

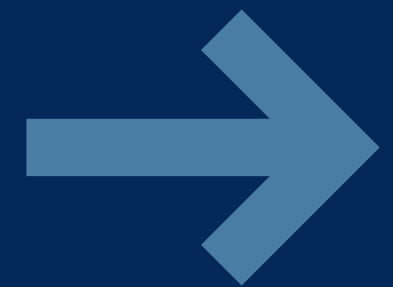
College and Career Ready: Path to 50%



Performance Task: Systems-Level Initiative Design for Student Outcomes

Task Title: Accelerating Student Outcomes Across Nevada

Presenter: Dr. Victor Wakefield



Initiative Summary

Nevada's vision of reorienting K-12 education around college and career readiness to broaden success, raise attainment, and meet workforce needs remains unrealized. The state is far from its College and Career Ready (CCR) diploma goal and lags peers on key indicators. The CCR diploma has not served as an effective policy lever because it lacks a clear value proposition for students and employers and is not embedded in state data, accountability, or resourcing systems. As a result, schools do not consistently prioritize the pathways and preparation needed for students to meet the CCR bar.

We can change this by reorienting the system to ensure the CCR diploma holds real value, is well known and accessible to all students, and becomes embedded into the long-term plans of our students, schools, colleges, and employer partners.

This unifying strategy, paired with a comprehensive playbook and aligned state systems, can achieve the vision to reorient K-12 education around college and career readiness.



Make it count



Make it clear



Make it stick

Presentation Agenda

- 1 Importance of CCR Diploma
- 2 Current State Assessment
- 3 Root Cause Analysis
- 4 CCR Initiative
- 5 Implementation Pathway: Systems, Goals, and Budget

Section 1: Importance of CCR Diploma

Section summary: The CCR Diploma is Nevada's unifying readiness measure, integrating academic mastery and career readiness. For students, the CCR diploma is linked to higher NSHE enrollment, early-career earnings, and access to living-wage jobs. For schools, it serves as a clear, aligned outcome target. For communities, the CCR diploma fuels economic growth and business attraction by helping align the future workforce to high-demand areas. Given its potential, the CCR diploma has been a policy focus over the past decade.

Performance Task Connection: This section lays out the strategic rationale for choosing CCR Diploma attainment as an important area of focus for a 3-year statewide initiative.

CCR Pays Off for Everyone

It's good for students. It's good for schools. It's good for the community.

Students

Students entering the workforce with CCR-linked skills, credentials, and college readiness have **greater access to jobs at or above the living wage.**

Schools

Schools can rally around producing CCR diploma graduates as a **unifying goal, performance lever, and signal of quality.**

Community

The community benefits from a CCR diploma focus as a **skilled workforce** helps attract and retain businesses, grows the tax base, and fuels prosperity.

North Star | System Accountability | Community Ownership | Accessible to All

CCR Pays Off for Postsecondary Outcomes

Postsecondary Prospects Increase

CCR diploma grads are more than twice as likely to enroll in an NSHE institution than standard diploma grads

60%

CCR Diploma



22%

Standard Diploma

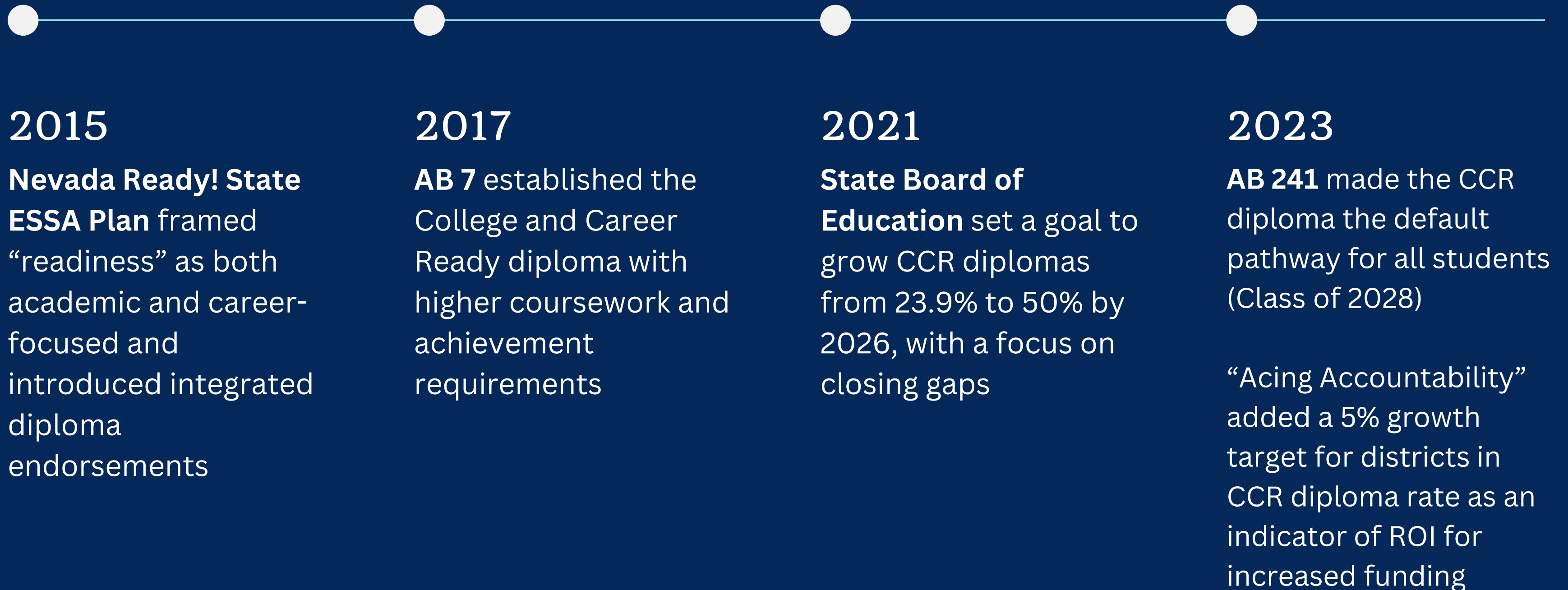
Job Prospects Increase

Graduates of CTE programs earn 12% more than their peers within five years of finishing school



See **appendix** for additional information on postsecondary outcomes

CCR Policy Momentum



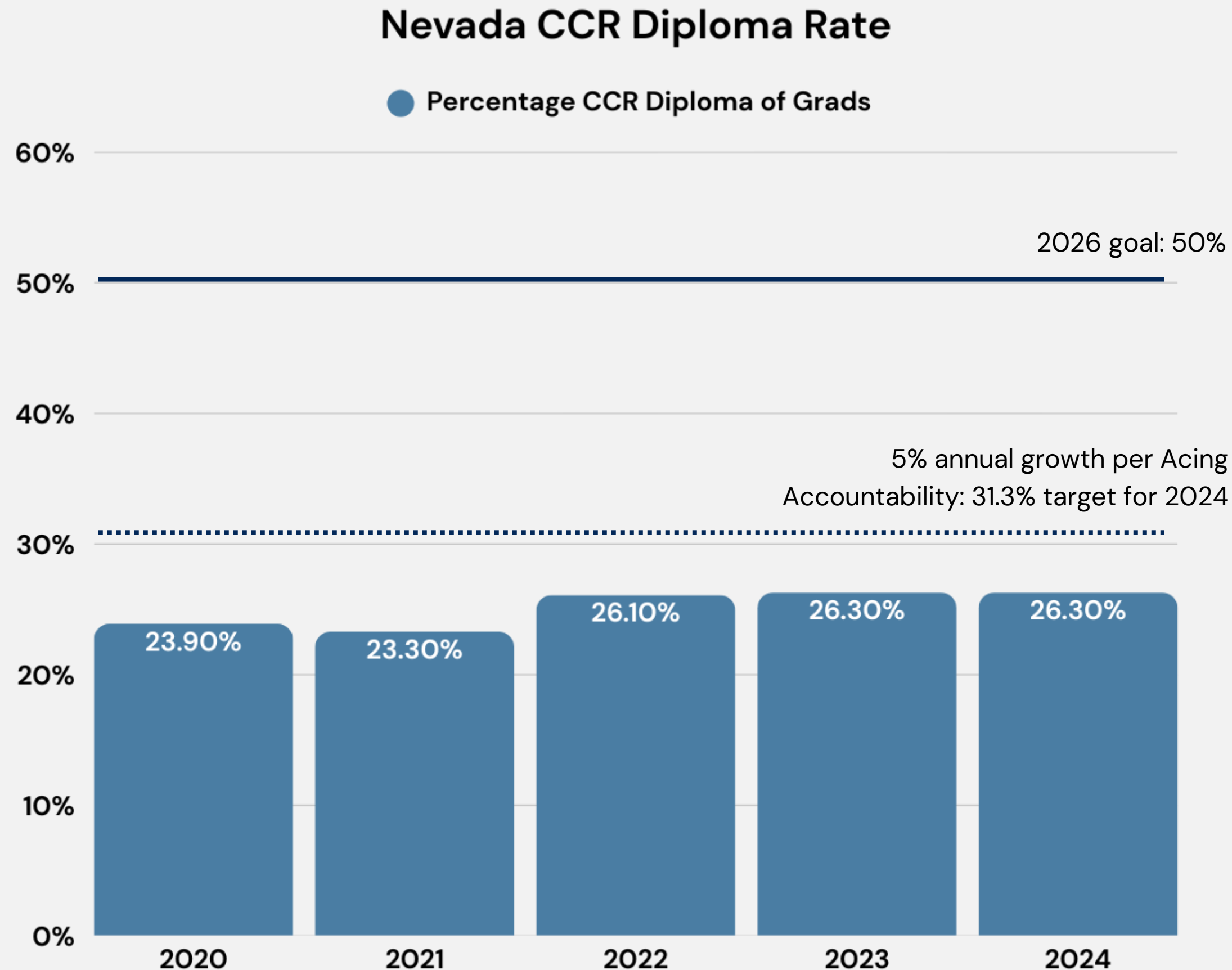
Section 2: Current State Assessment

Section Summary: Just 26% of Nevada graduates from the Class of 2024 earned a CCR diploma, well short of the State Board's goal of 50% by 2026. No subgroups or districts met the target. Gaps are most acute for multilingual learners (9%), students with IEPs (5%), and homeless youth (10%). Nevada has a high rate of disconnected youth and a mismatch between growing industries and job seekers.

Performance Task Connection: Problem analysis using available data for an area where Nevada's student outcomes are lagging

Outcomes Compared to Goal

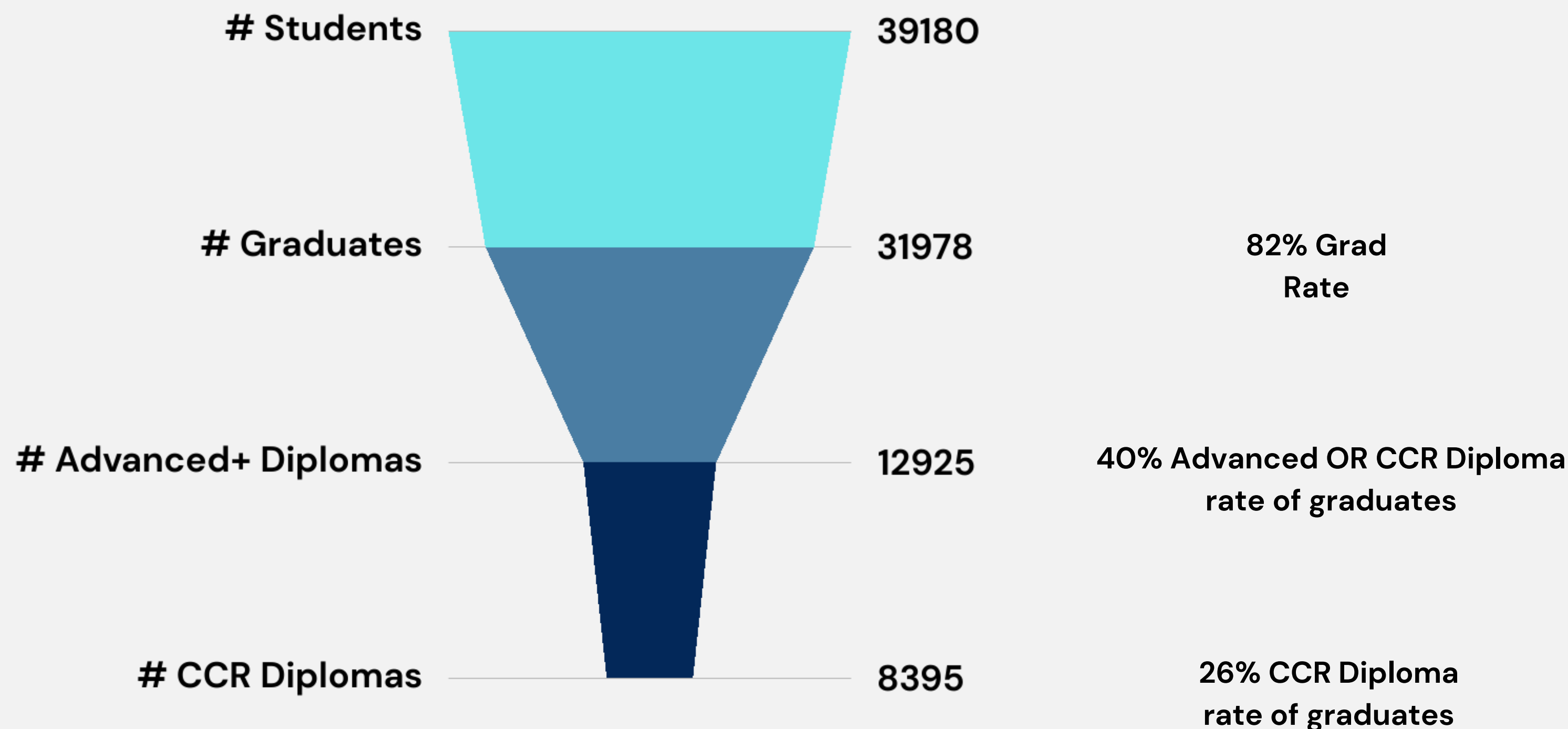
- At **26.3% in 2024**, Nevada is far from the State Board's 50% CCR diploma goal for 2026
- At **0% growth**, Nevada did not make the 5% growth target put forward through Acing Accountability



