Nevada State College

Be bold. Be great. Be State.

ECONOMIC IMPACT ANALYSIS

EDUCATION ACADEMIC BUILDING



Applied Analysis

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APPLIED ANALYSIS

February 14, 2019

Mr. Bart Patterson, President
Nevada State College
1300 Nevada State Drive
Henderson, NV 89002

RE: Economic Impact Analysis | Education Academic Building

Dear Mr. Patterson:

In accordance with your request, Applied Analysis ("AA") is pleased to submit this *Economic Impact Analysis | Education Academic Building*. AA was retained by Nevada State College (the "College" or "NSC") to review and analyze the economic impacts associated with the proposed development of an education academic building on the NSC campus. The analysis focuses on one-time construction impacts, recurring operational impacts and the community impact of producing more teacher candidates in Nevada. This summary report outlines the salient findings and conclusions of our review and analysis.

This report was designed by AA in response to your request. However, we make no representations as to the adequacy of these procedures for all your purposes. Generally speaking, our findings and estimates are as of December 2018 and utilize the most recent data available. The information provided in this summary, and the conclusions reached herein, are based on the findings of our research and our knowledge of the market as of the date of this report. Our report contains economic, development and other predominant market data. This information was collected from our internal databases and various third parties, including the College and other public data providers. The data were assembled by AA. While we have no reason to doubt its accuracy, the information collected was not subjected to any auditing or review procedures by AA; therefore, we can offer no representations or assurances as to its completeness.

This report is an executive summary. It is intended to provide an overview of the analyses conducted and a summary of our salient findings. AA will retain additional working papers relevant to this study. If you reproduce this report, it must be done so in its entirety. We welcome the opportunity to discuss this report with you at any time. Should you have any questions, please contact Jeremy Aguero or Brian Gordon at (702) 967-3333.

Sincerely,

Applied Analysis

Applied Analysis

SUMMARY OF FINDINGS

What Does It All Mean?



SUMMARY OF FINDINGS

Education is a foundational element of any community, fostered and developed for the betterment of all residents. At present, the Clark County School District is the fifth-largest school district in the country, and it is responsible for the public education of over 320,000 students. The demands placed on the school district are expected to increase going forward. Nevada consistently ranks as one of the fastest-growing states in the nation; and, in 2018, the Silver State ranked first in the nation in terms of population growth. Southern Nevada accounts for nearly three-quarters of the state's population, placing a significant burden on supporting infrastructure, including the education system. The public-school system faces the on-going challenge of finding a sufficient number of quality educators. While there is no silver bullet that will cure the stresses on the system overnight, measures that mitigate teacher shortfalls are important both socially and economically. Nevada State College's proposed 65,000-square-foot education academic building is one such measure. It is expected to help support a growing number of local graduates that will be well-trained and well-positioned to teach at existing and future schools. Along with the prospect of providing increased teacher capacity, the proposed building is also expected to generate positive economic impacts for the community – both during the construction and operations phases of the facility. The following provides a brief summary of selected benefits of the project.



CONSTRUCTION IMPACTS

The development of NSC's education academic building is expected to provide increased stability to the construction sector at a time when several large-scale projects will start winding down (2020-2021). The project's construction is anticipated to have an overall impact of $95 million, generate $27 million in personal incomes and support a total of 539 person-years of employment. These impacts are important for the Southern Nevada economy.



OPERATIONAL IMPACTS

Perhaps more important than the one-time construction impacts, are the annual, recurring impacts sourced to the operations of the new facility. The education academic building is expected to employ 37 personnel earning $3.3 million in annual wages. Incremental (new) direct positions total 19, supporting a total of 34 new jobs in the local market. These positions and operational activities are estimated to increase wages in Clark County by a total of $2.1 million while generating nearly $4.8 million in incremental economic activity.



COMMUNITY IMPACTS

Beyond the economic impacts of the construction and operational phases of the project, the new facility is expected to triple the number of graduates across a wide range of educational concentrations. Within five years of the completion of the building, a total of 401 teachers (262 will be incremental) will be entering the workforce prepared for the challenge. Additionally, graduates will earn more income than their non-graduate counterparts, reducing demand on public services. And, those teachers will touch the lives of thousands of students over the course of their careers.

Note: Employment during the construction phase is stated in person-years of employment (i.e., one person employed full-time for one year).

SUMMARY OF FINDINGS: NEVADA STATE TODAY

4,918 TOTAL STUDENT BODY

14% GROWTH FROM PREVIOUS YEAR

23 MEDIAN CLASS SIZE

41% DIVERSE FACULTY & STAFF

61% PART-TIME STUDENTS

58% FIRST-GENERATION STUDENTS

GENDER

FEMALE 76%

MALE 24%

AGE

17-24 57%

OVER 24 43%

72% OF STUDENTS RECEIVE FINANCIAL ASSISTANCE
(scholarships, grants, waivers, and loans)

$23 MILLION IN FINANCIAL AID & SCHOLARSHIPS AWARDED BY NEVADA STATE COLLEGE TO STUDENTS IN 2017

SCHOOL OF EDUCATION	89 GRADUATES IN 2017-2018
SCHOOL OF LIBERAL ARTS & SCIENCES	251 GRADUATES IN 2017-2018
SCHOOL OF NURSING	235 GRADUATES IN 2017-2018

American Indian or Alaska Native	0%
Asian	13%
Black or African-American	9%
Hispanic of Any Race	40%
Native Hawaiian or Other Pacific Islander	2%
Two or More Races	6%
White	30%

Data is from the Fall 2018 student population as reported in IPEDS, adjusted to exclude unknown race/ethnicity.



