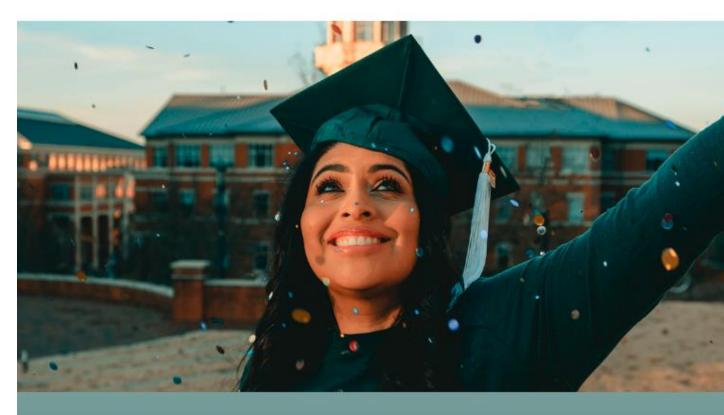# Magdalena Martinez

Associate Professor and Education Director, Lincy Institute

University of Nevada, Las Vegas

Nevada back then....

Washington, D.C., Nov. 24, 2008—Nevada has developed a booming economy in less than 50 years, most significantly through the gaming and hospitality industries, which employ more than 25 percent of the workforce. *However, in order to sustain its prosperity in today's volatile economic conditions, it is necessary for Nevada to attract new industries that offer high-skill, high-wage jobs. Nevada ranks among the nation's weakest in postsecondary educational attainment and therefore must make significant investments in promoting a college-going culture so that its residents can be prepared to meet demands of the new knowledge-based economy.*

●—NEWS & EVENTS /

Considerable Transformations Needed Within Nevada's Higher Education System to Avoid Further Deterioration of the State's Economy

Shaping Nevada's Future: What the State Can Do to Invest in College Access and Success, 2008

"Although Nevada's barriers to higher education are similar to those found across the nation, they are complicated by the state's unique economic situation," said IHEP President Michelle Asha Cooper, Ph.D. "These circumstances make it difficult for Nevada and its residents to reap the full benefits brought on by success in postsecondary education—limiting the state's chances to pursue new business opportunities that would likely produce additional social and economic rewards."

Policy Recommendations

To help overcome the barriers faced by Nevada students, IHEP recommends:

- Increase Targeted Financial Aid. Provide more need-based financial aid, especially for students from low-income families and minority groups.
- Emphasize Academic Preparation. Expand high school reform initiatives, create new efforts to recruit and retain qualified teachers, and renew involvement with the American Diploma Project and similar college readiness initiatives.
- Facilitate the Process of Transfer. Partner with local colleges and universities to better align course requirements that help to increase transfer rates.
- Make Postsecondary Success a State Priority. Offer financial incentives to institutions based on their performance in retaining and graduating students.
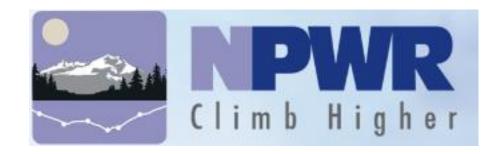
UNLV | THE LINCY INSTITUTE & BROOKINGS MOUNTAIN WEST

Nevada now…

NPWR

- Leadership matters
- Reports: internal use vs. external use
- Governance model
  ◦ Who
  ◦ What
  ◦ When
- Strategic direction
  ◦ Advisory NPWR board

Focus

- NPWR is designed to inform education and workforce policies and initiatives across Nevada.
- NPWR gives agency leaders insight into Nevada's education and workforce programs, initiatives, and outcomes.
- Through its advanced reporting functionality, NPWR enables all Nevadans to understand firsthand how Nevada's K-12 schools, colleges, and universities are preparing Nevadans for tomorrow's jobs.

Virginia model: VLDS

Data Governance Model (VLDS Book of Data Governance, V 2.1, 2017)

▸ VLDS policy and procedure decisions are currently made by the voting members on the Data Governance Council. This committee consists of a designated key person from each of the Partnering Agencies. Subcommittees:

◦ Technical: ensures the continued technical development of the VLDS and its ability to guarantee privacy and security that complies with current and emerging standards for technology.

◦ Research: identify ways to foster more VLDS research through communications and marketing to the research community by offering various types of assistance to researchers.

◦ Communications: manage all of the strategic public facing communications as it relates to VLDS. The objective is that there is a positive and consistent message whenever VLDS is referenced.

◦ Legislative: explore the ways and means for obtaining funding through the General Assembly to finance the maintenance and expansion of VLDS.

VLDS Research Agenda (2021)

Who asks the question(s) matters!

The North Star: The Commonwealth's One Virginia Plan focuses on cultivating and promoting a diverse, equitable, and inclusive culture across state agencies.

▸ VLDS, as an extension of robust state agency partnerships, is poised to become a critical tool in the toolbox to promote equity among Virginians.

