

Consolidated Annual Report, Program Year 2012 - 2013 Nevada

Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

Under the guidance of and with the help of Career and Technical Education Consortium of States (CTECS) various subject matter experts were brought together to develop the various assessments using input from the subject stakeholders and business and industry experts to develop and select questions based on the subject course standards. These questions were then piloted using selected schools around the state. From the pilot results, determinations were made as to the validity and efficacy of each question.

Specifically, the following methodology was used to develop valid and reliable end-of-program technical assessments:

- State standards were developed according to industry standards and current practices
- The standards were surveyed by industry experts to rate the importance and validity of each performance indicator
- Assessment questions were either developed or selected to align to those performance indicators ranked as 'most important' by business and industry
- Assessments were piloted under controlled environments
- Item analyses were conducted for each piloted assessment
- Assessments went 'live' following the item analyses
- Cut scores were established after sufficient test data were available.

Last year, thirty-two program assessments were developed and implemented. The state approved employability skills assessment was also implemented and administered to students enrolled in completion-level CTE courses.

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

The CTE office accountability staff has met regularly with the Nevada Department of Education I.T. and the state assigned personnel from our Enterprise Information Technology Services Division to assure the ongoing integration of CTE into the Student Accountability Information in Nevada (SAIN). As of this year, the Career and Technical Education Reporting System (CTERS) has been terminated and all data is now derived directly from the main department system. The local education agencies are now reporting directly through SAIN eliminating the duplication of effort between two systems and enhancing the accuracy of the reported data. While there are still some problems to resolve, the effort is moving forward and the effort will soon focus on the various type of reports that will further assist CTE in program analysis and improvement.

Consolidated Annual Report, Program Year 2012 - 2013 Nevada

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

The Department of Education monitors all Perkins recipients every two or three years, depending on the size and scope of CTE within the local agency and/or if extenuating circumstances warrant more frequent reviews. Nevada also has a document called "The Quality Criteria, the Lifelong Learning Initiative," that was also incorporated into Nevada's Five-Year Carl D. Perkins State Plan. A self-evaluation program review instrument based on the Program Quality Criteria has been developed for school districts and individual high schools to use to review and evaluate their CTE programs. The site-based document has continued to be used by LEAs on a voluntary, or as-needed basis. Additional programmatic requirements include the development and implementation of state programs of study which identify the key elements of quality programs to include: course sequences, academic requirements, CTSOs, articulation agreements, and relevant industry certifications. The Department also maintains the State CTE Course Catalog to define common nomenclature course descriptions and levels for each course and course sequence. The sequencing requirement defined by the Catalog is mandated for all local programs; this has resulted in local programs analyzing and assessing concentration and completion levels. One large school district, for example, is restructuring CTE to develop stronger career pathway programs as a result of this type of analysis.

The state also has implemented end-of-program technical assessments for each program of study that has an approved set of state standards. The assessment development process includes an industry survey of the performance indicators in each set of standards; the outcome of each survey provides an analysis of the standards from industry experts and serves as a primary component of the assessment development blueprint. The assessment is written using the outcomes of the industry survey. In other words, indicators with high scores are a priority and will be represented on the assessment. The test bank is created and a 100-question assessment is piloted. The assessment writing team then participates in an item analysis workshop and makes appropriate changes. The test is re-administered online in the spring to the program completers. The data is again analyzed by subject matter experts and a cut-score is determined. The standards and assessment process produces detailed results of student performance against state CTE standards. The state process also assesses student achievement of employability or "soft skills" against established state standards.

Special Populations: The CTE assessment follows the same guidelines as the high stakes tests in Nevada. A student's IEP must be followed and administered. CTE programs are designed to enable special populations to meet the levels of performance appropriate for the skill level. If the program is a state certification then the student must participate at the level required by Nevada Revised Statutes. All course sequences, if possible, are articulated with the related postsecondary programs. Several of the programs also have a national certification (EMT, NCCER) in which the didactic portion of the curriculum is flexible but the skill needs to meet or exceed the high demand occupations.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Professional development on new technologies, curriculum, and software was provided for teachers to support state standards and postsecondary programs, as well as to provide training on industry certifications. Nevada's state skills standards and new end-of-program assessment data provide a means to identify and direct program improvement. Teachers attended Project Lead the Way training for new engineering programs and completed High School of Business training to implement rigorous programs of study. College faculty updated their skills and knowledge at national conferences in the fields of business, HVAC, culinary, and IT. State CTE funds were used to develop an in-depth online training for teachers on employability skills to be available to teachers and students statewide. Over 150 teachers piloted the program in the summer of 2013.

