



## Nevada Future of Learning Network Sustainability Recommendations

The purpose of this report is to provide recommendations to support the sustained growth of the statewide personalized, competency-based learning (PCBL) through the Nevada Department of Education’s initiative, the Nevada Future of Learning Network. The network was established to grow PCBL in support of the community-developed [Portrait of a Nevada Learner](#). Recommendations were crafted by the network’s Sustainability Committee, a group comprising representatives from learning communities across Nevada. The primary audience for these recommendations is state, philanthropic, regional, and district leaders. The report is structured into two sections:

- Sustainability Committee Overview
- Recommendations for Sustaining PCBL Transformation

<b>I. Sustainability Committee Overview</b>	2
Scope of Sustainability Planning	2
<i>Capacity Building</i>	2
<i>Research: Learning Trips and External Research</i>	3
<i>Recommendation Development</i>	7
<b>II. Recommendations for Sustaining PCBL Transformation</b>	8
Systems of Support	8
Organizational Structure	14
Resources and Funding	17
Conclusion	20
Appendix	i



## **I. Sustainability Committee Overview**

As a part of the Nevada Future of Learning Network, the Sustainability Committee was established to develop strategies and recommendations for scaling and sustaining personalized, competency-based learning in Nevada. The committee was formed in October of 2023 and met regularly through September 2024. The recommendations in this report were developed by the 16 active members of the committee. The committee members represent urban, small town and rural regions of Nevada and hold diverse roles in education, including students and educators, as well as school, district and state leaders.

Organizations represented in the committee include:

- Churchill County School District
- Clark County School District
- Ed.Xtraordinary, powered by Teach For America (TFA) Las Vegas
- Nevada Department of Education
- Nevada State Board of Education
- Nevada State Public Charter School Authority
- Office of the Nevada Governor
- Southern Nevada Regional Professional Development Program (SNRPDP)
- White Pine School District

With KnowledgeWorks facilitators, the committee engaged in a sustainability planning process that fostered members' agency to determine change opportunities in Nevada. The next subsection provides an overview of this process.

### **Scope of Sustainability Planning**

Over School Year 2023–2024 (SY23–24), the committee engaged in rigorous processes to inform the strategies and recommendations in this report. These processes are organized into 3 phases: Capacity Building; Research; and Recommendation Development.

### **Capacity Building**

KnowledgeWorks facilitated the capacity-building phase to equip committee members with the necessary mindsets, skills, and knowledge to develop sustainability concepts, strategies, and recommendations. This phase occurred through the fall of 2023 and focused on:



- Gaining collective understanding of personalized, competency-based learning
- Systems thinking
- Strategic foresight
- Insights from empathy interviews in the field
- Observations and communications with participants in the Nevada Future of Learning Network including:
  - School Design Teams
  - Educator Ambassadors
  - Policy Working Group
  - Competency Champions
  - Youth Fellows
- Exploring state conditions for personalized, competency-based learning through [KnowledgeWorks' State Policy Framework](#), the [January 2022 Opportunity Analysis](#) and the [September 2022 Phased Action Plan](#).

## Research

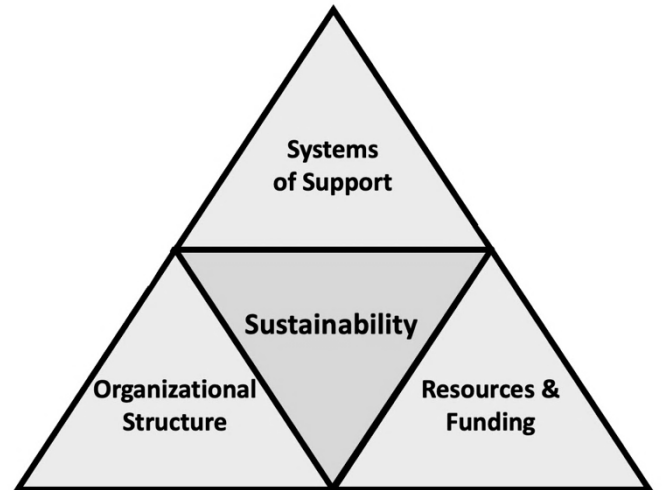
The second phase included investigation and development of sustainability strategies through a two-part research process that leveraged KnowledgeWorks' national network of innovative learning communities and the services of external researchers. Skills and knowledge from the capacity building phase framed the research phase. Research occurred from January 2023 to September 2024.

The research process began by exploring key dimensions of sustainable education change efforts. Three working groups were created, each focusing on a different dimension of sustainability:

- Systems of Support
- Organizational Structures
- Resources and Funding



Working groups engaged in a research process to develop potential solutions to challenges within the Nevada education system that limit the impact and sustainability of PCBL. The Nevada education system broadly includes all elements of the education landscape in the state, such as support systems, community perceptions, governing entities, and accountability systems. The Sustainability Committee’s working groups conducted research in two parts:



### **Learning Trips**

The Sustainability Committee traveled outside Nevada to visit learning communities who are engaged with sustained efforts (5+ years) in PCBL. Trips were designed to show a range of contexts for implementation and show examples of common sustainability strategies. The members of the committee conducted observations of PCBL classrooms and met with leaders to research how these efforts can be sustained over time. Trips included:

#### **Arizona – January 2023**

- *Arizona Personalized Learning Network (AZPLN) Sustainability Meeting* – A strategy session of the AZPLN, a 5-district partnership, concluding a 5-year arc of work and planning for a subsequent phase.
- *Center for the Future of Arizona* – Arizona intermediary that supports the funding and facilitation of the AZPLN.
- *Santa Cruz Valley Unified School District Visits* – Classroom visits in an innovative rural district that sits on the US/Mexico border as well as a panel discussion with school and district leaders.