▸ The VLDS Research Agenda, centered in equity, reflects a shared commitment among VLDS members to prioritize equity in Virginia's data landscape.

https://vlds.virginia.gov/media/1094/vlds-research-agenda-technical-report-final-1.pdf

Agenda: Priority topic & Research questions

Measuring Equity

1. What factors drive variation in the access to and availability of opportunities (e.g., housing, employment, education, ability and healthcare) in Virginia?
2. Which programs or policies have been most successful at preparing students for higher education and for the workforce, and why? How do definitions of college and career readiness align with the experiences and success of Virginia students?
3. How do individual and family outcomes vary by level of engagement in human and community service programs and the types of support received?
4. Through which pathways are educator characteristics (e.g., race or ethnicity) and educator qualifications (e.g., preparation, licensing, and endorsements) most likely to affect student outcomes positively?

UNLV | THE LINCY INSTITUTE & BROOKINGS MOUNTAIN WEST

Priority topic & Research questions

Promoting Equity through Spatial and Longitudinal Systems-level Evaluation

1. What are the consequences associated with segregated and isolated systems across Virginia by group and individual characteristics such as race, socioeconomic status, gender, other identities and the intersections of those?
2. Which programs or policies promote family, community, or economic prosperity, and what impact do such programs have on student, workforce and health outcomes?
3. What factors are most likely to change, predict, or anticipate life trajectories?
4. What factors contribute to the gaps between earnings and costs of living, and what are the consequences of those gaps for other outcomes?

Priority topic & Research questions

Impacts of COVID 19

1. Which communities have been most impacted by COVID-19, and what is their relative use of human services?
2. Which components of PK-12 schools' response and recovery to COVID-19 had the greatest impact on learning loss and students' educational outcomes? Which components of response and recovery had the greatest impact on educator retention and working conditions?
3. How has COVID-19 impacted student enrollment trends in Virginia K-12 schools and enrollment in higher education? How do changes in enrollment vary by student groups and what are the outcomes for those students?
4. Which colleges in Virginia have been most successful at blunting the impact of the pandemic on underrepresented students? Which colleges and programs are best preparing students for success in the post-COVID economy?
5. How have trends in household income, poverty, and demand for human service programs changed with COVID-19? What is the impact of relief programs and policies on family economic, social, and educational prosperity?
6. What is COVID-19's immediate, short, and long-term impact on workforce demand signals in Virginia, particularly in highly impacted sectors such as healthcare and education?
7. How proportionally are mental health resources allocated to schools and communities based on the relative impact of COVID-19, specifically across race and socioeconomic status?

Priority topic & Research questions

Early Education

1. How do early childhood programs vary in availability, affordability, and access across different regions of the state, as well as by the demographic and socioeconomic status of the child?
2. Which components of early childhood education programs and facilities are indicative of program quality and most predictive of children's success?
3. Through which pathways can access to comprehensive early childhood programs and services be improved, particularly in areas of need based on community health indicators?

Priority topic & Research questions

Virginia's Workforce

1. How well are workforce preparation programs accessed by students, including students with disabilities, aligned with future industry trends, and predictive of employment and earnings?
2. What programs, policies, or services promote or inhibit intergenerational mobility in the workforce?
3. Through which pathways does school funding for workforce preparation programs and resources target communities in need? How do school funding formulas enable or constrain equitable access to educational programs?
4. How does the relationship between earned credentials and the ability to achieve a living wage vary by individual demographic and socioeconomic factors?
5. What factors contribute to pay inequities in Virginia?

Priority topic & Research questions

Overrepresentation of Racialized Minorities and the Overextension of the Criminal Justice System

1. What factors reduce disproportionality in school discipline? What programs, policies, or interventions interrupt the school to prison pipeline?
2. What attributes of human service programs are most likely to reduce the risk of future criminal justice involvement?
3. What policies or programs reduce disparate treatment in the criminal justice system?
4. What economic, social, or community characteristics eliminate or reduce the effects of concentrated poverty, over-policing, and other criminal justice involvement?
5. What programs, policies, or interventions reduce the likelihood of involvement in the criminal justice system or reduce the likelihood of recidivism?

California longitudinal database efforts

California: Cradle-to-Career Data System
- Government Operations Agency
  - Office of Cradle-to-Career Data, Ed and 8 staff members
- 21-member Governing Board, 2 advisory boards
  - Community Engagement Advisory Board – 15 members
  - Data and Tools Advisory Board – 17 members
- Five-year Plan
  - Strategy and operations
  - Engagement
  - Analytical tools
  - Operational tools

https://www.cde.ca.gov/ds/dc/c2cdatasystemp20.asp

New Mexico longitudinal database efforts

New Mexico's RISE (Research Informing Success in Education)

◦ 5 state agencies: Higher Education, Early Childhood, Public Education, Workforce Solutions, Vocational Rehabilitation

◦ Google Cloud as the software vendor to create and manage the platform

◦ Interactive dashboards, reports, and visualizations will be available once the system is launched.

◦ Full system capabilities are scheduled to be complete in 2023.

https://rise.nm.gov/

Other States

- Utah: https://le.utah.gov/interim/2016/pdf/00003800.pdf
- Kentucky: https://kcews.ky.gov/#
- Hawaii: https://www.hawaiidxp.org/
- Oregon: https://www.oregon.gov/highered/research/Pages/OLDC.aspx

Education Commission f the States: https://www.ecs.org/state-longitudinal-data-systems-state-profiles/

Thank You
Magdalena.Martinez@unlv.edu