Source: Nevada State College

SUMMARY OF FINDINGS: NEVADA STATE TOMORROW

THE IMPACTS OF **EDUCATION ACADEMIC BUILDING**

ECONOMIC OUTPUT

Construction	Total Operations	Incremental Operations
$95.4M	$10.5M	$4.8M

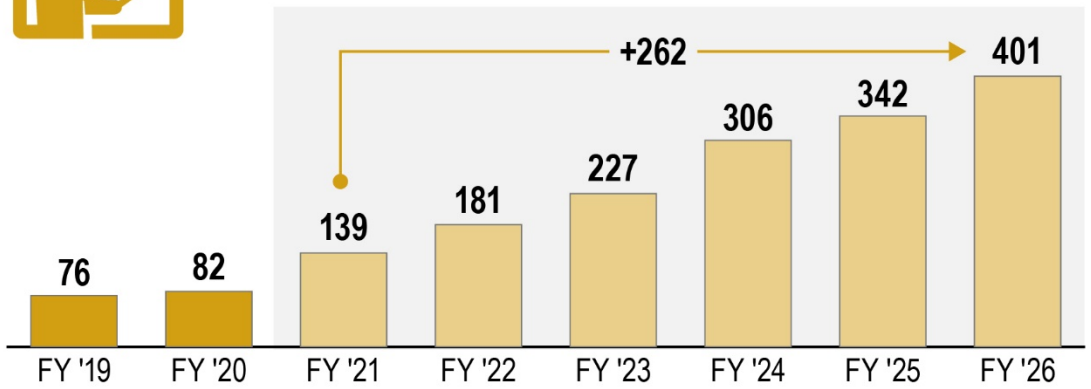
SALARIES & WAGES

Construction	Total Operations	Incremental Operations
$27.3M	$4.7M	$2.1M

EMPLOYMENT

Construction	Total Operations	Incremental Operations
539 Jobs	69 Jobs	34 Jobs

INCREMENTAL **GRADUATES QUALIFIED TO TEACH** IN CLARK COUNTY



Incremental graduates mean **more earnings for local residents**

ANNUAL EARNINGS OF ONE GRADUATING CLASS **$12.8M**

INCREMENTAL WAGES ABOVE HIGH SCHOOL DEGREE OF ONE GRADUATING CLASS **$4.7M**

ONE GRADUATING CLASS OF 401 TEACHERS FROM NSC WILL IMPACT

27,070

STUDENTS EACH YEAR

A GRADUATING CLASS OF **262 INCREMENTAL TEACHERS** WILL IMPACT

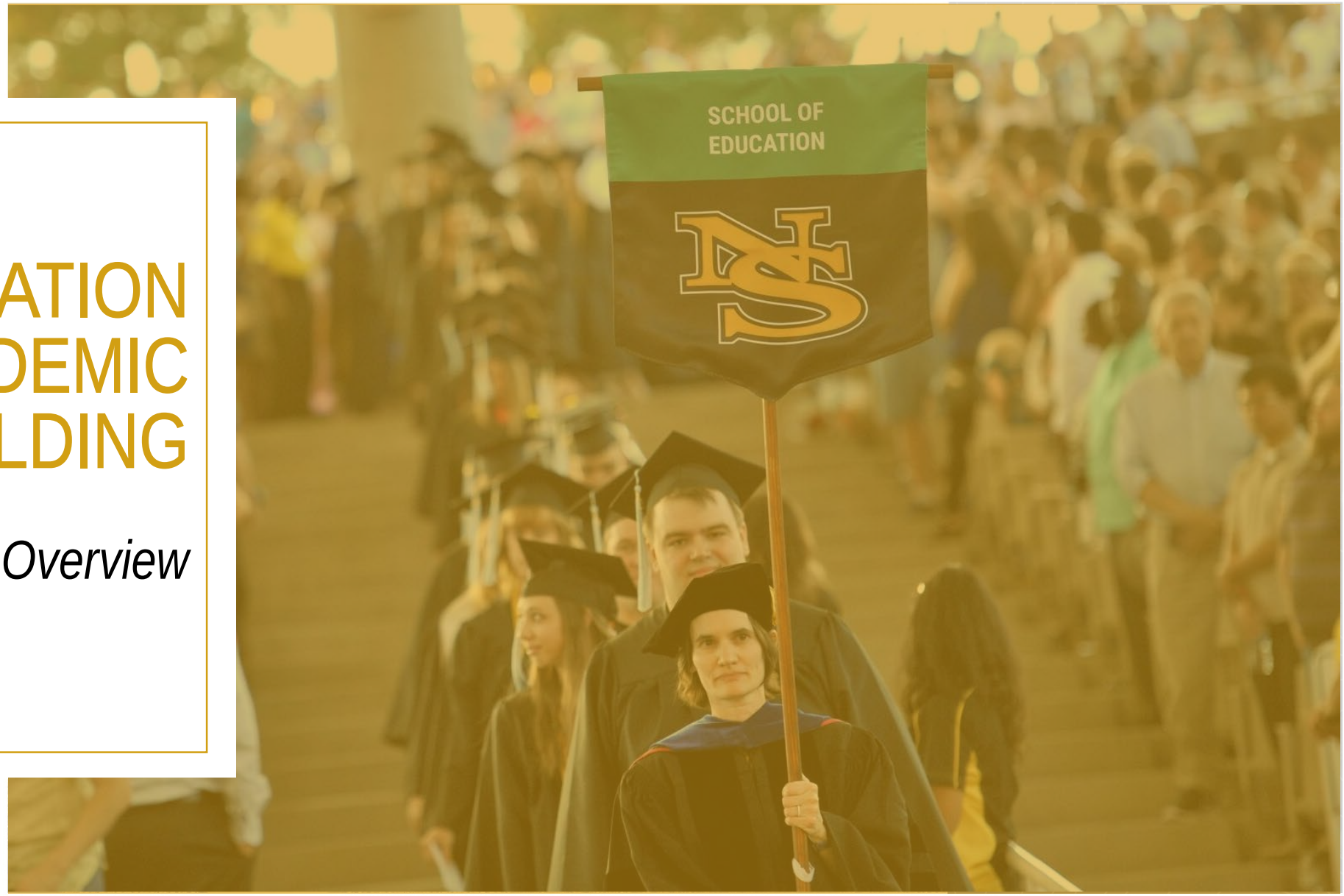
179,524

STUDENTS OVER 10 YEARS

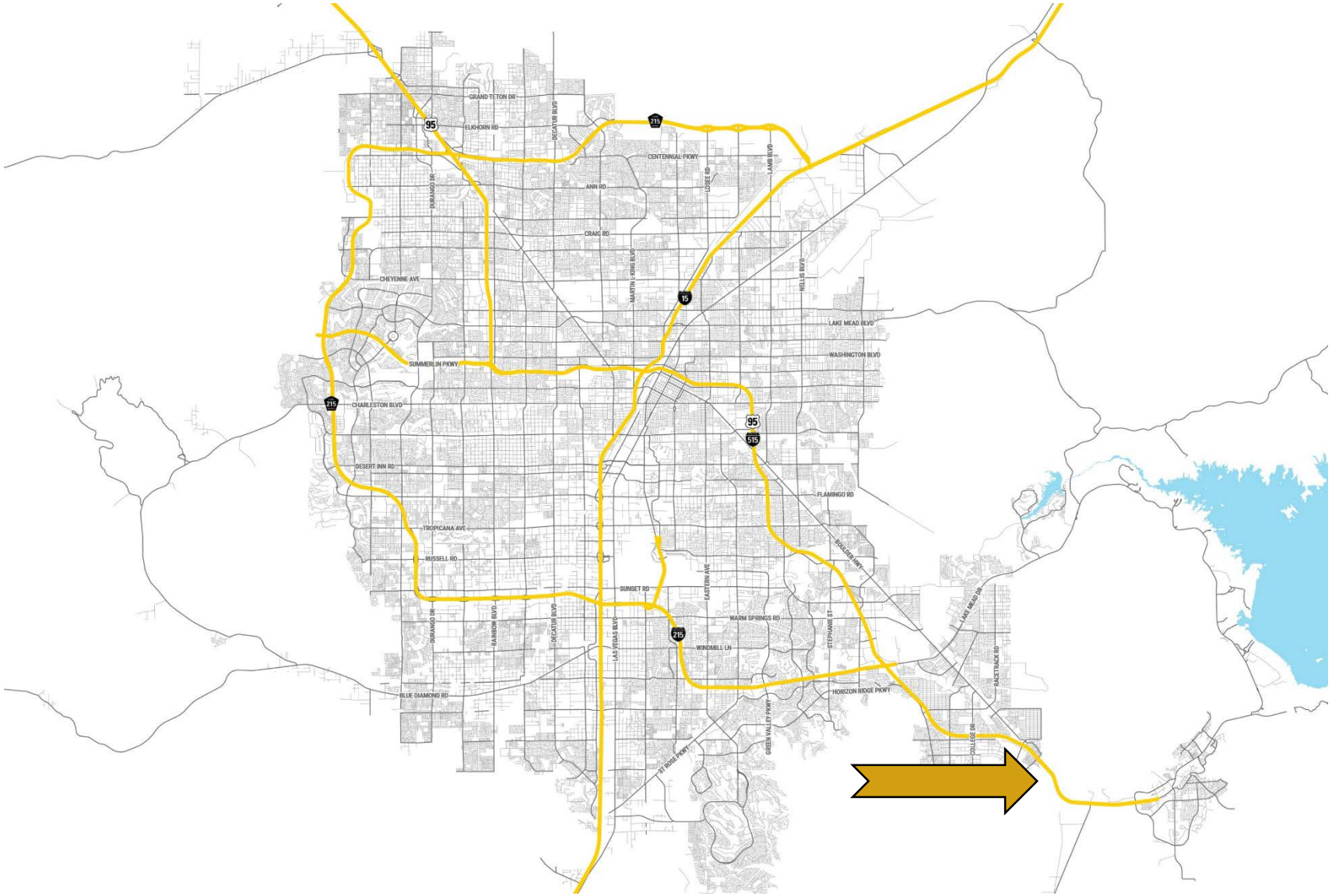
Note: Employment during the construction phase is stated in person-years of employment (i.e., one person employed full-time for one year). See note on page 26 regarding the difference between total and incremental operations impacts.