#### **New York City Public Schools (NYCPS) – April 2024**

- *Lighthouse Learning visit at Hunter’s Point Community Middle School* – A session of a citywide program that offers the opportunity for educators from across NYC to visit innovative schools and ask questions about implementation.
- *The Young Women’s Leadership School of Astoria School Visit* – Classroom visits and student interviews to one of the most advanced PCBL schools in the nation.



- *Competency Collaborative* – A program of the largest school district in the nation to support the growth and networking of PCBL and culturally-responsive education in New York City.

### **External Research**

Throughout SY23–24, the Nevada Future of Learning Network partnered with external researchers to study the progress of PCBL implementation across the state.

Researchers used [KnowledgeWork’s State Policy Framework](#) and [District Conditions for Scale](#) tools to ground research and produce the Nevada Future of Learning Network Growth Report delivered in August 2024. Data from the report is cited throughout the recommendations using the following citation:

Zweig, J., & Kennedy, K. (2024, August). Nevada Growth Report: Systems Transformation to Personalized, Competency-Based Learning. KnowledgeWorks.

Members of the committee studied the results of the Growth Report through September of 2024 and integrated the following implications into their final recommendations:

- Vision for Student Success
  - Continue to align work of the Network to the shared vision articulated in the Nevada Portrait of a Learner.
  - Ensure that the Network has space for inclusive iteration of the Portrait.
  - Support authentic adoption of the Portrait in schools and classrooms.
- Collaborative Leadership
  - Continue support from state agency and develop a process for concrete policy adoption.
  - Promote opportunities for participants to contribute to the statewide effort.
- Comprehensive Supports for Educators and Leaders
  - Develop educator and leader competencies aligned with the Portrait of a Nevada Learner
  - Pursue partnership with and funding for RPDP to provide ongoing, high-quality professional learning, enabling educators to implement effective, competency-based learning.
  - Cultivate robust mentorship and coaching systems to offer continuous, personalized support, helping educators and leaders shift toward and sustain personalized, competency-based learning practices.



- **Student Learning Pathways**
  - Establish a model process for development of individual pathways.
  - Align student learning pathways to the Portrait of a Nevada Learner.
  - Collaborate with the Governor’s Office of Workforce and Innovation to develop industry partnerships.
- **Quality Frameworks for Student Success**
  - Establish a pilot structure for schools to allow for strategic, scalable integration of competency-based learning, where early adopters provide insights and best practices for broader implementation.
  - Create a shared platform for competencies and competency-based grading to offer educators clear, accessible resources for evaluating student progress consistently across the state.
- **Equity-Oriented Programs and Supports**
  - Engage cross-agency coalitions to foster inclusive learning environments that enable students to thrive by addressing barriers and supporting the whole child.
  - Design equity-oriented professional learning, equipping educators to nurture culturally responsive classrooms where students can develop as empathetic, culturally aware individuals ready to contribute meaningfully to their communities.
- **Measuring Success**
  - Align the measures of academic achievement that are currently included in the accountability formula more closely to the Nevada Portrait of a Learner and the practices of competency based education.
  - Ensure that teachers, schools, and districts can be held accountable to their Portrait of a Learner through a competency based model.
- **Continuous School Improvement**
  - Determine what data could support a dashboard or report of PCBL implementation across the state.
  - Align continuous improvement principles for the school and district improvement processes to PCBL strategies.
  - Use the Network as a hub for continuous improvement strategies and interagency collaboration.
- **Balanced Assessment**
  - The Nevada Department of Education should create a pilot program to give districts the flexibility to try innovative assessments.



- Schools and districts should begin utilizing portfolios and performance assessments in lieu of traditional courses, as allowed by Nevada’s current policy.
- Culture of Innovation
  - Develop a structure for Network participants to share their innovative work
  - Create and resource a structure for ongoing policy and research.
- Responsive Funding
  - The Nevada Department of Education should continue to invest in the development of personalized, competency based education and identify a sustainable funding stream.
  - Promote the Pupil-Centered Funding Plan as a strategy for schools and districts to gain flexibility needed to support the development of their PCBL system.

## **Recommendation Development**

From March 2024 to September 2024, the Sustainability Committee working groups met to develop recommendations to support the scale and impact of PCBL in the (geography). Key elements of these convenings included:

- Learning trip debriefs
- Asset and opportunity mapping
- Recommendation brainstorming
- Cross-working group feedback sessions
- Growth analysis implications distillation

The Sustainability Committee’s work from October 2023 to September 2024 laid a robust foundation for advancing PCBL in Nevada. By learning from pioneering states and organizations, the committee gained valuable insights that could be applied to Nevada. The engagement in futures thinking and visioning exercises was crucial in mapping out potential organizational structures, resources, and funding needed to sustain and expand these initiatives. Furthermore, by conceptualizing sustainability dimensions and developing clear goals, the committee identified essential support systems and facilitation needs. Informed by these efforts, the Sustainability Committee offers the following recommendations as ways to support PCBL in Nevada.



