

# THE REFLECTOR



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## NEVADA DEPARTMENT OF EDUCATION

### VISION:

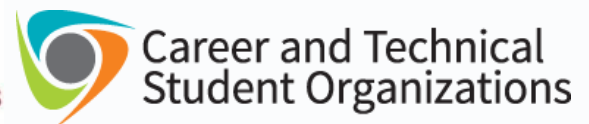
ALL NEVADA STUDENTS ARE EQUIPPED AND FEEL EMPOWERED TO ATTAIN THEIR VISION OF SUCCESS.

### MISSION:

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



Future Business Leaders of America



For the second quarter of 2026, *The Reflector* looks at three career and technical student organizations (CTSOs): DECA, FBLA, and HOSA. For decades, these organizations have been instrumental in helping students to bridge the gap between their educational endeavors and promising careers.

DECA (formerly known as Distributive Education Clubs of America) was founded in 1946 in Memphis Tennessee, with the founding of the organization being inspired by another existing CTSO of the day, FFA (Future Farmers of America). DECA is split into two divisions; a High School division consisting of over 292,000 members across 4,000 schools, and a Collegiate division which has over 5,400 members in more than 200 universities and colleges. The organization recently held its Nevada State Career and Development Conference (SCDC) at the Alexis Park All-Suites Resort in Las Vegas, bringing together students from across the Silver State. 1946 marks the 80<sup>th</sup> anniversary of DECA, and eight decades later, the organization continues to make an impact, with the 2024-2025 school year marking DECA's largest membership numbers in the organization's history.

FBLA (Future Business Leaders of America) was founded in 1942. Helping more than 200,000 students, it is the world's largest business-centered career and technical student organization, continuing to offer them guidance on the path to employment. At its conception in 1942, FBLA was a high school organization, but expanded several times over the decades, including a collegiate component in 1958, and into middle schools in 1994. FBLA's State Leadership Conference took place at Lake Las Vegas in April, with high school students from throughout the Silver State coming to compete in many events. On June 6, Las Vegas will welcome the FBLA's 2026 Collegiate National Leadership Conference, while the Middle and High School National Leadership conference will take place later that month in San Antonio, Texas.

HOSA: Future Health Professionals began in 1976, with the organization celebrating its 50<sup>th</sup> anniversary in 2026. Founded as the American Health Occupations Education Student Organization (AHOESO), the organization consists of middle school, secondary, and postsecondary students. With the healthcare field remaining one of the most in-demand in an ever-changing world, a CTSO that caters to those pursuing careers in health and medicine remains as essential as it was when HOSA was founded half a century ago. HOSA recently hosted its State Leadership Conference in Las Vegas at the Rio Hotel, and the International Leadership Conference will take place this June in Indianapolis, Indiana.



# THE REFLECTOR

## SETTING SAIL FOR SUCCESS: NVACTE SUMMER CONFERENCE 2026 JULY 14-18, 2026, LAKE TAHOE, NEVADA

by Tina Statucki, Executive Director, NVACTE



The Nevada Association for Career and Technical Education (NVACTE) invites educators, administrators, and industry partners to set sail for success at the 2026 Summer Conference, taking place July 14-18 in Lake Tahoe. With the theme “Charting the Future of CTE,” this year’s conference focuses on navigating opportunities, strengthening partnerships, and steering Nevada’s CTE programs toward continued growth.

### **Charting the Course for Professional Learning**

Attendees will engage in dynamic sessions and workshops designed to help educators navigate evolving instructional practices, expand work-based learning, and align programs to workforce needs. Nevada educators and national experts will share strategies that help students build the skills needed to thrive in high-demand careers.

### **Celebrating Those Leading the Way**

The NVACTE Excellence Awards Gala recognizes educators, administrators, counselors, and partners who are helping lead Nevada’s CTE community forward. These honorees exemplify the innovation, leadership, and commitment that continue to move CTE ahead across the state.

### **Anchoring Strong Partnerships**

Through networking events and exhibitor engagement, the conference connects education with business and industry partners. These relationships help anchor meaningful opportunities for students, including industry credentials, work-based learning, and career exploration experiences.

