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

During this third year of assessment development, state end-of-program technical assessments were developed for 21 CTE programs, bringing the total to 51 assessments developed. These assessments covered over 95 percent of CTE program completers. The assessments developed in 2013-14 include the following: (1) Agriculture Business Systems; (2) Agriculture Leadership, Communications and Policy; (3) Environmental Management; (4) Veterinary Science; (5) Sports and Entertainment Marketing; (6) Foods and Nutrition; (7) Hospitality and Tourism; (8) Medical Assistant; (9) Nursing Assistant; (10) Animation; (11) Computer Science; (12) Fashion, Textiles, and Design; (13) Photography; (14) Video Production; (15) Architecture and Civil Engineering; (16) Automotive Technology; (17) Collision Repair Technology; (18) Construction Technology; (19) Furniture and Cabinetmaking; (20) Mechanical Technology; and (21) Digital Game Development.

The assessment development project for 2013-14 also included cut-score development for 25 assessments developed and implemented the previous year.

As a member of the Career and Technical Education Consortium of States (CTECS), a systematic approach has been applied to all assessment development work to ensure end-of-program assessments are valid and reliable. All assessments were developed so they directly aligned to state standards. The assessment results provided teachers with overall skill attainment results (for program completers) and guidance where to emphasize instruction, based on the test performance.

The assessment development process included the following: (1) development of new state CTE standards or revision of existing state CTE standards; (2) validation by business and industry; (3) industry surveys of the standards to determine those standards (i.e., IT Networking) most critical to the industry; (3) development of the pilot assessment, using the industry surveys for the test development blueprint; (4) pilot testing; (5) item analyses based on the pilot testing; and (6) live testing. The last phase of the assessment development is cut-score development, which is conducted the year after live testing to ensure proper test data is available to set cut scores.

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 accountability staff drew much of its data directly from the Student Accountability Information in Nevada (SAIN) through a “front end” program that refreshed as the main system refreshed nightly. However, three of our districts now used or are moving into a new student information system called Infinite Campus. As with any new system, there are adjustments that are required and regular meetings are held to determine how and when the “front end” data ports will work as designed. In the future, all districts will use the Infinite Campus system allowing for even greater accuracy and abilities as various data requirements change from program to program.

A Student Longitudinal Data System is now under development. Integration efforts are underway with data testing occurring sometime in Spring of 2015. The State’s K-12 interface with the Nevada System of Higher Education will continue to enhance capabilities to track CTE students as they progress from secondary to postsecondary education.
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?

Program effectiveness in secondary programs is measured by the number of students enrolled, the increase in enrollment, number of students continuing in the sequence, numbers of completers, percent of students passing the assessments, and number of students earning a state skills certificate. In FY14 95% of completers took an end-of-program technical assessment, up from 55% in FY13.

1. The Nevada Department of Education (NDE) assessed the approved programs through the following data:

2. Technical Skill Assessments – All students in a completer level course that has an assessment (56.7% pass rate in FY14)

3. Employability Skills Assessment – All students in a completer level course (83.1% pass rate in FY14)

4. CTE Certificates – All completer level students who achieved a GPA of 3.0 or better and passed both assessments (39.9% award rate in FY14)

5. Course completion -All completer level students with a GPA of 2.0 or better

6. Graduation Rate

7. Attendance Rate

8. Drop Out Rate

9. Course Sequence Continuation Rate

10. Special Population Rate

The Nevada Program Quality Criteria CTE Program Self-Assessment instrument was also utilized in secondary schools to evaluate strengths and areas in need for each specific program. Individual teachers used assessment results to improve teaching strategies and to help determine program improvement needs.

The College of Southern Nevada (CSN) has program-specific assessments of student learning projects which are on-going. Many programs are working on, and continue to work on practical exams to determine students’ competency in using industry-standard equipment.

Western Nevada College (WNC) is committed to achieving national accreditation or industry credentials in each of its CTE program areas. Industry sectors relate well to portable credentialing associations that identify competencies for a desired career path. This effort ensures institutional excellence for WNC CTE programs.

Great Basin College (GBC) has a strategic plan for each program which is reviewed twice each year to determine what works and what needs modification. All colleges report on Perkins performance indicators.

