

1. Implementation of State Leadership Activities

Secs. 124(b) and (c) of *Perkins IV* describe the required and permissible uses of state leadership funds, respectively. Provide a summary of your state's major initiatives and activities in **each of the required areas**, as well as **any of the permissible areas that your state has chosen to undertake** during the program year.

a. Required Use of Funds:

- **Conducting an assessment of the career and technical education programs funded under *Perkins IV*;**

Programs qualifying for state funds must align project objectives with the Program Quality Criteria in the State's Lifelong Learning Initiative. The 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. The site-based assessment has continued to be used by LEAs on a voluntary, as-needed basis.

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

The use of technology purchased by local educational agencies, developed, improved and expanded CTE during FY10 in several ways. Software for business, media technologies and architectural drafting were funded to bring programs across the state up-to-date to industry standards. Health science and agriculture labs were updated with needed equipment and technology to ensure state standards could be met.

Professional development on the use of new technologies improved teacher skills and knowledge in alternative fuels, renewable energy, Adobe and MOS certifications, culinary techniques, national assessments, and Serve Safe certification.

Three career and technical academies opened in the fall of 2009: two in Las Vegas and one center in Reno reopened as a full 9-12 grade magnet career and technical academy. These schools have state-of-the-art programs and technology such as culinary, pre-engineering and health sciences. Some technology that was not standard equipment was purchased through Perkins to complete labs. All three schools center on project-based learning and themed academies.

Updating 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.

- **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;**

Nevada CTE staff has facilitated state and local sponsored professional development and teacher preparation activities for technical education personnel, academic personnel, guidance staff, administrators, and department staff.

The Department of Education has six program area consultants that provided numerous state-wide and local professional development opportunities for all local CTE staff. These trainings included skill area specific curriculum content, as well as topics that included Carl D. Perkins grant development, program of study development, and academic integration. OCTAE staff has also provided professional development to school districts on civil rights compliance to train participants on meeting the education requirements of the Office of Civil Rights.

Multiple state-wide CTE trainings were provided by our office to support the development of programs of study. This included two large trainings in Reno and Las Vegas. Additionally, 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, Office of Career, Technical, and Adult Education. Participants were able to attend a variety of curriculum development and hands-on workshops.

State staff will continue to engage in strategies to improve teacher quality through professional development activities consistent with the federal provisions and initiatives. 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.

- **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;**

As reported in the FY'09 CAR, 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. Because of staff shortages in FY10, the development of the plan has still not been completed. Recognizing the need to elevate the level of academic integration, academic staff members have directly participated in the development of state skill standards. This direct involvement has resulted in academics being more imbedded in skill standards through the development process, versus being cross-walked to skill standards after those standards had been developed.

In FY10, the local funds application was revised to include stronger, clearer language to help drive local efforts to integrate academics. For example, all application goals were written as priorities, where the fourth funding priority focuses efforts on academic integration. Also, in FY10 state staff initiated the development and implementation of programs of study in earnest. Those efforts resulted in professional development and useable templates to develop programs of study, and included all requisite academics.

Standards for health sciences were developed in FY10 and planned for submission to the State Board of Education to qualify for one credit of science. The standards were in final draft form by the end of the fiscal year. Currently, the only other CTE course eligible for science credit is agricultural science. Draft standards for computer-aided drafting and design were developed; those standards will be submitted for State Board of Education approval for math credit when completed in FY11.

- **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**

Nevada's students, counselors, educators and administrators participate in a variety of non-traditional educational activities. Opportunities include training for educational personnel, career exploration activities for students, promotional materials for recruitment and retention and grant opportunities. More than 1500 students and 400 educators participated

Marketing efforts have continued throughout the State. This year, ninth graders in rural high schools were the focus. Workshops provide information about non-traditional classes and future careers. These workshops included administering the Career Cluster Inventory, and a demonstration on how to utilize the Nevada Career Information System. In addition, business professionals from the community who are employed in non-traditional careers take part in an interactive exercise where students guess what each professional does for a living. The employees briefly talk to the students, telling them what they enjoy about their work, how they were trained, and some challenges they've encountered along the way.

Feature articles highlighting non-traditional programs were written and published in various newsletters during the nine-month school year. An OCTAE staff member conducted several workshops in various regions of the state discussing a variety of non-traditional topics, such as recruitment, retention, and gender equity.

