



Nevada Commission on Innovation and Excellence in Education

October 28, 2025



FRAMING THE DAY



Re-anchor the Commission's work in the overarching theme: **From Roadmap to Roadwork** —moving from *vision and recommendations* toward *uptake and implementation*.

Hear voices from the field share insights about turning the road**map** into road**work**.

Equip each subcommittee to operate under that shared frame —clarifying its purpose, 90-day goals, and ownership model.



Where We've Been...



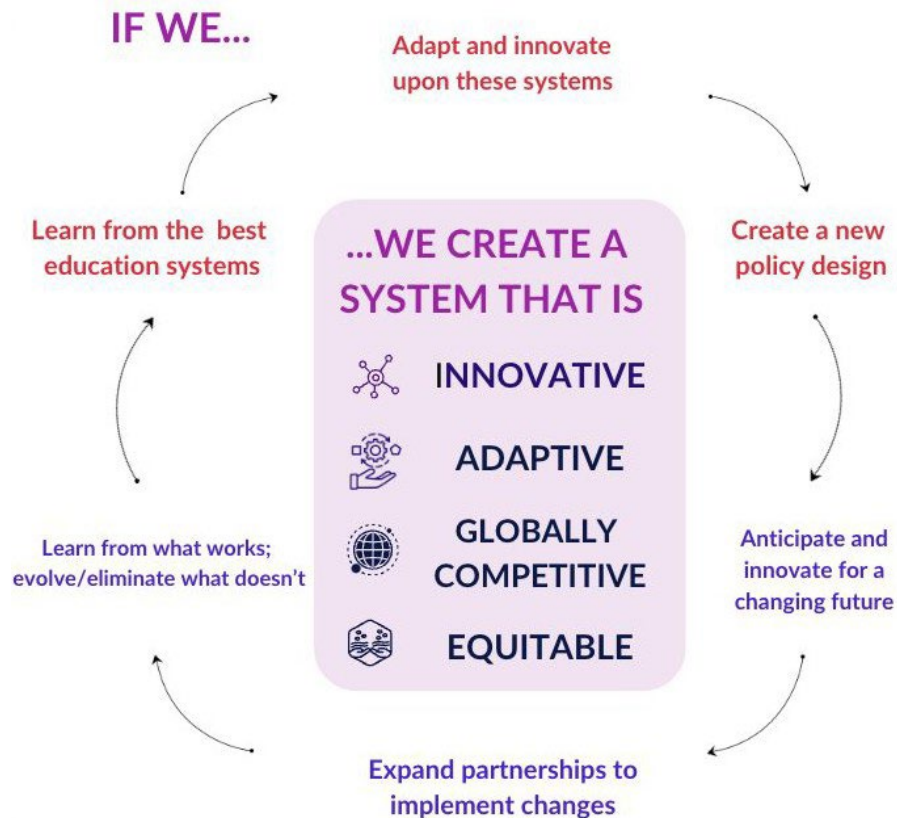


The Nevada Commission on Innovation and Excellence in Education

- This Commission was created by [SB 425 \(2023\)](#) to establish the policy framework for a **world-class, globally competitive, and adaptable education system that supports every child**. This means ensuring every learner in Nevada **develops the knowledge, skills, and dispositions needed to thrive** in an increasingly challenging and uncertain future.
- [Commissioners](#) represent:
 - Educators
 - Policymakers
 - Communities
- Commissioners have sought to **engage more voices** in conversations wherever possible by:
 - Inviting perspectives from youth, educators, and higher education.
 - Holding our Commission meetings in schools.
 - Conducting visits to rural schools and hearing from youth and educators.



Commission Change Process

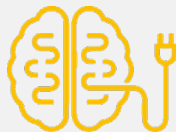


The Roadmap



2030 Goal

A world class education system for Nevada Learners.



2028 Interim Goals and Action Steps

Intentional progress monitoring with opportunities to learn, adapt, and course-correct along the way.