### **Investing in the Journey Ahead**

The Pathways to Success Scholarship Program, supported through the conference auction, helps students take the next step in their journey. These scholarships expand access to postsecondary education and training, ensuring more students can pursue meaningful career pathways.

### **A Destination for Connection and Celebration**

Set against the backdrop of Lake Tahoe, the conference offers opportunities to connect, reflect, and celebrate. Signature events include the Awards Gala and the closing M.S. Dixie II Dinner Cruise, providing a memorable way to conclude the experience.

### **Join the Voyage**

The NVACTE Summer Conference is more than an event—it is a collective effort to chart a strong course for the future of CTE in Nevada. Educators and partners are encouraged to join, contribute, and help shape what lies ahead.

Attendees will engage in dynamic sessions and workshops designed to help educators navigate evolving instructional practices, expand work-based learning, and align programs to workforce needs. Nevada educators and national experts will share strategies that help students build the skills needed to thrive in high-demand careers.

For more information, visit the NVACTE Summer Conference webpage:

<https://www.nvacte.org/events/summer-conference-2026>



# THE REFLECTOR

## NEVADA DECA YEAR IN REVIEW

by Cason Noll and Anthoni Contreras



Nevada DECA recently hosted its annual State Career Development Conference (SCDC), bringing together driven and innovative emerging leaders in marketing, finance, hospitality, and management across the state. Hosted in Las Vegas, this year's conference welcomed over 1,000 student competitors

from over 30 chapters across Nevada, placing them in a competitive and community-based atmosphere to test their knowledge, leadership skills, and career readiness.

SCDC is often the highlight of the year for numerous Nevada DECA members, offering hands-on, real-world experiences to empower emerging leaders and entrepreneurs to succeed. Students participated in role-play events and prepared presentations, allowing them to apply their classroom knowledge in a professional setting. The conference welcomed judges and sponsors from a variety of industries, including marketing, hospitality, higher education, and more. Judges at the conference provided invaluable feedback for student presentations, allowing them to gain new insights and perspectives on their knowledge and creativity.

In addition to competition, the conference featured leadership workshops, digital badging, a community service social, a highly-cherished talent show, and the election of the 2026-2027 Nevada DECA State Officer Team. These 6 outstanding student leaders will help guide and contribute to Nevada DECA's mission of preparing emerging leaders and entrepreneurs for careers in marketing, finance, hospitality, and management:

- State President: Cason Noll, Coral Academy of Science
- Vice President of Career Development: Melody Song, Davidson Academy
- Vice President of Finance: Kian Parikh, Ed W. Clark High School
- Vice President of Hospitality: Perry Kazaz, The Adelson School
- Vice President of Leadership: Sai Manivannan, Davidson Academy
- Vice President of Marketing: Anthoni Contreras, East Career and Technical Academy

Looking ahead, Nevada DECA is preparing to attend the International Career Development Conference (ICDC) in Atlanta, Georgia, where qualifying members will compete alongside 20,000 of the top students from around the world. This year's conference will provide students with the opportunity to further develop their leadership abilities, networking skills, and represent Nevada at an international level.

With a successful SCDC and a strong group of newly elected student leaders, Nevada DECA continues to grow its impact across the state. The organization remains committed to empowering students with the skills, experiences, and confidence needed to excel in college, careers, and beyond.



The professional team photo of the newly elected State Officers at their inaugural retreat held in Las Vegas, Nevada.



Nevada DECA's newly elected team of State Officers waving to the crowd at the 2026 State Career Development Conference (SCDC) held in Las Vegas, Nevada.

# THE REFLECTOR

## GOING BEYOND THE HORIZON AT THIS YEAR'S STATE LEADERSHIP FBLA CONFERENCE!

by Isabella Reyes

Just this month, Nevada Future Business Leaders of America (FBLA) competed at the annual State Business Leadership Conference (SBLC), held April 11-14 at the Westin Lake Las Vegas Resort in Henderson, Nevada. This year's conference theme was "Beyond the Horizon," which recognizes the drive members have to explore and grow. Leaders from across the Silver State challenged themselves in over 70 competitions, where they had the opportunity to compete for state finalist spots, or even go beyond the horizon by placing in the top four with a chance to compete at nationals.



