

NARRATIVE PERFORMANCE INFORMATION

1. Implementation of State Leadership Activities

a. Required Uses of Funds

- Offering technical assistance for eligible recipients.

The Office of Career, Technical and Adult Education (OCTAE) provided ongoing technical assistance to local educational agencies (LEAs) in the following primary areas: (1) grants management; (2) program improvement, development and expansion; (3) recommendations for uses of funds targeted for program improvement objectives; (4) clarification and guidance pertaining to the of purposes and requirements of the Carl D. Perkins Act. Department staff members also provided guidance for LEAs in using the State Program Quality Criteria to help focus program-improvement initiatives.

- Conducting an assessment of the vocational and technical education programs funded under Perkins

In order to promote a more comprehensive approach to improve CTE programs, OCTAE has customized the state's Lifelong Learning Initiative or Program Quality Criteria for various CTE program areas. Using these Quality Criteria, the Lifelong Learning Initiative was also incorporated into Nevada's Five-Year Carl D. Perkins State Plan. A site-based assessment instrument based on the Program Quality Criteria has been developed for school districts and individual high schools to use as needed to review and evaluate CTE programs. Last year, the site-based assessment was provided to LEAs to use on a voluntary, as-needed basis.

- Developing, improving, or expanding the use of technology in career and technical education

State skill standards have been a driving force in identifying program improvement needs, specifically with regard to technology. Funding authorized by the Perkins Act has greatly enhanced the availability of technology in CTE programs. All programs are encouraged to incorporate technology to every degree possible. Examples include state-of-the-art technical equipment used for hands-on learning, computer lab upgrades, software purchases and subscriptions, and educational technology to enhance teaching methods.

State-of-the-art equipment was purchased by local educational agencies to improve existing programs and develop new programs. Development of new state skill standards for CTE programs provided another impetus for expanding the use of technology. Whenever possible, national standards were used and/or modified. Nevada's state skills standards help define the skills and technology needed to meet high standards and; therefore, provide a means to identify and direct program improvement. Funds were also used to purchase equipment and supplies in several middle school technology education programs.

- Offering professional development programs, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels

The following are examples of how Nevada CTE staff has provided new and successful professional development opportunities for local CTE educators. State and local sponsored professional development and teacher preparation activities assisted with preparing technical education personnel, academic personnel, guidance staff, administrators, and department staff.

During the 2009 Annual Summer and Winter Nevada Agriculture Teachers Association

Conference, instructors focused on State Agriculture Skill Standards and data collection for student entrepreneurship projects. Two professional development sessions were provided for business education teachers in winter conferences that focused on Finance. Department staff assisted with four business education trainings throughout the state. Staff also hosted a health sciences in-service that focused on academic integration. The Department of Education sponsored a Statewide Automotive Teacher Conference to train automotive teachers on the new state standards, curriculum development, and current technology. Other statewide in-services included implementation of employability skills and advisor training to implement local CTSO chapters. Department staff also presented implementation strategies for the State's Five Year Plan. Additional training was provided for counselors, work-based learning specialists, with a focus on promoting enrollments and success in programs leading to nontraditional employment. OCTAE staff has also provided professional development to two school districts on civil rights compliance to train participants on meeting the education requirements of the Office of Civil Rights.

Over 200 secondary and postsecondary instructors and administrators attended Nevada Association for Career and Technical Education Annual Conference, co-sponsored by Nevada ACTE and the Department of Education. Participants were able to attend a variety of curriculum development and hands-on workshops.

OCTAE staff will continue to engage in strategies to improve teacher quality through professional development activities consistent with the provisions in the No Child Left Behind Act and Race to the Top policy. This collaborative effort will include activities to seek the input of teachers, principals, parents, administrators, paraprofessionals, and other school personnel regarding the professional development needs of career and technical education teachers throughout the state.

Many of Nevada's CTE educators had the opportunity to attend the Nevada Department of Education's Mega Conference, as well as the statewide Leadership Summit, both presented by the International Center for Leadership in Education which featured academic and CTE information provided in sessions that included selected best academic and CTE practices in traditional and CTE schools.

