



State Funding for Career and Technical Education

Report of State and Local Activities and Expenditures Fiscal Year 2020

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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 2020, \$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 80th (2019) Nevada Legislative Session, the Nevada Legislature authorized \$12,543.822 in fiscal year (FY) 2020 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 FY20.

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 to support Career and Technical Student Organizations (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	\$0.00
Allocation Grants	\$9,474,127.91
Competitive Grants	\$4,094,971.20
CTSOs	\$0.00

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 FY20 for state leadership or training activities, nor any funds expended to support CTSOs. Competitive state CTE grant funds were awarded to 12 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 FY20 pursuant to S.B. 544 sec. 16(6)(d); see notation above.

Part II: State Allocation Funds

Of the total funds available, \$9,474,127.91 was set aside for allocation grants for the purposes described earlier in this report. The table below shows the total amounts awarded, and the amounts expended by school district and public charter schools.

School Districts/Charter Schools	Amount Awarded	Amount Expended
Carson City	\$222,414.64	\$157,243.85
Churchill County	\$90,642.35	\$66,110.50
Clark County	\$7,185,333.99	\$6,945,305.24
Douglas County	\$152,113.73	\$95,196.26
Elko County	\$305,903.95	\$251,520.16
Humboldt County	\$72,983.30	\$72,983.30
Lander County	\$17,882.58	\$9,363.99
Lincoln County	\$44,929.99	\$36,813.72
Lyon County	\$200,396.71	\$119,465.88
Mineral County	\$10,841.32	\$5,778.94
Nye County	\$97,460.08	\$45,254.77
Pershing County	\$8,158.93	\$8,157.73
State Public Charter School:		
Pinecrest Academy	\$9,108.88	\$4,683.32
SLAM Academy	\$33,744.26	\$26,048.46
Washoe County	\$969,459.58	\$845,650.17
White Pine County	\$52,753.62	\$49,256.31
Totals:	\$9,474,127.91	\$8,738,832.60

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 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 FY20 reporting.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Carson City School District

Submit Date:

10/22/2020

Name of Authorized Representative and Title:

Candi Ruf, CTE Coordinator

Funding Award Amount:

\$222,414.64

Funding Amount Used:

\$159,343.88

Funding Amount Not Used:

\$63,070.76

If not all funds were used please explain why, enter N/A if all funds were expended:

Not all materials across all projects described in the FY20 State Allocation Grant were purchased for several reasons. School closures associated with COVID-19 hindered the purchase process. Due to the COVID-19 pandemic, not all funds allocated for CTSO registration and travel were spent because of school closures, the Carson City School District change in student and advisor travel policies, and the subsequent move of all four CTSO state and national leadership conferences/ conventions to virtual platforms. All staff development, which included registration and travel expenses scheduled after March 2020 either was cancelled by the professional development vendor or was subject to the Carson City School District student and teacher travel policies associated with the COVID-19 pandemic. Grant money not encumbered by the date set by Carson City School District Fiscal Services was returned to the State upon request.

Overall Grant Purpose:

The purpose of the FY20 State Allocation Grant is to provide financial support to the Carson City School District Career and Technical Education (CTE) Programs of Study in six Career Clusters across two campuses. State funds are used to support career and technical education courses that serve high school students through 12th grade and meet secondary education programs that follow NAC 389 regulations

related to Career and Technical Education. All programs of study are state-approved programs contained in the most recent edition of the Nevada CTE Course Catalog. Grant requests and awards align with the Nevada Quality Program Standards for CTE Programs and comply with all FY20 Uses of Funds Guidance.

FY20 State Allocation Grant funds support the following career clusters and programs of study:

Agriculture and Natural Resources

- Agricultural Mechanics Technology
- Floriculture Design and Development
- Veterinary Science Business and Marketing
- Entrepreneurship
- Marketing

Education, Hospitality and Human Services

- Culinary Arts

Health Science and Public Safety

- Emergency Medical Technician
- Health Information Management
- Pharmacy Practice
- Sports Medicine
- Military Science

Information and Media Technologies

- Cybersecurity
- Graphic Design
- IT Service and Support
- Photography
- Web Design and Development Skilled and Technical Sciences
- Architectural and Civil Engineering
- Mechanical Engineering
- Welding Technology

FY20 State Allocation Grant funds support the following Career and Technical Student Organizations:

- FFA (Agriculture and Natural Resources)
- FBLA (Business and Marketing)
- HOSA (Health Science and Public Safety)
- SkillsUSA (Education, Hospitality and Human Services; Information and Media Technologies; Skilled and Technical Sciences)

How many projects were approved in the grant?

