



NV Commission on Innovation and Excellence in Education

From Roadmap to
Roadwork

February 26-27, 2026



A stylized globe showing the Americas, with a network of colorful lines (purple, yellow, green) connecting various points across the continents, symbolizing global connectivity or data networks.

IV

Welcome and Review of Process, Goals, and Agenda

Framing the Day

Day 1 Agenda and Goals

Wifi: 0448-wifi
PW: 4swct@48



10:00–10:45 | Grounding + Context

Goal: Align on where we've come from, what's changed since the Roadmap (funding, leadership, legislation), and what we need from this two-day meeting.

10:45–12:00 | Shared learning: What does “roadwork” mean?

Goal: Get on the same page about how the Commission creates real impact without big new dollars—and what “success” looks like this year.

12:45–3:45 | Subcommittee Breakouts → Share-Back

Goal: Apply the shared language to each subcommittee's “offer” and sharpen near-term actions, owners, and evidence we can point to by June/December.



Today's Materials

- Slide Deck
- Stimulus Materials
- Note-Takers



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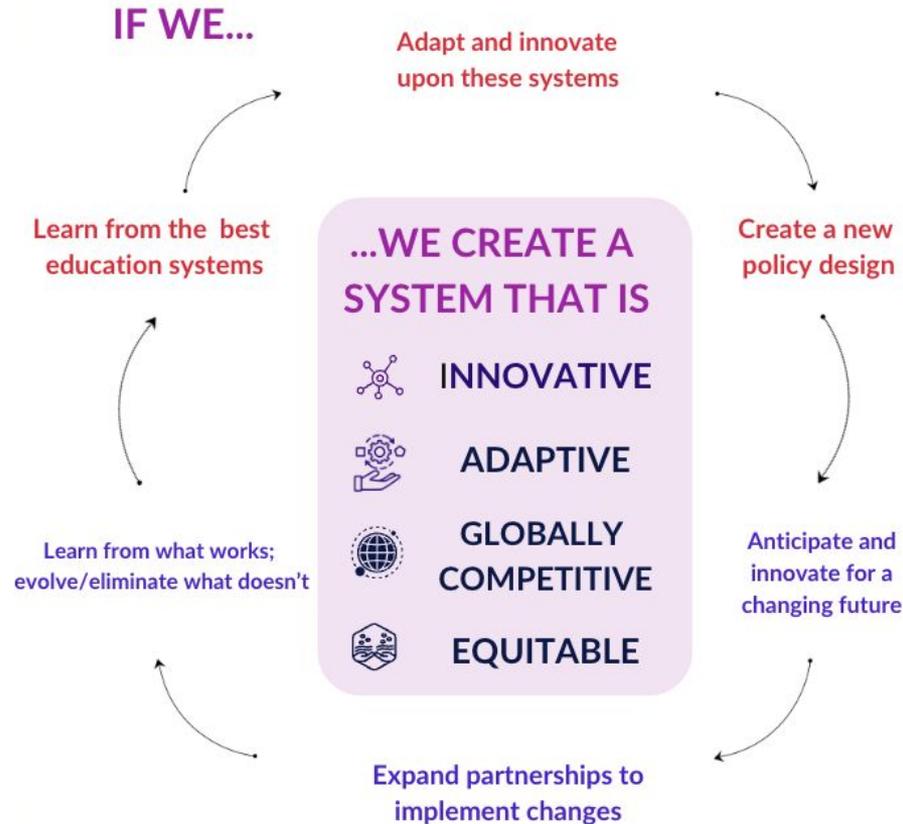
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The Nevada Commission on Innovation and Excellence in Education

- 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 End 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