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

The State worked closely with our community partners in determining and developing the direction of CTE through their input on the state course catalog and state standards. The state standards guide equipment and technology expenditures, whereby the rationale for such purchases is based on the need to meet state standards. Examples of local expenditures to develop, improve, or expand the use of technology are below.

Some local agencies used local funding for facility upgrades that allowed industry standard technologies to function, such as wireless capability, smart board installation, and electrical needs.
Funds were used for software simulation products such as the Virtual Office, Retail and Restaurant Labs, TIPs (hospitality), and online training systems in pharmacy practices, culinary arts, automotive and agriculture. Project Lead the Way (PLTW) programs were supported through the purchase of equipment needed to implement new sites and expand existing sites.

Devices such as iPads or other tablets, laptops, and computers for graphics were purchased to provide updated delivery of curriculum and to facilitate project-based learning. The purchase of Tricasters and Makerbot Replica updated technology in video production and engineering programs respectfully. GoPro cameras were purchased to increase learning on difficult tasks and student engagement.

CSN expanded programs in air conditioning technology to include large commercial facilities and central plant operations and in radio production with a voice-over talk show phone system to practice “taking calls” during a live radio broadcast. An ultrasound training simulator was added to the diagnostic medical sonography program and an electronic warfare module was added to the radar trainer purchased in FY 13 providing in-depth, hands-on training for the defense industry.

Truckee Meadows Community College (TMCC) added needed equipment in the diesel, geothermal and renewable energy programs.

WNC updated and expanded hardware training resources to enable the Cisco Networking Academy to enroll and train more students in the core foundation classes. A nursing simulator was also added to the nursing program to extend experiences to more students.

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?

Local community colleges provided secondary teacher training in the areas of animation and photography to help update teacher skills on the latest software and techniques required by the state standards.

Guidance counselors across the state received training on CTE Assessments and credentialing.

Each year, the NDE supports the Nevada Association for Career and Technical Education annual conference by providing a staff liaison, collaborating on developing the conference programming, and providing renewal credit to participants. CTE teachers, administrators, postsecondary faculty and state staff come together to network, attend professional development sessions, and exchange best practices.

Clark and Washoe County School Districts held professional development programing throughout the year and invited smaller counties to participate. Trainings included topics such as writing across the curriculum, curriculum mapping, implementing state technical and employability skills standards, and integrating the Nevada Academic Core standards into the curriculum.

Clark County School District offered professional development for first-year CTE teachers including a six-part series of trainings that included mentoring, classroom management, the online lesson planning and standards system (Curriculum Engine), and teaching strategies. A district wide online training offered to teachers, counselors, and administrators contained general information on grants and amendments, programs of study, workplace readiness assessments, skill of attainment assessments, and college credit articulations. An instructional coach provided one-on-one professional development for new and struggling teachers on site. The online learning modules on Employability Skills for Career Readiness were maintained and continued to train teachers across the State.

Washoe County professional development opportunities for teachers were significantly restructured in 2013-14 to align with implementation of district-wide initiatives. Monthly professional learning communities (PLCs) provided opportunities for CTE teachers within a discipline to work on curriculum mapping and common assessments together. Professional development opportunities expanded to include counselors (middle school and high school), administrators, registrars, curriculum and instruction coordinators, and the district Board of Trustees in an effort to improve understanding of and show value for CTE coursework and outcomes. Washoe automotive teachers received training in the LJ System, which all programs feature. Updates and on-site troubleshooting were also provided to each program.
GBC and CSN sent faculty members to various professional development conferences to update knowledge and skills in the program areas of Health Sciences, Human Services, Business, IT Networking, Culinary, Hospitality, and Career Clusters.

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?

Washoe County School District provided preparation for and exposure to non-traditional fields through comprehensive outreach and community partnerships, as well as a recruitment and mentorship program for young men interested in health sciences. In 2013-14, non-traditional exposure, enrollment and retention goals focused on Nevada’s high need areas, such as Information Technology, Skilled & Technical Sciences, and Health Sciences. Washoe County School District received Perkins competitive grant funds to focus on non-traditional mentoring and recruitment for health science programs. Grant funds were used to develop a recruitment video for middle school students, boys in particular, to motivate them to consider careers in health-related fields. The video highlights certification, postsecondary education and career options associated with different health careers and are being shown in middle school science classrooms to gather data about effectiveness.

