

# THE REFLECTOR



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## NEVADA DEPARTMENT OF EDUCATION

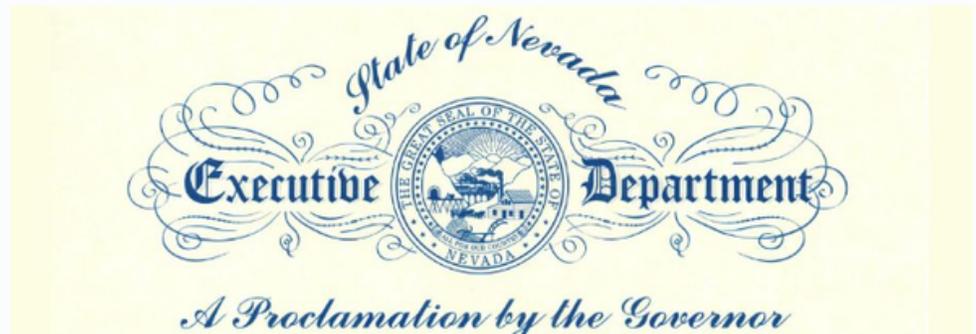
### VISION:

ALL NEVADA STUDENTS ARE EQUIPPED AND FEEL EMPOWERED TO ATTAIN THEIR VISION OF SUCCESS.

### MISSION:

TO IMPROVE STUDENT ACHIEVEMENT AND EDUCATOR EFFECTIVENESS BY ENSURING OPPORTUNITIES, FACILITATING LEARNING, AND PROMOTING EXCELLENCE.

## February is Career and Technical Education Month!



February is Career and Technical Education (CTE) Month, which is a national celebration created by the Association for Career and Technical Education (ACTE). It was created in 1917 to raise awareness of the vital impact CTE has on students, communities, and the workforce. CTE Month uplifts CTE programs and partners, too.

In Nevada, Career and Technical Education (CTE) students gain a wide range of hands-on, real-world experiences that help them develop the technical skills, practical knowledge, and professional readiness needed for success in college, careers, and life. These experiences go beyond traditional classroom learning and are designed to mirror what students will encounter in the workforce. CTE students graduate with a clear plan for their future.

This year, Governor Joe Lombardo issued an official proclamation recognizing February as Career and Technical Education Month, underscoring the importance and value of CTE in addressing state workforce needs and supporting economic growth. Here is NDE's LinkedIn post with the governor's proclamation: [#nvcte #ctemonth | Nevada Department of Education](#)

Throughout this month, the Nevada Department of Education (NDE) is celebrating CTE Month online and offline by highlighting student successes, program impacts, strategic goals, and statewide initiatives. These efforts showcase how CTE changes lives, strengthens communities, and builds a skilled talent pipeline for Nevada's future. To learn more about CTE Month and ways to get involved, visit [ctemonth.org](http://ctemonth.org).

## APPLY FOR THE INTUIT FOOD TRUCK PROGRAM

Intuit is offering a free food truck program, enabling students to learn by doing. The program offers hands-on work-based learning which combines a state-of-the-art food truck or mobile cart with a business-oriented curriculum and training on how to use Intuit's products.

[CLICK HERE FOR ADDITIONAL INFORMATION](#)

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## GET TO KNOW: GEORGINA ARZE, STATISTICIAN II

I started with the Nevada Department of Education, Career and Technical Education in 2017. It was quite a change from the slot repair shop work I had done for the previous 18 years. But along the way, I had great teachers who taught me what CTE is and how the program standards and assessments are a great way for students to explore pathways and possibly earn articulated college credit. Over the years, I have improved my Excel skills and learned more about CTE. I am also a singer and play keyboards.

## GET TO KNOW: DR. HIREN BHAVSAR, EDUCATION PROGRAMS PROFESSIONAL

Dr. Hiren Bhavsar is an Education Programs Professional at the Nevada Department of Education's CRALEO office, bringing over a decade of experience in higher education and a PhD in Applied Economics. His background spans teaching, Career and Technical Education (CTE) program oversight, grants management, and applied research. In his current role, he supports and monitors CTE programs statewide, ensuring quality, compliance, and alignment with Perkins V requirements. His experience includes leadership on federally funded projects, university teaching and program coordination, and advanced data analysis using tools such as Excel, R, SAS, SPSS, and Tableau. Hiren brings a strong blend of policy, analytics, and practical education expertise focused on improving program effectiveness and outcomes.