- Providing support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education

In FY'09, the Department began development of an agency-wide plan to improve collaboration and coordination between those offices and staff responsible for development of state standards. To develop such a plan, a working committee was established to coordinate and develop common procedures for academic and CTE standards, to include status reports, development and revision timelines, and procedures and protocols to imbed academic competencies in career and technical education. Challenges were identified primarily related to staffing issues, where generally one state staff member is assigned to each content area. However, the need to elevate the level of academic integration in CTE standards was evident. For example, the state math consultant participated in the initial writing session to revise the state skill standards for computer-aided drafting and design (CADD). Due to staff shortages, the revision of the CADD standards with a new level of math integration is planned for completion by the end of FY10. Once fully established and clarified, the protocols will impact the development of state CTE standards.

Plans have been developed to expand the CTE course offerings, particularly in health sciences, that qualify for academic credit. (Currently, agriculture science is the only CTE course that qualifies for academic credit.) Other potential areas include computer-aided drafting and design for and some business education courses for math.

The Career and Technical Education Skills for Employment and Lifelong Learning was developed to improve the quality of career and technical education in Nevada. This plan addresses the four pillars of No Child Left Behind and the key issues of the Nevada P-16 Initiatives, 2002-2007. OCTAE will continue to execute the initiatives and to revise the goals outlined in this plan.

Over thirty sets of statewide skill standards approved by the State Board of Education. Standards development and revisions took place in FY'09 for various CTE programs. These standards are integrated with academics while focusing on improving skill attainment and professional development.

In FY'09, the Nevada State Legislature restored state grant funds for CTE to support program maintenance, development and expansion. The funds were not available in FY'09 due to budget reductions, but in FY'09 they were authorized to be restored for FY'10. The \$4 million in state funds contribute immensely to program support.

- Providing preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations, except that one-day or short-term workshops or conferences are not allowable

One career education consultant focuses a third of his time on nontraditional activities, including the continuation of Nevada Nontraditional and Emerging Technologies for Success (NvNETS). NvNETS members meet semi-annually and include CTE educators, counselors, and administrators from secondary and postsecondary institutions who are committed to assisting students to successfully complete training and become employed in nontraditional careers.

An aggressive ongoing marketing effort has been made across the state, including assembling a team to visit high schools and provide information about non-traditional classes and future careers. These visits often focus on ninth graders and include administering the Career Cluster Inventory to all students. Also, an exciting interactive exercise is provided that uses non-traditional employees from the local community, and students try to guess what each employee does for a living. The employees briefly talk to the students, telling them what they enjoy about their work, how they were trained, and any barriers they encountered along the way.

For the fourth year, feature articles highlighting non-traditional programs were written and published in CLASS Magazine each month during the nine-month school year. These articles were disseminated to every high school student in Clark County, or to about 40,000 high school readers. Clark County School District is the nation's fifth largest school district. An OCTAE staff member conducted several one-day workshops in various regions of the state discussing a variety of non-traditional topics, such as recruitment, retention, and gender equity. For the first time, professional development in this area was offered to CTE faculty, college administrators, counselors and student services personnel at the College of Southern Nevada. This institution has the highest enrollment of Nevada's four community colleges.

Several competitive non-traditional grants totaling \$30,000 were awarded to two community colleges. These grants will perpetuate future careers in non-traditional employment. More than 800 students and 200 educators participated in the above-mentioned activities.

- Supporting partnerships among local educational agencies, institutions of higher education, adult education providers and, as appropriate, other entities such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve State academic standards, and career and technical skills, or complete career and technical programs of study

Partnerships among secondary and postsecondary education are fostered through the collaboration promoted primarily through articulation agreements and program oversight by State Tech Prep Steering Committee, comprised of representatives from each of the state's community colleges. Additionally, dual enrollment opportunities are expanding in the state through the use of online and video-based instruction as well as by sharing instructors and/or facilities. Technical skills advisory committees have representation from postsecondary and secondary local education agencies. Secondary students are invited to participate in events held by postsecondary institutions, such as the College of Southern Nevada Annual Tech Expo, Truckee Meadows Community College's Business/IT recruitment days, WNC's Latino Career Day and diversity programs held at the University of Nevada Las Vegas. The postsecondary division of Nevada ACTE collaborates with secondary educators in professional development activities at the annual summer conference as well as throughout the year.