In the Carson City School District, ninth grade students participated in six career weeks that were coordinated by the CTE department. During the career weeks, ninth graders listened to industry guest speakers, toured CTE programs and took interest inventory surveys and self-assessments. A Women in Manufacturing business roundtable connected twelve high-level female executives in the manufacturing/engineering industry with high school students to learn how the women started their careers.

CSN supported non-traditional promotional programs in apprenticeships and health sciences. The Apprenticeship Preparation Training (APT) program at CSN prepares women for placement in apprenticeships in the construction trades. The program is designed to provide women, who have multiple barriers to employment, the opportunity to receive the financial support, education and employment skills to successfully apply for and be accepted into registered apprenticeship programs. Through Perkins Nontraditional grant funds, CSN provided this program in Spring 2014. Additionally, CSN has been increasing enrollment of males in the Diagnostic Medical Sonography- Cardiac/Vascular tract, which results in working with pediatric and adult echocardiography and vascular ultrasound. The Cardiac/Vascular tract is an area of job growth which may appeal to both male and female students. Ambulance simulators were purchased to better prepare female students in Emergency Medical Technician programs for the lifting required in the field.

The Douglas County School District held Career Days with representatives from nontraditional occupations, and students attended the Western Nevada College Day, which included nontraditional representation. They also held the annual career presentation by Barton Memorial Hospital nurses, which included a male nurse to inspire and encourage male students to consider the nursing field. Internship opportunities were available to junior and senior students who met the criteria for participation, and non-traditional occupations were encouraged and supported by business partners.

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?

Washoe County School District engaged in a comprehensive study of their special populations students to gain a better understanding of their needs, the needs of their teachers in order to better serve them, and the needs of other assigned support staff. As a result, the CTE office developed relationships with the district counseling department, ESL, and Special Education educators.

Douglas County used a Personalized Education Plan (PEP) to assist this population to overcome the barriers that may present themselves. Accommodations to ensure that students' have opportunities for full participation were written into Individualized Education Plans (IEP) for that population. For example, an adjustable stainless steel workshop was provided in Culinary Arts class for a wheelchair bound student. Also, many students identified through the PEP or IEP were included in the WNC College Days and the Bridge to Success Program as well as, networked with the college’s Coordinator of Disability Support Services to support transition to college.

Carson City School District agriculture department developed a model program for severely profound IEP students. The district was able to commit a paraprofessional to assist in the greenhouse for much of the school day. This enabled students with special needs to work in the greenhouse on a daily basis. These students mastered skills such as planting seeds, transplanting plants, pruning plants, weeding, raking, hauling compost, and watering.
The Disability Resource Centers on all college campuses provided services to students with disabilities including advisement, accommodations such as interpreters, readers, note takers, and quiet testing rooms. For example at CSN, any student with a documented disability, as well as any staff or visitors can receive accommodations, free of charge.

In both the secondary and postsecondary programs, financial assistance allowed students to engage directly with programs and with associated career and technical student organizations. All of the schools provided accommodations where determined or requested.

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

The Department of Education provided technical assistance for eligible recipients through a variety of methods. Each staff professional staff member assigned to the CTE in the Office of Career Readiness, Adult Learning & Education Options is assigned to a region consisting of secondary and postsecondary local educational agencies. The regions are: Southeast Region, Northeastern Region, Western Region, and the Washoe Region. A point person and back-up person are assigned to each region for the purposes of technical assistance. In addition, each agency within each region knows the content specialization of each department professional staff member. So, each LEA has a technical assistance contact for grants and a technical assistance contact for program development.

Additional emphasis was placed on the organization of the CTE webpages on the Department of Education's website. The webpages include resources for the following: (1) grants administration; (2) compliance; (3) program development; (4) accountability; (5) CTE assessments; and more.

Last year, one statewide meeting was held in November 2014 for all CTE administrators. In the spring, a short series of web-based meetings were provided for additional technical assistance. Throughout the year, the CTE staff readily provided ongoing communications with local recipients, following organized lines of communications.

A grants calendar is developed each year to provide local recipients with due dates for local grant application submissions and accountability requirements. In addition, seven local agencies were officially monitored; the monitoring visits were all site based with technical assistance integrated into the compliance reviews.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

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

64746

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

193

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

In FY14, the Department of Education authorized funds those institutions that provide CTE programs for adjudicated youth.