Nevada had a 21% CCR Diploma rate in 2024 when comparing CCR Diplomas to all students (vs. grads)
Advanced **and** CCR Diploma rates combined are also not showing progress: 42% in 2022, 42% in 2023, and 40% in 2024

Outcomes for the Class of 2024

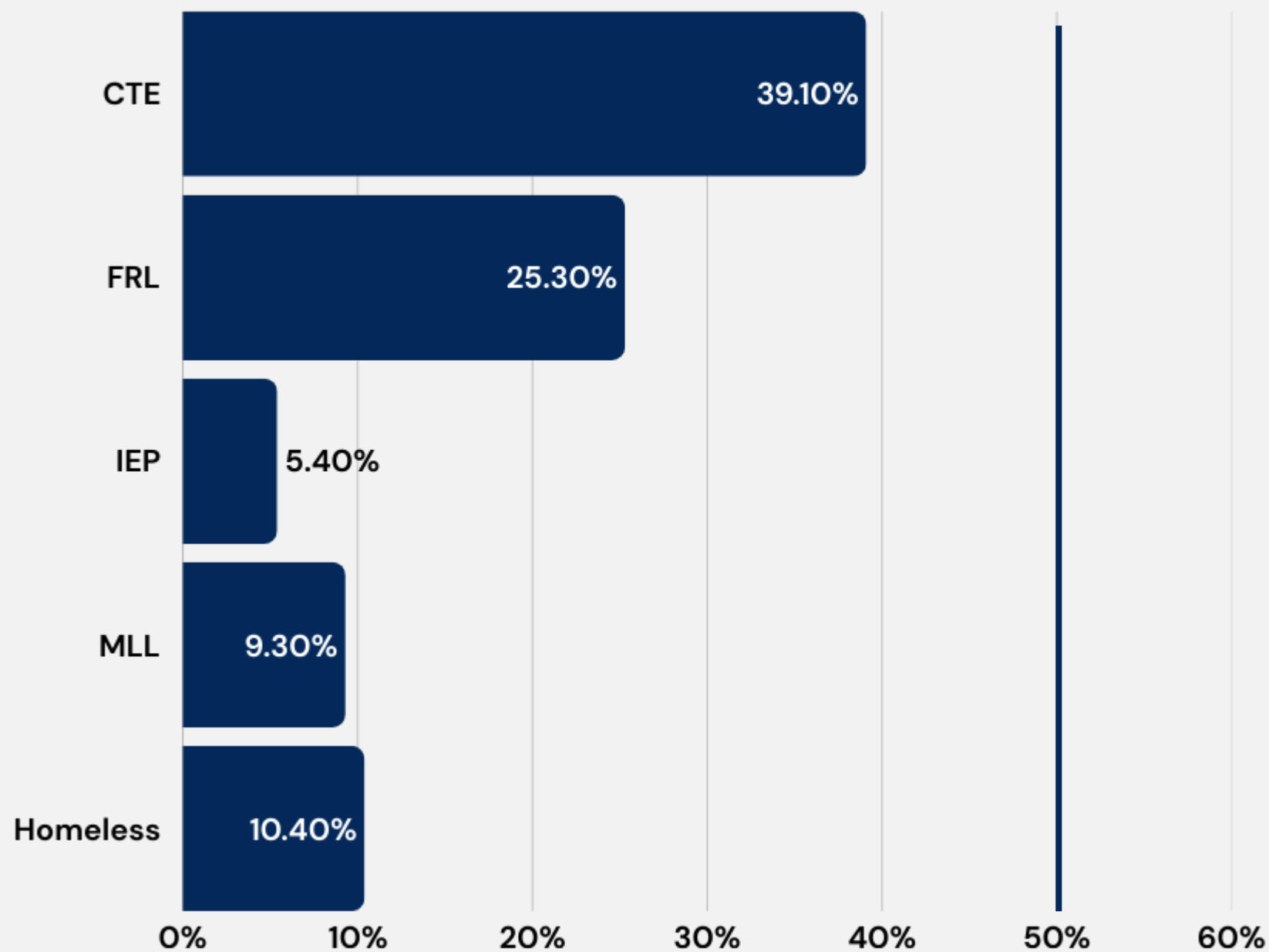
Only about one in four students in Nevada’s Class of 2024 earned a College and Career Ready diploma—roughly 9,000 fewer than needed to reach a 50% attainment rate.



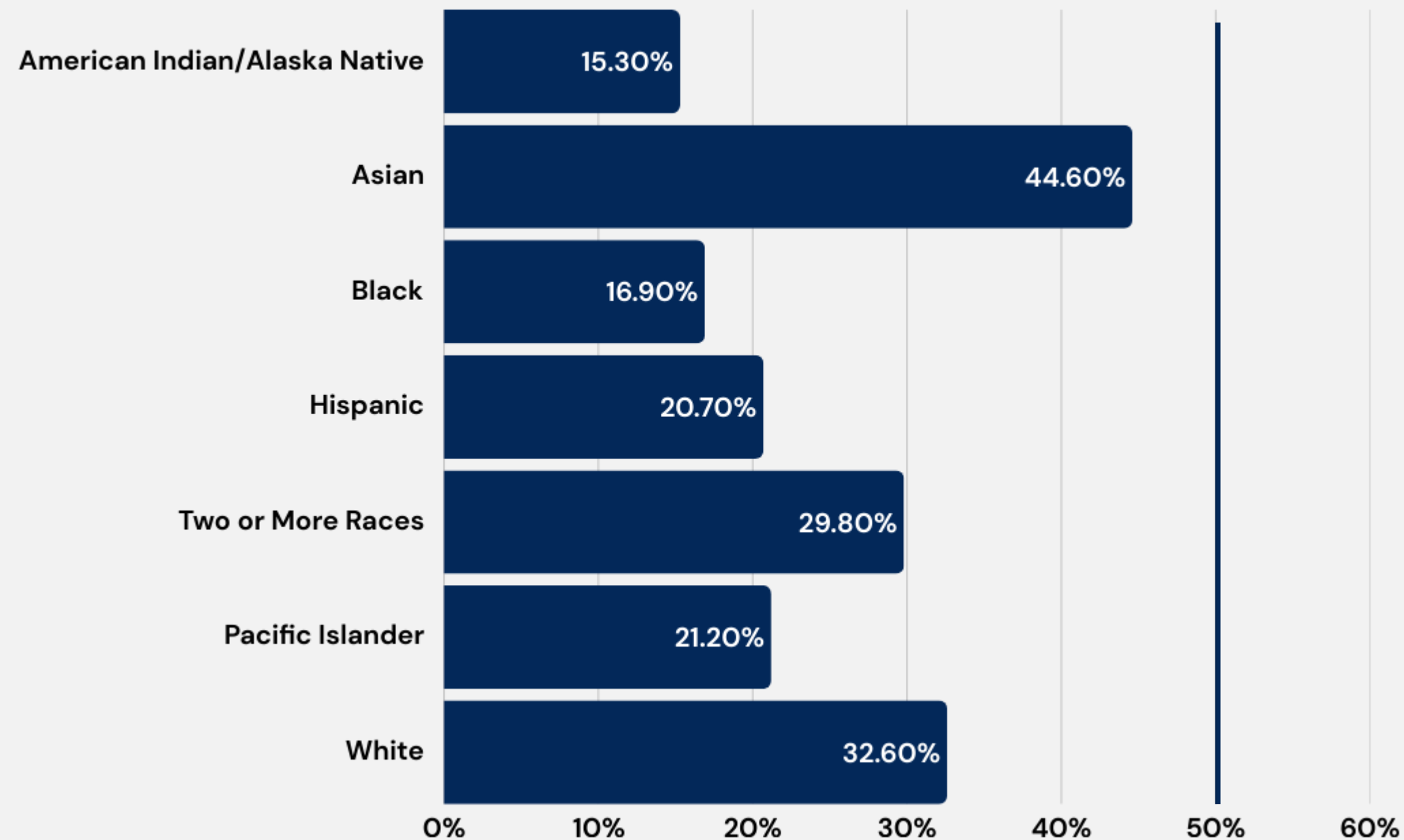
Subgroup Outcomes Compared to Goal

The widest gaps in CCR diploma attainment are seen among students with IEPs (5.4%) and American Indian/Alaska Native students (15.3%), underscoring how far outcomes for these subgroups fall below the state's overall goals

Class of 2023 CCR Diploma Rate by Subgroup



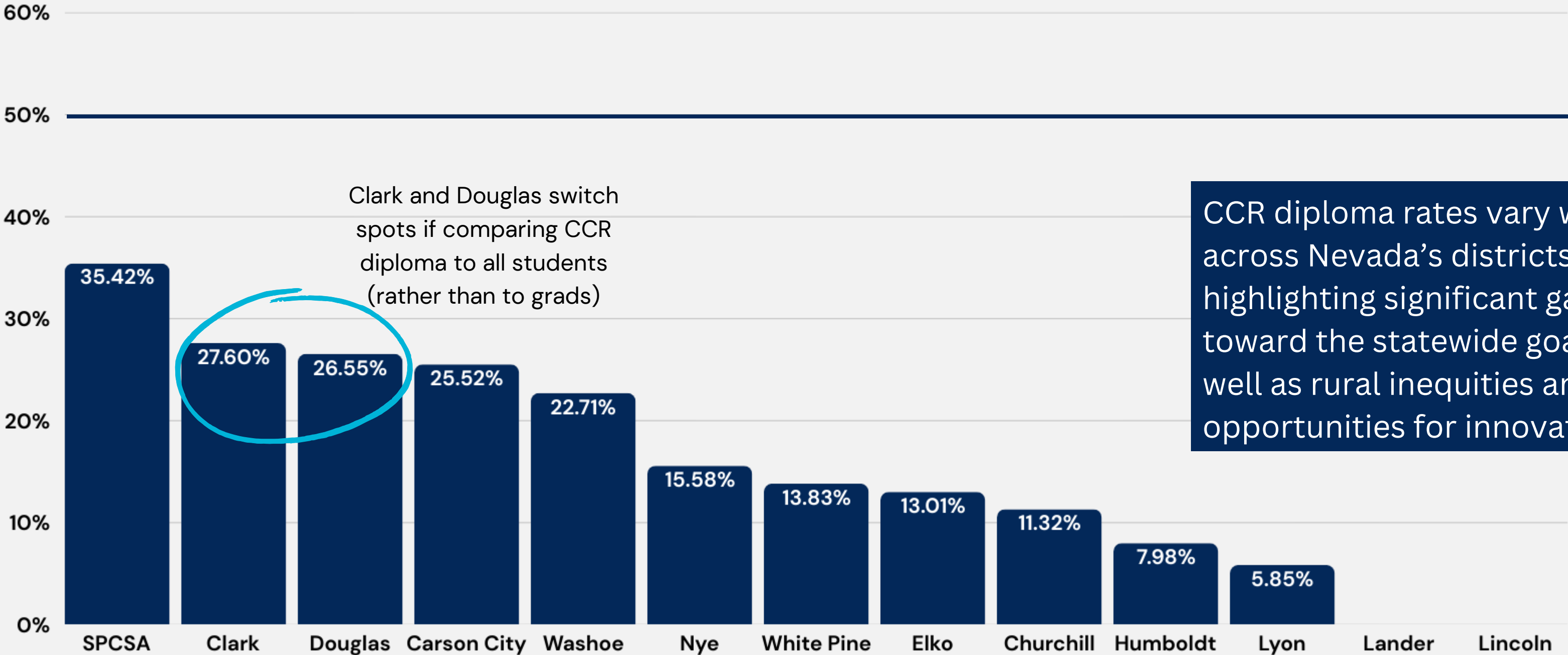
Class of 2023 CCR Diploma Rate by Race



Disaggregation by subgroup from May 15, 2024, Presentation to the Joint Interim Standing Committee on Education; Class of 2024 data disaggregation not publicly available

District Outcomes Compared to Goal

Class of 2024 CCR Diploma Rate by District
Districts with +50 graduating seniors

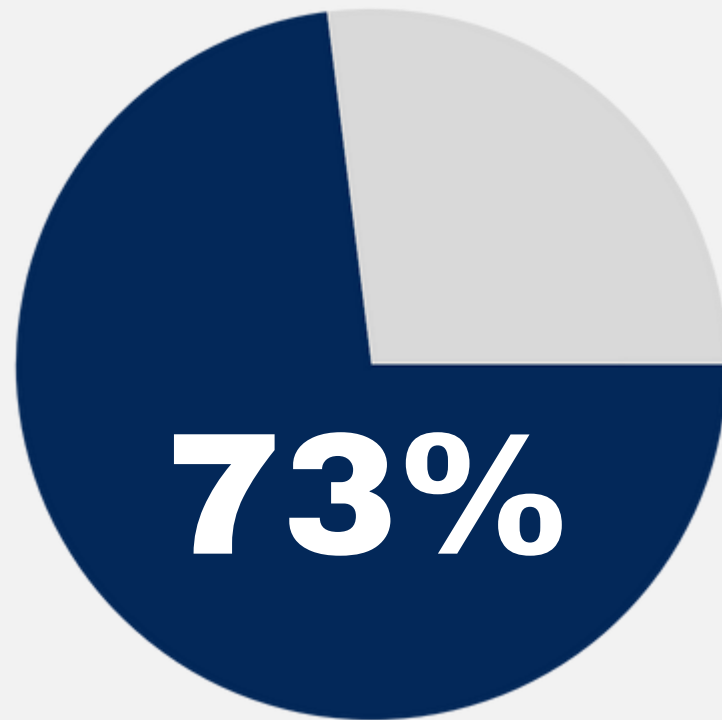


CCR diploma rates vary widely across Nevada’s districts, highlighting significant gaps toward the statewide goal as well as rural inequities and opportunities for innovation.

Workforce Misalignment

53K
disconnected youth

53K Nevadans aged 16–24 are
neither working nor in school



73% of these disconnected youth
have a high school equivalency

“Nevada Job Seeker Survey found
that “skill-set training and
certifications was the most
selected barrier to finding a job for
24 and younger at 38.0 percent, far
exceeding their next most cited
obstacle, lack of available job
opportunities at 22.0 percent.”

