



Education Collaborative Advisory Board

August, 18th 2014 at 11:30am

Student Union Room 208

I. Welcome & Purpose

II. Nevada & Education

- a. Current data points
- b. What are we seeing in education?
- c. Are there things we want to change?

Meeting Goals:

- ✓ Agree on how ECAB will operate
- ✓ Identify essential K-20 metrics
- ✓ Refine the top K-20 education research and policy priorities
- ✓ Identify education and community leaders to invite to future meetings

III. The role of The Lincy Institute

- a. How can we help our kids get to higher levels of education?
- b. How can we support educational organizations?
- c. What direction do we want to go?

IV. Next Steps

V. Wrap Up & Next Meeting: Oct. 20 at 11:30 am

K-20 EDUCATION COLLABORATIVE ADVISORY BOARD

MEETING MINUTES

Date/Time: August 18, 2014; 11:30 AM – 1:30 PM

Location: UNLV Student Union 218

In attendance:

Gwen Merchand (*University of Nevada, Las Vegas*)
Laura Latimer (*College of Southern Nevada*)
Edith Fernandez (*Nevada State College*)
Tiffany Tyler (*Nevada Partners*)
Julie Pippenger (*Andre Agassi Foundation for Education*)
Seth Rau (*Nevada Succeeds*)
Victor Wakefield (*Teach for America*)
Robert Henry (*Clark County School District*)
Angela Silva (*Clark County School District*)
Ruben Murillo (*Nevada State Education Association*)
Alex Nikolic (*The Lincy Institute*)
Magdalena Martinez (*The Lincy Institute*)
Bradley Davey (*The Lincy Institute*)
Emily Garcia (*The Lincy Institute*)

Introductions, Updates, and Review of Minutes

Dr. Martinez began the meeting by introducing everyone. She provided an overview of the last meeting by revisiting the purpose of the advisory board. The purpose of the advisory board is to provide insight in order to shape the work that The Lincy Institute does. The Lincy Institute focuses on research that starts policy conversations amongst governmental entities. She then introduced the goals of the meeting which included: (1) establishing how ECAB will operate, (2) identifying essential K-20 metrics, (3) refining top K-20 education research and policy priorities, and (4) identifying education and community leaders to invite to future meetings. The topic of confidentiality was brought up and a conclusive decision was made that if a piece of information does not want to be shared with outside sources, the particular individual who is sharing said information has to make confidentiality clear.

Nevada and Education

The board moved on to a discussion of educational metrics in the state of Nevada by introducing the Nevada Kids Count Report. She pointed out that Nevada is ranked 50th (1st = best and 50th = worst) among the states on the Education domain based on four indicators: (1) children not attending pre-school, (2) fourth graders not proficient in

reading, (3) eighth graders not proficient in math, and (4) high school students not graduating on time. Dr. Martinez also mentioned charter schools and the percentage of Nevada students who attend charter schools. The performance of charter schools was brought up and according to Mr. Rau, Nevada has the lowest performing charter schools. Mr. Rau mentioned the Stanford Credo Report for Charter Schools which gives data on Nevada charter schools and their performance. The report can be found here: <http://credo.stanford.edu/documents/NCSS%202013%20Final%20Draft.pdf> along with a summary by the Las Vegas Sun: <http://www.lasvegassun.com/news/2013/jun/25/nevada-students-charter-schools-falling-behind-stu/>. Another notable metric that was specified was the rise of graduation rates in the past few years due to a new way of measuring graduation rates. Dr. Martinez brought up college readiness metrics (scores for SAT): 40% HS graduates take entrance exams such as SAT. Nevada ranks above national average, due to testing a small portion of students.

Dr. Martinez introduced the Georgetown University research and metrics. This research claims that the fastest growing occupations include: health services, social sciences, and managerial services. She went over occupations and industries with more than 100,000 employees and a comment was made that questioned where education fell under industries with more than 100,000 employees. Governmental or educational services? What is the distinction between educational services and the education industry such as (teachers, administrators, etc.)?

