



# State Funding for Career and Technical Education

## Report of State and Local Activities and Expenditures Fiscal Year 2019

Nevada State Board of Education –  
Webpage Referenced  
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**Submitted by:**

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and Karen Chessell, Education Program Professional  
Office of Career Readiness, Adult Learning & Education Options  
Nevada Department of Education

## Overview

Following the provisions of Nevada Revised Statutes (NRS) 388.396, the Department of Education must: (1) evaluate the manner in which the state grant money was expended and the effectiveness of the program of career and technical education for which the money was granted; and, (2) report the results of the review to the State Board of Education. In fiscal year 2019, \$12,543,822 was authorized by the Nevada Legislature in the Department of Education's budget for career and technical education (CTE) programs in public school districts and charter schools. This report provides information about how the funds were allocated and expended.

In the 79<sup>th</sup> (2017) Nevada Legislative Session, the Nevada Legislature authorized \$12,543.822 in fiscal year (FY) 2019 for the award of grants for career and technical education (CTE) pursuant to NRS 388.393 [Senate Bill (S.B.) 544, sec. 16(6)(d)]. This report provides information about how the funds were allocated and expended in FY19.

NRS 388.392-395 directs the distribution of state CTE money as follows: (1) not more than 7.5 percent to provide leadership activities in that fiscal year; (2) 30 percent of the funds must be distributed via competitive sub-grants to public school districts or charter schools for the purposes of developing new CTE programs, or improving or expanding existing CTE programs; (3) not more than 5 percent of to support pupil organizations (i.e., CTSOs) for CTE; and, (4) the remainder of available state money distributed via allocated sub-grants to public school districts or charter schools during the fiscal year based on the proportion of the enrollment of pupils in programs of CTE in that school district or public charter school during the *previous* fiscal year, as compared to the enrollments of pupils in programs of CTE throughout the state during the previous fiscal year.

○ State Leadership:	\$0
○ Competitive Grants:	\$3,763,146.60
○ CTSOs:	\$0
○ Allocation Grants:	\$8,780,675.40

NOTE: Pursuant to S.B. 544 sec. 16(6)(d) enrolled and passed in the 2019 Nevada Legislative Session, the state CTE funding authorized by the Legislature is not for the use of leadership and training activities, nor pupil organizations. Therefore, there were no appropriated funds expended in FY19 for state leadership or training activities, nor any funds expended to supports CTSOs. Competitive state CTE grant funds were awarded to 11 school districts. Members of the Governor's Workforce Development Board's industry sector councils were invited to serve on a grant review team to develop funding recommendations for the Superintendent of Public Instruction pursuant to NRS 388.392(4). Those recommendations were submitted to the Superintendent of Public Instruction and grant award decisions were rendered based upon the criteria established by regulation of the State Board of Education. The remaining state CTE grant funds were awarded to public school districts and charter schools based on NRS 388.395, which includes the purpose of:

- Career guidance
- Program and instruction
- Leadership development
- Education personnel
- Program planning and promotion

- Facilities, equipment and instructional materials and supplies
- Partnerships with business, industry and the community
- Systems of evaluation and accountability
- Alignment with priority career pathways for secondary and postsecondary education
- Industry-recognized credentials
- Alignment with workforce training needs in this state and the state's economic development strategies and workforce investment system

### **Part I: State Leadership Funds**

State leadership funds were not expended in FY19 pursuant to S.B. 544 sec. 16(6)(d); see notation above.

## Part II: State Allocation Funds

Of the total funds available, \$8,780,675.40 was set aside for allocation grants for the purposes described earlier in this report. The table below shows the total amounts requested, the amounts awarded, and the amounts expended by school district.

School Districts	Amount Awarded	Amount Expended
Carson City	\$186,562.29	\$170,475.43
Churchill	\$101,040.81	\$90,059.75
Clark	\$6,724,277.27	\$6,634,557.29
Douglas	\$137,472.74	\$137,472.74
Elko	\$288,813.84	\$251,963.91
Eureka	\$0.00	\$0.00
Humboldt	\$79,467.83	\$79,467.83
Lander	\$11,336.82	\$10,722.58
Lincoln	\$52,171.40	\$51,900.14
Lyon	\$180,288.52	\$158,023.20
Mineral	\$8,805.30	\$8,756.94
Nye	\$112,597.77	\$112,252.53
Pershing	\$12,437.49	\$12,437.49
Storey	\$0.00	\$0.00
Washoe	\$951,082.44	\$908,393.29
White Pine	\$50,410.34	\$45,433.68
Totals	\$8,896,764.86*	\$8,671,916.80
	Unexpended	\$112,050.37


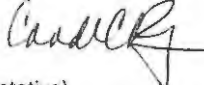
\*The total amount awarded includes carryover funds from FY18.

# STATE CTE GRANTS - PERFORMANCE REPORT

FY19

Allocation

Agency: Carson City School District

Report Submitted By:   09.27.19  
(Signature of authorized representative) (Date)  
Amy Freismidl Candi Ruf  
(Printed name of authorized representative and title)

Funding Award Amount: 186562.29 Funding Amount Used: 170475.43

Funding Amount Not Used: 16086.86

### If not all funds were used please explain why:

Funds were not all used for the following reasons: student travel did not require all of the funding allocated, supplies and equipment allocated could not be received by the June 30 deadline.

### Overall Summary of Grant Purpose

The overall purpose of the FY19 CTE Allocation Grant was to support the students, programs, teachers, and staff who support the programs of study in the Carson City School District. Grant funding was utilized to purchase goods and services aligned to instructional materials, supplies, equipment, technology, software, training for staff, and travel for students and advisors required to meet Quality Program Standards.

How many projects were approved in the grant? 7

### Instructions:

Please complete and attach **one** Project Report for each project.

- 1) Each Project Report should include:
  - A brief description of the project and the amount of funding used for the project.
  - Final outcomes of the evaluation methods which were described in the application.
    - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?
- 2) Competitive Grant reports should also include:
  - Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
    - Include data that represent the growth in student access and achievement.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: CTE General

Amount: 24847.74

## Project Description

Funds from the CTE FY State Allocation Grant were used to support General CTE expenses were used for the following: two individuals attended the ACTE Conference in November 2018, four individuals attended the NACTE conference in July 2018, Precision Exams were purchased for CTE programs of study as pretests which enabled teachers to remediate deficits prior to the final technical skills assessment, students and advisors attended SkillsUSA conference, and a small amount of funds were utilized for CTE department supplies such as note cards, flip charts, resume paper, business card stock, markers, etc.

## Project Evaluation Methods and Outcomes

The following CTE program enrollment targets were set. Also included are the enrollment data points for SY 18-19. Also included is the August 2018 enrollment data.

Level 1 Enrollment Goal: 1016 students; 926 students were enrolled in August 2018 or 91% of goal.

Level 2 Enrollment Goal: 525 students; 495 students were enrolled in August 2018 or 84% of goal.

Level 3 Enrollment Goal: 303 students; 228 students were enrolled in August 2018 or 75% of goal.

Advanced Studies Enrollment Goal: 50 students; 39 students were enrolled in August 2018 or 78% of goal.

Over all enrollment: 82 % of the enrollment goal was met.

### Goal:

Career Guidance: CTE Career Guidance committee will commence in the fall of 2018 which includes at least one counselor. This committee will review, on a regular basis, course sequences, enrollment and track numbers. Measurable target: there will be a 10% increase in students enrolled in level 2 and level 3 CTE courses.

### Outcome:

A CTE Guidance counselor as appointed to the CTE Team Committee. Together with the CTE Administrator, CTE Coordinator, site and district leadership, areas of concern were identified: program enrollment, program retention, program sequencing. A common denominator found in these discussions was the ambiguity in the CTE Course Description book as published on the carsonhigh.com website. A full revision of the CTE Course Description book was undertaken and completed. In addition, a focused course description book for 8th graders enrolling in CTE from the Middle Schools was created. The committee which includes the counselor met monthly during SY 18-19. The measurable target of 10% increase was not met, however the team will continue to meet in SY19-20 to address issues of retention.

### Goal:

Program and Instruction: All CTE teachers will ensure all program elements are included in the program and information is provided to stakeholders. Measurable target: Syllabus will be created that include all program elements, learning targets and assessments created by January 2019.

### Outcome:

All programs of study revised syllabi to include all program elements in the program and made them available to stakeholders. Student learning targets were created for all programs of study.

### Certificates of Skill Attainment Awarded:

2016-2017 Certificates of Skill Attainment Earned: 98 students

2017-2018 Certificates of Skill Attainment Earned: 149 students

Goal: 10% increase in Certificate of Skill Attainments awarded.

Outcome: 52% increase in Certificate of Skill Attainments awarded.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: Agriculture and Natural Resources

Amount: 19360.00

## Project Description

Funds from the CTE FY19 State Allocation Grant were used to support Agriculture and Natural Resources in the following manner: instructional materials and supplies related to classroom instruction and CTSO membership; teacher professional development; student leadership opportunities for members of the Capitol FFA chapter such as Nevada FFA convention, National FFA Convention, Winter Leadership Conference, and Greenhand Conference.

## Project Evaluation Methods and Outcomes

The following Agriculture & Natural Resources program enrollment targets were set. Also included are the enrollment data points for SY18-19:

- a) A total of 80 students will enroll in introductory level one courses in the area of Agriculture and Natural Resources.  
--A total of 56 students were enrolled in Agriculture Science I in August 2018.
  - b) A total of 33 students will enroll in the intermediate level 2 courses in the area of Agriculture and Natural Resources.  
--A total of 38 students were enrolled in level 2 courses in the area of Agriculture and Natural Resources.
  - c) A total of 40 students will enroll in the completion level 3 courses in the area of Agriculture and Natural Resources.  
--A total of 26 students were enrolled in level 3 courses in the area of Agriculture and Natural Resources.
  - d) A total of 7 students will enroll in the advanced studies courses in the area of Agriculture and Natural Resources.  
--A total of 7 students were enrolled in the advanced studies courses in the area of Agriculture and Natural Resources.
- Program enrollment totals were 80% of the projected 160 goal.

The following CTSO Membership/Activities goal was set:

All students enrolled in Agriculture and Natural Resources programs will participate in FFA. Measurable target: at least 85% of these students will participate in at least one FFA activity.

--100% of FFA students participated in at least one FFA activity. Activities members participated in included: Supervised Agriculture Experience, Capitol FFA Chapter Meetings, Capital FFA Social Events, Capitol FFA member recruitment events at the middle schools, Nevada FFA Convention, National FFA Convention, Capitol FFA fundraising events, Capitol FFA Community Service events i.e. Concert Under the Stars and Harvest Dinner in partnership with The Greenhouse Project.

The following Certificate of Skill Attainment goals were set:

Veterinary Science Completers Goal: 23  
Ornamental Horticulture/Greenhouse Management Goal: 4  
Floriculture Design and Management Goal: 5  
Agriculture Leadership, Communication & Policy Goal: 8

Students earning Certificate of Skill Attainment: 16  
Students earning Certificate of Skill Attainment: 1  
Students earning Certificate of Skill Attainment: 0  
Students earning Certificate of skill Attainment: 7

In addition, students in Plant Science and Ornamental Horticulture/Greenhouse Management continue to work with our community partner, The Greenhouse Project and Greenhouse Manager, Cory King. The teacher and greenhouse manager collaboratively create a schedule for both classes to work in the greenhouse. Content knowledge learned in the classroom is applied to the hands on learning in the on-site greenhouse.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: Entrepreneurship Program Improvement and Support      Amount: 23373.00

## Project Description

Funds from the CTE FY 19 State Allocation Grant were used to support Entrepreneurship in the following manner: instructional materials and supplies related to classroom instruction and CTSO membership; student leadership opportunities in FBLA; and a contractor from the New Entrepreneur Network to work with students in preparation of business plans and other entrepreneurship standards and employability skills for career readiness skills.

## Project Evaluation Methods and Outcomes

The following Entrepreneurship program enrollment targets were set. Also included are the enrollment data points for SY18-19. By August of 2018:

- a) A total of 115 students will enroll in introductory level one course Principles of Business and Marketing.  
--A total of 104 students were enrolled in Principles of Business and Marketing in August 2018.
  - b) A total of 34 students will enroll in the intermediate level 2 course Entrepreneurship I.  
--A total of 36 students were enrolled in Entrepreneurship I in August 2018.
  - c) A total of 12 students will enroll in the completion level 3 course Entrepreneurship II.  
--A total of 11 students were enrolled in completion level 3 course Entrepreneurship II.
  - d) One students will enroll in the advanced studies course.  
--One student was enrolled in the advanced studies course.
- Program enrollment totals were 94% of the projected goal of 162 students.

Leadership: All students enrolled in the Entrepreneurship program will participate in a FBLA. Measurable target: at least 85% of these students will participate in at least one local FBLA activity.

--Fifty percent of students enrolled in Entrepreneurship were members of FBLA. 100% of these students participated in at least one FBLA activity. Activities members participated in included: chapter meetings, chapter fundraising activities, chapter community service events, Nevada FBLA State Conference, National FBLA Conference.

The following Certificate of Skill Attainment Goal was set:

Entrepreneurship Completers Goal: 12 students

Students earning the Entrepreneurship Certificate of Skill Attainment: 12

In addition, students in all levels of Entrepreneurship worked with contractor Molly Dahl of the New Entrepreneurship Network in structured lesson sessions all year honing their entrepreneurship skills and reinforcing the Employability Skills for Career Readiness.



# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: Culinary Arts Program Improvement and Support

Amount: 11500.00

## Project Description

Funds from the CTE FY State allocation grant were used to improve and support the Culinary Arts Program of Study in the following manner: instructional materials and supplies related to classroom instruction, lab instruction, and CTSO membership; student leadership opportunities for students who were SkillsUSA members, and for students to level 1 students to earn the Food Handler's Card which is required by Carson Municipality for anyone handling food in public.

## Project Evaluation Methods and Outcomes

The following Culinary Arts program enrollment targets were set. Also included are the enrollment data points for SY18-19. By August of 2018:

A total of 83 students will enroll in the introductory level 1 course in Culinary Arts.

--A total of 81 students enrolled in the introductory level 1 course in Culinary Arts.

A total of 53 students will enroll in level 2 Culinary Arts.

--A total of 46 students were enrolled in level 2 Culinary Arts.

A total of 14 students will enroll in the completion level 3 course in Culinary Arts.

--A total of 14 students were enrolled in the completion level 3 course in Culinary Arts.

A total of 1 student will enroll in the advanced studies course in Culinary Arts.

--No students enrolled in the advanced studies course in Culinary Arts.

Program enrollment totals were 93% of the projected goal of 151.

Food Handler's Card: Level one Culinary Arts students will complete the Carson City Food Handlers certification training. 100% of level one students earned their Carson City Food Handlers certification.

The following Certificate of Skill Attainment goals were set:

Culinary Arts Completers Goal: 14

Culinary Arts Certificate of Skill Attainment Earned: 9

In addition, students in all levels of Culinary Arts participate in Work based learning simulated workplace experiences:

Level 1 students are responsible for Sandwich Shop which takes place on the Carson High School campus eight times a year. Level 1 students are responsible for the menu, marketing, promotion, food preparation and service, fee collection and clean up.

Level 2 students participate in Restaurant Days which takes place 12 times a year on the Carson High School campus. Students work in teams to create theme related menus, market, promote, prepare food, serve, collect fees, and clean up.

Level 3 students participate in catering events outside of the classroom 8-10 times yearly. Students work with customers to create a menu, prepare food, serve, and clean up. Local events include: Edible Pedal, Empty Bowls FISH fundraiser, Democratic Party Fundraiser, AAUW lunch, and Chamber Leadership Luncheon.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: Health Science and Public Safety

Amount: 60105.55

## Project Description

Funds from the CTE FY State Allocation Grant were used to support Health Science and Public Safety programs in the following manner. Teachers in Health Science attended professional development trainings, PassAssured-the Pharmacy Practice web-based curriculum subscription-was purchased for Pharmacy Practice students. Instructional materials, supplies integral to instruction were purchased. HOSA student travel for Nevada HOSA Student Leadership Conference and International HOSA Leadership Conference. Program support included Pioneer High School and Carson High School.

## Project Evaluation Methods and Outcomes

The following Health Science and Public Safety program enrollment targets were set. Also included are the enrollment data points for SY 18-19.

Program Enrollment target: 401 students in four programs of study: Health Information Management, Emergency Medical Technician, Pharmacy Practice and Sports Medicine. Total enrollment for August 2018: 373 students or 93% of goal.

Health Science I August 2018 enrollment goal: 187 students

August 2018 enrollment Health Science I: 18; 186 students enrolled August 2018;

August 2018 enrollment Health Science II: 51 students; 39 students enrolled August 2018

Sports Medicine Program of Study August 2018 Enrollment Goal & Enrollment

Sports Medicine I goal: 45 students; 47 students enrolled August 2018

Sports Medicine II goal: 18 students; 15 students enrolled August 2018

Emergency Medical Technician Program of Study August 2018 Program Goal & Enrollment

Emergency Medical Services goal: 35 students; 33 students enrolled August 2018

Emergency Medical Technician Goal: 20 students; 18 students enrolled August 2018

Pharmacy Practice Program of Study August 2018 Program Goal and Enrollment

Pharmacy Practice goal: 11 students; 10 students enrolled August 2018

Health Information Management Program of Study August 2018 Program Goal & Enrollment

Health Information Management I: 20; 14 students enrolled in August 2018

Health Information Management II: 14; 11 students enrolled 2018

Certificate of Skill Attainment

Sports Medicine: 5 of 16 students tested, 31%

Pharmacy Practice: 5 of 10 students tested, 50%

Health Information Management: 2 of 10 students tested, 20%

Emergency Medical Technician: 10 of 18 students tested, 56%

Leadership: All students enrolled in Health Science programs will participate in HOSA. Measurable target: at least 85% of these students will participate in at least one HOSA activity.

100% of HOSA members participated in at least one HOSA activity in SY 18-19

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: Information & Media Technologies Program Improvement      Amount: 33053.00

## Project Description

Funds from the SY19 CTE State Allocation Grant will be used to support the Web Design and Development, Graphic Design, Photography, and IT Service and Support Programs of Study in the following areas: instructional materials and supplies related to classroom instruction and CTSO membership and student leadership opportunities in SkillsUSA.

## Project Evaluation Methods and Outcomes

The following Information and Media Technologies enrollment targets were set for August 2018. Also included are the enrollment data points for SY 18-19. The overall enrollment goal: 533 students

Web Design Program Enrollment Goal: 127 students

Enrolled in August 2018: Level 1, 63 students; Level 2, 25 students; level 3, 18 students; AS, 4 students

Program total: 110 students or 87% of total enrollment goal

Graphic Design Program Enrollment Goal: not set in grant

Enrolled in August 2018: Level 1, 78 students; Level 2, 44 students; Level 3 students, 23 students, AS, 9 students

Enrolled in August 2018: 154 students

Photography Program Enrollment Goal: 185 students

Enrolled in August 2018: Level 1, 77 students; Level 2, 51 students; Level 3, 25 students; AS, 11 students

Program total: 164 students or 89% of total enrollment goal.

IT Service and Support Program Enrollment Goal: not set in grant

Enrolled in 2018: Level 1, 78 students, level 2, 26 students; AS, 6 students

Enrolled in August 2018: 120 students

Program Enrollment Goals were 99% of the projected goal of 533 students.

Certificate of Skill Attainment Earned in 2018-2019

Web Design and Development: 17 of 18 students tested; 94%

Graphic Design: 19 of 23 students tested: 83.6%

Photography: 19 of 25 students tested: 76%

IT Service and Support: 7 of 26 students tested: 26.9 %

Program supports include community involvement by state agencies and local businesses including Nevada Tourism, Nevada Department of Transportation IT, D Bug Computers, Nevada Magazine, and In Plain Sight Marketing.

Students in Photography at SkillsUSA earned second, third, and fourth place in state SkillsUSA competition. Students in SkillsUSA Bulletin Board contest were first place winners and attended SkillsUSA national competition where they placed third in the nation. Students in SkillsUSA participate in local chapter meetings, state and local leadership events, and community service events such as the Carson High School Craft Fair. Students enrolled in Photography provide photography services at the Carson High School Prom, Homecoming Dance, Father/Daughter Dance, and Santa photos at the Carson High School Craft Fair. All 6 Advanced Studies students in IT Service and Support participated in on-site internships providing IT service and support for the Carson High School campus.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: Skilled and Technical Sciences

Amount: 14323.00

## Project Description

Funds from the CTE FY State Allocation Grant were used to support Skilled and Technical Science in the following areas: purchase of general supplies used in instruction, professional development and travel for licensed personnel, PLTW fees, and OSHA 10 certification for students..

## Project Evaluation Methods and Outcomes

The following Skilled and Technical Sciences program enrollment targets were set. Also included are the enrollment data points for SY 18-19.

SY 18-19 Programs Goal: 360 students

Architecture & Civil Engineering/Mechanical Engineering

A total of 85 students will enroll in level 1, Introduction to Engineering Design; August 2018 enrollment-104 students

A total of 65 students will enroll in level 2, Principles of Engineering; August 2018 enrollment-62 students

A total of 29 students will enroll in level 3, Computer Integrated Manufacturing; August 2018 enrollment-29 students

A total of 24 students will enroll in level 3, Architecture and Civil Engineering; August 2018 enrollment-21 students

Welding Technology

A total of 104 students will enroll in level 1, Welding Technology; August 2018 enrollment-99 students

A total of 35 students will enroll in level 2, Welding Technology; August 2018 enrollment-34 students

A total of 11 students will enroll in level 3, Welding Technology; August 2018 enrollment-8 students

A total of 7 students will roll in Advanced Studies-August 2018 enrollment-8 students

Skilled and Technical Sciences Program enrollment totals were 103% of the projected 360 students.

The following Certificate of Skill Attainment goals were set:

Mechanical Engineering: 29 students

Mechanical Engineering Certificate of Skill Attainment, 16

Architecture and Civil Engineering: 24 students

Architecture and Civil Engineering Certificate of Skill Attainment: 12

Welding Technology: 13 students

Welding Technology: 5

Program and instruction: The engineering teachers and Welding Technologies teacher will ensure all program elements are included in the program and information is provided to stakeholders.

Outcome: Syllabi were created that includes all program elements.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: Health Information Management

Amount: 33388.50

## Project Description

Funds from FY19 CTE Competitive Grant Round 2 were utilized to contract with Physician Select Network. The funds provided opportunities for students to utilize eClinical Works, the electronic patient record system training modules in areas such as: medical records, appointment scheduling, patient registration, billing, messaging, lab interfaces, and clinical notes. In addition, Physician Select Network provided job shadow/mini-Internship experiences for Health Information Management students in Carson Medical Group offices. Funds were also utilized to purchase a prep buy out and benefits for one Health Science teacher.

## Project Evaluation Methods and Outcomes

The following is a report of the Measurable Outcomes:

A goal of 35 students earning the Certificate of Skill Attainment was set for June 2019. This goal was not met. Two students earned the Certificate of Skill Attainment. Contributing factors to certificate earning include low enrollment in the program of study over the past two years and students not meeting 3.0 GPA requirement.

### Job Shadow Goal/Mini-Internship:

A goal of 100% student participation in job shadow was set. This goal was met. All students enrolled in Health Information Management I and II were provided a job shadow experience by Physician Select Management. The projected goal was for 35 students to participate; however, thirty-five students were not enrolled in program. All students enrolled in program participated.

### CPR/1st Aid Certified Goal:

A goal of 100% students earning the CPR/1st Aid certification was set. This goal was met. All students enrolled in Health Information Management I and II earned their CPR/1st Aid certification.

### Certified Electronic Health Record Specialist Assessment Goal:

A goal was set for 100% of Health Information Management students to take the OWINN approved Certified Electronic Health Record Specialist examination. Students in Health Information Management I did not take this examination.

# STATE CTE GRANTS - PERFORMANCE REPORT

FY19

Allocation

Agency: Churchill County School District

Report Submitted By:



(Signature of authorized representative)

09/30/2019

(Date)

Dr. Summer E. Stephens, Superintendent

(Printed name of authorized representative and title)

**Funding Award Amount:** \$101,040.81      **Funding Amount Used:** 90,059.75  
**Funding Amount Not Used:** \$10,981.06

**If not all funds were used please explain why:**

With a number of staff turn over, including the grant management side of the grant, the funds were not able to be fully expended. This has been rectified for FY20 expenditures and reporting.

**Overall Summary of Grant Purpose**

The overall grant purpose was to continue to further participation in and completion of courses in CTE. The year was spent continuing to offer fourteen programs, ensure that the programs had industry standard equipment and supplies, increasing the participation in CTSOs FFA, HOSA, and Skills. In the spring, teachers were able to address FY18 Program review corrective actions and began to more thoroughly engage in the Quality Program Standards self-assessments. An area that did not have much growth was the increase in preparing counselors to support student progressive plans for leadership and personal plans. In addition, FY20 activities are directly focused on this concept as well as development of career pathways for all students and course curriculum and program development. The Comprehensive Local Needs Assessment process is underway and will bring much clarity, tracking of performance and completion, to the district. The district has not used the capacity of Infinite Campus for data tracking making much of the data collection problematic. This too is being rectified for FY20.

