- Washoe
- White Pine



Nevada Geography

Of the 17 Nevada counties, three are designated "urban"; Carson City (State Capital), Clark (Las Vegas metropolitan area), and Washoe (Reno-Sparks metropolitan area). Three counties are designated "rural" (Douglas, Lyon, Storey), and the remaining 11 are designated as "frontier"¹. For purposes of this grant application, "rural" and "frontier" will be referenced in combination as "rural". Geographic barriers pose unique challenges; for example, Nye County is located in south central Nevada in the third geographically largest county in area in the contiguous United States (18,159 square miles), with a 2010 population of only 44,000. Nye is geographically larger than the combined total area of Massachusetts, Rhode Island, New Jersey, and Delaware, with only 5,623 students in 17 elementary, middle, and high schools, and a low-income K-12 population of 56.7%. Elko County is located in eastern Nevada and as of 2010, the population was 48,818, with 9,445 K-12 students and 37% student poverty rate. Geographically, Elko County is the fourth largest in the contiguous United States, right behind Nye. The county has a total area of 17,203 square miles; most of the county lies within the Great Basin. Elko is home to Great Basin College, a community college with a service area that covers 62,000 square miles, two time zones, and six of Nevada's largest rural counties.

¹ The U.S. Census Bureau defines "urban" as counties that have at least one population center exceeding 50,000 people; "frontier" as having less than 6 persons per square mile; "rural" is undefined as the number of persons per square mile that falls between the other two.



Nevada Population

Nevada has experienced an unprecedented influx of population over the last 10 years, combined with ease of job availability that in a very short time changed to high unemployment during the recent recession adversely affecting the majority of states. For 10 years until 2006 and again in 2007-2008, Nevada was the state with the fastest growing population in the nation, and among the four fastest growing states in each of the last 24 years. Per the 2010 U.S. Census, Nevada is home to more than 2.7 million people and a 2011 K-12 school population of 437,057. In addition to Clark and Washoe counties, rural/frontier counties experienced unprecedented growth and, along with the two largest counties, are coping with economic, employment, geographic, and technology barriers.

Nevada Education

Nevada is comprised of 17 K-12 county school districts (CSDs), or local education agencies (LEAs), whose boundary lines are co-terminus with the boundary lines of Nevada's 17 counties. The Nevada Department of Education (NDE) is the State Education Agency (SEA) responsible for K-12 and a large segment of Pre-K education administration. In the 2010-2011 school year, 309,749 (~71%) students attend school in Clark CSD, the fifth largest school district in the nation. In contrast, Esmeralda CSD has only 66 students. All ethnic/racial sub-populations are growing substantially; the combined minority sub-populations now comprise the ethnic/racial majority of students.

Table 1. Nevada K-12 Student Demographics, 2010-2011

State Enrollment 437,057	American Indian / Alaskan Native	Asian/Pacific Islander	Hispanic	Black	White	Multi- Race
Percent %	1.2	7.1	38.8	9.9	38.7	4.3
Number	5,365	31,007	169,510	43,085	169,128	18,962

The Nevada System of Higher Education (NSHE) oversees Nevada's seven public institutions of postsecondary education and one research institute. The Nevada Department of Employment, Training, and Rehabilitation (DETR) connects the job seeking population with Nevada businesses and industries to ensure access to a qualified workforce and provide support for equal employment opportunities.

Challenges

Nevada faces challenges posed by the distribution and growth of population, geography that can create barriers to education and employment, and the nation's highest unemployment rate at 13.4%. For all Nevada stakeholders to make realistic, feasible, cost-effective decisions regarding education and employment, it is imperative that valid, reliable, accessible data be available to guide and support decision-making.

In the past, the Nevada economy and geographical barriers contributed to the low number of individuals pursuing higher education. Jobs were plentiful and in 2005 more than one-third of the population was employed in the entertainment and construction industries while the unemployment rate was lower than the national average and the Nevada per capita income was



higher at 10th in the nation². However, an increasing State deficit over the past three years forced significant and substantial cuts in the budgets of secondary and postsecondary education. 2006-2016 projected changes in the Nevada workforce require a more highly educated population than in the past. Projected changes in the Nevada workforce require a more highly educated population than in the past in emerging high-demand fields, including healthcare, computer engineering other computer technology, education, science, engineering, and public safety. (DETR, *Nevada - Demand Occupations, 2006-2016*). Nevada is ranked 49th in the number of 18 to 24 year olds enrolled in college and 50th in the percent of adults ages 25 to 34 with an Associate degree or higher³. Nevada ranks 49th in the transition and completion of students from 9th grade to college. For every 100 Nevada 9th graders, 9.8 will graduate from college within 150% time⁴. In 2008, Nevada was 17.4 percentage points behind the national college continuation rate⁵. In 2008, Nevada was 17.4 percentage points behind the national college continuation rate and ranked 50th in the college participation rate of students from low-income families⁶. NSHE captures 45% of Nevada high school graduates, with more than one-third requiring remediation in English and/or math⁷.

Recognizing these challenges and the necessity of NDE, NSHE, and DETR to work together to identify issues and initiatives to improve student achievement and ensure an educated workforce, Nevada Governor Brian Sandoval issued Executive Order 2011-17 *Directing Nevada's P-16 Advisory Council to Review Education Data Systems in this State* (APPENDIX A). The Nevada P-16 Advisory Council was established by NRS 400.030 to coordinate PreK-16 education efforts. Through the Executive Order, the Council has been charged with:

- Establishing a cross-agency governance structure with representatives who have decision-making authority.
- Identifying resource needs in the areas of staffing, technology, and funding.
- Developing policies that outline what data are shared and how, where they will be stored, how often they will be updated, who will conduct analyses, and how privacy will be protected.
- Creating a vision for the State longitudinal data system to ensure it will support State education and workforce development needs.
- Any necessary legislation to carry out Council recommendations.

Current status of NDE, NSHE, and DETR data systems

While interlocal agreements to exchange data have been established and a manual data exchange occurs between NDE, NSHE, and DETR for specific research, a single identifier that links data across all three agencies does not exist. Nevada Revised Statute 386.650 mandates an

² Retrieved from (http://www.census.gov/compendia/statab/cats/income_expenditures_poverty_wealth.html).

³ Retrieved from higherinfo.org/dbrowser/index.php?measure=104 and higherinfo.org/dbrowser/index.php?measure=93

⁴ Retrieved from higherinfo.org/dbrowser/index.php?measer=72

⁵ NSHE calculated college continuation rates for Nevada and Postsecondary Education Opportunity, Number 203, May 2009 for the national figure

⁶ Postsecondary Education Opportunity, Number 206, August 2009

⁷ Office of Academic and Student Affairs (2009, January). *Summer and fall 2008 remedial/developmental report*. Reno, NV: Nevada System of Higher Education, pp. 15, 25.



automated system of accountability for Nevada that includes a system of identification that allows for identifying a student in both the public schools and NSHE. Further legislation recently enacted during the 2011 Session of the Nevada State Legislature additionally requires linking data for workforce purposes (Senate Bill 449, Chapter 397, *Statutes of Nevada 2011*).

