
UPDATES ON ASSEMBLY BILL 345 REQUIREMENTS

FOR PRESENTATION TO THE ACADEMIC, RESEARCH, AND STUDENT AFFAIRS COMMITTEE

SEPTEMBER 3, 2026

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TODAY'S PRESENTATION

- Review of Assembly Bill (AB) 345
- NSHE Data Dashboard (Establish by September 1, 2026)
- Open Educational Resources (Effective July 1, 2026)
- Study on Financial and Food Insecurity (Submit by July 1, 2026)
- Questions

ASSEMBLY BILL (AB) 345

- Primary Sponsor – Assemblymember Erica Mosca
- 83rd (2025) Session of the Nevada Legislature
- An Act relating to education requiring the Board of Regents to:
 - establish a data dashboard setting forth certain statistical information related to student outcomes;
 - establish a policy for the use of low-cost course materials and no-cost open educational resources in courses offered at an institution within NSHE;
 - conduct a study during the 2025-26 interim relating to certain issues (financial and food insecurity) facing students of the NSHE



EDUCATIONAL OUTCOMES DASHBOARD

AB 345 required the Board of Regents to establish a dashboard relating to four student outcome measures:



(a) Continuation

Nevada public high school graduates who enroll at an NSHE university or community college



(b) College readiness

Graduates who enroll in remedial coursework or corequisite support courses in reading, writing, or mathematics



(c) Time to degree

The average number of years it takes students to graduate from an NSHE institution



(d) Outcomes after graduation

Graduates who, within two years, have neither Nevada wages nor continued NSHE enrollment — subject to the availability of data

The dashboard meets every element for which data exist

Statutory requirement	Where it lives	Status
1(a) Continuation to NSHE	Continuation and Support tab	✓
1(b) Enrollment in math or English support courses	Continuation and Support tab	✓
1(c) Years to first degree	NSHE Outcomes tab	✓
1(d)(1) No wages and no enrollment within 2 years of graduation	NSHE Outcomes tab	✓
1(d)(2) Unemployment benefits or public assistance	<i>Pending data availability</i>	○

The statute conditions element (d) on the availability of data. Public assistance data are not yet shared with NSHE; the dashboard will be updated to add this measure when a data source is established.

Fewer graduates are continuing to NSHE — but those who do are arriving better prepared

WATCH ITEM

The share of Nevada high school graduates continuing to NSHE is declining. This is the leading indicator for everything downstream — enrollment, completion, and workforce supply.

ENCOURAGING SIGNAL

Enrollment in math and English support courses is also declining, consistent with students entering college better prepared rather than needing remediation.

WHY IT MATTERS

Read together, the pipeline is narrowing but strengthening. The policy question is captured, more so than readiness.

Educational Outcomes

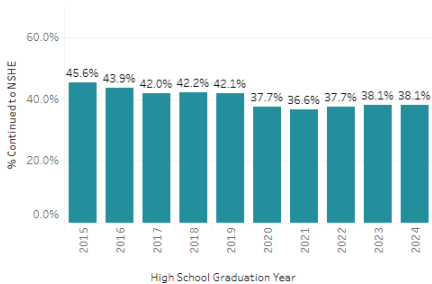
Continuation and Support | **NSHE Outcomes** | About

Educational and Professional Outcomes of Students: NSHE Continuation and Support Enrollment

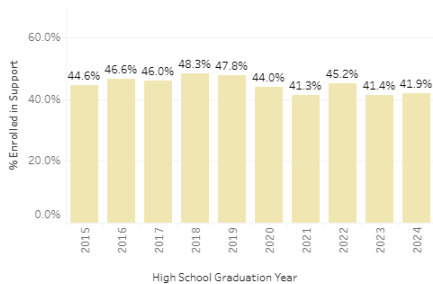
This dashboard tracks Nevada public high school graduates and their continuation to NSHE institutions, including enrollment in Math and English support courses.

HS Grad Year	Total HS Grads	Total Continued to NSHE	% Continued to NSHE†	Enrolled in Math Support Only*	Enrolled in English Support Only*	Enrolled in Both Math and English Support*	Total Enrolled in Math and/or English Support†	% Enrolled in Math and/or English Support‡
2015	23,815	10,863	45.6%	1,358	2,184	1,298	4,840	44.6%
2016	24,865	10,914	43.9%	1,665	1,906	1,510	5,081	46.6%
2017	28,549	11,981	42.0%	1,882	1,823	1,804	5,509	46.0%
2018	29,692	12,540	42.2%	2,374	1,510	2,173	6,057	48.3%
2019	30,592	12,886	42.1%	2,316	1,543	2,301	6,160	47.8%
2020	30,664	11,575	37.7%	2,104	1,250	1,735	5,089	44.0%
2021	30,154	11,050	36.6%	2,198	1,254	1,114	4,566	41.3%
2022	30,162	11,384	37.7%	3,173	874	1,095	5,142	45.2%
2023	31,203	11,897	38.1%	3,056	820	1,047	4,923	41.4%
2024	31,972	12,174	38.1%	3,253	877	975	5,105	41.9%