EDUCATION ACADEMIC BUILDING

Project Overview



REGIONAL LOCATION MAP



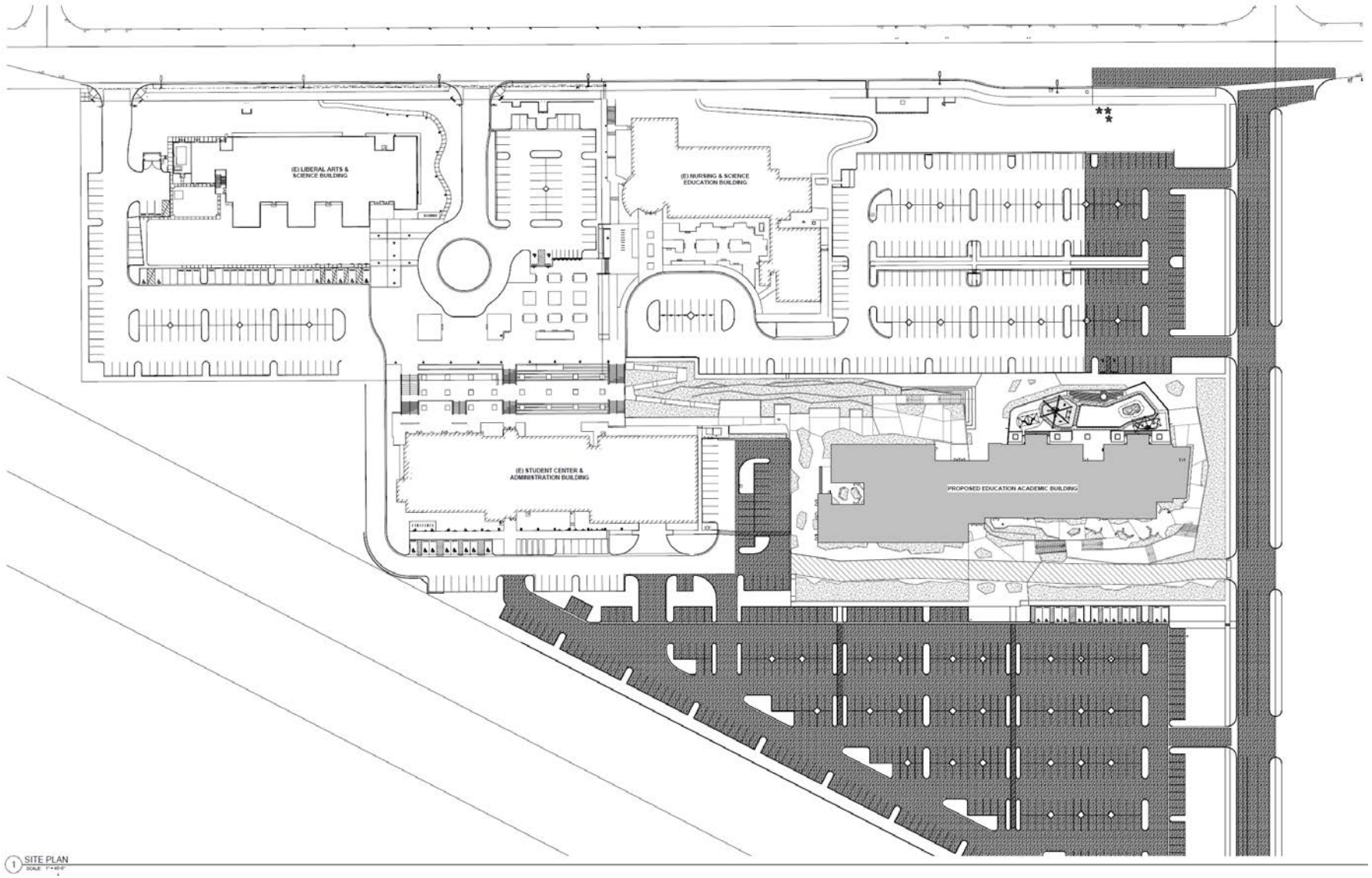
PROJECT LOCATION



PROJECT RENDERING



PROJECT SITE PLAN



PROJECT FLOOR PLANS

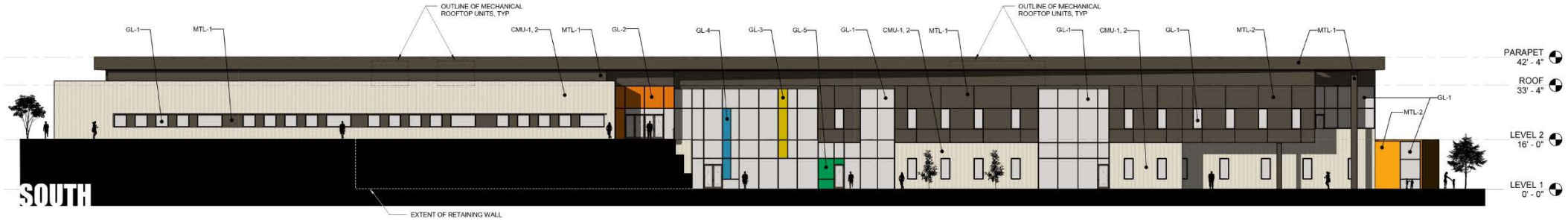


2 LEVEL 2 FLOOR PLAN
SCALE: 1/16" = 1'-0"

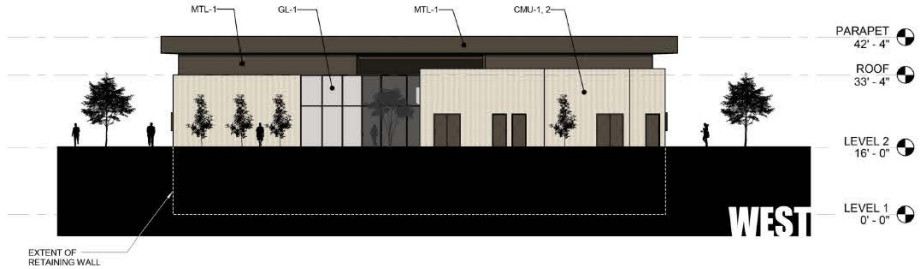


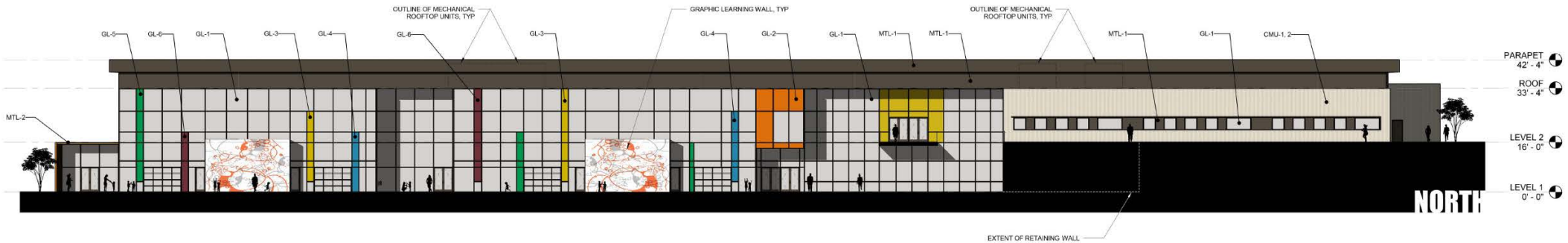
1 LEVEL 1 FLOOR PLAN
SCALE: 1/16" = 1'-0"