Priority Need for Nevada 2012 SLDS Linking P-20W

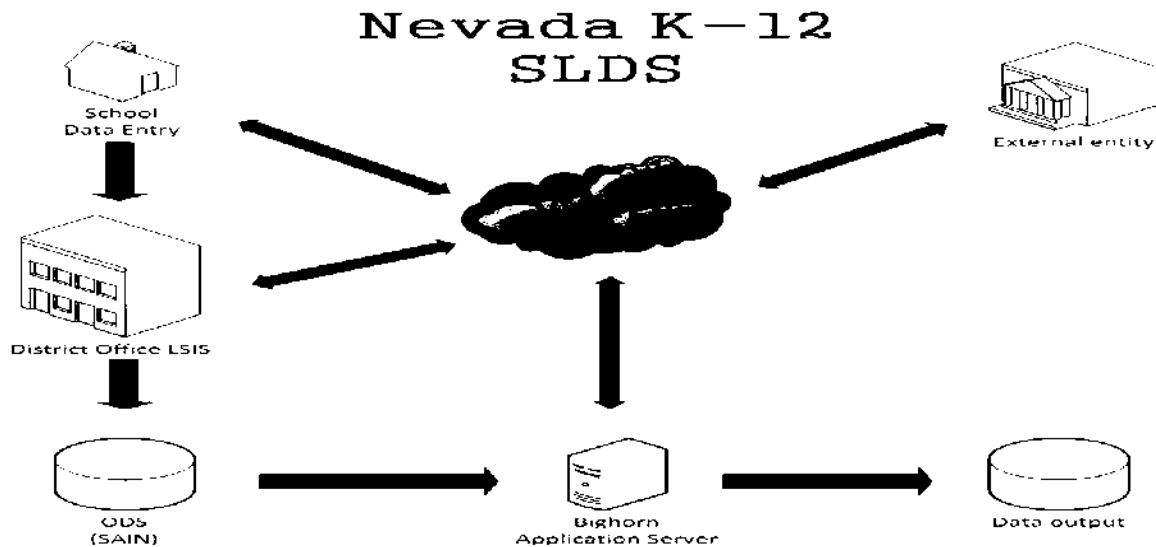
The priority need of this grant project is to achieve goals, objectives, outcomes, and deliverables required to assign a Unique State Personal Identifier (USPI) to individuals so that students and teachers can be followed throughout their enrollment in PreK-12 and postsecondary education and into the workforce. The USPI is the first step that will enable time-efficient, user-friendly access to all key stakeholders for education, research, and workforce information. In order to best serve the individual education and job-seeking needs of the P-20W Nevada population, it is imperative that we be able to follow the transition of students beginning in Pre-K into postsecondary education and the workforce. In order to identify where the needs and struggles of each individual lie, as well as tailor our education to the Nevada business/industry needs for a skilled workforce, a USPI that is shared by all three agencies is necessary to link data enabling ongoing snapshots and long-term predictions of education and employment needs.

The expansion and enhancement of the Nevada SLDS is a priority in order to more effectively use data to inform short-term and long-term strategic planning and policy making decision for education. Nevada must expand and enhance the SLDS to comply with Federal education reporting regulations (e.g., Education Data Exchange Network - EDEN), ensure eligibility for State Fiscal Stabilization Fund Education Phase II funding, support current grant initiatives, and to decrease time required to input and sort data. Time and effort now required to input data can better be utilized to analyze and design strategies for how to effectively use data. At this time, it is estimated that by establishing a USPI enabling linking an individual through the three agencies' data, time and effort may be reduced by as much as 80%; time that can be utilized to analyze data and create useful, meaningful data feedback reports.

In April 2011, Nevada Governor Brian Sandoval partnered with the Nevada Education Reform Blue Ribbon Task Force (APPENDIX A), Legislative Leadership, and Catamount Fund to sponsor a planning session for the Data Quality Campaign to work with Nevada policymakers and interested stakeholders to formulate a comprehensive plan for effective Nevada educational system data use. The planning session explored the current data system and its capacity, possibilities for Nevada's future, examples from leading states on how to best link and share data across agencies, information on state models and data governance structures, data privacy and security, and tools and resources for Nevada education reform efforts. The initiative leaders will use information and recommendations that flow from that meeting to ensure data is reliable, valid, and appropriate to inform progress, modification, and evaluation of the initiative, which underscores the need for this 2012 SLDS project to ensure the quality and consistency of data.



Figure 2. K-12 System of Accountability Information in Nevada (SAIN)



The System of Accountability Information in Nevada (SAIN) data warehouse was constructed and deployed over the past four years and currently collects data on a nightly basis from every LEA and Charter School in the State. These data are then normalized and mapped into the SAIN database. The SAIN system is a true statewide longitudinal data system (SLDS) for K-12 only and does not currently link to higher education or workforce agencies. The data are then made available for validation by the LEA that was the originator through a series of Data Validation Reports (DVRs). Access to the various validation reports and tools is controlled at the LEA level and security allows access only to information originating in that LEA.

The SAIN enables reporting of information related to the achievement of pupils, student growth over time, demographic traits and trends, school accountability and performance, attendance, and graduation rate, as well as teacher data such as work assignments, credentials, and licensing information. The SAIN system satisfies all 10 of the recommended data elements identified by the Data Quality Campaign and five of the 10 essential actions. SAIN currently assigns each student a Unique Identification Number (UID) that allows all students to be tracked over time in the K-12 system, but not beyond. However, the UID system does not allow for the repopulation of the LEA systems and the UID is only used as an internal identifier for the NDE. Although some student information is currently exchanged with NSHE to identify students who enter or may potentially enter NSHE, these data are exchanged and then matched by a manual and human resource intensive process.

SAIN currently houses five years of longitudinal data and will contain six complete years at the end of the 2010-2012 school year. The system has the capacity to house all the data related to P-20W based on the number of data elements currently *manually* exchanged between NDE and NSHE, as well as the workforce elements exchanged between NSHE and DETR. However, a NEEDS ASSESSMENT is necessary to determine the appropriate infrastructure to enable automated data access by all three agencies. It is the intention of this grant application to



automate this process of collection and report production. In order to achieve this goal it will be necessary to expand and enhance the current UID system to allow NSHE and DETR to match records with NDE enabling a linkage between PreK-12, postsecondary, and workforce data.

Data elements the NDE currently shares with NSHE include Completion Date/Type; High School (HS) ID Number; State Unique ID Number; Free and Reduced Lunch (FRL) flag; HS Name/District/Course Name/Local Course Number/NDE Course Number/HS Course Category-Type/HS Course Term-Year/HS Course Grade; and Student Date of Birth/First Name/Last Name/Middle Initial/Gender/Race/Ethnicity/SSN. Additional data desired include HS Course Instructor Name; SSN for each course in a student's record; Test Data: SAT, ACT, Accuplacer, Compass, AP test scores, HSPE results. Per recently enacted legislation mandating the tracking of postsecondary graduates into the workforce, data DETR shares with NSHE include industry, occupation, and quarterly wage-(Senate Bill 449, 2011).

NDE developed an architecture that allows common encrypted authentication and web layer to all applications. This architecture ensures that Nevada complies with the Family Educational Rights and Privacy Act (FERPA) and Nevada Department of Information Technology (DoIT) Information Security Office requirements. This architecture enabled the NDE to have automated data validation reports (DVRs), an authenticated web based portal (Bighorn portal) that houses custom applications including, but not limited to, schools and LEA demographic application, federal reporting data store, 160+ user driven student data, teacher data, and school/LEA demographic reports, problem and resolution tracking, common documentation repository, asset inventory, project management application, and many sites for online collaboration involving the NDE leadership, the NDE program offices, LEAs, and schools.