Several competitive non-traditional grants totaling \$30,000 were awarded to two community colleges and a secondary school district. These grants will perpetuate future careers in non-traditional employment.

- **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 through articulation agreements, dual credit programs, sharing instructors and/or facilities, and program oversight by the State Tech Prep Steering Committee, comprised of representatives from each of the state's community colleges. State staff also 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. Most years, the committee meets a minimum of two times per year. Local technical advisory committees have representation from postsecondary and secondary local education agencies as well as business and community representatives.

Technical advisory committees, whose members are primarily from business and industry, 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.

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, Western Nevada College's Latino Career Day and Native American Career Education Summer Camp held at Great Basin College.

The postsecondary and secondary educators of Nevada ACTE collaborate in professional development activities at the annual summer conference as well as throughout the year. They also serve on task forces and standards writing teams together.

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

Staff partner 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. The Nevada Restaurant Association also partners to provide Serve Safe training and certification to teachers as well as host the annual Pro-Start competition.

Several staff served on national boards providing and gaining insight to the national perspective. The agriculture education consultant serves on the National FFA Board of Directors and National Agriculture Council. Additionally, the business/marketing education consultant served on the MBA Research Board of Directors, the leading consortia for industry-based research and standards development in the area of business and marketing education. The health sciences consultant is a member of the national HOSA competitive event committee and a member of Executive Board for the National Consortium for Health Science Education. The FCS consultant served on the Partnership for 21st Century Skills white paper work group who published "Up to the Challenge: The Role of CTE and 21st Century Skills in College and Career Readiness".

Two state-wide programs of study trainings were conducted by state staff for all LEAs. Postsecondary partners were a part of these trainings and secondary-postsecondary articulation agreements are included as key components in programs of study. Additional technical assistance was provided directly to districts who requested it to develop programs of study and more are scheduled for FY11.

- **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 FY10, the funds were awarded to two youth corrections institutions: Jacobsen High School in Douglas County (\$42,795) and the Spring Mountain Youth Camp in Clark County ((\$42,795). Funds were used to expand and improve CTE course offerings focused on job-specific training and employability skills. Both institutions provide career-development training for adjudicated youth.

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

For the second year in a row, a four-day Summer Camp was provided for low income, high risk students, focusing on career development, with interest inventories, hands on career exploration activities and personal career counseling. This event focused on careers in the health science and public safety program areas. In addition, non-traditional recruitment and retention was discussed while students participated in an on-site interactive career fair.

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 (CSN) allocated \$160,616.18 to its Disability Resource Center to assist students with various academic and physical barriers; Truckee Meadows Community College (TMCC) allocated approximately \$70,000 to support re-entry students enrolled in programs leading to high-wage, high-skill and high-demand occupations. Western Nevada College (WNC) utilized grant funds to support special populations through the following activities: Latino parenting program, How to Make Your Students Successful; Perkins Education Grant (PEG) which supports single parents, displaced homemakers and other students who qualify under special populations; and Latino Community Day which promotes and showcases career and technical education programs at the college. Great Basin College (GBC) sponsored a, "Mining Rocks" career day that was organized in partnership with the college and local mining companies to promote career opportunities for women in mining. Students of families with limited income, living in rural areas were given the opportunity to tour the GBC main campus, and learn of the variety of CTE program offerings.

The Civil Rights Compliance Methods of Administration (MOA) Coordinator has instituted a pre on-site review visit with LEAs to help them prepare for the official on-site review. The MOA Coordinator and her team conducted on-site reviews of two LEAs. Both LEAs have implemented the remedies to findings.

- **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, including technical assistance for focused grant writing; (2) program improvement, development and expansion; (3) recommendations for uses of funds targeted for program improvement objectives; with emphasis in programs of study and academic integration; (4) clarification and guidance pertaining to the 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.

b. **Permissible Activities Include:**

- **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 coordinates two Leadership Forums annually. These forums are comprised of middle and high school guidance counselors and administrators from all 17 counties. The mission of the forum is to train participants to research, develop, and disseminate information that will assist students in creating personal career plans. Training includes the latest career exploration technologies. Professional presenters and speakers provide training on current issues facing counselors.

- 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. During this year we have worked with LEAs to implement this requirement in relation to CTE programs of study initiatives.
 - 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. In FY10 we provided professional development statewide to assist LEAs towards full implementation of programs of study initiative.
 - Professional development was provided for about 600 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 provide 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.
- **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. Last year, over 200 CTE courses in the four consortia combined were articulated for postsecondary credit.