Business and industry technical skills advisory committees are required in each school district to solidify and expand business and industry linkages with employers in local communities. These committees are organized by school districts and community colleges for each program area. The advisory committees meet a minimum of three times each year per Nevada State Statute, and their business and industry representatives provide essential leadership for program development and improvement.

OCTAE staff facilitates the State CTE Advisory Committee, a committee of stakeholders that guide the development and implementation of policies and procedures to maintain and expand curricular linkages between secondary and postsecondary education. This committee consists of members of the business community and state agencies, secondary and postsecondary educators, and local workforce board representatives. The committee meets a minimum of two times per year.

Career and Technical Student Organizations (CTSOs) partner with numerous business leaders who serve the organizations as speakers, subject matter experts, judges, and board members.

The OCTAE staff continued to be involved in Nevada's Dropout Initiative. (See Adult/Dropout in Permissible Activities).

OCTAE partners with the Nevada Council on Economic Education to provide professional development to business, marketing, and family consumer science teachers in areas such as financial literacy, the Stock Market Game, and ethics in economics. This partnership includes sponsoring the Nevada High School Business Plan Competition.

OCTAE business/marketing staff and CTSO students are involved with Nevada E-week which is spearheaded by the Nevada Center for Entrepreneurship and Technology. The planning committee consists of many businesses and non-profit organizations to promote entrepreneurship in Nevada during National Entrepreneurship Week which was February 21-26, 2009.

OCTAE's agriculture education consultant serves on the National FFA Board of Directors. Additionally and the business/marketing education consultant serves on the national MBA Research Board which is the leading organization for industry based research and standards development in the area of business and marketing education.

OCTAE staff provided assistance as requested to local advisory committees and administrators to develop programs of study within districts. Much progress has been made in the development of programs of study and four districts received technical assistance from state staff. A presentation was made at the 2008 Nevada ACTE Conference showing how assessments/certifications, funding and accountability are linked to programs of study. To

assist all stakeholders, a career cluster model for Nevada was completed which aligns the sixteen career clusters with Nevada's program areas and career pathways. Postsecondary partners were a part of the pathway development process and secondary-postsecondary articulation agreements are included as key components in programs of study.

- Serving individuals in State institutions

The Nevada Five-Year State Plan designates one percent funding for state institutions, as stipulated in Section 124 of the Act. In FY09, the funds were awarded to two youth corrections institutions: C.O. Bastian High School in Lincoln County (\$42,030.95) and the Nevada Youth Training Center in Elko County ((\$42,030.95). Funds were used to expand and improve CTE course offerings focused on job-specific training and employability skills.

- Providing support for programs for special populations that lead to high skill, high wage, and high demand occupations

Funding was provided to assist secondary and postsecondary students with financial assistance for various needs that enabled them to continue their educational plans.

Several programs were funded to assist limited English proficient students at the secondary and postsecondary levels. These included interpreters where needed and links to live interpreters off Web sites. Announcements and various student information publications were printed in Spanish and translation services were made available.

For the first time, a four-day Summer Camp was provided for American Indian students, focusing on career development, with interest inventories, hands on career exploration activities and personal career counseling. In addition non-traditional recruitment and retention was discussed and students participated in industry tours.

Two workshops were provided for high school counselors to assist them in the writing of secondary to postsecondary transition plans for students with special needs.

Funds were utilized to accommodate students with disabilities both at the high school and post-secondary levels. Interpreters and note takers were contracted to assist deaf students enrolled in community college CTE courses. Classroom aides were hired to assist students enrolled in courses in high school. In postsecondary education, the four community colleges allocated funds to directly support special populations. For example, the College of Southern Nevada allocated \$140,137.50 to its Disability Resource Center to assist students with various academic and physical barriers; Truckee Meadows Community College allocated approximately \$75,000 to support re-entry students enrolled in programs leading to high-wage, high-skill and high-demand occupations.