In December 2008, the Western Interstate Commission for Higher Education (WICHE) held a meeting in Boulder, Colorado, *Fostering Collaborative State-Level Education and Workforce Database Development*. NDE, NSHE, and DETR were represented at the meeting and agreed as a State priority to collaborate to build a longitudinal database. NDE and NSHE have a data exchange agreement in place and collaborate regularly to exchange data manually for research purposes and for tracking students as part of the statewide Career and Technical Education program and other federally funded programs. NSHE and DETR also have a data exchange agreement in place and limited data has been exchanged for research purposes. NSHE also has in place data sharing agreements with individual Nevada school districts. NSHE uses the NDE and individual LEA data to improve its own reporting on student continuation into higher education. DETR, NSHE, and the NDE recognize the importance of enabling P-20W longitudinal data to be analyzed.

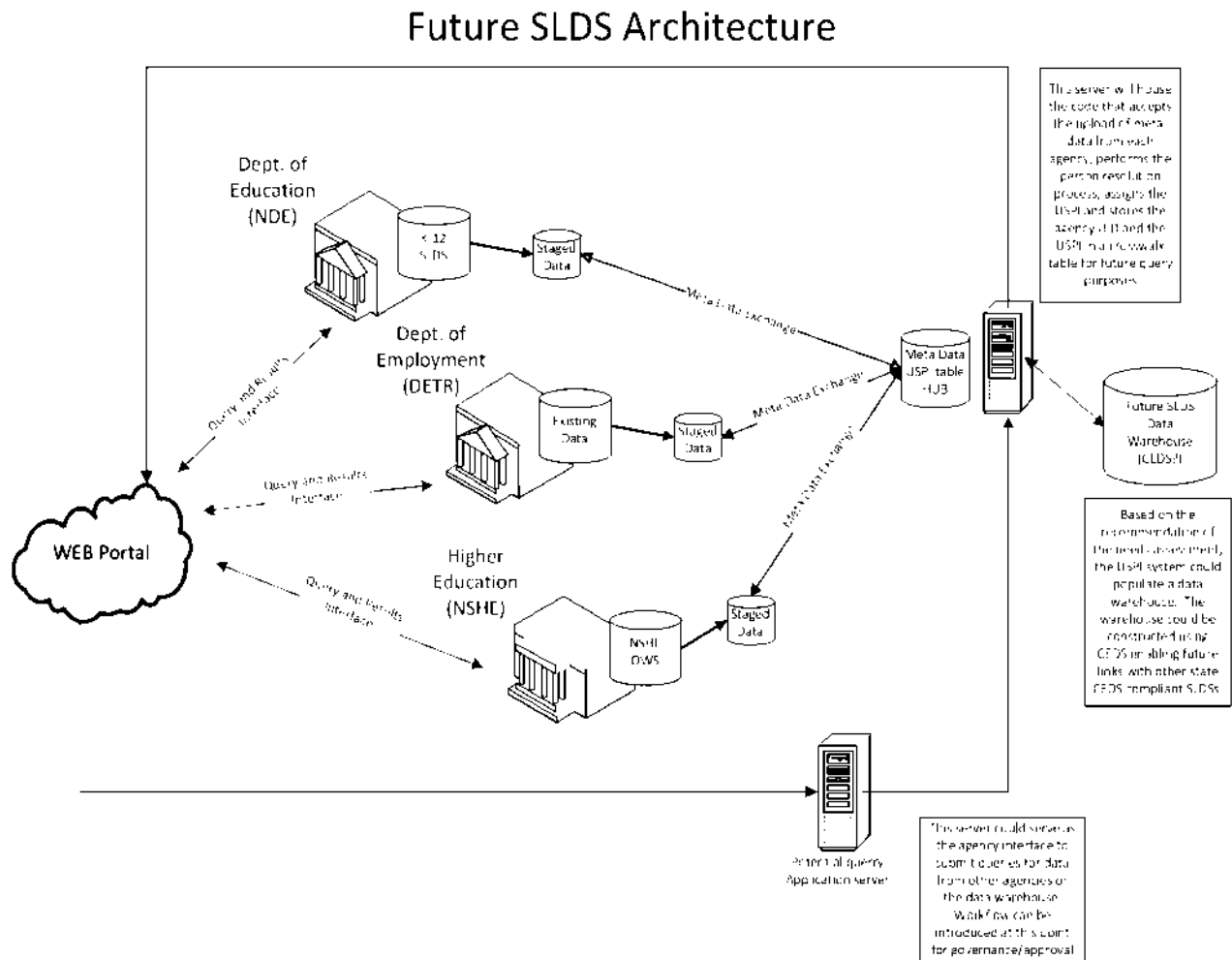
The availability of longitudinal data has been so successful that it has overwhelmed the capacity of the three Nevada agencies to meet the demand for data requests. It is necessary to develop an infrastructure which not only correlates individual data between the three agencies, but meets the continual and rapidly increasing demands for data and information. Producing a USPI will enable the automation of standard reports and making them accessible will facilitate



the timeliness of reporting and create efficiencies in the workload of personnel involved in producing data and reports. A statewide longitudinal data system can be developed based on the matching process developed in the USPI system.

Currently there is no electronic interface between the NDE, NSHE, and DETR data systems. Despite efforts that have established relationships necessary to exchange data, the current data exchange and matching process is manual and inefficient. The NDE provides student data from the graduating class of each academic year to NSHE via a secure file transfer protocol (FTP) through the Bighorn portal. These students are matched to the NSHE data warehouse using a series of Access queries and other time-consuming manual efforts on the part of NSHE. NSHE institutions currently collect the student high school identifiers issued by Nevada high schools to facilitate matching to the data provided by NDE. However, a common identifier is required to match the records from NDE, NSHE, and DETR in order to create crosswalk tables to enable the exchange of depersonalized data.

Figure 3. Future P-20W USPI and Data Link Architecture (USPI and future SLDS)





NSHE Project Assumptions

The Constituent Data Hub is a vital component of the SLDS as it enables records to be matched across the agencies. The ability to match student records between all three agencies enables the tracking of students between PreK-12 education, postsecondary education, and the workforce. The Hub uses sophisticated probabilistic and deterministic matching to collect and cross-reference different identities of individuals. Student data will be correlated and persisted from NDE, NSHE, and DETR into the Hub. The following assumptions are made:

- NDE will provide all student data with one unique ID.
- NSHE student data will be cleansed and unduplicated so that each student will have one unique identifier.
- DETR data has social security numbers (SSNs) for worker identification purposes. The Hub will match constituents across these different data sources, for which we do not have a common unique ID on which to match.

The Hub enables matching ambiguous constituent names like Charles and Chuck. Once these records are matched, the associated IDs (e.g., NDE ID, NSHE ID, SSN) are automatically cross-referenced and persisted in the Hub. This enables a clean and consistent view of an individual across all three sources. The cross-referenced records from the Hub will make it possible to feed into the final SLDS solution in the form of a USPI. This additional data feed is critical, because it will enable analytic and data feedback reports to be accurate, valid, and reliable across NDE, NSHE, and DETR data sources.