PROJECT ELEVATIONS

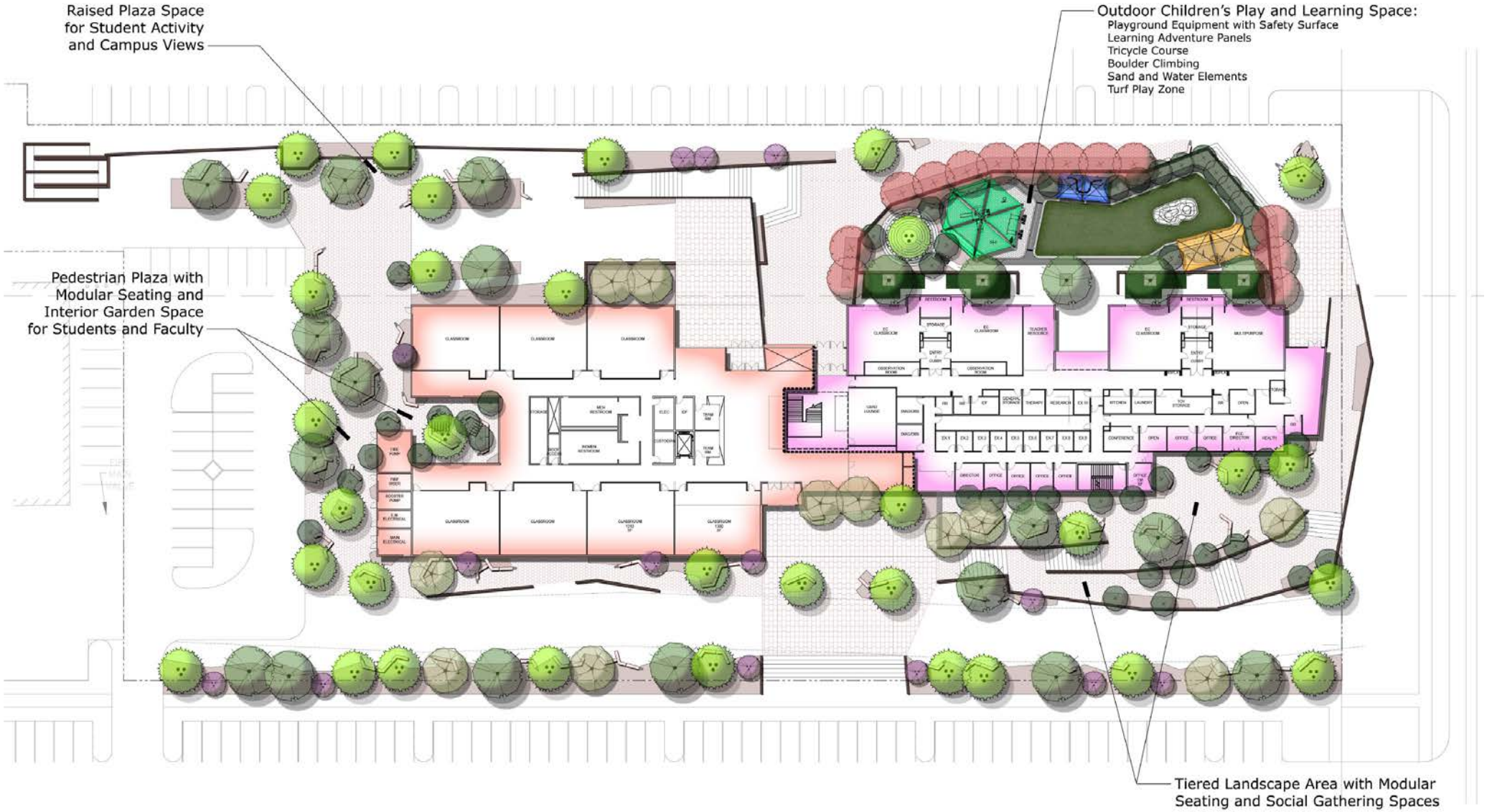








PROJECT LANDSCAPING PLAN



TENTATIVE PROJECT TIMELINE/MILESTONES

2018	2019	2020	2021
▪ Schematic Design ▪ Pre-Development and Design Work	▪ Construction Documentation ▪ Contractor Bid and Contracting Process ▪ Notice to Proceed / Construction Commences by Year-End	▪ Construction Phase	▪ Construction Phase ▪ Certificate of Occupancy (April 2021) ▪ Furniture Move-In ▪ Anticipated Start of 2021 Fall Term (August 16, 2021)

PROJECT PROGRAMMING

SPACE DESCRIPTION	DETAILS/SPECIFICATIONS	NET ASSIGNABLE AREA
1. Instruction Spaces	12 Large Classrooms, Open Computer Lab, STEAM Classroom and Storage	17,860 SF
2. Speech Pathology	Offices, Treatment/Exam Clinic, Lab, Conference Room	3,175 SF
3. Teacher Education Unit	22 Faculty Office and Support, Including Breakroom	3,428 SF
4. Early Childhood	Classrooms, Health, Therapy, Observation, Research Room, Other Support	6,876 SF
5. Shared Facilities	Conference Rooms, Storage, Interactive Spaces, Study Rooms	5,137 SF
6. Dean's Suite	Office and Support Staff	1,730 SF
Total Net Assignable Area		38,206 SF

Note: Excludes administrative, common, back-of-house and future expansion space.

QUANTIFYING ECONOMIC IMPACTS

Approach and Methodology



ECONOMIC IMPACT ANALYSIS

OBJECTIVE AND OVERVIEW

OBJECTIVE

To quantify the economic impacts sourced to the development and operation of Nevada State College's proposed education academic building in Clark County, Nevada

TYPES OF IMPACTS

- Economic Impacts
  - Economic output
  - Wages and salaries
  - Employment
- Impact Categories
  - One-time construction impacts
  - Recurring operational impacts
  - Community impacts of incremental teachers

DATA SOURCES

- Nevada System of Higher Education
- Project designers and architects
- IMPLAN (Impact Analysis for Planning Software)
- Nevada State College

ECONOMIC IMPACT ANALYSIS

TYPES OF IMPACTS



ECONOMIC OUTPUT
Impact of Total Spending within the Local Economy



WAGES AND SALARIES
Impact on Personal Incomes for Local Residents



EMPLOYMENT
Impact on the Number of Jobs within the Local Economy

DIRECT IMPACTS
Generated by direct spending of the College (during the construction and operational phases of the project)

INDIRECT IMPACTS
Secondary impacts generated by businesses supporting the economic activities of the College

INDUCED IMPACTS
Sourced to businesses that are supported by the spending of employees supported by direct impacts

TOTAL IMPACTS
The sum of direct, indirect and induced impacts

ECONOMIC IMPACT ANALYSIS

METHODOLOGY

IMPLAN MODEL

- 1 of 3 nationally recognized impact analysis software tools
- Developed by Minnesota IMPLAN Group, Inc. and used by more than 1,000 public and private institutions
- IMPLAN is an input-output model that utilizes complex economic equations to explain how the “outputs” of one industry become the “inputs” of others, and vice versa
- This relationship is sometimes referred to as the “multiplier effect”, illustrating how changes in one sector of the economy can affect other sectors

ECONOMIC IMPACT ANALYSIS

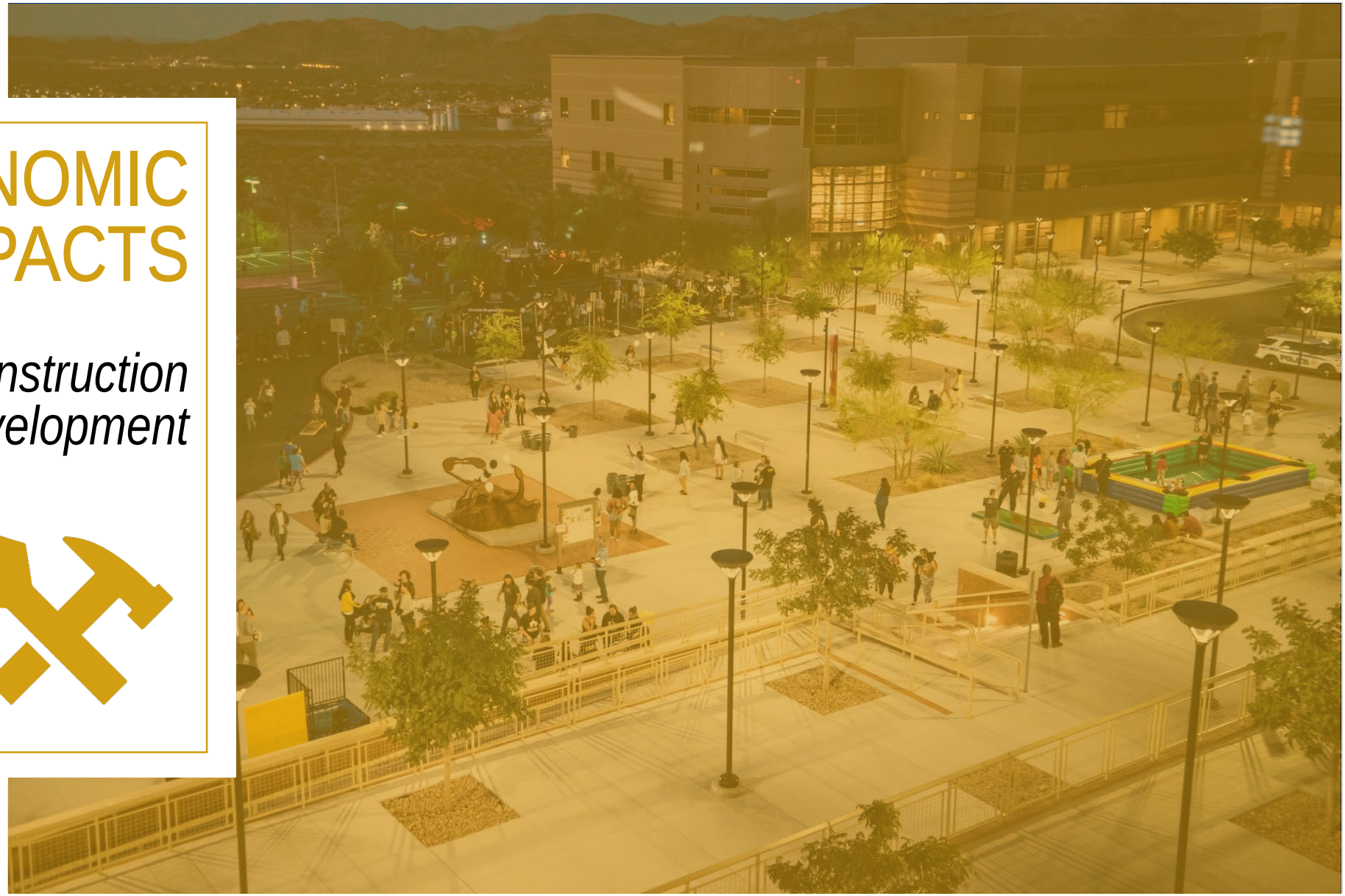
METHODOLOGY

LIMITATIONS AND ASSUMPTIONS

- Input-output models, as is the case with all econometric models, are not without their limitations; the statistical model used in this analysis, IMPLAN, for example, assumes that capital and labor are used in fixed proportions
- This means that for every job created or lost, a fixed change in investment, income and employment results
- In reality, developers, consumers and governments respond to stimuli in complex ways, including changing the mix of capital or labor as well as the types and frequencies of investment
- Importantly, each impacting force has its own unique characteristics, affecting how consumers and businesses respond to the given change

ECONOMIC IMPACTS

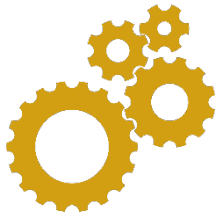
One-Time Construction Impacts of Development



ECONOMIC IMPACT ANALYSIS

ONE-TIME CONSTRUCTION IMPACTS

TOTAL ECONOMIC OUTPUT
$95.4 Million



The project's design, development and construction are anticipated to cost $61.9 million. Including the indirect and induced impacts of the project, sometimes referred to as the "ripple effect", total economic output is expected to reach $95.4 million. Stated otherwise, for every $1.00 of investment, the project is expected to generate $1.54 in economic activity throughout the community.