CBER: 2024 Nevada Job Seeker Survey

Section 3: Root Cause Analysis

Section Summary: Nevada's CCR pipeline breaks down in three places: (a) Credit Pipeline: Low advanced coursework, dual credit, and CTE completion despite strong early on-track rates; (b) Achievement Pipeline: Just 38% of 8th graders are ELA-proficient and 24% math-proficient; most fall short of ACT benchmarks; (c) Systems Gap: Misalignment across K-12, NSHE, and workforce agencies and challenges related to absenteeism, transiency, and teacher vacancies, amongst others. In addition, regional workforce needs and community contexts vary widely and require contextual approaches. Principals report operational barriers in scheduling, resourcing, and communication related to CCR diplomas. For students, the CCR diploma's value proposition is unclear to colleges and employers. In its current form, the CCR is not fully meeting the needs of students, schools, or the state's workforce.

Performance Task Connection: Deepen problem analysis using available data to inform strategies and evidence-based interventions and considerations for diverse populations



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2023-2024 SCHOOL YEAR NEVADA GRADUATION COLLEGE and CAREER READY CREDIT and ASSESSMENT REQUIREMENTS

To receive a high school diploma in Nevada, students must complete their required course work, earn the credits required by State law and by their district, and participate in assessments required by both State and federal law.

This document explains high school graduation requirements under Nevada law. Districts may have requirements that extend beyond State requirements.

Standard Diploma	
Courses	Units
American Government	0.5
American History	1
World History or Geography	1
Economics and Financial Literacy	0.5
English Language Arts	4
Health	0.5
Mathematics*	3
Physical Education	2
Computer Science Education and Technology	0.5
Science	2
College and Career Ready (CCR) Flex Credit	2
Electives	6
Total	23

An individual course cannot be used to fulfill more than one unit requirement.

Students are required to complete courses in Geography or World History to earn either the **Standard Diploma**, the **Advanced Diploma**, or the **College and Career Ready (CCR) Diploma**.

* The sequence of courses to fulfill the Mathematics requirements for all three diploma types may include Pre-Algebra, Algebra I, Geometry, Algebra II or higher.

Advanced Diploma or College and Career Ready (CCR) Diploma	
Minimum GPA: 3.25 (weighted or unweighted)	
Courses	Units
American Government	0.5
American History	1
World History or Geography	1
Arts and Humanities, JROTC or CTE	1
Economics and Financial Literacy	0.5
English	4
Health	0.5
Mathematics**	4
Physical Education	2
Computer Science Education and Technology	0.5
Science**	3
Electives	6
Total	24

An individual course cannot be used to fulfill more than one unit requirement.

** Regarding the sequence of courses to fulfill the Math or Science requirement for the **Advanced Diploma** and the **CCR Diploma**, Computer Science can either fulfill a fourth credit in Mathematics or it can fulfill a third credit of Science. **It may not count in both areas.**

Additional College and Career Ready (CCR) Diploma Requirements

- Proficiency in speaking two or more languages (Seal of Bilingualism); OR
- Not less than two units of credit used to fulfill the required course units of credit (above) in one or more of the following course areas:
 - Advanced Placement (AP) courses
 - International Baccalaureate (IB) courses
 - Dual-credit courses
 - CTE courses
 - Work-based learning courses
 - World language course
- Must earn at least one of the two associated endorsements:

College-Ready Endorsement:

- Nevada System of Higher Education's Co-Requisite and College-Ready Gateway Policy (Board of Regents Handbook, Title 4, Chapter 16, Section I; e.g., ACT English ≥ 18 , ELA ≥ 20 , Math ≥ 22 ; SAT Evidence-based Reading and Writing ≥ 480 , Math ≥ 530 ; SBAC English ≥ 2583 (Achievement Level 3), Math ≥ 2628 (Achievement Level 3))

Career-Ready Endorsement:

- Pass one of the two State Board of Education's approved career-readiness assessments (ACT NCRC \geq Silver; or ASVAB ≥ 50); OR
- Earn the CTE Skill Attainment Certificate (NAC 389.800); OR
- Obtain an industry-recognized credential (approved and on GOWINN's Nevada Industry-Recognized Credential List).

CCR Diploma Requirements

Advanced Diploma Requirements (24 Units)

+

Language Component

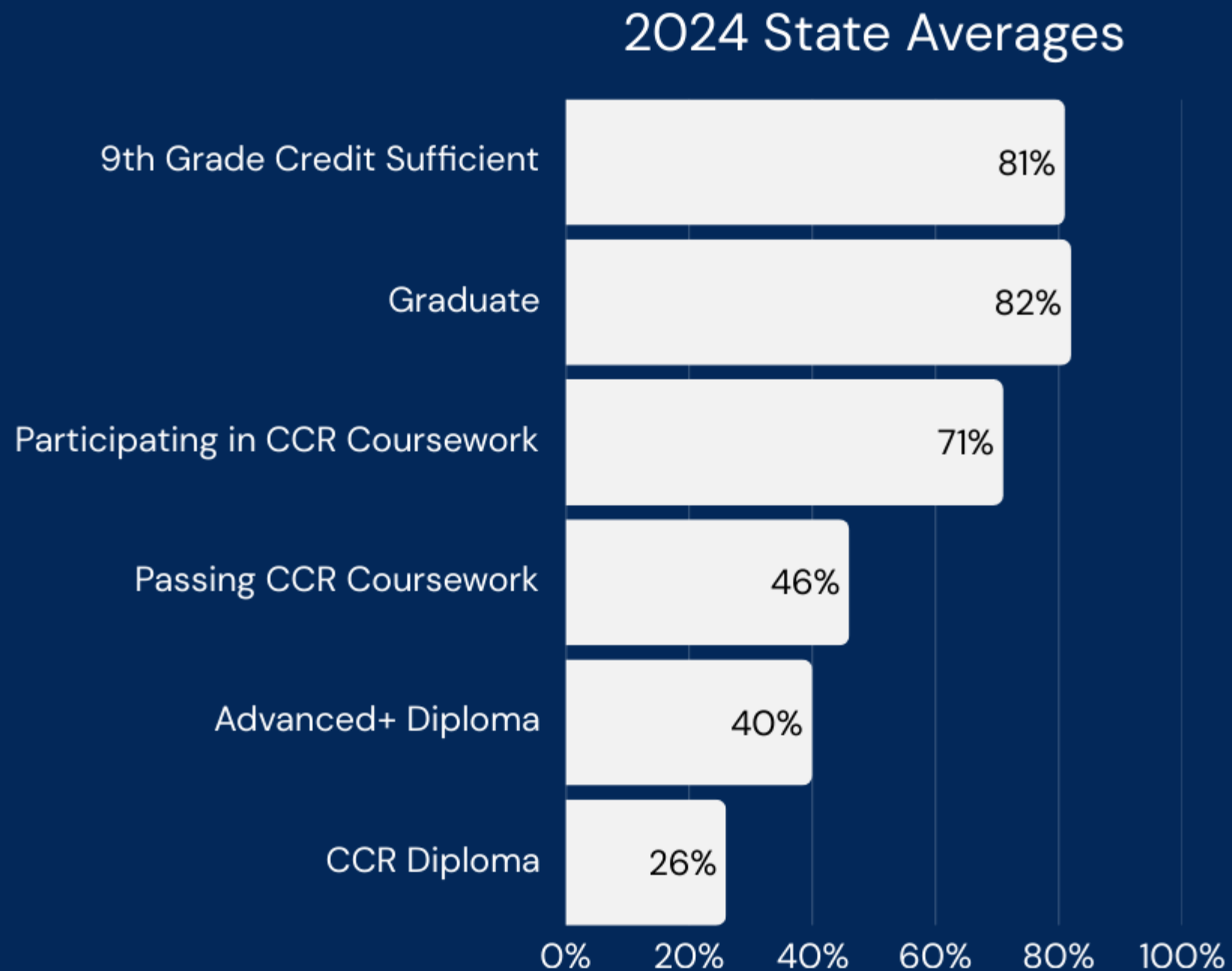
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College-Ready Endorsement per ACT/SAT/SBAC score minimum

or

Career-Ready Endorsement per assessment score **or** CTE skill attainment certificate **or** industry-recognized credential

Credit Barriers

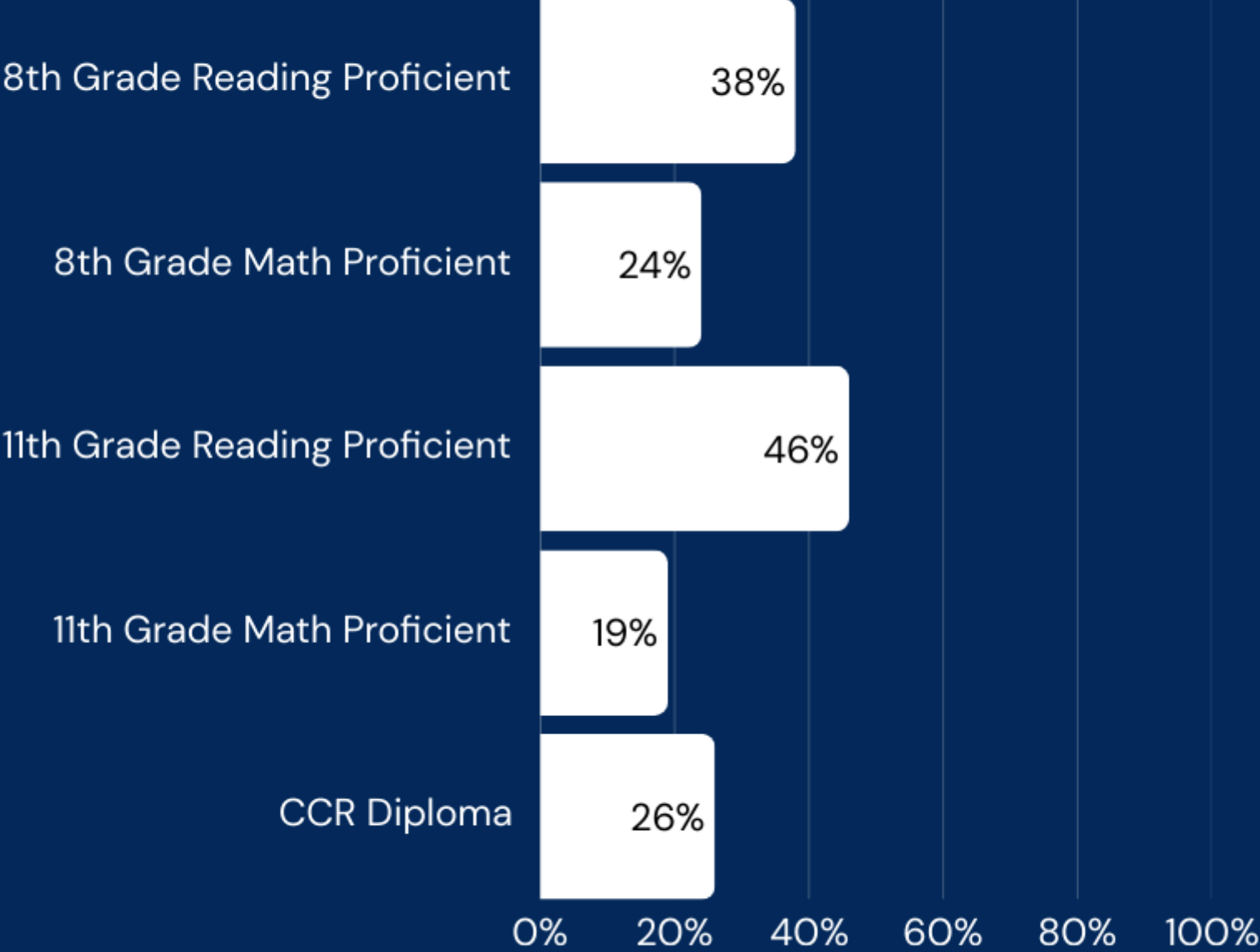


Initial Analysis

- **Strong starts, mid-pipeline stalls:** Most students earn enough credits in 9th grade to stay on track, but CCR-required AP/IB, dual credit, and CTE enrollment drops sharply in later years due to limited offerings, staffing shortages, and rigid schedules.
- **Course sequencing bottlenecks:** Delayed or uneven access to foundational courses, like Algebra I, can block entry into advanced math, science, and technical pathways needed for CCR completion, widening gaps.
- **Coursework not fully aligned to workforce needs:** Recent reforms represent progress (e.g., shift from 3 to 2 year sequences, removal of certain programs misaligned with workforce projections). More to do to fully align coursework with high-demand, high-wage fields like health care, advanced manufacturing, and technology.
- **Unequal access to postsecondary acceleration:** Dual enrollment and industry credentials boost CCR rates and NSHE capture, yet access is uneven.
- **Fragmented systems and funding:** Without a unified cross-agency plan linking K–12, higher ed, and workforce priorities, Nevada offers a patchwork of opportunities rather than an equitable, coherent CCR pathway.

Achievement Barriers

2024 State Averages



CCR Diploma % is higher than 11th-grade math proficiency because the career endorsement option does not require proficiency

Initial Analysis

- **Early proficiency gaps:** Only 38% of 8th graders are proficient in reading and 24% in math, creating an upstream readiness gap that makes meeting CCR English and math benchmarks harder in high school.
- **Math as the main limiter:** The CCR College-Ready endorsement requires meeting both English and math benchmarks. Math proficiency is the primary barrier, shrinking the percentage meeting achievement requirements to less than 20% of graduates statewide.
- **Nationally low benchmark performance:** Compared to other universal ACT states, Nevada ranks last for the share of juniors meeting English, math, and composite college-ready benchmarks, suggesting the issue is low readiness, not an unusually high bar.
- **Limited targeted supports for near-miss students:** Too few students receive timely, intensive interventions such as ACT/SAT prep or middle-grade math acceleration aimed at pushing them over readiness thresholds.
- **Achievement gaps compound:** MLLs, students with IEPs, and homeless youth face both lower proficiency rates and reduced access to the supports that could close gaps, leading to disproportionately low CCR attainment.