2026 Policy Infrastructure to Launch Nevada

Goals, legislation, enabling conditions, and metrics to ensure progress towards 2030 End Goal



2024 - 2025

Preliminary Roadmap and Recommendations



The Work of 2024

Throughout 2024 the Commissioners:

- **Studied the policies, practices, and innovations** of high-performing and rapidly improving education systems within the United States and globally
- Learned about **emerging efforts across the state of Nevada** to promote more innovation and improve education
- Considered policy solutions in **four focused areas:**
 - Advance more student-centered, future-ready learning;
 - Recruit more high-capacity educators;
 - Make stronger linkages between education and workforce development;
 - Measure what matters for students, families, educators, and taxpayers





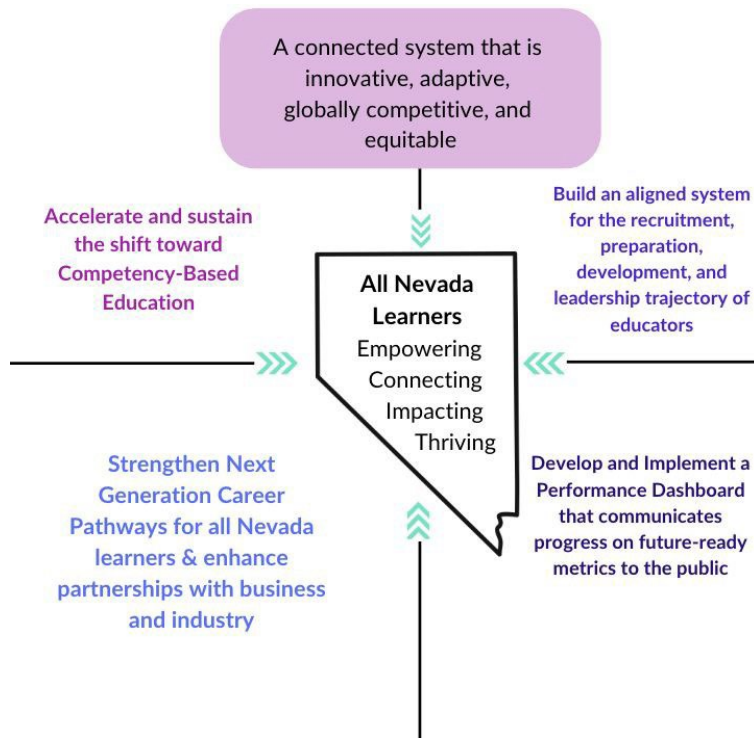
The Work of 2024

Throughout 2024 the Commissioners:

- **Produced a document** that articulated a:
 - Shared vision for a future state
 - Change process
 - Policy principles for realizing that change
 - Concrete policy recommendations
- **Gathered feedback** on the document from their constituencies
- **Translated many of those recommendations** into a single bill (SB 403) (which did not pass)
- **Observed specific recommendations** embedded in different ways in other bills garner support via passage: SB 460, AB 539, and SB 571.
- **Created a shared roadmap** that lays out a five-year course of action to 2030 and names the respective responsibilities for collaboration among relevant agencies (SBE, NDE, WBD, NASS, etc.)



Commission Recommendations



Let's Align!

**In the chat, what is the
RoadWORK you are
excited to accomplish in
2025-2026?**



A stylized globe with green landmasses and blue oceans, overlaid with a network of yellow and purple lines representing global connections. The globe is partially visible on the left side of the slide.

Where We're Going: 2025-2026 Objectives Affirmed

A horizontal row of seven small, colored dots in purple, blue, green, yellow, orange, red, and dark blue.



Building Roadmap Visibility



Who knows it?



Who needs to know it?



How do we make that happen?



Who leads that charge?