## **II. Recommendations for Sustaining PCBL Transformation in Nevada**

Throughout the Nevada Future of Learning Network launch and sustainability planning process, the Sustainability Committee members reflected on the role of the network and key stakeholders in facilitating a personalized competency-based learning transformation. Based on their expertise of and experience within the Nevada education system – combined with insights from their action research and out-of-state examples – the committee developed recommendations for actions across three dimensions of sustainability:

- Systems of Support
- Organizational Structure
- Resources and Funding





## Systems of Support

“Approximately 96% of respondents reported that they are likely or very likely to engage in deeper professional learning around personalized, competency-based learning and 90% were likely or very likely to encourage networking or peer-to-peer learning efforts to help advance this work (Convening, March 2024, survey results).”

*Nevada Growth Report*  
(Zweig & Kennedy, 2024, p. 19)

Systems of support refers to the mechanisms that are established to ensure the sustainability and impact of education change efforts. These strategies encompass the resources, services, learning, and collaborative processes that empower learning communities to drive continuous and effective improvements to the system. Systems of support propel innovation forward, ensuring that educational environments remain responsive and supportive to the ever-changing needs of learning communities. To support sustained transformation to a more personalized, competency-based system in Nevada, the committee offers the following recommendations:

### 1. Establish a PCBL Pilot

- Key Data: “While 98% of Network participants agreed that their work in the network had a culture of innovation, educators do not feel that there is a culture of innovation and productive risk taking back at their school/district” (Zweig & Kennedy, 2024, pp.98-99).
- *Opt-in Model*: Ensure that the model for growth remains opt-in, rather than mandated.
  - *Proof of Concept*: A strength of this work is the statewide network which provides space to grow proof of concept for others to use as a starting point in their journey.
  - *Authentic Growth*: This model will allow the work to grow authentically both within and across districts. Develop timelines with growth targets and iterate them over time. This may require multiple phases or cohorts of the pilot.
  - *Avoid Mandates*: Do not mandate PCBL, as the committee’s research suggests this is not a sustainable growth strategy.



- *Clear Guidelines:* Provide clear guidelines and expectations for schools opting into the pilot program.
  - Participation Guide or Toolkit: Develop a resource to help schools navigate the opt-in process and understand the available support systems along with guidelines and expectations to ensure schools have a thorough understanding and commitment to the initiative.
- *Support Systems:* Ensure schools participating in the pilot have access to the necessary resources and support systems.
  - Key Data: "Through the Nevada Future of Learning Network, Competency Champions are developing resources to effectively integrate competencies into learning practices" (Zweig & Kennedy, 2024, p. 48).
- *Evaluation and Feedback:* Implement a robust evaluation and feedback mechanism to assess the effectiveness of the pilot and inform future scaling efforts including the development of clear criteria for evaluating the success of the pilot program.

"Approximately 96% of respondents to the March 2024 convening survey indicated that they were likely or very likely to implement specific instructional or leadership practices aligned to the Portrait of a Nevada Learner, draft graduate-level competencies, or personalized learning approaches."

*Nevada Growth Report*  
(Zweig & Kennedy, 2024, p. 33)

- *Agency, Autonomy, and Flexibility for Schools*
  - *Tailored Approaches:* Allow schools to tailor the implementation of the Portrait to their unique contexts while maintaining alignment with overall goals.
  - *Innovation Encouragement:* Encourage schools to innovate and share successful/unsuccessful practices with other schools in the network.



- **Coaching and Mentoring as Part of Support Structures**
  - *Integrated Coaching Model:* Integrate coaching and mentoring into the daily practices of schools, ensuring it is a seamless part of the educational process.
  - *Continuous Support:* Provide continuous support and development opportunities for coaches and mentors to enhance their effectiveness.
- *Community Network:* This would include support structures to help schools cultivate community support if there was a lack within their community.

“Another district leader shared how their biggest resource in the network are the coaches: ‘I think for us, one of the biggest benefits of our work with the network has been working with our coaches, working through our action plan, having this vision, and then sharing that with them... They haven't pushed anything on us, but they really have coached.’”

*Nevada Growth Report*  
(Zweig & Kennedy, 2024, p. 33)

## 2. Partnership with RPDP for Ongoing Learning Opportunities

- *Ensure RPDP is Funded through Legislation:* Develop an advocacy plan to secure legislative support for RPDP funding and engage with key stakeholders, including legislators, educators, and community members, to build broad-based support for the funding.
- *Train-the-Trainer Model:* Train the RPDP trainers for sustainability and scaling (e.g. implementation pilot).
  - Key Data: “Similar to the findings in 2022, the three Regional Professional Development Programs (RPDPs) that provide professional development to schools and districts did not have courses specifically focused on school improvement or personalized, competency-based learning” (Zweig & Kennedy, 2024, p.81).
- *Customized Training:* Tailor the training programs to meet the specific needs of different schools and teachers.

## 3. Establish a Mentorship Program

- *Detailed Framework:* Develop a structured framework for the mentorship program that includes clear roles, expectations, and outcomes for both mentors and mentees.
  - Create an organized space where mentoring documents are housed.



- *Professional Development*: Provide ongoing professional development for mentors to ensure they are equipped with the latest pedagogical strategies and support mechanisms.
- *Mentorship Evaluation*: Implement a feedback and evaluation system to continuously improve the mentorship program.
- *Time for Mentorship*
  - *Dedicated Mentorship Periods*: Allocate specific times during the contractual school day or week for mentorship activities, ensuring both mentors and mentees can engage meaningfully without compromising their regular teaching responsibilities.
  - *Flexible Scheduling*: Offer flexible scheduling options to accommodate the varying needs of teachers across different schools or districts.