Lincoln County School District served 109 students at C.O. Bastian High School in programs funded by the Perkins Act. This youth correctional facility school requires all students to participate in CTE programs. Students are able to participate in CTE programs that include graphic design, culinary arts, interior design, agriculture, and hotel management. Preparing students for industry certifications is encouraged whereever possible. In addition, there is staff on hand at all times to assist with counseling services.

The Nevada Youth Training Center / Independence HS (Elko, NV) had 84 students enrolled in the school. Of those 84 students, 81 of them participated in at least one CTE program. Programs provided include automotive technology, welding, lube and tire maintenance, landscaping, culinary, desktop publishing, and employability skills. Of particular interest is how Independence H.S. has implemented a standards-based instructional program for employability skills; the program includes the state Workplace Readiness assessment and the certification students received upon passing the assessment.
Clark County School District provided students more opportunities to participate in the class run embroidery business through the purchase of another embroidery machine. The embroidery business provides real world, hands-on job training in the industry. The program exceeded the grants measurable objective’s target with 83% of students enrolled in the Business Management program at Spring Mountain Youth Camp achieving a grade of B or better for the time they were enrolled in the program. Of the twelve students earning grades each semester, ten (83%) earned a B or better in courses.

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.

Not applicable.

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

Yes

In Washoe County, two public charter schools were supported with Perkins funds: Academy for Career Education in Reno, and I Can Do Anything Charter High School. The Clark County CTE Director and state staff met with charter schools in Clark County to explain CTE programs and discuss their efforts to offer CTE programs.

The state Office of Career Readiness, Adult Learning and Education Options staff assists the State Charter School Authority where a review of CTE programs and/or technical assistance is required.

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

Yes

There were four schools offering the Family and Consumer Sciences general program of study in 2013-14. Purchases included general supplies, items of value, and travel for teachers to participate in professional development. Also, state leadership funds supported standards development for some family and consumer science programs.

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

Clark County School District provided teachers at Desert Rose Adult High School training on ServSafe. Desert Rose students in Culinary Arts and Hospitality and Tourism programs of study all had the opportunity to attend industry tours. As described earlier in the narrative, Perkins funds supported CTE programs and students at youth correctional centers. Many of these youth do not have high school diplomas and represent a high at-risk population. Funding supported training in employability skills and specific CTE programs. Although not able to fully teach state standards because the adjudicated youth in these facilities are in attendance for up to nine months, the programs provide a valuable service to encourage the students to continue their education and training in a career pathway.
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

Through the Re-Entry Center at CSN, students in CTE programs with needs used supportive services to assist them in continuing their education. Some of these services were tuition and textbook support, career-specific equipment, and transportation support. Some of the specific equipment provided included uniforms for nursing, paramedic, automotive and culinary students, as well as stethoscopes for nurses, knife sets for culinary students and personal protective equipment for students in various CTE areas. The ReEntry Center also provides workshops for students on topics varying from study and life skills, test anxiety, resume writing, job interviewing, to nontraditional career exploration.

WNC and TMCC also provide support to students enrolled in programs leading to high-wage, high-skill, and high-demand occupations, by providing support for instructional supplies, child care, transportation, tuition, and advising assistance.
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?**

State standards for CTE programs all include a crosswalk to Nevada Academic Core Standards in English Language Arts, math, and science. Within each crosswalk and as they apply, the CTE performance indicators are directly aligned to the specific academic standards. The crosswalks are developed collaboratively between staff assigned to CTE programs and staff assigned to academic programs.

In various school districts, science credit is awarded to students who enroll in and complete CTE coursework in agriculture science and health science programs.

Lincoln County School District emphasized teaching reading and writing across the curriculum. All classrooms engaged students in reading and writing corresponding with each subject’s curriculum. Students struggling with academics were given opportunities to work with teachers before school, after school, during lunch, or to enroll in a study class wherein teachers are available for one-on-one help. Peer tutoring is also offered to CTE students.

Churchill, Humboldt, Nye, Mineral, Washoe, and White Pine County School Districts held collaboration days or professional development events committed to reviewing the academic standards and how they can be incorporated into CTE curriculum.

The equivalent of Math 116 at GBC was embedded in Welding, Diesel, and Electrical Technology programs and a challenge exam to waive taking the Math 116 course was used to effectively assess student mathematical competency.