### Busting some Common Myths about CTE!!

#### Myth: "CTE careers don't pay well."

In the real world, many CTE sectors—like cybersecurity, health sciences, and advanced manufacturing—offer six-figure potential. You can often hit these salary milestones faster and with a fraction of the student debt found in traditional four-year tracks.

#### Myth: "CTE limits your future."

In reality, CTE actually expands your future. CTE is built on stackable credentials and dual-enrollment college credits, allowing students to pivot seamlessly into management, entrepreneurship, or further university degrees whenever they choose.

#### Myth: "CTE is for students who can't handle 'real' academics."

Modern CTE is demanding. It demands mastery of complex mathematics, technical literacy, and critical problem-solving. It's not "easier" than a standard classroom; it's the same rigor applied to the real world.

#### Myth: "CTE is just a backup plan."

The reality is, CTE is a high-octane career strategy. Students aren't "settling" - they're deliberately choosing hands-on experience and industry-direct pipelines over theoretical paths.

In conclusion, CTE isn't a safety net; it's a launching pad for a career of interest. It's a thoughtful, high-skill, and financially savvy choice for those ready to lead in the real world.

## GET TO KNOW: DR. ALICIA BRIANÇON-COKER, EDUCATION PROGRAMS PROFESSIONAL

Dr. Alicia Briançon-Coker has a unique professional background in education, consulting, politics, and legislative policy. She worked on Capitol Hill as a legislative aide and in the Maryland State House as a legislative director before moving to Nevada in 2015 for a political campaign. Her career also includes various nonprofits, Super PACs, and political candidates. After completing her master's degree in strategic communication at American University, she wanted to empower students in the classroom utilizing her community organizing background. She taught at CSN for almost six years. Teaching through the Prison Education Program was her most transformative and rewarding experience thus far.

In 2023, she completed her doctorate in learning and organizational change at Baylor University. Her students were the driving force behind her award-winning research, which contributed to understanding the purpose, depth, and quality of faculty-student relationships and how that can impact student success. She is passionate about improving student outcomes.

With the Nevada Department of Education, she first served as the legislative liaison and workshopped more regulations than ever previously achieved in a workshop within her first month. She also set a record by getting 23 regulations approved at a Legislative Commission meeting. Further, she was integral in receiving approval from the Governor's office for all 29 of the Department's Bill Draft Request concepts. More recently, she transitioned to the Office of Career Readiness, Adult Learning, and Education Options supporting community and correctional adult education state programs and is now working to build a workforce pipeline for CTE students with community and business partners across the state.

She lives in Las Vegas with her husband, three stepchildren, Fuzzy Frenchie, and Chihuahua.

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## GET TO KNOW: KRISTINA CAREY, EDUCATION PROGRAMS PROFESSIONAL

Kristina Carey is an Education Programs Professional with the Nevada Department of Education, supporting statewide Career and Technical Education (CTE) initiatives and administering Perkins V funding. In her current role, she oversees Nevada's Career and Technical Student Organizations (CTSOs), coordinates multiple CTE content areas, and collaborates on quality program reviews, civil rights compliance, and work-based learning. Kristina regularly provides professional development and has presented at state, regional, and national conferences.

Previously, Kristina served as an instructor with NevadaTeach at the University of Nevada, Reno, where she taught CTE and competency-based education courses, mentored teachers, supervised staff, and developed articulation agreements across Nevada's higher education system. She began her career as a CTE teacher, advisor, and coordinator, leading program development, supervising student leadership and work-based learning, advocating for CTE at the legislative level, and building partnerships with industry and postsecondary institutions.

With more than two decades of experience across secondary, postsecondary, and state education systems, Kristina is a recognized leader in CTE and agricultural education. Her work is driven by a commitment to expanding equitable access to career pathways that prepare Nevada students for success in education and the workforce.