2025-26 Commission Objectives



#1 Make “YES” the Easy Path Statewide

by defining the shareable core, naming and engaging future **operators** and channels, and staging light-lift proof and permission so the Roadmap becomes day-to-day **work**.

#2 Keep the Roadmap Live

Grow shared ownership of the content of the roadmap and agree how we'll keep it current by setting up a simple update cycles, clear roles, and decision rules. Use the process to implement known updates for this year

#3 Prepare Targeted Guidance for the 84th Session

The Commission will name a short list of policy/administrative enablers based on what emerges from subcommittee work.



What do we mean by “operator”?

Three Tiers of “Operators” in the Nevada Ecosystem		
Tier	Examples	What they “operate”
Frontline Implementers	Teachers, counselors, principals, CTE coordinators, work-based learning site coordinators, postsecondary faculty, employer mentors, etc	Classrooms, counseling programs, work-based learning sites, dual-credit courses, etc
System Intermediaries	District C&I leaders, RPDs, charter networks, regional workforce boards, industry intermediaries, chambers, etc	Professional development, technical assistance, cross-sector coordination, etc
Administrative Enablers	NDE program staff, NSBE, NSHE academic affairs, GOED/DETR staff, local superintendents, etc	Funding rules, accountability processes, policy guidance, data systems, etc

2025-26 Subcommittee Objectives:

01

World Class Teaching and Learning

Make high quality teaching and learning concrete and doable statewide.

Declare the statewide core for PCBL*/classroom practice and package a plain-language operator offer—what changes in classrooms, what support leaders provide, and what to do first.

02

Next Generation Career Pathways

Make it easy for employers and schools to work together.

Agree on plain definitions, map who does what across schools, colleges, and employers, offer simple exploration/work-based learning incentives, and give employers a step-by-step “how to plug in.”

03

Metrics & Accountability Design

Agree on a useful set of measures people trust.

Will serve as a mechanism – for public engagement and updates regarding revisions to the NSPF, the development of the NDPF, and policy recommendations regarding emerging best practices and accountability,

Updates on Metrics and Accountability



2025-2026 Subcommittees Affirmed

World-Class Teaching and Learning

Marilyn Dondero Loop

Anthony Nunez (a)
Gregory Koenig (a)
Malinda Riemersma
Nicole Rourke
Sandra Kupfer
Rebecca Garcia
Tanya Flanagan
Steve Canevero

Adam Young

Tim Hughes

Angie Taylor

Bernnell Peltier-Glaze

Kenny Varner

Dr. Ken Turner

Next Generation Career Pathways

Mariluz Garcia

Joyce Woodhouse
Peter Zierhut
Maite Salazar (a)
Teresa Dastrup
Rebecca Garcia
Matthew McNair
Aaron Frantz
Carrie Buck

Patty Charlton

Sean Parker

Sebastian Rios

Selena Torres-Fossett

Lindsay Diamond

Metrics and Accountability Design

Adam Young

Tim Hughes
Angie Taylor
Sean Parker
Sebastian Rios
Selena Torres-Fossett
Dr. Ken Turner
Patty Charlton
PLUS additional members per the group's selection process

Arc of the Year



Framing Our Role

- Commissioners ARE charged with coordinating the groups who ARE doing all of the technical work and are a group wherein ideas are stress-tested, aligned, and stakeholder voices are brought in
- Commissioners are curators of innovation: surfacing district bright spots, ensuring coherence, and giving feedback that balances statutory requirements with future-forward vision.

We'll strive to continue to balance this with a desire to DO all of the things ourselves.



2025 - 2026 Arc of the Year

October 28

The Promise and the Offer

Re-anchor the Commission's work in the overarching theme of From Roadmap to Roadwork — moving from vision and recommendations toward uptake and implementation.

Core Question

What are we promising students, and what concrete offer earns operator uptake?

January 27-28

Proof and Permission

The commission will determine how best to position and promote the subcommittee deliverables being produced this year.