#### **4. Shared Platform for Competency-based / Standards-based Grading**

- *User-friendly Interface*: Ensure the platform is user-friendly and accessible, with training provided to all users.
- *Collaboration Features*: Include features that allow for collaboration and sharing of best practices among teachers.
- *Continuous Improvement*: Regularly update the platform based on user feedback and advancements in educational technology.
- *Student-Led Conferences (SLC)*: Student-led/learning conferences each semester to display their mastery/learning vs. semester exams.

#### **5. Continue with the Educator Ambassadors to Support Public Will Building**

- *Role Definition and Training*: Clearly define the role of Educator Ambassadors as the key public messengers of this work and provide them with comprehensive training on public relations, advocacy, and community engagement strategies.
- *Communication Strategy*: Develop a communication strategy for Educator Ambassadors to effectively share the vision and progress of the Portrait of a Nevada Learner with the broader community, including parents, local businesses, and civic organizations.
- *Feedback Mechanism*: Establish a feedback mechanism for Educator Ambassadors to gather input from the community and report back to the



working group, ensuring that public will and support are continuously assessed and addressed.

- *Recognition and Incentives:* Create a system of recognition and incentives for Educator Ambassadors to acknowledge contributions and encourage ongoing participation.



## Organizational Structure

Organizational structure is the blueprint within which a systems change effort is organized, governed, and managed. It defines the roles, responsibilities, and decision-making processes necessary to coordinate and sustain the effort and related the Systems of Support. The Organizational Structure provides the space for collaboration, ensures that leadership and facilitation needs are met, helps determine goals and assess impact. In other words, the design of the Organizational Structure supports effective operation of the effort. To support sustained transformation to a more personalized, competency-based learning system in Nevada the committee offers the following recommendations:

### 1. Develop a Formal Partnership Structure

- *Memo of Understanding*: Develop a Memo of Understanding to make the roles and responsibilities of partner organizations transparent.
- *Key Organizations*: Ensure that there is a mixture of the types and reach of organizations involved. The committee’s research indicates this is the best insulation from the rhythms of funding as well as shifting priorities and politics.

NDE partnered with KnowledgeWorks and ed.Xtraordinary to enable educators and leaders to share best practices through the Nevada Future of Learning Network. This network was developed as a result of the Blue Ribbon Commission and demonstrates a large, strategic investment to build capacity around personalized, competency-based education ([Nevada State Opportunity Analysis: Evidence](#), p.24).

*Nevada Growth Report*  
(Zweig & Kennedy, 2024, p. 27).

- *State Leadership*: The Nevada Department of Education (NDE) should continue to serve as a public leader of this work with special focus on supporting the Network’s engagement with state policymakers. NDE’s visionary investment through the ESSER-funded launch of the Nevada Future of Learning Network has been invaluable, as has the expertise provided throughout the project.
  - *Dedicated Role*: Create a role inside the Department of Education to focus on the future of learning initiatives.
- *Field Participation*: The Network should have a clear structure for districts and schools to be involved.



- Key Data: “I loved my time in the Nevada Future of Learning Network and learned a great deal. The work has helped me better understand personalized, competency-based learning and the plan for the future of Nevada education...I am not sure of the plan to roll this out to all educators in the state. I don’t want to take efforts to communicate about this until I can have something solid to refer to” (Zweig & Kennedy, 2024, p. 21).
- *Local Not-for Profit*: A lead facilitating local organization that is its own 501c3 that runs the infrastructure of the Network and drives coherent practice and community initiatives. The committee’s research shows that this type of organization can remain closely connected to the local context while also supporting the work through contextual instability. This partner also unlocks different types of local fundraising opportunities.
- *Regional Professional Development Programs*: Establish a formal, funded mechanism to coordinate supports of the Network and RPDPs. See recommendation in the Systems of Support section of the report.
- *National Partner*: A national partner to support high quality implementation and technical assistance. This type of partner can also support connection to national funding and policy opportunities as well as continue to elevate Nevada as a national leader in PCBL.
- *Additional Partners*: Continue to scan for other organizations who might be identified to join the partnership as the needs of the Network evolve.

## **2. Establish a Steering Committee**

- *Role of the Committee*: Establish a body that will develop, maintain and iterate the purpose and strategies of the Network. The committee should outline a long-term vision for continued sustainability and set of goals that align with the overarching objectives of the Portrait of a Nevada Learner initiative.
- *Resource Allocation*: Ensure that the Steering Committee is provided with the necessary resources, including funding, staffing, and tools, to effectively carry out their work.
- *Partnership Development*: Facilitate partnerships with other organizations, both within and outside the education sector, to support the Steering Committee’s initiatives and ensure the longevity of the Portrait.



- *Cross-sector Collaboration*: Create regular space for collaboration for stakeholders who do not organically connect to continue to learn and support ongoing recommendations for lead facilitators.
  - Key Data: The Nevada Growth Report did not find evidence of a formal structure for collaboration with “educational entities, workforce system partners, and postsecondary institutions” to continue to provide feedback to the Network (Zweig & Kennedy, 2024, p. 21).
- *Representation Framework*: Develop a framework to ensure that all critical stakeholder groups are included. This should include (and is not limited to):
  - Youth
  - Families and community-based organizations
  - Educators and labor
  - Education support organizations
  - Business leaders
  - District and school leaders
  - State policymakers including:
    - Legislators
    - State Board of Education
    - Governor’s office
    - Other state agencies





## Resources and Funding

Resources and funding are the financial and material assets required to sustain, expand, and strengthen the impact of education innovation. This dimension involves identifying and securing the necessary resources, developing a sustainable funding strategy, and ensuring that these resources are allocated effectively to support the ongoing needs of the effort. Resources and funding provide the material foundation that underpins the entire effort, enabling it to achieve its goals, refine its function, and maintain its operations over time. To support sustained transformation to a more personalized, competency-based system in (geography) the committee offers the following recommendations:

### 1. Expand Access to PCBL Funding

- *Increased state funding:* Enhancing state funding for all school districts will create available funding for the districts engaged in PCBL, which is paramount to nurturing a dynamic educational environment that caters to the diverse needs and aspirations of every student.
- *Competitive grant program:* Nevada Department of Education could create a competitive grant that allows interested schools and districts to apply for additional funding to pay for educators' time and resources as they develop these systems.