**How many projects were approved in the grant?** 1

**Instructions:**

Please complete and attach **one** Project Report for each project.

- 1) Each Project Report should include:
  - A brief description of the project and the amount of funding used for the project.
  - Final outcomes of the evaluation methods which were described in the application.
    - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?
- 2) Competitive Grant reports should also include:
  - Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
    - Include data that represent the growth in student access and achievement.

# STATE CTE GRANT - PROJECT REPORT



New Program

Program Expansion

Improvement and Support

Staffing

Project Name: **State CTE Allocation**

Amount:

**\$90,059.75**

## Project Description

The overall grant purpose was to continue to further participation in and completion of courses in CTE. The year was spent continuing to offer fourteen programs, ensure that the programs had industry standard equipment and supplies, and increase participation in the CTSOs. In the spring, teachers were able to address FY18 Program review corrective actions and began to more thoroughly engage in the QPS self-assessments. An area that did not have much growth was the increase in preparing counselors to support student progressive plans for leadership and personal plans.

## Project Evaluation Methods and Outcomes

Increase CTSO participation by 10%--not met

Increase student acquisition of industry recognized certifications by 10%--not met

Increase graduation rate by 5%: not met--reached just under 4.5%, which is significant increase

Increase CTE Program completion by 20% by 2021: in progress

Increase CTE Concentrations by 10% in 18-19--not met.

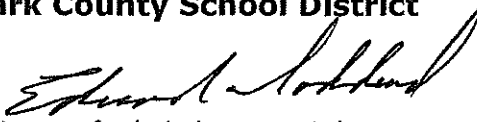
The district has encountered a number of staff turnovers, financial hardships, and change in leadership, which created inconsistencies for tracking and reporting CTE data. The district currently underutilizes Infinite Campus's options to record and track CTE students.

# STATE CTE GRANTS - PERFORMANCE REPORT

## FY19 Allocation

Agency: **Clark County School District**

Report Submitted By:



(Signature of authorized representative)

Edward Goddard

(Printed name of authorized representative and title)

09/26/19

(Date)

Funding Award Amount: \$ 6,724,277.28 Funding Amount Used: \$ 6,634,557.29

Funding Amount Not Used: \$ 89,719.99

### If not all funds were used please explain why:

Funds were spent down as close to \$0 as possible while leaving a small amount available for any last minute pricing adjustments needed to close out purchases with the Purchasing Department.

### Overall Summary of Grant Purpose

The request for funds from the state allocation grant were requests to provide funds to improve and support all CCSD schools that offer programs of study in the areas of Agriculture and Natural Resources, Business and Marketing, Education, Health and Human Services, Health Science and Public Safety, Information and Media Technologies, Skilled and Technical Sciences. In addition, the funding received provided an avenue to support student involvement in CTSO events and to offer students career guidance through maintaining College and Career Centers.

See attached Form J's

How many projects were approved in the grant? **12**

### Instructions:

Please complete and attach one Project Report for each project.

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  - A brief description of the project and the amount of funding used for the project.
  - Final outcomes of the evaluation methods which were described in the application.
    - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?
- 2) Competitive Grant reports should also include:
  - Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
    - Include data that represent the growth in student access and achievement.



## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **School Projects (44 projects combined)**

Amount: **\$ 1,709,132.07**

### Project Description

Graduating college and career ready students in order to build a stronger workforce for economic growth in Nevada is the overarching goal of this project. Specific goals include supporting increased student completion rates at all high school sites. This project includes supports for students to earn a CTE endorsed diploma with the Certificate of Skill Attainment, articulated CTE college credits, and/or approved industry certifications.

### Project Evaluation Methods and Outcomes

Career & Technical Education programs at high schools in CCSD utilized state allocation funding to meet the needs of each school's programs of study. The following schools utilized state allocation funding at their school site: Advanced Technologies Academy, Arbor View, Basic, Bonanza, Boulder City, Canyon Springs, Centennial, Chaparral, Cheyenne, Cimarron-Memorial, Clark, Coronado, Del Sol, Desert Oasis, Desert Pines, Desert Rose, Durango, ECTA, Eldorado, Foothill, Global Community, Green Valley, Indian Springs, Las Vegas, Las Vegas Academy, Laughlin, Legacy, Liberty, Moapa Valley, Mojave, Northwest CTA, Palo Verde, Rancho, Sandy Valley, Southeast CTA, Southwest CTA, Shadow Ridge, Sierra Vista, Silverado, Spring Valley, Sunrise Mountain, Valley, Veteran's Tribute CTA, Virgin Valley, West CTA, West Prep, and Western.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Agriculture & Natural Resources (AG)**

Amount: \$112,328.75

### Project Description

To support and improve the Agriculture programs at Sandy Valley HS and Virgin Valley HS through the purchase of plant design and landscape management books, online Agriculture Science curriculum, agriculture science, ornamental horticulture, greenhouse management, and FFA blazers.

To implement two new programs in the Agriculture and Natural Resources program area. A level III Food Science Technology will be implemented at Moapa Valley HS and Agriculture Science I will be implemented at Northwest Career Technical Academy (NWCTA).

### Project Evaluation Methods and Outcomes

Expected outcomes include:

(Sandy Valley HS and Virgin Valley HS)

- 10% increase in the number of Agriculture students earning the CTE Skill Attainment Certificate during the 2018-2019 school year.  
Not Met. 64.9% decrease.
- 50% of students enrolled in Agriculture programs of study will progress to the next level within the program of study for the 2019-2020 school year.  
Met. 80.6% progressed to the next level for the 2019-20 school year.
- 90% of Agriculture teachers will attend professional development in the 2018-19 school year and will report that the training met their needs.  
Met. 2 teachers attended training and reported that it met their needs.

(Moapa Valley)

- 50% of students enrolled in Agriculture programs Level II will progress to Level III within the program of study for the 2019-20 school year.  
Met. 72.2% of students progressed from Level II to Level III.
- 10% increase in the number of Agriculture students earning the CTE Skill Attainment Certificate during the 2018-2019 school year.  
Met. 110% increase.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Business & Marketing (B&M)**

Amount: \$13,957.00

### Project Description

To support the High School of Business (HSB) program at Advanced Technologies Academy (ATA), Green Valley HS, Legacy HS and West Career & Technical Academy (WCTA).

### Project Evaluation Methods and Outcomes

Expected outcomes include:

- 10% increase in the number of Business and Marketing students earning the CTE Skill Attainment Certificate during the 2018-19 school year.  
Met. 76% increase.
- 60% of students enrolled in Business and Marketing programs will progress to the next level within the program of study for the 2019-20 school year.  
Not met. 45.4% of students enrolled progressed to the next level in the 2019-20 school year.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Education, Hospitality and Human Services (EHH)**    Amount: \$87,891.49

### Project Description

To improve nine EHH programs including Culinary Arts at Canyon Springs HS, Durango HS, Foothill HS, Mojave HS, Silverado HS and Virgin Valley HS; Teaching and Training at Durango HS and Valley HS, and Hospitality and Tourism at Valley HS.

### Project Evaluation Methods and Outcomes

Expected outcomes include:

- 10% increase in students earning the CTE Skill Attainment Certificate in the 2018-19 school year. Met. There was a 36.4% increase in Culinary Arts and a 20% increase in Hospitality & Tourism students who earned the Certificate of Skill Attainment in the 2018-19 school year.
- 50% of students enrolled in Culinary Arts, Foods & Nutrition, and Teaching and Training will progress to the next level within the program of study for the 2019-20 school year. Not Met. The retention rates of the programs of study are: Culinary Arts - 47.8%, Foods & Nutrition - 33.7% and Teaching & Training - 28.3%.
- 90% of Teaching and Training teachers will attend professional development in the 2018-19 school year and will report that the training met their needs. Out of the five Teaching and Training professional development trainings that were held, 30 out of the 32 teachers attended and reported that the trainings met their needs.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Health Science & Public Safety (HS&PS)**

Amount: \$412,317.42

### Project Description

To start up new programs of study at Desert Pines HS, Palo Verde HS, Del Sol HS, and Eldorado HS.

To improve 13 HSPS programs: Sports Medicine at Arbor View and Desert Oasis, Emergency Medical Technician (EMT) at Bonanza HS and Rancho HS, Nursing Assistant at Western HS, East Career and Technical Academy (ECTA), Southwest Career and Technical Academy (SWCTA), Biomedical at Cheyenne HS, Northwest Career and Technical Academy (NWCTA), West Career and Technical Academy (WCTA), Arbor View HS, and Western HS; and Medical Assisting at Mojave HS.

### Project Evaluation Methods and Outcomes

Expected outcomes include:

- 10% increase in students in HSPS programs earning the CTE skill attainment certificate in the 2018-19 school year.

Overall goal met. The programs combined had a 30% increase of earned Certificates in the 2018-19 school year. Individually: Sports medicine increased five times, EMT 17.6% decrease, Nursing 19.5% decrease, Biomedical 52.4% increase, & Medical Assistant 30% increase.

- 50% of the students enrolled in these Health Science programs will progress to the next level within their program of study in the 2018-19 school year.

Not Met. 40.96% of students progressed from Health Science I to Health Science II.

- Enroll at least 50 students in Level 1 Health Science course at each school.(Desert Pines HS, Palo Verde HS, Del Sol HS, and Eldorado HS)

Not met in 2018-19. Met in 2019-20. Enrollment 2018-19 Del Sol-109, Desert Pines-236, Eldorado -none, Palo Verde-None. Enrollment 2019-20 Del Sol-158, Desert Pines-106, Eldorado-114, Palo Verde -210.

- Retain 75% of students enrolling from L1 to L2 in the 2019-20 school year.

Not met. The overall retainment of Health Science students from L1 to L2 in the 2019-20 school-year was 45.2%.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Information & Media Technologies (IMT)**

Amount: \$1,001,991.26

### Project Description

To provide licensed teachers for implementation of high needs programs in the area of computer science at the following schools: Advanced Technologies Academy (ATA), Cheyenne HS, Las Vegas HS, and Sierra Vista HS, for IT Networking at East Career & Technical Academy (ECTA) and Web Design & Development at Shadow Ridge HS.

To provide equipment and supplies to support all programs of study being offered information and media technologies including: Animation, Computer Science, Cybersecurity, Digital Game Development, Fashion Textiles & Design, Graphic Design, IT Networking, Photography, Theatre Technology, Radio Production, Video Production and Web Design and Development.

### Project Evaluation Methods and Outcomes

- 10% increase in the number of IMT students earning the CTE Skill Attainment Certificate during the 2018-19 school year.

Met. There was a 41.9% increase from 2017-18 in IMT students who earned a Certificate of Skill Attainment in the 2018-19 school-year.

- 60% of students enrolled in IMT programs will progress to the next level within the program of study for the 2019-20 school year.

Not Met. 58% of students enrolled in IMT programs progressed to the next level in the 2019-20 school-year.

- 25% of the students will take the AP Computer Science Principles exam at the appropriate level of the program.

Met. 60.4% of students enrolled in AP Computer Science Principles took the exam in the 2018-19 school-year.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Skilled & Technical Sciences (STS)**

Amount: \$462,129.30

### Project Description

To improve ten Skilled and Technical Science programs including Drafting and Design at East CTA, Coronado HS, and Cheyenne HS; Construction Technology and Welding at Desert Rose HS and East CTA; Manufacturing Technologies at Cimarron-Memorial HS and Mojave HS; Mechanical Technology at Northwest CTA; Engineering at West CTA; Furniture and Cabinetmaking at Shadow Ridge HS.

### Project Evaluation Methods and Outcomes

Expected outcomes at these schools include:

- 10% increase in the number of Skilled and Technical Science students earning the CTE Skill Attainment Certificate during the 2018-19 school year.

Met. There was a 12.9% increase in Certificates earned by Skilled and Technical Science students in the 2018-19 school-year.

- 50% of students enrolled in Skilled and Technical Science programs will progress to the next level within the program of study for the 2019-20 school year.

Met. 57% of students enrolled in Skilled and Technical Science progressed to the next level in the 2018-19 school-year.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **LEA Support**

Amount: \$2,924,529.99

### Project Description

The overall goal of this project pertains to increasing student completion rates at all schools. This project included funding requests to support this goal by providing personnel support, licensed prep buy-outs, general supplies, instructional supplies, books and periodicals, technology supplies, professional development, student transportation and student assessments to support all CTE programs of study.

### Project Evaluation Methods and Outcomes

Expected outcomes include:

- Increase the number of students participating in CTSO events by 5%.  
The number of student CTSO members increased by 6% from 12,417 to 13,258.
- Increase the number of CTSO chapters in the district by 5.  
Not met. Five additional chapters (new) were not added in 2018-19.
- Enrollments in L3 completer courses will increase by 10%.  
- L3C enrollments increased by 11.68% - Objective met.



## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Community Health Science**

Amount: \$206,329.62

### Project Description

To provide funding to support Community Health Science programs of study at Desert Pines HS, Moapa Valley HS, Palo Verde HS, and Rancho HS during the 2018-2019 school year.

### Project Evaluation Methods and Outcomes

Expected outcomes include:

75% of Health Science I students will enroll in Health Science II for the 2018-2019 school year.  
Not Met. 45.9% of the 2017-18 Health Science I students progressed to Health Science II in 2018-19.

70% of students enrolled in Community Health Science will be completers for the 2018-2019 school year.

Since Community Health Science completers result from students enrolled in Health Science I and II, 28.1% Earned Certificates and 75% passed the End of Program assessment.

# STATE CTE GRANTS - PERFORMANCE REPORT

## FY19 Allocation

Agency: **Douglas County School District**

Report Submitted By:



(Signature of authorized representative)

Jim Meyers, CTE Coordinator

(Printed name of authorized representative and title)

10/02/19

(Date)

Funding Award Amount:      **\$ 137,472.74**

Funding Amount Used:      **\$ 137,472.74**

Funding Amount Not Used:      **\$ 0.00**

If not all funds were used please explain why:

### Overall Summary of Grant Purpose

The overall purpose of the FY19 CTE State Allocations grant was to (1) build a new Computer Science program of study at George Whittell High School, (2) expand the Business Management and Computer Science programs of study at Douglas High School, and (3) provide Program Improvement and Support for all CTE programs in Douglas County School District.

The Computer Science program at Whittell HS is running well and anticipates its first cohort of completers in the 2020-2021 school year. The Business Management program at Douglas HS is a completer program and has started a school-based enterprise called the Orange and Black Tiger Shack. Computer Science at DHS is a completer program but will see its first group of completers with the 2020-2021 school year. Program Improvement and Support is providing all CTE programs in DCSD with new equipment and tools, supplies, and materials necessary for continued program growth and student success.

How many projects were approved in the grant? **3**

### Instructions:

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.

## STATE CTE GRANT - PROJECT REPORT



New Program



Program Expansion



Improvement and Support



Staffing

Project Name: **George Whittell HS - Computer Science**

Amount: **\$ 5,921.00**

### Project Description

George Whittell HS added a new program of study in Computer Science in FY19. All three levels of instruction were added: L1 Computer Science I, L2 AP Computer Science Principles, and L3 AP Computer Science A. In December of 2018, the course requirements were changed to include L1 AP Computer Science Principles, L2 Computer Science II, and L3 AP Computer Science A. Because of the low population of the school (grades 9-12, 230 students), not all CS courses were able to be offered due to sufficient enrollment. Promotion of the program has resulted in greater interest in all three levels yet GWHS is still striving for its first cohort of completers in this program. Funds from this grant were used to provide consumables and materials necessary for instruction as well as software to cover all three levels in this program of study. Now that the new course requirements are in place, students will have a solid path to follow to obtain completer levels of training and take the end of program assessments.

### Project Evaluation Methods and Outcomes

"Measurable targets will include successful promotion from Level 1 to Level 2 to Level 3, successful pass rates on the Workplace Readiness Skills assessment and the End of Program Technical Assessments, and potentially higher CTE Technical Skills Certificates being awarded."

Successful promotion from Level 1 to Level 2 to Level 3.

With the changes in the course sequence for this program of study (December, 2018), there have been several students that have successfully completed both L1 AP Computer Science Principles and L3 AP Computer Science A but now have to back track and complete the L2 Computer Science II course to complete their program of study. Some of these students are seniors with no available space in their schedules to take another CS class. Unfortunately, there will be no completer level students this school year. It is anticipated that the first cohort of completers will be in the 2019-2020 school year.

Successful pass rates on the Workplace Readiness Skills assessment and the End of Program Technical Assessments, and potentially higher CTE Technical Skills Certificates being awarded.

There were no completers in the 2018-2019 school year. The goals that were set for this year regarding end of program assessments will remain in place for the 2019-2020 school year.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Douglas HS - Business Mgmt and CS**

Amount: **\$ 23,080.00**

## Project Description

Program expansion took place in two programs of study at Douglas High School: Business Management added Business Management II and Computer Science added AP Computer Science A (L3) to become completer programs of study. Both programs of study are now at completer status. The Business Management POS is finding success with course enrollment and an active FBLA chapter.

The course sequence for Computer Science changed in December 2018. The new sequence includes L1 AP Computer Science Principles, L2 Computer Science II, and L3 AP Computer Science A. As a result, many seniors that had previously taken both CS AP courses are now required to take the L2 Computer Science 2 course, but do not have the room in their schedules to do so. Therefore, no students participated in the 2018-2019 End of Program assessments and there won't be any completers in the 2019-2020. It is anticipated that the first cohort of CS completers will be in the 2020-2021 school year.

## Project Evaluation Methods and Outcomes

Measurable targets will include successful promotion from Level 1 to Level 2 to Level 3 in both programs, successful pass rates on the Workplace Readiness Skills assessment and the End of Program Technical Assessments, and potentially higher CTE Technical Skills Certificates being awarded.

Business Management - "successful promotion from Level 1 to Level 2 to Level 3"

L1 - 2 sections @ 30 students ea.; L2/L3 combined - L2 @ 16 students, L3 @ 3. Instructor is actively promoting current L1 students to enroll for L2, and current L2 students into L3. As a part of this recruitment, students are invited to join FBLA and attend monthly meetings.

Workplace Readiness Skills Assessment Participation Rate for 2018-2019 was 100%.

Workplace Readiness Skills Pass Rate for 2018-2019 was 100%

End of Program Assessment Participation Rate for 2018-2019 was 100%

End of Program Assessment Pass Rate for 2018-2019 was 75%

Certificate Earners 75%

Computer Science - "Successful promotion from Level 1 to Level 2 to Level 3"

With the changes in the course sequence for this program of study (December, 2018), there were 21 students that successfully completed both L1 AP Computer Science Principles and L3 AP Computer Science A. However they are seniors this year and they have no available room in their schedules to go back and take the L2 Computer Science II course to complete their program of study. Unfortunately, there will be no completer level students this school year. It is anticipated that the first cohort of completers will be in the 2019-2020 school year.

Successful pass rates on the Workplace Readiness Skills assessment and the End of Program Technical Assessments, and potentially higher CTE Technical Skills Certificates being awarded.

There were no completers in the 2018-2019 school year. The goals that were set for this year regarding end of program assessments will remain in place for the 2019-2020 and 2020-2021 school years.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **DCSD Program Improvement and Support**

Amount: **\$ 108,471.74**

## Project Description

Program Improvement and Support funds are provided to assist a program to a higher level of instruction and student outcomes. The programs identified within the budget narrative requested supply and equipment purchases to help them meet state and industry standards. These funds were used to supplement other district funds that might be available to help improve programs. Last spring, each teacher was asked to complete a Request for Purchase form, which includes a rationale for intended use and application of the materials related to program standards and student achievement, and provided specific ordering information. Once funding was made available, the CTE Coordinator ensured all items were ordered and delivered. Teachers and students were then provided the materials and supplies necessary for the school year to maximize learning and student success.

## Project Evaluation Methods and Outcomes

"Measurable targets will include successful promotion from Level 1 to Level 2 to Level 3, successful pass rates on the Workplace Readiness Skills assessment and the End of Program Technical Assessments, and potentially higher CTE Technical Skills Certificates being awarded."

"Successful promotion from Level 1 to Level 2 to Level 3" - CTE programs of study have seen an increase in enrollment from the previous year (approx. +9%). Retention across all three levels remains constant. Teachers are actively promoting their programs with guest speakers and members from industry. Presentations have been provided regarding CTE College Credit and the benefits students receive for their success in high school. Metalworking I was added to the program of study at Douglas HS, Metalworking II has been added for 2019-2020 and will become a complete program in 2020-2021. Continuous promotion for all CTE programs and CTSOs will be necessary as we strive to meet the new Perkins V grant funding requirements.

### End of Program Assessments 2018-2019

Workplace Readiness Skills Assessment Participation Rate - 100%.

Workplace Readiness Skills Pass Rate - 94.16%

End of Program Technical Assessment Participation Rate - 100%

End of Program Technical Assessment Pass Rate - 60.54%

Certificate Earners - 55.1%

There is room for improvement with End of Program Technical Assessment Pass Rates and Certificate Earners. While the End of Program Technical Assessment Participation Rate is 100%, the EOP Pass Rate is just below the state average. The number of Certificate Earners is above state average but with improvements in Technical Assessment Pass Rates, the number of certificate earners will increase as well. This will be a goal for improvement over the course of this school year.

# STATE CTE GRANTS - PERFORMANCE REPORT

FY19

Allocation

Agency: **Elko County**

Report Submitted By:



10/02/20

(Signature of authorized representative)

(Date)

Shane Sutton

(Printed name of authorized representative and title)

Funding Award Amount:     **\$ 288,813.84**           Funding Amount Used:     **\$ 251,963.91**

Funding Amount Not Used:     **\$ 39,849.93**

**If not all funds were used please explain why:**

Several of the items in the budget were either under cost or were funded by other revenue sources. In addition, there were difficulties getting approved expenses that were un-incumbered spent due to an internal transition of the District Grant Manager position in the May/June portion of the school year.

**Overall Summary of Grant Purpose**

The District applied for and received funding for the purposes of supporting CTSO participation, supplementing school site budgets for supplies and equipment and purchasing items of technology to enhance participation and successful completion of State CTE Assessments.

**How many projects were approved in the grant?    1**

**Instructions:**

Please complete and attach **one** Project Report for each project.

- 1) Each Project Report should include:
  - A brief description of the project and the amount of funding used for the project.
  - Final outcomes of the evaluation methods which were described in the application.
    - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?
- 2) Competitive Grant reports should also include:
  - Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
    - Include data that represent the growth in student access and achievement.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Elko County School District Program Support**      Amount:      **\$ 288,813.84**

### Project Description

Elko County School District requested funds to serve two main purposes. The first using funds to support CTSO participation and increased success of students in local regional and State CTSO activities. The second portion of the funds were used to support local CTE Program site budgets for supplies and equipment, curriculum and items of technology to enhance participation rates and successful student outcomes in both State Workplace Readiness and End-of-Course CTE Assessments.

### Project Evaluation Methods and Outcomes

Elko County School District will continue to assess programs using CTEC End-of-Program scores, CTE College Credit earners, and post-secondary program enrollees. The main goal for the FY'19 year is to see a 10% increase in CTSO participation, a 10% increase in passing of the Workplace Readiness Assessment and a 5% increase in the number of students passing the CTECS End-of-Program assessments.

The District collected data from all active CTSO Chapters across the District and found the following results:

CTSO student membership: FY18' = 829 students    FY19' = 912 students    9.2% increase  
CTSO National Event student participation: FY18' = 139 students    FY19' = 117 students    16% decrease

The main indicator of the decrease in National CTSO Event participation was the suspension of the SCHS HOSA Chapter FY19' due to internal staffing problems. This has been corrected with the hiring of two, new Health Science and Public Safety instructors for the 2019-20 school year.

The District collected data from results of both the State Workplace Readiness Skills Assessment and End-of-Program Technical Skills Assessments and found the following results:

WRS participation: FY18' = 245 students    FY19' = 254 students    3.7% increase  
WRS passing : FY18' = 227 students/ 92.6%    FY19' = 212 students/ 83.4%    10% decrease  
EOP Participation : FY18' = 227 students    FY19' = 291 students    22% increase  
EOP Passing : FY18' = 144 students / 63.44%    FY19' = 183 students / 62.89%    1% decrease  
The District is in the process of collecting data correlating ACT test scores to CTE Assessment passing rates. In addition, after surveying students and instructors at the completion of the assessment window, it was found that moving the testing window 45 calendar days earlier than FY18' had a detrimental impact on student assessment success.

# STATE CTE GRANTS - PERFORMANCE REPORT

**Agency:**

**Report Submitted By:**

*Eric Feeney*

(Signature of authorized representative)

(Date)

(Printed name of authorized representative and title)

**Funding Award Amount:**

**Funding Amount Used:**

**Funding Amount Not Used:**

**If not all funds were used please explain why:**

**Overall Summary of Grant Purpose**

**How many projects were approved in the grant?**

## **Instructions:**

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.