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 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 2009-10, over 4,600 high school students earned college credit while in the eleventh or twelfth grades.

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 2009-10.

- **Supporting initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs;**

The opportunities for students to transition into baccalaureate programs are limited due to the lack of available four-year programs. A number of programs initiated at the Nevada State College in Henderson, Nevada, for example, were eliminated due to budget constraints a number of years ago. The programs, when originally designed, were going to provide a gateway for students transitioning into four-year programs in Southern Nevada. However, each of the State's four community colleges has developed a limited number of baccalaureate CTE programs. Those programs include: Bachelor in Technology in Construction Management at Western Nevada College; Bachelor of Science in Dental Hygiene College of Southern Nevada; and Bachelor of Science Agricultural Management, Digital Information Technology, Land Surveying/Geometrics, Instrumentation, and Management in Technology at Great Basin College. Program alignment and articulations beginning at the high school level are completed wherever possible.

- **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, 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 officer 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 public charter schools operating career and technical education programs;

A limited number of charter schools offer career and technical education programs. One charter school, the Academy for Career Education in Reno, offers a variety of CTE programs, most focusing on the construction, manufacturing (drafting), and transportation. This charter school is sponsored by the Washoe County School District and is eligible for Perkins funds similar to any other high school in the district officer CTE programs. As charter school applications have been approved, they are reviewed for "vocational status," which determines whether or not they offer eligible CTE programs.

- **Supporting career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter;**

Nevada State Skill Standards address all aspects of an industry by including career exploration and employability skills. Work-based learning is encouraged in every program area and many LEA's have designated staff to assist with placement in job shadowing, internship experiences, or employment. Programs are intensely hands-on, especially at the college level where work environments and best practices are modeled.

- **Supporting family and consumer sciences programs;**

In FY'10, the Nevada Family and Consumer Sciences (FCS) program included 143 teachers serving 15,327 students (duplicated count) in 79 high schools. This student participation represents a reduction of nearly 3,000 students in FCS programs from FY'09. Some reasons for the reduction in student participation are due to cuts in education funding. The financial crisis in Nevada has caused school districts to provide educational opportunities differently. As budgets have been cut, one school district (the fifth largest school district in the nation) has mandated a reduction from an eight period schedule to a six period schedule; another school district closed FCS programs at their two comprehensive high schools; and other school districts are placing more emphasis on academic programming towards passing the High School Proficiency Exam and in meeting No Child Left Behind requirements.

Family and Consumer Sciences programs are of high quality. Educators use industry validated skills standards which are available for the following program areas: Clothing and Fashion, Early Childhood Education, Culinary Arts, Family and Consumer Sciences Education, Foods and Nutrition, and Housing and Interior Design. Each set of standards has been cross-walked with academic standards and include employability skills. The courses within the FCS program which use these skills standards are: Child/Human Development, Clothing and Fashion, Culinary Arts, Fashion Merchandising, Foods and Nutrition, Home and Careers, Independent Living, and Housing and Interior Design.

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 FCCLA increased its membership by 173 members and ten chapters. The number of participants who traveled to compete at the national level also increased from 60 to 75.

Initiatives that Nevada FCS professionals have focused on this year include: Developing programs of study in all school districts FCS programs; piloting the American Association of Family and Consumer Sciences Pre-Professional Assessments; Using our State Program Quality Criteria to evaluate and plan for program improvement; and a variety of Professional development opportunities were provided with the goals of being high-quality, sustained, intensive, and focused on instruction in each program area. Although FCS offerings were lower in FY'10, program quality has increased.

- **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 guest speakers, mentors, internships, apprenticeships, job shadowing, cooperative work experience, and industry tours through partnerships with business. The relationships between

students, educators, and business partners promote meaningful experiences. Training agreements between the cooperating teacher, parent, student, and business partner help to ensure the success of programs. Teachers take the opportunities to build relationships with their business partners which lead to further support of their programs. For example, restaurateurs have helped equip culinary facilities, a local business trained students to make biodiesel and a community works together to provide internships for students between high school and postsecondary education for a maintenance training cooperative related to mining.