"Nevada passed the largest education budget in state history during the 2023 legislative session, allocating almost \$12 billion in education funding over two years, a \$2.6 billion increase."  
*Nevada Growth Report*  
(Zweig & Kennedy, 2024, p. 109)

"Communication around the PCFP has emphasized that the move away from categorical funds will allow for greater district flexibility across the board. There are some ways in which the state funding formula provides flexibility to schools and districts that could be leveraged to provide personalized competency-based learning education to students."

*Nevada Growth Report*  
(Zweig & Kennedy, 2024, pp. 109–111)

### 2. Invest in People

- *Representation:* State-based, district-based, school-based, and community-based experts to support the implementation of PCBL at each level of implementation. See the representation framework section of the Organizational Structure Recommendations.



- *State-based experts* play a crucial role in providing overarching frameworks and policies to guide the implementation of personalized competency-based learning statewide. *District-based experts* focus on tailoring these statewide guidelines to meet the specific needs and contexts of individual school districts. They provide training, resources, and ongoing support to school leaders and educators.
- *School-based experts* are at the frontline, working closely with teachers to develop personalized learning plans, design curriculum, and utilize technology effectively. They offer professional development, coaching, and mentoring.
- *Community-based experts* foster partnerships between schools, families, businesses, and other community organizations. They help integrate real-world experiences, resources, and support systems into the learning process.

### **3. Provide for Sufficient Time**

- Dedicated time for collaboration between schools and/or districts is paramount in successfully implementing personalized competency-based learning across a state for those systems that opt in. This collaboration ensures that educators receive targeted support from others engaging in competency based learning work.

### **4. Reimagine Accountability**

- Key Data: “What’s come out of the Portrait of a Nevada Learner, I think, is great. I don’t know that anyone would disagree with that. My frustration with it, ultimately, goes back to the larger frustration with our accountability system for education. If districts develop their own [Portrait of a Nevada Learner] -- which several have, may have--that is what we should be held accountable to. And yet, no matter what work we do there, we’re not accountable to it. It’s still about math and ELA test scores. That’s a huge frustration” (Zweig & Kennedy, 2024, p. 71).
- *Accountability Waiver*: An accountability waiver for districts and schools participating in personalized competency-based learning offers a crucial opportunity to shift the focus from standardized testing metrics to more holistic measures of student success and growth. By granting waivers from traditional accountability systems, policymakers acknowledge the need for flexibility in assessing the effectiveness of innovative educational approaches.



- *Competitive Grant for State Assessments*: One way to resource a waiver process would be for the Nevada Department of Education to apply for a Competitive Grant for State Assessments Program. This would provide space for the state to develop new models for measuring student learning.

“Several instructional experts at the convenings stated that the instructional practices in a personalized, competency-based learning model would significantly increase student performance within the current accountability model when

implemented with fidelity”

*Nevada Growth Report*  
(Zweig & Kennedy, 2024, p. 72).



## **Conclusion**

Through capacity building, research, and recommendation development, the Nevada Future of Learning Network Sustainability Committee has provided strategic recommendations to ensure the sustainability of PCBL efforts in Nevada. The committee is grateful to the Nevada Department of Education for its investment in this rigorous process.

By following these recommendations, Nevada can sustain transformation towards personalized, competency-based learning, ensuring that our education system continues to adapt and thrive in preparing students for college, career, and beyond. The collaborative efforts and strategic planning outlined in this document are crucial steps toward creating a more personalized, competency-based learning environment that meets the needs of all Nevada learners.



## Appendix

A. Sustainability Committee Flyer	ii
B. Learning Trip Agendas	iv
C. Learning Trip Debrief Assets	viii
D. Learning Trip Participant Survey Summaries	xi



## A. Sustainability Committee Flyer

# Sustainability Committee Information

The [Nevada Future of Learning Network](#) is creating a Sustainability Committee as an important piece of its overall strategy. The committee is charged with ensuring coherence among the activities of the Nevada Future of Learning Network and determining ways to sustain the network long term.

## What is the work of the Sustainability Committee?

The committee will operate as an extension of the broader Nevada Future of Learning Network. Members will draw on learnings from the broader network to identify strategies to sustain the work long term. The activities of the committee will include:

- Building capacity around models for sustainability for education transformation
- Observing and gathering data around the pathways of the network and how the work might sustain over time
- Participate in at least one trip to observe sustainability work in other contexts
  - Arizona in January 2024
  - NYC in April 2024
- Develop sustainability recommendations for the Nevada Future of Learning Network

## Who will sit on the Sustainability Committee?

The committee will include Nevadans who represent key voices from across the state's learning community. This will intentionally include youth, caregivers, educators, school / district / state leaders, higher education, business, policymakers and more. The committee will also have at least one representative of each of the network's learning pathways. The committee will be finalized in November 2023.