Did you know Career and Technical Education prepares students for high-wage, high-skill, and high-demand careers—often while they're still in high school? Many CTE pathways lead to careers that pay above the state's median wage and require credentials that can be earned faster and more affordably than traditional four-year degrees.

CTE students gain hands-on experience through industry-recognized certifications, work-based learning, and leadership development through CTSOs. These opportunities help students build real-world skills employers value, such as problem-solving, teamwork, and technical expertise.

CTE is also flexible and future-focused. Students can enter the workforce, pursue apprenticeships, or continue their education with articulated college credit—proving that college and career readiness go hand in hand. During CTE Month, we celebrate how CTE strengthens Nevada's workforce, economy, and communities—one student and one pathway at a time.

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## GET TO KNOW: TAYLOR T. CARLSON, ADMINISTRATIVE ASSISTANT II

Being a Vegas Valley native, I've seen education in Southern Nevada from both angles – as a student, and as a staff member. After having worked in several sectors, including public and retail, and while working as a substitute teacher, I completed my master's degree from UNLV through Clark County School District's Alternative Routes to Licensure (ARL) program in 2012, with plans to become a special education teacher in one of CCSD's elementary resource rooms. When I was unable to secure permanent employment with CCSD, life had other plans, and I went to work in the private sector, performing content writing for a search engine optimization (SEO) company. After a decade there, I was fortunate enough to secure employment with the State of Nevada Department of Education, where I have worked ever since – and hope to continue doing so for years to come.

Unlike many of the staff members in the Office for Career Readiness, Adult Learning, and Education Options (CRALEO), my prior education background has not revolved around career and technical education (CTE), nor did I attend a CTE program as a high school student. However, my employment with the Department has been an education unto itself. Over a year and a half, I've learned about the various programs now offered to youths in Clark County, education performance standards, the grants that fund these programs, the rules and regulations that govern these areas of study, and what one can do to contribute to the cause, from school visits to offering behind-the-scenes guidance. My time with NDE has been an eye-opening experience. I hope to climb the ladder and grow here, both personally and professionally, gaining further skills to help CTE programs thrive well into my older years.

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## GET TO KNOW: MISTY CHAPPELL, PROGRAMS OFFICER III

With a career spanning education, law, and public service, Misty brings a diverse and well-rounded professional background to the field of education. She began her career in educational publishing, developing a strong foundation in curriculum development and instructional resources. Misty later worked as a paralegal, gaining valuable experience in legal research, compliance, and policy analysis. For nearly 20 years, she served as an educator, demonstrating a deep commitment to student achievement and instructional excellence. Drawing on this extensive classroom experience, Misty now serves with the Nevada Department of Education, where she continues to support educational policy, program development, and initiatives that promote student success.

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## GET TO KNOW: BARBARA DILLARD, EDUCATION PROGRAMS PROFESSIONAL

Barbara Dillard has more than 30 years in county, state, and federal public service. She has accumulated career pathway experience in higher education, career and technical education (CTE), and workforce development both nationally and in the State of Nevada. Barbara presently serves as the Methods of Administration, CTE Assessment, and Quality Program Review Education Programs Professional surrounding the application of our Nevada State Plan regarding the Strengthening Career and Technical Education for the 21st Century Act. She holds a master's degree in industrial and organizational psychology and is a credentialed Global Career Development Facilitator.

The outdated stigma of the "vocational track" has been dismantled, replaced by a sophisticated, high-tech framework known as Career and Technical Education (CTE). This is not a backup plan; it is a proactive, elite pipeline designed for the 21st-century economy. By integrating rigorous academics with real-world technical scaffolding, CTE allows learners to achieve "integrated learning"—a state where students are simultaneously college-ready and career-equipped. This dual-track advantage ensures that from day one, a student is building a high-value professional identity while completing their high school requirements.

The "Zero Debt" Advantage and Value: Unlike the traditional four-year path, which often entails six-figure loan balances, CTE graduates frequently enter the workforce with zero debt. As a Career Pathway Architect, I emphasize the cumulative power of the "2% Rule": by completing a four-course upper-level concentration, a student effectively enters the market with an 8% higher starting salary than their peers without that specialized concentration.

