

CAR Narrative 2010-2011

Student Definitions

Participants A secondary student who has enrolled in one (1) or more courses in any career and technical education (CTE) program area by the official state student count day.

Concentrators A secondary student enrolled in one or more occupational-specific or terminal courses. An occupational-specific course provides specific preparation for entry-level employment. A terminal course is an occupational-specific course that is taken at the end of a sequential course of study. Students enrolled in introductory career and technical education courses are not considered secondary concentrators.

Participants A postsecondary student who has enrolled in one (1) or more courses in any CTE program area in the fall semester.

Concentrators A postsecondary student who: (1) completes at least 12 CTE credits within a CTE program area that is comprised of 12 or more technical credits and terminates in the award of an industry-recognized credential, a state or locally recognized certificate, or a degree; or (2) completes a short-term CTE program of less than 12 credit units that terminates in an industry-recognized credential, a state or locally recognized degree or certificate.

1. Implementation of State Leadership Activities

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;

Federal funds were used to improve, develop, and expand programs through the purchase of technology by local educational agencies during FY11. Software and computers for information and media technologies and drafting and design programs were funded to bring programs across the state up-to-date to industry standards. Health Science labs were supported especially in rural counties for start-up programs. Skilled and technical science and agriculture programs updated welding equipment, computers and software to ensure state standards could be met.

Professional development on the use of new technologies was provided for teachers to support state standards and the developing Nevada CTE Course Catalog. 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;

The Office of Career Technical and Adult Education (OCTAE), CTE programs professionals provide a variety of professional development opportunities to meet the needs of LEAs statewide.

Professional development opportunities have been provided for academic personnel, administrators, department staff, guidance staff, and technical education personnel.

Topics included emerging trends in a variety of programs, continued work in the area of course sequencing in the development of programs of study, program standards overviews, and end of programs assessments, academic integration, grants development and common course titling. State associations which represent our program areas held state conferences where professional development was provided by CTE State staff. Again this year, over 200 secondary and postsecondary instructors and administrators attended our Nevada ACTE summer conference where they participated in panel discussions, workshops, presentations and educational technology demonstrations.

In the coming year, OCTAE 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;

The department joined the Career and Technical Education Consortium of States (CTECS) and mapped out a plan for standards and the development of end-of-program assessments. This action initiated a thorough look at how academics are addressed.

With Nevada's adoption of the National Common Core Standards, CTE staff members met with academic department staff to increase understanding of Common Core, how best to work with them in relation to CTE standards, and Nevada's implementation timeline. A commitment was made by both staff to work more closely on our standards to ensure Common Core is addressed correctly and effectively.

Also, in FY11, state staff continued to support the development and implementation of programs of study by providing professional development and technical assistance to districts. Counselors across the state received professional development on Programs of Study and their role in using them with students, parents and teachers.

- 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,

OCTAE staff provided preparation for non-traditional fields in current and emerging professions to students, counselors, educators and administrators. A variety of non-traditional educational activities were utilized. Opportunities included training for educational personnel, career exploration activities for students, promotional materials for recruitment and retention and grant opportunities. More than 1800 students and 100 educators participated.

Marketing efforts have continued throughout the state. This year rural middle schools and high school ninth graders were the focus. These workshops included administering the Career Cluster Inventory, and a demonstration on how to utilize the Nevada Career Information System, (NCIS). Community business professionals, who are employed in non-traditional careers, took part in an interactive exercise where students tried to guess what each professional did for a living. The professionals briefly discussed with the students what they enjoyed about their work, how they were trained and shared challenges they've encountered along their career pathway.

Several workshops on recruitment, retention and gender equity in non-traditional careers were provided throughout the year. Non-traditional grants totaling \$46,000.00 were awarded to two community colleges and three school districts which 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. The State CTE Advisory Council, a committee of stakeholders that guide the development and implementation of policies and procedures, will be reactivated in FY12 to maintain and expand curricular linkages between secondary and postsecondary education. As in the past, this committee will consist of members of the business community and state agencies, secondary and postsecondary educators, and local workforce board representatives. The committee will meet a minimum of two times per year beginning in early 2012.

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.

In some of our most rural school districts, creative partnerships have provided students instruction in needed fields such as health sciences and law enforcement. Hospitals have provided instructors for Nursing Assistant programs and other professionals gain licensure to teach one or two classes a day in order to expand CTE offerings.

Secondary students are invited to participate in events held by postsecondary institutions, such as the College of Southern Nevada Annual Tech Expo, Western Nevada College's Latino Career Day and Native American Career Education Summer Camp held at Great Basin College. Community led initiatives such as *Project 500 Job Shadow Day*, DEW Tour, and *We R Community* engage students in activities that directly connect them to community leaders and business partners.