## Will members be compensated for their time?

Members of the committee will receive a \$1,500 stipend for work as well as additional stipends to offset travel expenses. Participants may decline the stipend should participation in this committee fall within the duties of their role or if their organization has policies that disallow them to receive payment for this work.



## Sustainability Committee Flyer (continued)

### What is the time commitment?

The committee will have monthly touchpoints, with the possibility of additional meetings as necessary. Participants will be asked to attend a virtual kickoff for 3 hours in late November. Meetings will occur virtually monthly in the early evening. Each member is also asked to participate in Network Convenings as well as at least one learning trip out of state. The cost of travel to in-person meetings will be covered.

Members will be asked to serve from November 2023 until August 2024. During that time, the committee will collectively determine the appropriate recommendations for future membership.

### Tentative Timeline

Date	Meeting	Expected Time Commitment
Weds, November 29, 2023	Virtual Committee Kickoff	3 hours, 3:30-6:30pm
Thurs, January 11, 2023	Virtual Meeting	2 hours, 3:30-5:30
Thurs & Fri, January 18 & 19, 2024	Arizona Visit (January 18th & 19th)	2 days, travel in on 1/17 and out on 1/19
Tues, February 20, 2024	Virtual Meeting	2 hours, 3:30-5:30
Fri & Sat, March 1 & 2, 2024	In-Person Convening in Reno	2 days, plus travel
Thurs & Fri, April 4 & 5, 2024	New York City Visit	2 days, travel in on 4/3 and out on 4/5
Weds, May 8, 2024	Virtual Meeting	2 hours, 3:30-5:30
June 17 & 18, 2024	In-Person Convening in Las Vegas	2 days plus travel
July TBD 2024	Virtual Meeting	2 hours
August TBD 2024	Virtual Meeting	2-3 hours

### Who will support the committee?

The Committee will have two primary sets of supporters. First, the national nonprofit [KnowledgeWorks](#) will provide organizational and policy support to the committee. Second, the Nevada Department of Education will be providing department staff to support policy proposal development from the content side as needed.



## B. Learning Trip Agendas



# Sustainability Committee Learning Trips

The [Nevada Future of Learning Network](#) is creating a Sustainability Committee as an important piece of its overall strategy. The committee will have two opportunities to travel to see innovative learning communities who have sustained transformation efforts outside the state of Nevada.

## Sustainability Committee NYC Learning Trip

April 3-5, 2024

New York City, New York

### Agenda

#### April 3, 2024 - Evening Arrival into NYC

- Flights arrive into LaGuardia and John F. Kennedy International Airports
  - Small groups dispatch to hotel in Ubers with Uber codes
  - You will get an email with your arrival grouping.
- Hotel: TownePlace Suites by Marriott New York Long Island City/Manhattan View
  - 38-42 11th St, Queens, NY 11101

#### April 4, 2024 - TYWLS of Astoria and the NYC Competency Collaborative

- 7:45am - Depart the hotel
- 8:15am - The Young Women’s Leadership School of Astoria School Visit
- 11:15am - Depart TYWLS of Astoria for Lunch at JACX&CO Food Hall
- 1:00pm - Working Session with the NYC Competency Collaborative
  - Location: WeWork Gotham at 28-07 Jackson Ave, Queens, NY 11101
  - Agenda
    - [Competency Collaborative in NYC](#) - Policy and Sustainability
    - NVFoL Learning Synthesis with Futures Thinking Tools
- 5:00pm - Depart WeWork for the Hotel
- 6:00pm - Depart the hotel for dinner in Manhattan
- 8:30pm - Depart the restaurant for the hotel OR optional excursion to NYC landmarks







## Learning Trip Agendas (continued)

### April 5, 2024 - Hunter's Point Community Middle School

- 7:45 am - Depart the hotel
- 8:00 am - Hunter's Point Community Middle School Lighthouse Visit
- 2pm - Depart school for airports or hotel

#### RESOURCES

- [CC One-Pager](#)
- [Video \(featuring TYWLS of Astoria\): How does mastery transform school?](#)
- [Article: Beyond Packaging: Manifesting Mastery-Based Learning in the Classroom at TYWLS of Astoria](#)
- [Article: Catalyzing Mastery-Based Learning: NYC's Mastery Collaborative](#)
- [Article: The Mastery Collaborative: Dozens of NYC Schools Support Each Other's Reforms](#)
- [Article: Equitable Grading Anchors NYC's New Grading Policy Toolkit](#)
- [Hunter's Point Community Middle School - Lighthouse Visit Agenda Example](#)
- [Article \(from a Hunter's Point Educator\): Confessions of a Convert](#)



## Learning Trip Agendas (continued)

### Sustainability Committee Arizona Learning Trip

January 17 - 19, 2024

Phoenix, Tucson & Santa Cruz, AZ

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#### Agenda

##### January 17, 2024 - Evening Arrival into Phoenix

- Flights arrive into Phoenix International Airport
- Small groups dispatch to hotel in Ubers and Lyfts
- Hotel: SpringHill Suites Phoenix Scottsdale
  - 1500 N. Scottsdale Road, Scottsdale, AZ 85257