# STATE CTE GRANT - PROJECT REPORT

New Program

Program Expansion

Improvement and Support

Staffing

Project Name:

Amount:

**Project Description**

**Project Evaluation Methods and Outcomes**

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **STS Automotive Technology - LHS**

Amount: **\$ 11,674.29**

## Project Description

The Automotive Technology program at Lowry High School has a significant enrollment and these students upon graduation enter the business community in Winnemucca and the surrounding areas. To improve student learning we plan to purchase \$4,022.63 in small hand tools and consumables for laboratory instruction. We will also purchase some items of higher value including a tap and die set, two rolling jacks, and a new tire changer to replace worn out equipment.

## Project Evaluation Methods and Outcomes

### GOAL

Plan and carry out Quality Program Standards (QPS) and elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of State and local levels of performance, which include:

### OBJECTIVES/OUTCOMES

- Increase students' performance on CTE End-of-Program Technical Assessments to 80% of CTE concentrators meeting State criteria for technical skill attainment.
  - SY17-18: HCSD CTE Program Level of Performance = 63.29%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet
  - SY18-19: HCSD CTE Program Level of Performance = 66.20% - STS Automotive = 69.23%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet
- Enhance and implement appropriate equipment, technology, and instructional materials aligned with State standards and business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials; and
  - QPS 2.0: Program and Instruction - Overall Adequate Rating (NDE - On-site QPS Review - 2018)
    - \* Augmentation of CTE programs and performance is ongoing
- supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program State standards and curriculum;

QPS 3.0: Leadership Development - Overall Adequate Rating (NDE - On-site QPS Review - 2018)  
Most students have the opportunity to participate in a student organization related to the program of study in which the student is enrolled. The advisors actively participate in CTSO activities and most are members of the respective state and national organizations {FFA, FBLA, HOSA and SkillsUSA). Students from ALHS have participated in state and national level CTSO events.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Business & Marketing - LHS**

Amount: **\$ 13,135.76**

## Project Description

The Business and Marketing program at Lowry High School has a significant enrollment and these students upon graduation enter the business community in Winnemucca and the surrounding areas. We plan to fund CTSO students to attend State FBLA activities and for the FBLA Advisor to attend as well at a cost of \$2,757.91. To improve student learning we plan to purchase a Xerox Phaser 7800/DX printer, finisher and the necessary ink for student use in the Business laboratory. The objective of this project is to provide additional learning experiences for CTSO students and to improve the technology in the classroom for students in the Business program. Our students will be more employable upon graduation if they have been trained in the most current equipment and software usage.

## Project Evaluation Methods and Outcomes

### GOAL

Plan and carry out Quality Program Standards (QPS) and elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of State and local levels of performance, which include:

### OBJECTIVES/OUTCOMES

- Increase students' performance on CTE End-of-Program Technical Assessments to 80% of CTE concentrators meeting State criteria for technical skill attainment.

SY17-18: HCSD CTE Program Level of Performance = 63.29%

- i. State Adjusted Level of Performance (53.50%) – Met
- ii. HCSD Local Level of Performance (80.00%) – Did Not Meet

SY18-19: HCSD CTE Program Level of Performance = 66.20%

- i. State Adjusted Level of Performance (53.50%) – Met
- ii. HCSD Local Level of Performance (80.00%) – Did Not Meet

- Enhance and implement appropriate equipment, technology, and instructional materials aligned with State standards and business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials; and

QPS 2.0: Program and Instruction - Overall Adequate Rating (NDE - On-site QPS Review - 2018)

\* Augmentation of CTE programs and performance is ongoing

- supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program State standards and curriculum;

QPS 3.0: Leadership Development - Overall Adequate Rating (NDE - On-site QPS Review - 2018)

Most students have the opportunity to participate in a student organization related to the program of study in which the student is enrolled. The advisors actively participate in CTSO activities and most are members of the respective state and national organizations (FFA, FBLA, HOSA and SkillsUSA). Students from ALHS have participated in state and national level CTSO events.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **STS Construction Technology - LHS**

Amount: **\$ 11,985.97**

## Project Description

The Construction Technology program at Lowry High School has a significant enrollment and these students upon graduation enter the business community in Winnemucca and the surrounding areas. We plan to fund the construction of four sheds to be built by Construction Tech students. The sheds will be sold and the proceeds put back into the program to fund future construction.

## Project Evaluation Methods and Outcomes

### GOAL

Plan and carry out Quality Program Standards (QPS) and elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of State and local levels of performance, which include:

### OBJECTIVES/OUTCOMES

- Increase students' performance on CTE End-of-Program Technical Assessments to 80% of CTE concentrators meeting State criteria for technical skill attainment.
  - SY17-18: HCSD CTE Program Level of Performance = 63.29%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet
  - SY18-19: HCSD CTE Program Level of Performance = 66.20% - STS Construction = 83.33%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet - Met
- Enhance and implement appropriate equipment, technology, and instructional materials aligned with State standards and business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials; and
  - QPS 2.0: Program and Instruction - Overall Adequate Rating (NDE - On-site QPS Review - 2018)
    - \* Augmentation of CTE programs and performance is ongoing
- supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program State standards and curriculum;

QPS 3.0: Leadership Development - Overall Adequate Rating (NDE - On-site QPS Review - 2018)  
Most students have the opportunity to participate in a student organization related to the program of study in which the student is enrolled. The advisors actively participate in CTSO activities and most are members of the respective state and national organizations {FFA, FBLA, HOSA and SkillsUSA). Students from ALHS have participated in state and national level CTSO events.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Health Science - LHS**

Amount: **\$ 7,599.20**

## Project Description

The Health Science program at Lowry High School has a significant enrollment and these students upon graduation enter the business community in Winnemucca and the surrounding areas. We plan to fund the Seven HOSA students on a field trip to the University of Arizona for a tour and instruction of the Athletic Training facilities at that university.

## Project Evaluation Methods and Outcomes

### GOAL

Plan and carry out Quality Program Standards (QPS) and elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of State and local levels of performance, which include:

### OBJECTIVES/OUTCOMES

- Increase students' performance on CTE End-of-Program Technical Assessments to 80% of CTE concentrators meeting State criteria for technical skill attainment.

SY17-18: HCSD CTE Program Level of Performance = 63.29%

- i. State Adjusted Level of Performance (53.50%) – Met
- ii. HCSD Local Level of Performance (80.00%) – Did Not Meet

SY18-19: HCSD CTE Program Level of Performance = 66.20%

- i. State Adjusted Level of Performance (53.50%) – Met
- ii. HCSD Local Level of Performance (80.00%) – Did Not Meet

- Enhance and implement appropriate equipment, technology, and instructional materials aligned with State standards and business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials; and

QPS 2.0: Program and Instruction - Overall Adequate Rating (NDE - On-site QPS Review - 2018)

\* Augmentation of CTE programs and performance is ongoing

- supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program State standards and curriculum;

QPS 3.0: Leadership Development - Overall Adequate Rating (NDE - On-site QPS Review - 2018)

Most students have the opportunity to participate in a student organization related to the program of study in which the student is enrolled. The advisors actively participate in CTSO activities and most are members of the respective state and national organizations (FFA, FBLA, HOSA and SkillsUSA). Students from ALHS have participated in state and national level CTSO events.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **STS Welding Technology - LHS**

Amount: **\$ 18,511.44**

## Project Description

The Welding Technology program at Lowry High School has a significant enrollment and these students upon graduation enter the business community in Winnemucca and the surrounding areas. We plan to fund 3 SkillsUSA students to national competition and 10 students to State CTSO activities at a cost of \$12,631.84. The remainder of the welding allocation will be used for welding safety equipment and replacement of consumables in the welding program.

## Project Evaluation Methods and Outcomes

### GOAL

Plan and carry out Quality Program Standards (QPS) and elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of State and local levels of performance, which include:

### OBJECTIVES/OUTCOMES

- Increase students' performance on CTE End-of-Program Technical Assessments to 80% of CTE concentrators meeting State criteria for technical skill attainment.

SY17-18: HCSD CTE Program Level of Performance = 63.29%

- i. State Adjusted Level of Performance (53.50%) – Met
- ii. HCSD Local Level of Performance (80.00%) – Did Not Meet

SY18-19: HCSD CTE Program Level of Performance = 66.20% - STS Welding = 42.86%

- i. State Adjusted Level of Performance (53.50%) – Met
- ii. HCSD Local Level of Performance (80.00%) – Did Not Meet

- Enhance and implement appropriate equipment, technology, and instructional materials aligned with State standards and business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials; and

QPS 2.0: Program and Instruction - Overall Adequate Rating (NDE - On-site QPS Review - 2018)

\* Augmentation of CTE programs and performance is ongoing

- supporting career and technical student organizations, including student preparation for and participation in technical skills competitions aligned with career and technical education program State standards and curriculum;

QPS 3.0: Leadership Development - Overall Adequate Rating (NDE - On-site QPS Review - 2018)

Most students have the opportunity to participate in a student organization related to the program of study in which the student is enrolled. The advisors actively participate in CTSO activities and most are members of the respective state and national organizations {FFA, FBLA, HOSA and SkillsUSA). Students from ALHS have participated in state and national level CTSO events.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **AG Science - McDermitt**

Amount: **\$ 1,621.03**

## Project Description

The Agriculture Science program at McDermitt Combined School has a significant enrollment and these students upon graduation enter the business community in Winnemucca and the surrounding areas. We plan to utilize the funds to improve and enhance the Agriculture Mechanics lab by replacing lost dies for the Hossfeld bender and a worn out handle and liner on the Miller Mig Welder, as well as purchasing instructional support materials. The objective of this project is to provide additional learning experiences for CTE students and to improve the technology in the classroom for students in the Agriculture program. Our students will be more employable upon graduation if they have been trained in the most current equipment and software usage.

## Project Evaluation Methods and Outcomes

### GOAL

Plan and carry out Quality Program Standards (QPS) and elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of State and local levels of performance, which include:

### OBJECTIVES/OUTCOMES

- Increase students' performance on CTE End-of-Program Technical Assessments to 80% of CTE concentrators meeting State criteria for technical skill attainment.

SY17-18: HCSD CTE Program Level of Performance = 63.29%

- i. State Adjusted Level of Performance (53.50%) – Met
- ii. HCSD Local Level of Performance (80.00%) – Did Not Meet

SY18-19: HCSD CTE Program Level of Performance = 66.20%

- i. State Adjusted Level of Performance (53.50%) – Met
- ii. HCSD Local Level of Performance (80.00%) – Did Not Meet

- Enhance and implement appropriate equipment, technology, and instructional materials aligned with State standards and business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials; and

QPS 2.0: Program and Instruction - Overall Adequate Rating (NDE - On-site QPS Review - 2018)

- \* Augmentation of CTE programs and performance is ongoing

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Business & Marketing - McDermitt**

Amount: **\$ 876.00**

## Project Description

The Business and Marketing program at McDermitt Combined School has a significant enrollment and upon graduation students will enter the business community workforce in Winnemucca and the surrounding areas. We plan to fund an NEC E556 E Series 55" LED Display to improve instruction in the Business Classroom. The objective of this project is to provide additional learning experiences for CTE students and to improve the technology in the classroom for students in the Business program. Our students will be more employable upon graduation if they have been trained in the most current equipment and software usage.

## Project Evaluation Methods and Outcomes

### GOAL

Plan and carry out Quality Program Standards (QPS) and elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of State and local levels of performance, which include:

### OBJECTIVES/OUTCOMES

- Increase students' performance on CTE End-of-Program Technical Assessments to 80% of CTE concentrators meeting State criteria for technical skill attainment.

SY17-18: HCSD CTE Program Level of Performance = 63.29%

- i. State Adjusted Level of Performance (53.50%) – Met
- ii. HCSD Local Level of Performance (80.00%) – Did Not Meet

SY18-19: HCSD CTE Program Level of Performance = 66.20%

- i. State Adjusted Level of Performance (53.50%) – Met
- ii. HCSD Local Level of Performance (80.00%) – Did Not Meet

- Enhance and implement appropriate equipment, technology, and instructional materials aligned with State standards and business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials; and

QPS 2.0: Program and Instruction - Overall Adequate Rating (NDE - On-site QPS Review - 2018)

- \* Augmentation of CTE programs and performance is ongoing



# STATE CTE GRANTS - PERFORMANCE REPORT

**FY19 Allocation**

**Agency: Lander County District**

Report Submitted By:

*Heather Nield*

(Signature of authorized representative)

Heather Nield

(Printed name of authorized representative and title)

10/02/19

(Date)

Funding Award Amount:       **\$ 11,336.82**                      Funding Amount Used:       **\$ 10,722.58**

Funding Amount Not Used:       **\$ 614.24**

**If not all funds were used please explain why:**

Total fund expenditure was not possible due to ordered supplies coming in under costs and/or back-ordered past grant award period.

## Overall Summary of Grant Purpose

The Allocation grant funds were used to provide a curriculum that is innovative, current, and provides hands on instructional activities which will prepare graduates for careers in Nevada, specifically Lander County. The impact in both programs will help meet the high wage/high skill/high demand and non traditional areas identified by the Governor. The intended use of funds is to increase the number of students who complete CTE programs of study and earn the state certificate of skill attainment as well as prepare students who are career and college ready. This is accomplished through curriculum and instruction that is rigorous and relevant.

**How many projects were approved in the grant? 2**

## Instructions:

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Ag-Ag Science-BMHS**

Amount: **\$ 5,908.82**

### Project Description

We intend to use funding from this grant to drive the assembly of a high performing, project based learning, technology infused, student directed agriculture and natural resource program that will leave our students' college and career ready upon graduation from high school. To support this goal, we have provided an agricultural and natural resource education program to expand our curricular offerings and better prepare students for jobs that are critical in our community and county.

### Project Evaluation Methods and Outcomes

Through this grant we expect to develop curricula and materials that will support the Nevada Career and Technical Standards for agriculture and that follow the Agriculture and Natural Resource Programs of Study. We will use the Agriculture and Natural Resource Programs of Study which have been adopted by the Nevada State Board of Education/State Board for Career and Technical Education. We will develop recruitment and retention programs that are specific to BMHS but which could easily be adapted to usage by schools in other districts around the country. We will also develop a variety of experiential learning opportunities that might be replicated in other communities.

As a result of this grant, we expect to have a 100% increase in the number of students enrolled in the agriculture program at BMHS which will account for 44% of the high school population. Every student enrolled will also be an FFA member and will volunteer in the community for a variety of events. We expect 12 of our agricultural graduates to enroll in post-secondary agriculture programs both in Nevada and in surrounding states by fall of 2020. Our goal is to have 94.5% of the agriculture students pass the Nevada End of Course Exam and we expect 99% of the "Completers" in the agriculture program to graduate from BMHS on time. By the end of the grant, we plan to have an extensive network of community collaborators that can provide internships, career mentoring and student volunteerism opportunities for years to come in our community.

\*BMHS agriculture program doubled student enrollment for the FY 19.

\*9 of our agricultural graduates enrolled in post- secondary agriculture programs in and around Nevada.

\*75% of our agriculture students passed the End of Course Exam

\*100% of Completers in the agriculture program graduated from BMHS on time.

\*Through our CTE Advisory Board, we have begun to develop an extensive network of community collaborators to help provide internships, mentoring, and volunteering opportunities.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **HS & PS-Health Science-BMHS**

Amount: **\$ 5,428.00**

### Project Description

The primary goal of this request for competitive funds is to increase the number of students who complete CTE programs of study and earn the State Certificate of Skill Attainment, through the development and expansion of high quality, high impact programs at BMHS with the current technology to support these students. Funds from the allocation grant will be used for professional development of the teacher and to replace equipment in the health science program.

### Project Evaluation Methods and Outcomes

Through this grant we expect to develop curricula and materials that will support the Nevada Career and Technical Standards for health science and that follow the Health Science and Public Safety Programs of Study. We will use the Health Science Programs of Study which have been adopted by the Nevada State Board of Education/State Board for Career and Technical Education. We will develop recruitment and retention programs that are specific to BMHS but which could easily be adapted to usage by schools in other districts around the country. We will also develop a variety of experiential learning opportunities that might be replicated in other communities.

As a result of this grant and the new technology available only to CTE students, we expect to have a 100% increase in the number of students enrolled in the health science program at BMHS which will account for 20% of the high school population. Most of the students enrolled will also be HOSA members and will volunteer in the community for a variety of events. We expect 6 of our health science graduates to enroll in post-secondary medical field programs both in Nevada and in surrounding states by fall of 2019. Our goal is to have 80% of the Health Science and Public Safety students pass the Nevada End of Course Exam and we expect 99% of the "Completers" in the health science and public safety program to graduate from BMHS on time.

\*Student enrollment increased in the health science program by 50%

\*6 health science graduates enrolled in post-secondary medical field programs in Nevada and surrounding states.

\*Over 80% of students passed the Nevada End of Course Exam.

\*100% of completers graduated on time.

# STATE CTE GRANTS - PERFORMANCE REPORT

## FY19 Allocation

Agency: **Lincoln County School District**

Report Submitted By:



(Signature of authorized representative)

Kaunya Mortensen, Secretary

(Printed name of authorized representative and title)

10/07/19

(Date)

Funding Award Amount:       **\$ 52,171.40**

Funding Amount Used:       **\$ 51,900.14**

Funding Amount Not Used:       **\$ 271.26**

If not all funds were used please explain why:

I had a difficult time getting Lincoln County High School turn in their requisitions.

### Overall Summary of Grant Purpose

The overall purposes of the grant were to keep the classrooms stocked with up-to-date supplies, software, and equipment as well as provide training and/or travel for staff and students to attend conventions. In achieving these goals, it is hoped that the enrollment for the programs that have benefited will increase.

How many projects were approved in the grant?   **4**

### Instructions:

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.

# STATE CTE GRANT - PROJECT REPORT

New Program

Program Expansion

Improvement and Support

Staffing

Project Name: **Agriculture**

Amount:

**\$ 13,647.37**

## Project Description

Funding was used primarily for staff and students to attend various CTE conventions, including State and National FFA Conventions, and NACTE for Pahrnagat Valley High School; animal care supplies for Lincoln County High School, and greenhouse supplies for CO Bastian High School.

## Project Evaluation Methods and Outcomes

Outcomes will be measured by actual student enrollment, student assessment results, program completion, and increased student capacity. By the end of the 2018-19 school year, students will have been able to receive enough instruction to pass end of course exams and demonstrate career readiness through assessments. As with all courses, evaluations are ongoing; however, LCSD will be able to complete an evaluation for the purposes of this grant by the end of the school year 2019.

Student enrollment in the Agriculture programs at Pahrnagat Valley High School have continued to increase. Student assessments have been given, and students have performed well on the assessments. We have a high percentage of completers each year, and by enabling the students to attend the conventions through program funding, more and more students are interested in continuing the process of enrolling in 3-4 years of ag classes, thereby completing the program.

## STATE CTE GRANT - PROJECT REPORT

New Program

Program Expansion

Improvement and Support

Staffing

Project Name: **State CTE Allocation Grant--B&M/IMT**

Amount: **\$ 10,523.88**

### Project Description

For the Business and Marketing programs, supplies for printing machines and software such as Mythware and Adobe CC site Licenses were purchased for CO Bastian High School to enhance the existing programs, making the students more productive and more responsible in their learning process.

### Project Evaluation Methods and Outcomes

Outcomes will be measured by actual student enrollment, student assessment results, program completion, and increased student capacity. By the end of the 2018-19 school year, students will have been able to receive enough instruction to pass end of course exams and demonstrate career readiness through assessments. As with all courses, evaluations are ongoing; however, LCSD will be able to complete an evaluation for the purposes of this grant by the end of the school year 2019.

Student enrollment in the Business programs at CO Bastian High School have continued to see increased interest. Student assessments aren't given in these program areas because students aren't enrolled long enough at CO Bastian to offer advanced classes. It is our hope, however, that students will leave CO Bastian with a seed of interest planted to complete courses at their transfer school.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Education Hospitality and Human Services**

Amount: **\$ 9,112.59**

### Project Description

For the Education, Hospitality and Human Services programs, supplies were purchased for the student kitchens at Lincoln County High School; ServSafe materials, and a projector were purchased for CO Bastian High School.

### Project Evaluation Methods and Outcomes

Outcomes will be measured by actual student enrollment, student assessment results, program completion, and increased student capacity. By the end of the 2018-19 school year, students will have been able to receive enough instruction to pass end of course exams and demonstrate career readiness through assessments. As with all courses, evaluations are ongoing; however, LCSD will be able to complete an evaluation for the purposes of this grant by the end of the school year 2019.

Student enrollment in the Education, Hospitality, and Human Services program at LCHS has been decreasing, and it was hoped that the programs would see some increased enrollment by improving the availability of supplies for proper function and student use. EHH programs at CO Bastian High School have continued to see increased interest. Student assessments aren't given in these program areas because students aren't enrolled long enough at CO Bastian to offer advanced classes. Students do, however complete ServSafe Certification prior to their introduction into culinary arts. This certification can go with them wherever they go. It is our hope, however, that students will leave CO Bastian with a seed of interest planted to complete courses at their transfer school.

# STATE CTE GRANT - PROJECT REPORT

New Program

Program Expansion

Improvement and Support

Staffing

Project Name: **Skilled and Technical Sciences**

Amount: **\$ 18,616.30**

## Project Description

For the Skilled and Technical Sciences programs, travel was purchased for staff to attend NACTE, supplies for Auto classes, welding, and woodworking classes were purchased for Lincoln County High School; supplies for the woodworking, auto, and welding classes at Pahranaagat Valley High School; and supplies for woodworking and welding programs at CO Bastian High School.

## Project Evaluation Methods and Outcomes

Outcomes will be measured by actual student enrollment, student assessment results, program completion, and increased student capacity. By the end of the 2018-19 school year, students will have been able to receive enough instruction to pass end of course exams and demonstrate career readiness through assessments. As with all courses, evaluations are ongoing; however, LCSD will be able to complete an evaluation for the purposes of this grant by the end of the school year 2019.

Student enrollment in the Skilled and Technical Sciences programs at LCHS, PVHS, and COB have been increasing every year. The ability of schools to purchase consumables and new supplies using this grant funding has improved the availability for students manufacture, fabricate, design, and produce quality work. By doing this, we are able to offer students industry standard equipment and supplies so they may obtain the skills necessary to continue in those program areas post secondary. Due to the increased student enrollment, we are able to offer some completer courses for the first time in the school year 2019-20. Students will be able to take appropriate assessments and use their credentials to get program-focused jobs and/or train in tech schools to further their education



# STATE CTE GRANTS - PERFORMANCE REPORT

## FY19 Allocation

Agency: **Lyon County School District**

Report Submitted By:

  
(Signature of authorized representative)

Jennifer Apgar - CTE Grants Coordinator

(Printed name of authorized representative and title)

10/07/19

(Date)

Funding Award Amount:       **\$ 180,288.52**                      Funding Amount Used:       **\$ 158,023.20**

Funding Amount Not Used:       **\$ 22,265.32**

### If not all funds were used please explain why:

Overall the majority of items requested were purchased. However, there were some student travel funds that went unused do to lower registration fees then expected or lower student attendance then expected. Some supplies and equipment went without purchase due to unavailability and or the inability to order and receive prior to year end.

### Overall Summary of Grant Purpose

The overall grant purpose was to support and improve the programs offered at Lyon County School District. Staff and Student travel to support involvement in CTSO's and participation in professional development. Supplies, Instructional Materials, Technology related items and Equipment to support the hands on lessons that students participate in on a daily basis.

How many projects were approved in the grant?   **7**

### Instructions:

Please complete and attach **one** Project Report for each project.

- 1) Each Project Report should include:
  - A brief description of the project and the amount of funding used for the project.
  - Final outcomes of the evaluation methods which were described in the application.
    - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?
- 2) Competitive Grant reports should also include:
  - Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
    - Include data that represent the growth in student access and achievement.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Agriculture & Natural Resources**

Amount: **\$ 16,288.84**

### Project Description

Fernley HS, Smith Valley HS and Yerington HS used funds to grow their programs and support their CTSO in both materials and travel. Participation in Leadership events were a goal and providing students the proper materials required for competitions.

### Project Evaluation Methods and Outcomes

Lyon County School District's (LCSD) goal is to continue improving student success on the end-of-program assessment and the Workplace Readiness Skills Assessment and continue to increase our overall success rate annually. The Director of Secondary Curriculum (or designee) reviews with each site/program/instructor the previous school years assessment results, and collaborates on how to increase student success. With monthly accountability site visits performed in order to provide any support and guidance that is needed. In addition, a review of what standards are being covered and a review of the learner outcomes we are anticipate that with these processes in place we will continue to see students becoming more proficient in the course competencies resulting in student success and a higher completion rate.

Moving forward LCSD will evaluate the enrollments of CTE courses and determine where the enrollment numbers are and which need to be further evaluated to see how we can increase student enrollment. Using our most successful high school as a model for programs district wide. The Director of Secondary Curriculum and the CTE Grant Coordinator will perform training sessions at all high schools. These sessions will include detail on allowable expenses, connecting to the standards, program recruitment and promotions, district surveys, and the evaluation of survey data to ensure we are meeting the interests of students and parents, aligning with the objectives set forth by the Governor's Office of Economic Development, and improving completion rates every school year.