The postsecondary and secondary educators of Nevada ACTE collaborate in professional development activities at the annual summer conference. They also serve on task forces and standards writing teams together. In FY11, the four community college staff responsible for articulations held a retreat to share best practices and develop more uniform processes for course articulation.

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

Nevada Department of Education Staff partnered with the Nevada Council on Economic Education to provide professional development to business, marketing, and economics 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. Organizations such as CTECS, AAFCS, MBA Research, and National Consortium for Health Science Education have Nevada representation as

consortium members. Two staff members served on national boards (MBA Research and National Consortium for Health Science Education) providing and gaining insight to the national perspective.

- 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 FY11, \$86,091.74 was awarded to two youth corrections institutions: the Nevada Youth Training Center in Elko County (\$43,045) and the Caliente Youth Center in Lincoln County (\$43,045). 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

Funds were utilized to accommodate students with disabilities both at the high school and postsecondary levels. A two-day professional development workshop was held in Northwestern Nevada to train educators on helping students with disabilities to successfully transition from high school to college and the workforce. The first day of this training focused on cognitive learning styles and abilities. The second day focused on the latest technical assistive devices.

Interpreters and note takers were contracted to assist students with hearing impairments enrolled in high school and postsecondary CTE courses. Classroom aides were hired to assist students with various disabilities at the high school level. In postsecondary education, the four community colleges allocated funds to directly support special populations. For example, the College of Southern Nevada allocated \$187,167.00 to its Disability Resource Center to assist students who encounter various academic and physical barriers; Great Basin College, in Northeastern Nevada hosted a two-day professional development workshop for faculty on strategies to help students with special needs successfully complete their college program and transition to the workforce; Truckee Meadows Community College allocated approximately \$83,000.00 to support re-entry students enrolled in programs leading to high-wage, high-skill and high-demand occupations. Western Nevada College utilized \$57,607.00 of grant funds to support special populations through the following activities: Latino parenting program, How to Make Your Students Successful; Perkins Education grant 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 sponsored two "Mining Rocks" career days that were 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 about the variety of CTE program offerings.

The Methods of Administration 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 provided ongoing technical assistance to local educational agencies in the following primary areas: (1) implementing programs of study; (2) creating a statewide common course catalog; (3) program improvement, development and expansion; (4) grants management for program improvement; (5) recommendations for uses of funds targeted for program improvement objectives; (6) clarification and guidance pertaining to the purposes and requirements of the Carl D. Perkins Act. Department staff members also provided guidance for local educational agencies 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: two Leadership forums which focused on current issues related to secondary school counseling; transition plans for students related to programs of study; training for teachers, and counselors on the Nevada Career Information System; and updating of the Nevada School Counseling Comprehensive K-12 Standards.

- Establishing agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students;

In Nevada, there are four regional college service areas that assist with secondary-postsecondary articulation agreements. Each community college has an established tech prep consortium staffed with a tech prep coordinator. The State's Five Year Plan requires the development of articulation agreements for every eligible program. Last year, over 200 courses had articulation agreements with one of the four consortia for postsecondary credit.

Students have the opportunity to take up to twenty-one college credits while a junior or senior in high school enrolled in an approved, articulated course. The student must have earned an A or B in the course for the earned college credit to be transcribed. In 2010 – 2011, over 22,000 high school students were enrolled in courses earning tech prep 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, did not meet last year due to reduced staffing within the department. This year, with full staffing again, the steering committee will reconvene.

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

There have been no changes since last year. The opportunities for students to transition into baccalaureate programs are limited due to the lack of available four-year programs. Each of the State's four community colleges has developed a limited number of baccalaureate CTE programs, such as: 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 Federal Perkins Funds, State Leadership Funds, and local organizational funds. The following CTOS serve secondary and postsecondary students in Nevada: DECA, FBLA, FCCLA, FFA, HOSA, and SkillsUSA. CTOS develop character, citizenship, and the technical, leadership, and teamwork skills essential for the workforce and further education. Federal Perkins Funds allow for the purchase of curriculum materials that directly enhance students' employability or technical skills that are directly related to the CTOS and for teacher travel expenses to the CTOS events that support professional development. State Leadership Funds allow for teacher and student

travel expenses and registration fees for CTSO leadership conferences. Local organizational funds allow the CTSOs to support all other CTSO activities.

- Supporting public charter schools operating career and technical education programs;

In Nevada there are a limited number of charter schools which offer career and technical education programs. One charter school, the Academy for Career Education in Reno, offers a variety of CTE programs, most focusing in 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 offering CTE programs.