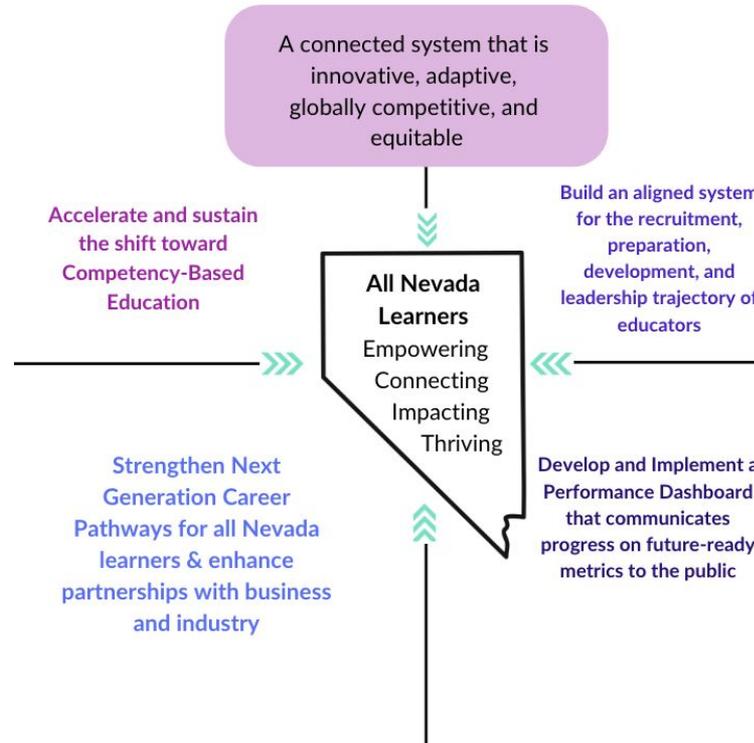
Goals, legislation, enabling conditions, and metrics to ensure progress towards 2030 End Goal



2024 - 2025

Preliminary Roadmap and Recommendations

Commission Recommendations





Since the Roadmap was published...

- SB403 is introduced to support implementation of the roadmap's recommendations. Ultimately does not pass.
- SB460 amends the responsibilities of the commission and mandates redesign of numerous accountability structures for Nevada schools.
- SB4 appropriates \$1.95M to implement the recommendations in the roadmap.



2025-2026 Cycle Objectives

The Commission's primary objectives this cycle are:

1. **Make “YES” the easy path statewide.**
 - a. Offer tools, clarity, permissions, and supports
 - b. Incentivize action and reduce barriers
2. **Keep the Roadmap live.**
 - a. Expand visibility and collective ownership
 - b. Make updates and refinements
3. **Prepare targeted guidance and recommendations.**
 - a. Name additional policy/administrative enablers based on what emerges from subcommittee work.



Our Progress this Cycle

In the past six months, the Commission:

- **Increased visibility of and spread awareness of the roadmap.**
 - Nevada Association of School Superintendents
 - Subcommittee for Accountability Redesign
 - Commission on School Funding
 - Nevada Future of Learning Network
- **Broadened its coalition to include additional critical stakeholders.**
- **Identified a shortlist of priority areas to enable uptake and ownership of the roadmap.**
 - Subcommittee Offers
- **Began planning the use of funding appropriated via SB4 Sec 5.1 to implement the recommendations outlined in the roadmap.**
 - Clarifying allowable use and disbursement logistics.
 - Generated initial criteria for the establishment of a working group
- **Took steps toward clarifying and executing on new responsibilities outlined in SB460 Section 5.5.**
 - Collaboration with NDE on data requirements
 - Consultation with Fiscal Counsel

A stylized globe showing the Americas, overlaid with a network of colorful lines and dots representing global connectivity.

V

What Does 'Roadwork' Really Mean? *A Shared Language for Moving from Ideas to System Change*

A smaller, partial view of the globe and network lines from the top left, appearing at the bottom of the slide.



Item V: Outcomes

(75 Min)

- Refine our “operating stance” for impact in this phase of the commission’s work.
- Brainstorms risks and guardrails to successful “roadwork”.
- Begin defining evidence-based “accomplishment” by June 30 + December 30

Surfacing Collective Wisdom: Impact without Big Dollars



Two Rounds of Paired Conversation
4 minutes each + 1 minute switch

Think of a time you saw a commission/cross-sector coalition create real impact without big new funding. What did they do that actually moved the system (not just produced a report)?