Future Business Leaders of America

FBLA's National Treasurer Jack Hurley, himself from the Silver State of Nevada, made an appearance at the conference. FBLA members had the chance to hear about the amazing opportunities waiting at the National Leadership Conference in San Antonio, Texas, scheduled for June 29-July 2, 2026, and to see how competition and networking could take them even further.

This year's SBLC allows members to go beyond the horizon not just through excellent competitive event performance, but also through engaging workshop attendance, meaningful networking, and inspiring leadership campaigns. With every SBLC comes the introduction of a new State Officer team. Congratulations to Muhammad Quadri as State President, Anirudh Polagani as Executive Vice President, Brooklyn Bolt as Vice President of Membership, Erika Gutierrez as Vice President of Programs, Anna Jung as Vice President of Media, Claire Dillon as Northern Region Vice President, Dhruvi Patel as Southern Region Vice President, and Melanie Beardall as Eastern Region Vice President.

These newly elected State Officers boldly took on the challenge of making their mark by becoming leaders. They will guide the future of Nevada FBLA and look forward to creating exciting new initiatives dedicated to serving, inspiring, and connecting all Nevada chapters.



The newly elected Nevada FBLA State Officer Team, from left to right, Dhruvi Patel, Anna Jung, Brooklyn Bolt, Muhammad Qadri, Anirudh Polagani, Erika Gutierrez, Claire Dillon, Melanie Beardall.

# THE REFLECTOR

## PREPARING THE FUTURE WORKFORCE:

### CAREER AND TECHNICAL EDUCATION IN THE AGE OF ARTIFICIAL INTELLIGENCE

by Ingrid Cepeda, Education Programs Supervisor

Career and Technical Education (CTE) is undergoing a significant transformation in the era of artificial intelligence (AI). Once primarily associated with hands-on trades, CTE now sits at the intersection of technology, workforce development, and economic resilience. As AI reshapes industries from manufacturing and healthcare to finance and education, CTE programs are evolving to prepare students not just for specific jobs, but for adaptability in a rapidly changing labor market (World Economic Forum, 2023; OECD, 2021). One of the most important shifts is the integration of AI literacy into CTE pathways. This does not mean every student is being trained as a programmer or data scientist. Instead, modern CTE emphasizes foundational understanding: how AI systems work, how they are used in different industries, and how to interact with them responsibly (UNESCO, 2021). For example, students in healthcare pathways may learn how AI supports diagnostic imaging, while those in advanced manufacturing may use AI-powered robotics and predictive maintenance tools (McKinsey & Company, 2023). This applied approach ensures that learners see AI not as an abstract concept, but as a practical tool within their chosen field.



Research indicates that occupations requiring both technical skills and human-centered competencies such as problem-solving, communication, and ethical decision-making are the most resilient to automation (Autor, 2015; World Economic Forum, 2023). CTE is uniquely positioned to develop this blend. Work-based learning experiences, such as internships and apprenticeships, allow students to engage directly with emerging technologies while also building the interpersonal skills that AI cannot easily replicate (Advance CTE, 2022). In this way, CTE helps bridge the often-cited “skills gap” by aligning education more closely with real-world demands. Another key development is the increased collaboration between education systems and industry partners. Employers are playing a more active role in shaping CTE curricula to ensure alignment with current and future workforce needs (National Center for Education Statistics, 2022). In the AI era, this partnership is critical because technology evolves faster than traditional education systems can adapt. Industry-informed programs can quickly incorporate new tools, standards, and practices, giving students a competitive edge.

Equity is also a central consideration. AI has the potential to widen existing disparities if access to high-quality training is uneven (OECD, 2021). CTE programs, particularly those offered through public schools and community colleges, can serve as an entry point for historically underserved populations to access high-demand, high-wage careers (U.S. Department of Education, 2023). Expanding access to AI-integrated CTE pathways along with ensuring adequate resources, instructor training, and infrastructure will be essential to making this opportunity broadly available. However, challenges remain. Educators need ongoing professional development to keep pace with AI advancements, and schools must invest in updated equipment and digital infrastructure (UNESCO, 2021). There is also a need for clear standards and guidance on what AI competency should look like across different CTE pathways. Policymakers and education leaders are increasingly focused on these issues, recognizing that the future workforce depends on how effectively education systems respond today.