As applications for new charter schools are submitted for approval, they are reviewed for “vocational status,” which determines whether or not they offer eligible CTE programs. The Office of Career, Technical and Adult Education also participates in monitoring reviews of 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. Department staff is researching new ways to strengthen employability skills including the revision and renaming of existing standards to be Nevada’s *Employability Skills for Career Readiness*.

Work-based learning is encouraged in every program area and many local agencies 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 11, the Nevada Family and Consumer Sciences (FCS) program included 141 teachers serving 15,170 students (duplicated count) in 73 high schools. This FCS participation represents a reduction of 2 teachers, 143 students and 6 high schools from FY 10. The economy has posed a huge challenge for education in Nevada. In 13 instances when FCS teachers have retired or moved to different schools their positions have not been filled. Coupled with the loss of nearly 3000 students in FY 09 the loss in the FCS program is significant.

Despite our challenges, we have continued to offer high quality FCS programs. We offer courses, using industry validated standards, in the following areas: Clothing and fashion, early childhood education, culinary arts, family and consumer sciences, foods and nutrition, and housing and interior design. This year we have worked to update our culinary arts standards and create an end-of-program assessment. Culinary arts standards when complete will include alignment with Common Core State Standards in English language arts and math as well as Nevada State science standards.

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. The program grew by one newly affiliated chapter this year.

Initiatives that Nevada FCS professionals have focused on this year include: Continued development of programs of study in all school districts’ FCS programs; developing common course names; using our Nevada Program Quality Criteria to evaluate and plan for program improvement; updating standards and initiating the development of new standards and end-of-program assessments; 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 shrunk in Nevada during FY 11, 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 businesses. This year additional partnerships have been established with a variety of programs: the Office of Career, Technical and Adult Education (OCTAE) partnered with Easter Seals Sierra Nevada to provide professional development for northwestern educators, counselors and administrators; OCTAE program professionals partnered with industry associations and representatives to strengthen agriculture and health sciences education throughout Nevada; our State sponsored Career and Technical Student Organizations benefit from a variety of partnership including board members, judges for contests and sponsorship of events; and business/industry experts provide assistance with our state standards.

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

The department is continuing to provide technical assistance on programs of study, which was our main initiative this past year since the alignment with the National Career Clusters, was completed. Along with this the department has approved a new format for all the CTE standards which includes an assessment for all completers. These standards provide a common structure among the programs. State Competitive grant funds were restructured this past year to provide financial assistance to new and expanding programs instead of being a dedicated amount to each program area. Reserve funds are still 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. Several of the programs are offering an online medical terminology class to fulfill their programs of study requirements.

Currently in Nevada, there are several career and technical academies in Clark County and in Washoe County. In FY13, Washoe County School District plans include adding ten additional (new) CTE Signature programs in their comprehensive schools. (The Signature Academies will focus on specific programs, topics and distinguishing themes to prepare all students for the workforce of tomorrow.) In contrast, the rural districts are expanding their career and technical programs to include more information technology and green energy. The new Nevada CTE Course Catalog and sequencing document will assist districts with this process. In order to meet the needs of our workforce the agencies have prioritized 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 still offer over 3000 CTE classes which include distance education courses. In FY 11, the College of Southern Nevada offered 3000 courses and 77 percent were in career and technical education; Truckee Meadows Community College offered 1400 courses and 40 percent were in CTE; Great Basin College offered 969 courses with 40 percent in CTE; and Western Nevada College offers approximately 900 courses with 42 percent in CTE. According to a national report by the Department of Labor, enrollment in CTE courses throughout the United States has increased by 45% and that is also a fact in Nevada.

- 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 FY11.

- Providing activities to support entrepreneurship education and training;

The Department co-sponsors the annual Nevada High School Business Plan Competition and partnered this year with Teen Entrepreneurs of Las Vegas for a student conference and awards session. Finalists of the Business Plan Competition were invited to attend the Nevada Youth Entrepreneurship Conference and present their business plans to other students and judges. They also networked with community agencies that support new entrepreneurs at the Expo and attended workshops on different aspects of becoming an entrepreneur.

Nevada DECA students again served as registrars and hosts of the Southern Nevada E-week Expo which is spearheaded by Nevada Center for Entrepreneurship and Technology (NCET) and community partners. Building construction, graphics, culinary, and marketing 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 which were 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;

School districts support career centers through Perkins funding which provides information on career pathways, employment opportunities, military careers and colleges and trade schools. In postsecondary, each college career center offers career advisement for exiting students; all community colleges offer career fairs; and community college instructors have strong relationships with local businesses and provide a link between students and employers.