TOTAL WAGES & SALARIES
$27.3 Million



The project is anticipated to directly support $16.5 million in local area salary and wage payments during its construction phase. Including the ripple effect of the investment, total salaries are expected to reach $27.3 million in Clark County, translating into $1.66 of total labor income for every $1.00 invested in the new facility.

TOTAL EMPLOYMENT
539 Person-Years



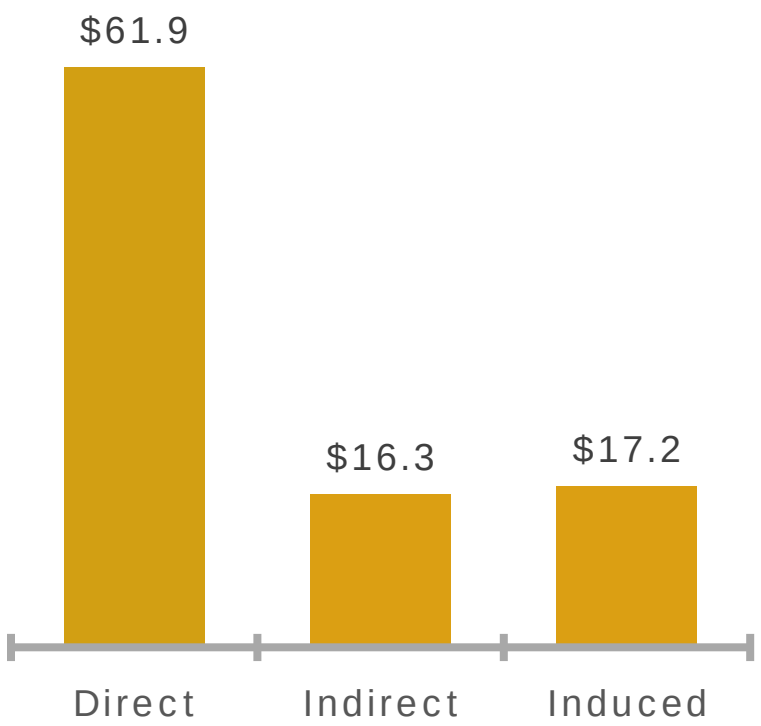
The project's development and construction phase will require an estimated 326 direct person-years of employment, or 539 person-years of employment when the ripple effect is considered. A person-year of employment is defined as one person employed full-time for an entire year.

Note: Employment during the construction phase is stated in person-years of employment (i.e., one person employed full-time for one year).

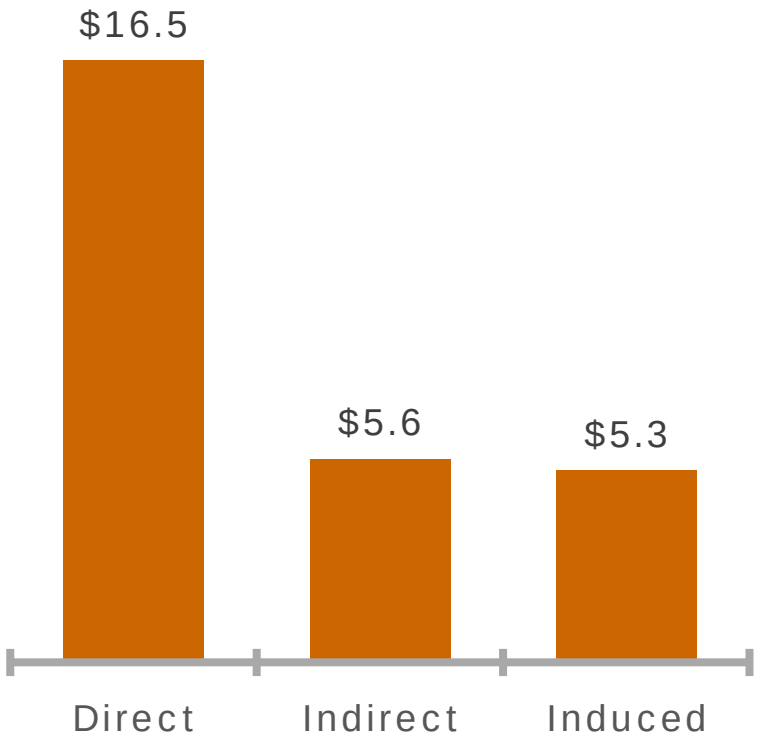
ECONOMIC IMPACT ANALYSIS

ONE-TIME CONSTRUCTION IMPACTS ($ IN MILLIONS)

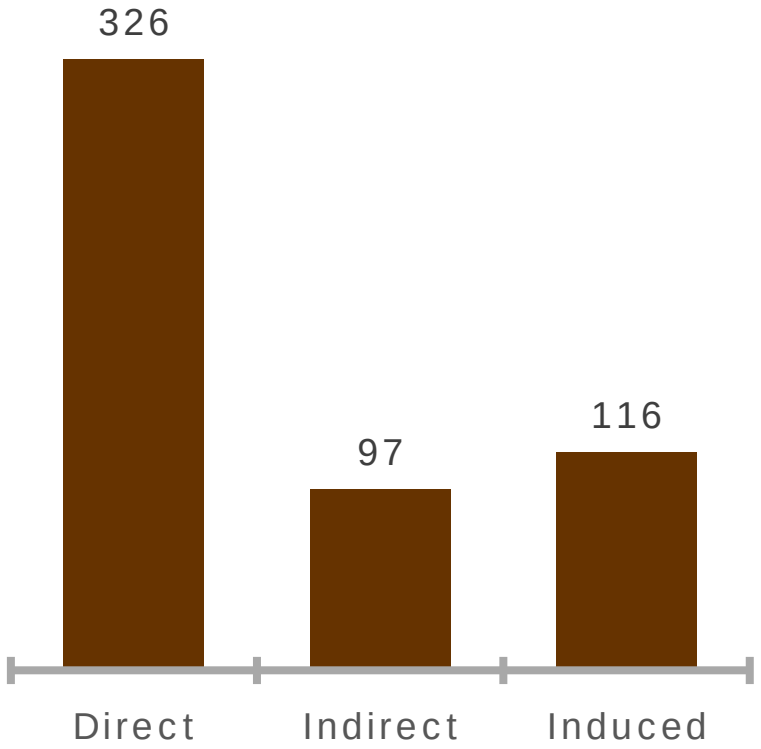
TOTAL ECONOMIC OUTPUT
$95.4 Million



TOTAL WAGES & SALARIES
$27.3 Million



TOTAL EMPLOYMENT
539 Person-Years



Note: Employment during the construction phase is stated in person-years of employment (i.e., one person employed full-time for one year).

ECONOMIC IMPACTS

Recurring (Annual) Impacts of Operations



ECONOMIC IMPACT ANALYSIS

RECURRING (ANNUAL) OPERATIONAL IMPACTS ($ IN MILLIONS)



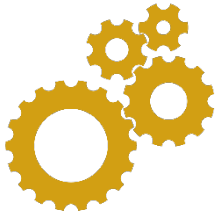
CLARIFYING INFORMATION RELATED TO RECURRING (ANNUAL) OPERATIONAL IMPACTS

The proposed education academic building is expected to directly employ an estimated 37 staff upon completion. The impacts associated with the operations as a whole is generally referred to as the “total” operational impacts. However, an estimated 18 personnel will be transitioning from within the College to the new facility. As such, the impacts sourced to the 19 new positions that would not have existed in absence of the new facility are considered “incremental” for purposes of this analysis.

ECONOMIC IMPACT ANALYSIS

RECURRING (ANNUAL) OPERATIONAL IMPACTS – TOTAL

TOTAL ECONOMIC OUTPUT
$10.5 Million



Upon project opening, the new facility is expected to directly generate $5.6 million in annual output. When the ripple effect of that activity is considered, the project is estimated to support $10.5 million in annual economic activity within Clark County. Stated otherwise, for every $1.00 of direct impact, an estimated $1.88 is supported throughout the local economy.

TOTAL WAGES & SALARIES
$4.7 Million



Wages and salaries directly attributable to all employees of the new facility are expected to be $3.3 million annually. When indirect and induced spending is included, the total impact on personal incomes in Southern Nevada reaches $4.7 million on a recurring (annual) basis.