Measuring the results will be accomplished by comparing survey data, with enrollment data, and graduation/completer data. This evaluation process will begin SY16-17 and continue through to the graduation of these students.

SY17-18 CTE Enrollments: 1529

SY17-18 CTE Workplace Readiness Pass Rates: 111 of 120=93%

SY17-18 CTE End of Program Pass Rates: 69 of 131= 53%

SY17-18 Certificates Earned: 54

SY18-19 CTE Enrollments: 1455

SY18-19 CTE Workplace Readiness Pass Rates: 134 of 146= 92%

SY18-19 CTE End of Program Pass Rates:51%

SY18-19 Certificates Earned: 69

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Business and Marketing Education**

Amount: **\$ 13,713.58**

### Project Description

Dayton HS(DHS) Marketing program will use funds to renew their School POS System contract and for student travel to DECA. Fernley HS(FHS) Accounting & Finance program will purchase MBA Research A\*S\*K\* Institute instructional materials and Business Finance and Accounting instructional DVD's to aid in the demonstrate of problems and assignments, reviewing and allowing students to see and the do the work on their own. Silver Stage HS(SSHS) Marketing program will purchase Business and Marketing Essentials, Principles, and Applications courses from MBA Research to aid in the program improvement. Students will be pricing, promoting, and selling items to generate funds back into the Marketing program. The students will create a commercial to advertise their products as well. All in an effort to create hands-on student based enterprising. Yerington HS(YHS) Accounting & Finance program will uses its funds to support CTSO involvement and student travel to the Fall Leadership and Nevada State FBLA Conferences. Touching on standards across the board.

### Project Evaluation Methods and Outcomes

Lyon County School District's (LCSD) goal is to continue improving student success on the end-of-program assessment and the Workplace Readiness Skills Assessment and continue to increase our overall success rate annually. The Director of Secondary Curriculum (or designee) reviews with each site/program/instructor the previous school years assessment results, and collaborates on how to increase student success. With monthly accountability site visits performed in order to provide any support and guidance that is needed. In addition, a review of what standards are being covered and a review of the learner outcomes we are anticipate that with these processes in place we will continue to see students becoming more proficient in the course competencies resulting in student success and a higher completion rate.

Moving forward LCSD will evaluate the enrollments of CTE courses and determine where the enrollment numbers are and which need to be further evaluated to see how we can increase student enrollment. Using our most successful high school as a model for programs district wide. The Director of Secondary Curriculum and the CTE Grant Coordinator will perform training sessions at all high schools. These sessions will include detail on allowable expenses, connecting to the standards, program recruitment and promotions, district surveys, and the evaluation of survey data to ensure we are meeting the interests of students and parents, aligning with the objectives set forth by the Governor's Office of Economic Development, and improving completion rates every school year. Measuring the results will be accomplished by comparing survey data, with enrollment data, and graduation/completer data. This evaluation process will begin SY16-17 and continue through to the graduation of these students.

SY17-18 CTE Enrollments: 1529

SY17-18 CTE Workplace Readiness Pass Rates: 111 of 120=93%

SY17-18 CTE End of Program Pass Rates: 69 of 131= 53%

SY17-18 Certificates Earned: 54

SY18-19 CTE Enrollments: 1455

SY18-19 CTE Workplace Readiness Pass Rates: 134 of 146= 92%

SY18-19 CTE End of Program Pass Rates:51%

SY18-19 Certificates Earned: 69

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Education, Hospitality and Human Services**

Amount: **\$ 16,288.21**

### Project Description

Dayton HS(DHS) Culinary Arts program will use funds to improve the level of instruction in its kitchen. Purchases will include custom cabinets for storage with butcher block tops for food preparation and instruction of techniques. The addition of knee operated faucets allowing for sanitary prepping conditions as well as efficient kitchen clean up. Portable stoves, a counter top steamer and an iPad for further program improvement.

### Project Evaluation Methods and Outcomes

Lyon County School District's (LCSD) goal is to continue improving student success on the end-of-program assessment and the Workplace Readiness Skills Assessment and continue to increase our overall success rate annually. The Director of Secondary Curriculum (or designee) reviews with each site/program/instructor the previous school years assessment results, and collaborates on how to increase student success. With monthly accountability site visits performed in order to provide any support and guidance that is needed. In addition, a review of what standards are being covered and a review of the learner outcomes we are anticipate that with these processes in place we will continue to see students becoming more proficient in the course competencies resulting in student success and a higher completion rate.

Moving forward LCSD will evaluate the enrollments of CTE courses and determine where the enrollment numbers are and which need to be further evaluated to see how we can increase student enrollment. Using our most successful high school as a model for programs district wide. The Director of Secondary Curriculum and the CTE Grant Coordinator will perform training sessions at all high schools. These sessions will include detail on allowable expenses, connecting to the standards, program recruitment and promotions, district surveys, and the evaluation of survey data to ensure we are meeting the interests of students and parents, aligning with the objectives set forth by the Governor's Office of Economic Development, and improving completion rates every school year. Measuring the results will be accomplished by comparing survey data, with enrollment data, and graduation/completer data. This evaluation process will begin SY16-17 and continue through to the graduation of these students.

SY17-18 CTE Enrollments: 1529

SY17-18 CTE Workplace Readiness Pass Rates: 111 of 120=93%

SY17-18 CTE End of Program Pass Rates: 69 of 131= 53%

SY17-18 Certificates Earned: 54

SY18-19 CTE Enrollments: 1455

SY18-19 CTE Workplace Readiness Pass Rates: 134 of 146= 92%

SY18-19 CTE End of Program Pass Rates:51%

SY18-19 Certificates Earned: 69

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Health Science and Public Safety**

Amount: **\$ 24,019.49**

### Project Description

Fernley HS(FHS) Health Science and Nursing Assistant courses are requesting to use funds for the purchasing of materials such as skull and bone kits, procedural supplies including masks, scissors, forceps, gloves, bandages, etc. Smith Valley HS(SVS) Sports Medicine program of study will use its funds to continue supporting the improvement of it's program. Items such as models, assessment kits and bandages will be used to instruct students in areas like healthcare terminology, anatomy and physiology, diagnostics and clinical procedure, therapeutic interventions and the fundamentals of traumatic and medical emergency care. Yerington HS(YHS) Health Science programs will use funds to support student involvement in CTSO's. Events attended will include Fall Leadership, Spring Leadership, State Conference, and International Leadership Conference, and National Consortium for Health Science .

### Project Evaluation Methods and Outcomes

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Moving forward LCSD will evaluate the enrollments of CTE courses and determine where the enrollment numbers are and which need to be further evaluated to see how we can increase student enrollment. Using our most successful high school as a model for programs district wide. The Director of Secondary Curriculum and the CTE Grant Coordinator will perform training sessions at all high schools. These sessions will include detail on allowable expenses, connecting to the standards, program recruitment and promotions, district surveys, and the evaluation of survey data to ensure we are meeting the interests of students and parents, aligning with the objectives set forth by the Governor's Office of Economic Development, and improving completion rates every school year.

Measuring the results will be accomplished by comparing survey data, with enrollment data, and graduation/completer data. This evaluation process will begin SY16-17 and continue through to the graduation of these students.

SY17-18 CTE Enrollments: 1529

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SY17-18 CTE End of Program Pass Rates: 69 of 131= 53%

SY17-18 Certificates Earned: 54

SY18-19 CTE Enrollments: 1455

SY18-19 CTE Workplace Readiness Pass Rates: 134 of 146= 92%

SY18-19 CTE End of Program Pass Rates:51%

SY18-19 Certificates Earned: 69

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Information & Media Technologies NEW**

Amount:            **\$ 357.50**

### Project Description

Silver Stage HS (SSHS) is expanding its offerings by adding in a new program. Computer science will be put into place in SY18-19, beginning with level 1. The IT-Service and Support program has seen much interest and success and in keeping with the in demand industry sectors SSHS will add this new program to it's list. Purchase of Code.org circuit playground packs will provide necessary supplies for the instruction.

### Project Evaluation Methods and Outcomes

Lyon County School District's (LCSD) goal is to continue improving student success on the end-of-program assessment and the Workplace Readiness Skills Assessment and continue to increase our overall success rate annually. The Director of Secondary Curriculum (or designee) reviews with each site/program/instructor the previous school years assessment results, and collaborates on how to increase student success. With monthly accountability site visits performed in order to provide any support and guidance that is needed. In addition, a review of what standards are being covered and a review of the learner outcomes we are anticipate that with these processes in place we will continue to see students becoming more proficient in the course competencies resulting in student success and a higher completion rate.

Moving forward LCSD will evaluate the enrollments of CTE courses and determine where the enrollment numbers are and which need to be further evaluated to see how we can increase student enrollment. Using our most successful high school as a model for programs district wide. The Director of Secondary Curriculum and the CTE Grant Coordinator will perform training sessions at all high schools. These sessions will include detail on allowable expenses, connecting to the standards, program recruitment and promotions, district surveys, and the evaluation of survey data to ensure we are meeting the interests of students and parents, aligning with the objectives set forth by the Governor's Office of Economic Development, and improving completion rates every school year.

Measuring the results will be accomplished by comparing survey data, with enrollment data, and graduation/completer data. This evaluation process will begin SY16-17 and continue through to the graduation of these students.

SY17-18 CTE Enrollments: 1529

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SY17-18 CTE End of Program Pass Rates: 69 of 131= 53%

SY17-18 Certificates Earned: 54

SY18-19 CTE Enrollments: 1455

SY18-19 CTE Workplace Readiness Pass Rates: 134 of 146= 92%

SY18-19 CTE End of Program Pass Rates:51%

SY18-19 Certificates Earned: 69

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Information & Media Technologies**

Amount: **\$ 31,358.43**

### Project Description

Dayton HS (DHS) Graphic Design program will utilize allocated funds to improve student instruction with the addition of Wacom tablets, Pyle pro studio, cameras, mono-pods, tripods, camcorders, instructional materials, and output supplies. Fernley HS(FHS) Photography will be re-establishing its program and purchasing supplies to continue improvement at the instruction level. Students will be given the opportunity to explore different devices available in the market, multiple lens types and their uses, filters and their effects on images, proper exposure for best quality photos, lighting techniques, and the flash. FHS Graphic Design program will continue reinforcing the importance of the programs standards and purchase supplies to allow for output though not required. Smith Valley HS(SVS) Photography program will use funds for fluid-head and regular tripods, card readers, SD cards, mirror-less cameras, and other supplies. Yerington HS(YHS) Graphic Design program is requesting the use of funds to support its CTSO travel.

### Project Evaluation Methods and Outcomes

Lyon County School District's (LCSD) goal is to continue improving student success on the end-of-program assessment and the Workplace Readiness Skills Assessment and continue to increase our overall success rate annually. The Director of Secondary Curriculum (or designee) reviews with each site/program/instructor the previous school years assessment results, and collaborates on how to increase student success. With monthly accountability site visits performed in order to provide any support and guidance that is needed. In addition, a review of what standards are being covered and a review of the learner outcomes we are anticipate that with these processes in place we will continue to see students becoming more proficient in the course competencies resulting in student success and a higher completion rate.

Moving forward LCSD will evaluate the enrollments of CTE courses and determine where the enrollment numbers are and which need to be further evaluated to see how we can increase student enrollment. Using our most successful high school as a model for programs district wide. The Director of Secondary Curriculum and the CTE Grant Coordinator will perform training sessions at all high schools. These sessions will include detail on allowable expenses, connecting to the standards, program recruitment and promotions, district surveys, and the evaluation of survey data to ensure we are meeting the interests of students and parents, aligning with the objectives set forth by the Governor's Office of Economic Development, and improving completion rates every school year.

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SY17-18 Certificates Earned: 54

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SY18-19 CTE Workplace Readiness Pass Rates: 134 of 146= 92%

SY18-19 CTE End of Program Pass Rates:51%

SY18-19 Certificates Earned: 69

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Skilled & Technical Sciences**

Amount: **\$ 75,855.57**

## Project Description

Dayton HS(DHS) Furniture & Cabinetmaking and Drafting & Design programs will be purchasing CTSO attire for Skills USA, various lumber for projects in Furniture & Cabinetmaking, teacher travel to and for professional development, and plotter supplies such as a printer, paper, and cutter for the Drafting & Design students to use. Fernley HS(FHS) Welding program will purchase replacement supplies and tools used during instruction and independent work. Various metals and welding rod allowing students to practice running beads, complete projects, learn layout and cut metal utilizing different operation in the lab. FHS Drafting & Design program teaches students through hands-on experience using CADD, 3D CADD, and Revit Architecture software to build 3D parts. Silver Stage HS(SSHS) Construction Technology program is continuing to prepare its students for career opportunities. SSSHS Drafting & Design program is looking to provide it's instructor with CADD training at the AutoDesk University.

## Project Evaluation Methods and Outcomes

Lyon County School District's (LCSD) goal is to continue improving student success on the end-of-program assessment and the Workplace Readiness Skills Assessment and continue to increase our overall success rate annually. The Director of Secondary Curriculum (or designee) reviews with each site/program/instructor the previous school years assessment results, and collaborates on how to increase student success. With monthly accountability site visits performed in order to provide any support and guidance that is needed. In addition, a review of what standards are being covered and a review of the learner outcomes we are anticipate that with these processes in place we will continue to see students becoming more proficient in the course competencies resulting in student success and a higher completion rate.

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SY17-18 CTE End of Program Pass Rates: 69 of 131= 53%

SY17-18 Certificates Earned: 54

SY18-19 CTE Enrollments: 1455

SY18-19 CTE Workplace Readiness Pass Rates: 134 of 146= 92%

SY18-19 CTE End of Program Pass Rates:51%

SY18-19 Certificates Earned: 69



# STATE CTE GRANTS - PERFORMANCE REPORT

## FY19 Allocation

Agency: **Mineral County School District**

Report Submitted By:



10/10/19

(Signature of authorized representative)

(Date)

JayDee Porras-Grant

(Printed name of authorized representative and title)

Funding Award Amount: **\$ 8,898.30**

Funding Amount Used: **\$ 8,614.27**

Funding Amount Not Used: **\$ 284.04**

If not all funds were used please explain why:

Principal Transition began and didn't receive requisition to spend it all the way down.

### Overall Summary of Grant Purpose

CTE- Allocation in Mineral County provides pathways for students to engage in skilled trades, or become prepared to enter the college academic setting. Our current pathways are business, Construction Technology, Food and Consumer Science, and the EMT.

How many projects were approved in the grant? **4**

### Instructions:

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Construction Technology**

Amount: **\$ 3,772.04**

## Project Description

The Construction Technology Pathway encourages entrance into the construction skilled trade career field.

## Project Evaluation Methods and Outcomes

Funds were leveraged to purchase consumable supplies as well as some other pieces of equipment. The acquisition of the equipment allowed them to build additional skills directly applicable to the pathway. The consumable supplies increased the availability of supplies to continue practicing the trade.

# STATE CTE GRANT - PROJECT REPORT

New Program

Program Expansion

Improvement and Support

Staffing

Project Name: **Business**

Amount: **\$ 2,374.52**

## Project Description

The business pathway prepares students for a business-oriented career such as administrative or finance.

## Project Evaluation Methods and Outcomes

The students continued to work their way through the pathway. The funds within the CTE grant were used to purchased supplemental materials to expand the curriculum through flashcards, books, and technology.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **EMT/ Health Science**

Amount:        **\$ 1,322.85**

## Project Description

The Health Science/EMT Pathway allows students to become prepared and test for an EMT certification at the end of the program.

## Project Evaluation Methods and Outcomes

The students continued to work towards their certification. CTE provided the consumable and supplemental materials to continue exploring the career path. Perkins provided more permanent equipment such as a 3-D printer to explore anatomy.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Food and Consumer Science**

Amount:        **\$ 1,321.63**

## Project Description

The Food and Consumer Science Pathway allows high school students to prepare for a culinary career.

## Project Evaluation Methods and Outcomes

The funds in CTE were used to purchase the consumable supplies that were required to run the program. They continued to hone their culinary and kitchen skills as they progress through the program

# STATE CTE GRANTS - PERFORMANCE REPORT

FY19

Allocation

Agency: **Nye County School District**

Report Submitted By: *Karen Holley*

09/27/20

(Signature of authorized representative)

(Date)

Karen Holley, Coordinator of Federal & State Programs

(Printed name of authorized representative and title)

Funding Award Amount:      **\$ 112,597.77**

Funding Amount Used:      **\$ 112,252.53**

Funding Amount Not Used:      **\$ 345.24**

If not all funds were used please explain why:

Staff travel was less than anticipated and vendors applied last minute discounts.

## Overall Summary of Grant Purpose

Funding from the allocated grant is used to support CTE programming that enhances student engagement in expansion of knowledge of workplace readiness skills as well as technical skills required for their futures. Many of the programs use consumable and non-consumable supplies that support program standards and provide additional learning experiences. There is also a need to update materials as industry updates, provide opportunities that regular classrooms are not designed for and support the continuation of programming that is working for student success. Jr ROTC was a new CTE program in the district last year so funding was used to support that program.

How many projects were approved in the grant?    **2**

## Instructions:

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **PVHS Cybersecurity**

Amount: **\$ 21,373.50**

### Project Description

Funding was used to support the Pahrump Valley High School Cybersecurity program. A portion of the teachers salary and benefits were braided with Carl Perkins funding to provide a full time instructor for the program. Since the teacher is a recently new CTE teacher, professional development was also provided for him through the NACTE Conference.

### Project Evaluation Methods and Outcomes

NCSD has data to show improvement in all areas. The number of certificate earners went up from 35.42% in 2016-2017 to 57.01% in 2017-2018 and down slightly to 50.94% in 2018-2019. This trend was apparent across the district.

Technical Assessment Data shows an increase from 55.80% in 2016-2017 to 76.64% in 2017-2018 and a dip to 68.87% in 2018-2019. In 2016-2017, there were 144 students registered for the technical assessment and only 138 participated, making the participation rate 95.83%. In 2017-2018, 107 students were eligible with 107 participating, making it 100% participation rate. Last year 100% of the students participated again. This is attributed to the work of the counselors and teachers at the school sites.

Workplace Readiness Assessment Data shows that the passing rate was 81.15% in 2016-2017, 94.29% in 2017-2018 and 91.35% in 2018-2019. The participation rate also increased for this exam and the number of students that passed the exam was stagnant.

Cybersecurity has not produced any L3 students that have been tested yet because of the newness of the program.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **NCSD Improvement & Support**

Amount: **\$ 90,879.03**

### Project Description

Funding was spent on the following programs; Culinary Arts - Pahrump Valley High School, Jr ROTC - Pahrump Valley High School, Furniture & Cabinetmaking - Pahrump Valley High School and Tonopah High School, Early Childhood Education - Pahrump Valley High School, Family & Consumer Science - Beatty High School, Automotive Technology - Pahrump Valley High School & Beatty High School, Welding Technology - Beatty High School, Agriculture Mechanics Technology - Round Mountain High School and Veterinary Science - Round Mountain High School. Funding was used to purchase consumables and non-consumables for the engaging work that students do in each CTE classroom. The new Furniture and Cabinet teacher at PVHS purchased equipment to meet his instructional strategies and improve the programming for students. Professional development was also paid for from this funding sources and support for student organizations.

### Project Evaluation Methods and Outcomes

NCSD has data to show improvement in all areas. The number of certificate earners went up from 35.42% in 2016-2017 to 57.01% in 2017-2018 and down slightly to 50.94% in 2018-2019. This trend was apparent across the district.

Technical Assessment Data shows an increase from 55.80% in 2016-2017 to 76.64% in 2017-2018 and a dip to 68.87% in 2018-2019. In 2016-2017, there were 144 students registered for the technical assessment and only 138 participated, making the participation rate 95.83%. In 2017-2018, 107 students were eligible with 107 participating, making it 100% participation rate. Last year 100% of the students participated again. This is attributed to the work of the counselors and teachers at the school sites.

Workplace Readiness Assessment Data shows that the passing rate was 81.15% in 2016-2017, 94.29% in 2017-2018 and 91.35% in 2018-2019. The participation rate also increased for this exam and the number of students that passed the exam was stagnant.



# STATE CTE GRANTS - PERFORMANCE REPORT

FY19

Allocation

Agency: Pershing County High School

Report Submitted By:



(Signature of authorized representative)

(Date) 10/10/19

Jonathan C. Reynolds, Principal

(Printed name of authorized representative and title)

Funding Award Amount: 12,437.49

Funding Amount Used: 12,437.49

Funding Amount Not Used: 0

If not all funds were used please explain why:

## Overall Summary of Grant Purpose

PCHS used the FY19 Allocation grant for program improvement and support for both the Agriculture and video productions programs. Video Productions was interested in increasing student interest and increasing the number of completer students. Agriculture was interested in increasing the number of completers and increasing the pass rate of the third year students taking the technical assessment.

How many projects were approved in the grant? 2

## Instructions:

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

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- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: Agricultural Mechanics Technology

Amount: **\$ 9,306.40**

## Project Description

Provide a brief summary of the project.

### C. Improved Program Completion Rates

The PCHS Ag program is seeking funding for various supplies and consumable items necessary to teach middle skills and address the State Standards for both programs. In addition, the Ag Program is seeking funding for CTSO student travel in our FFA Chapter. Because of the consumable nature of many of the items we use to teach workforce related skills, there is a constant and ongoing need for adequate supplies and materials so that every student has access to said material in order to be able to be actively engaged during class. We believe that being able to get our entry level students involved in the hands-on activities of class they will be motivated to participate in level 2 and 3 classes.

## Project Evaluation Methods and Outcomes

Copy and paste the measurable outcomes directly from the approved application and address each one.

PCHS will evaluate the success of the Agricultural Mechanics Technology outcomes using the testing window in the Spring of 2019 based on the scores of the students taking the technical skills assessment. The test coordinator will provide the instructor with the scores so that he will be able to record and evaluate the success of the outcome. The instructor will then determine a course of action based on the result.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Video Productions**

Amount: **\$ 3,131.09**

## Project Description

Provide a brief summary of the project:

The film and television industries are quickly adapting new and emerging technologies. Students in the Video Production classes at PCHS are exposed to many different types of cameras and video mediums. Industries are experimenting with 3D and virtual video and PCHS wants to include these new technologies in the program. Adding 3D capabilities will help students understand the new medium and possibly connect them to engineering and design.

The funds were used to purchase new and emerging technology 3D video technology. 3D scanning and 3D cameras are used to create 3D images. The goal of the Video Productions classes are to ensure that all Video Production students can use and understand the benefits and uses of multiple video creation hardware as many industries are experimenting with VR technology.

## Project Evaluation Methods and Outcomes

Copy and paste the measurable outcomes directly from the approved application and address each one.

Due to schedule changes this year and budget constraints, there were only 17 students enrolled in the Video Production classes during the 2018-2019 school year and two completers, not the anticipated 25. Objective #1 was to increase opportunities for students in video productions to gain valuable knowledge in different video mediums and applications, including new and emerging video creation hardware. Every student in video productions was able to experiment with the new video technologies including 3D cameras, the Mevo, the auditorium cameras and drones.

Outcome #1 was to increase students interest in the Video Production industry and expand student enrollment to increase the number of completers. Although interest in these new technologies skyrocketed once they begin to experiment with them, PCHS is still not able to expand the number of video production classes that are actually offered. Only one section of video productions can be offered in the schedule and so many "would be" interested students are not able to take the class due to their schedule. One 2019 graduate and video production completer is considering an internship at one of the TV stations in Reno. He excelled in every area of production and after becoming very proficient in taking video with the drone, would someday like to fly a drone for a TV station.

# STATE CTE GRANTS - PERFORMANCE REPORT

## FY19 Allocation

Agency: **Washoe County School District**

Report Submitted By:



(Signature of authorized representative)

Lauren Ohlin, Director of Grants, WCSD  
(Printed name of authorized representative and title)

10/04/19

(Date)

Funding Award Amount:       **\$ 951,082.24**           Funding Amount Used:       **\$ 908,393.29**  
Funding Amount Not Used:       **\$ 42,688.95**

### If not all funds were used please explain why:

Unused funds amount to only 4.5% of the award. \$29,350 was left over in "Student Travel." The District overestimated the number of students who would qualify to go to national CTSO conferences. Approximately \$6,900 was left over in stipends because there was an overestimation of funding needed based on individual personnel needed to complete the grant's objectives. The remaining \$3,300 was unspent funds for subs, supplies, and capital equipment.

### Overall Summary of Grant Purpose

The primary purposes of the FY19 Allocated Grant were to provide: 1) staffing to support development and implementation of two new programs in manufacturing and automation, and implement a construction technology program; 2) industry standard equipment and materials to ensure students have access to the best opportunities to prepare for workforce success; 3) services to promote the value of CTE programs with a specific focus on parents; 4) staffing to support computer-based programs; 5) instructional support to growing programs in high-demand career areas; 6) career guidance through career development activities, staff professional development, and integration of employability skills instruction into middle and high school curriculum; 7) programs of study in accordance with the state standards that guide student to program completion; and 8) and ensure that career and technical student organizations are an integral part of each CTE program.