The Civil Rights Compliance team conducted On-site reviews of two LEAs. LEAs have implemented remedies to findings. Western Nevada College has completed Phase I of remedying accessibility findings based on their Voluntary Compliance Plan.

b. Permissible Uses of Funds

- Improving career guidance and academic counseling programs

Improvement of career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions included:

- The career education consultant continued to coordinate the efforts of the Leadership Forum. This forum meets semi-annually and is comprised of middle and high school

guidance counselors and administrators statewide. The mission of the forum is to research, develop, and disseminate information that will assist students in developing plans to obtain their chosen careers.

- During the 2007 biennial Nevada Legislative session, Assembly Bill 212 was passed requiring students, parents and counselors prepare and discuss a four-year educational plan for each student transitioning from middle school to high school. During this most recent legislative session an educational plan is now required for elementary school students transitioning to middle school.
 - In FY09, the department developed a career cluster model for use by all school districts. This model includes course sequences of Nevada's six program areas which lead to sample careers within the National Career Clusters.
 - Professional development was provided for about 300 participants in concert with the Department of Employment, Training and Rehabilitation to educate and unveil new features of the Nevada Career Information System, (NCIS).
 - Partial funding has been reauthorized to provided for Work Based Learning Specialists in Clark County School District. These individuals work in the career centers at the high schools to assist students with career exploration information, after-school employment, college and technical school experiences, and military service.
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- Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students.

To assist with secondary–postsecondary articulation agreements, school districts in Nevada are served regionally through college service areas. Each community college has an established tech prep consortium staffed with a designated tech prep coordinator. The Five-Year State Plan requires the development of articulation agreements for every eligible program. In FY09, the Board of Regents of the Nevada System of Higher Education approved a new policy that increases the number of credits eleventh and twelfth grade students may earn by earning an A or B in an approved, articulated course. Students may now earn up to twenty-one college credits while in high school, an increase of six credits over the prior maximum number of fifteen. The earned college credit is transcribed upon completion of the course with a course grade of B or higher. In 2008-09, 12,268 eleventh and twelfth-grade students were enrolled in articulated CTE courses. Of that number, 8,333 or 68 percent earned a grade of B or higher and were thereby eligible for college credit.

The statewide Tech Prep Steering Committee provides guidance to further the development of policies and initiatives to better enable students to transition from secondary to postsecondary education. The committee, comprised of key stakeholders, met two times in 2008-09.

- Supporting career and technical student organizations

Career and Technical Student Organizations (CTSO) are supported in Nevada by both local and state Perkins funds. Many of the local agencies support local CTSO's through training, equipment, travel funds and a co-curricular approach to the inclusion of CTSO's in educational courses. At the state level, CTSO's are supported and developed through the use of State Leadership funds. These funds are used to support travel, conference development, chapter development at the site level, and training of state officer teams. The following CTSOs serve secondary and postsecondary students in Nevada: DECA, FBLA, FCCLA, FFA, HOSA and SkillsUSA.

- Supporting family and consumer sciences programs

In FY'09, the Nevada Family and Consumer Sciences (FCS) program included 152 teachers serving 17,029 students in 1918 different courses at 110 high schools. The program areas within the FCS program include: Child/Human Development, Clothing and Fashion, Culinary Arts, Fashion Merchandising, Foods and Nutrition Science, Home and Careers, Independent Living, and Housing and Interior Design. Several schools offer the GRADS program which serves the unique needs of pregnant and parenting students. Food Production/Culinary Arts is a popular program in Nevada with over 9,500 students participating in 64 schools. Many of the school districts have adopted the National Restaurant Association's ProStart Program that served over 2250 students in 39 schools. The ProStart state and national competitions are popular with Nevada students. Participants do very well in the national competition, generally placing in the top ten in both culinary and management events.