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **Improvement and Support/New Program/Program Expansion/Staffing:**

LEA Name:

Valerie Dockery, Carson City School District Director of Grants and Special Projects

Type of Grant:

Allocation

Project Name:

Agriculture and Natural Resources

Amount:

\$16,513.79

Project Description:

The Carson High School Agriculture & Natural Resources Career Cluster includes the following programs of study: Agricultural Mechanics & Technology, Floriculture Design & Development, Ornamental Horticulture/Greenhouse Management, and Veterinary Science and boasts an enrollment of 213 students. Of these students, 191 are members of FFA. FFA members volunteered at the CHS Craft Fair, participated in clean up days and Plant Sale days in cooperation with The Greenhouse Project, organized and participated in Agriculture Week, and provided snacks and cards to teachers during Teacher Appreciation Week. Students attended Virtual State FFA Convention in May with the following highlights: Third place Livestock Judging Team; Second High Novice Individual for Agriculture Technology and Mechanical Systems. A virtual banquet was held in May where new officers for 2020-2021 were announced.

Funds were used in the Agriculture and Natural Resource Career Cluster Programs of Study for the following items professional development/ training events: One teacher attended National Agriculture Education Association conference in Anaheim, CA. Teachers did not attend Winter Ag Teachers In-service due to substitute teacher availability constraints. Nevada Association of Career and Technical Education (NACTE) was cancelled due to COVID-19. Teachers did not attend the National Agriculture Teachers Association (NATA) conference in Las Vegas April 21-24, 2020.

Funds were to purchase supplies and instructional materials including electronic record books for all Agriculture courses, canine CPR mouth pieces, urinalysis refills, fecal ova float kits, blood smear lab kits, photovoltaic lab set, dissection specimens, CASE refills, full spectrum lightbulbs for the grow chamber and glassware (beakers, cylinders, and test tubes). Students enrolled in Veterinary Science certified in CPR/1st aid.

Project Evaluation Methods and Outcomes:

Student Achievement Goal:

A CTE Department wide goal was set for each program of study at Carson High School: 80% of all Level 1 students would earn a B or better at the end of each semester. At the end of Semester 1, 65.89% of Agriculture and Natural Resources students earned a B or better. The Carson City School District converted all grades to Pass/Fail in Spring 2020. At the end of Semester 2, 98% of Agriculture and Natural Resource Level 1 students received a passing grade. The CTE Department met every two weeks in PLC using data driven discussion practices outlined in *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry* (Bruce Wellman, Laura Lipton) to support all teachers instructional and intervention practices targeted at maintaining and increasing student mastery measured by grades. The Career Center Specialist supported the PLC process by providing each teacher with up to date student grade reports on a biweekly basis. Finally, a CTE Paraprofessional supported instruction and remediation for IEP students, EL students and other students demonstrating need for support.

Assessment Data Goal:

Carson High School reports the following assessment data for Workplace Readiness, Technical Skills, and Certificate of Skill Attainment.

Workplace Readiness Assessment Data Pass Rate:

- 99.2%

Technical Skills Assessment Data Pass Rate by Program of Study:

- Floral Design & Development: 75%
- Ornamental Horticulture/Greenhouse Management: 100%
- Veterinary Science: 72.7%

Certificate of Skill Attainment by Program of Study

- Floral Design & Development: 50%
- Ornamental Horticulture/Greenhouse Management: 0%
- Veterinary Science: 81.8%

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Business and Marketing

» **Improvement and Support/New Program/Program Expansion/Staffing:**

LEA Name:

Valerie Dockery, Carson City School District Director of Grants and Special Projects

Type of Grant:

Allocation

Project Name:

Business and Marketing

Amount:

\$30,348.70

Project Description:

The Carson High School Business & Marketing career cluster included two programs of study in FY20: Marketing and Entrepreneurship (sunsetting 2019-2020). Students in Business and Marketing are members of Future Business Leaders of America (FBLA). Business & Marketing had a combined student enrollment of 183 students. FLBA had 42 active members in 2019-2020. At virtual state convention, FBLA competitors earned 64 top 10 finishes, which is a “best ever” for Carson High School. Awards earned at FBLA virtual convention included: 8 National Business Honor Roll Awards, 10 first place awards; one Nevada FBLA Alumni of the Year award; one Nevada FBLA Who’s Who Award; 5th place for CHS FBLA Chapter Sweepstakes; and Nevada Advisor of the Year.