Cutting-Edge Integration: Students engage directly with Artificial Intelligence (AI), Advanced Robotics, Biotech, and Advanced Manufacturing.

The modern technical pipeline is engineered for upward mobility through a process we call the "Launchpad effect." This is supported by two pillars:

1. Stackable Credentials CTE is never a terminal path; it is an open-ended framework. Through "Stackable Credentials," industry certifications earned in high school often serve as dual credit, counting toward university degrees.

2. Durable, Automation-Proof Skills "Durable Skills" remain the permanent foundation of a career which includes Critical Thinking, Problem-Solving, Project Management and Team Leadership.

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## GET TO KNOW: RICK ESPEJO, EDUCATION PROGRAMS PROFESSIONAL

My name is Rick Espejo, and I serve as an Education Programs Professional with the Nevada Department of Education in the College and Career Readiness, Adult Learning, and Education Options (CRALEO) division. My work centers on strengthening Career and Technical Education (CTE) pathways across Nevada, with a focus on dual credit, work-based learning, and alignment between K-12 programs and postsecondary and workforce systems.

I collaborate with school districts, community colleges, and workforce partners to ensure students have access to meaningful career pathways that lead to industry credentials, college credit, and high-demand careers. I support statewide initiatives that help schools design programs aligned to real workforce needs while ensuring compliance with state and federal CTE requirements.

With a passion for student opportunity and long-term career success, I believe CTE is one of the most powerful tools we have to connect education to real-world purpose. My work is driven by a commitment to helping every student see a clear path from the classroom to a fulfilling career.

One of the most powerful things about Career and Technical Education is that it doesn't just prepare students for a first job; it builds a foundation for lifelong career growth.

Many CTE pathways are intentionally designed as career ladders. A student might begin in high school learning foundational skills in areas like information technology, health sciences, advanced manufacturing, or education. Through hands-on coursework, industry-aligned curriculum, and work-based learning, students gain both technical skills and employability skills such as communication, teamwork, and problem-solving.

From there, students often earn industry-recognized credentials or dual credit that gives them a head start in college or technical training. An entry-level position after high school might be just the first step; not the final destination. With experience, additional certifications, apprenticeships, or further education, individuals can move into higher-skilled, higher-wage roles over time.

For example, a student in a construction or manufacturing pathway might begin as a technician or apprentice. As they gain experience and complete more advanced training, they can progress into roles such as lead technician, supervisor, or even business owner. In health sciences, a student might start as a certified nursing assistant and later advance to licensed practical nurse, registered nurse, or specialized medical roles.

CTE helps make these steps visible and achievable. Students don't just learn "a job;" they learn how to keep growing. That combination of practical skills, credentials, and a clear pathway forward is what makes CTE such a powerful driver of both individual opportunity and workforce success.

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## **GET TO KNOW: SERGIO MARTINEZ REYES, ADMINISTRATIVE ASSISTANT II**

Hello, my name is Sergio Martinez, I'm the newest Administrative Assistant for the Office of Career Readiness, Adult Learning, and Education Options (CRALEO) team at the Nevada Department of Education.

Before coming here, I was a Software Developer and Technical Consultant for a software company in Mexico, where I also completed my bachelor's degree in mechatronics engineering. Most of my family members are in the education field. When I had to do social service for the university, I taught classes like mathematics and physics for high school students. This was very important for me, like a point break to discover what I can offer students.

I have knowledge in several areas of engineering, but I'm more passionate about analog electronics, automotive mechanics and front-end based software. In my former jobs and at the university, I participated in several projects where these disciplines join forces.

This year, I expect to begin the postgraduate studies I've postponed for a long time. I plan to incorporate this new knowledge for the strong commitment that I have with the educational community, especially career and technical education (CTE), where the role that I perform in the Nevada Department of Education is. I work in partnership with teachers, CTE coordinators, principals, and school staff in general to guarantee that the students receive education where safety and accessibility are not in doubt.

I live in Las Vegas, and in my free time I enjoy going to the movie theater and playing guitar in a live band.