Each person write 1 sticky:
“The move was _____. It worked because _____.”



Framing Our Role

Commissioners are **curators of innovation**: surfacing district bright spots, ensuring coherence, and giving feedback that balances statutory requirements with future-forward vision.

Commissioners are **coordinators and enablers of the groups who do the technical work**: they are a group wherein ideas are stress-tested and aligned, and where stakeholder voices are elevated.



What does this mean in practice?

Directions

- Select the option that resonates with you most.
- Silent edit (3 min)
- Table Synthesis (6 min)
- Whole Group (3 min)



Option A

“In 2026, the Commission’s job is to move the Roadmap from paper to practice by making it easier for implementers to act. We will clarify expectations, remove barriers, connect decision-makers, and make targeted recommendations—then track whether it’s being used.”

Option B

“In 2026, we will focus on a short set of high-leverage Roadmap priorities and deliver concrete, usable outputs—each with a clear handoff—so we can point to real near-term progress even without major new funding.”



A Shared Language for Action: Moving from Ideas to System Change

Across subcommittees, we are clarifying enabling conditions and surfacing system barriers and constraints. Many of those barriers and constraints are:

- Outside the Commission's direct authority
- Long-term and not fixable in a single cycle
- Dependent on other owners (agencies, districts, institutions, employers, Legislature) to move

If we don't share a common way to prioritize and plan action, we risk:

- Over-promising on what the Commission can "do"
- Under-utilizing the Commission's real power (convening, coherence, permissioning, and handoffs)
- Producing good artifacts that don't get adopted (no owner, no carrier, no permissions)

Discussion: Risks and Guardrails

Which risk is most likely to be an issue for the commission this year?

- Over-promising what we can “do”
- Under-using convening/permissioning/handoffs
- Producing artifacts that don’t get adopted

What other risks do you foresee as the Commission and Roadmap mature?

What would that risk look like in real life, and what’s one guardrail to prevent it?

**Shared Lenses
for Action:**

**Moving from
Ideas to
System
Change**

Commission Role	Do, Enable, Recommend, Monitor
Do and Enable	Non-Legislative Toolbox: 6Cs (Clarify, Connect, Convene, Codify, Catalyze, Communicate)
	Sequencing: Proof → Permission → Handoff
Ownership	Carrier, hosts, and maintainers of the work
	Three Tiers of Operators
Recommend	Legislative and Administrative Policy Toolbox
Timeline	Now, Next, Later

JIGSAW DISCUSSION

Directions

Each table owns 1-2 lenses

Answer:

- What does this lens help us do better as a commission?
- How does it help us have impact without major new money/authority?
- What's the risk/failure mode it helps us avoid?

Prep a 90-second teach-back

Table Assignments

Table 1: Do, Enable, Recommend, Monitor

Table 2: 6Cs non-legislative toolkit

Table 3: Proof → Permission → Handoff + Timeline

Table 4: Operators + Owner Map

Table 5: Policy levers: 5Ps

The Commission's Role: Do, Enable, Recommend, Monitor



DO

These are direct Commission outputs and Roadwork levers that can be pulled. They are the things the Commission (and its partners like NCEE) can produce or run.

ENABLE

Enable others to act by reducing friction and increasing “permission to proceed.” This is the heart of making “YES” the easy path: tools, clarity, permissions, supports. Enabling typically shows up as convening, brokering, clarifying, coordinating, and legitimizing.

MONITOR

Track whether uptake is happening and whether owners are maintaining the work; keep the Roadmap live with update cycles and decision rules. This includes “learning loops” like hearings, operator feedback, and revising artifacts as reality changes.

RECOMMEND

Put forward formal recommendations (e.g. policy, regulation, funding, and governance) especially when authority, significant financial investment, or statewide alignment is required.

Do and Enable: Non-Legislative Toolkit

CLARIFY	Shared definitions, plain-language guidance, what's "in" vs "out," what's allowed.
CONNECT	Broker relationships and points of contact; reduce "who do I call?" friction.
CONVENE	Bring the right owners into the room with a specific decision to make.
CODIFY (NON-STATUTORY)	Create model MOUs, templates, playbooks, checklists—standard work that reduces variance.
CATALYZE	Seed pilots, prototype artifacts, recruit early adopters, gather proof.
COMMUNICATE	Storytelling, operator wins, bright-spot evidence, and "how to plug in" messaging.