Continued to NSHE



Enrolled in Math and/or English Support Courses



Continuation and Support tab — satisfies 1(a) and 1(b)

Time to degree has leveled off near five years, and post-graduation outcomes are holding steady

Educational Outcomes

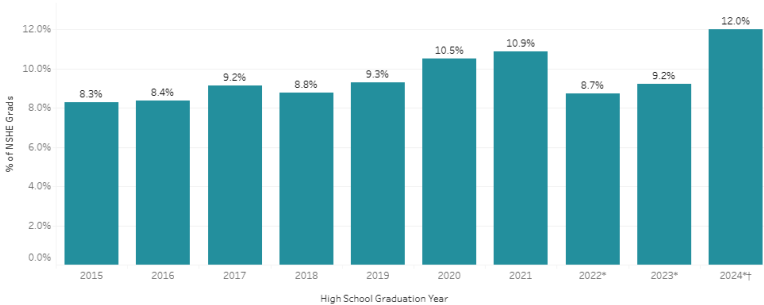
Continuation and Support NSHE Outcomes About

Educational and Professional Outcomes of Students: NSHE Graduation and Beyond

This dashboard tracks Nevada public high school graduates, their continuation to NSHE institutions, graduation from an NSHE institution, and outcomes for those lacking employment or further NSHE enrollment two years after NSHE graduation.

High School Grad Year	Total HS Grads	Continued to NSHE	# Graduated from NSHE	Average Years To First Degree	# With No Enrollment or Wages 2 years after NSHE Grad	% of NSHE Grads with No Enrollments or Wages in 2 years post grad
2015	23,815	10,863	6,337	5	526	8.3%
2016	24,865	10,914	6,171	5	516	8.4%
2017	28,549	11,981	6,622	5	606	9.2%
2018	29,692	12,540	6,539	4	573	8.8%
2019	30,592	12,886	6,189	4	575	9.3%
2020	30,664	11,575	5,280	4	556	10.5%
2021	30,154	11,050	3,910	3	425	10.9%
2022*	30,162	11,384	2,015	2	176	8.7%
2023*	31,203	11,897	1,195	2	110	9.2%
2024†	31,972	12,174	516	1	62	12.0%

Percent with No Wages or NSHE Enrollment within 2 year of NSHE Graduation



NSHE Outcomes tab — satisfies 1(c) and 1(d)(1)

TIME TO DEGREE

Average time to a first degree has stabilized at about five years — a durable baseline for planning and funding conversations.

OUTCOMES AFTER GRADUATION

The share of graduates with no Nevada wages and no continued NSHE enrollment is holding steady, with a visible spike during the pandemic years.

READ 2024 WITH CARE

The 2024 cohort is a partial year. Its figures will move — likely down — once the full two-year outcome window closes.

The dashboard is live — and built to stay current



Public today

Anyone — Regents, legislators, families — can explore the same data, right now, no request required.



Compliance is durable

The dashboard is updated as each new year of data becomes available. Meeting NRS 396.5912 is an ongoing function, not a one-time deliverable.



Built on the statewide longitudinal data system - NPWR

NV public schools, NSHE, and wage records are linked at the student level — a view no single institution could produce alone.

ir.nevada.edu/educational_outcomes.php



LOW-COST COURSE MATERIALS AND NO-COST OPEN EDUCATIONAL RESOURCES

AB 345 required the Board of Regents to establish a policy for use of low-cost course materials and no-cost open educational resources:



Define “low-cost course materials” and “no-cost educational resources”



Establish a uniform system to mark within the course registration system each course that exclusively uses low-cost course materials and no-cost OER

1

Established a Working Group of library leaders and instructional material experts