System Gaps / Cross-Cutting Factors



Fragmented K-12, higher ed, and workforce alignment

Misaligned goals, metrics, and funding streams across agencies create a patchwork of initiatives where course offerings and counselor advice may be disconnected from the projected regional workforce needs



School climate and student engagement

Weak or inconsistent school climates and the compounding issues leading to high levels of chronic absenteeism reduce student engagement, persistence, and readiness for rigorous CCR requirements



Resource and staffing gaps

Funding disparities and educator vacancies limit advanced course access, instruction quality, and the relationships proven to boost achievement and engagement



Chronic absenteeism and student instability

High rates of absenteeism, transiency, and external stressors (housing, food insecurity, neighborhood violence) cut into both credit accumulation and achievement, especially for high-need subgroups



Awareness, Clarity, Perceived Value

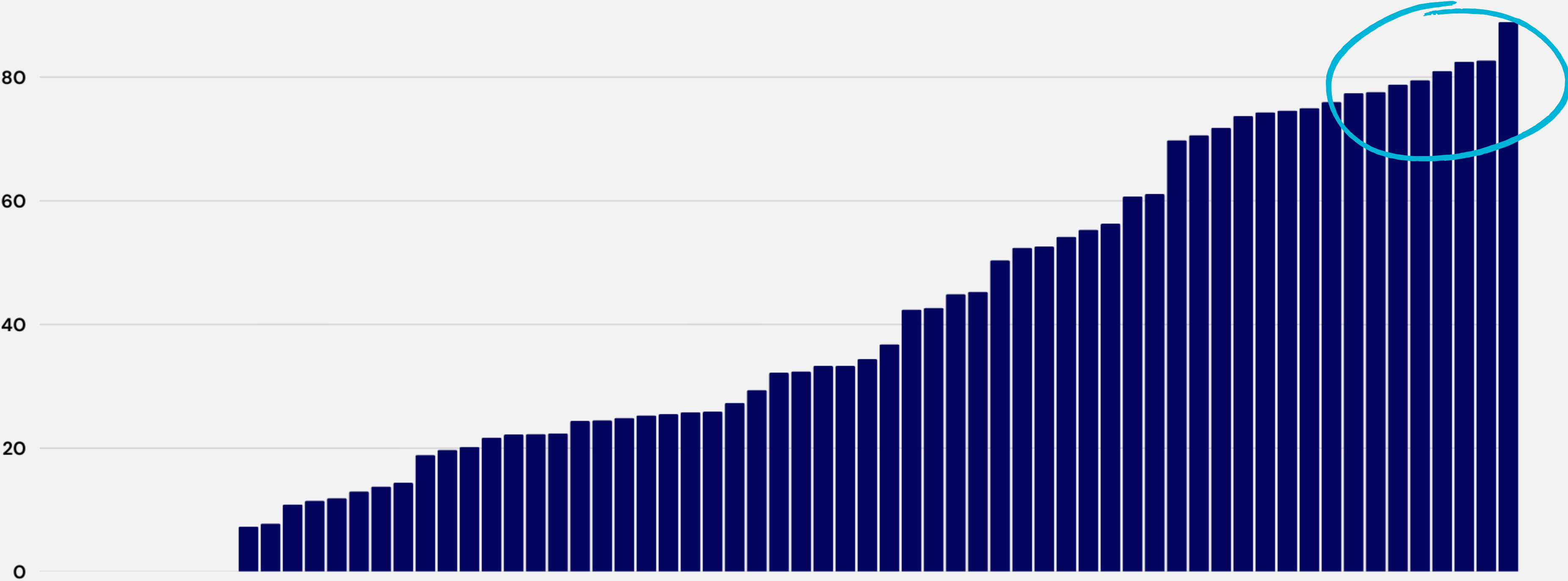
Complex requirements, low public understanding of the measure, and lack of clear incentives (e.g., paid internships, auto-admission or scholarships) limit the influence of CCR diplomas

Graduation vs. CCR Readiness

Graduation rates mask significant variation in students' readiness for college and career. CCR diploma attainment is uneven, especially for schools with +90% grad rates and the highest-rated schools (5-star on NSPF).

Class of 2024 CCR Diploma Rates
Schools with +90% graduation rate

We should also recognize and celebrate a set of truly high-flying CCR schools in Nevada



What We're Solving For

Conversations with principals provided qualitative trends behind the numbers. Principals described scheduling, resource prioritization, and communication challenges related to CCR offerings. They also shared that the CCR diploma does not have a clear, distinguishing value proposition for students when it comes to colleges and employers, and the accountability systems treat it as a marginal piece rather than as core.

Students

The Beneficiaries

- Currently, too many students don't see a clear reason to pursue
- The pathway is confusing/inaccessible
- The supports are uneven

Schools & Districts

The Implementers

- Schools and districts face scheduling, resourcing, and human capital barriers that make CCR access inconsistent
- Accountability treats CCR as marginal vs. core

Colleges & Employers

The Partners & Gatekeepers

- Colleges and employers don't recognize CCR diplomas as distinguishing for admissions or hiring

Statewide Supports

The Enablers

- Nevada's policy, funding, and accountability systems aren't fully aligned to prioritize CCR outcomes, leaving local efforts and innovation fragmented

Section 4: CCR Initiative

Section Summary: To address root causes and drive change, we must reorient the system so the CCR diploma holds real value, is clear and accessible to all students, and is embedded in the long-term plans of students, schools, colleges, and employers. Enacting this unifying strategy (“Make it Count, Make it Clear, Make it Stick”) requires a comprehensive playbook of policy alignment, evidence-based interventions, and community-driven solutions. These efforts must come together coherently to support districts and schools and help them make the best decisions for their context and student population.

Performance Task Connection: Describes strategies and evidence-based interventions with considerations for diverse populations and variance between district needs and strategies based on community needs

Strategy

1 Make It Count

Ensure the CCR diploma carries real value through scholarships, jobs, admissions, and accountability points so students and schools see it as essential, not optional

2 Make It Clear

Provide transparent, default pathways for students and robust support so every student and family knows how to achieve it

3 Make It Stick

Build sustainable systems with funding, partnerships, and accountability that embed CCR access and recognition long-term across schools, colleges, and employers

Make It Count

Ensure the CCR diploma carries real value through scholarships, jobs, admissions, and accountability points so students and schools see it as essential, not optional.

Students

- CCR diploma leads to scholarships
- CCR diploma leads to a guaranteed spot in state apprenticeships
- CCR diploma leads to jobs (named CCR diploma preference in job postings)
- CCMR diploma leads to a pathway to service
- CCR gateways (9th and 11th grade) lead to greater course choice and flexibility

Schools & Districts

- NSPF and new District Framework award meaningful points for CCR attainment, not just participation
- Public recognition for “CCR High Schools” that have created systems and built a CCR pipeline of students (including comprehensive high schools)
- SPCSA approval framework considers CCR programs

Colleges & Employers

- Funding linked to CCR diplomas (scholarships, workforce grants, tax credits) to recognize CCR diploma earners

Statewide Supports

- Redesign accountability systems to incentivize stronger CCR alignment

Make It Clear

Provide transparent, default pathways for students and robust support so every student and family knows how to achieve it.

Students

- Make CCR the default for students (in place via AB 241)
- Middle School exposure and career exploration
- CCR integrated into 4-year Course Plans for 9th-graders (via counselors)
- 9th-grade identification of students ready for college-track coursework and not already enrolled (via PSAT or other)

Schools & Districts

- Master scheduling tools that prioritize dual credit + CTE pathways
- Counselor ratios/roles that support CCR success
- Guidance and systems for aligning CCR pathways to regional workforce needs

Colleges & Employers

- Publish CCR-to-college/career maps: aligned majors, credentials, and in-demand jobs
- Endorse CCR pathways visibly (in catalogs, course guides, and employer postings)
- Sector councils and NSHE articulate “value statements” (“this program/credential counts toward...”)

Statewide Supports

- Common CCR definitions and metrics
- Transparent data reporting
- District training and support
- Facilitate Statewide CTE PLCs with NACTE for specialized CTE teachers
- Unified course coding
- Revisit regulations that create barriers (e.g., 6 period minimums, open periods for juniors, etc.)

Make It Stick

Build sustainable systems with funding, partnerships, and accountability that embed CCR access and recognition long-term across schools, colleges, and employers.

Students

- Counseling support post-grad (NSHE advisors bridge with HS counselors)

Schools & Districts

- Funding for career programs at comprehensive high schools, not just magnets/charters
- Sustained partnerships with colleges/employers in SPCSA approval and district performance frameworks
- Track % of CCR graduates who enroll in postsecondary and/or secure sector-aligned jobs within 12–18 months

Colleges & Employers

- Sustain pathways with long-term regional intermediaries (workforce boards, chambers, NSHE–district partnerships)
- Co-investment: employers and colleges fund dual credit seats, bridge programs, and industry credential assessments
- Data sharing: student-level longitudinal tracking, all the way to employment and earnings

Statewide Supports

- Align funding formulas (Weights, CTE grants, ESSA frameworks)
- Facilitate systems alignment (e.g., NSHE admissions and scholarship qualifications)
- State communications
- Ensure nonprofit partners receiving state funding use an evidence-based, aligned strategy

Playbook

1 Policy Conversation

Set a bold vision for Nevada students and define what success means: The State Board, Commission on Education and Innovation, and Legislature

2 Evidence-Based Interventions

Specific, research-backed moves Nevada can make: tutoring, course plans, CTE quality standards, FAFSA campaigns, etc.

3 Community-Driven Solutions

Solutions that are relevant to students and communities, consider the specific conditions present, and are locally decided and driven

Playbook #1: Vision and Policy Questions



Readiness Definition

Should Nevada move toward a College, Career, **Military** Readiness (CCMR) model like Texas or Indiana, capturing a wider range of postsecondary pathways?



Expanded Competencies

Should Nevada integrate Civic, Financial, and Digital Literacy as required competencies within the CCR diploma, aligning with workforce and democratic participation goals?



Aligning Accountability & Incentives

Should Nevada integrate concrete incentives for students meeting key readiness benchmarks along the way (like Maryland's 10th-grade CCR benchmark) and upon diploma completion (like Tennessee's HOPE Scholarship)?



Postsecondary & Workforce Goals

Should Nevada set measurable goals for NSHE capture rates, employment, and early-career income for graduates?

Credit Attainment Focus

These strategies remove the structural and scheduling barriers that keep students from earning the credits and credentials that define CCR readiness.

Example: Reduce barriers to credit-bearing work-based learning

Achievement Focus

These strategies focus on increasing proficiency and readiness through grade-level instruction, accelerated math, and literacy interventions that help students meet or exceed CCR benchmarks.

Example: Middle-Grade math acceleration

Playbook #2: Evidence-Based Strategies

Cross-Cutting

These levers address the conditions that make or break readiness by focusing on postsecondary transition, attendance, staffing stability, and industry alignment.

Example: Eduactor pipeline for CTE offerings

Other Local Solutions

Community-driven solutions and small-scale pilots that build buy-in and test innovation approaches (with strong designs and guardrails)

Example: School designation initiative modeled after Governor's STEM Schools

See appendix for a suite of evidence-based strategies and Nevada relevance for each category

Spotlight: Pilot, Learn, Scale

Nevada has already taken important steps through SB 460, which creates the framework for an Innovation Zone to support schools and districts ready to pilot the future. Building on this foundation, the Department can:



Launch Targeted Pilots

Partner with schools, districts, and communities to design small-scale pilots that test innovative approaches with clear guardrails and strong evaluation.



Leverage Statewide Vision

Align pilots to Nevada's **Portrait of a Learner** and long-term vision, ensuring that local innovation accelerates progress toward statewide goals.



Revisit Structures

Explore **seat-time flexibility, competency-based pathways, and alternative approaches** that allow students to demonstrate mastery in new ways.



Commission Partnership

Collaborate with the **Commission on Innovation and Excellence in Education** to identify promising practices and scale those that deliver results.

Playbook #3: Community-Driven Solutions



School leaders asked: “How do we target this population of students and actually see an increase in their success, however we're defining that, and a reduction in the amount of students that are at risk of not graduating?”

–Anna Colquitt, Guinn Center, PBS Nevada Week, 8/6/26



Decisions at the local level are going to always be owned better than something mandated top down.

–NV Rural Superintendent Conversation 8.13.25



On a 2024 survey, Nevada parents reported 24% confidence in workforce preparation (vs. the national average of 34%) and 22% confidence in college preparation (vs. the national average of 32%).

–The State of Educational Opportunity in America, A 50-State Survey of 20,000 Parents by EDGE research and 50CAN

1. Co-design solutions with stakeholders

Bring together educators, students, families, employers, and community leaders in each region to adapt CCR strategies to local needs and contexts.

2. Urban/rural customization

Tailor course offerings, scheduling, and support models so both rural and urban schools can realistically deliver CCR pathways.

3. Empower local champions

Identify and train school- and community-level “CCR leads” who can coordinate resources, monitor progress, and keep momentum.

Community Ownership



4. Share bright spots and lessons

Build a statewide learning network so successful local innovations are documented and scaled across districts.

5. Sustain engagement through transparency

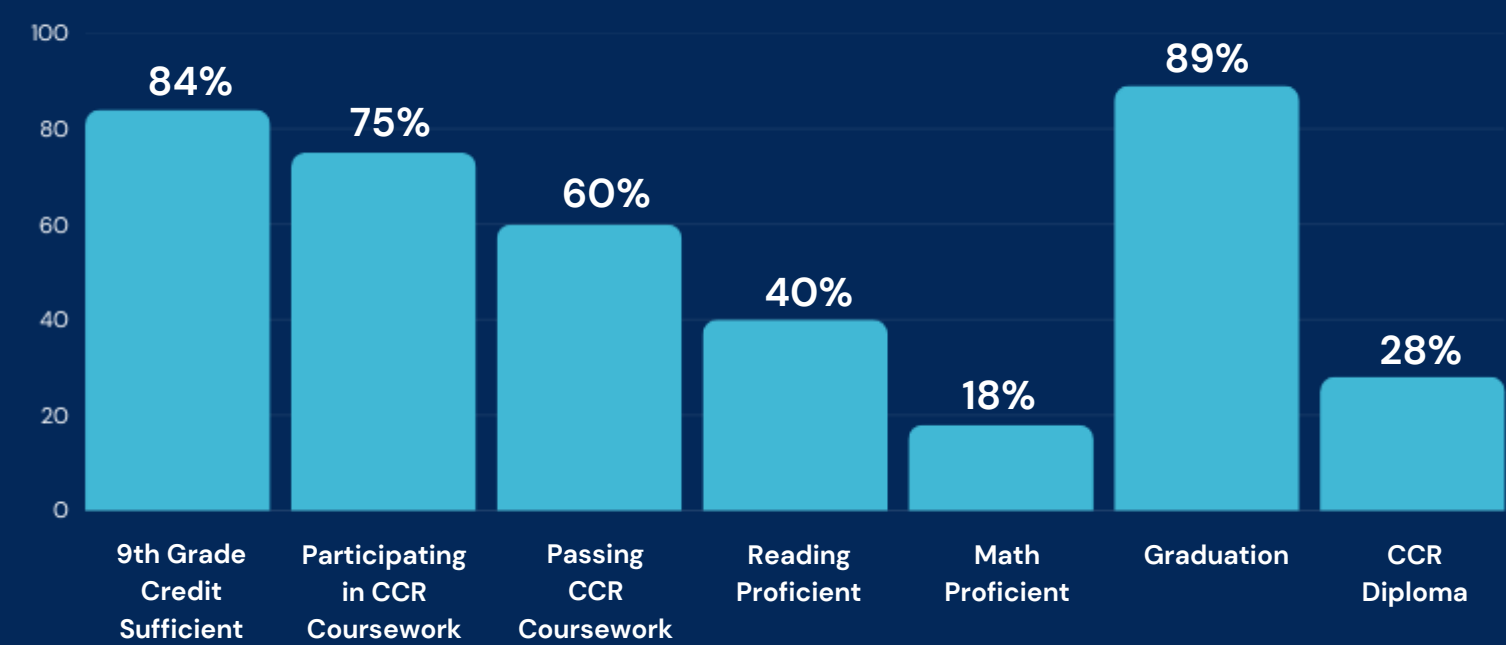
Publish simple, public CCR progress dashboards for each region, reinforcing accountability and shared ownership.