DETR Project Assumptions

- DETR will build a system interface that will extract and share workforce data with NDE and NSHE.
- DETR anticipates approximately 20 key data elements as part of the SLDS effort.
- DETR will share detailed unemployment, wage, and workforce data as part of the solution, and to protect privacy, will work with NDE and NSHE to aggregate the data for reporting purposes.
- DETR will not be required to update its database physical structures (data definitions) to accommodate a Unique State Personal Identifier (USPI). Instead, USPI matching and assignments will occur within the solution.
- Demographic data, including the social security number, will be the meta-data used to match and assign records to a USPI.
- DETR will scrub and secure data before sharing it with the partner agencies.
- Existing Federal and State data sharing and security agreements will be followed as part of the data sharing.
- The solution may take on a different form after requirements are collected and design and implementation commences. DETR will provide input on the solution, working with NDE and NSHE to deliver a workable, cost-effective, user-friendly solution.



DETR Data Environment

- DETR's data processing environment includes similar software tools and products to process and store information as does the NSHE and NDE. In addition to Oracle's Business Intelligence Enterprise Edition (OBIEE) and Database Management products described earlier, DETR uses Oracle's Data Integrator (ODI) product, the Oracle SOA Suite, and the Oracle Policy Automation (OPA business rule engine) to marshal, manipulate, and manage information. Via these key products, DETR will prepare data extract routines and associated schedules to select mutually agreed matching student information for inclusion in the proposed longitudinal database.
- Potential DETR data sources for matching and extracting necessary student data include DETR's unemployment, wage, and workforce data stores. DETR information will be scrubbed, secured and prepared for extract to the USPI matching system following existing State and federal data sharing agreements and requirements. Data control and process monitoring and reporting will be designed into the matching process to facilitate data extract reconciliation and data sharing accuracy. Encryption and data de-identifying techniques will be employed wherever possible to safeguard sensitive personal information during data transition and intermediate storage.

Need for Project to Support Data Requirements of Current Nevada Grant Initiatives Striving Readers Comprehensive Literacy (SRCL)

In September 2011, Nevada was one of six states awarded a five year U.S. Department of Education Striving Readers Comprehensive Literacy discretionary grant for \$74,475,315. Underlying the successful achievement of project goals and outcomes of the SRCL grant includes the need for valid, reliable, accessible data use to document student growth and monitor progress of programs, teachers, and students. To improve instructional practices, policies, and student outcomes in early learning settings and in elementary and secondary schools, grant Priority 2 requires collection, use, and analyses of high-quality and timely data, especially on program participant outcomes.

The SLDS USPI will facilitate compliance with data use requirements of the SRCL grant initiative as stated in the rationale for the use of data in the SRCL Notice Inviting Applications: "Accurate, timely, relevant, and appropriate data, and the effective use of that data for informed decision-making, are essential to the continuous improvement of children's literacy and language development. In developing comprehensive literacy plans and programs, it is important for States to consider strategies that provide educators, as well as families and other key stakeholders, with the data they need and the capacity and training to use those data to improve school readiness, respond to the learning and academic needs of students, improve educator effectiveness, inform professional development practices and approaches, and make informed decisions that increase student pre-literacy, literacy, and language development" (SRCL NIA, pp. 9-10). The *Nevada Striving Readers* initiative will establish three types of Data-Based Decision-Making (DBDM) Literacy Teams that will collect, analyze, and use high-quality, reliable, valid, and timely data, especially that which is collected on program participants. Training and technical assistance will be provided to subgrantees to ensure they are knowledgeable about data collection and research outcomes that can inform instructional practices and policies to effect improvement in student outcomes in early childhood education settings and K-12 schools.



National Governors Association (NGA), State Strategies to Evaluate Teacher Effectiveness

In November 2011, Nevada was one of three states and the territory of Guam selected by the NGA to participate in the *State Strategies to Evaluate Teacher Effectiveness* initiative. Rather than each individual school district using a teacher evaluation protocol that may not be valid, comprehensive, similar to any other school district's system, and/or conducted by trained evaluators, Nevada will design a comprehensive statewide system that is consistent across all school districts. A USPI linking students to teachers will facilitate compliance with the initiative requirements.

Career and Technical Education (CTE) Interstate Collaboration

In April 2011, the Nevada Department of Education signed a membership agreement with the Career and Technical Education Consortium of States (CTECS). CTECS is a small company that specializes in the development of high-quality standards and online assessments for career and technical education programs. Nevada signed on as a member state to obtain expertise to further the development of highly-quality, industry validated skill standards and end-of-program technical assessments for high school programs. Other states currently affiliated with CTECS to achieve similar goals include Arizona, Kentucky, Oregon, South Carolina, and Virginia. As part of a consortium of states, Nevada has had opportunities to network and gain firsthand knowledge of best practices related to the development and implementation of CTE standards and assessments. Nevada has collaborated extensively with Virginia to understand and review in great detail the system Virginia has in place for Workplace Readiness. Currently the data required from NSHE is collected through a manual data exchange that is tedious and time consuming for NSHE institutions. A USPI that will allow for automated matching and linking of student and employment data within the three agencies.

(b) PROJECT DELIVERABLES RELATED to SYSTEM REQUIREMENTS and IMPLEMENTATION

Goals, Objectives, Outcomes, Deliverables

GOAL 1: Conduct an in-depth technical Needs Assessment at the NDE, NSHE, and DETR to determine current system configurations and platforms, data elements to be exchanged or linked, barriers that may need to be removed to enhance the statewide SLDS and facilitate the exchange of data, and determine a solution for implementation of the enhanced statewide SLDS.

Objective 1: By June 2013, complete the Needs Assessment to identify all elements to be shared and the processes required at each agency to consolidate and normalize the data.

Outcome 1: NDE, NSHE, and DETR agreement of the common data format or standard. **Deliverable 1:** Recommendation on the required architecture for each of the three agencies to exchange data elements for P-20W feedback reports, Legislative mandates, research, and data analyses.

Deliverable 2: An implementation plan to enhance the statewide SLDS to include technology requirements, costs, and each agency's adoption of the P-20W common data format and Unique State Personal Identifier (USPI).



GOAL 2: In compliance with State law (Nevada Revised Statute 386.650) create a Unique State Personal Identifier for all Nevada students, teachers, and other people who enter State education and workforce agencies and institutions.

Objective 1: By June 2014, develop the infrastructure to match individuals within the three agencies, assign a USPI to each P-20W individual, and ensure that the USPI is available for use by each agency.

Outcome 1: Enables capability across agencies to match data records that are used to create data feedback reports, respond to Legislative mandates, and conduct research.

Deliverable 1: USPI operability.

Objective 2: Implement beta testing to ensure the USPI meets the requirements that guided its design and development; works as expected; and can be implemented with the characteristics defined in the requirements.

Outcome 1: Minimum 95% match rate of USPI to the three agency identifiers.

Deliverable 1: USPI is validated and applied to P-20W individuals within each agency system.

Governance and Policy Requirements

Need and Uses: *How the Nevada SLDS will address the State key postsecondary education and workforce development policy questions.*

The proposed USPI system will provide the crosswalk necessary to conduct record matching between NDE, NSHE, and DETR. This matching capability will allow a USPI to be created and stored in a table that will perform the matches based on records submitted by NDE, NSHE, and DETR. The USPI and the ability to match records from the three agencies will provide an exciting opportunity for Nevada multi-agency collaboration to recruit, train, and graduate students prepared to meet workforce demands. In order to accomplish necessary changes to systems, policies, and strategies, a P-20W pipeline of extensive and valid data must support decision-making regarding secondary and postsecondary school improvement planning and implementation of programs to address specific and unique needs of the Nevada changing workforce.