In the era of AI, Career and Technical Education is no longer a secondary option; it is a strategic priority. By combining technical training, real-world experience, and adaptability, CTE equips learners with the skills needed to thrive alongside intelligent technologies. As the nature of work continues to evolve, CTE will play a critical role in ensuring that individuals and the broader economy can keep pace.

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## THE CULINARY ACADEMY OF LAS VEGAS: WORKFORCE PARTNER FOR NEVADA CTE

by Dr. Alicia Briançon-Coker, Education Programs Professional



The Culinary Academy of Las Vegas (CALV) is a one-of-a-kind, world-renowned nonprofit hospitality training facility with several programs that result in employable skills training and a potential career at one of its partner properties. The state-of-the-art campus opened its doors in 1993, and has trained more than 65,000 students, maintaining an approximate 85% completion rate. Eighty-six percent of graduates are hired with most being employed at partner properties. Tuition assistance is also available as expanding access to those with financial barriers is a top priority. It is open to the community, which includes graduating CTE students. Last year CALV had 2,331 culinary graduates, with a goal of 3,000 this year.

Equally important is the Academy's strong alignment with industry. Through partnerships with more than 40 employer partners, including major hospitality leaders, including Bellagio Hotel and Casino, Venetian Las Vegas, Wynn Las Vegas, Resorts World, and Aria Resort and Casino to name a few, the program ensures that curriculum and training reflect workforce needs. Students graduate with industry-recognized credentials, and in many cases, their training is valued as the equivalent of one year of work experience, giving them career path access to upskill early. Further, students receive guaranteed high-wages and benefits.

The Culinary Academy directly supports CTE paths by providing training in occupations such as professional cooking, food and beverage service, and guest room operations. These programs reflect quality CTE, including rigorous technical instruction, industry engagement, and work-based learning. The picture above is of a real CALV classroom to demonstrate the industry standards students experience.

The Academy already works with Clark County School District providing exceptional experiences to high schools throughout the district. Nevada Department of Education is currently building a stronger partnership with CALV to ensure alignment and opportunities for CTE students at private schools and all students across the state for districts of interest. As Nevada continues to strengthen its pipeline in high-demand sectors, the Culinary Academy of Las Vegas serves as a critical partner in advancing goals and outcomes of CTE.

Visit [Home - Culinary Academy of Las Vegas](#) to learn more.

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## THE NEVADA CAREER AND TECHNICAL EDUCATION COURSE CATALOG 2026-2027

From the CTE Data and Accountability Team

The Nevada Career and Technical Education Course Catalog 2026-2027 is posted [here](#). This catalog reflects the new National Career Cluster® assignments. The clusters are set up alphabetically. Numbering starts at 21 and goes to 34. This information will be provided to Infinite Campus for implementation prior to SY2026-27.

The Course Data Information has been broken out into individual tables for each program. There is a more thorough breakdown of the SCED Code (used in the General Information portion of the Infinite Campus [IC] Course Master) and the Course Title, CIP Code, and non-traditional information (found in the State Defined portion of the IC Course Master). Please ensure all information is properly entered into IC so complete enrollment information will be pulled on Validation Day.

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## GET TO KNOW: TANNAZ REZAI, EDUCATION PROGRAMS PROFESSIONAL

I am an Education Programs Professional in the Career and Technical Education (CTE) office, where I manage data and accountability related to district enrollment and performance indicators. Collecting, analyzing, and reporting data is central to supporting informed decision-making.

In this role, I collaborate closely with districts and a range of staff to ensure data accuracy and effectiveness. Through this work, I gain insight into district challenges, and my team and I strive to provide meaningful support wherever possible. We share a common goal: creating a better, brighter future for all students.