TOTAL EMPLOYMENT
69 Jobs

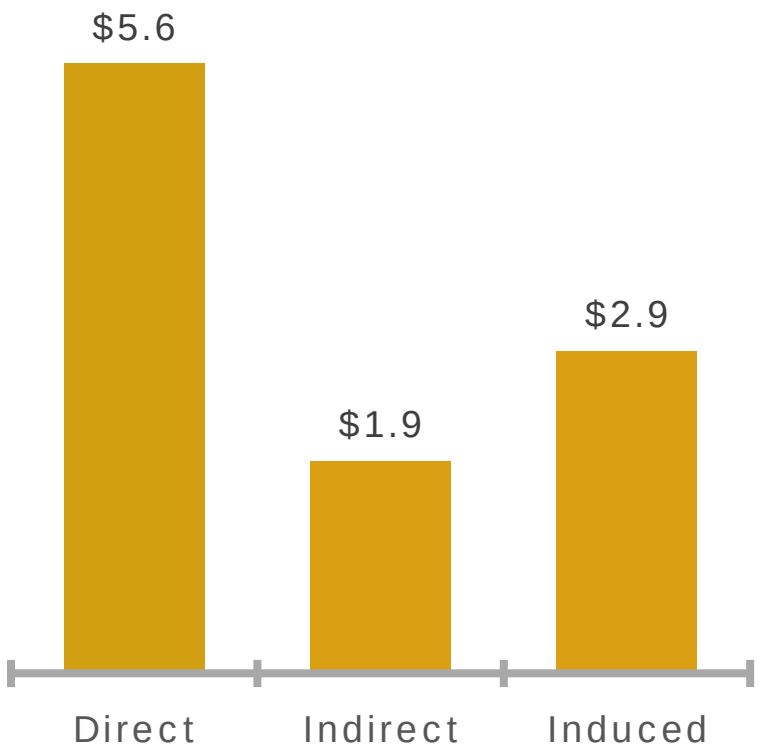


The new facility is projected to directly employ 37 staff members. Indirect employment (sourced to vendor activity) is estimated to support another 12 positions, and employee spending impacts are anticipated to support 20 additional positions. In total, an estimated 69 jobs are expected to be supported, directly and indirectly, by the project.

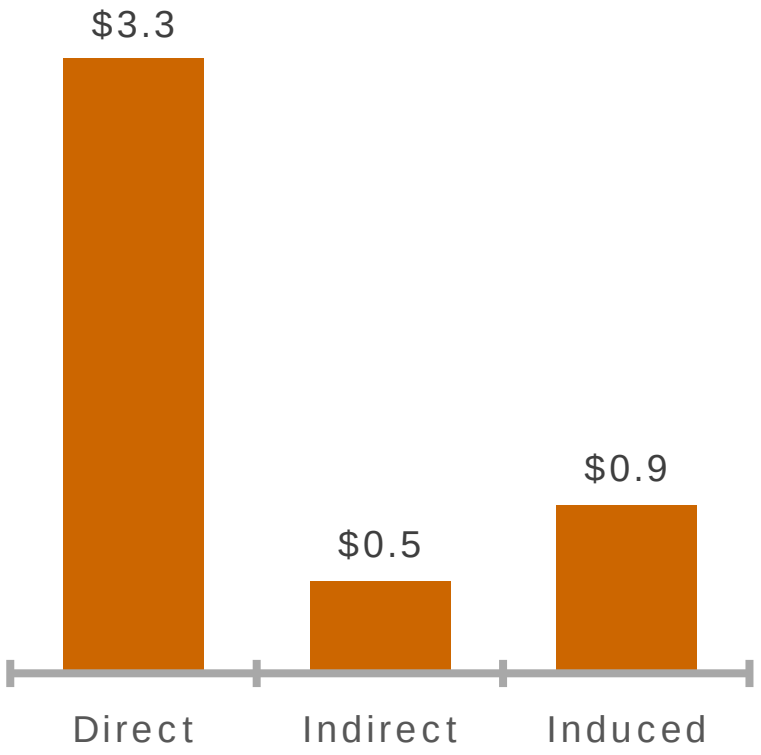
ECONOMIC IMPACT ANALYSIS

RECURRING (ANNUAL) OPERATIONAL IMPACTS – TOTAL ($ IN MILLIONS)

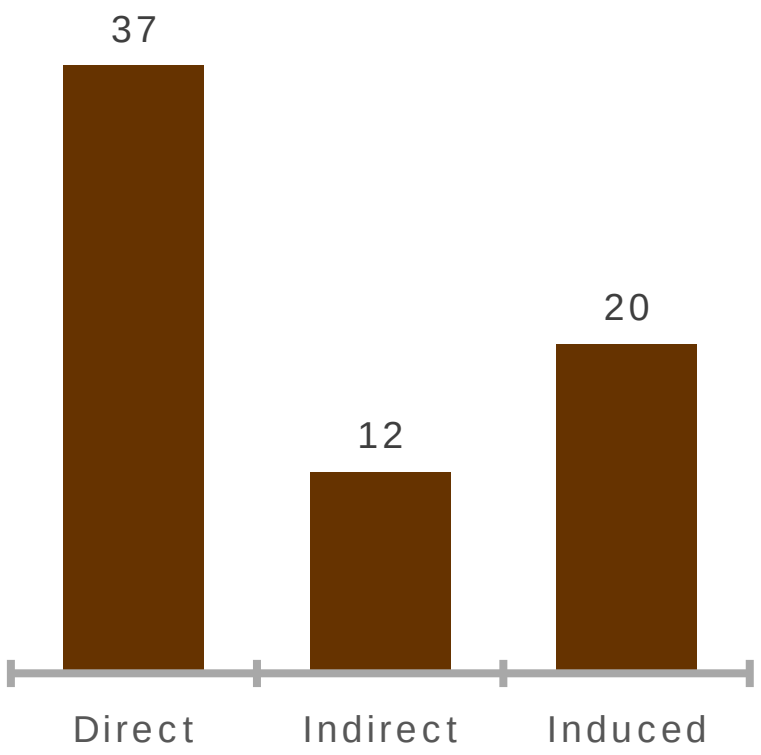
TOTAL ECONOMIC OUTPUT
$10.5 Million



TOTAL WAGES & SALARIES
$4.7 Million



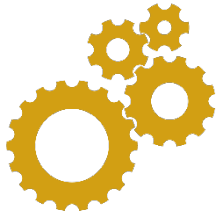
TOTAL EMPLOYMENT
69 Jobs



ECONOMIC IMPACT ANALYSIS

RECURRING (ANNUAL) OPERATIONAL IMPACTS – INCREMENTAL

TOTAL ECONOMIC OUTPUT
$4.8 Million



Upon project opening, the incremental impact of the new facility is expected to directly generate $2.6 million in annual output. When the ripple effect of that activity is considered, the project is estimated to support $4.8 million in annual economic activity within Clark County. Stated otherwise, for every $1.00 of direct impact, an estimated $1.88 is supported throughout the local economy.

TOTAL WAGES & SALARIES
$2.1 Million



Wages and salaries directly attributable to incremental employees of the new facility are expected to be $1.5 million annually. When indirect and induced spending is included, the total impact on personal incomes in Southern Nevada reaches $2.1 million on a recurring (annual) basis.

TOTAL EMPLOYMENT
34 Jobs

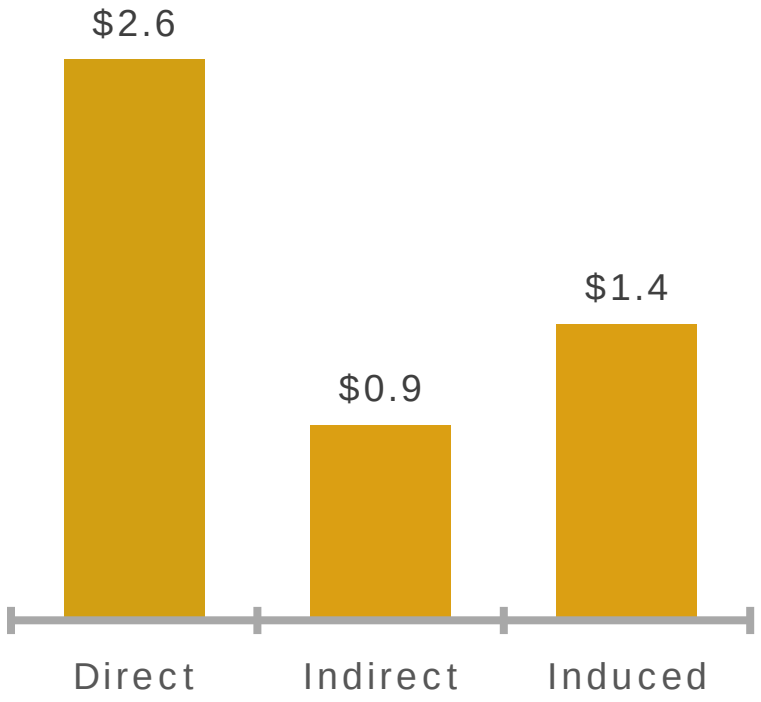


The new facility is projected to directly employ 19 incremental staff members. Indirect employment (sourced to vendor activity) is estimated to support another 6 positions, and employee spending impacts are anticipated to support 9 additional positions. In total, an estimated 34 jobs are expected to be supported, directly and indirectly, by the project.