Students in programs leading to non-traditional careers were supported through activities such as an outreach and recruitment summer bridge program provided by Truckee Meadows Community College that focused on high school seniors in the Washoe County School District. A student support specialist engaged students in exploration of non-traditional fields in that program. Visits to college campuses for career days at the University of Nevada, Reno, Great Basin College, and the University of Nevada, Las Vegas were targeted at exposing students to non-traditional fields. The College of Southern Nevada sponsored the Apprenticeship Preparation Training (APT) program to prepare women for entry and success in apprenticeships.

Federal funds were used to improve, develop, and expand programs through focused purchase of technology by local educational agencies during FY13. The requirements in local funds application guidelines allow recipients to purchase supplies and equipment to develop, expand, and improve programs. However, such purchases must clearly be tied to larger strategies that encompass comprehensive program improvement. Such purchases must be tied to program improvement to integrate academics, implement the competencies in the state CTE standards, professional development, developing programs of study, etc. The purchases should also be tied to helping sites meet Nevada's Program Quality Criteria. Examples include health science, agriculture, engineering, and information and media technologies programs, among others. Allowable purchases included equipment to meet industry standards and to improve instruction, such as interactive boards and tablet devices to improve teaching methods. Other examples are medical and welding simulators to meet state licensure requirements, microwave and radar systems for engineering, and a hybrid diesel vehicle to meet demands of industry certification.

Purchase of tablet devices allowed for students to participate in virtual job shadowing and mentoring opportunities.

3. During the reporting year, what professional development programs did your state offer, 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? On what topics?

The Office of Career Technical and Adult Education (OCTAE), CTE programs professionals continue to provide a variety of professional development opportunities to meet the needs of LEAs statewide. Technical education and academic personnel, administrators, department staff, guidance staff, and business and industry stakeholders were provided a variety of opportunities for professional development.

Topics continued to include emerging trends in a variety of areas: Continued work on the programs of study initiatives of course sequencing, program standards development with the integration of Common Career Technical Core where applicable, and end of programs assessments. In addition, professional development was provided on our newly adopted Employability Skills for Career Readiness and on emerging partnerships with Nevada economic development entities. Again this year, state associations which represent the program areas held state conferences where professional development was provided by CTE state staff. This year, over 200 secondary and postsecondary instructors, administrators and counselors attended our Nevada Association for Career and Technical Education (NACTE) summer conference. Conference participants were actively involved in workshops, panel discussions, and networking.

With the inclusion of Project Lead the Way and NCCER, multiple trainings were provided to teachers in order to certify them to teach the curriculum standards in the affected areas. In agriculture education, multi-day in-service training opportunities were provided. In the health science area, there were many workshops provided to help teachers implement new standards including a curriculum conference and a culture, diversity and healthy lifestyles conference. In the business education area, the Nevada Business Education Association met four times for teacher training. Nevada FBLA and DECA advisors received training throughout the year on competitive events, including how best to prepare students for them and updates on event guidelines. Training consisted of a full day in September, followed by three hour trainings in the spring, plus a web-based workshop. In addition, Computer Using Educators of Southern Nevada (CUE) conducted a two-day conference and several webinars throughout the year for IT teachers and others on the latest technologies to integrate into the classroom as well as concepts to teach students in IT programs of study.

In the coming year, OCTAE staff will continue to engage in strategies to improve teacher quality through professional development activities consistent with federal provisions and initiatives. This collaborative effort will include activities to seek the input of teachers, principals, administrators, paraprofessionals, business and industry representatives, and other school and State Department of Education personnel regarding the professional development needs of CTE teachers throughout Nevada.

Professional development is promoted throughout the State at local levels through the local funds application process.