Governance: *How the Nevada SLDS includes a clearly-articulated governance structure consisting of representatives from key postsecondary and/or workforce organizations, including postsecondary institutions, adult education providers, and CTE programs*

Nevada is not a grantee of the U.S. Department of Labor Workforce Data Quality Initiative. With the implementation of Executive Order 2011-17 to reconvene the P-16 Advisory Council to review education data systems in the State, the P-16 Advisory Council will now have the authority create a strategy to conduct a collaborative review of existing data systems and make recommendations for the design and implementation of a high-quality statewide education system that tracks student and educator data from Pre-K through postsecondary levels of education. The Council has the opportunity to establish a cross-agency governance structure comprised of diverse members from a broad scope of stakeholder groups (e.g., Legislature, NDE, NSHE, DETR, Pre-K, CTE, workforce). The creation of a Nevada SLDS implementation plan will develop a roadmap to guide the Council in critical policy decisions regarding student college and career readiness, remediation, labor demands, and other key stakeholder research needs. The



Nevada SLDS implementation plan will assist the Council in identifying the entities responsible for the operation of the system, data ownership, data management, and data access roles required to protect private student information. With the authority Council to propose legislation required to facilitate the exchange of data between NDE, NSHE, and DETR, barriers can be removed that have impeded SLDS enhancement.

Institutional Support: *How the Nevada SLDS enlists institutional support from relevant stakeholders within and outside the State postsecondary education governing organization or agency and State workforce agencies.*

The current K-12 SLDS is supported by NRS 386.650§3 that requires each LEA (school district) and charter school in Nevada to submit student level data to NDE for collection, storage, and reporting purposes. LEAs currently provide K-12 SLDS support in the form of an SLDS liaison who ensures data quality and consistency between the LEA and NDE. This position participates in weekly SLDS status meetings that provide system training, status of existing applications, and data quality and data remediation techniques. With P-16 Advisory Council authorization to oversee the development and implementation of a SLDS, institutional support can now include Pre-K, K-12, postsecondary, and workforce agencies and institutions. Data from those entities can now be shared between NDE, NSHE, and DETR. The Council is supported by the Governor's office with staff provided to perform administrative duties.

Sustainability and Sustainability Plan: *Following implementation, how the successful Nevada SLDS will provide ongoing support from the institutions and agencies that are a part of it. At a minimum, the system requires ongoing commitment of staff and other resources for system maintenance, quality control, and user training and How Nevada will sustain the deliverables and training beyond the life of the grant.*

In February 2012, the NDE will complete the K-12 SLDS (SAIN) project funded by a 2007 SLDS grant. The expanded statewide SLDS sustainability model that will include higher education and workforce data linkages will be determined by the P-16 Council. One of the purposes of the feasibility study, systems analysis, and implementation plan contained in this application is to produce a cost analysis associated with building a SLDS so the P-16 Council can build a sound funding model supported by NDE, NSHE, and DETR. This model will allow for the sustainability of the USPI system, as well as make provisions for expanding the system to exchange data elements required to produce data feedback, transition, and remediation reports to key stakeholders.

Governor Brian Sandoval states in his letter of commitment for this grant project that ". . . it is anticipated that up to \$2 million per year will be needed to sustain Nevada's grant project outcomes and ongoing improvements and maintenance to the [SLDS]. In that regard, I am committed to working with all stakeholders to support this important project" (APPENDIX B). Sustainability is imperative to continue the "next steps" in the SLDS project, including NDE retention of the project Education Programs Professional (EPP) supported by grant funds in project Year 3 to create a plan for professional development, training, technical assistance, and mentoring for PreK-12 and postsecondary educators, parents/families, researchers, workforce, and business/industry leaders. Implementation of the plan will be a key focus of efforts to continue the grant project beyond the end of the grant period.



In 2013, the 77th regular session of the Nevada Legislature will convene on February 4, in which the Governor will support appropriation for the sustainability of the project (APPENDIX B, Letter of Support). The EPP position hired in Year 3 of the grant project, other necessary personnel at the three agencies required for continued enhancement and sustainability, and equipment, software, and maintenance are anticipated to be sustained through ongoing State appropriation based on AB222 and Executive Order 2011-17. As such, the grant funded EPP position sustained post-grant period will provide ongoing, statewide, in-depth, broad scope, diverse programs to expand the opportunities and availability of varied venues for professional development, training, technical assistance, and mentoring for all end-users.

Technical Requirements

Privacy Protection and Data Accessibility: *How the Nevada SLDS will ensure the confidentiality of individual data, consistent with the requirements of the Family Education Rights and Privacy Act (FERPA) and other State laws or regulations concerning the confidentiality of individual records.*

The USPI matching system will receive only an individual's personal information necessary to generate an accurate match. Once the record is matched and a USPI is assigned, the UIDs of NDE, NSHE, and DETR are cross-referenced in a table that will allow for the query of data using the USPI and no personal identifiable information will be passed. Strong encryption methods will be used to pass the initial request from the originating agency to the USPI system. No permanent student level data will reside on the USPI system at this time. Personal information will be used only to make the initial match and then purged from the system. This phase of the overall SLDS project will only allow secured access to the system; there is no public output produced by the USPI system. Future phases of the system could include public or research access to depersonalized data made available through the USPI system.

The Nevada system will include a data dictionary that defines the elements required to make a person match within the USPI system and the standard format in which those elements must be presented to the USPI. There will be no public documentation as a result of this phase of the SLDS project. The NDE currently has the data dictionary published for the SAIN system on the Nevada Education Portal (Bighorn). This dictionary contains all the data elements currently housed in the K-12 SAIN. As Nevada expands the statewide SLDS as a result of building a USPI system, the NDE data dictionary will be incorporated into a statewide dictionary and made available to the public, policymakers, and for research purposes. Although the Nevada system will not include public documentation as a result of this phase of SLDS enhancement, future expansion may allow additional data to be accessible to additional consumer users for specific purposes.

Data Quality: *How the Nevada data system will ensure the integrity, security, and quality of data. The Nevada ongoing plan for training those entering or using the data, as well as procedures for monitoring the accuracy of information.*

The SAIN system has a Data Validation Report (DVR) system that performs routine data validation on upload of the records from each LEA. These routines create a series of validation reports that are then distributed back to the LEA for remediation. As the K-12 SAIN is simply a



data collection and warehouse site, data are not corrected by direct access. Records are corrected at the LEA and then re-uploaded into SAIN. This process occurs nightly so that data are refreshed daily. This DVR system is designed to ensure the quality of data collected by NDE. It is the intention of this project to use similar proven data quality feedback reports to ensure data quality in the USPI system and in the future SLDS. The analysis provided early in this project will investigate the establishment of a data audit function to perform periodic physical data audits at NDE, NSHE, and DETR to further enhance the quality of data.