At TMCC, a summer bridge program was offered for students who did not place into Math 116 prior to entering their career and technical education field of study so that they have a solid mathematical foundation to comprehend concepts in their CTE courses.

CSN has been studying the integration of general education requirements in CTE programs and this self-study resulted in some very effective curriculum change. For example, a prerequisite was removed from English 107-Technical Writing. This course focuses on the professional writing process such as e-mails, business correspondence, proposals, reports and websites. Applied Communications focuses on oral and written communication skills for the workplace, including organizational networks, interviewing, presentations, listening and working in groups. Students no longer take a prerequisite for this course. In additional to Fundamentals of College Math and College Algebra, students learn applied math concepts in new courses of Mathematics for the Trades, Mathematics for Allied Health Programs, Applied Mathematics, Mathematics for Electronics Applications, Advanced Mathematics for Electronics, Mathematics for the Hospitality/Gaming Industry, Technical Mathematics, and Mathematics of Finance.

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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.

State law requires every school district to have an advisory technical skill committee that includes membership representing postsecondary education, business and industry, parents, and students. Postsecondary institutions maintain program specific industry advisory committees.

State staff, postsecondary faculty and district representatives serve on the governor’s nine Industry Sector Councils to support growth of those industries in Nevada. The state CTE director serves on the Governor’s Workforce Investment Board.

The State CTE College Credit Steering Committee met throughout the year to design the new statewide articulation system and propose policies changes. The Committee consisted of representatives from secondary and postsecondary education in rural and urban areas of the State.

All state standards are reviewed by industry panels to insure standards are current and relevant to industry. Industry experts also complete the criticality surveys that guide end-of-program assessment development. In FY14, twenty three different program standards and assessments were developed.

State staff served in leadership positons in CTE-related organizations, such as the Career and Technical Education Consortium of States (CTECS), the National Association of State Directors of Career and Technical Education (NASDCTEc), MBA Research and Curriculum Center, National Consortium for Heath Science Education, National Association of State Administrators of Family & Consumer Sciences, Project Lead the Way, and National Association for Supervisors of Business Education (NASBE).

Churchill County High School partnered with local business on the senior construction house. Students worked alongside small business owners to complete the specialty jobs associated with building a home including cabinetry, flooring installation and plumbing.

Humboldt County School District worked with The Mining Foundation, meeting monthly to support local schools with specific emphasis on the CTE programs at Lowry High School. The Foundation donated time, money, materials and expertise annually to assist students in classes and preparing for competitions. Strengthening relationships with GBC provided additional opportunities for students to continue post-secondary education. Plans are in place for local businesses to provide work-based learning opportunities for students entering the 4th year of a sequence, specifically in welding.
Douglas County School District’s Career and Technical Education Department continues to involve key stakeholders such as parents, students, teachers (including special services faculty), business and industry representatives, WNC faculty, University of Nevada Reno faculty, community agency representatives, and concerned citizens, in a variety of committee meetings and workshops.

TMCC partnered with the following agencies to support CTE programs: Nevada System of Higher Education, Sponsored Projects Office; Herb and Maxine S. Jacobs Foundation; Washoe County School District; Western Apprenticeship Coordinators Association; Nevada Department of Employment, Training, and Rehabilitation; NevadaWorks; US Department of Labor; US Department of Commerce, Economic Development Administration.

CSN has representatives on each of the Industry Sector Councils as identified by the Governor’s State Plan for Economic Development. CSN also has eleven Joint Technical Skills Committees representing each of the CTE programs of study that review career and technical education curricula, skills taught, make recommendations for facilities and equipment for the community college and school districts, approve articulation agreements, and make recommendations for improvement. Members include business and industry representatives and CSN and school district faculty.

GBC maintains strong partnerships with its service area school districts and high schools. The GBC School District Partnership Workshop was offered in March for high school administrators, counselors, and CTE teachers. Topics covered included: changes to CTE College Credit and potential dual credit partnerships, growth of CTE programs, district reports and other initiatives. The college also has a strong relationship with the local and regional mining industry, adapting programs and updating curriculum to match industry needs.

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

Yes

The state guidance counseling program professional provided training to counselors on CTE assessments, credentialing, and CTE College Credit.

Washoe County School District used Perkins funds for teacher stipends to develop curriculum maps that included a crosswalk to articulated agreement objectives. Clark County School District funds supported work-based learning specialists to collaborate with counselors to provide job opportunities for students, as well as to host career fairs on the high school campuses. Professional development was conducted for high school counselors to increase their understanding of programs of study.