How many projects were approved in the grant? **3**

### Instructions:

Please complete and attach **one** Project Report for each project.

- 1) Each Project Report should include:
  - A brief description of the project and the amount of funding used for the project.
  - Final outcomes of the evaluation methods which were described in the application.
    - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?
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  - Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
    - Include data that represent the growth in student access and achievement.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **FY19 Allocated Grant - Improvement & Support**    Amount: **\$ 459,773.77**

### Project Description

To support the goals of WCSD's Strategic Plan, Envision 2020, the Governor's Workforce Development goals, and the workforce development needs of our region, WCSD sought to provide support to all CTE programs through a focus on improving high-quality instruction, providing targeted professional development, ensuring access to industry-standard equipment, supporting participation in student leadership opportunities (CTSOs), and work-based learning activities/events.

PURPOSE: 1) Provide career guidance through career development activities, staff professional development, and integration of employability skills instruction into middle and high school curriculum; 2) Develop programs of study in accordance with the state standards that guide student to program completion; 3) Ensure that career and technical student organizations are an integral part of each CTE program to ensure students develop leadership, citizenship, interpersonal and employability skills, and are of sufficient quality to meet the instructional needs of all students.

### Project Evaluation Methods and Outcomes

OUTCOME 1.1: By the end of SY 2018-19, there will be an overall increase in CTE course enrollment by at least 10%.

Evaluation Method: SY19 student enrollment data .

Result: NOT MET - The number of HS students enrolling in at least 1 CTE course increased by 2%, from 6,865 (36% of all HS students) to 7,003 (39% of all HS students).

OUTCOME 2.2: By the end of SY 2018-19, at least 10% of students will complete a program of study.

Evaluation Method: SY19 program completion data.

Result: MET - Of the 7,003 students enrolled in at least 1 CTE course, 1,055 students completed a program of study (15%).

OUTCOME 1.3.1: By the end of SY 2018-19, at least 10% of students will have earned a Nevada Skills Certificate.

Evaluation Method: SY19 Nevada Skills Certificate data.

Result: MET - Of the 7,003 students enrolled in at least 1 CTE course, 731 students earned a Nevada Skills Certificate (10.4%)

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **FY19 Allocated Grant - New Programs**

Amount: **\$ 236,958.00**

## Project Description

To support the goals of WCSD's Strategic Plan, Envision 2020, the Governor's Workforce Development goals, and the workforce development needs of our region, WCSD sought to expand in the area of Skilled & Technical Sciences to add additional programs in Manufacturing, Automation Technologies, and Construction Technology in SY 2018-19.

**PURPOSE:** To provide: 1) staffing to support development and implementation of two programs, manufacturing and automation, at McQueen High School (McQueen HS), and to implement a construction technology program at Sparks High School (Sparks HS); and 2) industry standard equipment and materials to ensure students have access to the best opportunities to prepare for workforce success.

## Project Evaluation Methods and Outcomes

**OUTCOME 1.1.1:** Sparks HS will offer at least one section of Construction Technology 1 and enroll at least 20 students.

Evaluation Method: SY19 Student Enrollment data.

Result: MET - Sparks HS offered 2 sections of Construction Technology 1 and enrolled 30 students.

**OUTCOME 1.1.2:** McQueen HS will offer at least one section each of Manufacturing and Automation as an exploratory opportunity, resulting in a minimum of 20 course requests from current high school students for the Level 1 class of each program of study for enrollment in SY 2019-20.

Evaluation Method: SY19 Course Requests data.

Result: IN PROGRESS - McQueen HS is currently running 3 sections of Manufacturing Technologies I with 80 students. Due to staffing constraints, Automation Technologies I is planned for roll-out in SY 2020-21.

**OUTCOME 1.2.1:** Sparks HS outreach will result in a minimum of 40 course requests for Construction Technology for SY 2019-20, to include at least 50% received from rising 8th grade students (who will be 9th graders in SY 2020-21).

Evaluation Method: SY20 Course Requests & Student Enrollment data.

Result: MET - There are currently 51 students in Construction Technology I at Sparks HS, with 54% of students in the 9th grade.

**OUTCOME 1.2.2:** McQueen HS outreach will result in minimum of 20 course requests from 8th graders (who will be 9th graders in SY 2020-21) in each program of study – Manufacturing & Automation.

Evaluation Method: SY19 Course Requests & Student Enrollment data.

Result: IN PROGRESS - There are 31 9th graders currently enrolled in Manufacturing Technologies I at McQueen HS. Due to staffing constraints, Automation Technologies I is planned for roll-out in SY 2020-21.

**OUTCOME 1.3.1:** All purchased equipment will be installed by the end of SY 2018-19.

Evaluation Method: SY19 Purchase Orders data. Result: MET

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **FY19 Allocated Grant - Program Expansion**

Amount: **\$ 241,337.00**

## Project Description

To support the goals of WCSD's Strategic Plan, Envision 2020, the Governor's Workforce Development goals, and the workforce development needs of our region, WCSD sought funds to promote CTE programs in our community, as well as provide instructional support to increase the number of students served and provide additional supervision and expert guidance in high-growth programs.

PURPOSE: To provide; 1) services to promote the value of CTE programs in our community with a specific focus on parents; 2) staffing to support computer-based programs to ensure continuous function and access for all students; and 3) instructional support to growing programs in high-demand career areas. Provide a brief summary of the project.

## Project Evaluation Methods and Outcomes

OUTCOME E1.1.1: As a result of promotional efforts, CTE program enrollment in introductory, intermediate and completion level courses will increase throughout the District by a minimum of 10% overall.

Evaluation Method: SY19 Student Enrollment

Result: NOT MET - The percentage of students enrolled in at least 1 CTE course rose by 2%, from 6,865 to 7,003.

OUTCOME E1.2.1: Response rate to IT requests for CTE technology problems will be within 5 working days for 85% of requests.

Evaluation Method: SY19 IT Work Orders

Result: MET - 100% of requests for CTE technology support were responded to within 5 working days.

OUTCOME E1.2.2: IT Tech will provide at least two technology trainings to CTE teacher groups during the year, with a focus on expanding comfort and use of existing technology to improve student access and outcomes.

Evaluation Method: SY19 Attendance Sheets

Result: NOT MET - Due to transition in the CTE department's managerial structure, this outcome was not accounted for.

OUTCOME E1.3.1: Certified teachers will teach at least the minimum class load, based on the school schedule, to offer additional sections of introductory and intermediate courses in the specific program of study.

Evaluation Method: SY19 Master Schedule

Result: MET

OUTCOME E1.3.2: In courses where a teacher aide or additional supervision is provided, class enrollment in introductory, intermediate and completion level courses will be increased by at least 10% and may expand beyond the quality program standard recommendation by up to 35%.

Evaluation Method: SY19 Student Enrollment data.

Result: NOT MET

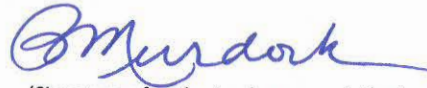
# STATE CTE GRANTS - PERFORMANCE REPORT

**FY19**

**Allocation**

**Agency: White Pine County School District**

**Report Submitted By:**



(Signature of authorized representative)

Rebecca Murdock, CTE Administrator

(Printed name of authorized representative and title)

09/26/19

(Date)

**Funding Award Amount:           \$ 50,410.34                   Funding Amount Used:           \$ 45,433.68**

**Funding Amount Not Used:       \$ 4,976.66**

**If not all funds were used please explain why:**

All approved items were ordered. Items ordered were less than budgeted due to sales and finding better pricing. The remaining balance is the result of those sales and competitive bidding.

## **Overall Summary of Grant Purpose**

Through the work of the White Pine CTE Advisory Council, the District's CTE strategy as a whole has been reshaped in the last few years. Rather than attempting to maintain programs that have been around for decades, the group has examined the data from the Governor's Office for Economic Development and identified ways to leverage CTE competitive funds to keep CTE vibrant and alive in the District while simultaneously moving forward to eliminate archaic and/or less sustainable programs and replace them with programs that are in demand and have the potential to graduate students into high paying fields. Hence, several programs were replaced with more current and relevant Programs of Study to better prepare students for high wage, high demand occupations in Nevada. The overall purpose of this grant was to provide support to these improvements.

**How many projects were approved in the grant?   5**

## **Instructions:**

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.



# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Agricultural Science**

Amount: **\$ 6,705.00**

## Project Description

Both WPHS and LHS have received funding for and have built a greenhouse on their sites. These greenhouses are currently being used as part of the Agricultural Sciences classes at both schools and the Horticulture/Greenhouse Management POS at WPHS. This grant project was to purchase curricular materials and consumables for both sites.

## Project Evaluation Methods and Outcomes

WPCSD uses the following evaluation methods on a regular basis to assess the outcomes of students, the success of the program, and what needs to be changed for improvement to occur. These data points and metrics are analyzed yearly as part of the schools' improvement plan processes and also as part of the District improvement plan.

- Enroll 100% of Lund students into the first year of one of the two Programs of Study in year one (2S1).
- Enroll 100% of Lund students into the second year of one of the two Programs of Study and 100% of incoming freshmen into year one of the two Programs of Study (2S1). 100%, MET
- Graduate 100% of Lund students having completed the third year of one of the two Programs of Study while enrolling 100% of new freshmen into year one of the two Programs of Study. 60%, NOT MET
- Ensure that 100% of Agriculture and Natural Resources students earn passing scores on the Workplace Readiness Skills Assessment (2S1). 66%, NOT MET
- Ensure that 100% of Agriculture and Natural Resources students earn passing scores on the End of Program Technical Assessment (2S1). 66%, NOT MET
- Ensure that 100% of Agriculture and Natural Resources students graduate from high school with a standard or advanced diploma (3S1, 4S1). 100%, MET
  
- Enroll 25 students at WPHS into Agriculture Science 1(2S1). Ensure that 10 of these are non-traditional students (6S1, 6S2). 13, NOT MET
- In year 2, enroll 20 students into Plant Science and Ornamental Horticulture, 8 of whom are non-traditional students (6S1, 6S2), while enrolling an additional 25 students into Agriculture Science1, 10 of whom are non-traditional students (6S1, 6S2) (2S1). 22, Second year MET; 10, First year NOT MET
- In year 3, enroll 15 into the terminal course: Greenhouse Management, 6 of whom are non-traditional students, while maintaining first and second year enrollments (6S1, 6S2) (2S1). N/A this year
- Ensure that 85% of Ornamental Horticulture/Greenhouse Management students earn passing scores on the Workplace Readiness Skills Assessment (2S1) N/A this year
- Ensure that 70% of Ornamental Horticulture/Greenhouse Management students earn passing scores on the End of Program Technical Assessment (2S1). N/A this year
- Ensure that 70% of Ornamental Horticulture/Greenhouse Management students graduate from high school with a standard or advanced diploma (3S1, 4S1). N/A this year

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **NACTE Conference**

Amount: **\$ 968.00**

### Project Description

The WPCSD CTE Advisory Council and District administration and teaching staff recognize the essential nature of honing the craft. That is to say that programs are only as good as their teachers. Therefore, the Council identified that on-going professional development is not just "nice to have" but is actually critical if the District wishes to see improved outcomes for students. With this in mind, funds are requested for two new teachers to attend the Nevada CTE conference where they can network with other professionals, learn from colleagues, pick the brains of experts in the field, and establish the process of continuous improvement.

### Project Evaluation Methods and Outcomes

"The specific outcomes are dependent on which new teachers attend the conference."

The only attendee was our new Health Sciences teacher. She attended the entire conference, including the New CTE Teachers portion. From that, she has become part of the statewide support for new teachers and has already had an on site visit. The coach modeled a lesson and observed the teacher for collaborative purposes.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Health Sciences**

Amount: **\$ 825.00**

## Project Description

In this application, WPHS requests funding for materials necessary for CPR training, a critical component of all our Health Science programs. This includes CPR books and instructional materials. These materials can then be used to meet the new state requirement for CPR instruction.

## Project Evaluation Methods and Outcomes

WPCSD uses the following evaluation methods on a regular basis to assess the outcomes of students, the success of the program, and what needs to be changed for improvement to occur. These data points and metrics are analyzed yearly as part of the schools' improvement plan processes and also as part of the District improvement plan.

- Enroll 50 students into Health Science 1 (2S1). Of the 50 students, ensure that 20 of them are male (6S1, 6S2). 31 enrolled, 2 male NOT MET
- In year 2, enroll 40 students who have completed Health Science 1 into the second year course (Health Science 2/Medical Terminology for CNA Program of Study, Sports Medicine 1 for Sports Medicine Program of Study), while enrolling another 50 students into Health Science 1 (2S1). Of the 40 students going into the second year course, ensure that 15 of them are male (6S1, 6S2). HS 1 - 65 enrolled, MET. 18 male, NOT MET. HS 2/Sports Med 1- 21, 2 male NOT MET
- In year 3, enroll 30 students who have completed the second year course into the third year course (CNA or Sports Medicine 2, depending on the Program of Study), while enrolling an additional 50 students into Health Science 1 and 40 students into the second year courses(2S1). Of the 30 students,ensure that 10 are male (6S1, 6S2). HS 1 - 35 enrolled, 16 male NOT MET, HS 2/Sports Med 1 - 37, 9 male NOT MET, CNA/Sports Med 2 - 11, 1 male NOT MET
- Ensure that 85% of Health Sciences students earn passing scores on the Workplace Readiness Skills Assessment (2S1). 100% MET
- Ensure that 70% of Health Sciences students earn passing scores on the End of Program Technical Assessment (2S1). 50% NOT MET
- Ensure that 70% of Health Sciences students pass the CNA exam/Sports Medicine industry certification after the third year in the Program of Study. 30% NOT MET
- Ensure that 70% of Health Sciences students articulate with GBC for dual college credit. NOT MET
- Ensure that 95% of Health Sciences students graduate high school with a standard or advanced diploma (3S1, 4S1). 100% MET

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Culinary Arts**

Amount: **\$ 13,125.00**

## Project Description

Since a significant amount of money was dedicated to the remodeling of the facility, the Culinary Arts program has not been "in the rotation" for new equipment recently. Keeping in mind the need to establish a plan to repair, replace, and upgrade equipment in all CTE programs, WPHS is requesting funding to purchase equipment and consumables for the Culinary Arts program. Specifically, the program is in need of three new Kitchen Aide mixers, 6 induction burners, a class set of chrome books and storage cart, and money to purchase consumable food, cleaning, and paper products for instructional use.

## Project Evaluation Methods and Outcomes

WPCSD uses the following evaluation methods on a regular basis to assess the outcomes of students, the success of the program, and what needs to be changed for improvement to occur. These data points and metrics are analyzed yearly as part of the schools' improvement plan processes and also as part of the District improvement plan.

The Culinary Arts program has been evaluated "highly effective" in terms of EOP and WRS assessments and participation rates. However, the number of students who continue to completion in the program is a potential area of growth. First year numbers continue to be high (21% of the student body taking Culinary Arts 1), so focus is on retention to completion.

Each year,

-Enroll 25 students in Culinary Arts II (2S1). Ensure that 8 of these students are male (6S1, 6S2).  
34, 13 male MET

-Enroll 10 students in Culinary Arts III (2S1). Ensure that 4 of these students are male (6S1, 6S2).  
6, 1 male NOT MET (19-20 school year has 14 enrolled, 5 of which are male MET)

-Enroll 5 students in Culinary Arts Advanced Studies (2S1). Ensure that 2 of these students are male (6S1, 6S2).

0 NOT MET

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Automotive Service Technician/Diesel Equipment**    Amount:    **\$ 28,097.58**

## Project Description

White Pine requested the funding in the Competitive Grant for the salary and benefits for a FTE teacher to continue the new programs of Automotive Service Technician and Diesel Technology. Without funding, the two programs would be eliminated by budget cuts and replaced with nothing. A large population of students will be able to continue in their career paths and expand to additional programs. The addition of the Diesel program increased enrollment in CTE programs at WPHS. In addition to the funding of the FTE, WPCSD applied for and received this grant money for equipment to expand and support these programs. This project application requests funding for the recommended software and hardware necessary to simulate the world of work for students. Other requests include a 3/4 inch impact wrench with sockets and a new transmission jack to improve the learning opportunities for students seeking industry certification.

## Project Evaluation Methods and Outcomes

WPCSD uses the following evaluation methods on a regular basis to assess the outcomes of students, the success of the program, and what needs to be changed for improvement to occur. These data points and metrics are analyzed yearly as part of the schools' improvement plan processes and also as part of the District improvement plan.

-In year 4, enroll 10 students into Automotive Service Technician 4 (2S1). Ensure that 4 of these students are female (6S1, 6S2). Enroll another 40 students into Automotive Service Technician 1, another 25 students into Automotive Service Technician 2, and another 15 students into Automotive Service Technician 3.

4th year, 2 enrolled NOT MET; 3rd year, 14 (1 female) NOT MET; 2nd year, 17 (2 female) NOT MET; 1st year, 32 (4 female) NOT MET

-Ensure that 85% of Automotive students earn passing scores on the Workplace Readiness Skills Assessment (2S1). NOT MET

-Ensure that 70% of Automotive students earn passing scores on the End of Program Technical Assessment (2S1). NOT MET

-Ensure that 70% of Automotive students earn Career Safe light truck certification (2S1). NOT MET

-Ensure that 95% of Automotive students graduate high school with a standard or advanced diploma (3S1, 4S1). 100% MET

-In year 4, enroll 15 students into Diesel Technology Advanced Studies (2S1). Ensure that 4 of these students are female (6S1, 6S2). Enroll 20 additional students into Diesel Technology 3, 25 additional students into Diesel Technology 2, and 30 additional students into Diesel Technology 1.

4th year, 1 male NOT MET; 3rd year, 2 males NOT MET; 2nd year, 9 (2 female) NOT MET; 1st year, 8 males NOT MET

-Ensure that 85% of Diesel students earn passing scores on the Workplace Readiness Skills Assessment (2S1). 50% NOT MET

-Ensure that 70% of Diesel students earn passing scores on the End of Program Technical Assessment (2S1). 25% NOT MET

-Ensure that 70% of Diesel students earn Career Safe medium/heavy truck certification(2S1). NOT MET

-Ensure that 70% of Diesel students articulate with GBC for dual college credit. NOT MET

-Ensure that 95% of Diesel students graduate from high school with a standard or advanced diploma (3S1, 4S1). 100% MET

### Part III: Competitive Funds

Of the total funds available \$3,763,146.60 (30 percent) which allocated for competitive grants via the purposes described above, these funds were allocated in two rounds as follows:

#### Round 1

School Districts	Amount Requested	Amount Rewarded	Amount Expended
Carson City	\$292,230.02	\$237,583.50	\$173,954.23
Churchill	N/A	\$68,435.00	\$60,542.73
Clark	\$2,313,855.91	\$1,762,900.91	\$1,748,978.43
Douglas	\$133,364.35	\$120,728.35	\$120,728.35
Elko	N/A	\$0.00	\$0.00
Eureka	N/A	\$0.00	\$0.00
Humboldt	N/A	\$77,493.17	\$77,493.17
Lander	\$61,425.00	\$37,425.00	\$37,425.00
Lincoln	\$189,707.00	\$161,926.73	\$161,926.72
Lyon	\$288,602.45	\$190,732.73	\$170,807.98
Mineral	N/A	\$0.00	\$0.00
Nye	N/A	\$0.00	\$0.00
Pershing	N/A	\$0.00	\$0.00
Storey	N/A	\$0.00	\$0.00
Washoe	\$1,316,825.00	\$875,474.06	\$757,689.33
White Pine	\$419,030.00	\$318,662.00	\$318,662.00

#### Round 2

Charter Schools	Amount Requested	Amount Rewarded	Amount Expended
Pinecrest	\$419,478.02	\$274,738.06	\$248,113.35
SLAM	\$421,732.19	N/A	\$0.00
Totals	\$5,856,249.94	\$4,126,009.50	\$3,876,321.29

Unexpended \$249,688.21



NOTE: Descriptions of expenditures and outcomes by each participating school are shown in the school district reports that follow this narrative section. Unexpended funds revert back to the state pursuant to S.B. 544 sec. 16(7). Any unexpected funds are notated in each of the respective school district and/or charter school FY19 reporting.

# STATE CTE GRANTS - PERFORMANCE REPORT

FY19

**Competitive**

Agency: Carson City School District

Report Submitted By:   09.27.19  
(Signature of authorized representative) (Date)  
Amy Freismidl Candi Ruf  
(Printed name of authorized representative and title)

Funding Award Amount: 237583.50 Funding Amount Used: 229093.32

Funding Amount Not Used: 8490.18

**If not all funds were used please explain why:**

Funds were not all used because not all salary and benefits were expended in the category of Career Center. A Career Center Specialist was not hired until later in the school year.

**Overall Summary of Grant Purpose**

FY19 State Competitive Round 2 funds were utilized to fund four major projects:

Engineering Program Expansion: Training and travel for PLTW, HAAS CNC Lathe, site improvements to support CNC Lathe, instructional materials and supplies, teacher extra duty pay.

Photography Improvement and Support: 30 iMac computers and Adobe Photoshop and Lightroom software.

Health Information Management Program Expansion: Prep period buy out and benefits, Physician Select Network Contract for eClinical Works and job shadow support.

Career Center Improvement and Support: Career Center Specialist wage and benefits, New Entrepreneur Network contract, NV Career Explorer (Headed2) software for student/guidance planning; technology and supplies for Career Center.

**How many projects were approved in the grant?** 4

**Instructions:**

Please complete and attach one Project Report for each project.

- 1) Each Project Report should include:
  - A brief description of the project and the amount of funding used for the project.
  - Final outcomes of the evaluation methods which were described in the application.
    - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?
- 2) Competitive Grant reports should also include:
  - Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
    - Include data that represent the growth in student access and achievement.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: Engineering

Amount: 106271.52

## Project Description

Funds from the FY 19 State Competitive Grant were used to support the Mechanical Engineering and Architecture and Civil Engineering Programs of Study at Carson High School. A second engineering teacher received Project Lead the Way training for Introduction to Engineering Design and Principles of Engineering. Travel for these trainings was also paid for. A Haas CNC Lathe was purchased and installed. Upgrades to the Computer Integrated Manufacturing/Mechanical Engineering Lab included purchase of professional services to install carpeting, acoustic panels, electrical, and compressed air hook ups. OSHA10 vouchers were purchased for all Level one students. Robotic Arm Kits and supplies utilized in instruction were also purchased. Grant funding paid for extra duty pay for the primary engineering teacher.

## Project Evaluation Methods and Outcomes

The following is a report of the Measurable Outcomes:

A second engineering teacher received Project Lead the Way Training for Introduction and Engineering Design and Principles of Engineering. All travel expenses associated with the training were paid.

The Computer Integration Manufacturing/Mechanical Engineering Lab was equipped with the new HAAS CNC Lathe. All other professional services associated with the CIM Laboratory were completed.

### Enrollment Goal:

A PLTW Introduction to Engineering Design enrollment goal was set: 100 students in June 2019.

A PLTW Principles of Engineering Design enrollment goal was set: 70 students in June 2019.

A PLTW Architecture and Civil Engineering enrollment goal was set: 25 students in June 2019.

A PLTW Computer Integrated Manufacturing enrollment goal was set: 45 students in June 2019.

### Outcome:

Ninety-seven students completed Introduction to Engineering Design in June 2019; 97% of the goal was met.

Sixty-two students completed Principles of Engineering Design in June 2019; 88% of the goal was met.

Nineteen students completed PLTW Architecture and Civil Engineering Enrollment in June 2019; 76% of the goal was met.

Twenty-nine students completed PLTW Computer Integrated Manufacturing in June 2019; 64% of the goal was met.

### Certificate of Skill Attainment 2019 goals were set:

Mechanical Engineering: 45 students

Architecture and Civil Engineering: 25 students

Mechanical Engineering Certificate of Skill Attainment earned: 18

Architecture and Civil Engineering Certificate of Skill Attainments earned: 12



## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: Photography

Amount: 58570.00

### Project Description

Funds from FY19 CTE State Competitive Grant Round 2 were utilized to make program improvements to the Photography Program of Study. These improvements include purchase of 30 iMac computers and Adobe Photoshop and Lightroom software.

### Project Evaluation Methods and Outcomes

The following is a report of Measurable Outcomes:

The goal of installation of the new iMacs by August 2018 was not met because of issues associated with funding, ordering, shipping, receiving and installation. The entire iMac laboratory and Adobe Photoshop and Lightroom software was completed in April 2019. Students finished the school year utilizing the new laboratory.

The goal of increasing class size from 25 to 30 beginning in August 2018 was not met because the laboratory was not installed until April 2019. No impact in enrollment in any of the Photography classes could be realized until August 2019. The following reflects current enrollment in the Photography Program of Study:

Photography I enrollment goal, 90 students; 84 students currently enrolled, or 93% of goal met.