# THE REFLECTOR

## STRENGTHENING NEVADA'S COLLEGE AND CAREER READINESS DIPLOMA: FROM GRADUATION TO PURPOSE

by Rick Espejo, Education Programs Professional

### From Completion to Readiness

In Nevada, the conversation around student success is shifting; from simply earning a diploma to ensuring every student graduates ready for what comes next. The College and Career Readiness (CCR) Diploma represents this shift, connecting academic achievement with real-world outcomes aligned to workforce demands.

### Why CCR Matters in Nevada

Nevada's data highlights both urgency and opportunity. FAFSA completion rates remain around 35–40%, postsecondary enrollment is approximately 50–55%, and workforce projections indicate nearly 60% of jobs require postsecondary education or training. These gaps emphasize the need for structured systems that guide students toward clear postsecondary and career pathways.

### CCR as a System, Not a Checkbox

High-impact CCR implementation includes purposeful academic and career planning, expanded dual credit opportunities, meaningful work-based learning experiences, and continuous data-driven improvement.

### Expanding Access: Equity and Corrections Education

Ensuring equitable access to CCR pathways is essential. Students in alternative and corrections settings benefit from structured pathways, credentialing opportunities, and postsecondary planning, leading to improved employment outcomes and reduced recidivism.

### Aligning with Postsecondary and Workforce Systems

Alignment with colleges, universities, and industry partners ensures graduates are prepared for high-skill, high-wage careers. Dual credit, articulation agreements, and workforce-informed pathways are drivers of success.

### Moving Forward: A Strategic Opportunity

By strengthening CCR implementation, Nevada can improve student outcomes, increase workforce readiness, and expand economic mobility. Every student should graduate with a plan, a pathway, and a purpose.

### Action Steps for Districts

- Expand dual credit access, particularly in rural and underserved areas
- Increase FAFSA completion through targeted support strategies
- Strengthen work-based learning partnerships
- Align CCR efforts across CTE, counseling, and postsecondary systems
- Integrate CCR into alternative and corrections education programs



## REFLECTION ON QPR VISITS

by Dr. Hiren Bhavsar, Education Programs Professional

Between January and March 2026, the Quality Program Review (QPR) Phase 2 pilot process was conducted across the Clark County School District (CCSD). This phase provided valuable insights into school preparedness, program quality, and continued opportunities for improvement.

At the outset, I would like to recognize a dedicated member of CCSD, Snehal Bhakta. Snehal departed the district at the end of January but played an instrumental role in earlier iterations of the QPR process, as well as in coordinating school visits for this round. He attended two visits and remained committed to the work through his final days. His contributions are sincerely appreciated.

One of the most notable differences from last year's pilot was the level of school readiness. Schools were aware of the QPR process, understood expectations, and were generally well prepared for site visits. In addition, staff were welcoming and collaborative throughout the process. This increased preparedness was reflected in a significant reduction in findings compared to the previous year. Most foundational issues identified during the initial pilot have been addressed, with only a few minor and easily correctable repeat findings observed.

The biggest concern on the safety side, which was added this year, was that in a few culinary kitchens we found expired food items. This means schools will need to check all their food inventory to ensure there are no expired items. From a safety perspective an area of increased focus this year some concerns were identified in culinary programs, where a small number of kitchens had expired food items. This highlights the need for schools to consistently monitor and manage food inventory to ensure compliance with safety standards.

On a positive note, many instructional spaces stood out for their quality and organization. Auto and machinery labs were exceptionally clean, well-maintained, and equipped with appropriate signage and safety measures. However, there were a few instances where required maintenance logs for safety equipment, such as emergency showers and eyewash stations, were not consistently maintained.

Overall, this year's visits demonstrate progress. Schools have developed a stronger understanding of the QPR process and the importance of attention to detail in maintaining safe, accessible, and high-quality learning environments. Continued focus on these areas will further strengthen program outcomes across the district.