The NDE and the Governor's Office have recently partnered in offering several data quality campaign workshops which were attended by representatives from all LEAs, policymakers, and higher education institutions. NDE, the Governor's Office, the National Data Quality Campaign, and West Ed⁸ continue to work together to provide data quality training. As part of the 2007 SLDS grant awarded to Nevada, the NDE has a professional trainer on staff who is responsible for conducting training in every LEA on the use and maintenance of data and the applications and tools available on the Nevada Education Portal (Bighorn). This training stresses the importance of quality data input and timely remediation through the DVR system. The EPP position that will be funded in this 2012 proposed project will be responsible for creating a data use professional development program to educate LEA, NDE, NSHE, and DETR personnel on how to effectively use the data available in a SLDS to inform institution improvement and policy decision-making and improve all services provided to students, educators, and the workforce.

Interoperability: *How the Nevada SLDS will use a common set of data elements with common data standards to allow interoperability and comparability of data among programs.*

The NDE is currently exploring the possibility of creating a beta "Blue Box" built on Common Education Data Standards (CEDS) v2.0 to be released in early 2012. The current architecture of the SAIN system allows for an external data source to be populated. NDE will study the CEDS 2.0 standards and determine the resources required to map the data elements from the SAIN system into the "Blue Box". NDE anticipates the internal feasibility study would be looking at the benefits of linking the USPI system to a "Blue Box" as opposed to the current SAIN database. Common data standards for all three agencies (NDE, NSHE, DETR) will be developed in a future phase of the project and may utilize similar "Blue Box" technology depending on the outcome of the Needs Assessment defined in this application.

How any postsecondary data system(s) and/or workforce data system(s) developed under this grant will be linked to the Nevada K-12 SLDS, with a mechanism established for ongoing data exchange.

The Nevada USPI system will link the current NDE K-12 SLDS, NSHE, and DETR by enabling each agency to submit student and personnel records with the originator's unique identifier. That record will then be matched by the system and a USPI will be issued and a crosswalk table created within the USPI system. This crosswalk table will create the linkage between NDE, NSHE, and DETR to allow the exchange of the data elements defined in the

⁸ WestEd is a "... research, development, and service agency [that] works with education and other communities to promote excellence, achieve equity, and improve learning for children, youth, and adults."



America Competes Act. Once the USPI is in place and the person tables from each agency have been matched, data can then be queried using the USPI or the agency UID and no personal information will be exchanged.

Enterprise-wide Architecture: *How the Nevada SLDS includes an enterprise-wide data architecture that links records across information systems and data elements across time and allows for longitudinal analysis. The Nevada architecture inclusion of a system for assigning unique student identifiers, a data dictionary, a data model, and business rules. How the Nevada system will make data dictionaries publicly available.*

The proposed USPI system will link NDE, NSHE, and DETR data by a common State Unique Personal Identifier. The system that matches the records and generates the USPI will be an enterprise-wide system that will link the three agencies together. Because the system will match records based on a pre-determined set of meta-data, it lends itself to linking other agencies or systems as well. As long as the originating system has a UID for all existing records, meta-data can be staged in a pre-determined common format and then uploaded to the USPI system for a data match. Once the records are matched and a USPI is assigned, the new system is linked with the USPI crosswalk table and depersonalized records can now be exchanged. The USPI system could match data with the Department of Corrections, Department of Child and Family Services, Health and Human Services, Vital Records, or any other entity that could submit the meta-data necessary to perform the match in the pre-determined common data format.

A data dictionary will be maintained for the meta-data elements required for the USPI system and the business rules that govern those elements. NDE, NSHE, and DETR will develop a consolidated data dictionary post-grant period at the completion of the USPI process. This dictionary will serve as the catalog of elements available via the USPI system. All public data dictionaries will be made available based on the Needs Assessment recommendations.

Data Use Requirements (see Sustainability Plan description with Sustainability, page 12)

Secure Access to Useful Data for Key Stakeholder Groups: *How Nevada will provide appropriate and secure access to data to key stakeholder groups including policymakers, program staff from State level agencies that have the responsibility for postsecondary and/or workforce programs, institution-level staff, and external researchers.*

This phase of the proposed SLDS will not include granting stakeholders access to data. This phase of the project will pave the way for the data to be exchanged and then consumed by NDE, NSHE, DETR and other key stakeholders. It is the intention that the Needs Assessment will examine the data access levels in place at each agency and determine the appropriate roles or levels of security for the proposed system. These roles will only allow access to data the user has privilege to see. To avoid inference identification, data will be masked when the data set is less than 20 records. The current K-12 SLDS uses this type of role based security access. The basic architecture should allow secure access to data; the data will be depersonalized by the USPI matching process.



Data Use Deliverables: *How the Nevada SLDS will include deliverables to meet end-user needs (to inform decision-making and evaluate policies and programs), such as reporting and analysis tools.*

The implementation plan to be delivered as part of this project will include a definition of potential stakeholders, as well as a plan to engage stakeholders once the data dictionary and business rules for the USPI system have been developed. The next phase of the project will be to have the stakeholder groups design the format for an updated high school data feedback report. This report will now have the ability to drill down to the student level. NSHE currently produces a high school data feedback report in the form of a remediation report. The report is an aggregate report that only reports down to the school level and has minimal personal information. This report is created by a very manual and labor intensive process. The deployment of the USPI system will now allow for the exchange of data necessary to make this data feedback report a student level report. Another outcome of the project will be the ability to electronically exchange the data elements required to create additional reports that provide information to postsecondary institutions about students who migrate to the workforce or do not earn jobs in their fields of study. Nevada is mandated by statute to collect this data and develop these reports, but is doing so with limited resource capacity. A USPI will enable NSHE and DETR to more easily identify students across agencies resulting in less manual effort to enable more efficient reporting.

The expanded capacity of the SLDS is the foundation for Nevada P-20W agencies to collaborate to recruit, train, and graduate more students, particularly from growing sub-populations traditionally underrepresented. Systems, policies, and strategies must change to improve recruitment, retention, and graduation rates, while decreasing the secondary and postsecondary remedial rates. In part to accomplish the changes, a P-20W pipeline of extensive and valid data must support decision-making regarding secondary and postsecondary school improvement planning and implementation, curricula design and instructional delivery, shared test content and results, and implementation of programs to address specific and unique needs of growing student sub-populations. The ability to link data systems will enable outcomes that include, but are not limited to:

Grades 9-20

- Evaluation of the effect of high school enrollment patterns on remedial and college-level placement and performance, including establishment of a relationship between high school enrollment patterns and college continuation and performance (e.g., retention and graduation).
- Establishment of a relationship between student performance on high school proficiency exams (HSPE), high school course enrollment patterns, scores on postsecondary entrance and placement exams, and performance in postsecondary English and math coursework.
- Evaluation of the State college readiness standards based on postsecondary student performance.

Grades 9-20 and Workforce

- Guidance of secondary and postsecondary students and graduates toward appropriate careers based on workforce needs.
- Prioritize education and training programs to analyze their effectiveness in the workforce.



- Data from the SLDS that can be utilized in conjunction with the Advanced Career Information System that allows individuals to explore career choices.

Postsecondary, Workforce, Consumers

- Analysis of data to inform decision-making on how to address workforce needs and determine if Nevada students who receive degrees in high-need fields remain in Nevada for employment (high-need includes, but is not limited to, nursing, other healthcare, STEM, education).
- Detailed, customizable reports produced on enrollment progression based on demographic, P-20 and workforce variables, including analysis of data that provides information on why students do or do not continue into postsecondary education.
- Mitigate remediation and determine appropriate course placement in postsecondary education.
- Nevada Report Card, 2011 Nevada Growth Model for education, College Remediation Report, 10 year workforce projections, specialized data requests for researchers.