##### January 18, 2024 - Arizona Personalized Learning Network Sustainability Meeting

- Breakfast included at hotel, store bags in hotel luggage room
- 8 AM - Pre-meeting in Hotel Lobby
- 8:30 AM - Walk to Venue (5 minute walk)
- 9 AM-3 PM - Arizona Personalized Learning Network Meeting (Lunch provided)
- 3 PM - Return to hotel to retrieve luggage, board coach bus
- 3:30 PM-5:30 PM - Coach bus to Tucson, AZ
- 5:30 PM - Check into Hotel: Tucson Marriott University Park
  - 880 E 2nd Street, Tucson, AZ 85719
- 6:30 PM - Meet for dinner in lobby (restaurant is walking distance)

##### January 19, 2024 - Santa Cruz Valley Unified District Visit

- 6:45 AM - Meet in lobby, store bags in coach bus
- 7:00 AM - Depart for Santa Cruz Valley
- 8:00 AM - Breakfast at Santa Cruz Valley Unified School District Office
- 8:30 AM - Opening and Framing with Santa Cruz leaders
- 10 AM - 12 PM - School Visits

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3



## Learning Trip Agendas (continued)



- 12 PM - 1:30 PM - Lunch, debrief and closing
- 2 PM - Bus departs for Phoenix international Airport
- Flights depart Phoenix International Airport after 6 PM

### RESOURCES

- [Observation Template](#)
- [Sustainability Committee Flyer](#)
- [January 19 Santa Cruz Agenda](#)
  - [Classroom Visit Schedule](#)



### C. Learning Trip Debrief Assets

## Arizona Debrief - SoS

### What do you see?

Desire for more time to discuss (but not for the sake of discussion - to move forward - finding traction)

Resources that guide us within the change. For example, Churchill has partnered with Modern Teacher to help with Personalized Learning.

Themes from the data- Transparency and needing to involve multiple layers early (for ex: NSHE)!

### What do you infer?

that we need admin support/district support and time to do these things!

that we are going to have pushback and a way to pivot thru that

that this work is needed!

this will take time and hard work!

### What are the implications for our sustainability area?

### Systems of Support

every teacher is able to implement and put this to place and it is fully functioning

Desire for training - ongoing and clear and compensated

students that are ready for life

true mentor coaching would be beneficial

TIME we need to be able to engage all SOS and honor that planning time even when we have to backtrack

transparency clear directions and how-tos

**IT IS POSSIBLE!**



## Arizona Debrief - OS

### What do you see?

Excitement and curiosity.

Questioning about the support system for PCBL, making sure that there is changes to the organizational structure to support PCBL.

10 year plan - it will take time. What milestones do we need to look for?

Recognition that this isn't standardized.

### What do you infer?

10 year plans don't typically happen. Support outside the system to keep continuity as people within the process will change.

How does the vision continue after the founding people are gone?

People are motivated to make this change in Arizona. How do we keep the passion for the mission alive?

The way we support this can't be standardized either. It needs different ways of thinking. What is the relationship between what is standardized and what is personalized?

This is not top down, but rather wrap around with all the stakeholders.

### What are the implications for our sustainability area?

### Organizational Structure

Nevada Future of Learning Network needs to sustain the work and it needs exist on its own. It needs to encompass the community at large.





## Learning Trip Debrief Assets (continued)

### Arizona Debrief - R&F

#### What do you see?

In the school visits, students had a lot more choice in activity and how they presented their learning.

School was very focused on reframing negative things to positive. For example - the grading system was a 1-4.

Rather than a grade of your knowledge, it's a grade of your comprehension. More about growth.

#### What do you infer?

Schools in AZ are working toward student-centered/learner-centered education.

Students will have more motivation to pursue education.

School is a more positive experience for them every day.

Student will be motivated to pursue deeper education.

#### What are the implications for our sustainability area?

### Resources & Funding

We will need to start/continue to have conversations about the prioritization of education with government leaders.

We will need to prioritize teachers and their pay. This leads to less individuals wanting to become teachers, which will be a big long term problem.



### NYC Debrief - SoS

#### What do you see?

Historical knowledge through transiency

In-house mentoring - tiered approach, onboarding

Support system on both ends - "MTSS" - generational learning - leads to momentum

Shared outcomes

Student-led conferences

#### What do you infer?

Moving beyond first order change (try out and do, but doesn't stick) to second order change (SoS in place to make impossible to go back to how things were)

NEED: Autonomy and flexibility at school sites

creating conditions + building capacity (in tandem, not in isolation)

#### What are the implications for our sustainability area?

Human capital is essential in key areas of the system

System of On-going Learning - generational learning

A platform that supports grading for learning





## Learning Trip Debrief Assets (continued)

### NYC Debrief - OS

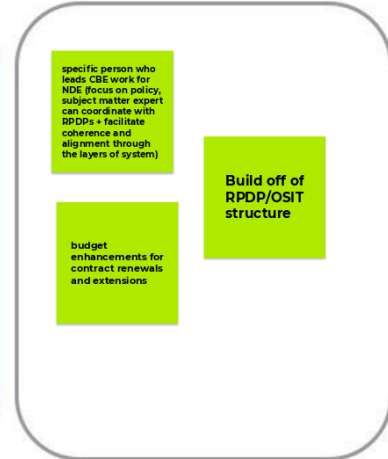
#### What do you see?