School-Level Example

Medium CCR Diploma Rate School (20–35%)

- Mixed SES, Urban comprehensive, rural HS, mid-performing charters
- 37% chronic absenteeism
- 13% transiency
- 10% teacher vacancy rate estimates

CCR Story



Qualitative: Course programming requirements limit room for electives to explore CCR options. Funding level lower than specialized magnet/CTE puts pressure on offerings. Students opt in and out of CCR-aligned coursework depending on year/interest (vs. being structured into the enrollment expectations)

School-Specific Strategy

Build on a solid foundation by locking in 9th-grade success, expanding CCR gateways, and raising pass rates through targeted academic and advising supports.

Priority Interventions for School Type

- 9th-grade on-track system → lift credit sufficiency to 90%+
- Algebra I + ELA 9 high-dosage tutoring
- One gateway complete: dual credit (to ≥9 credits) or CTE w/ IRC
- FAFSA blitz + advising upgrade to prevent career mismatch
- Leverage regional partner data to plan CTE & dual credit offerings
- Middle School Career and Advisory Support

See **appendix** for priority interventions aligned to 5 school types.

Section 5: Implementation Pathway - Systems, Goals, and Budget

Section Summary: The Nevada Department of Education plays an important role in ensuring alignment at every level through clear priorities, defined implementation pathways, transparent data, and coordinated resources. This section outlines how to build that alignment with an implementation timeline clarifying NDE and district/school roles, a vision for needed metrics, and a high-level budget summary.

Performance Task Connection: Describes at a high level the implementation timeline and responsible actors; key metrics for monitoring progress and ensuring accountability; and budget summary.

NDE Theory of Action

1

STEP 1: SET THE VISION

Co-create a bold vision for Nevada students and define what success means.

2

STEP 2: DEFINE THE PATH

Translate the vision into a clear roadmap with coherent strategies and approaches.

3

STEP 3: BUILD CAPACITY

Partner with districts to build the systems and supports that enable school leaders and educators to thrive.

4

STEP 4: ALIGN THE SYSTEM

Line up policy, incentives, accountability, and resources to make the best choice an easy choice.

5

STEP 5: LEARN AND IMPROVE

Monitor progress, celebrate wins, and course-correct when off track.



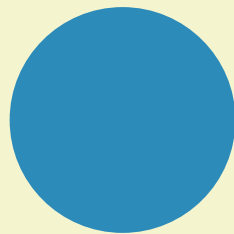
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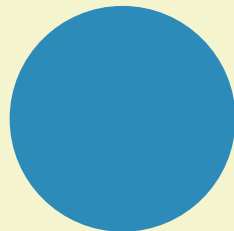
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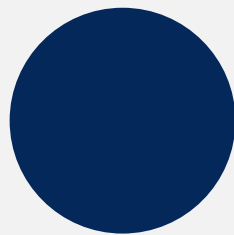
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Monitor progress, celebrate wins, and course-correct when off track.

NDE Priorities Alignment

#1 Strengthen Academic Foundations	#2 Prepare Students for a Fast-Changing World	#3 Invest in Educators and Leaders	#4: Provide Families with Choice, & Connection
<ul style="list-style-type: none">• Expand access to high-quality literacy and math instruction anchored in rigorous curricula• Use CCR benchmarks to drive early interventions and progress monitoring for struggling students• Target subgroup gaps with tailored supports to raise proficiency in foundational skills	<ul style="list-style-type: none">• Scale dual credit, CTE, STEM, and early college pathways aligned to regional workforce needs• Ensure middle-grade math readiness to unlock advanced coursework and technical fields• Link graduation requirements to industry-recognized credentials and postsecondary enrollment	<ul style="list-style-type: none">• Expand professional learning tied to high-quality curricula and CCR pathways• Build teacher pipelines in high-demand subjects and underserved regions• Support innovative staffing models to sustain rigorous programs in all school types	<ul style="list-style-type: none">• Publish clear, accessible CCR data for schools and districts• Increase access to high-quality options like STEM academies and CTE programs• Engage families in pathway planning aligned to student interests and career goals
<div>#5: Lead with Focus and Collaboration</div> <div>See following slides</div>			

Priorities from previously submitted **1 Page Vision**

Implementation Chain

Watershed Advisors describes the “implementation chain” as the chain of all the adults who influence what happens in any given classroom. To align the system, the **state’s levers** need to each be aligned to the ultimate goal.

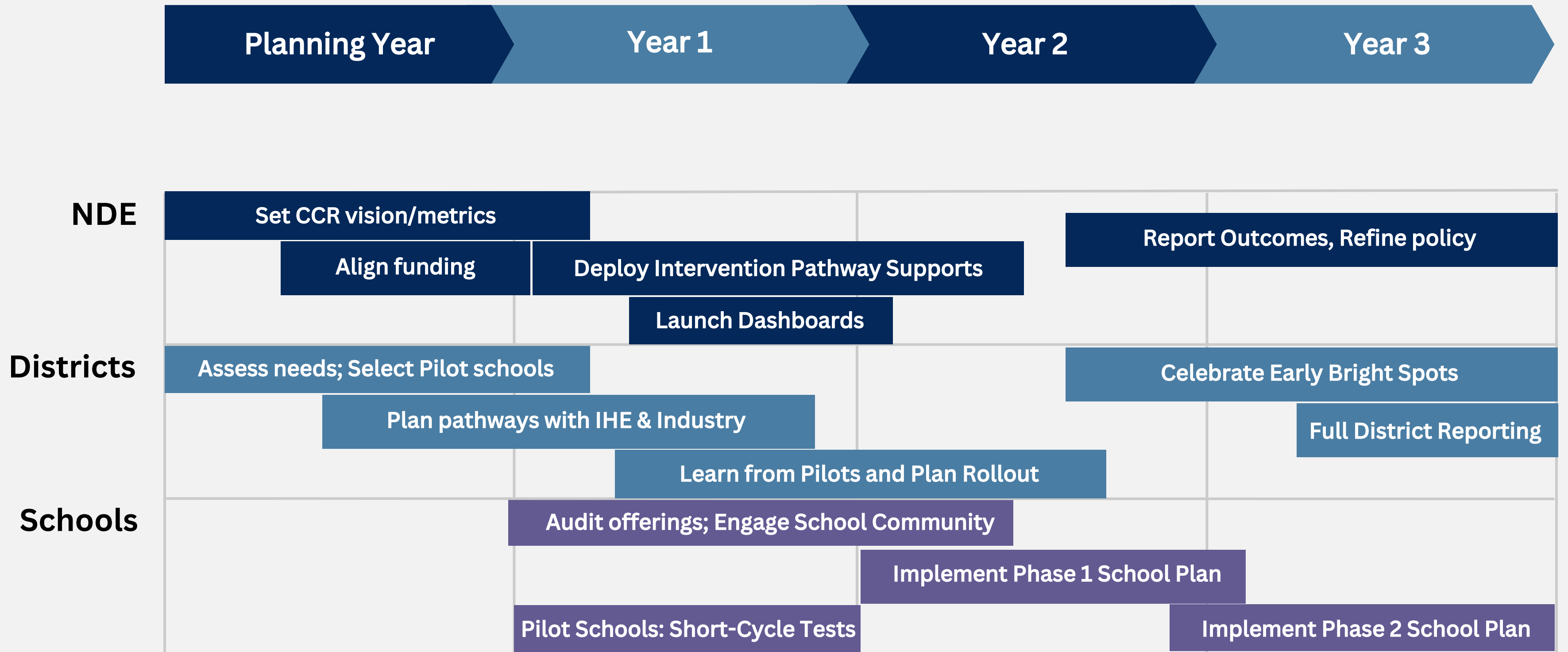
⇓ STATE CCR LEVERS ⇓

	Standards & Assessments	Funding	Accountability	Regulations & Guidance	Support & Training	Communications
DISTRICT LEADERS	Align graduation requirements to CCR diploma criteria (AB 7, AB 241). Embed CTE concentrator/completer coursework, dual credit, and industry credentials in diploma pathways.	Unify state CTE and Perkins funds to prioritize CCR-aligned programs of study. Continue targeted grants (AB 482 tied \$s to employer demand, AB 428 Career Pathways Demonstration Program and expands WBL)	Track and publicly report % of CCR Diplomas by district. Recognize districts increasing access and attainment for historically underserved groups.	Issue CCR diploma implementation guidance; update Work-Based Learning Guide. Apply CTE Quality Program Standards as a monitoring tool.	Create a CCR-focused technical assistance network through NDE. Provide WBL coordinator training in every district.	Consolidate district-facing communications in a CCR “implementation newsletter.” Convene district CTE/CCR leads annually to review priorities, progress, and gaps.

	Standards & Assessments	Funding	Accountability	Regulations & Guidance	Support & Training	Communications
TEACHERS	Deliver CCR-aligned instruction in restructured two-year CTE sequences, dual credit, and credential prep courses. Use state-provided tools to align classroom assessments with CCR Diploma outcomes.	Access stipends/externships to strengthen industry connections and instructional practice. Receive support for covering credential exam fees and materials for students.	Teacher eval & observation frameworks emphasize CCR-aligned instruction Track and monitor student progress toward course completion, dual credit, and credential attainment as part of classroom practice.	Implement state-approved industry credential opportunities in class offerings. Integrate work-based learning into instruction where available (job shadowing, internships, simulated workplace).	Access targeted professional learning at Nevada’s Association for CTE and NDE workshops, plus coaching from mentor/content leaders.	Monthly CCR/CTE newsletter highlighting best practices and exemplar teachers. Recognition of CCR teacher leaders in statewide communications

See **appendix** for a full implementation chain for district leaders, principals, teachers, and counselors

Implementation Timeline



Key Metrics and Accountabilities

CATEGORY	KEY METRICS	TARGETS
Student Access	CTE enrollment, program completion, WBL participation	Year-over-year increase; all subgroups at/above baseline
Credential Attainment	Industry credentials, dual credit, CCR Diploma	50% CCR Diploma by Year 3
Postsecondary Outcomes	Placement in employment/education within 12 months	≥ X% placement in aligned field (need baseline data to set #)
Access and Diverse Populations	Special population performance gaps	Close gaps by X% annually (need further analysis to set #)
Program Quality	Programs meeting quality program standards	90% of programs rated effective by Year 3

PROCESS	STATE ACCOUNTABILITY	LOCAL ACCOUNTABILITY
CTE Enrollment & Completion	Set statewide benchmarks; monitor local needs assessment submissions	Ensure student enrollment in two-year sequences; track completion locally
Credential Attainment	Define list of “credentials of value”; report statewide progress	Prepare students to test for and earn credentials; pay exam fees (Perkins)
CCR Diploma	Maintain diploma criteria; set state target	Advise/track students toward CCR requirements;
Work-Based Learning (WBL)	Publish WBL guidance; monitor statewide access	Provide WBL opportunities; assign coordinators; track participation
Access and Diverse Populations	Identify gaps across subgroups; set closing-the-gap goals	Recruit underrepresented populations; deliver supports at school level
Program Quality (QPS)	Conduct monitoring & technical assistance visits; set improvement standards	Self-assess against QPS; implement improvements in curriculum, access, etc.