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

The development of new programs has been a priority along with doing professional development on programs of study which was a main initiative this year since the alignment with the National Career Clusters was completed last year. Alongside, this initiative a goal of ours has always been to provide technical assistance with the development of new programs in new or existing high schools. Reserve funds for the past several years have been earmarked for the development of new health science programs. The demand for this area, especially since the passage of the Healthcare Reform Act, is a priority in Nevada because of our low ranking nationwide in healthcare providers. Also, added to our state website are several sample programs of study for each of the program areas. These documents are teacher friendly and also have been adapted to meet the needs of the state mandated four year plan of study.

Currently, there are seven career and technical academies, five in Clark County and two in Washoe County. The new career and technical academy that opened in Clark County in 2010 was West CTA. The career pathways under development there include: Veterinary Medicine, Biotechnology, Computer Animation, Health Information Technology, Environmental Science, Nursing and Physiotherapy. In contrast, a rural district, Lyon County, had made career and technical programs a priority in their agency and evaluated the career pathways in all areas by including business partners, school board members, tech prep coordinators and parents in all advisory and technical meetings.

The four community colleges in Nevada offer over 2000 CTE classes which include distance education courses. In FY'10, the College of Southern Nevada offered 1400 courses and 81 percent were in career and technical education; Truckee Meadows Community College offered 1580 courses and 40 percent were in CTE; Great Basin College offered 2318 courses with 38 percent in CTE; and Western Nevada College offered 1000 courses with 35 percent in CTE. According to a national report by the Department of Labor enrollment in CTE courses throughout the United States has increased by 25%; Nevada has experienced increases as well.

- **Awarding incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV;**

This option under permissive uses of funds for awarding local incentive grants was not used in FY10.

- **Providing activities to support entrepreneurship education and training;**

The Department hosts the annual Nevada High School Business Plan Competition with support from the Nevada Center for Entrepreneurship and Technology (NCET) and the Nevada Council on Economic Education in conjunction with Nevada E-Week activities. In FY10, students who entered the Business Plan Competition were invited to attend the student entrepreneurship conference and see finalists present their business plans. They also networked with community agencies that support new entrepreneurs at the annual E-Week Expo and attended workshops on different aspects of becoming an entrepreneur. Winners of the competition were selected through an interview process by a team of business/community partners. CTSO students served as registrars and hosts of the Southern Nevada E-week Expo which is spearheaded by NCET and community partners.

A panel presentation at Nevada ACTE's summer conference about both the High School Business Plan Competition and the Governor's Cup Collegiate Business Plan Competition (conducted by NCET) was well attended.

Building construction, graphics, and culinary programs throughout the state learn entrepreneurial skills by selling products and services to the public.

- **Providing career and technical education programs for adults and school dropouts to complete their secondary school education;**

Many schools throughout the State have labs and equipment purchased with Perkins funds. Although, these funds have not been focused specifically towards students who have dropped out of high school or who are in adult education programs many schools use these resources for programs that serve these students.

As discussed in the section on serving the needs of students from special populations, adults and students who have dropped out are supported through the efforts of our re-entry centers and programs.

- Providing assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs;

Perkins funding has provided secondary and postsecondary LEAs with resources to assist individuals to continue their education or training or finding appropriate jobs. All of our community colleges CTE outreach coordinators work with high school students in articulated courses to enroll in their colleges' CTE programs; Great Basin College offers an annual career fair for both high schools' and postsecondary CTE

participants; Clark County School District coordinated a career fair event which hosted 1,000 middle and high school CTE participants; and Truckee Meadows Community College recruiting technology fair for CTE students to continue on to postsecondary education.

- **Developing valid and reliable assessments of technical skills;**

See below.

- **Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;**

Statewide Longitudinal Data System (SLDS) is an ongoing effort to update and increase the longitudinal capability of the Student Accountability Information in Nevada (SAIN) database. The SAIN database is a secure one source point of information for designated users. As part of the ongoing effort the Career and Technical Education Reporting System (CTERS) is being integrated into this central system. Up to this point, CTERS is a siloed system, requiring extraordinary efforts to place into or retrieve information from the SAIN database. With the ongoing effort to integrate into the SAIN database, the school districts will be able to upload directly and securely through the secure portal known as Bighorn all required CTE information. At present the effort is aimed toward secondary school information with plans to provide access to our postsecondary partners to input and search for information for the institutional research departments of these institutions. With the integration effort, CTE will be able to analyze and report on all of the required elements in an ever increasing efficient and timely manner.