4. During the reporting year, how did your state provide 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?

This year a variety of projects were undertaken to serve non-traditional students. A rural high school and an urban community college were the recipients of non-traditional grants. Students from a rural high school visited their regional college and the state's two universities to explore non-traditional careers, education, and training for men. One college provided a program to women to gain education and training to help them enter apprenticeship programs in the construction industry. Many non-traditional materials including videos and informational posters were sent to counseling departments in all the State's high schools. Local application guidelines identify CTE programs leading to non-traditional training and employment and strategies to increase participation.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

The process throughout the years used by Nevada is to encourage each district and college to identify and report on the quantity of students involved in the special needs populations. Once identified, the districts and colleges report what programs they have developed to reach and accommodate these students in each year's grant applications. The various outreach and inclusion programs are then measured for effectiveness by each district and college and adjusted each year by various factors as population shifts and workforce needs. As each college and secondary school district is monitored for compliance, various aspects, such as the various advisory committee notes, the Performance Indicator data reported, and evidence of student enrollment within programs identified as high-skill, high-wage, high-demand programs as well as non-traditional programs are verified.

The four community colleges allocated funds to directly support special population students. For example, the College of Southern Nevada allocated \$83,930.45 to its Disability Resource Center to assist students who encounter various academic and physical barriers; Truckee Meadows Community College allocated approximately \$88,000.00 to support re-entry students enrolled in programs leading to high-wage, high-skill, and high-demand occupations. Western Nevada College utilized \$31,759.00 to support special populations through workshops as well as direct funding to support single parents, displaced homemakers, and other students who qualify under special populations. Great Basin College offered several activities for middle and high school students that qualify as rural, non-traditional, and special populations, including College and Career Fairs, Mining Rocks (industry tours), Parent Information Nights, CTSO events, Classroom presentations, and campus tours.

Examples of secondary LEA efforts are: Clark County School District is providing instructional coaches to help English language learners where the need is indicated. White Pine County School District received funding to enhance their nontraditional recruitment of males with opportunities to visit University of Nevada -Reno, University of Nevada – Las Vegas, and Great Basin College – Elko where students will see available opportunities. Douglas County School District employs an identification system through Personal Education Plan (PEP) for low achieving students and special education students with Individual Education Plan (IEP) to provide appropriate assistance as needed and works in cooperation with Western Nevada College coordinator of disability support services in order to support the transition to college.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Technical assistance was provided for stakeholders in a variety of ways. Support is provided using the Nevada CTE Website resources, correspondence, phone calls, newsletters, meetings, workshops, and site visits. Administrators and teachers are provided technical trainings on the newly updated standards and assessments and desired programs of study outcomes. Teachers involved in assessment development gain a technical understanding of the assessment requirements and results. The State continues to provide extensive leadership to develop new and update existing state standards for CTE programs. In addition, technical assistance is provided to ensure the accurate submission of data.

CTE staff provided technical assistance to teacher licensure staff and potential teachers to ensure highly qualified teachers in CTE programs.

CTE staff provided technical assistance to teachers, faculty and counselors on our newly revised programs of study standards and assessments. Technical assistance was provided to ensure understanding and implementation towards student participation in complete program sequences and towards student achievement of earning a 3.0 GPA, passing the program technical assessment, passing the assessment for Workplace Readiness and earning the certificate of skill attainment.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

92262.1

Number of students participating in Perkins CTE programs in state correctional institutions:

163

Describe the CTE services and activities carried out in state correctional institutions.

1. The amount of Perkins funding; a. Nevada Youth Training Center (Independence H.S.): \$46,131.05 b. CO Bastian: \$46,131.05

2. The number of CTE students; and a. Nevada Youth Training Center : 71 students b. C. O. Bastian: 92 students

The Nevada Youth Training Center had four main program areas in which it invested its Perkins funds. A brief description is included below:

Horticulture/Landscaping: The funding was used to replenish the standard tools that are required in landscaping like shovels, racks and pruners. These tools support the standards that cover grafting and soil management. This program also has a green initiative, therefore, they purchased some movers that recycle the cuttings into the landscaping. Also, two chain saws became part of the inventory to help remove larger timber items when necessary.

Construction/Auto Technology: The majority of the items purchased were items of higher value that would bring these two programs up to the current industry level. This included a modern spray painter that is mobile and tire changing equipment. The automotive program completers receive a national certification from the Hunter Engineering Company which is competency based.