- Developing valid and reliable assessments of technical skills;
Please see “Progress in Developing and Implementing Technical Skill Assessments” below.
- Developing or enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes;

The ongoing effort to integrate the Career and Technical Education Reporting System into the Student Accountability Information in Nevada has CTE working very closely with the State of Nevada Department of Information Technology (DOIT) to develop the necessary business structure to work within this developing Statewide Longitudinal Data System. Most of the basic planning is complete and is almost ready to start the testing phase. One of the key features in the development of this integration is a Nevada CTE course catalog with assigned CIPs and technical skill attainment levels. The catalog will allow DOIT to develop the specific data collection tools for required reports and additional data capability necessary for “Data Driven Decision Making” for future plans and course development. Nevada plans to apply for the 2012 round of SLDS grant funding to further the ability to link the secondary and postsecondary systems.

- 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

The CTE staff maintains direct communication with educators and counselors throughout the state in secondary and postsecondary CTE programs. Nevada has experienced severe budget shortfalls during the past four years,

causing deep cuts to secondary and postsecondary education. Many CTE programs have been closed and few LEAs are hiring new teachers at this time.

Nevada CTE staff continues to work 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 Nevada Department of Education 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 license 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 Nevada 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, continues to provide a series of tutorial workshops for many LEAs in Nevada. Attendees included students, counselors, administrators and CTE educators at middle schools and high schools.

Current economic development workshops and panel discussions are provided at our annual Nevada Association for Career and Technical Education (NACTE) conferences.

CTE staff participates with a variety of economic development associations in Nevada.

In addition to these activities, a variety of employment information resources were provided such as: DVDs, posters, Career Cluster pamphlets, career interest inventories, and the annually updated Top 50 Jobs in Nevada.

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

- **Progress in Developing and Implementing Technical Skill Assessments**

In fiscal year 2011, after researching the most beneficial methods of implementing quality technical skill assessments, the State joined the Career and Technical Education Consortium of States (CTECS). The purpose of joining the consortium was twofold: (1) to participate with other states employing similar methodology of developing and implementing technical skill assessments; (2) to benefit from the Consortium's expertise in developing high quality, industry-validated skill standards that are aligned with assessments in the most direct way.

After joining the Consortium, the revision and validation process began with the development and/or revision of standards for Architectural Drafting and Design; Mechanical Drafting and Design; Culinary Arts; and Graphic Design. This process enabled specific plan development for the assessment development process to begin for those areas in July 2011, with specific plans in place to pilot test in the fall of 2011 and officially implement the first full round of assessments for selected programs in May of 2012.

After committing to the process described above, it has been decided that the focus for developing high quality technical assessments will be on developing high-quality, properly validated standards, whereby third-party off-the-shelf tests would not provide the type of alignment between standards and assessments needed.

Lastly, the process developed in the spring of 2011 has laid the groundwork for a refocusing of efforts on standards and assessments, both for accountability purposes and to improve instruction.

Implementation of State Program Improvement Plans for the following items:

- 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: All disaggregated categories of students passed this indicator within the 90 percent threshold of the negotiated level of performance of 83.33%. Limited English Proficient students reported a level of 78.85%; these data show a significant increase in performance for this category since the previous year.

1S2: Secondary Academic Attainment – Math: All disaggregated categories of students passed this indicator within the 90 percent threshold of the negotiated level of performance of 56.00% with the exception of Limited English Proficient students that reported a level of 41.99%, once again showing a significant improvement from the previous year.

2S1: Technical Skill Attainment: All disaggregated categories of students passed this indicator within the 90 percent threshold of the negotiated level of performance of 79.50% with the exception of Limited English Proficient that reported a level of 71.36%.

3S1: Secondary Diploma: All disaggregated categories of students passed this indicator within the 90 percent threshold of the negotiated level of performance of 90.00% with the exception of Limited English Proficient students that reported a level of 68.29%.

4S1: Graduation Rates: All disaggregated categories of students passed this indicator within the 90 percent threshold of the negotiated level of performance of 62.00% with the exception of Limited English Proficient students, which reported a level of 36.59%, and Disability Status (ESEA/IDEA) reported 46.21%.

5S1: Secondary Positive Placement: All disaggregated categories of students passed this indicator within the 90 percent threshold of the negotiated level of performance of 93.25%.

6S1: Nontraditional Participation: All disaggregated categories of students passed this indicator within the 90 percent threshold of the negotiated level of performance of 24.00%.

6S2: Nontraditional Completion: All disaggregated categories of students passed this indicator within the 90 percent threshold of the negotiated level of performance of 19.45% with the exception of the male population reporting a level of 12.37% and Students with Disabilities reporting a level of 16.45%.