- Improving the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business; and

Nevada CTE staff maintains a strong working relationship with teacher training programs at the University of Nevada, Reno, University of Nevada, Las Vegas, and Great Basin College. Our office is actively engaged with the Office of Licensure that directly impacts the licensing of teachers within the program areas of Career and Technical Education. Nevada has both a secondary single subject occupational teachers licenses as well as a secondary Business and Industry endorsement that allows individuals to transition from private industry to the career and technical education classroom. Our ongoing professional development activities continue to include new CTE educators in order to better assist them with their transition into the classroom and retention as CTE professionals.

- **Supporting occupational and employment information resources.**

The Department of Education, Training and Rehabilitation, (DETR) maintains and updates The Nevada Career Information System, (NCIS). A representative from DETR and the career education consultant from the office of Career and Technical Education provided a series of tutorial workshops for many LEAs in rural Nevada.

Attendees included counselors, administrators and CTE educators at middle schools, high schools as well as a correctional facility.

In addition to these activities, a variety of employment information resources were provided such as: DVDs, posters, Career Cluster pamphlets, career interest inventories.

Based on the results of the annual OVAE research concerning national non-traditional employment the Nevada office of Career and Technical Education updates our reference guide on non-traditional careers and programs in Nevada. This reference guide is provided with our Carl D. Perkins Request for Application packets.

Progress in Developing and Implementing Technical Skill Assessments

Sec. 113(b) of *Perkins IV* describes the core indicators of performance for career and technical education students for which each state is required to gather data and report annually to the Department. Among the core indicators are student attainment of career and technical skill proficiencies, including student achievement on technical assessments aligned with industry-recognized standards, if available and appropriate. [See Sec. 113(b)(2)(A)(ii) of *Perkins IV*.] While the Department recognizes that a state may not have technical skill assessments aligned with industry-recognized standards in every career and technical education program area and for every career and technical education student, the Department asked each state to identify, in Part A, Sec. VI (Accountability and Evaluation) of its new *Perkins IV* State Plan: (1) the program areas for which the state had technical skill assessments; (2) the estimated percentage of students who would be reported in the state's calculation of career and technical education concentrators who took assessments; and (3) the state's plan and timeframe for increasing the coverage of programs and students reported in this indicator in the future. Please provide an update on your state's progress and plan for implementing technical skill assessments with respect to items one through three above.

See below.

Implementation of State Program Improvement Plans

Sec. 123(a)(1) of *Perkins IV* requires each state, that fails to meet at least 90 percent of an agreed upon state adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(3) of *Perkins IV*, to develop and implement a program improvement plan, with special consideration given to performance gaps identified under Sec. 113(c)(2) of *Perkins IV*. The plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the state failed to meet its state adjusted levels of performance for any of the core indicators of performance.

Please review your state's accountability data in Part D of this report. If your state failed to meet at least 90 percent of a state-adjusted level of performance for any of the core indicators of performance under Sec. 113 of Title I of the Act, please

provide a state program improvement plan that addresses, at a minimum, the following items:

- **The core indicator(s) that your state 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 had a reported level of 63.07% and limited English proficient students a reported level of 33.47%. These data show a significant disparity for LEP students.

1S2: Secondary Academic Attainment – Math: Students that belonged to the subgroup of Native Hawaiian or Alaska Native had a reported level of 33.33%, Limited English Proficient reported at 34.40%. These subgroups failed to meet 90% of the State Adjusted Performance Level of 54%.

2S1: Technical Skill Attainment: The subgroups that failed to meet the State Adjusted Level of Performance of 78.5% were: Males (76.7%); American Indian (71.63%); Black (75.26%); Hispanic (76.1%); Individuals with Disabilities (63.92%); Economically Disadvantaged (73.21%); Single Parent (50.00%); and Limited English Proficient (76.14%). Both Individuals with Disabilities and Single Parent subgroups fell short of 90% of the agreed upon performance level.

3S1: Secondary Diploma: The only subgroups that did not meet the required level of performance of 88.00% were students in the Black category and the Limited English Proficient category, with a reported level of 87.04% and 51.61%.

4S1: Graduation Rates: The only subgroup that did not meet the required level of performance of 55.67% was individuals with disabilities and students in the Limited English Proficient category, with a reported level of 53.94% and 30.30%.

5S1: Secondary Positive Placement: All subgroups met the negotiated level of performance of 93.00%.

6S1: Nontraditional Participation: All subgroups met the negotiated level of performance of 23.50%.

6S2: Nontraditional Completion: The subgroups that did not meet the level of performance of 19.40% were Males (6.53%); Individuals with Disabilities (16.90%); and Limited English Proficient (17.14%).