Training on Use of Data Tools and Products: *How the Nevada system will include a professional development program to prepare end-users to effectively use the data use products.*

During Year 3 of the grant and continuing post-grant period, the grant funded EPP focus will be to create a PreK-20W professional development program to implement post-grant period.

The professional development program is not included as a grant project deliverable, because the final plan and initial implementation is not expected to be completed by the end of the grant project. However, it is imperative that the program development begin during Year 3 of the grant project. The program will consist of training, technical assistance, and mentoring in the world of data, data collection, data analysis, and data use to inform decision-making, improve delivery of services to students and the workforce, and improve and expand systems for maximum efficiency and cost return on investment. Instruction, technical assistance, and mentoring will include website use, continual feedback from participants, consolidation of information and best practices.

A priority area of focus is to create a program for K-12 educators that includes mentoring beyond initial training. Ongoing mentoring will be particularly important for teachers to effectively use the new Nevada Growth Model (NGM). The NGM was designed in response to the Nevada Legislature's 2009 call for improving the measurement of student achievement through Assembly Bill 14. The NGM is a collaborative of Nevada LEA and Nevada education leaders working with other states, such as Colorado, and with Dr. Damian Betebenner of the Center for Assessment. The NGM measures how much a student improves in academic performance over time, rather than simply whether he or she passed a test. It answers the question, "How much progress on statewide assessments did a student or group of students make in one year, as compared to academic peers across the state?" Examining student academic growth will assist LEA and school educators to better plan learning experiences to support students to achieve higher levels of academic performance.



Professional Development on Data Use: *How the Nevada system will include a professional development program to help end-users effectively interpret and apply the data to inform decision-making and improve practices.*

Participants will be expected to become proficient in the "who, what, where, when, why, how, how much, how many, so what" of data. Teachers may be incentivized to participate by earning continuing education units (CEUs) for their license renewal requirements. Education administrators will be encouraged to use the training to their advantage to support the production of their School Improvement Plans and implementation of those plans. Parents/families will have multiple opportunities in varied venues to be able to participate in online and on-site trainings and receive support so that communication can be improved with teachers and school administrators, resulting in their children's needs met in a timely and individual specific delivery of services. DETR employees and consumers will be offered opportunities to participate in trainings and receive ongoing technical assistance. Business and industry leaders will be encouraged to support their employees in participating so that a consistent, coherent workforce is educated in the power of use of high-quality data.

Evaluation of Data Products, Training, and Professional Development: *How the Nevada system will include a process for evaluating the effectiveness of the data use deliverables, and training and professional development programs.*

As an integral component of the professional development and training plan, the grant funded EPP will design and implement an assessment plan for professional development, trainings, and technical assistance. Evaluation may include, but not be limited to, focus group feedback, online surveys, online training "hit counters" and satisfaction surveys, personal interviews, and assessment of integration of use of data in curricula, school improvement plans, school efficiency, parent satisfactions, and numerous other evaluation methods and processes. The EPP will develop and produce a quarterly newsletter and annual report on the efficacy of the program.

Partnerships with Research Community: *The Nevada policy for the processing of requests for data for research purposes and for communicating the scope of data available for analysis.*

The NDE has developed a Data Access and Use Policy to govern the requests for data use (APPENDIX A).

How Nevada partnerships with internal and/or external research groups will assist in answering questions that can inform policy and practice.

The Nevada USPI system will allow for data to be queried and reported without the use of personal student information while still producing depersonalized student level data. This data may be made available through a public portal for research and consumption. The Nevada SLDS will conform to current data access and use policies and restrict private viewing of student level data based on pre-defined access roles. All public research findings will be made available based on the Needs Assessment recommendations. Senate Bill 449 (SB449) mandates that NSHE track students into the workforce to see if they have been employed, and are in their field of study.



DoIT Technology Investment Request final approval process	GM, LH, DP	2-Jul-12	20-Jul-12	project - all
Prepare TBH agency personnel requests & MSAs. Submit to NV Dept. of Administration for approval, pending IFC award approval	GM, LH, DP	16-Jul-12	31-Jul-12	project - all
Submit grant award to IFC for approval	NDE SPI	8-Aug-12	14-Sep-12	project - all
SUBGRANTS Awarded to NSHE and DETR	NDE Fiscal	17-Sep-12	17-Sep-12	project - all
Agency personnel hiring process conducted and finalized, personnel in place. MSA contractor hiring process, PM & SYS contractors in place	NDE SPI & GM; NSHE leadership & LH; DETR leadership & DP	24-Sep-12	2-Nov-12	project - all
Purchase supplies	GM	2-Nov-12	TBD	project - all
NA: Determine existing databases, NDE, NSHE, DETR	SYS	15-Oct-12	14-Dec-12	1.1.1.1
NA: Define data elements to be collected and made available to the system	SYS	14-Dec-12	15-Jan-13	1.1.1.1
NA: Define UID elements in use currently and perform an analysis on validity of data and potential crosswalks for matching purposes	SYS	15-Jan-13	29-Mar-13	2.1.1.1
NA: Define levels of data access	SYS, BPA2	15-Feb-13	29-Mar-13	1.1.1.1, 1.1.1.2
NA: Define rules currently governing all essential data elements	SYS, BPA2	15-Feb-13	29-Mar-13	1.1.1.1, 1.1.1.2
NA: Create GAP analysis	SYS	29-Mar-13	31-May-13	1.1.1.1, 1.1.1.2
Produce and submit interim Year 1 grant reports to USED-IES	PM	TBD	TBD	project - all
Produce and submit final Year 1 grant report to USED-IES	PM	1-Jun-13	28-Jun-13	project - all



YEAR 2: July 1, 2013 - June 30, 2014				
NDE Personnel: 1.00 FTE: PM, DBA, 3 P/Ds, BPA - 0.25 FTE: SYS				
SUBGRANTS Awarded to NSHE and DETR	NDE Fiscal	1-Jul-13	1-Jul-13	project - all
Finalize grant project implementation plan	PM, GM	3-Jun-13	31-Jul-13	1.1.1.1, 1.1.1.2
Draft Executive Summary	PM, GM	3-Jun-13	31-Jul-13	1.1.1.1, 1.1.1.2
Purchase equipment, supplies, other	GM	31-Jul-13	TBD	project - all
Analysis for design or expansion of USPI	SYS	30-Jun-13	30-Sep-13	2.1.1.1
Gather, review, consolidate requirements from each agency for USPI	BPA2	20-Aug-13	31-Dec-13	2.1.1.1
Perform analysis of requirements and create potential data model design	BPA2, DBA	30-Oct-13	31-Dec-13	1.1.1.1, 2.1.1.1
Define UID to be used by each agency and requirements to develop deterministic and probabilistic matching routines	BPA2	30-Dec-13	28-Feb-14	2.1.1.1
Determine data mapping standards	BPA2, DBA	30-Dec-13	28-Feb-14	2.1.1.1
Develop business processes necessary to create USPI and populate the SPI locally	BPA2	30-Dec-13	28-Feb-14	2.1.1.1
Define data validation requirements necessary to commit data to the Exposure database	BPA2, DBA	30-Dec-13	28-Feb-14	2.1.1.1
Develop security role requirements necessary to access pre-defined data security levels	BPA2	30-Jan-14	28-Feb-14	2.1.1.1
Design data model for incorporation of USPI	SYS, DBA	28-Feb-14	28-Mar-14	2.1.1.1
Design system architecture for creation of USPI	SYS, DBA	28-Feb-14	28-Mar-14	2.1.1.1