5P1: Nontraditional Participation: All disaggregated categories of students passed this indicator within the 90 percent threshold of the negotiated level of performance of 26.00% with the exception of the male population reporting a level of 18.98%.

- 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 and postsecondary institution 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 11, must develop strategies for improvement as part of the current and following years' application process. The Department of Education will develop 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 and postsecondary institutions 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:

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 staffs are 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 FY 12. Districts will be encouraged to conduct self-evaluations of their CTE programs to help direct overall program improvement efforts.

Implementation of Local Program Improvement Plans

School districts in Nevada are determined by county boundaries. Nevada has 17 counties, but only 16 have high schools with grades 9-12 and those are featured in the present discussion.

It should be noted that 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 ten 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

Two of the sixteen school districts failed to meet the 1S2: Secondary Academic Attainment in Math at the 90-percent threshold. One district failed to meet the 90-percent threshold for 4S1 Graduation Rate. Fifteen out of the sixteen districts met or exceeded the state adjusted level of performance for 5S1 Secondary Positive Placement. Two districts did not meet the 90-percent threshold for 6S1 Nontraditional Participation. Three 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 school districts, there were consistent percentages of proficient CTE students among the various subpopulations for reading/language arts. In three of the sixteen school districts, CTE students with disabilities had lower percentages of proficient students in reading/language arts. One 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 one or more categories 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. One district had a lower percentage for females and one had a lower percentage for Hispanic students. Three districts had lower percentages of CTE students among individuals with disabilities and limited English proficient while one district showed lower percentages for students that were economically disadvantaged.

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

Three school districts had lower percentages of males attaining technical skills, while one showed lower percentages of females. Two districts had lower percentages for American Indian/Alaska Native students; one with Black students; four with Hispanic students and two with White students. Three districts had lower percentages for individuals with disabilities. Four districts had lower percentages for economically disadvantaged students. Two districts showed lower percentages for students enrolled in nontraditional programs. Three districts had lower percentages of limited English proficient students and two districts had lower percentages for students enrolled in courses that were articulated.

Like the school districts that showed subpopulation disparities in other core indicators, school districts with discrepancies in technical skill attainment for one or more categories 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 Hispanic students; two districts showing lower levels for their students that were disabled and two districts reported lower percentages 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 one or more categories 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 districts, male students reported lower percentages while one district reported females with a lower percentage. In three school districts, students with disabilities and economically disadvantaged students had lower graduation rates. In one district, students who are limited English proficient had lower graduation rates and in three districts, Black,

Hispanic and American Indian/Alaska Native students had lower graduation rates, however, there were insufficient minority students to show comparisons for disparities among race/ethnicity groups. One district reported lower percentages for students enrolled in a non-traditional program.

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

Twelve out of sixteen school districts in Nevada passed this core indicator. Two school districts did not meet the minimum student population in the denominator to be compared. One school district did not meet the required level of performance; however, they were within the 90%. One school district did not have any students in the denominator and therefore was not able to report any results.

One school district showed students that were enrolled in articulated courses as not meeting the indicator but performed within 90% of the required level of performance. That same school district showed female populations not reaching the required level as did the American Indian/Alaska Native, Asian and Hispanic students. 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. Additionally, the school district that reported no results for this indicator will have to address their accountability process.

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

Two out of sixteen districts did not meet the overall indicator. Nine districts did not meet the adjusted level of performance for the subgroup male students while only one district did not meet the levels for female students. Two districts did not meet the levels of performance for students that are American Indian/Alaska Native, White, Hispanic, and two or more races. However, there were insufficient minority students to allow comparisons for disparities among other race/ethnicity groups. Four districts did not meet the levels for students that were in the subgroup for individuals with disabilities. One district had low performance for students designated as economically disadvantaged and for students that were in the limited English proficient category. One district showed lower percentages for students enrolled in nontraditional and one district showed lower results for students enrolled in articulated programs.

Like the school districts that showed subpopulation disparities in other core indicators, school districts with discrepancies in the 6S1 indicator for one or more categories 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

Ten out of sixteen districts did not meet the adjusted level of performance for the subgroup male students, and one district showed lower performance for female students. There were three districts showing lower results for White students and one district showing lower results for American Indian/Native Alaska 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 individuals with disabilities, and two districts with lower levels of performance for economically disadvantaged students. One district reported lower percentages for limited English proficient students while five districts showed lower results for students enrolled in an articulated program.

Like the school districts that showed subpopulation disparities in other core indicators, school districts with discrepancies in the 6S2 indicator for one or more categories 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.