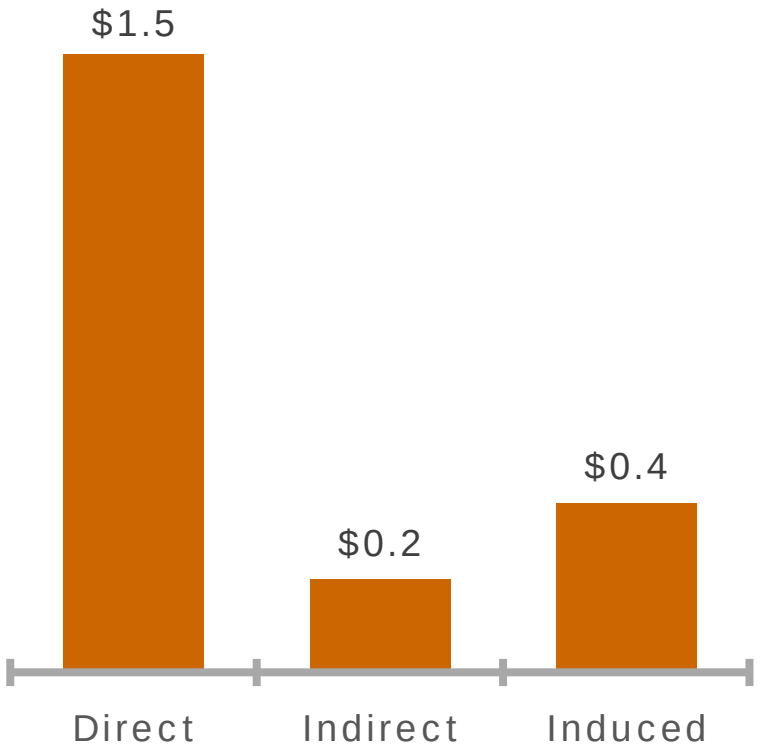
ECONOMIC IMPACT ANALYSIS

RECURRING (ANNUAL) OPERATIONAL IMPACTS – INCREMENTAL ($ IN MILLIONS)

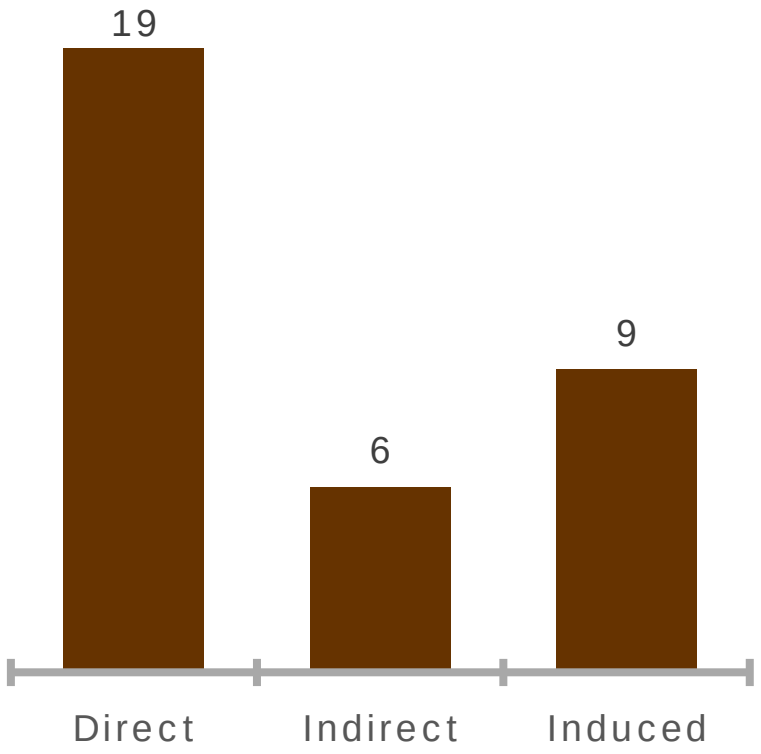
TOTAL ECONOMIC OUTPUT
$4.8 Million



TOTAL WAGES & SALARIES
$2.1 Million



TOTAL EMPLOYMENT
34 Jobs



ECONOMIC IMPACTS

Community Impact of Educating Future Teachers



A NEED FOR TEACHERS IN SOUTHERN NEVADA

LAS VEGAS SUN

FUNDING CHALLENGES, TEACHER SHORTAGES REACH CLARK COUNTY CLASSROOMS

July 5, 2018

Four new elementary schools are scheduled to open in 2018 and another two in 2019, according to the CCSD capital improvement plan website. That will help with some of the class-size issues. The district will have to fill new teaching and staffing positions at those schools, as well as other open teaching positions.

"CCSD still has almost 800 open teaching positions, and we encourage teachers who are considering moving to Clark County or others interested in entering the teaching profession to join our team," Chief Human Resources Officer Andre Long said in a press release.

LAS VEGAS REVIEW-JOURNAL

CLARK COUNTY SCHOOLS CAST WIDE NET TO FILL TEACHING VACANCIES

September 4, 2018

Facing an ongoing teacher shortage, the district has mounted targeted recruiting efforts throughout the nation in recent years

It's a battle that's never-ending. At the start of school this year, the district had 539 teaching vacancies.

In the past two years, the district has hired 187 teachers from the Philippines to teach special education — positions that are particularly hard to fill.

A NEED FOR TEACHERS IN SOUTHERN NEVADA

8NEWSNOW

2018-2019 SCHOOL DISTRICT BEGINS IN 2 WEEKS; CCSD TRYING TO FILL VACANT TEACHER POSITIONS

July 30, 2018

In just two weeks, summer break for students will come to an end. But the Clark County School District is once again going to start the new school year with a teacher shortage. It's an issue affecting school districts nationwide because districts across the country are competing for a small pool of qualified teachers.

CCSD has about 540 teaching open vacancies. That's a little higher than the same time last year.

EDUCATION WEEK

FACED WITH DEEP TEACHER SHORTAGES, CLARK COUNTY, NEV., DISTRICT LOOKS FOR ANSWERS

January 25, 2016

If the teacher shortages that fanned out across the country this fall had an epicenter, it was likely the Clark County school district in Nevada.

At the start of this school year, officials in the 320,000-student district encompassing Las Vegas were scrambling to fill nearly 1,000 classroom vacancies. By the end of December, the system still had more than 700 open positions, with unlicensed substitutes filling the gaps in many schools.

DEVELOPING NEW TALENT TO MEET THE NEED

INCREMENTAL GRADUATES QUALIFIED TO TEACH IN CLARK COUNTY

PROGRAM/DEGREE	2018-19	2019-20	2020-21	2021-22	2022-23	2023-24	2024-25	2025-26
Early Childhood*	N/A	N/A	0	10	15	22	30	39
Elementary	33	35	45	56	67	83	99	108
Elementary Bilingual**	N/A	0	5	7	14	18	23	30
Elementary Special Education	15	16	20	27	36	44	56	70
Secondary Education	10	11	22	30	37	50	62	74
Speech Pathology Undergraduate	18	20	22	26	33	40	47	55
Speech Pathology Masters***	0	0	25	25	25	49	25	25
Total School of Education Graduates	76	82	139	181	227	306	342	401
Incremental Graduates								+262

*Early Childhood program projected to launch in FY 21.

**Elementary Bilingual program projected to launch FY 20.

***Speech Pathology Masters program projected to launch in FY 20.

Source: Nevada State College

APPROACH TO ACHIEVING THE GOAL

Nevada State College has made a campus-wide "all in" commitment to growing more K-12 teachers and speech pathologists for the State of Nevada. The preceding page declares a bold commitment to significantly increase the number of graduates from School of Education programs. A primary driver for this is a deep concern with the current shortage of K-12 teachers and, more troubling, a projected dramatically increased future need for more K-12 teachers in Nevada over the next twelve years. A recent study by the National Center for Education Statistics predicts Nevada's school-aged population will increase by 16.3 percent between 2014 and 2026. Only the State of Utah has a projected student growth rate that is more rapid. This level of commitment to growth hinges upon implementation of a multi-dimensional action plan that includes the following teacher pipeline initiatives:

5

CCSD High School Teacher Academies

1. Continued expansion of the Teacher Academy Initiative. The Teacher Academy provides high school students, during their junior and senior years, to begin college level (dual credit) coursework that moves them into the teacher pipeline. As of 2019, five CCSD high schools have teacher academies. More will follow in future years.