Non-Legislative Toolkit: Sequencing



Proof, involves answering the question “How do we know this will work here?” Proof often involves highlighting (a) Bright spots and credible examples and (b) evidence that addresses skeptic questions (e.g. outcomes, cost, feasibility, staffing, supervision, compliance).



Permission, involves answering the question “How do we know this is safe to try?” These actions reduce perceived risk and can include things like templates, guidance, clarity, and endorsements.



Handoff, involves answering the question “Who owns this after we leave the room?” Successful handoffs clarify who the named hosts and maintainers are and what changes hands (host, maintain, train, fund).

Operators

Three Types of “Operators” in Nevada’s Education Ecosystem

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

Owner Map

An owner map answers five concrete questions:

01	Who is the primary owner?	Who hosts/ maintains this after the Commission's push?
02	Who are the co-owners?	Who will implement, disseminate, fund, or regulate?
03	Who are the carriers?	What are the channels that make it travel—RPDPs, associations, intermediaries, chambers?
04	What routine will it live in?	e.g., which PD cycle, contract cycle, scheduling cycle, accountability/ reporting cycle?
05	What is the minimum viable maintenance plan?	e.g., update cadence, steward, feedback loop?



Policy Levers: The 5Ps

Prohibit

Ban or restrict a practice (rarely the first move; use when harm is clear).

Permit

Create legal authority / remove a barrier (authorize, clarify, allow flexibility).

Prescribe

Require a practice or standard (mandate; define minimums; set guardrails).

Promote

Incentivize, encourage, prioritize, recognize, fund, socialize, or provide technical assistance with the aim of accelerating adoption.

Promise

Commit resources or provide guarantees (appropriation, protected funding stream, entitlement).

Timeline



Now: 0-90 Days

Definition: Work we can begin immediately with existing authority and minimal dependencies.

Typical outputs: drafts, maps, proof points, a strawman, a working group charter, a model template, a short list of “owners,” or a first-pass inventory.

What these outputs are intended to accomplish:

- Clarify, pressure-test, and simplify.
- Gather proof from the field; identify minimum permissions.
- Identify candidate owners/carriers and what it would take for them to accept a handoff.

Next: Through June 30, 2026

Definition: Work that needs coordination, refinement, and real-world stress-testing before June deliverables and the annual report.

Typical outputs: refined tools, formalized guidance, an agreed owner/carrier plan, recs ready for inclusion in the June 30 report, and “permission” artifacts that reduce risk for operators.

What these outputs are intended to accomplish:

- Secure legitimacy: endorsements, formal adoption, agency alignment, and “permission stack.”
- Draft policy/administrative recs that are realistic for the June 30 milestone.
- Confirm handoffs: who hosts, maintains, trains, funds.

Later: Next Cycle and Beyond

Definition: Structural shifts, funding changes, statutory changes requiring long lead time, or system rebuilds.

Typical outputs: multi-year implementation plans, rulemaking, sustained funding, institutionalization into agency routines, and scaled adoption pathways.

Key discipline: “Later” does not mean “ignore.” It means “design the on-ramp now, don’t over-promise delivery now.”

What these outputs are intended to accomplish:

- Implementation and diffusion-embed in routines, update cycles, training pathways, monitoring.
- Legislative or other policy change and systemic resourcing

Practice: Roadmap to Roadwork



NGCP

NGCP will collaborate with relevant stakeholders to curate and socialize resources that expand employer-district partnerships and strengthen youth career exploration opportunities.



WCTL

The WCTL subcommittee will collaborate with stakeholders to make decisions about use of the appropriation granted under SB4 for roadmap aligned professional development. Funds must be used by June 2027.



MWM

The MWM subcommittee will collaborate with the CSF and NDE to Establish a centralized repository of all reports of data relating to pupil achievement and financial accountability and make the centralized repository easily accessible on the Internet website of the Department.