Core Questions

What's required to persuade skeptics? What minimum permissions make taking up our offer low-risk?

April 21-22

Legitimacy and Handoffs

The commission will decide *who (beyond those at the table)* must publicly support, drive and maintain the work.

Core Questions

Which endorsements confer legitimacy, and what changes hands at endorsement (host, maintain, train, fund)? What maintenance/hosting assignments will we pursue?

June 9-10

Final Endorsement and Carry-through

The commission will sequence final decisions and delivery.

Core Question

How do we convert our efforts into final endorsements and summer/fall carry-through?

2025 - 2026 Subcommittees

Nov/Dec	Feb-Mar	May	Add'l if needed
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Obj #1: Voices from the Field

Affirming the “How” of Scaling the Roadmap





Ryan Cordia

Principal

Northeast Career and
Technical Academy, Clark
County



Anthony Nunez

Principal

Cheyenne HS, Clark County



Adam Young

Superintendent

White Pine County School District



Jessica Harris

Principal

Sage Elementary School, Elko County

"The thing that would make me say yes to the Roadmap this year is ___because ___."

"The friction that nearly kills adoption is ___;remove it by ___."

"The kind of artifact/resource that convinces my team is ___."

"One connection I can make between the Roadmap and other important NV work is ___."

1

Suggestion I have to begin to introduce the Roadmap statewide is...

Share your thinking via the Chat



Connecting CIEE to the Nevada Network

- Opportunities that we are fostering as we support efforts statewide include:
 - NASS - ongoing opportunities
 - NASB - spring workshop
 - NASA - winter conference
 - NV Future of Learning Network - January Convening



Obj #1 Continued

Launching Subcommittees



2025-2026 Subcommittees Affirmed

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PLUS additional members per the group's selection process



Subcommittee Breakout Agenda

- Commissioner Storytelling (5): Review the evolution and outputs of the subcommittee(s) to date.
- NCEE Framing (5): "From Road**map** to Road**work**"
- The Promise and the Offer (10): What's our one-sentence offer for operators and how do we make 'yes' the easy path for them this fall?
- The Plan (30): Affirm scope, actions, and success indicators for 25-26.
- Meeting cadence & share prep (10): Lock Nov/Dec meeting date; agree on share-out. (Lock Feb/Mar and May if time)



The Promise, The Offer, and The Plan

The Promise

What it is: The aspirational “why.” It describes what students gain if the vision put forward in the Roadmap succeeds. It should be emotionally resonant, rooted in Nevada’s Portrait of a Learner, and clear enough that any stakeholder could repeat it.

What it does: Anchors the moral and educational rationale; keeps the conversation student-centered.



The Offer

What it is: The concrete “how we earn uptake.” It describes what educators and system leaders receive—tools, clarity, permissions, supports—that make adoption feasible and desirable.

What it does: Translates aspiration into practical supports and sets up accountability for producing them.



The Plan

What it is: How we make the promise and offer real. It names the tangible products or system actions that connect the two.

- **Translates the relevant Gantt chart lines into intent** by explaining *why* each of those steps exists and *what theory connects them*.
- **Surfaces ownership logic**. Instead of a list of “NDE/DETR/Johnny” it articulates *how* those co-owners interact (“CIEE convenes, AB 462 codifies, DETR operationalizes”).
- **Articulates Boundaries: Prevents drift into the work of other bodies** by drawing bright lines of scope.
- **Re-centers the narrative around uptake and alignment**, connecting directly to the Commission’s 25–26 theme, *From Roadmap to Roadwork*.



SUBCOMMITTEE #1



WORLD CLASS TEACHING AND LEARNING

The Promise, The Offer, and The Plan

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World Class Teaching and Learning

The Promise

-will learn in
**engaging, challenging,
personalized
classrooms**

—moving forward
when ready, showing
what they know in
meaningful ways,

-and graduating
prepared for the
futures they choose.

The Offer

We'll make "yes" easy by...