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## **GET TO KNOW: VICTOR WILLERT, EDUCATION PROGRAMS PROFESSIONAL**

I received my bachelor's degree from the State University of New York at New Paltz in Secondary Education/Social Studies (7-12). My first teaching job was social studies for grades 7 and 8 at Holy Name of Jesus on the Upper West Side. While teaching, I completed my Master of Arts in Social Studies degree from New York University. Afterwards, I transferred to Cathedral High School to teach social studies for grades 9 and 10 and taught economics to the seniors, subsequently joining Junior Achievement of New York for one year before I returned to teaching, working first at Intermediate School 70 and then Public School 124, teaching students in grades K-6. I was selected as the District 2 representative for the Assistant Principal Internship Program in School Leadership, and, upon graduation from City College of New York, was recruited by the Chancellor's District (schools slated to close in two (2) years unless substantial progress is made to raise standardized test scores) to serve as Assistant Principal of Public School 214 for grades 3-8 before I moved to Nevada.

When asked to choose between most and least desirable attributes for potential employees, work ethic was first, while education was last. The soft skill of work ethics covers attitude, attendance, appearance, ambition, acceptance, appreciation, and accountability. You have two candidates applying for a position in your company. They have the same amount of education. One is confident, looks you in the eye, provides a firm handshake, and greets you with a smile. The other one is shy, does not look you in the eye, and does not smile. Which candidate will you choose? The vast majority will choose the former. This is where CTE provides one with not only the knowledge to do the job, but the soft skills and experience to land the job! Of course, the other six work ethic attributes are equally important, but they all reside in the realm of soft skills. CTE will provide our students not only with the credentials, but with the readiness to work.

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## **GET TO KNOW: CATIE WOOD, ADMINISTRATIVE ASSISTANT III**

My name is Catie Wood, and I am an Administrative Assistant with the Nevada Department of Education, where I have proudly served for nearly two years. In addition to my time with the Department, I bring seven years of experience as a State employee. Throughout my public service career, I have developed a strong commitment to supporting educational initiatives that positively impact students and communities across the state.

Working with Career and Technical Education (CTE) has been an especially rewarding experience for me. In my role, I support Education Program Professionals (EPPs) by providing daily administrative assistance and operational support. Through my participation in Career Technical Student Organizations (CTSO) events, I have witnessed firsthand the powerful impact CTE has on students.

I truly enjoy supporting Nevada's students and contributing to initiatives that help them discover their strengths, explore career pathways, and build meaningful futures. I am proud to be part of a team dedicated to expanding opportunities and creating a lasting impact for students across Nevada.

Customer service is a key skill that plays an essential role in my position as an Administrative Assistant. I regularly support EPPs, educators, partners, and stakeholders, striving to provide timely, professional, and helpful assistance. Whether responding to inquiries, coordinating information, or helping resolve concerns, I understand that clear communication and a positive attitude contribute to a productive and supportive work environment.

Strong customer service skills have enabled me to build positive working relationships and establish trust with colleagues and partners. By remaining attentive, organized, and solution oriented, I ensure daily operations run smoothly and that those I support feel valued and heard. Practicing effective customer service has strengthened my professional relationships and contributed to my success in supporting CTE initiatives across Nevada.

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## 26 INITIATIVES. 9 OFFICERS. INFINITE IMPACT.

With only two months remaining in the 2025–2026 Nevada FBLA State Officer term, the Team has demonstrated exceptional dedication and leadership. All 26 Program of Work (POW) initiatives have been successfully executed, fueled by the energy and commitment of nine State Officers who have devoted their senior year to advancing this Career and Technical Student Organization.

Nevada FBLA has expanded its digital presence this year. The organization launched its TikTok account, @nevadafbla, featuring creative skits and engaging content for members. On Instagram, Nevada FBLA produced 116 posts that generated over 300,000 views and 5,000 interactions, strengthening outreach efforts and enhancing member engagement statewide.