CSN’s new initiative is to measurably improve retention and completion rates for CTE students. A Student Success Specialist was added to: 1) organize faculty opportunities to build formal plans to strengthen and promote student success; 2) work with assigned academic counselors so that program advising will promote student success; and 3) promote access for non-traditional student participation and completion, especially males in traditionally female-dominated career areas. Beginning July 1, 2013, academic counselors integrated into specific schools, departments, and programs. The Student Success Initiative began to facilitate opportunities for academic counselors to work with faculty, department chairs and deans to review existing advisement practices and materials and if needed, provide updates and improvements.

GBC offered the School District Partnership Workshop for high school administrators, counselors, and CTE teachers. By providing information on current higher education initiatives, counselors could implement the new knowledge to improve career guidance and academic counseling for high school students.

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

Mineral County School District has entered into an articulation agreement with Great Basin College. Washoe County School District used Perkins funds to pay teacher stipends for curriculum map development that included a crosswalk to articulated agreement objectives. In Clark County, postsecondary opportunities including articulations have been expanded to include all of the colleges across the state of Nevada. High School of business (HSB) was added as an articulated program of study for credit at College of Southern Nevada.
The four community colleges, CSN, GBC, TMCC, and WNC, worked diligently to maintain, renew, and develop articulation agreements while transitioning to the new statewide articulation agreements. Policies and regulations were updated in FY14 in order for statewide articulations to be developed. Through a Memoranda of Understanding, the Nevada System of Higher Education and the Nevada Department of Education will articulate CTE programs at the completion level for students who earn the Certificate of Skill Attainment. Perkins funds at CSN were used to coordinate agreements between secondary and postsecondary programs. TMCC had a total of 62 articulation agreements covering seven counties; thirty of the articulation agreements were revised.

GBC worked in collaboration with the Spring Creek High School Business Management program to develop a concurrent enrollment program to offer high school CTE students the opportunity to take dual credit CTE classes. Perkins funds paid for textbooks, online course development, and adjunct instructor fees. Upon completion of the pathway, students received a total of 15 credits as a combination of tech prep and dual credits.

WNC articulations were analyzed due to the course changes the Nevada Department of Education has approved. The secondary CTE course catalog changed so that all schools have course congruency. WNC continues to establish programs of study with participating school districts, while also working to increase the number of students that enroll and receive college credit while in high school.

GBC reported that in 2013-14, 61 courses were articulated for postsecondary credit and 162 students were eligible to receive 846 college credits. CSN reported that 66 courses were articulated and 1,940 high school juniors and seniors were eligible to receive 9,774 college credits. TMCC reported that 52 courses were articulated for college credit and 465 high school juniors and seniors were eligible to receive 2,923 college credits.

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

In the past year, CSN adapted three more of the technical programs to transition into baccalaureate programs. Medical Laboratory Technicians may transition to Medical Laboratory Scientist Program Bachelor of Science; Associate of Applied Science Engineering Technology to Bachelor of Applied Science; and a 3+1 program in Information Technology, which focuses on the Cisco Certified Network Professional.

GBC has implemented bachelor of applied science degree programs in Graphic Communication, which aligns to associate of applied science degrees in computer technology, and Digital Information Technology, which aligns to associate of applied science degrees computer fields that include networking, computer office technology, computer programming, GIS, among other areas.

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

Yes

The following career and technical student organizations (CTSOs) serve secondary and postsecondary students in Nevada: DECA, FBLA, FCCLA, FFA, HOSA, and SkillsUSA. Perkins Funds provided for the purchase of curriculum materials which support and enhance employability and technical skills directly relate to CTSOs. Eligible special needs students were supported with Perkins funds to participate in CTSO leadership events. Local school districts and colleges supported advisor attendance for professional development purposes. State funds supported teacher and student travel expenses and registration fees for CTSO leadership conferences. Local organizational funds supported all other CTSO activities.

Membership in CTSOs for 2013-14 was: DECA – 1,699; FBLA – 1,086; FCCLA – 461; FFA – 2,436; HOSA – 952; and SkillsUSA – 3,049. The total membership enrollment was 9,683.