Funds were used in the final year of Entrepreneurship and in the new Marketing program of study to enhance and enrich the curriculum by contracting with a firm who assisted students in honing their marketing and entrepreneur skills, building business plans, learning more about the challenges businesses in our community face, and focusing on vital workplace readiness skills. Funds were also used to purchase supplies such as business cardstock, presentation quality paper, resume paper, flash drives students will use in preparation for class and FBLA events, and to pay a subscription fee for Knowledge Matters: Virtual Business for High School, which is used as a supplemental material in class. Funds were used to support student and advisor registration for the FBLA Virtual State Convention and FBLA National Convention as in-person travel and conventions were cancelled due to COVID-19.

Project Evaluation Methods and Outcomes:

A CTE Department wide goal was set for each program of study at Carson High School: 80% of all Level 1 students would earn a B or better at the end of each semester. At the end of Semester 1, 67.23% of Business and Marketing students earned a B or better. The Carson City School District converted all grades to Pass/Fail in Spring 2020. At the end of Semester 2, 91.8% of Business & Marketing Level 1 students received a passing grade. The CTE Department met every two weeks in PLC using data driven discussion practices outlined in Data-Driven Dialogue: A Facilitator’s Guide to Collaborative Inquiry (Bruce Wellman, Laura Lipton) to support all teachers instructional and intervention practices targeted at

maintaining and increasing student mastery measured by grades. The Career Center Specialist supported the PLC process by providing each teacher with up to date student grade reports on a biweekly.

Assessment Data Goal:

Carson High School reports the following assessment data for Workplace Readiness, Technical Skills, and Certificate of Skill Attainment.

Workplace Readiness Assessment Data Pass Rate:

- 99.2%

Technical Skills Assessment Data Pass Rate by Program of Study:

- Entrepreneurship: 96%

Certificate of Skill Attainment by Program of Study:

- Entrepreneurship: 84%

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Valerie Dockery, Carson City School District Director of Grants and Special Projects

Type of Grant:

Allocation

Project Name:

CTE General

Amount:

\$23,850.00

Project Description:

CTE General was used for requests that cover expenses utilized by all or most of our CTE Programs. With funds from CTE General, four individuals attended the Association for Career and Technical Education (ACTE) Conference December 4-7, 2019 in Anaheim, CA. For a third year, funds were used to purchase a site-wide license for Precision Exams. Precision Exams assessment results are used to help drive instruction, focus remediation efforts, and provide practice for students taking the Workplace Readiness and Technical Skills Assessments. Funds were also used to purchase supplies for the CTE department such as note cards, flip charts, resume paper, business card stock, markers, and ink cartridges for printers.

Project Evaluation Methods and Outcomes:

Student Achievement Goal:

A CTE Department wide goal was set for each program of study at Carson High School: 80% of all Level 1 students would earn a B or better at the end of each semester. At the end of Semester 1, 73.29% of all CTE Level 1 earned a B or better. The Carson City School District converted all grades to Pass/Fail in Spring 2020. At the end of Semester 2, 90.3% of Level I CTE students received a passing grade. The CTE Department met every two weeks in PLC using data driven discussion practices outlined in Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry (Bruce Wellman, Laura Lipton) to support all teachers instructional and intervention practices targeted at maintaining and increasing student mastery measured by grades. The Career Center Specialist supported the PLC process by providing each teacher with up to date student grade reports on a biweekly. The CTE Vice Principal and CTE Coordinator reviewed data, IEP and EL student placement in CTE Level I classrooms and assigned CTE Paraprofessionals to provide academic support to IEP, EL and struggling students. The CTE Vice Principal and CTE Coordinator organized monthly meetings with Level I CTE teachers and paraprofessionals to recognize celebrations, identify challenges, and strategize solutions designed to increase opportunities for student mastery of learning.

Assessment Data Goal:

Carson High School reports the following assessment school-wide data for Workplace Readiness, Technical Skills, and Certificate of Skill Attainment.

Workplace Readiness Assessment Data Pass Rate:

- 99.2%

Technical Skills Assessment Data Pass Rate:

- 63.8%

Certificate of Skill Attainment:

- 57.3%

Quality Program Standard (QPS) 1: Career Guidance

The CTE Vice Principal and CTE Coordinator met with the Guidance Services Office and Career Center Specialist a minimum of monthly in support of students making informed decisions regarding career pathways, to collaborate and coordinate stakeholder opportunities, and ensure current and relevant resources are available and in use.