- 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'10, 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 during monitoring and technical assistance visits.

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.

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; and

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 is contacted each fall 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. Local agencies will be encouraged to conduct self-evaluations of their CTE programs to help direct overall program improvement efforts.

Implementation of Local Program Improvement Plans

Sec. 123(b)(1) of *Perkins IV* requires each state to evaluate annually, using the local adjusted levels of performance described in Sec. 113(b)(4) of *Perkins IV*, the career and technical education activities of each eligible recipient receiving funds under the basic grant program (Title I of the Act). Sec. 123(b)(2) of *Perkins IV* further requires that if the state, after completing its evaluation, determines that an eligible recipient failed to meet at least 90 percent of an agreed upon local adjusted level of performance for any of the core indicators of performance described in Sec. 113(b)(4) of *Perkins IV*, the eligible recipient shall develop and implement a

program improvement plan with special consideration given to performance gaps identified under Sec. 113(b)(4)(C)(ii)(II) of *Perkins IV*. The local improvement plan must be developed and implemented in consultation with appropriate agencies, individuals, and organizations. It must be implemented during the first program year succeeding the program year for which the eligible recipient failed to meet its local adjusted levels of performance for any of the core indicators of performance.

Please review the accountability data submitted by your state's eligible recipients. Indicate the total number of eligible recipients that failed to meet at least 90 percent of an agreed upon local adjusted level of performance and that will be required to implement a local program improvement plan for the succeeding program year. Note trends, if any, in the performance of these eligible recipients (i.e., core indicators that were most commonly missed, including those for which less than 90 percent was commonly achieved; and disaggregated categories of students for whom there were disparities or gaps in performance compared to all students).

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. Two of the sixteen school districts failed to meet the 90 percent threshold for 2S1 Technical Skill Attainment. Three districts failed to meet the 90 percent threshold for 3S1 Secondary Diploma. One district failed to meet the 90 percent threshold for 4S1 Graduation Rate. All districts met or exceeded the state adjusted level of performance for 5S1 Secondary Positive Placement. Three districts did not meet the 90 percent threshold for 6S1 Nontraditional Participation. Four of the sixteen districts did not meet the 90 percent threshold for 6S2 Completion of Nontraditional programs.

- 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 four school districts, there were lower percentages of proficient CTE males on the high school proficiency tests in reading/language arts. In six of the sixteen school districts, CTE students with disabilities had lower percentages of proficient students in reading/language arts. In three school districts, Hispanic CTE students had lower percentages of proficient students, and two of the sixteen school districts had lower percentages of proficient limited English proficient CTE students 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. Five 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.

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

Six school districts had lower percentages of males attaining technical skills, while four districts showed lower percentages of females. Five districts had lower percentages of technical skill attainment for CTE students among individuals with disabilities. One district had lower percentages of proficient limited English proficient students and six districts had lower percentages of proficient economically disadvantaged CTE students. Five districts had lower percentages of White students 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

Thirteen 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 two school districts, students with disabilities had lower graduation rates. In three districts, students who are limited English proficient had lower graduation rates and in three districts, Hispanic and American Indian or Alaska Native 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 economically disadvantaged students showing positive placement.

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

Twelve 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. Four districts didn't meet the levels of performance for white and Hispanic students. However, there were insufficient minority students to allow comparisons for disparities among other race/ethnicity groups. Three districts didn't meet the levels for students that were in the subgroup for individuals with disabilities. Two districts had low performance for students designated as economically disadvantaged and three districts showed the same result for students that were in the limited English proficient category.

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

Twelve out of sixteen districts did not meet the adjusted level of performance for the subgroup male students. There were five districts showing lower results for white students and three 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 four districts which did not meet the levels of performance for students classified as being individuals with disabilities and one district with lower levels of performance for economically disadvantaged students.

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.

Tech Prep Grant Award Information

Sec. 205 of *Perkins IV* requires each eligible agency that receives a tech prep allotment to annually prepare and submit to the Secretary a report on the effectiveness of the tech prep programs that were assisted, including a description of how grants were awarded in the state. Please provide a description of how grants were awarded during the program year, including a listing of the consortia that were funded and their funding amounts.

Nevada has continued 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 the last two years, the following action steps were determined in the planning process:

- 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 FY10, to include technical skill assessments as part of selected programs of study. Some LEAs have started and continued 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'11.

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.