Currently, Nevada has skills standards in the following areas: Clothing and Fashion, Early Childhood Education, Culinary Arts, Family and Consumer Sciences Education, Food and Nutrition, and Housing and Interior Design. Each set of standards has been cross-walked with academic standards and employability skills, and has been validated by business and industry. The career and technical student organization Family, Career, and Community Leaders of America, (FCCLA) is supported in Nevada as an integral component of FCS programs. This past year, there were 406 affiliated students who participated in 18 chapters of FCCLA, with an increase by four chapters and 23 students. Thirty-four students traveled to compete in the national competition.

- Supporting partnerships between education and business or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels

Students in many CTE programs have opportunities for internships and job shadowing through partnerships with business. These partnerships with business take efforts from the student, educator, and business partner to ensure that a meaningful experience takes place. Cooperative work experience allows students to earn high school credit while working in a field related to their CTE course. Training agreements between the cooperating teacher, parent, student, and business partner are vital to the success of the program. Teachers have the opportunity to build relationships with businesses which leads to further support of programs.

Secondary students in some districts have the opportunity to take dual enrollment courses for college credit in addition to Tech Prep articulated credits. In rural districts, this is often through online courses or by attending at a satellite campus adjacent to the high school. A few programs are sharing high school facilities to offer dual enrollment courses.

- Providing activities to support entrepreneurship education and training

Entrepreneurship has become a popular and important course throughout Nevada. It is also incorporated into several program areas such as agriculture, marketing, business and the trades. Some educators attend the Entrepreneurship Education Forum each year, and Nevada has become a participating state in the Consortium for Entrepreneurship Education.

The Department hosts the annual Nevada High School Business Plan Competition with support from the Nevada Center for Entrepreneurship and Technology and the Nevada Council on Economic Education. Sixty students attended the first student entrepreneurship conference on February 27, 2009 and networked with community agencies that support new entrepreneurs at the EWeek Expo. Competition finalists presented their business plans and winners were selected by a team of business/community partners. In February 2010, participants in the competition will be invited to attend the High School Entrepreneurs Conference. Students will attend seminars on marketing and financing their business and the finalists will present their plans to judges. The event will end with the awards to the winners.

The business/marketing consultant and CTSO students are involved with Nevada E-week that is spearheaded by the Nevada Center for Entrepreneurship and Technology. The planning committee consists of many businesses and non-profit organizations to promote entrepreneurship in Nevada during National Entrepreneurship Week, February 15-19, 2010.

- Supporting the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education

Initiatives toward aligning CTE courses with the National Career Clusters model have been completed. Courses were aligned into sequences in each of our six program areas. Within the Nevada model, a student will be able to track a program area to various courses offered, view which of the national clusters it falls under, and access information on many career options/pathways. Students accessing the Nevada model are able to research career information from a variety of sources: brochures, Web sites, and posters. With links to the Nevada Career Information System, students will be able to learn about employment trends in Nevada with data on job openings, growth rates, necessary training, and salary. Also, added to our state website are sample programs of study for each of the program areas. These documents are easily accessible and can be adapted to all the sequencing areas.

Currently in Nevada, there are seven Career and Technical academies, five in Clark County and two in Washoe County. The two new career and technical academies that opened in Clark County in 2009 are Southwest CTA and Veteran Tribute CTA. In Washoe County, there are currently two career and technical academies; Academy for Arts, Careers, and Technology (AACT) with over 700 students and Academy for Career Education with 250 students. AACT expanded in several ways this past year: it is now a comprehensive high school added over 40,000 new square feet of classroom/lab space and revised the program areas to include: Biotechnology/Natural Resources & Veterinary Medicine Business and Finance Culinary and Hospitality Communications Arts and Media Early Childhood Education Engineering and Manufacturing Medical Careers.

The four community colleges in Nevada offer over 1981 CTE classes which include distance education courses. In FY'09, the College of Southern Nevada offered 1306 courses and 74 percent were in career and technical education; Truckee Meadows Community College offered 1638 courses and 37 percent were in CTE; Great Basin College offered 334 courses with 55 percent in CTE; and Western Nevada College offered 565 courses with 40 percent in CTE.