-engaging teachers in analysis of
what is already available, what
are the gaps, how to infuse
teacher voice/choice

-aligned Professional learning
that supports teachers in
designing PCBL experiences

-clarity around "what does a
school day, week, year look like
when PCBL is fully realized"

Then tools that support
navigating the gap between that
future and today's reality

The Plan

Purpose (this year). Turn the Portrait/PCBL vision into
usable classroom practice by defining the **shareable core**
and the leadership/PD moves that enable it.

Scope & outputs (25-26).

Carriers & ownership.

Milestones.

Boundaries.

Success signal (June '26). Superintendents, principals, and
teachers can state the offer in one sentence and are using
at least **one** artifact in regular practice—with
RPDP/principal networks maintaining spread.

World Class Teaching and Learning

The Promise

Every Nevada student will learn in engaging, challenging, personalized classrooms—moving forward when ready, showing what they know in meaningful ways, and graduating prepared for the futures they choose.



The Offer

We'll make "yes" easy with a clear shared core for PCBL and a small starter kit operators can lift tomorrow (PBL3): a Quick-Start guide, exemplar performance tasks/rubrics, a PD coherence note for leaders, and a one-page "How to Plug In"—all packaged to fit RPDP days, PLCs, and principal meetings.



The Plan

Purpose (this year). Turn the Portrait/PCBL vision into usable classroom practice by defining the **shareable core** and the leadership/PD moves that enable it.

Scope & outputs. TBD

Carriers & ownership. TBD

Milestones. TBD

Boundaries.

Success signal (June '26). Superintendents, principals, and teachers can state the offer in one sentence and are using at least **one** artifact in regular practice—with RPDP/principal networks maintaining spread.

World Class Teachers Work Plan 25-26

WCT1	Find alternative sources of funding for qualified group(s) to provide Portrait-aligned professional development for educators and school leaders aimed at helping educators across Nevada to bring the vision of the Portrait and the CIEE to life, and makes award(s) to select aligned professional development providers who can foster coherence across the state.	Commission, NDE, CFL	World Class Teachers Workgroup (NASS, RPDP, Office of Science, Innovation, and Technology)	C - convene to review and consider funding options
WCT2	Selected qualified professional learning provider(s) provide comprehensive, evidence-based professional learning for school principals , ensuring they are prepared to lead schools and design systems that foster teacher growth, innovation, and collaborative learning that result in personalized, competency-based learning for young people. This professional learning should be coherent, aligned with the vision and goals of the CIEE, and aimed at bringing the Portrait to life.	Professional learning provider(s)	NDE/CFL, School districts, NASA, NASS	C - convene to review and consider funding options
WCT3	Selected qualified professional learning provider(s) provide comprehensive, evidence-based professional learning for school teachers and districts , ensuring they are prepared to provide personalized, competency-based learning for young people. This professional learning should be coherent, aligned with the vision and goals of the CIEE, and aimed at bringing the Portrait to life.	Professional learning provider(s)	NDE/CFL, school districts, NASS, NASA, teachers' unions	C - convene to review and consider funding options
WCT4	University system creates pilot collaboratives with school districts to promote stronger PCBL practices in coursework, and, especially, practicum and induction	University system deans serving on the Commission?	Other preparation program leads, district liaisons, office of educator certification, NASS, NITEP	S