For the third consecutive year, Nevada FBLA implemented the President's Council, an initiative led by State President Sophia Dai. The President's Council consists of five student leaders who shadow State Officers, support presidential initiatives, and gain insight into state-level leadership. This year's council includes: Chief of Staff, Anirudh Polagani, (Ed W. Clark High School); Director of Programs & Initiatives, Brooklyn Bolt, (West Career & Technical

Academy); Director of Partnerships & Expansion, Jai Shroff, (Ed W. Clark High School); Director of Competition, Dhruvi Patel, (Ed W. Clark High School); and Director of Finance, Muhammad Qadri (West Career & Technical Academy). With the support of the President's Council, Nevada FBLA successfully hosted monthly workshops and networking nights, launched an Alumni Interview Series, and organized a competition resource drive by event type.

To foster a more connected organization, the State Officer Team prioritized in-person and virtual chapter visits. Sixteen chapters across Southern and Northern Nevada were visited, resulting in a record number of visits and deeper integration of the Program of Work into chapter activities.

On the national level, Executive Vice President and National Treasurer Jack Hurley will represent Nevada FBLA in Washington, D.C., advocating for Career and Technical Education and Career and Technical Student Organizations before Nevada's senators and representatives.

In the final months of the term, State Officers will focus on planning workshops, developing scripts, and coordinating activities for the State Business Leadership Conference. They look forward to celebrating the achievements of over 70 chapters through competition, workshops, networking, and the student social. Thank you for your continued support of Nevada FBLA, whether you follow social media or volunteer as a judge, your involvement makes this organization impactful and educational for students across Nevada.



Nevada Family, Career and Community Leaders of America (FCCLA) is experiencing a year of significant growth and momentum. State membership has reached more than 2,800 students, with affiliation remaining open through May 30, 2026. Nevada FCCLA has welcomed ten new chapters and successfully reinstated seven chapters, bringing the total number of active chapters to 36—an increase from the previous year.

This expansion is supported by the addition of twenty new advisers statewide, reflecting a commitment to Family and Consumer Sciences education across Nevada.

The Nevada FCCLA State Executive Council has been actively engaged throughout the year, collaborating with partners and chapters while participating in leadership development opportunities including Explore.Act.Tell., Lead4Change, and 100X Officer Training. The Council is planning the State Leadership Conference, scheduled for March 10–12 at the Grand Sierra Resort in Reno. To date, Nevada FCCLA has partnered with Work Safe Zone, the Nevada Dairy Council, Zwilling, and the University of Nevada, Las Vegas to support programming and leadership experiences.

Guided by the national theme **ConneCTED FCCLA**, the State Executive Council is dedicated to delivering a premier State Leadership Conference for more than 500 members, advisers, chaperones, and guests. The conference also provides an excellent opportunity for industry professionals to engage with FCCLA by serving as evaluators for competitive events and witnessing firsthand the professionalism and leadership skills of Nevada's student leaders. Additionally, Nevada is one of only ten states selected to pilot the new competitive event AI for Impact, offered alongside 36 other Career and Technical Education competitive events.



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## INDUSTRY CERTIFICATE AWARDS VIA NATIONAL FFA CONVENTION

By Heather Dye, Executive Director, Nevada FFA

Three Nevada FFA students returned from the National FFA Convention with more than medals, lessons, and memories; they brought home industry-recognized certificates. The National FFA Organization has partnered with various industries to create certificates for top achieving students in specific competitive Career and Leadership Development Events. The lessons and skills learned in the agriculture classroom combined with the FFA competitive events all led to these certificates.



### AGRICULTURAL TECHNOLOGY AND MECHANICAL SYSTEMS CAREER DEVELOPMENT EVENT

Silver Sage FFA (Spring Creek) students Zane Wines and Carson Soloway received an Industry-Based Credential as part of the Power Structural and Technical Systems portion of the event. Approximately 11 students out of the 172 participants earned an American Welding Society (AWS) Sheet Metal Welding Code D9.1 qualification test record from The Certified Welding and Testing Company.

In addition, Zane Wines placed 10<sup>th</sup> high overall individual and fellow teammate Leah Smith received a cash award for placing in the top 15. Fourth teammate Carlon Gomez helped the team place fifth overall and a Gold Emblem team. The agriculture teacher is Aaron Albusu.

This event recognizes students' competencies in agricultural technology and mechanical systems emphasizing problem-solving, modern technology, and practical hands-on skills. The event prepares students for the workforce by developing effective communication, teamwork, and an understanding of complex systems.