2

Met in Fall 2025 to research, define best practices, and draft policy proposal

3

Winter 2026 the proposal was vetted and feedback obtained

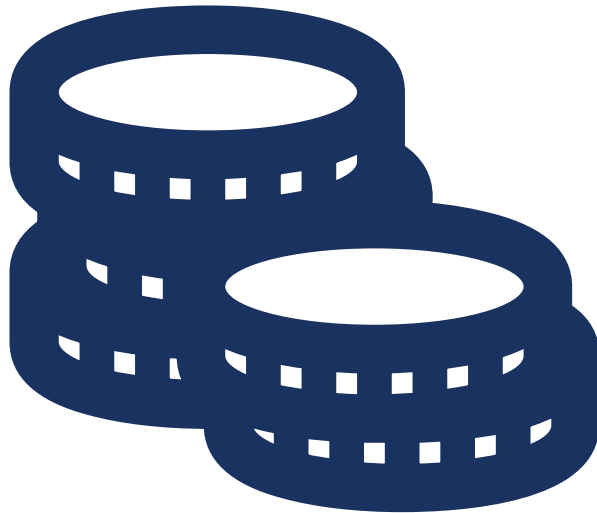
4

March 2026 policy was approved by the Board

STEPS TO CODIFY POLICY

HANDBOOK: TITLE 4, CHAPTER 14, SECTION 29

- Existing language provided a policy for the use of no-cost and low-cost options for instruction material.
- Language was added requiring the institution to identify each course that exclusively uses no-cost or low-cost educational materials in the course registration system.
- Definitions for:
 - No-cost and Low-cost
 - Open Educational Resources (OER)
 - Instructional Material
 - Defines Licensed Material



FINANCIAL AND FOOD INSECURITY STUDY

AB 345 required The Board of Regents to conduct a study on Financial and Food Insecurity:

a) an examination of the financial and food insecurity issues experienced by NSHE students

b) the identification of factors that contribute to the temporary withdrawal of students from enrollment in academic programs due to financial and food insecurity

c) an evaluation of potential interventions to the financial and food insecurity experienced by NSHE students

d) data-driven recommendations for ways to reduce the financial and food insecurity experienced by NSHE students

COMMITTEE COMPOSITION

NSHE System Administration facilitated the statewide AB345 NSHE Financial and Food Insecurity Committee, which represented 15 perspectives:

7 NSHE staff/faculty overseeing
basic needs work at each of the 7
degree-granting institutions

3 NSHE undergraduate and
graduate students providing
basic needs support for
other NSHE students

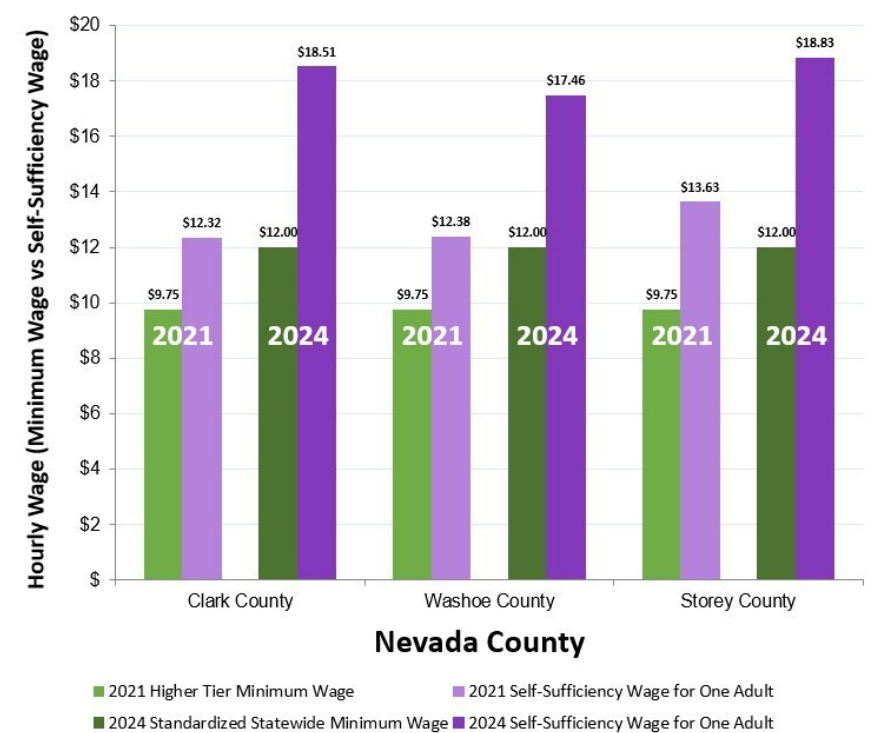
5 community partner organizations
that serve young people facing
financial and food insecurity