2. Progress in Developing and Implementing Technical Skill Assessments

Nevada has started an incremental approach to developing and implementing technical skill assessments and the information in this narrative refers to actions taken last year and this current year. As reported last year, the following action steps were determined in the planning process in 2008:

- Ensure state skill standards for exit-level programs are current
- Compare and contrast assessment models used in other states
- Determine the feasibility of implementing third-party assessments
- Determine how third-party assessment results would be integrated into Nevada's Career and Technical Education Reporting System
- Develop a pilot test model
- Analyze pilot-test results to determine the best model to expand to a greater scale
- Review assessment models used in other states.

The planning process continued in FY09, but with limited activity. Some LEAs have started pilot projects, where assessments have been implemented on a trial basis at local high schools. Those programs that have implemented assessments on a trial basis have focused primarily on programs for which an industry certification test exists. The process of developing a statewide plan to implement technical skill assessments continued to some degree in FY'09 and will continue in FY'10.

When completed, the plan will include a proposed system for aligning all CTE exit-level programs with one or more potential assessments to include industry certifications, state certifications, and/or third party assessments. The plan will include a structural model to provide Department of Education oversight under State Board of Education approval.

3. Implementation of State Program Improvement Plans

The state educational agency and the local educational agencies were responsible for all secondary performance indicators in the second year of the Perkins Act reported in the CAR.

- The core indicators that Nevada failed to meet at the 90 percent threshold

Nevada met or exceeded the actual State Adjusted Level of Performance for each of the overall performance indicators for all students.

- The disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students.

1S1: Secondary Academic Attainment – Reading/Language Arts: Individuals with Disabilities and students designated as being Limited English Proficient did not meet the State Adjusted Level of Performance of 77.90%. Individuals with disabilities had a reported level of 70.59% and limited English proficient students a reported level of 42.64%. These data show a significant disparity for LEP students.

1S2: Secondary Academic Attainment – Math: Students that belonged to the subgroup of Limited English Proficient failed to meet the State Adjusted Level of Performance of 52.00%. Limited English proficient students had a reported level of 39.33%.

2S1: Technical Skill Attainment: The subgroups that failed to meet the State Adjusted Level of Performance of 78.20% were: Males (77.73%); American Indian (70.48%); Black (75.63%); Hispanic (77.60%); Individuals with Disabilities (69.26%); Economically Disadvantaged (77.42%); and Limited English Proficient (77.25%).

3S1: Secondary Diploma: The only subgroup that did not meet the required level of performance of 88.00% was students in the Limited English Proficient category, with a reported level of 79.22%.

4S1: Graduation Rates: The only subgroup that did not meet the required level of performance of 50.00% was students in the Limited English Proficient category, with a reported level of 30.30%.

5S1: Secondary Positive Placement: The subgroup that failed to meet the level of performance of 93.00% was students in the American Indian category, with a reported level of 90.91%.

6S1: Nontraditional Participation: The only subgroup that failed to meet the level of performance of 23.00% was females, with a reported level of 19.72%.

6S2: Nontraditional Completion: The subgroups that did not meet the level of performance of 19.00% were Males (11.13%); Individuals with Disabilities (15.18%); and Limited English Proficient (17.02%).

- The action steps which will be implemented, beginning in the current program year, to improve the State's performance on the core indicator(s) and for the categories of students for which disparities or gaps in performance were identified

Each LEA must develop an improvement plan to address any deficiencies in local performance indicator results relative to the state adjusted levels. The improvement plan(s) is submitted as part of the local application for each state fiscal year. For example, those agencies with performance indicator deficiencies reported for FY'09, must develop strategies for improvement as part of the current and following years' application process. The Department of Education will develop more definitive strategies to assist LEAs with developing clear action steps at the site and program levels to assist student learning.