Budget Summary

CATEGORY	SPENDING ASSUMPTIONS	YEAR 1	YEAR 2	YEAR 3	3-YEAR TOTAL	REVENUE SOURCES
NDE Staffing & Support	New specialized state team (policy lead, data/eval, regional liaisons) to complement existing capacity and coordinate, monitor, and provide technical assistance.	\$1.2M	\$1.5M	\$1.8M	\$4.5M	<ul style="list-style-type: none">Title I State Admin set-asideWIOA planning fundsState General Fund (NDE Ops)
PD & Mentors (Teachers/ Admins)	State-supported, locally delivered PD via existing providers and local staff (rigorous selection process). Covers summer institutes, release time, and stipends for teacher/ leader mentors.	\$2.0M	\$3.0M	\$3.5M	\$8.5M	<ul style="list-style-type: none">Title II-A (Teacher/Leader)Title I (school improvement PD)State professional learning grants
Student-Level Costs/Fees	State offsets for high-value CCR costs: dual credit tuition, credential exams, work-based learning supports. Starting with low-income and scaling out.	\$2.5M	\$4.0M	\$5.0M	\$11.5M	<ul style="list-style-type: none">Perkins V fundingState scholarship/dual credit offsets (Millennium, NV Promise)
NSHE & Workforce Alignment	Quarterly convenings and work groups; Joint data system work (credit transfer, credential recognition); Modest seed money for cross-sector pilots	\$0.5M	\$0.75M	\$1.0M	\$2.25M	<ul style="list-style-type: none">WIOA sector partnershipState general fund
Total		\$6.2M	\$9.25M	\$11.3M	\$26.75M	

Revenue Note: The CCR initiative is not a \$26.7M ask for new dollars. Most of the plan can be funded through existing federal flexibilities (Title I, II, IV, Perkins, etc.), state budget lines, and cross-agency workforce funds. New investments will be targeted, not duplicative

The CCR Diploma

- ✓ Make it count
- ✓ Make it clear
- ✓ Make it stick

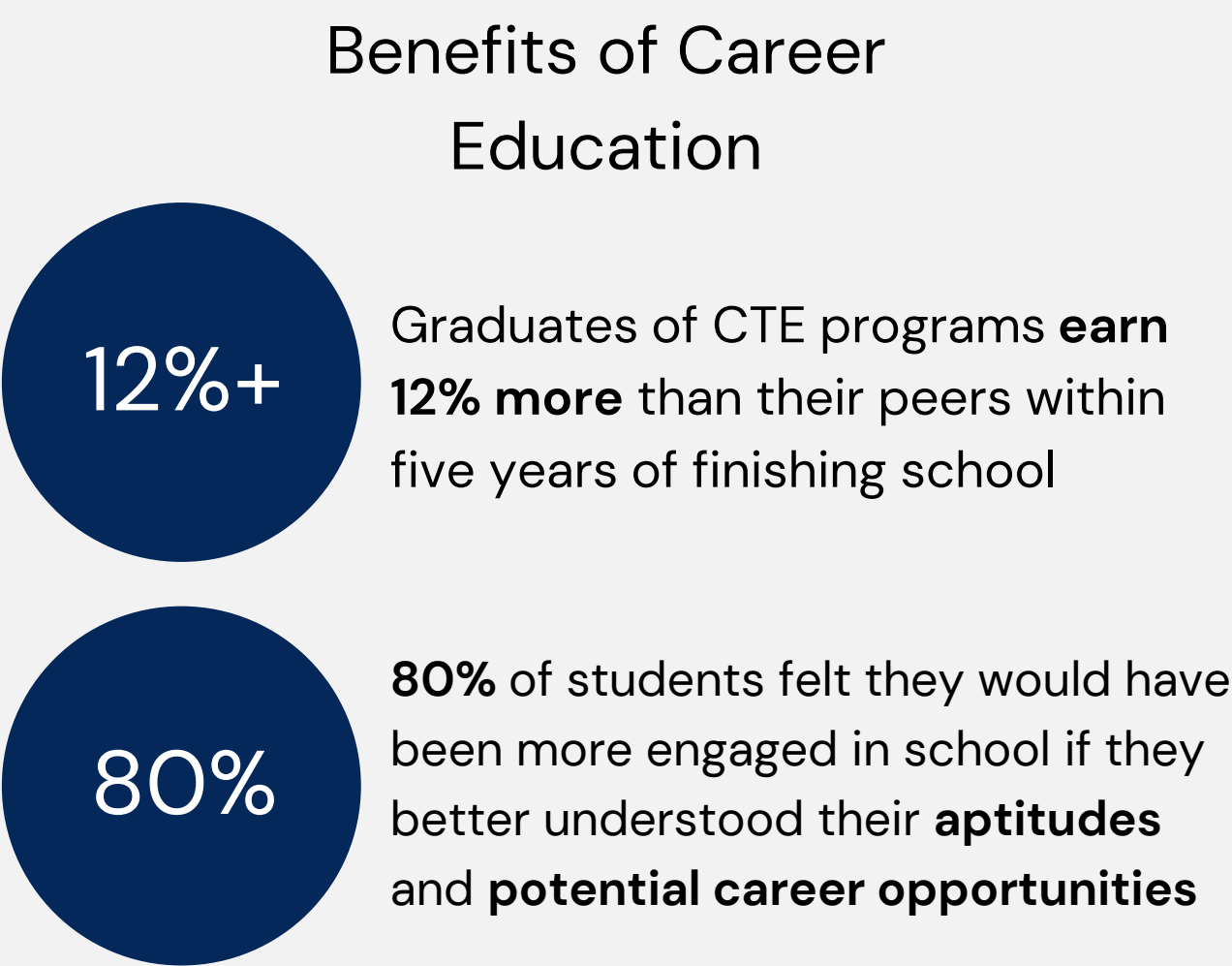
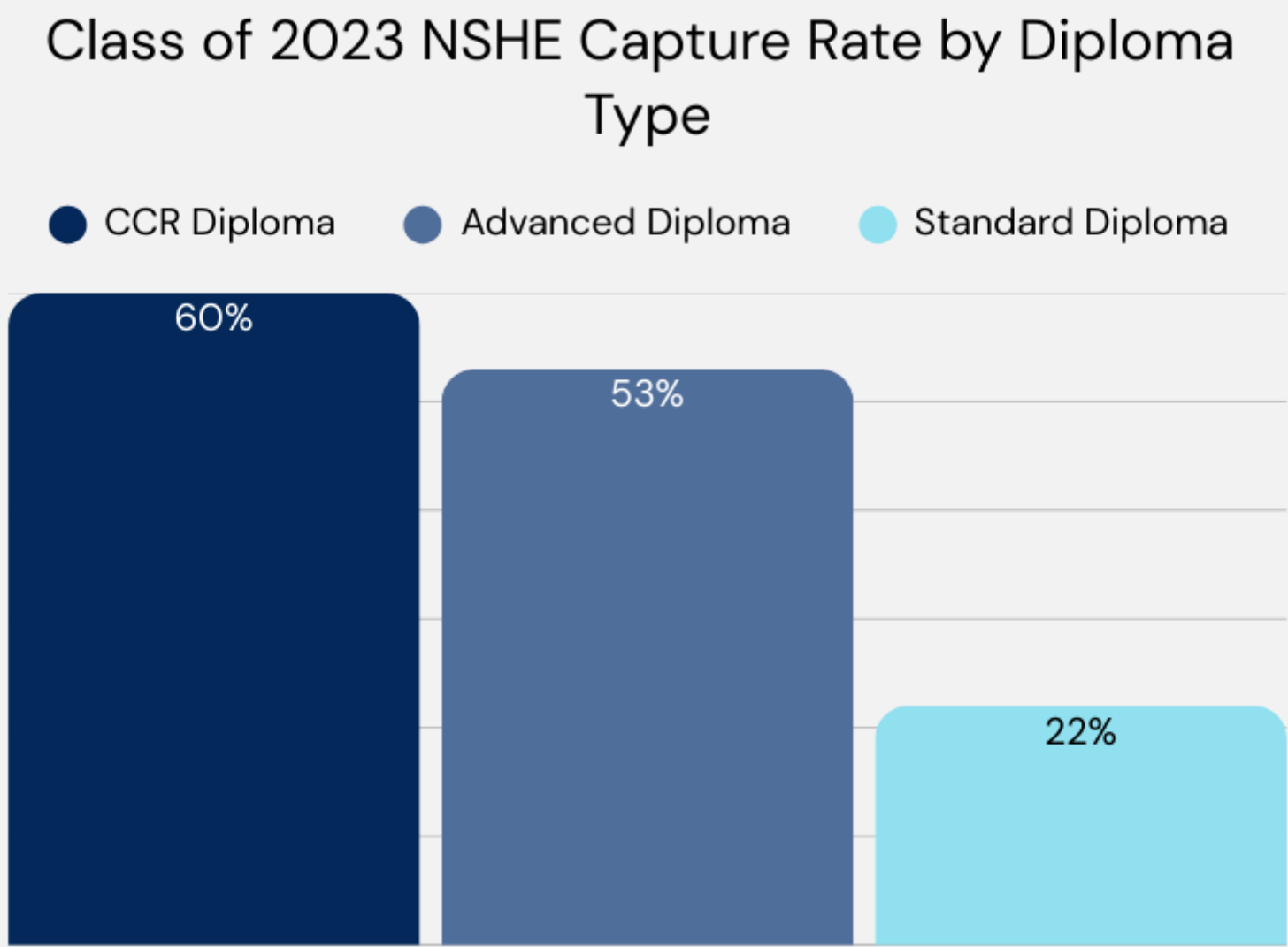


Thank You

Appendix

CCR Pays Off for Postsecondary

CCR Diploma graduates are more than twice as likely to enroll in an NSHE institution as students who graduate with a standard diploma (60% vs. 22%). CTE programs have a number of well-documented benefits for students. College degrees lead to increases in labor force participation

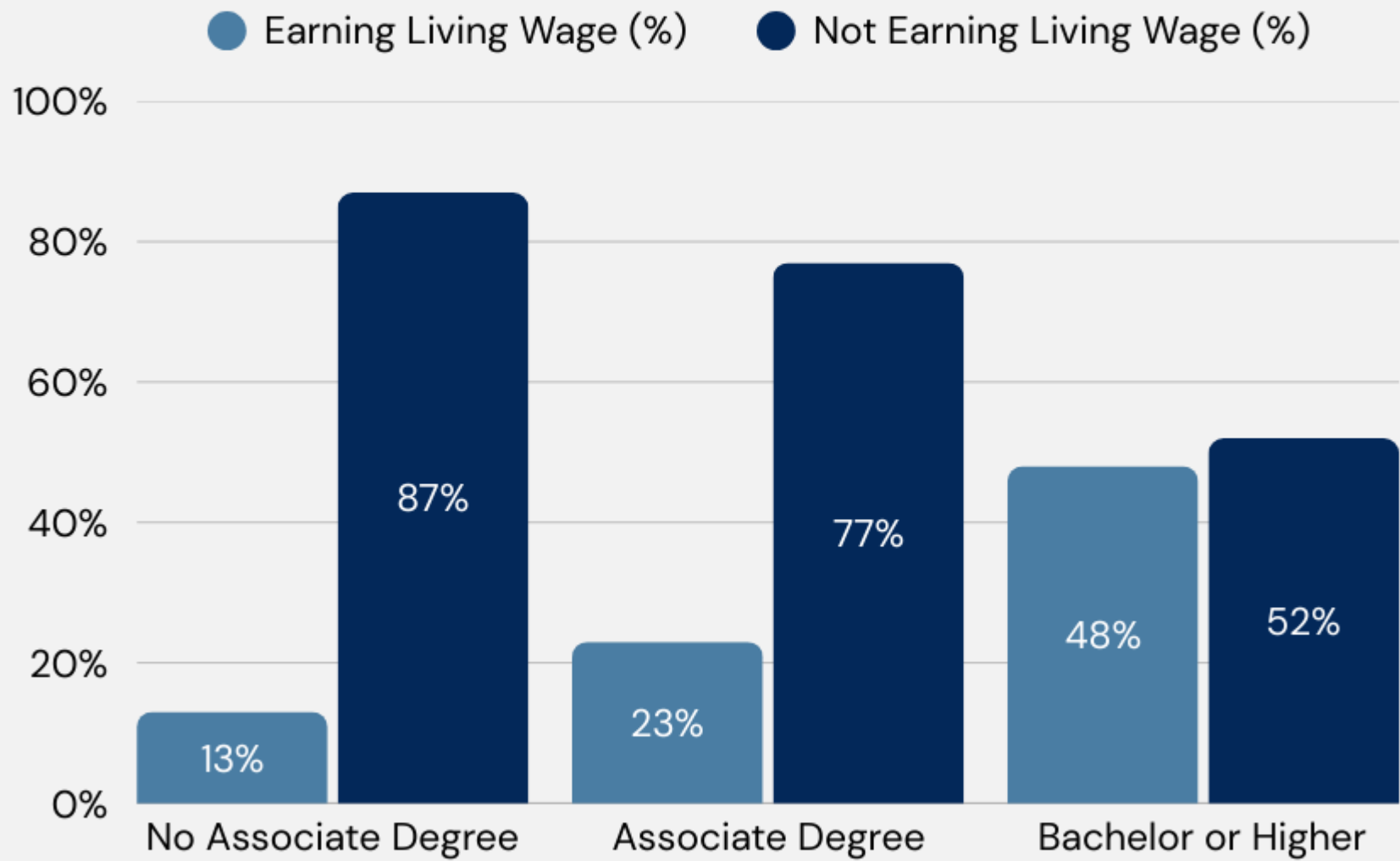


12%+ stat based upon the National Center for Education Statistics. (2022). Undergraduate Retention and Graduation Rates..
80% stat from YouScience. (2023). 2023 Post-Graduation Readiness Report. YouScience.com.
AB 345 (2025) requires NSHE to publish a public dashboard of student success metrics