- Read your selected priority.
- Reflect on what the “roadwork” might look like.
- Process/justify using at least two lenses (e.g. Owner Map + Timeline)

Success Markers

What Will Count as Accomplishment?

By June 30, we can say we accomplished ____.

By Dec 30, we can say we accomplished ____.

We'll know because we can point to evidence:

- *an adopted artifact/tool,*
- *a named owner + carriers, and*
- *a feedback/maintenance routine.*

Silent write (2 min) → Pair Share (2 min) → Whole Group Harvest (2 min)



Closing:
**What We're
Carrying into
Breakouts**

Clarity about:

- Our operating stance
- Our guardrails (*top risks + prevention*)
- Our success markers

The 3 questions we'll keep asking to stay on track:

- What are we trying to make a 'YES' for operators?
- Who owns it after we leave the room—and what routine will it live in?
- What proof/permission/handoff is required so it gets adopted?



VI Lunch Break

A stylized globe is positioned in the upper left quadrant of the slide. The globe is rendered in shades of teal and green, with a network of thin, colorful lines (purple, yellow, and white) connecting various points across its surface, suggesting a global network or data flow. The background of the slide is white with a subtle pattern of small, scattered yellow dots.

VII

Subcommittee Breakouts

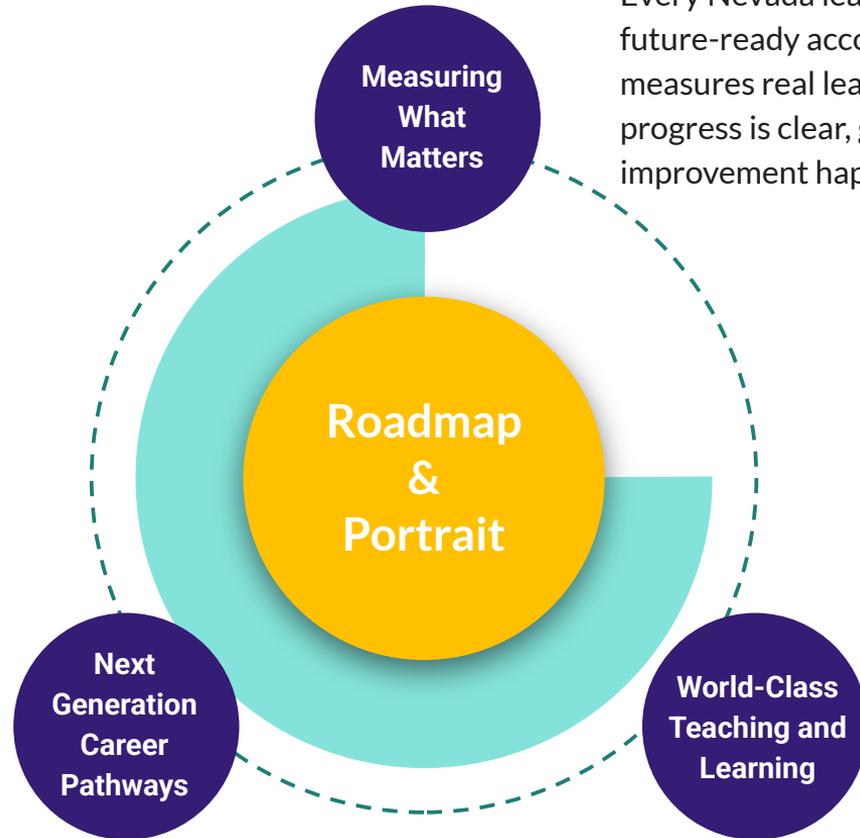


2025-2026 SUBCOMMITTEES

Measuring What Matters	Next Generation Career Pathways	World-Class Teaching and Learning
Adam Young Tim Hughes Angela Taylor Sean Parker Sebastian Rios Dr. Patricia Charlton Selena Torres-Fossett Peter Zierhut Dr. Ken Turner Rebecca Garcia Steve Canavero	Dr. Lindsay Diamond Carrie Buck Joyce Woodhouse Matthew McNair Maite Salazar Dr. Mariluz Garcia Teresa Dastrup Aaron Frantz Peter Zierhut	Dr. Kenny Varner Malinda Riemersma Sandra Kupfer Dr. Victor Wakefield Marilyn Dondero-Loop Dr. Bernnell Peltier-Glaze Nicole Rourke Anthony Nunez Tanya Flanagan Dr. Gregory Koenig Laura Jeanne Penrod Dr. Ken Turner Rebecca Garcia

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.