The state staff will continue to work with LEAs to provide technical assistance to ensure measures are maintained or exceeded. Technical assistance will be provided through site visits, professional development, and one-on-one communications. The state statistician will continue to work with data input operators and provide training when necessary to ensure accuracy of the data.

From the data listed above, for example, it is clear that deficiencies in some performance levels are prevalent among English language learners. State staff is committed to professional development activities focused around academic integration in FY'09 which directly impacts these performance indicators. Assistance will be sought from the LEP staff at the department to provide training for educators and to develop specific strategies to address the gap between LEP learners and academic achievement.

Additionally, the established CTE Program Quality Criteria, approved by the Board of Education, and the Program Review document serve as aids for site-based program improvement. The program review document was developed recently with input from educators and administrators and is an evaluation tool designed for CTE educators to examine strengths and weaknesses of CTE at their school.

- The staff member(s) in the State who are responsible for each action step

All CTE state staff is responsible for working with assigned districts and colleges.

- The timeline for completing each action step

Support and professional development will be ongoing throughout the year. The LEP staff will be contacted this winter to identify training needs and strategies to assist teachers. Strategies to address and improve upon performance level results will be considered for the current year, in addition to developing clear guidelines as part of the FY'11. The program review document is now available to administrators and educators via the department website. Districts will be encouraged to conduct self-evaluations of their CTE programs to help direct overall program improvement efforts.

4. Implementation of Local Program Improvement Plans

School districts in Nevada are determined by county boundaries. Nevada has 17 counties, but only sixteen have high schools with grades 9-12 and those are featured in the present discussion.

It should be noted that for Nevada, in order to provide a valid and reliable indication of meeting an overall performance indicator, there must be at least 20 CTE students in the finding, i.e., in the denominator. For the subgroups, there must be at least 10 CTE students in the finding. Nevada considers any comparison with less than those numbers to be unreliable and, therefore, not applicable (N/A). This is consistent with Nevada's approach in analyzing No Child Left Behind data.

- The number of school districts that failed to meet the core indicators at the 90 percent threshold

One district of the sixteen school districts failed to meet the 1S1: Secondary Academic Attainment in Reading/Language Arts at the 90 percent threshold. Four of the sixteen school districts failed to meet the 90 percent threshold for 2S1 Technical Skill Attainment. One district failed to meet the 90 percent threshold for 4S1 Graduation Rate. Two districts did not meet the 6S1 Nontraditional Participation with one out of those two districts not meeting the 90 percent threshold. Four of the sixteen districts did not meet the 90 percent threshold for 6S2 Completion of Nontraditional programs.

This spring, each of these school districts will be required to meet with the appropriate representatives of state and local agencies and committees to develop a local program improvement plan to be implemented in the succeeding school year.

- The disaggregated categories of students within each school district for which there were quantifiable disparities or gaps in performance compared to all students in that school district

Local Disparities for 1S1: Secondary Academic Attainment in Reading/Language Arts

In most Nevada school districts, there were consistent percentages of proficient CTE students among the various subpopulations for reading/language arts. In two school districts, there were lower percentages of proficient CTE males on the high school proficiency tests in reading/language arts. In three of the sixteen school districts, CTE students with disabilities had lower percentages of proficient students in reading/language arts. In seven school districts, economically disadvantaged CTE students had lower percentages of proficient students, and in another school district, American Indian CTE students had lower percentages of proficient students in reading/language arts. Two of the sixteen school districts had lower percentages of proficient limited English proficient CTE students in reading/language arts. Males performed low in the district that failed to meet the 1S1 Secondary Academic Attainment in Reading/Language Arts.

In improvement plans this coming spring, school districts with discrepancies in reading/language arts proficiency for a category(s) of CTE students will be asked to address methods to reduce the disparities or gaps in proficiency for these students.

Local Disparities for 1S2: Secondary Academic Attainment in Mathematics

As was the case for reading/language arts, most school districts in Nevada had fairly consistent percentages of proficient CTE students among the various subpopulations for mathematics. Three districts had lower percentages of mathematics-proficient CTE students among individuals with disabilities and one district showed lower percentages for students with limited English proficiency. Economically disadvantaged CTE students in one district had lower percentages of proficient students in mathematics.