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 continue to support the writing/revision of state standards for CTE program and end-of-program technical assessments. 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. Also, curriculum frameworks were developed to support the organization and integration of state standards into specific courses. Lastly, state programs of study are developed for over 70 CTE programs; the programs of study include required academic and CTE coursework, eligible industry certifications, pathways to postsecondary education, and information about CTSOs.

The State has defined eligible CTE programs only as those that offer a course sequence of two or more credits to ensure students are engaged no less than at the concentrator level. Postsecondary programs must be aligned to industry certifications, an approved certificate of completion, or an associate degree.

All four of the colleges worked in cooperation with secondary schools to provide students with first hand career exploration experiences. Opportunities were provided such as mining industry tours; Construction Day; Health Science Fair; TECH EXPO; Creative Cloud event; Consumer Electronics Show; National Association of Broadcasters convention; Manufacturing Day; Operation Healthcare Bound; and tours of Microsoft.

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

State CTE staff and district administrators serve on the governor’s Industry Sector Councils to support their initiatives and connect secondary education with business sectors. Additionally, state staff serves on various councils and statewide committees as representatives of education, such as, Nevada Council for Economic Education, and Nevada STEM Coalition.

Clark County School District, in partnership with the Nevada Restaurant Association, used Perkins funds to compete in the annual ProStart State competition. Funds were used to support students’ participation in the Nevada Children’s Day sponsored by the Office of Early Care Education. National Latino Cosmetology Association provided guest speakers to the cosmetology students. Perkins funds supported business partnerships with SWITCH, Zappos and the Las Vegas Downtown Project who provided speakers and professional development for teachers.

TMCC's Paramedic Clinical Coordinator supported by Perkins worked in partnership with local hospitals and pre-hospital care businesses to develop clinical experiences for students. Lyon County School District worked diligently to promote good will between business partners and schools. Business partners volunteer their time to support programs at no cost to the district.

Pahrump Valley Hospital provided an instructor and clinical experiences for nursing assistant students in Nye County.

CSN partnered again with the Clark County School District for students at Foothill High School to attend classes in Air Conditioning at CSN’s Henderson campus, taught by CSN faculty. This unique dual credit program is in its third year and a potential model for other program areas.

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

Washoe County School District used Perkins funds to start new programs, such as computer science, digital game development, and biomedical. An outreach conducted to educate students and stakeholders about existing programs, including printing and materials. Funds used to expand programs toward completion, such as energy technology and human services.
Clark County School District supported the development of new courses and initiatives to the following high schools: Mojave HS, Desert Oasis HS, Rancho HS, Shadow Ridge HS, Green Valley HS, Las Vegas Academy, and Cimarron-Memorial HS. Programs that were improved or newly developed included sports medicine, baking & pastry (career and technical academies), culinary arts, fashion, early childhood education, High School of Business, and computer science. The National Academy Foundation IT Academy added to the CTE program offerings. A video production I class was developed for online blended learning for distance education.

CSN developed new curriculum in Nursing Education to support a transition from the traditional medical model teaching to the currently accepted concept-based curriculum. In 2011, the Institute of Medicine (IOM) called for a change in the way nurses are educated based on evidence that patient outcomes are not adequate. As nursing programs transition from covering massive amounts of content in the traditional medical model established in the late 1880s, the new focus will be on concepts and clinical judgments needed for today’s and tomorrow’s healthcare environment. A new green technology course on chillers will be a completely new offering in air conditioning. With an increased emphasis on green and emerging technologies, student will increase their competencies with the use of state-of-the-art training equipment, teaching techniques and courses such as Chillers.

GBC worked in collaboration with the Spring Creek High School Business Management program to develop a concurrent enrollment program. Students enrolled in Business Management II at the secondary level and online dual credit courses of MGT 103 Small Business Management and BUS 273 Business Law at the post-secondary level. The grant paid for textbooks, online course development, and adjunct instructor fees. GBC contributed full time faculty cost for one section and the courses presented through the GBC online learning management system.

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

Yes

In partnership with the Nevada Council on Economic Education, the High School Business Plan Competition was held again. State staff coordinates the event and facilitates the judging of the plans.

Faculty from CSN participated in the I-Strategy Conference in San Diego, CA and National Association of Community College Entrepreneurship. Additionally a team made a site visit to the Stanford University Entrepreneurship Corner/Staff Technology Venture Program. The purpose of a site visit was to see first-hand a best practices program and bring back ideas to add additional value to the entrepreneurship/marketing areas.