COMMITTEE MEETING STRUCTURE AND CONTENT OVERVIEW

- 4 Total Meetings, between October 2025 and April 2026
- Committee members discussed successes and challenges that they have experienced in supporting students with financial and food insecurity, how students are being connected with campus- and community-based resources, and the key resources they are being connected to
- There were guest presentations on basic needs issues and work occurring in Nevada and nationwide, from: 1) The Children's Cabinet, 2) The Hope Center for Student Basic Needs, 3) Washington Student Achievement Council, and 4) Michigan Department of Lifelong Education, Advancement, and Potential's Office of Higher Education
- NSHE SA developed draft recommendations based on the guest presentations and the committee's internal discussions; the committee members then weighed in on the feasibility of the recommendations and ranked them in order of importance, within 3 viability tiers

FINANCIAL AND FOOD INSECURITY ISSUES AMONG NEVADANS

Comparison Between the Minimum Wage and the Self-Sufficiency Wage, by Year and Nevada County



15.1%

of Nevadans are food insecure—above the 14.3% national average—resulting in \$518M in healthcare costs in 2022.

Guinn Center, September 2025

FINANCIAL AND FOOD INSECURITY ISSUES AMONG POSTSECONDARY EDUCATION STUDENTS NATIONWIDE

59%

of college students—nationally—experience food insecurity, housing insecurity, or homelessness.

The Hope Center, 2025

79%

of college students who had previously stopped out, or were considering stopping out, cited basic needs insecurity or financial reasons as the cause.

The Hope Center, 2025

65%

of college students who experienced basic needs insecurity said awareness is a barrier to using available public resources and campus-based supports.

The Hope Center, 2025

FINANCIAL AND FOOD INSECURITY ISSUES AMONG POSTSECONDARY EDUCATION STUDENTS IN NEVADA

NSHE Institution Financial and Food Insecurity Data Highlights

UNLV

86%

of students reported a negative sentiment around their financial situation.

Fall 2025

UNR

30%

of students reported very high food insecurity—up from 22%.

Spring 2024

NSU

16,453

non-perishable food, personal care, and household items were provided to the campus community.

Fall 2024-Spring 2025

CSN

70%

of basic needs resource recipients reported experiencing food insecurity.

2023–2025

GBC

31%

of students cut the size of their meals or skipped meals due to a lack of money or food.

Fall 2024

TMCC

48%

of students say financial worries distract them from coursework or studying, daily or weekly.

Spring 2026

WNC

58%

of students were housing insecure—up from 28% in the prior year.

Fall 2022

COMMITTEE RECOMMENDATION STRUCTURE

The AB345 NSHE Financial and Food Insecurity Committee organized its actionable recommendations into 3 tiers, based on the personnel time and/or funding required for implementation:

- ***Tier 3: Limited Personnel Time and/or Funding Required***
- ***Tier 2: Moderate Personnel Time and/or Funding Required***
- ***Tier 1: Significant Personnel Time and/or Funding Required***

TIER 3 COMMITTEE RECOMMENDATIONS

Limited Personnel Time and/or Funding Required

- Statewide Infrastructure Improvement
- Strategic Integration
- Targeted Resource Dissemination

TIER 2 COMMITTEE RECOMMENDATIONS

Moderate Personnel Time and/or Funding Required

- Basic Needs Funding and Data Enhancement
- Institution-Level Task Force Establishment
- Food Accessibility and Public Benefits Outreach Improvement
- Shared Resource Model Enhancement

TIER I COMMITTEE RECOMMENDATIONS

Significant Personnel Time and/or Funding Required

- Emergency Aid Expansion
- Funding Growth
- Dedicated Navigator Role Establishment

KEY BASIC NEEDS ACTIVITIES AT THE NSHE INSTITUTIONS

All NSHE institutions are engaged in basic needs work. Key basic needs-focused activities in which the NSHE institutions are engaged include the following:

food/hygiene pantry administration (all institutions have a pantry)	student emergency fund administration (all institutions have an emergency fund)	campus-based basic needs case management	community-based housing and utilities assistance referral provision	campus- and community-based workforce development support referral distribution
community-based legal services referral dissemination	campus- and community-based public benefits access and enrollment assistance provision—including through partnerships	transportation assistance referral distribution (to discounted bus pass programs and resources)	campus-based technology lending program administration	campus- and community-based mental health services referral dissemination
	campus- and community-based childcare resource referral provision	other campus- and community-based basic needs referral distribution	maintenance of institutional webpages that outline campus- and/or community-based basic needs resources	

POTENTIAL NEXT STEPS

Helping to coordinate the development and facilitation of a statewide group, which will work to support with tasks related to key recommendations, such as:



Creating a plan to increase statewide infrastructure and coordination of efforts to reduce financial and food insecurity issues for NSHE students



Conducting ongoing student basic needs assessments, at the campus level