PBL Work Plan 25-26

PBL1	Compare current seat time requirements in Chapter NRS 392 to recent shifts in seat time requirements made by states who are leading innovators in personalized, competency based learning	NV Center for the Future of Learning (NDE)		2 S
PBL2	Support development of funding and infrastructure plan for Future of Learning Network	NV Center for the Future of Learning	Commission, NDE, NASS	S
PBL3	Develop a suite of tools that will support educators in implementation of the Portrait, model new approaches in action for the public, and elevate student voice. These should include, but are not limited to, professional learning for educators, curriculum scope and sequence, model performance tasks, and rubrics for implementation of the competencies in the Portrait of a Nevada Learner that are most relevant to Pre-K (3 and 4), elementary, middle, and high schools.		NASS, Commission, School districts, teachers unions, universities, NCEE	C -We need to continue to develop a focus for this conversation as this is/should be the foundation of the work.
PBL4	Superintendent of Public Instruction approves district superintendents' plans for pilot programs for alternative school-day and school-year models that: Promote flexibility and personalized, competency-based learning ; Offer new opportunities for learners to pursue their own interests, explore new topics, and find their passions.; Enable and encourage learners to proceed at their own pace, receiving more learning time and support when they need it, and accelerating their learning when they do not; Enable extended day, reduced day, flexible day, remote, and hybrid learning approaches, as appropriate to the individual learner's needs, passions, and interests; and Create robust opportunities for out-of-school-time learning.	Superintendent of Public Instruction	School districts, NASS, CFL, NCEE	C -Discussion needs to happen upon appointment of new superintendent.

Collaborators and Initiators

Recommended Guest Members:

- Jeff Gheis - NASA
- Judy Steele - LIoN
- Dawn Etcheverry, NSEA President
- Marie Neisess, President CCEA
- NSHE members on CIEE(?)
- Kathy Hoyt - NDE Asst Dir. NEPF
- Andrew Snyder, NDE,
- Jennese Black - NDE,
- Heather Crawford-Ferrer- NDE
- Jessie Welsh, CCSD Deputy,
- Kathy Hoyt, NDE- Asst Director,
- Evana Lan- SBE Student member,
- Romona Esparza-Stoffregan - NVALAS

Other Collaborating and Initiating Organizations Identified:

- Nevada business and industry
- Governor's Office of Economic Development (GOED)
- NDE
- Workforce Connections (statewide)
- DETR
- LVGEA
- EDAWN
- CTE Commission
- Nevada Chambers
- CTE Coordinators
- Legislators
- Nevada Workforce Commission



SUBCOMMITTEE #2



NEXT GENERATION CAREER PATHWAYS

The Promise, The Offer, and The Plan

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What it does: Anchors the moral and educational rationale; keeps the conversation student-centered.



The Offer

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- **Articulates Boundaries: Prevents drift into the work of other bodies** by drawing bright lines of scope.
- **Re-centers the narrative around uptake and alignment**, connecting directly to the Commission’s 25–26 theme, *From Roadmap to Roadwork*.

Next Generation Career Pathways

The Promise

Every Nevada learner deserves:

- Access and quality
- Good jobs, economic mobility, shared prosperity
- Opportunity for students and industry in Nevada.
- Realistic path to prosperity (clear expectations, trade-offs). Clear next steps and an ambitious but feasible dream for themselves.
- Counseling and advising that guides students along the journey of their choice.
 - Counselors are up to date on best in class opportunities

The Offer

We'll make "yes" easy by

- regional hubs, transportation opportunities
- Liability for <18 students (explore insurance policy options?)
- Increase internship opportunities (and visibility of existing opps)
- AB539 - career coaching Resources for counselors at their fingertips
- Creating more visibility for CTE and Internship opportunities through engagements such as job fairs.
- Nevada Gold Mines : Dual Cert Program , recreate in other industries
- Opportunities for business to contribute to training
-

The Plan

Purpose (this year). Align K–12, higher ed, and employers around one coordinated pathway network and produce the connective tissue that lets it run.

Scope & outputs.

Carriers & ownership.

Milestones.

Boundaries.

Success signal (June '26). Districts, RPDPs, HEIs, and employer coalitions can describe the offer in one sentence and are using at least one artifact in their regular routines.

Next Generation Career Pathways

The Promise

Every Nevada learner—wherever they live—can explore careers early and often, gain real work experience, and graduate with real options: college, training, or a good job they're ready for.