Business Education: Technology is always changing and the program of study related to administrative services and graphic design purchased some updated software that required computers with higher level processors. This purchase enabled the site to update antiquated computer systems.

CO Bastian used Perkins funding to support program improvement in the following areas: **Horticulture:** The main piece of equipment for this program was the purchase of a seed germination chamber. The growing zone in this area allows for yearlong germination so, therefore, they sell vegetable and bedding plants throughout the year.

Trades: The school wanted to increase the employability skills of the students going through the welding program of study so they added stainless steel and aluminum welding to the curriculum. A small portion of their funds was put into professional development and the remaining went into equipment to enable the program to meet American Welding Society (AWS) specifications for test requirements.

Business Education/Media Technology: The school has established a graphics design program and purchased updated Adobe and drafting software.

Family and Consumer Sciences: This program area is working in conjunction with the IT program area to create high quality weather resistant banners. The program also used the remaining funds to supplement the purchase of ServSafe curriculum and textbooks.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

N/A

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

Yes

In Nevada, there are still only a few charter schools which offer career and technical education programs. The Office of Career and Technical Education continues to support CTE programs in existing charter schools. CTE staff assists the State Charter School Authority where a review of CTE programs and/or technical assistance is needed. Charter schools, such as the Academy for Career Education in Reno, which operates under the Washoe County School District, are supported with Perkins funds just as are other public schools.

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

In FY13, Perkins funds supported Family and Consumer Sciences (FCS) programs which included 82 teachers serving 13,637 students (duplicated count) in 62 high schools. This FCS participation represents an increase of 597 students while experiencing a reduction of 27 teachers, and a program at one high school, from the previous year. The effects of the recession on Nevada's economy have continued to create challenges for the maintenance and growth of programs. Many schools saw seven or eight period days reduced to six periods, reducing students' elective opportunities and subsequently the need for teachers. Closing programs when teachers retire is a cost-saving strategy which has affected some programs. In addition, some school districts have not been able to find qualified teachers to fill open positions.

On the positive side, the introduction of three-year programs of study has helped students focus on choosing a career pathway to pursue, which has increased student participation. Nevada FCS offers courses, using industry validated standards, in the following areas: Early Childhood Education, Culinary Arts, Family and Consumer Sciences, Fashion, Textiles and Design, Foods and Nutrition, and Housing and Interior Design. Standards have been created or revised for Baking and Pastry and Early Childhood Education. Baking and Pastry and Early Childhood Education programs offered completers the opportunity to take the end-of-program assessment for the first time. Program completers who passed the assessment, passed the Workplace Readiness assessment, and earned a 3.0 GPA in their program sequence earned the new State Certificate of Skill Attainment.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

Yes

Students who have dropped out of high school or who are in adult education programs were supported indirectly with Perkins funds in a variety of ways, including the promotion of career pathways for adult learners at sites offering CTE programs for regular secondary students. However, Perkins funds were not used directly in coordination with activities authorized under the AEFLA for programs serving adults in adult education programs or school dropouts.

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

Yes

Opportunities in school districts and community colleges were provided for students to gain job search skills using the Website tools now provided by the Nevada Department of Employment, Training and Rehabilitation's (DETR) Website for Nevada Youth/Young Adults. Staff time is provided to work with the Governor's Workforce Investment Board and Industry Sector Councils to develop materials which link CTE high school programs of study to pathways aligned to the nine industry sectors. Those sectors include: (1) Clean Energy; (2) Manufacturing; (3) Business and Financial Services; (4) Aerospace and Defense; (5) Agriculture; (6) Information Technology; (7) Logistics and Operations; (8) Mining and Materials; and (9) Tourism, Gaming and Entertainment.

Articulation of many courses between the high schools and the community colleges continues to provide a means of continuing education while reducing the cost and time to earn a certificate or degree by earning college credit at the high school level. In addition, grant funding provided opportunities for high school students in non-traditional programs to visit non-traditional college programs.