### HORSE EVALUATION CAREER DEVELOPMENT EVENT

Winnemucca FFA student Bailey Miller received the National Horse Judging Team Coaches Association (NHJTCA) Equine Management and Evaluation Certificate. She had to obtain a minimum score on the 60-point written exam and the evaluation portions of the Career Development Event. The topics on the exam included equine industry, horsemanship, breed identification, management and anatomy/physiology.

Winnemucca FFA was a Silver Emblem Team. Team member results out of 88 competitors included Gold Emblem Individual Taylor Hill, Silver Emblem Individuals Addison Blades, Shailee Robison, and Bailey Miller. The agriculture teacher is Rebecca Hill.

Students develop a competitive spirit, build career foundations in the equine industry, and advance their knowledge in horse care, selection, and management. This event includes knowledge tests, selection classes, oral reasons, and practical scenarios.

Nevada FFA is proud of these certificate recipients, their hardworking agriculture teachers, and all competitors. These skills are helping to grow industry and community leaders.

To learn more about the convention and Nevada FFA's Career and Leadership Development Event results go to <https://convention.ffa.org/>.



NATIONAL  
FFA ORGANIZATION

# THE REFLECTOR

## CTE MISSION STATEMENT:

THE OFFICE OF CAREER READINESS, ADULT LEARNING, AND EDUCATION OPTIONS IS DEDICATED TO DEVELOPING INNOVATIVE EDUCATIONAL OPPORTUNITIES FOR STUDENTS TO ACQUIRE SKILLS FOR PRODUCTIVE EMPLOYMENT AND LIFELONG LEARNING.

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Superintendent of Public Instruction

*Lisa Ford*  
Deputy Superintendent of Student Achievement

*Megan Peterson*  
Deputy Superintendent for Student Investment Division

*Christy McGill*  
Deputy Superintendent for Educator Effectiveness and Family Engagement

*Anna Reynolds*  
Director for the Office of Career Readiness, Adult Learning, and Education Options

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## HOSA NEVADA

Nevada HOSA, a community driven by the spark to innovate, continues to empower future health professionals through leadership, service, and competition. Through meaningful experiences and student-led impact, Nevada HOSA equips members to lead with purpose and shape the future of healthcare. With this year's theme, Champions of Change, members are challenged to recognize that lasting impact is not just about success. Rather, it requires progress and inclusivity, which is created by those willing to take initiative.

This mindset came to life at the Washington Leadership Academy (WLA), where the Nevada HOSA State Officer Team advocated for public health on a national level. At Capitol Hill, Yazhini Arunprakash, Ehibor Moseri, Sage Nadeau, Maria Benshoof, and Abbey Messner met with Nevada representatives to discuss health equity and Nevada HOSA's mission to advance community health. This powerful experience helped pave the way for a HOSA year of service-driven impact, where advocacy evolves into action.

The 2025-2026 project created by your State Officers, the Silver State Support Initiative, is a statewide effort addressing clothing, food, and hygiene disparities across Nevada through rotating donation drives. With each cycle, members participate in online workshops hosted by the State Officer Team to advance knowledge in public health. Together, these efforts have collected thousands of donations supporting underserved communities in the state.

Nevada HOSA currently prepares to host the 2025-2026 State Leadership Conference, which will be held in Las Vegas. This conference invites students from across the state to engage in competitive events, leadership opportunities, and collaborative workshops that foster pre-professional growth. Nevada HOSA looks forward to welcoming all members to celebrate their wonderful accomplishments and share an unforgettable experience!



## Upcoming Events in 2026

April 7-10, 2026	SkillsUSA State Conference The Row Reno, NV
April 11-14, 2026	FBLA State Conference Westin Lake Las Vegas Henderson, NV
April 22-24, 2026	HOSA State Conference Rio Hotel and Casino Las Vegas, NV
April 25-28, 2026	DECA International Conference Georgia World Conference Center Atlanta, GA

*The Nevada Department of Education does not discriminate on the basis of race, color, religion, national origin, sex, disability, sexual orientation, gender identity, or expression, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.*