Clark County School District students attended the entrepreneurship awards at UNLV College of Engineering Senior Challenge. Funds supported the participation in UNLV’s Global Entrepreneurship Experience and scholarship opportunities. Curriculum for the Entrepreneurship pathway was completed and adopted. A webinar was presented on “Planning the Entrepreneurial Venture.” Perkins funds provided for virtual business simulations.

Washoe County School District used Perkins funds to pay teacher stipends to develop a curriculum map for entrepreneurship courses.

GBC students enrolled in the Business Management Concurrent Enrollment program were required to complete a business plan, a tool required for entrepreneurship.

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
Step 4: Technical Skills Assessment

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

Currently there are 51 assessments developed for secondary courses. For the 2014-15 timeframe 14 additional assessments are planned and are in the process of pilot testing and analysis to be available for Spring semester assessments. Postsecondary has no plans for standardized testing at this time.

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.

<table>
<thead>
<tr>
<th>Population</th>
<th>Number of Students in the Numerator</th>
<th>Number of Students in the Denominator</th>
<th>Percent of Students Assessed</th>
</tr>
</thead>
<tbody>
<tr>
<td>Secondary Students</td>
<td>4288</td>
<td>19815</td>
<td>21.6401715871814</td>
</tr>
<tr>
<td>Postsecondary Students</td>
<td>-9</td>
<td>-9</td>
<td>100</td>
</tr>
</tbody>
</table>
Step 8: Program Improvement Plans

Extension Requested?
No

Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

<table>
<thead>
<tr>
<th>Core Indicator</th>
<th>Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students</th>
<th>Action step to be implemented</th>
<th>Staff member responsible for each action step</th>
<th>Timeline for completing each action step</th>
</tr>
</thead>
<tbody>
<tr>
<td>5P2</td>
<td>Males</td>
<td>Analysis of statewide trend data</td>
<td>Lee DeBurle</td>
<td>01-30-15</td>
</tr>
<tr>
<td>5P2</td>
<td>Males</td>
<td>Collaborative meeting with college representatives to review trend data</td>
<td>Lee DeBurle</td>
<td>02-13-15</td>
</tr>
<tr>
<td>5P2</td>
<td>Males</td>
<td>Approval of local improvement plans that include actionable steps with timelines</td>
<td>Mike Raponi</td>
<td>03-13-15</td>
</tr>
<tr>
<td>5P2</td>
<td>Males</td>
<td>Approval of end-of-year progress reports for the local improvement plans</td>
<td>Mike Raponi</td>
<td>06-30-15</td>
</tr>
</tbody>
</table>

Local Program Improvement Plans

There are four institutions that account for the outcomes for performance indicator 5P2: College of Southern Nevada, Great Basin College, Truckee Meadows Community College, and Western Nevada College. These four eligible recipients failed to meet at least 90 percent of the state performance level for 5P2. These institutions all reported that the number of programs eligible for nontraditional status (leading to occupations with less than 25 percent employment of either gender) has been declining.

<table>
<thead>
<tr>
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<th>Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students</th>
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</tr>
</tbody>
</table>
Further, many of the postsecondary training programs for female nontraditional occupations are succeeding in reaching the 25 percent or greater level reducing available opportunities. Many of the available male nontraditional programs are not in the “high demand, high wage” category narrowing available programing opportunities for reaching out to this group.

Changes made to the nontraditional listing of programs reduced the number of students eligible for nontraditional status. Analyses will be conducted by each college listed above to determine why completion rates for those programs that remain eligible have declined. To assist with the analyses, the Department of Education will first conduct a statewide analysis of trend data and report those results to the colleges to help guide local improvement plans.

Growth patterns in eligible programs will also be analyzed. For example, one college reported lower numerators and higher denominators in two key programs leading to nontraditional training and employment for males. This “double-whammy” resulted in a precipitous decline in performance for these programs and for the college’s overall performance for 5P2.

Colleges will be tasked with communication and information updates to local program leadership that includes deans, department chairs, CTE specialists, and other college administrators, as to the available data and how this affects enrollment and recruitment of students into the various available nontraditional programs. Available orientation material will be reviewed to assure the widest dissemination of available CTE programing highlighting those programs leading to nontraditional training and employment.