Consolidated Annual Report, Program Year 2012 - 2013 Nevada

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide 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 has continued its collaboration with the Career and Technical Education Consortium of States (CTECS) in FY13 to revise standards and develop end-of-program technical assessments. As part of this process, CTE staff partnered with the Office of Assessment, Program Accountability and Curriculum (APAC) within the Department of Education to ensure a proper alignment of Common Core State Standards (CCSS) to all CTE standards. Professional development on the Common Core State Standards and literacy in the CTE classroom were the focus of professional development throughout the year, particularly at the 2013 NACTE Summer Conference. Because of these combined efforts, CTE teachers are now more knowledgeable on the CCSS and how to address them in the classroom.

Local school districts provided districtwide training on literacy strategies and common core state standards that were attended by all CTE faculty and staff.

Counselors across the state received professional development on programs of study, CTE State Catalog, and their role in using them with students, parents and teachers.

2. During the reporting year, how did your state support 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.

Nevada currently fosters partnerships between secondary and postsecondary education in a variety of ways. This year, one area of focus is streamlining articulation agreements between secondary programs and postsecondary institutions. A committee of statewide stakeholders met two times this year to create a new vision of articulation with each of the institutions. Dual-credit programs that share instructors and/or facilities are also in place.

Business and industry partnerships are continuing to strengthen at the local and state level. Technical advisory committees are organized by local education agencies and community colleges for each program area. The advisory committees meet at least three times a year per regulation, and their representatives ensure that CTE programs continue to develop to meet industry needs. At the state level, business and industry representatives work in partnership with teacher teams to develop current industry-appropriate standards for program sequences, and also validate the assessment development. Staff members are also active on several different Industry Sector Councils, which consist of business and industry representatives, economic development authorities, the Governor's Office and a variety of local and state representatives.

Rural school districts often partner with business and industry to provide instruction in needed fields such as health sciences and law enforcement. Professionals teach one or two classes a day in order to provide students an opportunity to complete CTE programs of study. Online learning and hybrid approaches to delivery have provided additional success avenues to program completion.

Secondary and postsecondary members of the Nevada Association for Career and Technical Education (NACTE) collaborate on professional development opportunities at the annual summer conference. Postsecondary instructors have provided targeted training workshops for secondary instructors for skill enhancement. Career and Technical Student Organizations (CTSOs) continually partner with business and industry representatives who serve as subject matter experts, judges, and board members.

Nevada educators and state staff continue to serve as representatives in CTE-related organizations, such as NASDECTEc, MBA Research and Curriculum Center, Consortium for Health Science Education and National Association for Agriculture Educators. Staff members served on national boards and committees, gaining insight from the national perspective.

Adult High School programs in Nevada support the use of CTE programs in school districts and correctional facilities through program funding. Certifications such as ServSafe and those for the areas of welding or HVAC are funded and supported through Adult High School funding and are a point of emphasis in the State's funding formula for those programs. The Office of Adult Education continuously provides support and encourages programs to implement and maintain CTE programs as part of the student's ability to transition to a college and career pathway. However, no Perkins funds are currently used for partnerships with adult education programs.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

CTE staff continued improvement initiatives for career guidance and academic counseling programs that assist students in making informed academic and career and technical education decisions. A statewide database of all school counselors and career guidance professionals was maintained to disseminate information, including a quarterly newsletter of hot topics, CTE initiatives, legislative updates, professional development, and collaboration projects. Activities conducted during the year included: the Leadership Forum, which focused on current issues related to secondary school counseling; transition plans for students related to programs of study; CTE course sequencing; CTE certificates; training for teachers and counselors on the Nevada Career Information System; and the updated Nevada School Counseling Comprehensive K-12 Standards. Examples and links may be found in the Guidance Counseling section on the new CTE Website: <http://cteae.nv.gov/>.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Nevada has four full-time coordinators to service the four regional college service areas. The coordinators develop articulation agreements between secondary and postsecondary institutions. Last year, there were over 150 state-recognized CTE courses that articulated with over 120 different postsecondary courses in the four postsecondary colleges, as well as three courses that articulate with an out of state postsecondary institution.