Develop report requirements for High School feedback reports to be included in implementation plan	BPA2	28-Feb-14	30-Apr-14	1.1.1.2
Develop requirements for College and career readiness reports to be included in implementation plan	BPA2	28-Feb-14	30-Apr-14	1.1.1.2
Develop requirements for workforce transition reports to be included in implementation plan	BPA2	28-Feb-14	30-Apr-14	1.1.1.2
Design data collection and validation system	SYS, DBA	28-Mar-14	30-Apr-14	2.1.1.1
Design data validation work flow for each agency	SYS, DBA	28-Mar-14	30-Apr-14	2.1.1.1
Develop security matrix and integrate with existing SLDS access roles	SYS, DBA	28-Mar-14	30-Apr-14	2.1.1.1
Design interface for initiating a USPI and returning the USPI to the requesting agency	SYS, DBA	28-Mar-14	30-May-14	2.1.1.1
Develop requirements for public facing data tools for viewing to be appended to implementation plan	BPA2	30-Apr-14	30-Jun-14	1.1.1.2
Build database table schema based on pre-determined data standards for creation of USPI	P/Ds, DBA	30-Mar-14	30-Jun-14	2.1.1.1
Produce and submit interim Year 2 grant reports to USED-IES	PM	TBD	TBD	project - all
Produce and submit final Year 2 grant report to USED-IES	PM	1-Jun-15	30-Jun-15	project - all
YEAR 3: July 1, 2014 - June 30, 2015				
NDE Personnel: 1.00 FTE: PM, DBA, BPA, EPP, 3 P/Ds				
SUBGRANTS Awarded to NSHE and DETR	NDE Fiscal	1-Jul-14	1-Jul-14	project - all
Purchase supplies, other	GM	1-Jul-14	TBD	project - all



Build system interfaces to commit records to the USPI generator	P/Ds, DBA	30-Mar-14	30-Jul-14	2.1.1.1
Create links necessary to populate USPI back to the requesting agency	P/Ds, DBA	30-May-14	30-Jul-14	2.1.1.1
Design standard report format for use across system	SYS, DBA	30-Jul-14	30-Aug-14	1.1.1.2
Extend current database schemas at each agency to accommodate USPI	P/Ds, DBA	30-Jun-14	30-Sep-14	2.1.1.1
Develop or enhance data validation routines to perform deterministic and probabilistic record matching routines	P/Ds, DBA	30-Jun-14	30-Sep-14	2.1.1.1
Develop interface to deliver results of data match back to each agency	P/Ds, DBA	30-Aug-14	30-Nov-14	2.1.1.1
Create mapping process at each agency to populate USPI	P/Ds, DBA	30-Aug-14	30-Nov-14	2.1.1.1
Perform integration testing of USPI upload process	P/Ds, DBA	30-Nov-14	30-Dec-14	2.1.1.1
Perform integration testing of USPI generation	P/Ds, DBA	30-Nov-14	30-Dec-14	2.1.1.1
Perform integration testing of re-population of USPI at NDE, NSHE and DETR	P/Ds, DBA	30-Nov-14	30-Dec-14	2.1.1.1
Develop a data dictionary of all elements required for current manual reporting of feedback and transition reports	EPP	30-Sep-14	30-Dec-14	2.1.1.1
Test functionality of USPI upload process	BPA, P/Ds, DBA	30-Dec-14	30-Jan-15	2.2.1.1
Test functionality of USPI generation	BPA, P/Ds, DBA	30-Dec-14	28-Feb-15	2.2.1.1



Create a professional development and training program for P-20W stakeholders on the use and maintenance of the USPI system	EPP	30-Dec-14	30-Mar-15	2.2.1.1
Test reliability of data match and USPI generation	BPA, P/Ds, DBA	28-Feb-15	30-Mar-15	2.2.1.1
Test the re-population of USPI at NDE, NSHE and DETR	BPA, P/Ds, DBA	30-Mar-15	30-Apr-15	2.2.1.1
Validate the USPI application meets all requirements defined in the requirements phase	BPA, PM	30-Apr-15	29-May-15	2.2.1.1
Deploy code for USPI upload to production	P/Ds, DBA,	1-Jun-15	30-Jun-15	2.1.1.1, 2.2.1.1
Deploy code for USPI Generator	P/Ds, DBA,	1-Jun-15	30-Jun-15	2.1.1.1, 2.2.1.1
Deploy code for USPI repopulation routines	P/Ds, DBA,	1-Jun-15	30-Jun-15	2.1.1.1, 2.2.1.1
Validate deployment	P/Ds, DBA,	1-Jun-15	30-Jun-15	2.1.1.1, 2.2.1.1
Produce and submit interim Year 3 grant reports to USED-IES	PM	TBD	TBD	project - all
Produce and submit final grant report to USED-IES	PM	1-Jun-15	30-Jun-15	project - all
SUSTAINABILITY Beyond the Grant Period				
Validate USPI upload process is working as designed	BPA	30-Jun-15	30-Aug-15	2.2.1.1
Validate USPI generation is working as designed and meets the minimum match criteria	BPA	30-Jun-15	30-Aug-15	2.2.1.1
Validate the re-population process at NDE, NSHE and DETR	BPA, EPP	30-Jun-15	30-Aug-15	2.2.1.1
Document any system deficiencies or bugs in the USPI application	BPA	30-Jun-15	30-Aug-15	2.2.1.1



Create and produce a sustainability report that includes lessons learned, as well as next steps to be developed to enhance the P-20W data links	BPA, EPP, ITM	30-Aug-15	30-Sep-15	2.2.1.1
Submit sustainability report to Governor, P-16 Council, partner agency's leadership, and legislators for funding appropriations for sustainability	GM, LH, DP	5-Oct-15	5-Oct-15	project - all

d) PROJECT MANAGEMENT and GOVERNANCE PLAN

Where the project is located within the organizational structure of the State

Nevada Revised Statute (NRS) 400.030 establishes the P-16 Advisory Council to coordinate education efforts ensuring that students are prepared for the transition from secondary to postsecondary education and careers. The Council consists of 11 appointed members with the Chancellor of the Nevada System of Higher Education and the Superintendent of Public Instruction serving as ex-officio members. Five members are appointed by the Governor, including representatives of higher education, elementary and secondary education, private business, and a parent of a student. Two members each are appointed by the Majority Leader of the Senate and Speaker of the Assembly including one member of the House of the Legislature that he or she represents, and one person who either represents higher education, elementary and secondary education, or private business. Two members each are appointed by the Senate and Assembly Minority Leaders, including members of the general public.

The Council is charged with powers and duties established in NRS 400.040 that include addressing the following:

- Methods to increase the number of students who enroll in higher education;
- Methods to ensure successful transition of students at all levels;
- Methods to link the data systems of public K-12 education and the public postsecondary education;
- Methods to ensure that coursework, standards, and assessments in secondary schools are aligned with postsecondary expectations;
- 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 Nevada; and
- Policies relating to workforce development, employment needs, and workforce shortages in occupations critical to education, health, and safety.