Quality Program Standard (QPS) 2: Program and Instruction

The CTE Vice Principal and CTE Coordinator used data collected and reported in the QPS Self-Assessment and OWINN In-Demand Occupations report to develop, support and sustain key elements of Program and Instruction outlined in the QPS guidance document. We reported progress monthly during CTE Team Meetings, which include site and district administration representatives.

Quality Program Standard (QPS) 3: Leadership Development

The CTE Vice Principal and CTE Coordinator collaborated with advisors to ensure all components of Leadership Development were in compliance. CTSO advisor status, membership, membership activities, and instructional integration activities were reported at the Advisory Technical Skills Committee meetings.

Quality Program Standard (QPS) 4: Educational Personnel

The Carson City School District Associate Superintendent of Human Resources, his staff, and the CTE Vice Principal collaborated to ensure that all components of teacher licensure and endorsements were in compliance.

The CTE Vice Principal and CTE Coordinator collaborated with teachers to align professional development needs and funding opportunities with individual teacher need. Professional Development activities were shared at the Advisory Technical Skills Committee meetings.

Quality Program Standard (QPS) 5: Program Planning and Promotion

The CTE Vice Principal and CTE Coordinator collaborated to ensure budgeting and use of funds in our CTE programs met funding parameters as stated in the State FY19 Uses of Funds Guidance document provided by the Nevada Department of Education, Office of Career Readiness, Adult Learning and Education Options. Budget. Funding and expenditures were reported to the Advisory Technical Skills Committee. The CTE Vice Principal and CTE Coordinator collaborated with teachers and stakeholders to develop and sustain high quality student recruitment, promotional strategies, and program promotion.

These plans, processes, and outcomes were reported to the Advisory Technical Skills Committee.

Quality Program Standard (QPS) 6: Facilities, Equipment and Instructional Materials and Supplies

The CTE Vice Principal coordinated with the Carson City School District Director of Operations and his staff to evaluate all CTE areas to ensure that expectations of accessibility, safety, storage, inventory, and inspection and maintenance were met. The outcome of these inspections was reported to the Advisory Technical Skills Committee.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information & Media Technologies

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Valerie Dockey, Carson City School District Director of Grants and Special Projects

Type of Grant:

Allocation

Project Name:

Information & Media Technologies

Amount:

\$22,075.00

Project Description:

The Carson High School Information & Media Technology Career Cluster includes four programs of study: Cybersecurity, Graphic Design, Photography, and Web Design & Development. These programs of study have a combined enrollment of 626 students. Information & Media Technology students are members of SkillsUSA, which had a total membership of 115 students. SkillsUSA held monthly membership meetings and weekly officer meetings. Although State SkillsUSA competition was canceled because of the “hands on” aspect of all competitions, there were chapter celebrations. The Carson High School SkillsUSA Chapter included one retiring state officer who earned a SkillsUSA \$1000 scholarship and a newly elected (2020-2021) state officer who is a Culinary Arts student. It was announced that SkillsUSA is the largest CTSO in Nevada.

The Governor’s Office of Workforce innovation for the New Nevada (OWINN) identifies the following four priority pathways areas as economic and workforce development priority needs: Education, Healthcare, Manufacturing, and Technology. The Information and Media Technologies Career Cluster-aligned with the Technology priority pathway- includes five programs of study: Graphic Design, Web Design and Technology, Photography, IT-Service and Support, and Cybersecurity. Enrollment in Information and Media Technology classes for the 2019-2020 school year are: Graphic Design, 177 students; Web Design and Development, 158; Photography 197; IT Service and Support, 37; Cybersecurity, 82.

Funds were utilized in Information and Media Technology in the following manner:

- Graphic Design: Five Wacom Cintiq 16 drawing tablets, general supplies associated with Graphic Design associated with production and Adobe Creative Suite which is industry standard Adobe software used as a part of instruction.
- Photography: General supplies such as photo paper, batteries, mat board, portfolio, transfer adhesive; technology supplies such as tripods and printer ink; Tech supplies of higher value including 8 Nikon DSLR cameras. In addition, our teacher will attend the Photoshop Photography Conference in Las Vegas August 21-23, 2019 to fulfill professional development (QPS 4) requirements.