Last year, 18,966 students had the opportunity to earn college credits through enrollment in articulated career and technical education courses. Junior and senior students must maintain a 3.0 average to earn this credit. Over 17,000 credits were issued to students in 2012-2013.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

Yes

Nevada used Perkins funds in a variety of methods to support initiatives that facilitate the transition of students from sub-baccalaureate career and technical education to baccalaureate status. Each of the four community colleges has four-year degree programs available to their CTE students. They include, but are not limited to:

Great Basin College: Bachelor of Applied Science in Digital Informational Technology; Graphic Communications; Land Surveying/Geometrics; Instrumental Technology; Ag Education; and Business Endorsement

Western Nevada College: Bachelor of Technology in Construction Project Management

College of Southern Nevada: Bachelor of Science and Bachelor in Applied Science in Dental Hygiene, Medical Laboratory, Cardiorespiratory Sciences

Colleges further support the transition of students by providing funding for re-entry employment specialists, lab managers and assistants, bilingual instructors, scholarship assistance, student mentors, academic tutors, interactive software trainer and Perkins Education Grant support for participants in programs that can continue on to baccalaureate status. These programs are often targeted to special population students.

Also, pilot programs such as the Project Lead The Way pre-engineering programs have been started in secondary schools with plans for expansion in 2013-14. These programs are preparatory and designed to ultimately prepare students for success in four-year engineering programs.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Career and Technical Student Organizations (CTSOs) are supported in Nevada by Federal Perkins Funds, State Leadership Funds, and Local Organizational Funds. The following CTOSs serve secondary and postsecondary students in Nevada: DECA, FBLA, FCCLA, FFA, HOSA, and SkillsUSA. CTOSs 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 funds support teacher and student travel expenses and registration fees for CTOS leadership conferences. Local organizational funds allow the CTOSs to support all other CTOS activities. The outreach to all eligible students, including special populations, has resulted in a net increase overall.

CTSO		DECA	FBLA	FCCLA	FFA	HOSA	SkillsUSA	Total	Student Members
2068	1309	552	2033	1021	3521	10,504			

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

Perkins leadership funds were used to support the aggressive writing/revision of state standards for CTE program and end-of-program technical assessments. Teacher teams alongside business and industry partners developed or revised standards for over 30 programs in FY13. State Skill Standards address all aspects of an industry by including career exploration and employability skills, and all related CTE programs are required to align instruction with the state standards. Expenditures for program improvement must be based on supporting the alignment to state standards, also. During FY13, support for the Employability Skills for Career Readiness standards led to the implementation of the Workplace Readiness Assessment in FY13 and an expansion of technical skills assessments in 22 more programs. These two assessments, with a qualifying grade point average, provide CTE completers with a statewide credential. The first issued statewide Certificate of Skill Attainment was earned by over 700 students in FY13.

Work-based learning is encouraged in every program area and is more clearly defined in the new CTE State Course Catalog. Many local agencies have designated staff to assist with placement in job shadowing, internship experiences, and employment. Programs are intensely hands-on, especially at the college level, where work environments and best practices are modeled.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

The primary use of Perkins funds is in support of each district's CTE administrator to encourage, develop, and maintain the various advisory committees supporting the school CTE programs. Regular meetings are held in each district to plan requirements and needs throughout the school year. Teachers are encouraged to take the opportunity to build relationships with their district's business partners, which lead to further support of their programs.

Partnerships at the state level with regional economic development agencies, the Nevada Department of Employment, Training and Rehabilitation, and our postsecondary partners help identify and recruit many of the involved business and industry professionals that are helping to shape the CTE educational future of Nevada. To increase the relevance of these relationships, business and industry professionals provide their time as part our state standards writing teams. The writing occurs in our Carson City or Las Vegas offices, where we facilitate bringing business and education professionals together for the purpose of assuring that the standards are meeting the educational needs and requirements within Nevada.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Nevada CTE is under a complete overhaul. Over the past year, initiatives have been focused on the development of common course names, state standards, programs of studies, curriculum frameworks, and end-of-program assessments. The Department of Education released a new Certificate of Skill Attainment for students that have completed a program of study with a 3.0 GPA, passed the workplace readiness assessment, and passed the end-of-program technical assessment.

Leadership funds are utilized for new and existing program development. With the development of the State CTE Course Catalog, programs now have a common program and course name. During the development of the Course Catalog, a new focus was to organize the programs by career clusters and pathways. This also supported a collaborative working relationship with the Nevada Department of Employment, Training and Rehabilitation (DETR). DETR is in the process of helping market CTE programs to business and industry representatives, including the nine industry sector councils.

Reserve funds are still earmarked for the development of new programs that are high demand in Nevada according to the industry sector councils and economic development authorities.