# THE REFLECTOR

## TEACHING AND TRAINING CORNER

by Victor Willert, Education Programs Professional

Providing constructive feedback is a skill that students and adults alike need. But if we are to be brutally honest, it can feel very awkward, and perhaps, uncomfortable! Many will never be taught how to do it in the first place, or how to do it correctly! It comes out awkward, clumsy, overly critical, and to put it bluntly, not very helpful. And yet, this is one of the most important leadership skills that school administrators and teachers need to learn and utilize effectively to improve the craft of teaching effectively within their school. In this very quick, discussion-based activity, your students will learn a simple framework for providing feedback that is both **constructive** and **kind**. Introducing the Glow-Grow-Glow Sandwich.

- Glow: Highlight what went well/what is working.
- Grow: Suggestion of how to improve or be more effective.

By conducting a quick partner activity, students will practice:

- Providing feedback that builds others up.
- Communicate in a clear and respectful manner.
- Create an increase in trust and teamwork.

This is a three-part exercise:

### **First Part: The Instructional Framework**

Describe the following for your students in detail:

If you provide only a Glow, there is no direction for real improvement. A Glow is a strength. It is specific about the person, what they do or their ideas.

If you provide only a Grow, it can be discouraging and possibly heartbreaking. A Grow provides direction or a suggestion that could lead to improvement in the person, their idea or what they are doing.

Both are needed, and strong leaders have learned to balance both!

### **Second Part: Class Exercise / Practice**

Students will pair up and will take turns sharing their ideas of how to improve something at school. Explain in detail why this change is important and what you can do to make it happen.

After your partner shares their idea, respond with one GLOW, then one GROW and finally one more GLOW.

Example:

- "I like your idea because it involves the entire school." (Glow)
- "You may want to promote your idea on social media to reach everyone." (Grow)
- "I also like your idea of promoting it on the morning announcements." (Glow)

Then switch roles.

### **Third Part: The Share Out**

Ask the class the following:

- What made the feedback (either Glow or Grow) helpful?
- How would you feel if your partner only provided you with a Grow?
- How would the tone affect how you received your Glow or Grow?
- Which is harder: Receiving feedback or providing feedback? Why?
- Think back to a time when someone's Glow or Grow either lifted your spirits up or caused you to be discouraged.
- Tone, balance, and being specific make a big difference!

### **The Wrap**

Leadership isn't just pointing out what went wrong. It's about helping one move forward. It's about making the team better. That's the whole purpose of formal and informal observation reports. Helpful honesty coupled with practical encouragement, people feel supported; not attacked. Find an opportunity to practice the Glow-Grow-Glow Sandwich, either in school, at home or with your friends.



## GET TO KNOW: ANDREW MORGAN, EDUCATION PROGRAMS PROFESSIONAL

Andrew Morgan, M.Ed. serves as Education Program Professional for the Private Schools Program at the Nevada Department of Education, where he oversees the licensure and compliance of more than 140 private schools statewide and administers Nevada's Educational Choice Scholarship program in alignment with Nevada Revised Statutes (NRS) 394 and Nevada Revised Statutes (NRS) 388D. He leads statewide efforts to strengthen regulatory compliance, streamline reporting systems, and ensure consistent implementation of policy across diverse educational settings.

With over a decade of experience in public education and state-level administration, Andrew also serves as Nevada's Ombudsman for Equitable Services, facilitating collaboration between public agencies and private schools to support equitable access to federally funded programs. He is committed to building strong partnerships, improving transparency, and advancing effective, compliant systems that support students and families across the state.

# THE REFLECTOR

## ENSURING EQUAL ACCESS IN CTE: A GUIDE TO MOA CIVIL RIGHTS REVIEWS

by Barbara Dillard, Education Programs Professional/NDE MOA Coordinator

The shared goal of educators in Nevada's Career and Technical Education (CTE) programs is to provide quality, equitable learning experiences. The Methods of Administration (MOA) program is designed to ensure all students have equal access to CTE programs and activities, regardless of race, color, national origin, sex, or disability. To support this mission, the Nevada Department of Education's (NDE) Office of Career Readiness, Adult Learning, and Education Options (CRALEO) conducts annual civil rights compliance reviews.