- **Web Design and Development:** Ten Wacom Cintiq 16 drawing tablets; classroom consumables such as flash drives, ink, headphones, replacement keyboard/mouse, and assorted consumables for SkillsUSA competition, including wood, printer ink, foam core and adhesive.

Project Evaluation Methods and Outcomes:

Student Achievement Goal:

A CTE Department wide goal was set for each program of study at Carson High School: 80% of all Level 1 students would earn a B or better at the end of each semester. At the end of Semester 1, 71.48% of Information & Media Technology students earned a B or better. The Carson City School District converted all grades to Pass/Fail in Spring 2020. At the end of Semester 2, 87.46% of Information & Media Technology Level 1 students received a passing grade. The CTE Department met every two weeks in PLC using data driven discussion practices outlined in *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry* (Bruce Wellman, Laura Lipton) to support all teachers instructional and intervention practices targeted at maintaining and increasing student mastery measured by grades. The Career Center Specialist supported the PLC process by providing each teacher with up to date student grade reports on a biweekly. CTE Paraprofessionals provided targeted academic support for IEP and EL students in Level 1 Cybersecurity classes.

Funds were utilized in Information & Media Technology in the following manner:

- **Graphic Design:** five Wacom Cintiq 16 drawing tablets; general supplies associated with Graphic Design
- **Photography:** General supplies such as photo paper, batteries, mat board, portfolio, transfer adhesive; technology supplies such as tripods and printer ink; Tech supplies of higher value including 8 Nikon DSLR cameras. In addition, our teacher will attend the Photoshop Photography Conference in Las Vegas August 21-23, 2019 to fulfill professional development (QPS 4) requirements.
- **Web Design and Development:** ten Wacom Cintiq 16 drawing tablets; classroom consumables such as flash drives, ink, headphones, replacement keyboard/mouse, and assorted consumables for SkillsUSA competition, including wood, printer ink, foam core and adhesive.

Assessment Data Goal:

Carson High School reports the following assessment data for Workplace Readiness, Technical Skills, and Certificate of Skill Attainment.

Workplace Readiness Assessment Data Pass Rate:

- 99.2%

Technical Skills Assessment Data Pass Rate by Program of Study

- **Graphic Design:** 66.7%
- **Cybersecurity:** Not tested/First year of program
- **IT Service & Support:** 34.1%
- **Photography:** 69.7%
- **Web Design & Development:** 82.3%
- **Certificate of Skill Attainment by Program of Study**
- **Graphic Design:** 69.4%
- **Cybersecurity:** students not eligible yet

- IT Service & Support: 26.8%
- Photography: 72.7%
- Web Design & Development: 82.3%

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Education, Hospitality, and Human Services

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Valerie Dockery, Carson City School District Director of Grants and Special Projects

Type of Grant

Allocation

Project Name:

Education, Hospitality and Human Services

Amount:

\$14,440.00

Project Description:

Culinary Arts is the single program of study in the Education, Hospitality and Human Services Career Cluster. The Culinary Arts program embodies the ideal components of a high quality CTE program because it includes strong business partnerships, extensive work-based learning opportunities in the community, a student-run restaurant on campus, and consistent participation in SkillsUSA. Students in Culinary Arts maintain industry Food Handler's/ServSafe certification. Funds were utilized to purchase meat, produce, dry goods, dairy, soap, sanitizer, paper goods, aprons, ServSafe manuals, and equipment such as pans and knives, and office supplies to create menus and fliers used to advertise thematic restaurant days held each Friday. Culinary Arts had a student enrollment of 154 students.

Culinary Arts students are members of SkillsUSA, which had a total membership of 115 students. SkillsUSA held monthly membership meetings and weekly officer meetings. Although State SkillsUSA competition was canceled because of the "hands on" aspect of all competitions, there were chapter celebrations. The Carson High School SkillsUSA Chapter included one retiring state officer who earned a SkillsUSA \$1000 scholarship and a newly elected (2020-2021) state officer who is a Culinary Arts student. It was announced that SkillsUSA is the largest CTSO in Nevada.