The four community colleges offer distance education courses and articulation agreements with secondary education agencies. At this time, conversations have started around the articulation process and requirements. Career and technical education is moving forward at full speed and continues to look at what is best for our students to better prepare them to be college and career ready.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

The new program of study in Entrepreneurship was implemented in FY13. Approximately ten schools offered the program and the first completers will be reported in FY14. The Department of Education continues to co-sponsor the annual Nevada High School Business Plan Competition with the Nevada Council for Economic Education. A record number of thirty-one plans were reviewed in 2013 by a team of judges made up of business professionals.

11. During the reporting year, did your state use Perkins funds to improve 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?

No

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No

Consolidated Annual Report, Program Year 2012 - 2013 Nevada

Step 4: Technical Skills Assessment

Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

We currently have approximately 23 new assessments scheduled for pilot testing. Adding to the list above, this will bring us to above 50 assessments available by the end of the current year. As is practical, we will have the majority of our courses covered by state approved assessments by the end of FY 15.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Consolidated Annual Report, Program Year 2012 - 2013 Nevada

Step 8: Program Improvement Plans

Extension Requested?

No

Required Program Improvement Plans

Your state has met at least 90% of the state adjusted level of performance for all core indicators of performance. You do not need to provide state program improvement plans.

Secondary Program Improvement Plans

Nevada has met at least 90% of the state adjusted level of performance for all core indicators of performance.

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 84.50%. except Limited English Proficient students reported a level of 78.85% an increase from 29.47%; Disability Status students reported a level of 68.10% an increase from 60%. 1S2: Secondary Academic Attainment – Math: The disaggregated categories of students did not pass this indicator within the 90 percent threshold of the negotiated level of performance of 40.50% are as follows: American Indian or Alaska Native reported a level of 22.22% a decrease from 79.31%; Black or African American reported a level of 31.43% a decrease from 66.81%; Hispanic/Latino reported a level of 32.56% a decrease from 76.24%; Native Hawaiian or Other Pacific Islander reported a level of 28.57% a decrease from 89.72%; Disability Status reported a level of 28.79% a decrease from 59.90%; Economically Disadvantaged reported a level of 33.61% a decrease from 77.10%; Limited English Proficient students that reported a level of 28.99% a decrease from 39.58%. Unfortunately this was expected due to a significant increase in the assessment cut score and part of the reason why we requested a reduction of the State Adjusted Level of Performance. The Nevada Department of Education is reviewing this outcome since there was a significant drop overall. 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 55.22% an increase from 25.93%, and Disability Status (ESEA/IDEA) reported 46.92% an increase from 44.14%. Both groups are showing increases. 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. Districts will be encouraged to conduct self-evaluations of their CTE programs to help direct overall program improvement efforts.

2P1: Postsecondary Degree or Credential: All disaggregated categories of students passed this indicator within the 90 percent threshold of the negotiated level of performance of 51.00% with the exception of Black or African American students which reported a level of 41.04% an increase from 36.84%. 5P1: Participation in Postsecondary Programs Leading to Nontraditional Training and Employment: All disaggregated categories of students passed this indicator within the 90 percent threshold of the negotiated level of performance of 32.00% except for Males enrolled in programs underrepresented by males which reported a level of 9.47% an increase from 9.06%. This category is still proving a difficult due to the economic problems still being encountered within Nevada.

5P2: Completion of Postsecondary Programs leading to Nontraditional Training and Employment: The disaggregated categories of students did not pass this indicator within the 90 percent threshold of the negotiated level of performance of 40.50% are as follows: Males enrolled in programs underrepresented by males which reported a level of 12.26% an increase from 12.11%; American Indian or Alaska Native reported a level of 25.64% an increase from 22.73%; Black or African American reported a level of 26.09% a decrease from 29.13%; White reported a level of 25.22% a decrease from 28.65%; Unknown reported a level of 25.93% an increase from 22.67%; Individual with Disabilities reported a level of 19.23% a decrease from 41.67%.

Local Program Improvement Plans

Secondary 1S1 (1) 1S2 (2) 4S1 (2) 5S1 (1) 6S1 (3) 6S2 (2)

Postsecondary 4P1 (1) 5P1 (2) 5P2 (2)