The U.S. Department of Education's Office for Civil Rights requires CRALEO to conduct annual reviews. Schools and programs are selected based on a compliance risk assessment that combines Perkins V and MOA factors. These reviews ensure compliance with several foundational civil rights laws, including Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1972, Title II of the Americans with Disabilities Act of 1990, and Vocational Education Program Guidelines for Eliminating Discrimination. The implication of these regulations is that schools must eliminate barriers to participation. Civil rights compliance reviews are not punitive; they are intended to identify areas for improvement and reduce the risk of complaints being filed against the district. CRALEO provides technical assistance and collaborates on solutions for any necessary corrective actions. This may include developing a Voluntary Compliance Plan (VCP). Strategies for ongoing internal assessment and compliance are in place for facilities to remain compliant year-round. Districts and schools should conduct their own internal assessments in key areas.

Administrative Requirements include the assignment of Designated Coordinators to handle Title IX and Section 504 activities, Non-Discrimination Notices with proper English translations offered where applicable, and equitable grievance procedures for resolving discrimination complaints from students and employees. Recruitment, admissions, and counseling should serve to eliminate biases, provide support to special populations, and promote all offered activities in an inclusive fashion. Accessibility and comparable facilities must also be offered. This includes parking lots with handicap accessibilities, comparable facilities for all including but not limited to changing rooms and shower rooms, all of which should be modified as needed for any students with disabilities, and auxiliary aids which include assistive technology and other supplementary aids, thus ensuring that no student with a disability is denied the benefits of an education in a career and technical education program, ensuring access to all.

Further resources proactive planning ensures our CTE programs remain inclusive. For deeper guidance, please visit the Nevada Department of Education, Career and Technical Education Methods of Administration link below. There, you will find additional resources, document checklists, and comprehensive strategies for supporting special populations in schools. Thank you for your dedication to Nevada's students and for ensuring "Learning that works for Nevada."

[Nevada Department of Education Methods of Administration](https://doe.nv.gov/offices/craleo/cte)

**Navigating the Civil Rights MOA Review:**  
A Guide for Nevada CTE Programs

**THE COMPLIANCE LIFECYCLE**

**Selection & Notification**  
Two Nevada schools are selected annually for review based on demographic risk assessments.

**Review & Findings**  
NDE performs document audits and onsite interviews, culminating in a Letter of Finding (LOF).

**Remediation to Closure**  
Entities create a Voluntary Compliance Plan (VCP) to resolve issues and earn a Closure Letter.

**THE PILLARS OF ACCESSIBILITY**

**Administrative Transparency**  
Schools must post continuous non-discrimination notices and designate specific Title IX/Section 504 coordinators.

**Equal Programmatic Access**  
Recruitment, counseling, and admissions materials must be free of stereotypes and translated for minority communities.

**Physical & Facility Standards**  
Campus facilities, including parking and restrooms, must meet ADA standards based on their construction date.

ACCESSIBILITY STANDARDS & CONSTRUCTION DATES	
Construction Start Date	Applicable Accessibility Standard
Before June 1977	Program Access (Readily Accessible)
Jan 1991 - Sept 2010	UTAS or 1991 ADA Standards
March 15, 2012 - Present	2010 ADA Standards

# 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

*Dr. Torrey Palmer*  
Deputy Superintendent of Student Achievement

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

*Anna Reynolds*  
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## Upcoming Events in 2026

June 2-5	FFA Leadership Conference Week One Washington, DC
June 6-8	FBLA National Leadership Conference - Collegiate Las Vegas, Nevada
June 9-12	FFA Leadership Conference Week Two Washington, DC
June 16-19	FFA Leadership Conference Week Three Washington, DC
June 17-20	HOSA International Leadership Conference Indianapolis, IN
June 23-26	FFA Leadership Conference Week Four Washington, DC
June 29-July 2	FBLA National Leadership Conference - MS/HS San Antonio, TX
July 6-10	FCCLA National Leadership Conference Washington, DC
July 7-10	FFA Leadership Conference Week Five Washington, DC
July 14-16	Nevada ACTE Summer Conference Stateline, NV
July 18-22	New Century Farmer Conference Indianapolis, IA

*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.*