Photography II enrollment goal, 60 students; 53 students currently enrolled, or 88% of goal

Photography III enrollment goal, 30 students; 34 students currently enrolled, or 113% of goal

Photography AS enrollment: currently there are 8 students enrolled in Photography AS

Certificate of Skill Attainment Measurable Goal:

Photography goal: 25 students in June 2019

Certificate of Skill Attainment earned: 19 students in June 2019 or 76% of goal.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: Health Information Management

Amount: 33388.50

## Project Description

Funds from FY19 CTE Competitive Grant Round 2 were utilized to contract with Physician Select Network. The funds provided opportunities for students to utilize eClinical Works, the electronic patient record system training modules in areas such as: medical records, appointment scheduling, patient registration, billing, messaging, lab interfaces, and clinical notes. In addition, Physician Select Network provided job shadow/mini-Internship experiences for Health Information Management students in Carson Medical Group offices. Funds were also utilized to purchase a prep buy out and benefits for one Health Science teacher.

## Project Evaluation Methods and Outcomes

The following is a report of the Measurable Outcomes:

A goal of 35 students earning the Certificate of Skill Attainment was set for June 2019. This goal was not met. Two students earned the Certificate of Skill Attainment. Contributing factors to certificate earning include low enrollment in the program of study over the past two years and students not meeting 3.0 GPA requirement.

### Job Shadow Goal/Mini-Internship:

A goal of 100% student participation in job shadow was set. This goal was met. All students enrolled in Health Information Management I and II were provided a job shadow experience by Physician Select Management. The projected goal was for 35 students to participate; however, thirty-five students were not enrolled in program. All students enrolled in program participated.

### CPR/1st Aid Certified Goal:

A goal of 100% students earning the CPR/1st Aid certification was set. This goal was met. All students enrolled in Health Information Management I and II earned their CPR/1st Aid certification.

### Certified Electronic Health Record Specialist Assessment Goal:

A goal was set for 100% of Health Information Management students to take the OWINN approved Certified Electronic Health Record Specialist examination. Students in Health Information Management I did not take this examination.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: Career Center

Amount: 94000.00

## Project Description

Funds from FY19 CTE State Competitive Round 2 Grant were utilized to pay salary and benefits for the Carson High School Career Center Specialist; contract with New Entrepreneurship Network to provide support in the Career Center to students; renovate the Carson High School Career Center; purchase computers, computer monitors, keyboards, printer, and scanner for the Carson High School Career Center; purchase subscription to NVCareer Explorer (Headed2) which is student planning and guidance software.

## Project Evaluation Methods and Outcomes

The following is a report of Measurable Outcomes:

### Goal:

All CTE Completers are to apply for free CTE college credit.

### Outcome:

All CTE Certificate of Skill Attainment earners were scheduled time with the WNC College Credit Coordinator on campus to enroll at Western Nevada College (WNC) in order to capture the free CTE college credit. Students whose certificates do not currently have articulated credit agreements with Western Nevada College were provided with all contact information at Truckee Meadows Community College so that their credits could be captured there. In 2017-2018, 122 free college credits were awarded to Carson High School students at WNC. On September 9, the WNC College Credit Coordinator reported to the CTE Department PLC that 460.5 credits were earned by Carson High School students since May 2019.

### Goal:

All students in level 1 courses will complete a career interest inventory, develop a 4-year plan that includes a CTE sequence, and identify goals for post high school.

### Outcome:

All freshmen enrolled at Carson High School and Pioneer high school developed a 4-year plan. All freshmen at Carson High School completed a career interest inventory in their Freshman Seminar class using NV Career Explorer.

### Goal:

All level 3 completer students will complete a job shadow (approximately 350).

### Outcome:

All level 3 completer students completed a job shadow in one of three areas: career exploration, personal development, or altruistic endeavors.

### Goal:

We will see a 10% increase in females enrolled in non-trad courses such as welding, engineering and IT.

### Outcome:

The enrollment of female students in non-trad courses such as welding, engineering and IT was static. There was no remarkable increase. The following enrollments are noted for August 2018: Welding, 6 female students; IT, 12 female students; Engineering, 6 female students.

# STATE CTE GRANTS - PERFORMANCE REPORT

FY19

Competitive

Agency: Churchill County School District

Report Submitted By:



09/30/2019

(Signature of authorized representative)

(Date)

Dr. Summer E. Stephens, Superintendent

(Printed name of authorized representative and title)

Funding Award Amount:

\$68435

Funding Amount Used:

\$60,542.73

Funding Amount Not Used:

\$7892.27

**If not all funds were used please explain why:**

With a number of staff turn over, including the grant management side of the grant, the funds were not able to be fully expended. This has been rectified for FY20 expenditures and reporting. In addition, the cost of the various equipment and supplies was less than projected.

## Overall Summary of Grant Purpose

The office of Workforce Innovation has identified various occupations supported by Computer Science as those that are needed soon to be trained and filled. To help meet the need, CCHS instituted a Computer Science program, utilizing the Computer Science Curriculum Framework and the Nevada Computer Science standards. The district was able to offer one AP Computer Science A course in 18-19, with more to come this year (including AP Computer Science Principals). The program needed addition equipment and additional training in order to be up to industry-standard. The creation of the program has created more student enrollment in 2019-2020 and an addition program strand developing in Cybersecurity.

**How many projects were approved in the grant? 1**

## Instructions:

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.

# STATE CTE GRANT - PROJECT REPORT



New Program



Program Expansion



Improvement and Support



Staffing

Project Name: **Computer Science**

Amount:

**\$68435**

## Project Description

Provide a brief summary of the project:

The project is to increase the number of computer science offerings and increase the number of students taking computer science as well as passing the skills attainment and/or the AP exam. For the project, the computer science laboratory needed an update for industry standard equipment and materials needed to be purchased to ensure that students were exposed to up to date curriculum.

Please see the final FY19 State CTE Competitive Financials for specifics

## Project Evaluation Methods and Outcomes

Goal: 50% of CTE students in Computer Science will earn a B or higher: Goal met

Goal: 90% of CTE students in Computer Science will be on target with their End of Course Exams: data not available

Goal: 40% of CTE students in Computer Science will become completers: in progress through 20-21

Increase of CTSO participation by 10%: not met

Increase student acquisition of industry recongized certifications by 10%: not met

Increase in overall graduation rate by 5%: not met--reach just under 4.5%, which is a significant increase

Increase CTE program completion by 20% by 2021: in progress

Increase CTE Concentrators by 10% in 18-19: not met

The district has encountered a number of staff turnovers, financial hardships, and change in leadership, which created inconsistencies for tracking and reporting of the CTE data. However, with the Comprehensive Local Needs Assessment this year, as well as a very coordinated effort to complete the QPS Self-Assessments and significant curriculum review, the district will be better aligned. In addition, the district will utilize more of Infinite Campus's capacity to track various data points.

# STATE CTE GRANTS - PERFORMANCE REPORT

**FY19**

**Competitive**

**Agency: Clark County School District**

**Report Submitted By:**



(Signature of authorized representative)

Edward Goddard

(Printed name of authorized representative and title)

09/26/19

(Date)

**Funding Award Amount: \$ 1,762,900.91**

**Funding Amount Used: \$ 1,748,978.43**

**Funding Amount Not Used: \$ 13,922.48**

**If not all funds were used please explain why:**

Funds were spent down as close to \$0 as possible while leaving a small amount available for any last minute pricing adjustments needed to close out purchases with the Purchasing Department.

**Overall Summary of Grant Purpose**

The request for funds from the state competitive grant were requests to start up and expand program offerings in state identified high needs areas which included Community Health Science, Cybersecurity, Manufacturing Technologies and Teaching and Training.

See attached Form J's

**How many projects were approved in the grant? 4**

**Instructions:**

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Manufacturing Technologies**

Amount: \$481,285.44

### Project Description

To implement a new Manufacturing Technologies program at Sunrise Mountain HS. Funding from this project will assist students applying automation practices meet state standards for material handling and applications along with advanced manufacturing practice, including automated loading and sorting.

### Project Evaluation Methods and Outcomes

Expected outcomes include:

-80% or more of the students enrolled in Manufacturing Technologies I will continue on to the second year pathway course for 2019-20.

Sunrise has switched from Manufacturing Technologies I (58 student 2018-19) to Automation Technology I (97 students 2019-20).

-50% of the pathway students will complete the three year program.

Not determinable because of the transition in pathway from Manufacturing to Automation.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Teaching & Training**

Amount: \$828,885.85

### Project Description

To implement seven new Teaching & Training programs of study at Arbor View HS, Basic HS, Cheyenne HS, East Career & Technical Academy, Liberty HS, Northwest Career & Technical Academy and Palo Verde HS.

To provide continued support for the Teaching & Training programs of study at Canyon Springs HS, Clark HS, Coronado HS, Durango HS, Foothill HS, Las Vegas HS, Mojave HS, Rancho HS, Shadow Ridge HS, Southeast Career and Technical Academy, Spring Valley HS, Sunrise Mountain HS, and Valley HS.

### Project Evaluation Methods and Outcomes

Expected outcomes include:

-75% of the students enrolled in the Teaching & Training I Program of Study will move on to the Teaching & Training II for 2019-2020 school year.

Not Met. 39.5% of Teaching & Training I students moved to the Level II course in the 2019-20 school-year.

-50% of the Teaching & Training Level II students will move on to the Level III class for 2019-2020.

Not Met. 42% of the Teaching and Training II students progressed to the Level III course in the 2019-20 school year.

-90% of Teaching and Training teachers will attend professional development in the 2018-19 school year and will report that the training met their needs.

Out of the five Teaching and Training professional development trainings that were held, 30 out of the 32 teachers attended and reported that the trainings met their needs.



## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Community Health Science**

Amount: \$206,329.62

### Project Description

To provide funding to support Community Health Science programs of study at Desert Pines HS, Moapa Valley HS, Palo Verde HS, and Rancho HS during the 2018-2019 school year.

### Project Evaluation Methods and Outcomes

Expected outcomes include:

75% of Health Science I students will enroll in Health Science II for the 2018-2019 school year.  
Not Met. 45.9% of the 2017-18 Health Science I students progressed to Health Science II in 2018-19.

70% of students enrolled in Community Health Science will be completers for the 2018-2019 school year.

Since Community Health Science completers result from students enrolled in Health Science I and II, 28.1% Earned Certificates and 75% passed the End of Program assessment.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Community Health Science**

Amount: \$206,329.62

### Project Description

To provide funding to support Community Health Science programs of study at Desert Pines HS, Moapa Valley HS, Palo Verde HS, and Rancho HS during the 2018-2019 school year.

### Project Evaluation Methods and Outcomes

Expected outcomes include:

75% of Health Science I students will enroll in Health Science II for the 2018-2019 school year.  
Not Met. 45.9% of the 2017-18 Health Science I students progressed to Health Science II in 2018-19.

70% of students enrolled in Community Health Science will be completers for the 2018-2019 school year.

Since Community Health Science completers result from students enrolled in Health Science I and II, 28.1% Earned Certificates and 75% passed the End of Program assessment.

# STATE CTE GRANTS - PERFORMANCE REPORT

## FY19 Competitive

Agency: **Douglas County School District**

Report Submitted By:



(Signature of authorized representative)

Jim Meyers, CTE Coordinator

(Printed name of authorized representative and title)

10/03/19

(Date)

Funding Award Amount:      **\$ 120,728.35**

Funding Amount Used:      **\$ 120,728.35**

Funding Amount Not Used:      **\$ 0.00**

If not all funds were used please explain why:

### Overall Summary of Grant Purpose

The overall purpose of the FY19 State CTE Competitive Grant was to (1) start a new Computer Science program of study at George Whittell High School, (2) improve the Computer Science program of study at Douglas High School, (3) Improve the Welding Technology (carry forward funding) program of study at Douglas High School, and (4) improve the Agriculture program of study at Douglas High school. All requested materials and supplies for these projects have been acquired and put in place. Enrollment in Welding Technology and Agriculture at Douglas High School remain steady. The Computer Science programs are experiencing growth issues that are identified in pp. 2-3. All eligible students were required to participate in the CTE Workplace Readiness Skills (WRS) and CTE End of Program Technical Skills Assessments. The district goal is to have 100% participation in both assessments and improved pass rates in the Technical Skills assessments. We anticipate student certificate earners to meet or exceed the state goal of 50%.

How many projects were approved in the grant?    **4**

### Instructions:

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Whittell HS Comp Science New Program REVISED**    Amount:    **\$ 34,616.98**

### Project Description

Due to a better quote, Douglas County School District (DCSD) had a substantial balance remaining from the FY19 State Competitive Round 2 Grant. A request was made and approved to move already approved Computer Science items from the FY19 State Allocations Grant to the FY19 State Competitive Round 2 Grant. The items were acquired and are now in the hands of Computer Science students in all three levels. The Computer Science program offers all three levels, but due to scheduling for seniors and required courses taking priority for underclassmen, not all courses were offered last year. This resulted in no completers and no end of program assessments taken. This years seniors that completed both AP CS courses are unable to go back and take the L2 Computer Science II course to complete their program of study. It is anticipated that the first cohort of completers will take EOP assessments in the 2020-2021 school year.

### Project Evaluation Methods and Outcomes

#### Outcomes

All requested software, supplies, materials and supplemental instructional materials have been acquired and placed into the program. As mentioned above, all three levels are offered, but due to the small 9-12 population and course requirements for graduation, not all classes are offered each year. Enrollment in AP Computer Science Principles and AP Computer Science A is well established and students are doing well in these classes.

#### Growth and achievement

The Computer Science program of study prior to the changes made in December 2018 (NDE, Computer Science Program of Study), Whittell HS had students enrolled in the following courses:

L1 - Computer Science I - 10 ('18-'19)

L2 - AP CS Principles - 11 ('18-'19)

L3 - AP CS A - 9 ('18-'19 - these students did not have a complete sequence as they were seniors and did not have Computer Science I).

After the new program of study was implemented requiring students to take Computer Science II, there will not be any completers this year due to this sequence change. Current enrollment shows the following:

L1 - AP CS Principles - 10 ('19-'20)

L2 - Computer Science II - 0 ('19-'20)

L3 - AP CS A - 10 ('19-'20)

#### Evaluation

A more concentrated effort will be needed to ensure students can complete all three levels and eventually take the CTE End of Program assessments. By doing so, students will have an opportunity to receive Workplace Readiness Skills certificates and Technical Skills certificates, as well as the opportunity to earn CTE College Credit. This will be a goal for improvement over the course of this school year.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Douglas HS Comp Science Program Imp REVISED**    Amount:    **\$ 41,264.33**

## Project Description

Due to a better quote, Douglas County School District (DCSD) had a substantial balance remaining from the FY19 State Competitive Round 2 Grant. A request was made and approved to move already approved Computer Science items from the FY19 State Allocations Grant to the FY19 State Competitive Round 2 Grant. The items were acquired and are now in the hands of Computer Science students in all three levels. The Computer Science program offers all three levels, but there was no enrollment in the L2 or L3 courses. This resulted in no completers and no end of program assessments taken. It is anticipated that the first cohort of completers will take EOP assessments in the 2021-2022 school year.

## Project Evaluation Methods and Outcomes

### Outcomes

All requested software, supplies, materials and supplemental instructional materials have been acquired and placed into the program. As mentioned above, all three levels are offered, but due to changes in course sequencing (CS Program of Study, NDE, 2018), it has caused problems with scheduling these courses for students and their ability to complete the program sequence. Enrollment figures indicate the following (include data that represent the growth in student access and achievement):

L1 - Computer Science I/AP CS Principles - 41 ('19-'20), 35 ('18-'19), 32 ('17-'18)

L2 - Computer Science II - 0 ('19-'20), 0 ('18-'19), 0 ('17-'18)

L3 - Computer Science III/AP CS A - 0 ('19-'20), 0 ('18-'19), 0 ('17-'18)

There is a definite need for improvement in recruitment and retention of students from Level 1 to Level 2, and then Level 2 to Level 3. The number of students taking Computer Science I and AP Computer Science Principles now could provide at least one section of 30 students in Computer Science II next year. As mentioned above, it is anticipated that the first cohort of completers will take EOP assessments in the 2021-2022 school year.

### Evaluation

A more concentrated effort will be needed to ensure recruitment and retention is taking place. Instructors, administration and counselors will need to work together to ensure students can complete all three levels and eventually take the CTE End of Program assessments. By doing so, students will have an opportunity to receive Workplace Readiness Skills certificates and Technical Skills certificates, as well as the opportunity to earn CTE College Credit. This will be a goal for improvement over the course of this school year.

# STATE CTE GRANTS - PERFORMANCE REPORT

**FY19**

**Competitive**

Agency: **Humboldt County School District**

Report Submitted By:

*Eric Feeney*

09/09/19

(Signature of authorized representative)

(Date)

Eric Feeney, CTE Coordinator Consultant

(Printed name of authorized representative and title)

Funding Award Amount:       **\$ 77,493.17**

Funding Amount Used:       **\$ 77,493.17**

Funding Amount Not Used:       **\$ 0.00**

If not all funds were used please explain why:

N/A

## Overall Summary of Grant Purpose

HCSD's goal is to increase the number of students who complete CTE programs of study and to increase the number of students who successfully pass State end of program assessments. Counselors partner with parents and teachers; working with students to develop an academic plan in a CTE career pathway. Instructors continue to align curriculum and instruction to Workplace Readiness Skills and End of Program Technical Assessments. In addition, due to economic conditions in Nevada, CTE program budgets have not been able to grow to meet the additional costs of materials needed to align curriculum to State standards. In the short term, grant funds will be used to bring equipment up to industry standards, improve health and safety issues associated with older equipment, provide work-based learning opportunities for students, and provide the necessary consumables to teach State standards required in Nevada.

How many projects were approved in the grant?   **5**

## Instructions:

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Business & Marketing - LHS**

Amount: **\$ 2,977.40**

## Project Description

The Business & Marketing program at Lowry High School has a significant enrollment and these students upon graduation enter the business community in Winnemucca and the surrounding areas. These students are also very active in FBLA and compete successfully in state and national activities on a regular basis. In recent years we have replaced the computer and software systems in the Lowry Business program but we have not updated the textbooks to match this software. As a result, we plan to utilize State Competitive funds to replace the Microsoft Office 365 and Office 2016 textbooks. Upgrading these textbooks to industry standard will allow our students to be more effective employees upon graduation because they will have learned the most up-to-date information available.

## Project Evaluation Methods and Outcomes

### GOAL

Plan and carry out Quality Program Standards (QPS) and elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of State and local levels of performance, which include:

### OBJECTIVES/OUTCOMES

- Increase students' performance on CTE End-of-Program Technical Assessments to 80% of CTE concentrators meeting State criteria for technical skill attainment.
  - SY17-18: HCSD CTE Program Level of Performance = 63.29%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet
  - SY18-19: HCSD CTE Program Level of Performance = 66.20%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet
- Enhance and implement appropriate equipment, technology, and instructional materials aligned with State standards and business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials; and

### QPS 2.0: Program and Instruction - Overall Adequate Rating (NDE - On-site QPS Review - 2018)

All students are provided equal access to all programs. Most programs are offering all levels of the Program of Study (POS) and course sequencing encourages students to complete the POS. The programs are following State standards. The overall learning environment is positive, safe, and organized to accommodate all students. Instructional tools and materials are appropriate for the class enrollment numbers and size of facility. Feedback and performance data are used to guide instructional improvement. CTE students have access to work-based learning activities from simulated experiences in class to on-site visits with business and industry partners.

\* Augmentation of CTE programs and performance is ongoing

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **STS Construction Technology - LHS**

Amount: **\$ 44,535.34**

## Project Description

The Construction Technology program at Lowry High School has a significant enrollment and these students upon graduation enter the workforce in Winnemucca and the surrounding areas. To improve instruction on state-of-the-art equipment we want to replace one of the large saws in the Construction/Woods program for student use. This program also has a significant consumable budget each year which is very difficult for the district to fund. We plan to utilize competitive grant funds to supplement this consumable budget need. These consumables allow our students hands on practice completing building trades projects including framing, electrical, plumbing, concrete work, and roofing which provides them with the necessary knowledge and experiences to score higher on end of program assessments. In addition we would like to purchase a new forklift to replace the existing one which is past its useful life.

## Project Evaluation Methods and Outcomes

### GOAL

Plan and carry out Quality Program Standards (QPS) and elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of State and local levels of performance, which include:

### OBJECTIVES/OUTCOMES

- Increase students' performance on CTE End-of-Program Technical Assessments to 80% of CTE concentrators meeting State criteria for technical skill attainment.
  - SY17-18: HCSD CTE Program Level of Performance = 63.29%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet
  - SY18-19: HCSD CTE Program Level of Performance = 66.20% - STS Construction = 83.33%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet - Met
- Enhance and implement appropriate equipment, technology, and instructional materials aligned with State standards and business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials; and

QPS 2.0: Program and Instruction - Overall Adequate Rating (NDE - On-site QPS Review - 2018)

All students are provided equal access to all programs. Most programs are offering all levels of the Program of Study (POS) and course sequencing encourages students to complete the POS. The programs are following State standards. The overall learning environment is positive, safe, and organized to accommodate all students. Instructional tools and materials are appropriate for the class enrollment numbers and size of facility. Feedback and performance data are used to guide instructional improvement. CTE students have access to work-based learning activities from simulated experiences in class to on-site visits with business and industry partners.

\* Augmentation of CTE programs and performance is ongoing



## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **STS Welding - LHS**

Amount: **\$ 27,638.13**

### Project Description

The Welding Technology program at Lowry High School has a significant enrollment and these students upon graduation enter the business community in Winnemucca and the surrounding areas. To improve instruction on state of the art welding equipment we would like to purchase and install a Torchmate 4800-FCB0 CNC Plasma Cutting table with the associated software package for student use. This equipment is industry standard at the area mines and machine shops and is used every day to fabricate equipment parts used in these industries. Instruction on state of the art equipment improves enrollment and completion in the welding program and provides students with necessary skills.

### Project Evaluation Methods and Outcomes

#### GOAL

Plan and carry out Quality Program Standards (QPS) and elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of State and local levels of performance, which include:

#### OBJECTIVES/OUTCOMES

- Increase students' performance on CTE End-of-Program Technical Assessments to 80% of CTE concentrators meeting State criteria for technical skill attainment.
  - SY17-18: HCSD CTE Program Level of Performance = 63.29%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet
  - SY18-19: HCSD CTE Program Level of Performance = 66.20% - Welding Technology = 42.86%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet
- Enhance and implement appropriate equipment, technology, and instructional materials aligned with State standards and business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials; and

#### QPS 2.0: Program and Instruction - Overall Adequate Rating (NDE - On-site QPS Review - 2018)

All students are provided equal access to all programs. Most programs are offering all levels of the Program of Study (POS) and course sequencing encourages students to complete the POS. The programs are following State standards. The overall learning environment is positive, safe, and organized to accommodate all students. Instructional tools and materials are appropriate for the class enrollment numbers and size of facility. Feedback and performance data are used to guide instructional improvement. CTE students have access to work-based learning activities from simulated experiences in class to on-site visits with business and industry partners.

\* Augmentation of CTE programs and performance is ongoing

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Agricultural Mechanics & Welding - McDermitt**      Amount:      **\$ 1,466.30**

## Project Description

The Agriculture Mechanics program at McDermitt Combined School has a relatively new teacher who is passionate about her program. As a result of this passion and high-quality instruction, student numbers have grown in the program faster than the available funding for the program. We want to replace some very old Oxy-acetylene mixing chambers/handles through this grant. This new equipment will improve student safety and promote the efficient instruction of additional students in Agricultural Mechanics standards. Efficient and effective instruction helps our students become employed in high pay/high demand jobs outlined by the Governor's Office of Economic Development.

## Project Evaluation Methods and Outcomes

### GOAL

Plan and carry out Quality Program Standards (QPS) and elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of State and local levels of performance, which include:

### OBJECTIVES/OUTCOMES

- Increase students' performance on CTE End-of-Program Technical Assessments to 80% of CTE concentrators meeting State criteria for technical skill attainment.
  - SY17-18: HCSD CTE Program Level of Performance = 63.29%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet
  - SY18-19: HCSD CTE Program Level of Performance = 66.20%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet
- Enhance and implement appropriate equipment, technology, and instructional materials aligned with State standards and business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials; and

### QPS 2.0: Program and Instruction - Overall Adequate Rating (NDE - On-site QPS Review - 2018)

All students are provided equal access to all programs. Most programs are offering all levels of the Program of Study (POS) and course sequencing encourages students to complete the POS. The programs are following State standards. The overall learning environment is positive, safe, and organized to accommodate all students. Instructional tools and materials are appropriate for the class enrollment numbers and size of facility. Feedback and performance data are used to guide instructional improvement. CTE students have access to work-based learning activities from simulated experiences in class to on-site visits with business and industry partners.