Dr. Martinez asked what the board members thought were the initial implications of the metrics and asked them to participate in an activity. The instructions were, "Write down two thoughts or two questions that came up upon seeing the metrics."

Seth Rau:

- Education aligned with workforce needs.
- How does our tax structure affect education outcomes?

Victor Wakefield:

- What does a diploma mean?
- Teacher pipeline – what's going on?

Ruben Murillo:

- How do we address the needs of a diverse student population?
- How do we provide resources to Pre-K students in order to prepare them?

Julie Pippenger:

- Are we using expertise in the best way?
- Economic diversity- do we have human capital to address workforce diversity?

Gwen Merchand:

- Readiness at all levels: Pre-K and Kindergarten- what are their needs in terms of basic skills, appropriate training, and access to total education that allows for success and a range of possible professions?
- Mentioned lack of depth in reports. Snapshots don't really tell us anything. More depth not just metrics.

Angela Silva:

- Consensus on how we define education. What is it and what does it entail?

- What do reports leave out?

Laura Latimer:

- Mentioned unawareness of student on requirements to go onto higher education and what it entails to be successful.
- Students lack readiness and awareness.

Edith Fernandez:

- It's about leadership and governance. Conversation needs to be inserted into meetings.
- Looking at strengths. What are we doing well?

Tiffany Tyler:

- Can ecological approaches help us understand education better?
- Did we do what we said we were going to do? For whom was it effective?

Robert Henry:

- Dropouts have a lot to tell us about what's good in the system and what isn't.
- Understanding alternatives to what exists on a comprehensive campus. What are education alternatives?

Priorities Identified by ECAB Members

The conversation then changed to the priorities identified by the ECAB members in the last meeting. Have we made progress? Should we move on to new issues or monitor issues that have been “solved?” Dr. Tyler mentioned that we need to evaluate the impact of what we’re doing or what we say we’re going to do. Mr. Wakefield mentioned that we need to find the right balance of what issues are most important and which we should monitor. Ms. Latimer asked: how do we apply weight to most important/least important issues? What has the greatest weight in Nevada? The topic of who determines what is most important also came up. Mr. Murillo mentioned that the people receiving services are the ones we should be listening to. Mr. Murillo also claimed that leadership within higher education and education in general might be most important because if the leadership doesn't know how to implement things, it doesn't matter how much or what we have to work with. Dr. Tyler mentioned that there is interdependence across the issues. (Ex: even in leadership amongst schools improves, there are many outside factors that can affect a student's learning). Dr. Henry mentioned creating a Venn Diagram with intersections of priorities.

Leadership Among Administration

Mr. Murillo claimed that we need to make sure we have strong school leaders that are able to hire properly trained teachers. The focus should not only be on teacher evaluations, but also administrative evaluations. A comment was made about encouraging teachers to teach at underrepresented/underprivileged schools.

But what about students? Dr. Tyler claimed that no matter how good administrators/staff are, if a student is having issues at home (not eating, abusive household, etc.), learning becomes difficult. Dr. Tyler brought up the question of: are we serving the school system or community? We need to determine who our audience is; students or leaders?

Role of The Lincy Institute

Dr. Tyler mentioned that we need to look at the interconnectedness of these issues in order to organize the key issues.

Next Steps:

- Advisory board members should reach out to people from their respective organizations and the clients they work with in order to get feedback on what's important to the people.
- We need to determine who our audience is.
- We need to specify the items to monitor from what we know in the K-20 education arena.
- We need to determine what items we should explore in more depth.
- We need to weigh some of these priorities for importance.
- Dr. Martinez will send out a survey to all board members about the questions and concerns described above.

Updates

Dr. Martinez introduced the one pager on “the governance of community colleges in the state of Nevada”. She mentioned adequacy studies that The Lincy Institute is working on. The studies try to define what an adequate education is. Mr. Rau suggested that advisory board members should attend adequacy study meetings in order to provide input.

Recorded by:
Emily Garcia