The Offer

We'll make "yes" easy by giving schools and employers a common playbook: plain-English definitions, a simple coordination map, clear exploration touchpoints, and a one-page "How to Plug In" so educators and industry can act quickly without new red tape.



The Plan

Purpose (this year). Align K–12, higher ed, and employers around one coordinated pathway network and produce the connective tissue that lets it run.

Scope & outputs. TBD

Carriers & ownership. TBD

Milestones. TBD

Boundaries. TBD

Success signal (June '26). Districts, RPDPs, HEIs, and employer coalitions can describe the offer in one sentence and are using at least one artifact in their regular routines.

Next Gen Career Pathways Work Plan 25-26

NGP 1	Establish working group of leaders identified to plan and partner with workforce readiness programs: focus to review and adopt a definition of “work-based learning opportunity” for the purpose of agreements	Governor's Office of Economic Development, Chambers of Commerce	Nevada business and industry, Governor's Office of Economic Development, NDE, Commission, Workforce Connections (statewide), DETR, LVGEA, EDawn, CTE	Start Now, combine forces with the existing work group (X)
NGP2	Develop, maintain, and publish career exploration materials suitable for children in grades 1-5 Partner with organizations like Junior Achievement, Credit Unions, First Robotics, etc.	NDE, Nevada Cooperative, School Districts, School Counselors, PBS Stations	Commission, broader business community, Office of Economic Development, Nevada Chambers, CTE Coordinators	Start Now, combine forces with the existing work group (X)
NGP3	In absence of SB 403 passing, consider alternative incentives to promulgating regulations to articulate the specific requirements to receive tax abatements, the oversight mechanisms for businesses who receive them, as well as other incentives for small businesses who may not qualify for state tax abatements but still wish to contribute meaningfully to CTE and work-based learning opportunities.	Commission	Governor's Office of Economic Development, Legislators, Commission	Start Now, Process is already on the GOED website
NGP4	Make recommendations regarding technologies to facilitate the exploration by pupils of careers in industries	Commission	Nevada Workforce, Governor's Office of Economic Development, NDE, Nevada Chambers, NCEE (consider other states), LVGEA, EDawn	Start Now, Christy McGill @ NVDOE, and then loop in GOED & DETR



Collaborators and Initiators

Recommended Guest Members:

- Nicole Noffitt - Econ. Dev. LVGEA;
- Richard Villalobos, Chief Programs Officer- NV Workforce Connections;
- Stephen Wood, Dir. Strategy Public Policy - GOED
- Anna Reynolds, NDE Director CTE
- Christie McGill, Deputy Sup't. for Educator Effectiveness and Family Engagement
- William Pettaway II,, President - Henderson Black Chamber of Commerce

Other Collaborating and Initiating Organizations Identified:

- Nevada business and industry
- Governor's Office of Economic Development (GOED)
- NDE
- Workforce Connections (statewide)
- DETR
- LVGEA
- EDAWN
- CTE Commission
- Nevada Chambers
- CTE Coordinators
- Legislators
- Nevada Workforce Commission



Plenary Shareback



A dark blue vertical bar on the left side of the slide, featuring five colored circles: purple, teal, yellow, red, and magenta, arranged vertically from top to bottom.

Debrief

- 5-7 minutes per subcommittee to share the promise, the offer, and the plan.
- Facilitated cross-cutting synthesis (≈ 5 min): “What surfaced across rooms about how we make ‘yes’ the easy path?”
- Confirm owner + next step for any decisions/asks surfaced.
- Spotlight any questions that arose in a single subcommittee that needs to be surfaced/answered by the full commission.

Synthesis and Closing

**How are you framing your
“Say yes to the Roadmap”
thinking?**



Public Comment





Janice Case

Regional Director West
jcase@ncee.org



Nathan Driskell

Chief Policy Officer
ndriskell@ncee.org



Sophia Roy

Leader in Residence
sroy@ncee.org



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