Like the school districts that showed subpopulation disparities in reading/language arts, school districts with discrepancies in mathematics proficiency for a category(s) of students will be asked to address methods to reduce the disparities or gaps in proficiency for these CTE students in improvement plans this spring.

Local Disparities for 2S1: Technical Skill Attainment

Seven school districts had lower percentages of males attaining technical skills, while four districts showed lower percentages of females. Two districts had lower percentages of technical skill attainment for CTE students among individuals with disabilities and limited English proficiency and five districts had lower percentages of proficient economically disadvantaged CTE students. Four districts had lower percentages of Hispanics attaining technical skills.

Like the school districts that showed subpopulation disparities in other core indicators, school districts with discrepancies in technical skill attainment for a category(s) of students will be asked to address methods to reduce the disparities or gaps in proficiency for these CTE students in improvement plans this spring.

Local Disparities for 3S1: Secondary Diploma

Fifteen of the sixteen school districts in Nevada had consistent percentages of CTE students among the various subpopulations for attaining a secondary diploma, with only one district showing a lower percentage for their limited English proficient students.

Like the school districts that showed subpopulation disparities in other core indicators, school districts with discrepancies in secondary diploma attainment for a category(s) of students will be asked to address methods to reduce the disparities or gaps in proficiency for these CTE students in improvement plans this spring.

Local Disparities for 4S1: Graduation Rates

Fifteen out of sixteen districts passed the 4S1: Graduation Rate core indicator. In three school districts, students with disabilities had lower graduation rates. In two districts, students who are limited English proficient had lower graduation rates and in one district, Native American students had lower graduation rates, however, there were insufficient minority students to allow comparisons for disparities among race/ethnicity groups.

In improvement plans this coming spring, school districts with discrepancies in graduation rates for categories of CTE students will be asked to address methods to reduce the disparities or gaps in graduation rates for these groups of students.

Local Disparities for 5S1: Secondary Positive Placement

All school districts in Nevada passed this core indicator with only one district reporting a lower percentage of white students showing positive placement; however, this same group of students did score within the 90 percent threshold.

Like the school districts that showed subpopulation disparities in other core indicators, school districts with discrepancies in positive placement for a category(s) of students will be asked to address methods to reduce the disparities or gaps in results for these CTE students in improvement plans this spring.

Local Disparities for 6S1: Participation in Secondary Programs Leading to Non-Traditional Training and Employment

Eight out of sixteen districts did not meet the adjusted level of performance for the subgroup male students while only two districts did not meet the levels for female students. Two districts didn't meet the levels of performance for white students and three districts didn't meet the levels for Hispanic students. However, there were insufficient minority students to allow comparisons for disparities among other race/ethnicity groups. Four districts didn't meet the levels for students that were in the subgroup for individuals with disabilities. Five districts had low performance for students designated as economically disadvantaged and one district showed the same result for

students that were in the limited English proficient category. Most of the districts that showed subgroups not meeting the performance level did score within the 90 percent threshold.

Like the school districts that showed subpopulation disparities in other core indicators, school districts with discrepancies in the 6S1 indicator for a category(s) of students will be asked to address methods to reduce the disparities or gaps in proficiency for these CTE students in improvement plans this spring.

Local Disparities for 6S2: Completion of Secondary Programs Leading to Non-Traditional Training and Employment

As in the core indicator 6S1, there were eight out of sixteen districts that showed low performance for male students. There were four districts showing lower results for white students and two districts showing lower results for Hispanic students. However, there were insufficient minority students to allow comparisons for disparities among other race/ethnicity groups. There were two districts which did not meet the levels of performance for students classified as being individuals with disabilities and economically disadvantaged.

Like the school districts that showed subpopulation disparities in other core indicators, school districts with discrepancies in the 6S2 indicator for a category(s) of students will be asked to address methods to reduce the disparities or gaps in proficiency for these CTE students in improvement plans this spring.