CCR Pays Off for Earnings

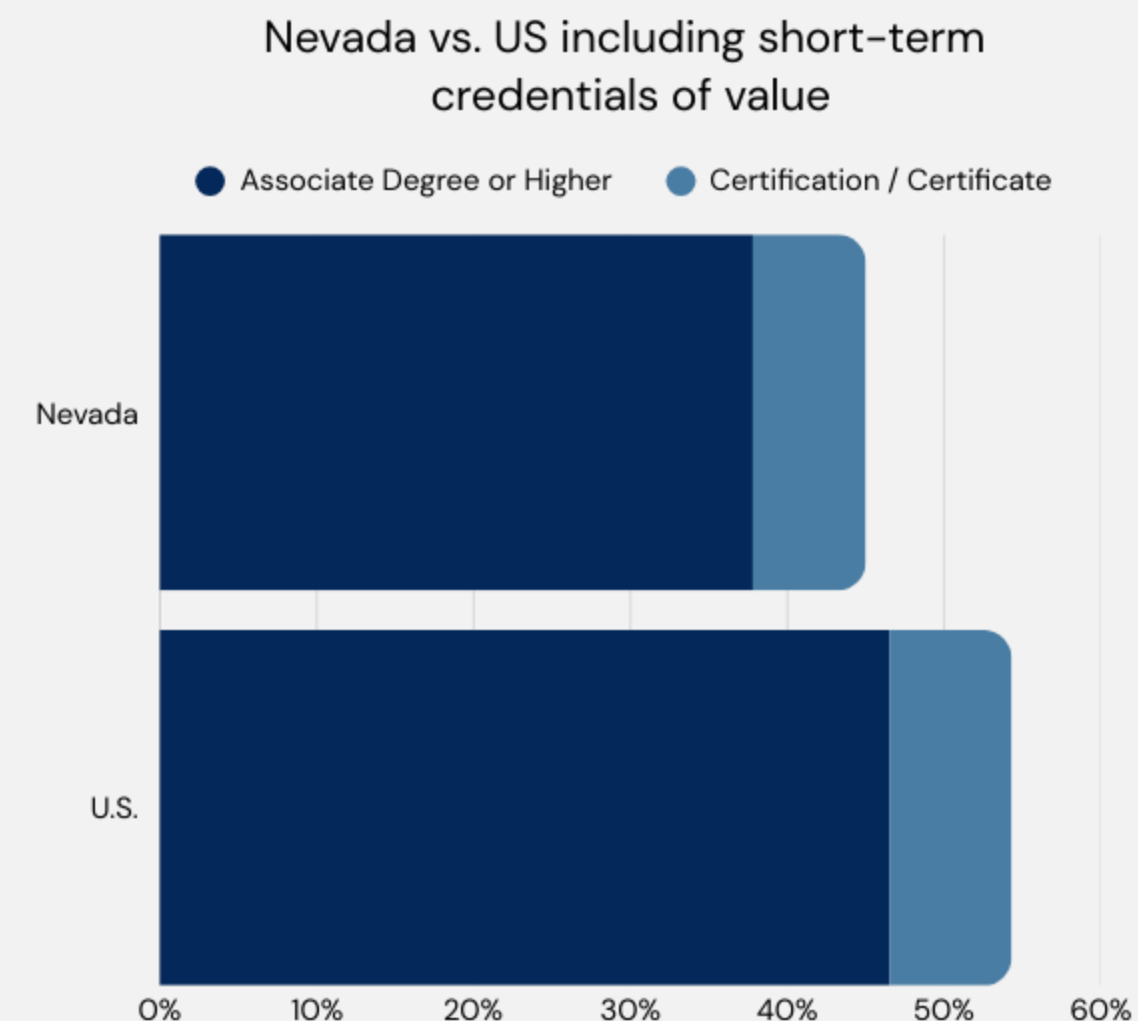
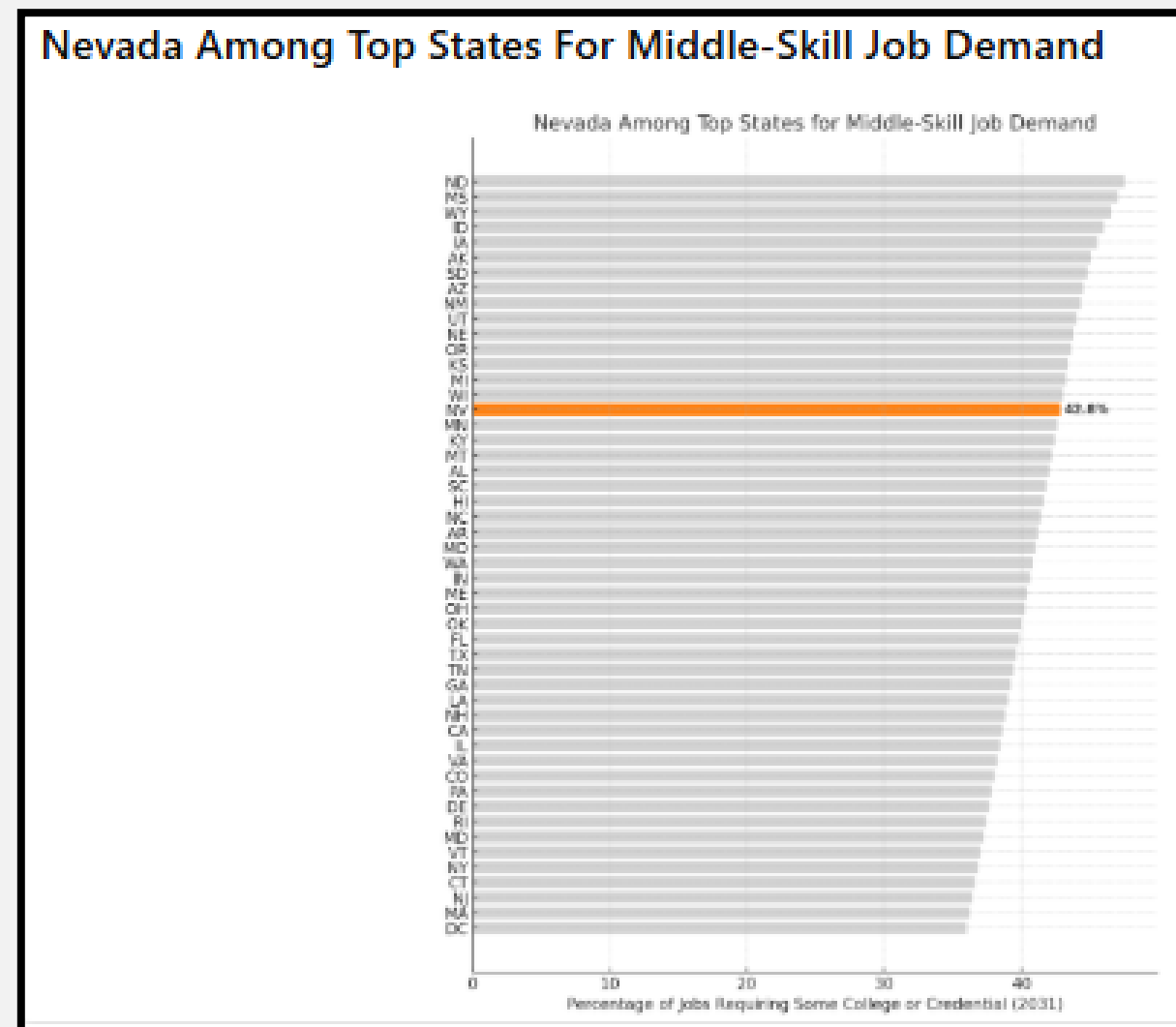
Data from Texas compares the % of working-age adults (25-34) who **obtain a living wage** based on their **highest level of educational attainment**. This Texas comparison used **\$58,784 per year** as the threshold rate.

Comparing Education Attainment to Earning a Living Wage



CCR Pays Off for Nevada: Middle-Skill Jobs

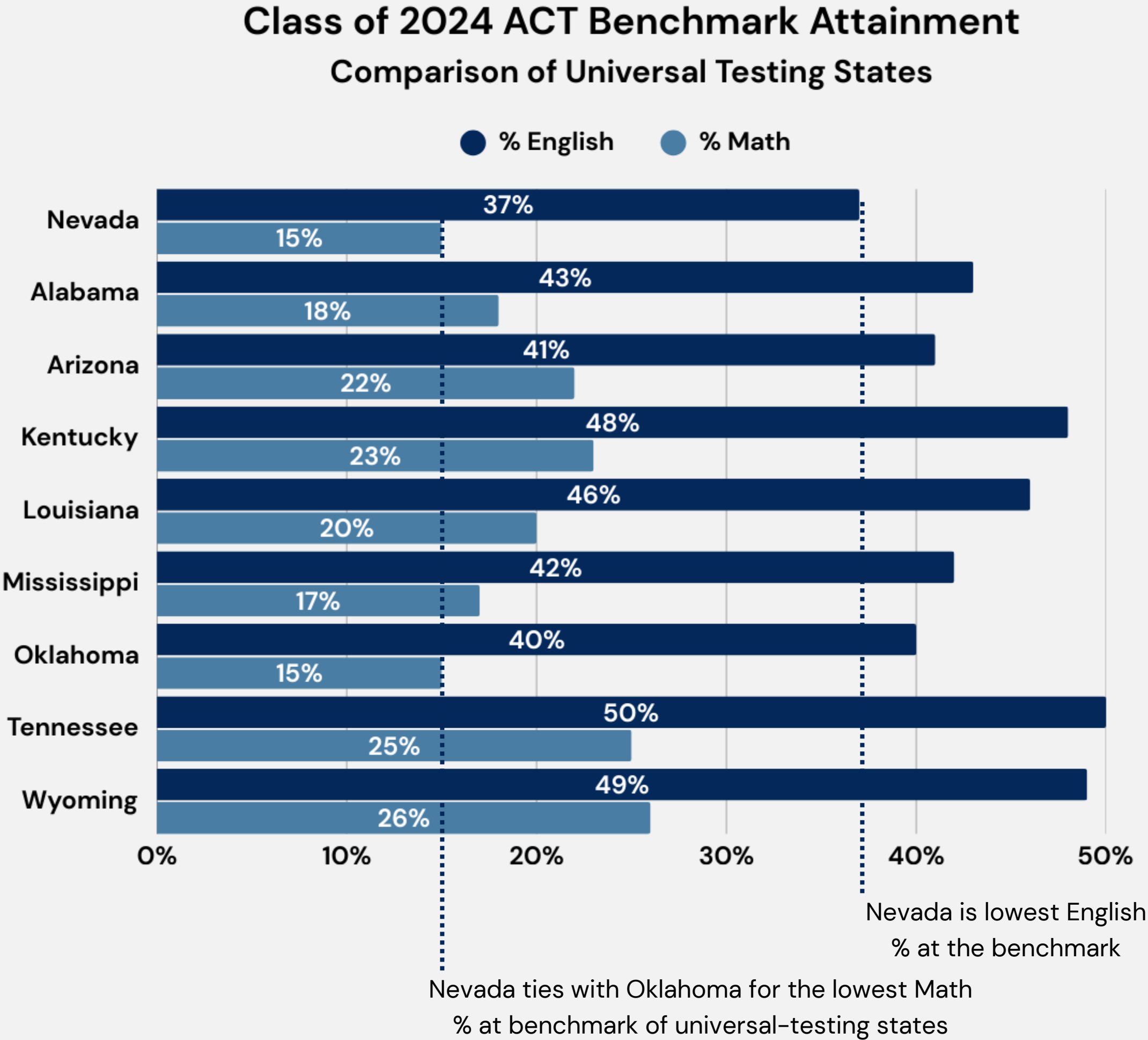
Nevada will need over 42% of jobs filled by workers with middle skills by 2031 (well above the national average). Yet, Nevada is below the 54% national average of adults holding an associate's degree or higher or with a certification. Closing this gap is critical to meeting workforce demand and attracting high-value industries.



ACT Outcomes Compared to Peer States

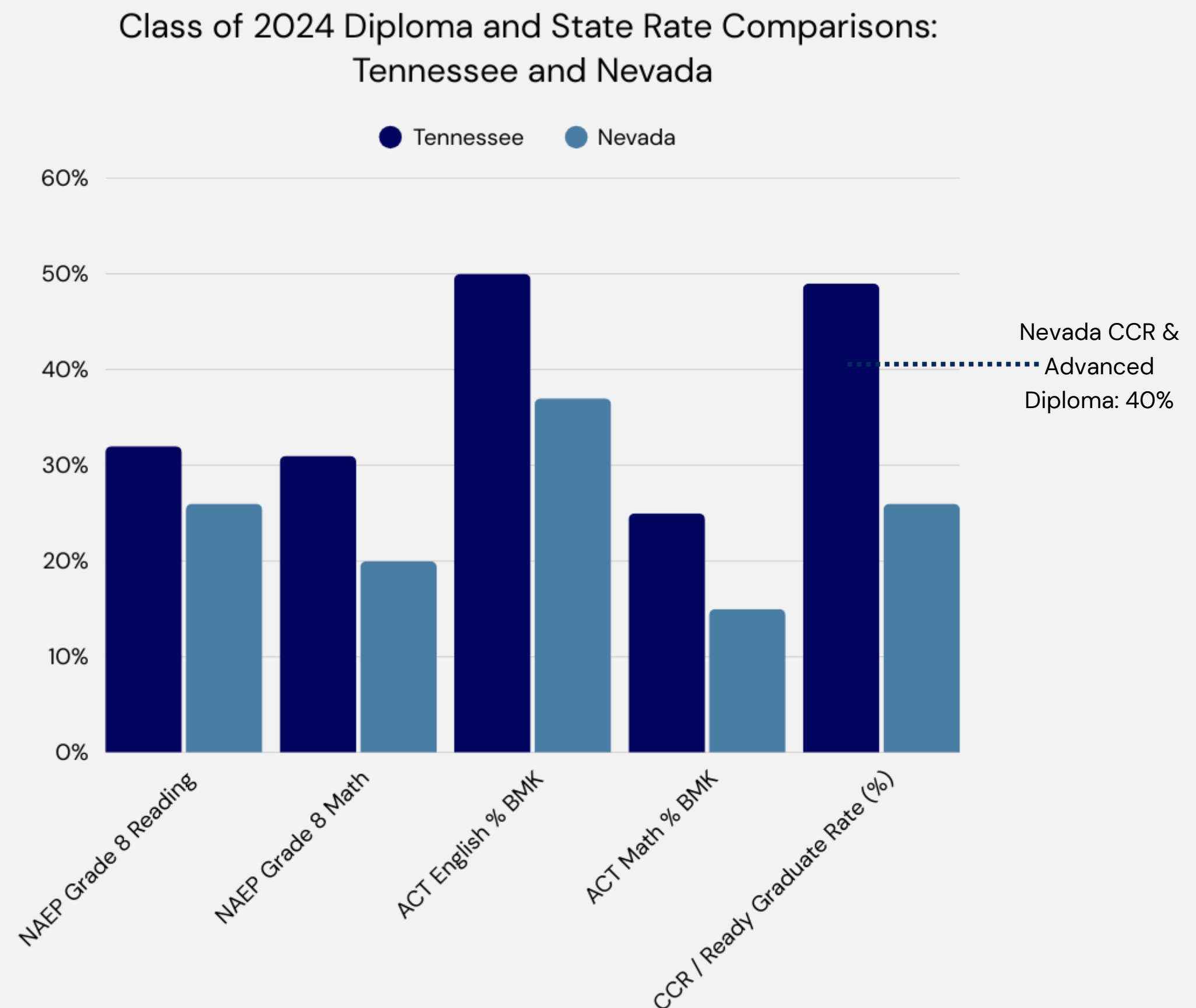
Among **universal-testing states**, Nevada ranks **lowest in ACT benchmark attainment in 2024**. This gap may represent a combination of readiness gaps and student investment in the test.

Related to student investment in the test: Data Insight Partners analysis found that only 8% of Nevada students in the Class of 2022 retook the ACT, much lower than in most other universal-testing states.



CCR Outcomes Compared to Peer State

Tennessee is a useful comparison point because its **“Ready Graduate”** is **comparable to Nevada’s CCR Diploma**. It includes a similar ACT readiness component and requires high school students to earn college credit or an industry-recognized credential.