#### What do you infer?

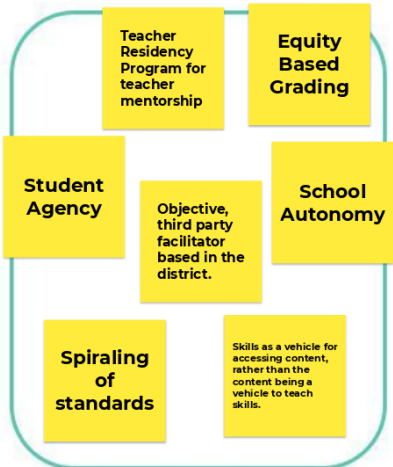


#### What are the implications for our sustainability area?

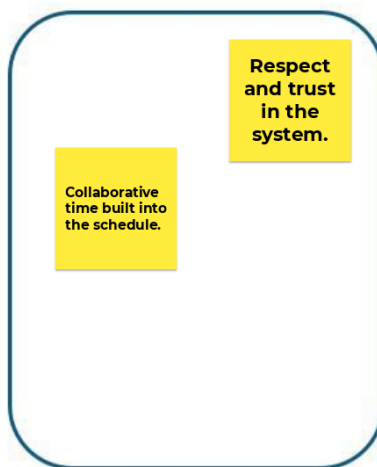


### NYC Debrief - R&F

#### What do you see?



#### What do you infer?



#### What are the implications for our sustainability area?





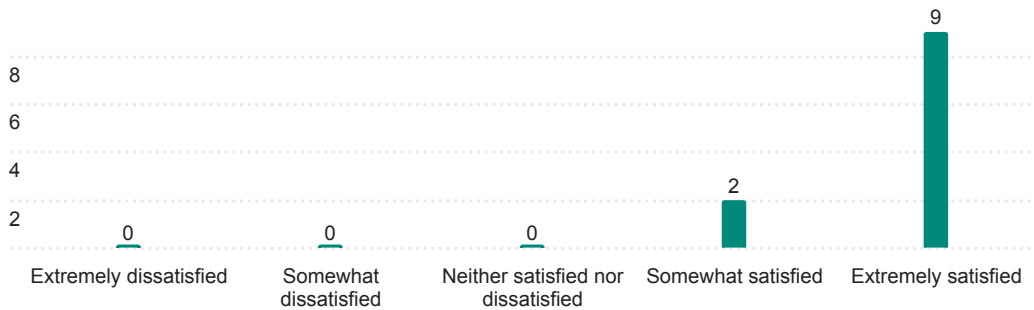
**D. Learning Trip Survey Summaries**

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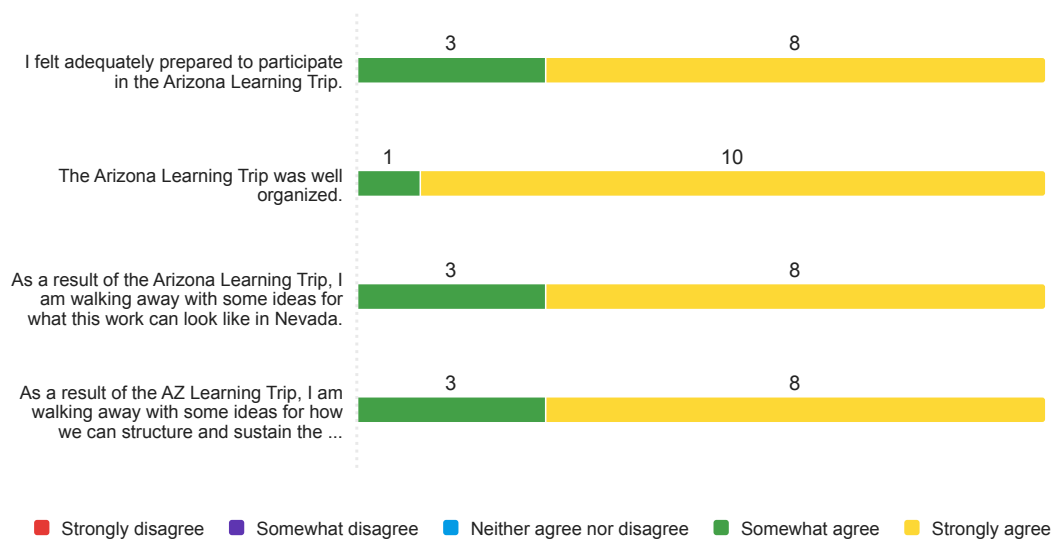
# NVFOL Network Sustainability Committee AZ Learning Trip

## Feedback Survey Results (January 2024)

Q17 - Overall, how satisfied are you with your experience participating in the Arizona Learning Trip.



Q18 - To what extent do you agree with the following statements?

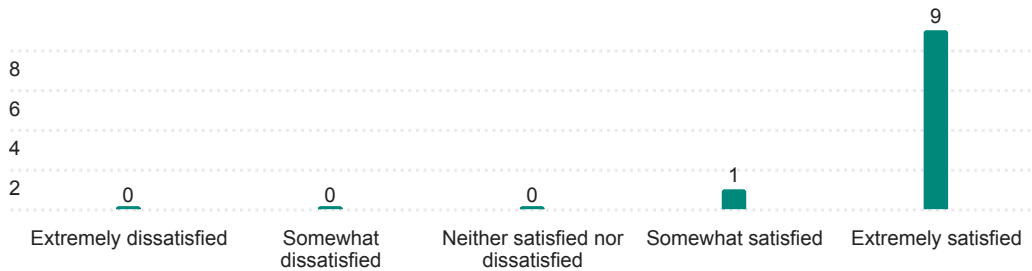




**Learning Trip Survey Summaries (continued)**

# NVFOL Network Sustainability Committee NY Learning Trip Feedback Survey Results (April 2024)

Q17 - Overall, how satisfied are you with your experience participating in the New York Learning Trip.



Q18 - To what extent do you agree with the following statements?