$2.5 Million

HSI Grant to Encourage Hispanics to Teach

2. Taking full advantage of NSC's HSI grant; NSC is in the second year of a five-year, $2.5-million grant that is focused on encouraging more individuals of Hispanic descent to choose teaching as a career choice. This is the first HSI grant ever awarded to a NSHE institution. Revitalization of an elementary-level program that includes a bilingual education endorsement is in process.

Ease of Transferring **Credits**

3. Confirmation of seamless articulation agreements with CSN, TMCC and WNC that allow individuals interested in K-12 teaching to transfer to NSC without losing any credit hours.

CSN College of Southern Nevada · TMCC Truckee Meadows Community College · Western Nevada College

Developing On-Site Residence Halls

4. Open residence halls on the NSC campus, which will include a "learning community floor" that will bring together SOE majors into one space where they will learn from each other and encourage each other.

Source: Nevada State College

APPROACH TO ACHIEVING THE GOAL

Nevada State College has made a campus-wide "all in" commitment to growing more K-12 teachers and speech pathologists for the State of Nevada. The preceding page declares a bold commitment to significantly increasing the number of graduates from School of Education programs. A primary driver for this is a deep concern with the current shortage of K-12 teachers and, more troubling, a projected dramatically increased future need for more K-12 teachers in Nevada over the next twelve years. A recent study by the National Center for Education Statistics predicts Nevada's school-aged population will increase by 16.3 percent between 2014 and 2026. Only the State of Utah has a projected student growth rate that is more rapid. This level of commitment to growth hinges upon implementation of a multi-dimensional action plan that includes the following teacher pipeline initiatives:

Support Higher Pass Rates on National Exams

5. Increase SOE graduation rates as a result of implementing support systems that elevate the pass rates for all required national exams.

CCSD CLARK COUNTY SCHOOL DISTRICT

6. Implementation of a collaborative program with CCSD that facilitates current CCSD non-teaching employees to complete SOE programs that result in teacher licensure.

Creation of an Early Childhood Education *Program*

7. Implementation of an undergraduate-level, inclusive early childhood education program projected to launch in Fall 2021.

Creation of a Master's Degree Program in Speech-Language Pathology

8. Implementation of a new Master's degree program in Speech-Language Pathology (the SOE will welcome the first cohort in 2019) that will address the severe shortage of SLPs in Southern Nevada.

Source: Nevada State College

APPROACH TO ACHIEVING THE GOAL

Nevada State College has made a campus-wide "all in" commitment to growing more K-12 teachers and speech pathologists for the State of Nevada. The preceding page declares a bold commitment to significantly increasing the number of graduates from School of Education programs. A primary driver for this is a deep concern with the current shortage of K-12 teachers and, more troubling, a projected dramatically increased future need for more K-12 teachers in Nevada over the next twelve years. A recent study by the National Center for Education Statistics predicts Nevada's school-aged population will increase by 16.3 percent between 2014 and 2026. Only the State of Utah has a projected student growth rate that is more rapid. This level of commitment to growth hinges upon implementation of a multi-dimensional action plan that includes the following teacher pipeline initiatives:

More Robust Scholarship Programs	9. Implementation of a significantly more robust scholarship program for individuals who choose to major in SOE programs; a long-term goal is to work toward creating college pathways for teaching candidates that dramatically minimize the debt loads of program graduates.
Identifying Pathways to Encourage Education for Kids in the Middle	10. Implementation of "middle school emphasis tracks" within both the elementary and secondary education pathways that attract more SOE majors to choose to work with the "kids in the middle."
Increasing Marketing Efforts to Promote Teaching	11. Implementation of a significantly more robust marketing campaign that promotes K-12 teaching as a career choice.
Improve *Graduation Rates*	12. Focus on improving four- and six-year graduation rates within SOE programs and consider methods to align student prospects and program objectives.

13. Significantly increase the number of teaching candidates who choose NSC as a result of the opening of a new School of Education building. In addition to providing greatly needed classrooms and office spaces for the second fastest growing college in the United States, the proposed new building will include an early childhood center and a speech-language pathology clinic. Both will enhance the quality of programs and both will also provide incredible service to Southern Nevada families.

Source: Nevada State College

STUDENT IMPACT

NEVADA STATE COLLEGE TEACHERS CAN HAVE A HAVE A SIGNIFICANT IMPACT

PROGRAM/DEGREE	No. of Graduates		Incremental Graduates per Year	Students Impacted			
	Fiscal Year 2020-21	Fiscal Year 2025-26		For Each Teacher per Year (Avg.)	For Each Graduating Class of NSC	For Each Grad. Class Over 10 Years	For 10 Grad. Classes Over 10 Years
	[A]	*[B]*	*[C] (B - A)*	*[D]*	*[E] (C x D)*	*[F] (E x 10)*	*[G] (F x 10)*
Early Childhood	0	39	39	20	780	7,800	78,000
Elementary	45	108	63	30	1,890	18,900	189,000
Elementary Bilingual	5	30	25	117	2,917	29,167	291,667
Elementary Special Education	20	70	50	26	1,286	12,857	128,571
Secondary Education	22	74	52	175	9,100	91,000	910,000
Speech Pathology Undergraduate	22	55	33	60	1,980	19,800	198,000
Speech Pathology Masters	25	25	0	60	0	0	0
Total	139	401	262	69	17,952	179,524	1,795,238

401 Total Graduates Impact
27,070 Students Each Year





262 Incremental Graduates Impact
17,952 Students Each Year

Source: Nevada State College

ECONOMIC IMPACT

THE INCREMENTAL VALUE OF MORE GRADUATES

	NSC GRADUATES
Average Wage – High School Diploma [a]	$31,208
Incremental Wages from NSC-Earned Degree	$17,766
Average Wage – NSC Graduate [a]	$48,974
No. of Incremental Graduates	262
Total Wages from NSC Graduates Sourced to New Facility (Incremental Graduates)	$12,831,188
Total Incremental Wages from NSC-Earned Degree Sourced to New Facility (Incremental Graduates)	$4,654,692

NSC has programmed an extensive build out of its NEST Mentoring Program (New Educators Support and Training)	*The Nest program provides ongoing support for NSC School of Education graduates during their first three years of teaching. Monthly events hosted by the NSC campus allow new teachers to interact with and support each other as they learn more about key issues and processes that are associated with their new career as a teacher in Nevada.*

[a] Source: U.S. Census Bureau, American FactFinder, Nevada, Nevada State College.

Intended Use, Assumptions and Considerations

- The objective of this analysis is to identify and quantify the economic and community impacts associated with the proposed investment. This report's purpose is to assist Nevada State College in better understanding how the new facility might impact the local community and to estimate economic impacts.
- Included in this report are an overview and analysis of the estimated economic impacts associated with the proposed investment and operations. Data used in this analysis were obtained from Nevada State College and third-party data providers. While we have no reason to doubt the accuracy of the information referenced herein, we have neither audited these data nor performed thorough review and assurance procedures, and as such, AA can make no representations or assurances as to their completeness or usefulness for all purposes.
- Information obtained from Nevada State College and reported in this report are identified by the noted source. Certain data provided by Nevada State College are used as inputs into the econometric models. Importantly, Applied Analysis did not conduct a feasibility study of the proposed investment.
- Note that totals on charts, tables and exhibits may not sum to 100 percent due to rounding.

About the Author

Applied Analysis (AA) is a Nevada-based economic analysis and gaming consulting firm with extensive experience in preparing economic and fiscal impact analyses. AA also maintains a broad range of gaming experience. AA has been retained by several organizations to review and analyze the economic, fiscal and social impacts of community investments and operations. This economic impact analysis includes impacts on employment, wages and output.

AA is an information and analysis resource founded in 1997 for both the public and private sectors. Our team has extensive experience in real estate, market analysis, urban economics, information technology, finance and hospitality consulting. We apply this knowledge in an effort to develop creative solutions to our clients' challenges.

Our team has performed analyses in Nevada, California, Mississippi, Colorado, New York, Illinois and other markets around the country. We have serviced a broad spectrum of business clients, from governmental agencies to healthcare providers. Our public sector practice has analyzed the fiscal and economic impact of developments from five to 23,000 acres, and handled policy issues spanning business tax initiatives to the cost of air quality programs.

Our vision and goals have been the same since our inception. We strive to provide superior advisory services through a better understanding of our clients and their issues. We obtain this superior understanding through listening closely to our clients' needs and designing solutions that take into account their unique nature, circumstances and requirements.

To put it simply, we are a solutions resource. Our future is branded by the success of our clients and the quality of our professionals. *Our commitment lies therein.*

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- Litigation Support / Expert Analysis
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- Public Policy Analysis

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