Interventions: Credit Attainment Focus

Focus	Intervention	NV Applicability / Notes	Impact	Key Sources
Credit Attainment Focus	Expand competency-based credit options	Current law allows CBE pilots, flexible credit for mobile/foster/homeless youth, and elective credit for WBL; Support districts to award credit for demonstrating mastery (exams, portfolios, CTE assessments, etc.) rather than seat time	Accelerates credit attainment and CCR diploma completion; validates learning inside and outside the classroom; increases engagement, especially in CTE and alternative pathways	NV DOE Personalized Learning resources; Aurora Institute; iNACOL case studies
Credit Attainment Focus	Reduce Barriers to Credit-bearing Work-based Learning (apprenticeships, internships, etc.)	State law authorizes elective credit for work-based learning, but processes vary and are inconsistently applied. Clearer statewide policy and stronger employer partnerships would reduce barriers and expand access.	Enables more students to earn diploma credit through authentic work experience, boosting engagement, and aligning education with Nevada’s workforce needs	NRS 389.167; Nevada OWINN sector partnerships; JFF Work-Based Learning Framework
Credit Attainment Focus	9th Grade On-Track Support (early warning, targeted credit recovery, mentoring)	Expand early-warning + weekly intervention teams; build 9th-grade academies; align to AB 241: CCR default scheduling	Increase in on-time graduation (predictive & causal evidence)	UChicago CCSR (On-Track)
Credit Attainment Focus	Scale Dual Credit / Early College	Scale with rural/virtual consortia; prioritize meeting meaningful college credits threshold before graduation; track NSHE capture	Incease in college enrollment and degree attainment	IES/WWC; CCRC
Credit Attainment Focus	Implement and monitor Nevada CTE Quality Program Standards (QPS)	Approved 2018, revised 2021 to align with Perkins V. Used statewide for program monitoring and technical assistance	Intended to improve program quality and rigor, expand equitable access to high-quality CTE, and strengthen alignment with in-demand industries	Nevada CTE QPS (NDE/CRALEO); Nevada Perkins V State Plan (2024–2028).
Credit Attainment Focus	Attendance Interventions (tiered + engagement)	Incentives + barrier removal; track subgroup chronic absentee rates; link to credit recovery/tutoring access	Reduction in chronic absence rates	Multiple quasi-experimental studies
Credit & Achievement Focus	High-Dosage Tutoring (in-school at least 3x/week)	Focus Algebra I & ELA 9; target high-absence/high-vacancy schools; schedule during day	Gains in course performance/assessments	NBER; multi-site RCTs

Interventions: Achievement Focus

Focus	Intervention	NV Applicability / Notes	Impact	Key Sources
Achievement Focus	Increase Access to Grade-Level+ Content in Middle and High School	Nevada has adopted high-quality instructional materials in some districts, but lacks a statewide strategy to ensure consistent grade-level access in middle and high school. Implementation is uneven and largely locally driven.	Providing all students—especially those who struggle—with grade-level work and appropriate scaffolding boosts achievement and postsecondary readiness.	TNTP: The Opportunity Myth; RAND: Implementation of High-Quality Instructional Materials studies
Achievement Focus	Targeted ACT/SAT Prep for near-miss students	Identify just-below-cut-score students; short-cycle reteaching + practice; align to CCR thresholds	Modest but meaningful at benchmarks	ACT research syntheses
Achievement Focus	Middle-Grade Math Acceleration (Grades 6-8)	Publish transparent placement criteria; monitor subgroup access/pass; protect Algebra I sequencing	Increase in Algebra I participation by 8th/9th	Multiple quasi-experimental syntheses
Achievement Focus	Structured Literacy & Writing (Grades 6-10)	Adopt High-Quality Instructional Materials; daily writing; focus 6-8 to lift 8th ELA proficiency predictive of CCR	ELA gains	EdResearch/WWC syntheses
Achievement Focus	Co-requisite Remediation (HS-to-college bridge)	NV/NSHE: Expand co-requisite options; offer senior-year bridge to reduce remediation	Increase in completion of college English/Math vs. traditional remediation	TBR/Tennessee system studies; CCA

Interventions: Cross-Cutting

Focus	Intervention	NV Applicability / Notes	Impact	Key Sources
Cross-Cutting	Strengthen and Expand 4-year Course Plans	Build on existing law related to Graduation Plans by making Course Plans a universal tool to support CCR; align to Nevada’s Portrait of a Learner and competency-based credit options, with clear state guidance for districts on implementation	Personalizes learning, accelerates credit attainment, supports students off-track while also engaging all students in career-aligned planning	NV Portrait of a Learner; KnowledgeWorks PCBL framework
Cross-Cutting	Middle School Career Exploration & Advisory	Structured advisories in grades 6–8 integrate academic check-ins, SEL, and early career exploration tied to NV Portrait competencies and regional labor needs	Increases engagement, attendance, and 9th-grade on-track rates—key predictors of CCR diploma attainment	ACT’s The Forgotten Middle, MDRC, RAND
Cross-Cutting	FAFSA Completion + College-Going Campaigns	Pair CCR default + senior seminars with FAFSA workshops; summer check-ins for college-bound students	Increase in college enrollment when paired with hands-on FAFSA assistance	Bettinger et al. (H&R Block RCT); later RCTs
Cross-Cutting	College & Career Advising Upgrade (caseload caps, senior seminars, near-peers)	Leverage AmeriCorps/near-peers; integrate with CCR tracking dashboards	Increased enrollment and improved match	Multiple evaluations/syntheses
Cross-Cutting	Direct Admissions / Auto-Admit (pilot)	NV/NSHE: Explore auto-admit for CCR diploma earners + targeted majors; pair with fee waivers.	Increases access/enrollment where implemented; emerging evidence (Phoenix/ASU case study)	State pilots; early evaluations
Cross-Cutting	Differential Pay for Hard-to-Staff Schools/Subjects	NV: SB 460 requires creation of a differential pay scale; implement ~\$5k+ salary differentials in Title I/low-income schools to stabilize staffing.	Improves recruitment/retention in Title I/critical need roles	Multiple state policy studies
Cross-Cutting	Regional Industry–Education Alignment and Partnerships for Work-Based Learning & Credential Pathways	Nevada’s priority sectors vary by region (e.g., advanced manufacturing in the North, logistics in the South, renewable energy in rural areas), current efforts are fragmented and lack consistent intermediaries to broker partnerships and monitor quality	Aligns graduate skills with regional labor needs, increasing postsecondary enrollment, employment in high-demand sectors, and reducing employer-reported skills gaps.	Nevada DETR & OWINN regional sector reports; CAPSEE studies; JFF employer partnership case studies
Cross-Cutting	School Recognition & Designation Pathways	Nevada designates Governor’s STEM Schools, but other state and national recognitions (e.g., Magnet Schools of Distinction, Blue Ribbon, AVID Demonstration) are underused. These designations build pride, and align school efforts to rigorous standards.	Strengthens continuous improvement, collaboration, and community engagement, while boosting enrollment, funding, and student outcomes through alignment to designation standards.	Magnet Schools of America; U.S. Department of Education Blue Ribbon Schools Program; AVID Center case studies

Interventions: Crosswalk

Group	Make it Count	Make it Clear	Make it Stick
Students (beneficiaries)	<ul style="list-style-type: none">• CCR diploma = scholarships, jobs, direct admissions• Targeted ACT/SAT prep	<ul style="list-style-type: none">• Default scheduling (AB 241)• 4-year Course Plans• Middle school career exploration• Transparent math/ELA placement	<ul style="list-style-type: none">• High-dosage tutoring (Algebra I & ELA)• 9th grade on-track academies• Senior-year bridge (co-req remediation)
Schools & Districts (implementers)	<ul style="list-style-type: none">• NSPF includes CCR attainment distinctly• CCR High School designations• CTE Quality Program Standards	<ul style="list-style-type: none">• Scale dual credit / early college• Reduce WBL barriers• Competency-based credit options• Counseling & scheduling upgrades	<ul style="list-style-type: none">• Fund CCR programs at comprehensives• Attendance interventions• CCR dashboards
Colleges & Employers (partners & gatekeepers)	<ul style="list-style-type: none">• CCR diploma = preferred admission & hiring signal• Employer/NSHE incentives tied to recognition	<ul style="list-style-type: none">• Publish CCR → college/career maps• Employer/college endorsements• FAFSA campaigns tied to CCR	<ul style="list-style-type: none">• Regional intermediaries• Co-investment (dual credit, internships, exams)• Track CCR grads in postsecondary & jobs
Statewide Supports (enablers)	<ul style="list-style-type: none">• NSPF growth + attainment metrics• DPF/SPCSA require CCR pathways• Differential pay (SB 460) for CCR-critical roles	<ul style="list-style-type: none">• Common CCR definition + metrics• Transparent data/course codes• State guidance for Course Plans, PCBL, middle school exploration	<ul style="list-style-type: none">• Align Perkins, weights, ESSA, grants• Regional sector alignment• Long-term communications (“Make it Count”)

Matching Interventions to Context

Group	Strategy Headline	Priority Interventions for School Type
High 35+% CCR	Leverage existing strengths to close the CCR-to-graduation gap by deepening college credit attainment, boosting benchmark scores, and cementing career-ready pathways.	<ul style="list-style-type: none">• Dual Credit to 12+ credits for nearly all grads → close CCR/grad gap• Targeted ACT/SAT near-miss intervention to lift CCR diploma rate and cut remediation• CTE completion + TSA/IRC to maintain career readiness edge• FAFSA + senior seminars for postsecondary match & access• Recognition pathways to brand and expand draw
Medium 20-35% CCR	Build on a solid foundation by locking in 9th-grade success, expanding CCR gateways, and raising pass rates through targeted academic and advising supports.	<ul style="list-style-type: none">• 9th-grade on-track system → lift credit sufficiency to 90%+• Algebra I + ELA 9 high-dosage tutoring to push pass rates in CCR coursework• One gateway complete: dual credit (to ≥9 credits) or CTE w/ IRC• FAFSA blitz + advising upgrade to prevent mismatch• Leverage regional partner data to plan CTE & dual credit offerings• Middle School Career and Advisory Support
Low 10-20% CCR	Stabilize attendance and staffing while embedding credit recovery, tutoring, and structured CCR pathways to accelerate readiness gains.	<ul style="list-style-type: none">• Tiered attendance + family outreach to drop chronic absenteeism• Embedded tutoring & credit recovery for CCR coursework and core subjects• AB 241 CCR-default schedules to push CCR participation upward• CTE concentrator guardrails to boost pathway completions• Differential pay & staffing stability in critical roles• Evening FAFSA w/ translation & childcare for access
Very Low - Urban 0-10% CCR	Drive rapid improvement through daily academic interventions, aggressive credit recovery, and quick-win career credentials that re-engage students and staff.	<ul style="list-style-type: none">• Leadership & decision-rights reset to remove bottlenecks• Daily in-school tutoring + master schedule redesign for Alg I/ELA• Night/weekend credit recovery & competency credit to boost seniors “credit-ready”• Differential pay + grow-your-own teacher pipeline• Intensive advising + FAFSA triage to close postsecondary gaps
Very Low - Rural 0-10% CCR	Overcome access barriers with regional partnerships, shared programs, and flexible delivery models that bring CCR opportunities to every student despite distance.	<ul style="list-style-type: none">• Regional dual credit consortia for ≥6 credits by grade 11• Shared CTE hubs + mobile labs for IRC access• Attendance logistics fixes (transportation & weather contingencies)• Tele-tutoring during day with local para-professional facilitation• Work-based learning compacts with anchor employers• Recognition pathways (Governor’s STEM, AVID) to unify staff/community

Aligning State Levers: CCR Implementation Chain

STATE LEVERS	Standards & Assessments	Funding	Accountability	Regulations & Guidance	Support & Training	Communications
DISTRICT LEADERS	Align graduation requirements to CCR diploma criteria (AB 7, AB 241).	Unify state CTE and Perkins funds to prioritize CCR-aligned programs of study.	Track and publicly report % of CCR Diplomas by district	Issue CCR diploma implementation guidance; update Work-Based Learning Guide.	Create a CCR-focused technical assistance network through NDE.	Consolidate district-facing communications in a CCR “implementation newsletter.”
	Embed CTE concentrator/completer coursework, dual credit, and industry credentials in diploma pathways.	Continue targeted grants (AB 482 tied \$\$ to employer demand, AB 428 Career Pathways Demonstration Program and expands WBL)	Recognize districts increasing access and attainment for historically underserved groups.	Apply CTE Quality Program Standards as a monitoring tool.	Provide WBL coordinator training in every district.	Convene district CTE/CCR leads annually to review priorities, progress, and gaps.
PRINCIPALS	Provide tools to embed CCR requirements into master schedules and graduation planning.	Grant allowed principals to expand dual credit sections, credential testing, and WBL placements.	School-level dashboards on CCR diploma attainment, dual credit, and credential completion.	Guidance for counselor-led 9th-grade CCR pathway enrollment meetings.	Launch principal academies focused on CCR scheduling, pathways, and WBL.	Monthly CCR leader briefings for principals and counselors.
				Clarify policies on diploma “opt-out” procedures (AB 241).	Regional “CCR Institutes” for school leadership teams re: data use and collaboration.	Resources for communicating diploma pathways to families
TEACHERS	Deliver CCR-aligned instruction in restructured two-year CTE sequences, dual credit, and credential prep courses.	Access stipends/ externships to strengthen industry connections and instructional practice.	Teacher eval & observation frameworks emphasize CCR-aligned instruction	Implement state-approved industry credential opportunities in class offerings.	Access targeted professional learning at Nevada’s Association for CTE and NDE workshops, plus coaching from mentor/content leaders.	Monthly CCR/CTE newsletter highlighting best practices and exemplar teachers.
	Use state-provided tools to align classroom assessments with CCR Diploma outcomes.	Receive support for covering credential exam fees and materials for students.	Track and monitor student progress toward course completion, dual credit, and credential attainment as part of classroom practice.	Integrate work-based learning into instruction where available (job shadowing, internships, simulated workplace).		Recognition of CCR teacher leaders in statewide communications
COUNSELORS	Train counselors to interpret CCR diploma criteria and integrate into planning tools.	Fund counselor PD on CCR advising (Perkins V leadership set-asides, state CTE grants).	Monitor participation in 9th-grade CCR pathway enrollment (AB 241).	Issue formal guidance on 9th-grade CCR “default enrollment” and opt-out process.	Offer statewide CCR advising training, integrating career exploration tools, labor market data, and pathways.	Produce CCR counseling toolkits for schools to use with students and families.
	Develop counselor resources aligned to state diploma requirements, credential opportunities, and WBL definitions.	Support technology platforms (e.g., CCR diploma trackers, ICAP/academic planning software).	Include CCR course-taking/credential attainment in accountability dashboards.	Clarify the counselor's role in helping students navigate diploma endorsements and alternative pathways.	Partner with Nevada ACTE and postsecondary institutions to annually update counseling practices.	State-led campaigns (webinars, newsletters) targeted to counselors to ensure consistent messaging.