Every Nevada learner will benefit from a fair, future-ready accountability system that measures real learning and growth—so progress is clear, gaps are visible, and improvement happens faster in every school.

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

The Offer: Our Roadwork in 2025-2026

Next Generation Career Pathways

- Enable Expanded Advising Capacity
- Explore Opportunities to Reduce Employer Friction
- Identify and Promote Operator Wins

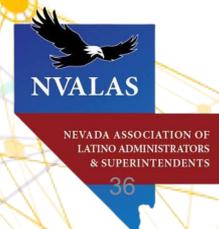
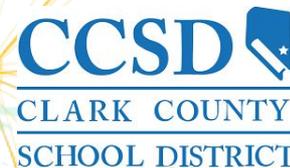
World-Class Teaching and Learning

- Coordinate and Fund Quality Professional Learning Providers
- Coordinate and Fund Principal-Focused PCBL Development
- Launch Higher Ed-District PCBL Preparation, Practicum, and Induction Pilots

Measuring What Matters

- Coordinate with Dept of Ed and CSF to execute new responsibilities outlined in SB460 Section 5.5.
- Ensure that School and District performance frameworks developed by SAR are enabling of the roadmap's recommendations and reflect learner-centered, future-ready design principles.

Standing Invited Guests



Today's Deep Dives

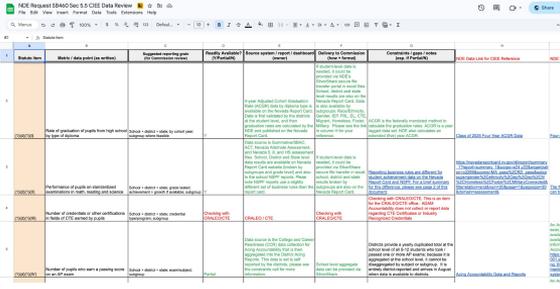


CIEE: Next Generation Career Pathways
Understanding Advising Capacity
 February 2026



CIEE: World Class Teaching and Learning
**Personalize, Competency-Based Learning:
 Envisioning PCBL Fully Realized under the Roadmap**
 February 2026

SB460 Sec 5.5 + NDE Data Request Response



Request No.	Request data point (as written)	Request wording (per CDE)	Requester? (if known)	Requester's request (as written)	Requester's Comment (if known)	Completed, open, or in progress	Request Date (or CDE Release Date)
1	Number of graduates of paths from high school to postsecondary education	Number of graduates of paths from high school to postsecondary education	Requester: [redacted]	Number of graduates of paths from high school to postsecondary education	Requester: [redacted]	Completed	02/20/2026
2	Number of graduates of paths from high school to postsecondary education	Number of graduates of paths from high school to postsecondary education	Requester: [redacted]	Number of graduates of paths from high school to postsecondary education	Requester: [redacted]	Completed	02/20/2026
3	Number of graduates of paths from high school to postsecondary education	Number of graduates of paths from high school to postsecondary education	Requester: [redacted]	Number of graduates of paths from high school to postsecondary education	Requester: [redacted]	Completed	02/20/2026
4	Number of graduates of paths from high school to postsecondary education	Number of graduates of paths from high school to postsecondary education	Requester: [redacted]	Number of graduates of paths from high school to postsecondary education	Requester: [redacted]	Completed	02/20/2026



VIII

Plenary Shareback



A stylized globe showing the Americas, overlaid with a network of colorful lines (purple, yellow, green) and dots, suggesting global connectivity or data flow.

IX

Synthesis and Next Steps