\* Augmentation of CTE programs and performance is ongoing

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Business & Marketing - McDermitt**

Amount: **\$ 876.00**

## Project Description

The Business & Marketing program at McDermitt Combined School has a Business and Industry licensed teacher who is searching for ways to provide real world work experiences for her students. Due to the extremely small business community in McDermitt, her students have very few opportunities to work in an office setting. As a result, the instructor is developing a school-based thrift store business which will be student operated and managed. This setting will provide more effective instruction for her students on business management and customer relations. We plan to utilize competitive grant funds to purchase some of the necessary equipment and supplies so that this business can operate. We believe this school based business will promote efficient and effective instruction which will assist these students to become employed in high pay/high demand jobs outlined by the Governor's Office of Economic Development.

## Project Evaluation Methods and Outcomes

### GOAL

Plan and carry out Quality Program Standards (QPS) and elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of State and local levels of performance, which include:

### OBJECTIVES/OUTCOMES

- Increase students' performance on CTE End-of-Program Technical Assessments to 80% of CTE concentrators meeting State criteria for technical skill attainment.
  - SY17-18: HCSD CTE Program Level of Performance = 63.29%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet
  - SY18-19: HCSD CTE Program Level of Performance = 66.20%
    - i. State Adjusted Level of Performance (53.50%) – Met
    - ii. HCSD Local Level of Performance (80.00%) – Did Not Meet
- Enhance and implement appropriate equipment, technology, and instructional materials aligned with State standards and business and industry needs, including machinery, testing equipment, tools, implements, hardware and software, and other new and emerging instructional materials; and

### QPS 2.0: Program and Instruction - Overall Adequate Rating (NDE - On-site QPS Review - 2018)

All students are provided equal access to all programs. Most programs are offering all levels of the Program of Study (POS) and course sequencing encourages students to complete the POS. The programs are following State standards. The overall learning environment is positive, safe, and organized to accommodate all students. Instructional tools and materials are appropriate for the class enrollment numbers and size of facility. Feedback and performance data are used to guide instructional improvement. CTE students have access to work-based learning activities from simulated experiences in class to on-site visits with business and industry partners.

\* Augmentation of CTE programs and performance is ongoing

# STATE CTE GRANTS - PERFORMANCE REPORT

## FY19 Competitive

Agency: **Lander County District**

Report Submitted By:

  
(Signature of authorized representative)

10/02/19

(Date)

Heather Nield

(Printed name of authorized representative and title)

Funding Award Amount: **\$ 37,425.00**

Funding Amount Used: **\$ 37,425.00**

Funding Amount Not Used: **\$ 0.00**

If not all funds were used please explain why:

### Overall Summary of Grant Purpose

The Competitive grant funds were used to provide a curriculum that is innovative, current, and provides hands on instructional activities which will prepare graduates for careers in Nevada, specifically Lander County. The impact in both programs will help meet the high wage/high skill/high demand and non traditional areas identified by the Governor. The intended use of funds is to increase the number of students who complete CTE programs of study and earn the state certificate of skill attainment as well as prepare students who are career and college ready. This is accomplished through curriculum and instruction that is rigorous and relevant.

How many projects were approved in the grant? **2**

### Instructions:

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Ag-Ag Science-BMHS**

Amount: **\$ 25,120.00**

## Project Description

Funds from the competitive grant this year will allow us to teach to the curriculum and standards in horticulture/ greenhouse, veterinary medicine, ag mechanics, natural resources and provide students with hands on learning opportunities that would be unavailable without this grant. Chrome books will allow our students to keep records, utilize on-line tutorials, and to become familiar with technology in their studies and home lives. In addition, the instructor will be able to access and utilize online curriculum to support and differentiate instruction in the shop. The classroom will be updated to utilize current technology to support industry standards.

## Project Evaluation Methods and Outcomes

Through this grant we expect to develop curricula and materials that will support the Nevada Career and Technical Standards for agriculture and that follow the Agriculture and Natural Resource Programs of Study. We will use the Agriculture and Natural Resource Programs of Study which have been adopted by the Nevada State Board of Education/State Board for Career and Technical Education. We will develop recruitment and retention programs that are specific to BMHS but which could easily be adapted to usage by schools in other districts around the country. We will also develop a variety of experiential learning opportunities that might be replicated in other communities.

As a result of this grant, we expect to have a 100% increase in the number of students enrolled in the agriculture program at BMHS which will account for 44% of the high school population. Every student enrolled will also be an FFA member and will volunteer in the community for a variety of events. We expect 12 of our agricultural graduates to enroll in post-secondary agriculture programs both in Nevada and in surrounding states by fall of 2020. Our goal is to have 94.5% of the agriculture students pass the Nevada End of Course Exam and we expect 99% of the "Completers" in the agriculture program to graduate from BMHS on time. By the end of the grant, we plan to have an extensive network of community collaborators that can provide internships, career mentoring and student volunteerism opportunities for years to come in our community.

\*BMHS agriculture program doubled student enrollment for the FY 19.

\*9 of our agricultural graduates enrolled in post- secondary agriculture programs in and around Nevada.

\*75% of our agriculture students passed the End of Course Exam

\*100% of Completers in the agriculture program graduated from BMHS on time.

\*Through our CTE Advisory Board, we have begun to develop an extensive network of community collaborators to help provide internships, mentoring, and volunteering opportunities.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **HS & PS-Health Science-BMHS**

Amount: **\$ 12,305.00**

### Project Description

The primary goal of this request for competitive funds will allow us to provide a chrome book for each CTE student to teach to the curriculum and standards in Emergency Medicine/EMT and Medical Assisting to provide students with hands on learning opportunities that would be unavailable without this grant. This fund will also facilitate equipment to lock and store equipment used in the Health Science program. Finally, funds will be used to assist in student travel to the state and international HOSA competition where they will be able to demonstrate practical skills and develop leadership skills to help them prepare for college and future careers.

### Project Evaluation Methods and Outcomes

Through this grant we expect to develop curricula and materials that will support the Nevada Career and Technical Standards for health science and that follow the Health Science and Public Safety Programs of Study. We will use the Health Science Programs of Study which have been adopted by the Nevada State Board of Education/State Board for Career and Technical Education. We will develop recruitment and retention programs that are specific to BMHS but which could easily be adapted to usage by schools in other districts around the country. We will also develop a variety of experiential learning opportunities that might be replicated in other communities.

As a result of this grant and the new technology available only to CTE students, we expect to have a 100% increase in the number of students enrolled in the health science program at BMHS which will account for 20% of the high school population. Most of the students enrolled will also be HOSA members and will volunteer in the community for a variety of events. We expect 6 of our health science graduates to enroll in post-secondary medical field programs both in Nevada and in surrounding states by fall of 2019. Our goal is to have 80% of the Health Science and Public Safety students pass the Nevada End of Course Exam and we expect 99% of the "Completers" in the health science and public safety program to graduate from BMHS on time.

\*Student enrollment increased in the health science program by 50%

\*6 health science graduates enrolled in post-secondary medical field programs in Nevada and surrounding states.

\*Over 80% of students passed the Nevada End of Course Exam.

\*100% of completers graduated on time.

# STATE CTE GRANTS - PERFORMANCE REPORT

## FY19

## Competitive Round 2

Agency: **Lincoln County School District**

Report Submitted By:



(Signature of authorized representative)

Pam Teel, Superintendent

(Printed name of authorized representative and title)

10/03/19

(Date)

Funding Award Amount: **\$ 161,926.73**

Funding Amount Used: **\$ 161,926.72**

Funding Amount Not Used: **\$ 0.01**

If not all funds were used please explain why:

We initially thought we had spent all the funds but we were one cent short in a supply category.

### Overall Grant Purpose

LCSD purpose for the 4 Projects:

1-Introduce a Graphic Design I class and, if possible, begin a School Based Enterprise (SBE).

We offered Graphic Design I with 11 students and created "Lynx GraphiX" our SBE.

2-Procure 3 Welders, upgrade electrical requirements while increasing interest in Welding classes.

3 Welders purchased, electrical upgrade complete and compared to 2017-18, we had an increase in Welding I class participation by 63%.

3-Purchase CNC machine and introduce students to CNC processing.

CNC machine purchased and students learned CNC processing skills.

4-Provide Supplies and Serve-Safe Test opportunities for adjudicated students to have a skill students can use immediately after completing their programs.

How many projects were approved in the grant? **4**

### Instructions:

Please complete and attach **one** Form J for each project.

- 1) All reports should include
  - A brief description of each project and the amount of funding used for the project.
  - Final outcomes of the evaluation methods which were described in the application.
    - Describe the results of each method. Were the objectives of the project met?
- 2) Competitive Grant reports should also include
  - How the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.

## FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **C.O. Bastian Culinary and ServSafe**

Amount:        **\$ 4,278.00**

### Project Description

We want to provide a way for every qualified student to pass the ServSafe® Exam. State surveys and studies show that students who leave this program with a certificate to work the recidivism rate drops to 20%. If the students can take a certificate with them that says they have passed ServSafe® Food Handler and/or the Managerial exams, they will be employed.

Should the students fail the test and want to retest, they are required to pay for that themselves because the school can only afford to pay for one test for the students to take. Since, most, if not all of the students cannot afford to pay the \$36 Exam fee, so we are requesting monies for 100 ServSafe® Exams and some other study materials.

### Project Evaluation Methods and Outcomes

C.O. Bastian High School (COB) is on the grounds of the Caliente Youth Center, a coeducation facility of incarcerated youth. The students who complete the Culinary Arts program are qualified to take the ServSafe® exam. We purchased 100 of the \$36 ServSafe® Exams. We also procured supplies to support the students in the Culinary Art programs.

The Nevada Restaurant Association (NvRA) is committed to providing quality food safety programs. ServSafe® courses are nationally recognized by the Conference for Food Protection [CFP] and include information from the latest food code. All classes are taught in an interactive style by experienced certified ServSafe® instructors. We are fortunate to have a certified instructor who runs our Culinary Arts program so we can test students when they are most ready, not having to wait until the end of the school year, since many of our students leave at intervals throughout the year.

For the 2018-19 School year, we had 114 students pass the Food Handlers Exam and 19 students passed the Managerial Exam.



## FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

New Program

Program Expansion

Improvement and Support

Staffing

Project Name: **LCHS Welding and Ag Mechanics**

Amount: **\$ 66,692.00**

### Project Description

LCHS currently has Welding and Ag Mechanics classes. The Welding classroom is woefully inadequate for the power draw that the welders require and it needs to be rewired. When the power was inadequate, students couldn't work because of thrown breakers and machinery became inoperable. If we have equipment and power that will handle the student enrollment, we will have a much higher completion rate.

Currently we have ten welding booths/stalls but only five operational welders. With this grant we asked for three new welders, a tire repair machine for the Ag Mechanics program and monies to rework the electrical plan in the classroom for a safer Welding environment for students.

### Project Evaluation Methods and Outcomes

The electrical power was updated for public safety reasons and with the addition of the three new Welders, our enrollment in the Welding I classes went from 4 in 2017-18 to 11 students in 2018-29, an increase of 63%!

The Metals/Ag Mechanic shop has made signs for sale to the general public as part of a Student Based Enterprise (SBE). These signs are cut with a plasma machine, ground smooth, painted and then welded to posts or bases for sale. The shop has also made and sold tool boxes, bumpers, grill guards, and has built go-karts for students and their younger siblings all using their welding skills.

Students in the program have been hired by an area ranch to weld feed lot panels and to weld aluminum quick connect couplers for irrigation. Three LCHS students qualified for state SkillsUSA in welding and last year, LCHS produced the TOP welder in the entire state of Nevada! LCHS has had several students enter the field of welding every year, which is incredible considering our small numbers. We average about 16-18 students each year in the Welding program with about 3-4 graduating, but each year we send at least one of those students on to a trade school. A recent graduate has completed his underwater welding certificate and has been employed.

## FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **LCHS Millworks & Cabinetry**

Amount:    **\$ 29,255.00**

### Project Description

LCHS hopes to bring the Furniture and Cabinet making classes into the 21st Century with modern technologies by purchasing a CNC router which will allow for hands-on student instruction leading to modern thinking in a competitive workplace. Our design is to attract students who might be looking for classes using computer based technology and introducing them into the modern world that combines computers and woodworking classes.

### Project Evaluation Methods and Outcomes

Currently at LCHS, the Furniture and Cabinetry classes at LCHS are among the most successful with 29 students enrolled, which is 19% of our student population. Our Automotive Tech enrolled 19, Welding Tech program enrolled 16 and Graphic Design enrolled 11 students.

With the procurement of the CNC machine we have prepared a new class for the 2019-20 school year that will utilize this machine called: "Technical Math". Students in this Senior class and the Furniture/Cabinetry II classes will work together to apply math skills developed over the years and using technology, like the CNC machine, to apply their skills into creating tangible productions. The Technical Math students will furnish the programming to the computer while the production will be done by the Furniture and Cabinet students.

The two teachers involved with the two classes will be attending training on the CNC machine in late June of 2019. At the end of the school year, the interest level of students for these classes was remarkable with 13 of our 34 Seniors pre-registering for the Technical Math class. So, our intent to bring our Furniture and Cabinet making classes into the 21st Century with the addition of the CNC machine while attracting more students into the program has been successful.

## FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Graphic Arts: Future of Design & Production**

Amount: **\$ 61,701.73**

### Project Description

Procure iMac computers, Printing equipment and supplies to teach a Graphic Design I class for 2018-19. If possible this year, begin and manage a School-Based Enterprise (SBE).

At LCHS, we want kids to see technical positions in a variety of fields. We want to allow them hands on work in careers that appeal to the computer generation (sometimes called "the millennials"). We want collaboration with the area newspaper, design and printing needs of the community and of the district. We believe this will be a crowning jewel in Lincoln County coursework.

Our Outcome goal is to help make students leaving LCHS employable. Even if they choose another career in life, they can use this path to realize their dream job. That is the bottom line.

Lesser goals include having the kids understand iMac computers, teaching them design and art, having them use software to create images and ad copy, preparing them for teeshirt and hat printing, having them create and follow business models and allow them to learn from mistakes.

### Project Evaluation Methods and Outcomes

At the time of procuring this grant funding, LCHS had a full-time business teacher and we were going to start a new program with the intention of growing the class offerings over the next three years. This teacher was hired as a Principal in another school in the district, and we hired a substitute teacher with entrepreneur experience and a successful business background. During this transition, LCHS implemented a Graphic Design I class with 7 Male and 4 Female students (11 Total) which for many schools would seem small but for our small school of 150 students, it serviced 7% of our population. These students understand and can demonstrate abilities to design, layer, paper type and fabric type. It is a multi faceted experience as the class is a combination of work, art, business and technology.

Thanks to this grant, the LCHS business department successfully launched; "Lynx Graphix" which is our school-based enterprise (SBE), providing goods and services to meet the needs of our small school and community. So far, products have included spirit wear for school clubs and organizations, signs, banners and more.

The SBE has been managed and operated by the students utilizing classroom instruction in the latest design programs such as Adobe InDesign and Photoshop. Hands-on learning laboratories will help integrate the Nevada State Employability Skills for Career Readiness Standards including 1) Personal Qualities and People Skills; 2) Professional Knowledge and Skills; and 3) Technology Knowledge and Skills. The SBE will provide a realistic and practical learning experience for all students to reinforce classroom instruction.

Students took a photograph of local students then created a poster design that included a well-known quote about a positive quality. The posters line our hallways today. Students also competed for the opportunity to design the shirt that would be worn by a local Fireman's Association. Every student utilized what they had learned earlier in the year and came up with a design idea. All eleven students presented their T-shirt designs and gave the reasoning behind their ideas. The committee selected their choice and the design was then printed and delivered by the SBE.

We have successfully started a Graphic Design program at LCHS, including an SBE with the plans to continue the Graphic Design I class and add a Graphic Design II class for 2019-20.

## STATE CTE GRANT - PROJECT REPORT

New Program

Program Expansion

Improvement and Support

Staffing

Project Name: **State CTE Allocation Grant--B&M/IMT**

Amount: **\$ 10,523.88**

### Project Description

For the Business and Marketing programs, supplies for printing machines and software such as Mythware and Adobe CC site Licenses were purchased for CO Bastian High School to enhance the existing programs, making the students more productive and more responsible in their learning process.

### Project Evaluation Methods and Outcomes

Outcomes will be measured by actual student enrollment, student assessment results, program completion, and increased student capacity. By the end of the 2018-19 school year, students will have been able to receive enough instruction to pass end of course exams and demonstrate career readiness through assessments. As with all courses, evaluations are ongoing; however, LCSD will be able to complete an evaluation for the purposes of this grant by the end of the school year 2019.

Student enrollment in the Business programs at CO Bastian High School have continued to see increased interest. Student assessments aren't given in these program areas because students aren't enrolled long enough at CO Bastian to offer advanced classes. It is our hope, however, that students will leave CO Bastian with a seed of interest planted to complete courses at their transfer school.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Education Hospitality and Human Services**

Amount: **\$ 9,112.59**

## Project Description

For the Education, Hospitality and Human Services programs, supplies were purchased for the student kitchens at Lincoln County High School; ServSafe materials, and a projector were purchased for CO Bastian High School.

## Project Evaluation Methods and Outcomes

Outcomes will be measured by actual student enrollment, student assessment results, program completion, and increased student capacity. By the end of the 2018-19 school year, students will have been able to receive enough instruction to pass end of course exams and demonstrate career readiness through assessments. As with all courses, evaluations are ongoing; however, LCSD will be able to complete an evaluation for the purposes of this grant by the end of the school year 2019.

Student enrollment in the Education, Hospitality, and Human Services program at LCHS has been decreasing, and it was hoped that the programs would see some increased enrollment by improving the availability of supplies for proper function and student use. EHH programs at CO Bastian High School have continued to see increased interest. Student assessments aren't given in these program areas because students aren't enrolled long enough at CO Bastian to offer advanced classes. Students do, however complete ServSafe Certification prior to their introduction into culinary arts. This certification can go with them wherever they go. It is our hope, however, that students will leave CO Bastian with a seed of interest planted to complete courses at their transfer school.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Skilled and Technical Sciences**

Amount: **\$ 18,616.30**

## Project Description

For the Skilled and Technical Sciences programs, travel was purchased for staff to attend NACTE, supplies for Auto classes, welding, and woodworking classes were purchased for Lincoln County High School; supplies for the woodworking, auto, and welding classes at Pahranaagat Valley High School; and supplies for woodworking and welding programs at CO Bastian High School.

## Project Evaluation Methods and Outcomes

Outcomes will be measured by actual student enrollment, student assessment results, program completion, and increased student capacity. By the end of the 2018-19 school year, students will have been able to receive enough instruction to pass end of course exams and demonstrate career readiness through assessments. As with all courses, evaluations are ongoing; however, LCSD will be able to complete an evaluation for the purposes of this grant by the end of the school year 2019.

Student enrollment in the Skilled and Technical Sciences programs at LCHS, PVHS, and COB have been increasing every year. The ability of schools to purchase consumables and new supplies using this grant funding has improved the availability for students manufacture, fabricate, design, and produce quality work. By doing this, we are able to offer students industry standard equipment and supplies so they may obtain the skills necessary to continue in those program areas post secondary. Due to the increased student enrollment, we are able to offer some completer courses for the first time in the school year 2019-20. Students will be able to take appropriate assessments and use their credentials to get program-focused jobs and/or train in tech schools to further their education

# STATE CTE GRANTS - PERFORMANCE REPORT

## FY19 Competitive

Agency: **Lyon County School District**

Report Submitted By:



(Signature of authorized representative)

Jennifer Apgar - CTE Grants Coordinator

(Printed name of authorized representative and title)

10/07/19

(Date)

Funding Award Amount:       **\$ 190,732.72**                      Funding Amount Used:       **\$ 170,807.98**

Funding Amount Not Used:       **\$ 19,924.74**

**If not all funds were used please explain why:**

The funds were being used for salaries and benefits and not all positions were filled for the entire fiscal year in order to use up all of the funds available.

### Overall Summary of Grant Purpose

To provide CTE program paraprofessionals to support special needs populations enrolled in CTE programs of study. These positions work in the CTE classrooms assisting students with daily work and providing remediation when necessary. The paraprofessional also provide direct feedback between the resource teacher(s) and the CTE instructor(s).

**How many projects were approved in the grant?   1**

### Instructions:

Please complete and attach **one** Project Report for each project.

- 1) Each Project Report should include:
  - A brief description of the project and the amount of funding used for the project.
  - Final outcomes of the evaluation methods which were described in the application.
    - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?
- 2) Competitive Grant reports should also include:
  - Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
    - Include data that represent the growth in student access and achievement.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **All Projects – Special Populations Program Aides**    Amount:    **\$ 190,732.72**

### Project Description

The position of the Program Paraprofessionals will help coordinate services for students in CTE classrooms alongside the district Transition Coordinator. With two Program Paraprofessionals per site we have created a wider area of coverage for all students across all learning abilities in multiple CTE courses at the same time. Goal Setting means students actively participating in Individualized Education Program (IEP) pre-vocational, vocational, and post-school goal setting. Student Support is a network of people (e.g., family, friends, educators, and adult service providers) who provide services and resources in multiple environments to prepare students to obtain their annual transition and post-secondary goals aligned with their preferences, interests, and needs. Through this project we have modeled the collaborative approach with LCSD, VR, and the NDE to provide high quality transition services and programs to students with disabilities to improve their access to CTE programs and a more positive and productive post-secondary life.

### Project Evaluation Methods and Outcomes

At the conclusion of the school year, the District will pull data on the percentage of successful completers in the programs. In addition, the Technical Skills Committee (TSC) will continue to review and advise the school district regarding the design of the program. Information provided will include the curriculum, the facilities, and how well the program prepares students to enter the workforce. In these meetings, the TSC helps to determine what is needed to improve and further advance the program. This proposal is the result of that input, which is invaluable. The TSC is composed of CTE teachers, administrators, parents, students, higher education representatives and LCSD Board members and community/industry members.



	18-19			
	DHS	FHS	SSHS	YHS
High School Population of Students with an IEP:	87	124	33	58
% of students with an IEP compared to total school population:	12.57%	11.06%	11.19%	14.50%
Number of unduplicated students in CTE programs (all students in CTE):	346	571	169	246
Number of unduplicated students with disabilities in CTE programs:	37	46	16	26
% of unduplicated students w/ disabilities in CTE compared to unduplicated students in CTE (all)	10.69%	8.06%	9.47%	10.57%
Number of unduplicated students without disabilities in Level II or Higher CTE programs:	142	232	53	94
Number of unduplicated students with disabilities in Level II or Higher CTE programs:	17	17	2	7
% of unduplicated Level II or Higher CTE students with disabilities compared to Level II or Higher CTE students without disabilities:	11.97%	7.33%	3.77%	7.45%

	17-18			
	DHS	FHS	SSHS	YHS
High School Population of Students with an IEP:	71	109	42	49
% of students with an IEP compared to total school population:	11.18%	10.23%	15.73%	12.53%
Number of unduplicated students in CTE programs (all students in CTE):	315	481	153	227
Number of unduplicated students with disabilities in CTE programs:	30	43	14	20
% of unduplicated students w/ disabilities in CTE compared to unduplicated students in CTE (all)	9.52%	8.94%	9.15%	8.81%
Number of unduplicated students without disabilities in Level II or Higher CTE programs:	132	183	50	66
Number of unduplicated students with disabilities in Level II or Higher CTE programs:	7	13	6	8
% of unduplicated Level II or Higher CTE students with disabilities compared to Level II or Higher CTE students without disabilities:	5.30%	7.10%	12.00%	12.12%

	16-17			
	DHS	FHS	SSHS	YHS
High School Population of Students with an IEP:	63	115	46	52
% of students with an IEP compared to total school population:	8.82%	10.78%	17.23%	13.30%
Number of unduplicated students in CTE programs (all students in CTE):	368	503	139	244
Number of unduplicated students with disabilities in CTE programs:	22	46	17	31
% of unduplicated students w/ disabilities in CTE compared to unduplicated students in CTE (all)	5.98%	9.15%	12.23%	12.70%
Number of unduplicated students without disabilities in Level II or Higher CTE programs:	134	184	43	78
Number of unduplicated students with disabilities in Level II or Higher CTE programs:	24	3	1	8
% of unduplicated Level II or Higher CTE students with disabilities compared to Level II or Higher CTE students without disabilities:	17.91%	1.63%	2.33%	10.26%

\*\*Several programs offered at DHS and YHS, ended after 16-17

# STATE CTE GRANTS - PERFORMANCE REPORT

## FY19 Competitive

Agency: **Pinecrest Academy of Nevada**

Report Submitted By:

08/19/19

(Signature of authorized representative)

(Date)

Lisa Satory, Lead Principal

(Printed name of authorized representative and title)

Funding Award Amount:      **\$ 274,738.06**      Funding Amount Used:      **\$ 248,113.35**

Funding Amount Not Used:      **\$ 26,624.71**

**If not all funds were used please explain why:**

Pinecrest was unable to use all of the salary and benefits portion of the grant funding due to the ability of finding an outstanding candidate for the CTE coordinator position. This position was filled in December 2018, and Pinecrest does not anticipate not fully utilizing funding moving forward as the candidate is highly qualified and invested in the long-term development of Pinecrest's CTE programs.

### Overall Summary of Grant Purpose

Pinecrest seeks to expand the offerings of its Computer Science CTE program by evolving into the Pinecrest Institute of Computer Science, offering a career pathway to its high school students specifically in the area of Cybersecurity. Funding through this grant allowed Pinecrest Academy to fully extend and enrich upon the program that is currently in place; offering the next round of required courses and expanding upon program resources/staffing to the extent that allows for maximum course enrollment and capabilities. A crucial component requested is that of the CTE Program Coordinator Position. The Coordinator assists the site principals, and CTE teachers in administering, monitoring and implementing the requirements for a quality CTE program and all grant requirements. The Coordinator collaborated with administrators, instructional staff, and community members in assuring that appropriate CTE curriculum and instructional practices are occurring in all classrooms.

**How many projects were approved in the grant?    1**

### Instructions:

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Pinecrest Academy of Nevada-Cybersecurity**

Amount: **\$ 274,738.06**

## Project Description

Pinecrest seeks to expand the offerings of its Computer Science CTE program by evolving into the Pinecrest Institute of Computer Science, offering a career pathway to its high school students specifically in the area of Cybersecurity. Funding through this grant allowed Pinecrest Academy to fully extend and enrich upon the program that is currently in place; offering the next round of required courses and expanding upon program resources/staffing to the extent that allows for maximum course enrollment and capabilities. A crucial component requested is that of the CTE Program Coordinator Position. The Coordinator assists the Executive Office, site principals, and CTE teachers in administering, monitoring and implementing the requirements for a quality CTE program and all grant requirements. The Coordinator collaborated with administrators, instructional staff, and community members in assuring that appropriate CTE curriculum and instructional practices are occurring in all classrooms.

## Project Evaluation Methods and Outcomes

Outcome 1: PHCS will establish sustainable partnerships with business, industry, labor, and educational providers to serve on the Advisory Committee, establish internships opportunities, establish partners to sponsor healthcare related student learning experiences, and develop dual enrollment matriculation agreements. Advisory committee established with 10 members: 1 business industry partner; 1 parent; 3 CTE teachers; 4 Pinecrest CTE Administrators; 1 Student position (TBD). Internship established internship opportunities: Intellatek. Dual Enrollment MOU established with CSN

Outcome 2: Provide student access to CTE programs of study. 5 CTE programs of study offered.

Outcome 3: Design complimentary coursework to enhance and increase rigor in the middle school.

Project Lead the Way coursework: K-5 Launch; 6-8 Gateway: Computer Science for Innovators, Medical Detectives, App Creators, Design and Modeling, and Automation and Robotics. Pre-AP/AP Coursework: SpringBoard/Pre-AP Middle School: 15; AP High School: 3. 819 college credits earned

Outcome 4: Increase career opportunities for students through access to career and technical student organizations. 2019-2020 School Year – Established Skills USA

Outcome 5: Provide advance trainings and industry certification. Year 1 implementation of the cybersecurity program and 0 industry certifications

Outcome 6: Improve CTE graduates ability to meet Nevada's workforce needs in alignment to the OWINN recommendations. Year 1 implementation of the cybersecurity program

Outcome 7: Improve student engagement to ensure one hundred percent (100%) of students enrolled in the PHCS CTE program will complete all coursework and graduate from the program and from high school. 93% retention rate of students enrolled in cybersecurity

Outcome 8: One hundred percent (100%) of students will maintain a 3.0 GPA average in all CTE classes and be eligible to take the and pass the CTE exams, End of Program Technical Exams, and the Workplace Readiness Skills Assessment with an 80% or higher. Year 1 of implementation of cybersecurity program; total 25 students enrolled. 44% of students enrolled in the cybersecurity program earned a 3.0 GPA in CTE courses. 62 students enrolled in CTE programs. 100% of eligible students passed End of Program Technical Exam. 100% of eligible students passed their Workplace Readiness Assessment.

# STATE CTE GRANTS - PERFORMANCE REPORT

**FY19**

**Competitive**

Agency: **Washoe County School District**

Report Submitted By:



(Signature of authorized representative)

Lauren Ohlin, Director of Grants, WCSD

(Printed name of authorized representative and title)

10/04/19

(Date)

Funding Award Amount: **\$ 875,474.06**

Funding Amount Used: **\$ 868,999.57**

Funding Amount Not Used: **\$ 6,474.49**

**If not all funds were used please explain why:**

The 6,474.49 in unspent funds represents .7% of the grant award. \$2,900 was left in substitute pay and benefits, which was unused because of a late hire for a longterm sub. \$3,300 was unused in travel because travel was unable to be arranged for a PD training given the yearly calendar and number of staff able to attend the training. The remaining approximately \$200 was left unspent in equipment.

**Overall Summary of Grant Purpose**

The FY19 Competitive Grant funds were focused on projects in Manufacturing, Construction Technology, and Computer Science. For manufacturing, the priority was staffing and purchase of equipment to expand programming across the District. The priority for Construction Technology was to re-purpose facilities and to support the career development efforts of the District's sole charter school focused exclusively on building trades education. Lastly, for Computer Science, the priority was to implement new programs while supporting other pathways operating in their initial pilot phases.

**How many projects were approved in the grant? 3**

**Instructions:**

Please complete and attach **one** Project Report for each project.

- 1) Each Project Report should include:
  - A brief description of the project and the amount of funding used for the project.
  - Final outcomes of the evaluation methods which were described in the application.
    - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?
- 2) Competitive Grant reports should also include:
  - Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
    - Include data that represent the growth in student access and achievement.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **CTE Competitive Grant - Computer Science**

Amount: **\$ 116,818.08**

### Project Description

To support the goals of WCSD's Strategic Plan, Envision 2020, the Governor's Workforce Development goals, and workforce development needs of our region, the WCSD CTE Department sought to expand programs in Computer Science by providing a facilitator to oversee expansion consistent with standards and state guidelines, and provide laptops and a laptop cart to each of the four schools planned to implement the pathway (AACT, Damonte Ranch HS, Hug HS, and Sparks HS).

### Project Evaluation Methods and Outcomes

Outcome - WCSD will increase participation in Computer Science, L1, by at least 100%, to an enrollment of at least 520 students.

Evaluation Method: SY19 Student Enrollment data.

Result: MET - By the end of the grant period, WCSD had an enrollment of 726 students in Computer Science L1 courses.

Outcome - L1 Computer Science students will have an average pass rate among all schools of 80% or better.

Evaluation Method: Student Grades data.

Result: MET - The average pass rate across the District for both semester was 96% for L1 Computer Science students.

Outcome - WCSD will gain commitments from at least 3 schools that will add computer science pathways in SY 2019-20.

Evaluation Method: SY20 Master Schedules data.

Result: MET - As of SY 2019-20, the Academy of Arts, Careers and Technology (AACT), Spanish Springs HS, and Hug HS have moved to offer 3-level Computer Science pathways. Each of these schools are now in Year 2 of their programs.

Outcome - All computer science teachers will participate in 80% or more of monthly collegial meetings and/or attend targeted computer science professional development.

Evaluation Method: Attendance Records data.

Result: MET - All Computers Science teachers participated in 95% of monthly collegial meetings.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **CTE Competitive Grant - Construction Technology**    Amount:    **\$ 119,398.25**

### Project Description

To support the goals of WCSD's Strategic Plan, Envision 2020, the Governor's Workforce Development goals, and workforce development needs of our region, the WCSD CTE Department is seeking to expand programs in Construction Technology by restructuring an existing furniture/cabinetmaking program (Sparks HS), and enhancing work-based learning opportunities for the successful program offered at Academy for Career Education (ACE HS).

Purpose: To provide 1) a Work-Based Learning/Career Coaching Facilitator for ACE HS to develop work-based learning experiences such as internships, apprenticeships and career exploration to connect the classroom to the job market, and facilitate job placements for students who will enter a career path after graduation; and 2) staffing for Sparks HS to implement a Construction Technology program, and re-purpose existing facility (that formerly offered Furniture & Cabinetmaking).

### Project Evaluation Methods and Outcomes

Outcome - Sparks HS will have an enrollment of at least 35 students in Construction Technology, Level 1, in SY 2018-19.

Evaluation Method: Student Enrollment data.

Result: MET - At the beginning of SY 2018-19, Sparks HS had 39 active students in two Construction Technology I sections.

Outcome - Level 1 Construction Technology students will have an average pass rate among all schools of 80% or better, including among IEP and EL students.

Evaluation Method: Student Grades data.

Result: MET - The average pass rate for both semesters among all schools for L1 Construction Technology was 95%. The average pass rate among students on IEPs was 92%, and 96% for students designated EL.

Outcome - All Construction Technology I students will show a 45% or higher retention rate from L1 to L2 by the end of SY 2018-19.

Evaluation Method: SY20 Student Enrollment data.

Result: MET - At the end of SY 2018-19, there were 29 students in L1 Construction Technology classes at Sparks HS. At the beginning of SY 2019-20, there were 13 students enrolled in L2 Construction Technology, a retention rate of 45%.

Outcome - ACE HS will find job placements for 90% or more of the students who choose to matriculate to a career directly after graduation.

Evaluation Method: Graduation Data data

Result: MET - ACE HS found job placements for approximately 90% of students who chose to matriculate to a career directly after graduation.

## STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **CTE Competitive Grant - Manufacturing**

Amount: **\$ 639,257.73**

### Project Description

To support the goals of WCSD's Strategic Plan, Envision 2020, the Governor's Workforce Development goals, and workforce development needs of our region, the WCSD CTE Department sought to expand programs in Manufacturing Technologies and lay the foundation to add programs in Automation Technology.

Purpose: To provide 1) staffing to support expansion of Skilled & Technical programs at all high schools offering programs associated with Manufacturing (.5 FTE), and 1.0 FTE Manufacturing/Automation teacher at McQueen HS to develop a new program in Manufacturing and Automation; and 2) industry standard equipment and training to ensure students have access to the best opportunities to prepare for postsecondary and industry success.

### Project Evaluation Methods and Outcomes

Outcome: WCSD will increase participation in Level 1 Manufacturing by 50% to an enrollment of at least 190 students.

Evaluation Method: SY19 Student Enrollment data.

Result: NOT MET - Enrollment in L1 Manufacturing courses at the beginning of SY 2018-19 was 156 students.

Outcome: Level 1 Manufacturing students will have an average pass rate among all schools of 80% or better, as well as among IEP and EL students.

Evaluation Method: Student Grades data.

Result: MOSTLY MET - Students in L1 Manufacturing courses for both semesters across the District had a pass rate of 89%. For students designated EL the pass rate was 96%, while for students with IEPs had a pass rate of 77%.

Outcome: All programs will show a 45% or higher retention rate from Level 1 to Level 2 at the conclusion of SY 2018-19.

Evaluation Method: SY20 Student Enrollment data.

Result: NOT MET - Programs where Manufacturing L2 was offered had a combined retention rate of 38% at the conclusion of SY 2018-19.

Outcome: 100% of Manufacturing/Automation teachers will participate in an industry externship or earn an industry-recognized manufacturing credential prior to the end of SY 2018-19.

Evaluation Method: Attendance/Certification data.

Result: MET - 100% of Manufacturing teachers in the district have been trained at this point in credentialing programs from Intellitek, and/or SREB, and/or OSHA.

# STATE CTE GRANTS - PERFORMANCE REPORT

**FY19**

**Competitive**

Agency: **White Pine County School District**

Report Submitted By:



(Signature of authorized representative)

Rebecca Murdock, CTE Administrator

(Printed name of authorized representative and title)

09/26/19

(Date)

Funding Award Amount: **\$ 318,662.00**

Funding Amount Used: **\$ 318,662.00**

Funding Amount Not Used: **\$ 0.00**

If not all funds were used please explain why:

## Overall Summary of Grant Purpose

The overall purpose of this grant is to fund positions, and thus provide programs of study, that would otherwise be eliminated due to continued budget cuts in the District. Without this funding, three teaching positions would be eliminated. This would result in the loss of seven CTE programs of study for WPHS and 1 in Lund. These vital offerings were decided upon with input from community members and data from the OWINN report and Consensus Ranking of CTE Programs to better meet the needs of students and our community employers.

How many projects were approved in the grant? **5**

## Instructions:

Please complete and attach **one** Project Report for each project.

1) Each Project Report should include:

- A brief description of the project and the amount of funding used for the project.
- Final outcomes of the evaluation methods which were described in the application.
  - Describe the results of each measurable objective that was submitted in the original application. Describe whether and to what degree each objective/goal was met?

2) Competitive Grant reports should also include:

- Describe how the grant funds helped increase the numbers of students who have access to complete CTE programs of study and earn the State Certificate of Skill Attainment.
  - Include data that represent the growth in student access and achievement.



# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **WPHS Automotive Service Technician/Diesel**      Amount:      **\$ 80,386.00**

## Project Description

White Pine requested the funding for the salary and benefits for a FTE teacher to continue the new programs of Automotive Service Technician and Diesel Technology. Without funding, the two programs would be eliminated by budget cuts and replaced with nothing. A large population of students will be able to continue in their career paths and expand to additional programs. The addition of the Diesel program increased enrollment in CTE programs at WPHS. In addition to the funding of the FTE, WPCSD applied for and received other grant money for equipment to expand and support these programs.

## Project Evaluation Methods and Outcomes

WPCSD uses the following evaluation methods on a regular basis to assess the outcomes of students, the success of the program, and what needs to be changed for improvement to occur. These data points and metrics are analyzed yearly as part of the schools' improvement plan processes and also as part of the District improvement plan.

-In year 4, enroll 10 students into Automotive Service Technician 4 (2S1). Ensure that 4 of these students are female (6S1, 6S2). Enroll another 40 students into Automotive Service Technician 1, another 25 students into Automotive Service Technician 2, and another 15 students into Automotive Service Technician 3.

4th year, 2 enrolled NOT MET; 3rd year, 14 (1 female) NOT MET; 2nd year, 17 (2 female) NOT MET; 1st year, 32 (4 female) NOT MET

-Ensure that 85% of Automotive students earn passing scores on the Workplace Readiness Skills Assessment (2S1). NOT MET

-Ensure that 70% of Automotive students earn passing scores on the End of Program Technical Assessment (2S1). NOT MET

-Ensure that 70% of Automotive students earn Career Safe light truck certification (2S1). NOT MET

-Ensure that 95% of Automotive students graduate high school with a standard or advanced diploma (3S1, 4S1). 100% MET

-In year 4, enroll 15 students into Diesel Technology Advanced Studies (2S1). Ensure that 4 of these students are female (6S1, 6S2). Enroll 20 additional students into Diesel Technology 3, 25 additional students into Diesel Technology 2, and 30 additional students into Diesel Technology 1.

4th year, 1 male NOT MET; 3rd year, 2 males NOT MET; 2nd year, 9 (2 female) NOT MET; 1st year, 8 males NOT MET

-Ensure that 85% of Diesel students earn passing scores on the Workplace Readiness Skills Assessment (2S1). 50% NOT MET

-Ensure that 70% of Diesel students earn passing scores on the End of Program Technical Assessment (2S1). 25% NOT MET

-Ensure that 70% of Diesel students earn Career Safe medium/heavy truck certification(2S1). NOT MET

-Ensure that 70% of Diesel students articulate with GBC for dual college credit. NOT MET

-Ensure that 95% of Diesel students graduate from high school with a standard or advanced diploma (3S1, 4S1). 100% MET

## STATE CTE GRANT - PROJECT REPORT



New Program



Program Expansion



Improvement and Support



Staffing

Project Name: **WPHS Agricultural and Natural Resources Program** Amount: **\$ 33,413.00**

### Project Description

WPHS completed, thanks to prior grant funding, its new, state of the art, greenhouse at the beginning of the 2017-2018 school year. This greenhouse has had limited use this school year due to factors including lack of staffing and an established program offering. White Pine High School requested in this application a 0.33 FTE to offer Agricultural and Natural Resources Program of Study: Ornamental Horticulture/Greenhouse Management. The district asked for funding for a 0.33 FTE to enable WPHS to offer a new Program of Study: Ornamental Horticulture/Greenhouse Management.

### Project Evaluation Methods and Outcomes

WPCSD uses the following evaluation methods on a regular basis to assess the outcomes of students, the success of the program, and what needs to be changed for improvement to occur. These data points and metrics are analyzed yearly as part of the schools' improvement plan processes and also as part of the District improvement plan.

-Enroll 25 students at WPHS into Agriculture Science 1(2S1). Ensure that 10 of these are non-traditional students (6S1, 6S2). 13, NOT MET

-In year 2, enroll 20 students into Plant Science and Ornamental Horticulture, 8 of whom are non-traditional students (6S1, 6S2), while enrolling an additional 25 students into Agriculture Science1, 10 of whom are non-traditional students (6S1, 6S2) (2S1). 22, Second year MET; 10, First year NOT MET

-In year 3, enroll 15 into the terminal course: Greenhouse Management, 6 of whom are non-traditional students, while maintaining first and second year enrollments (6S1, 6S2) (2S1). N/A this year

-Ensure that 85% of Ornamental Horticulture/Greenhouse Management students earn passing scores on the Workplace Readiness Skills Assessment (2S1) N/A this year

-Ensure that 70% of Ornamental Horticulture/Greenhouse Management students earn passing scores on the End of Program Technical Assessment (2S1). N/A this year

-Ensure that 70% of Ornamental Horticulture/Greenhouse Management students graduate from high school with a standard or advanced diploma (3S1, 4S1). N/A this year

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **Lund Agriculture and Natural Resources Expansion** Amount: **\$ 33,413.00**

## Project Description

The district asked for 0.33 FTE funding to continue the expansion of offering of Agriculture Science 1 into the Ornamental Horticulture/Greenhouse Management Program of Study. Students would begin with Agriculture Science 1 and process through the pathway as defined in the Program of Study, culminating in Greenhouse Management. Lund already has a fully functioning and impressive greenhouse thanks to previous CTE grants. This program expansion, bringing in part time teachers who already have expertise in the industry, would allow for the existing greenhouse's potential to be maximized and for students to earn industry certification.

## Project Evaluation Methods and Outcomes

WPCSD uses the following evaluation methods on a regular basis to assess the outcomes of students, the success of the program, and what needs to be changed for improvement to occur. These data points and metrics are analyzed yearly as part of the schools' improvement plan processes and also as part of the District improvement plan.

- Enroll 100% of Lund students into the first year of one of the two Programs of Study in year one (2S1).
- Enroll 100% of Lund students into the second year of one of the two Programs of Study and 100% of incoming freshmen into year one of the two Programs of Study (2S1). 100%, MET
- Graduate 100% of Lund students having completed the third year of one of the two Programs of Study while enrolling 100% of new freshmen into year one of the two Programs of Study. 60%, NOT MET
- Ensure that 100% of Agriculture and Natural Resources students earn passing scores on the Workplace Readiness Skills Assessment (2S1). 66%, NOT MET
- Ensure that 100% of Agriculture and Natural Resources students earn passing scores on the End of Program Technical Assessment (2S1). 66%, NOT MET
- Ensure that 100% of Agriculture and Natural Resources students graduate from high school with a standard or advanced diploma (3S1, 4S1). 100%, MET

# STATE CTE GRANT - PROJECT REPORT

New Program     Program Expansion     Improvement and Support     Staffing

Project Name: **WPHS Health Sciences (Exp.CNA/Beg.Sports Med)** Amount: **\$ 94,795.00**

## Project Description

In this current application, WPHS requested funding to continue the expansion of the new Sports Medicine Program of Study as one full teaching position with the additional replacement of the original 0.33 FTE specifically to continue the highly successful CNA program. Without this funding, the position was 0.33 of a position. The teachers would be able to offer two full sections of Health Science 1, two full sections of Health Science 2, one terminal course of CNA, two sections of Sports Medicine 1, and, this second year of implementation, one section of Sports Medicine 2. The programs are housed in the new addition to White Pine High School, funded at \$2.1 million by the Pennington Foundation. Rather than being viewed as "elective," the new programs have become a viable science offering. Students now are able to enroll in Health Science 1 as a freshman and upon graduation, earn industry certification in CNA or Sports Medicine. Without grant funding, this isn't possible.

## Project Evaluation Methods and Outcomes

WPCSD uses the following evaluation methods on a regular basis to assess the outcomes of students, the success of the program, and what needs to be changed for improvement to occur. These data points and metrics are analyzed yearly as part of the schools' improvement plan processes and also as part of the District improvement plan.

- Enroll 50 students into Health Science 1 (2S1). Of the 50 students, ensure that 20 of them are male (6S1, 6S2). 31 enrolled, 2 male NOT MET
- In year 2, enroll 40 students who have completed Health Science 1 into the second year course (Health Science 2/Medical Terminology for CNA Program of Study, Sports Medicine 1 for Sports Medicine Program of Study), while enrolling another 50 students into Health Science 1 (2S1). Of the 40 students going into the second year course, ensure that 15 of them are male (6S1, 6S2). HS 1 - 65 enrolled, MET. 18 male, NOT MET. HS 2/Sports Med 1- 21, 2 male NOT MET
- In year 3, enroll 30 students who have completed the second year course into the third year course (CNA or Sports Medicine 2, depending on the Program of Study), while enrolling an additional 50 students into Health Science 1 and 40 students into the second year courses(2S1). Of the 30 students, ensure that 10 are male (6S1, 6S2). HS 1 - 35 enrolled, 16 male NOT MET, HS 2/Sports Med 1 - 37, 9 male NOT MET, CNA/Sports Med 2 - 11, 1 male NOT MET
- Ensure that 85% of Health Sciences students earn passing scores on the Workplace Readiness Skills Assessment (2S1). 100% MET
- Ensure that 70% of Health Sciences students earn passing scores on the End of Program Technical Assessment (2S1). 50% NOT MET
- Ensure that 70% of Health Sciences students pass the CNA exam/Sports Medicine industry certification after the third year in the Program of Study. 30% NOT MET
- Ensure that 70% of Health Sciences students articulate with GBC for dual college credit. NOT MET
- Ensure that 95% of Health Sciences students graduate high school with a standard or advanced diploma (3S1, 4S1). 100% MET

# STATE CTE GRANT - PROJECT REPORT



New Program



Program Expansion



Improvement and Support



Staffing

Project Name: **WPHS Technology Programs**

Amount: **\$ 76,550.00**

## Project Description

WPHS had two CTE positions cut in the spring of 2016. Through the competitive grant process, the district secured funding to begin five new programs in 2016-2017. It was hoped that the district would be able to secure for the Information and Media Technologies programs for a third year so that the plans detailed in the original grant application from 2016 are able to move towards fruition. Hence, this section of the application focused on the three programs (currently in their second year of implementation) under the umbrella of Information and Media Technologies: Computer Science, Web Design and Development, IT Service and Support.

## Project Evaluation Methods and Outcomes

WPCSD uses the following evaluation methods on a regular basis to assess the outcomes of students, the success of the program, and what needs to be changed for improvement to occur. These data points and metrics are analyzed yearly as part of the schools' improvement plan processes and also as part of the District improvement plan.

Computer Science Project Outcomes:

- Enroll 25 students into Computer Science 1 (2S1). 22 enrolled, NOT MET
- In year 2, enroll 20 students into Computer Science 2 (2S1). Enroll another 25 students into Computer Science 1 (2S1). 4 enrolled in CS2, NOT MET; 40 in CS1, MET
- In year 3, enroll 15 students into Computer Science 3 (2S1). Enroll another 25 students into Computer Science 1 and another 20 students into Computer Science 2 (2S1). NOT MET CS2 or 3
- Ensure that 85% of Computer Science students earn passing scores on the Workplace Readiness Skills Assessment (2S1). N/A 0 in CS3
- Ensure that 70% of Computer Science students earn passing scores on the End of Program Technical Assessment (2S1). N/A 0 in CS3
- Ensure that 95% of Computer Science students graduate high school with a standard or advanced diploma (3S1, 4S1). N/A 0 in CS3

Web Design and Development Project Outcomes:

- Enroll 25 students into Web Design and Development 1 (2S1). 26 enrolled, MET
- In year 2, enroll 20 students into Web Design and Development 2 (2S1). Enroll another 25 students into Web Design and Development 1 (2S1). 3 enrolled in WDD 2, NOT MET, 22 in WDD1, NOT MET
- In year 3, enroll 15 students into Web Design and Development 3 (2S1). Enroll another 25 students into Web Design and Development 1 and another 20 students into Web Design and Development 2 (2S1). 41 in WDD1, MET; 3 in WDD2 and 0 in WDD3, NOT MET
- Ensure that 85% of Web Design and Development students earn passing scores on the Workplace Readiness Skills Assessment (2S1). N/A 0 in WDD3
- Ensure that 70% of Web Design and Development students earn passing scores on the End of Program Technical Assessment (2S1). N/A 0 in WDD3
- Ensure that 95% of Web Design and Development students graduate high school with a standard or advanced diploma (3S1, 4S1). N/A 0 in WDD3

IT Service and Support has not met expectations and is being closed for the 2019-20 school year.

### **Part III: CTSO Funds**

Pupil organizations (i.e., Career and Technical Student Organization [CTSO]) were not funded out of state CTE funds in FY19 pursuant to S.B. 544 sec. 16(4)(d); see notation above.