Project Evaluation Methods and Outcomes

Student Achievement Goal:

A CTE Department wide goal was set for each program of study at Carson High School: 80% of all Level 1 students would earn a B or better at the end of each semester. At the end of Semester 1, 79% of Education, Hospitality and Human Services students earned a B or better. The Carson City School District converted all grades to Pass/Fail in Spring 2020. At the end of Semester 2, 94.18% of Education, Hospitality and Human Services Level 1 students (Culinary Arts) received a passing grade. The CTE Department met every two weeks in PLC using data driven discussion practices outlined in Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry (Bruce Wellman, Laura Lipton) to support all teachers instructional and intervention practices targeted at maintaining and increasing student mastery

measured by grades. The Career Center Specialist supported the PLC process by providing each teacher with up to date student grade reports on a biweekly. Finally, a CTE Paraprofessional supported instruction and remediation for IEP students, EL students and other students demonstrating need for support.

Assessment Data Goal:

Carson High School reports the following assessment data for Workplace Readiness, Technical Skills, and Certificate of Skill Attainment.

Workplace Readiness Assessment Data Pass Rate:

- 99.2%

Technical Skills Assessment Data Pass Rate by Program of Study:

- Culinary Arts: 43.7%

Certificate of Skill Attainment by Program of Study:

- Culinary Arts: 37.5%

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Improvement and Support /New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Valerie Dockery, Carson City School District Director of Grants and Special Projects

Type of Grant:

Allocation

Project Name:

Program Improvement and Support

Amount:

\$68,836.32

Project Description:

The Carson High School Health Science & Public Safety Career Cluster included five programs of study in FY20: Emergency Medical Technician (EMT), Health Information Management, Pharmacy Practice, Sports Medicine, and Military Science. Health Science & Public Safety had a combined student enrollment of 707 students. Students enrolled in Health Science programs of study are members of HOSA, which had a membership of 430. Seventy-three students in HOSA attended Virtual State Conference. Of those, 52 students qualified for the international competition, which included four first place awards. Twenty-nine students participated in the virtual International Leadership conference. Military Science students compete in Drill Team, Rifle Team, Orienteering Team, and CyberPatriot competitions organized regionally, statewide and on the national stage. Carson High School's Military Science Program received the Outstanding Unit Award for Area 13 for the second consecutive year.

The Pioneer High School Health & Public Safety Career Cluster identified one program of study: Health Information Management. This program of study had an enrollment of 14 students in Health Science I and Health Information Management I. There were no students enrolled in Health Information Management II and therefore no data on Workplace Readiness Assessment, Technical Skills Assessment or Certificate of Skill Attainment earners. Students enrolled in Health Information Management were all registered HOSA members. Eight of these registered members participated in the HOSA Virtual Leadership Conference. PHS HOSA members held monthly meetings and collaborated with the CHS HOSA chapter for community service events

Funds were utilized to meet Quality Program Standard 2, 3, 5 and 6 for professional development activities, supplies and materials such as tape, thermometers, stethoscopes, pulse oximeters, gauze, dressings, scissors, and gloves. Funds were utilized to purchase online curriculum for Pharmacy Practice (Pass Assured), textbooks for Health Science, Sports Medicine, Emergency Medical Technician, and CareerSafe OSHA resource materials. Funds were used to pay for one prep buyout for one of our Carson

High School Health Science teachers and for registration for students and advisors to attend HOSA virtual events-State Leadership Conference and International Leadership Conference.

Project Evaluation Methods and Outcomes:

Student Achievement Goal:

A CTE Department wide goal was set for each program of study at Carson High School: 80% of all Level 1 students would earn a B or better at the end of each semester. At the end of Semester 1 at Carson High School, 72.17% of Health Science & Public Safety students earned a B or better. At the end of Semester 1 at Pioneer High School, 60% of Level 1 students earned a B or better. The Carson City School District converted all grades to Pass/Fail in Spring 2020. At the end of Semester 2, 88.19% of Carson High School Health Science & Public Safety Level 1 students received a passing grade. At Pioneer High School, 89% of Level 1 students received a passing grade. The CTE Department met every two weeks in PLC using data driven discussion practices outlined in *Data- Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry* (Bruce Wellman, Laura Lipton) to support all teachers instructional and intervention practices targeted at maintaining and increasing student mastery measured by grades. The Career Center Specialist supported the PLC process by providing each teacher with up to date student grade reports on a biweekly. CTE Paraprofessionals provided targeted academic support for IEP and EL students in Level 1 Health Science classes.

Assessment Data Goal:

Carson High School reports the following assessment data for Workplace Readiness, Technical Skills, and Certificate of Skill Attainment.

Workplace Readiness Assessment Data Pass Rate:

- 99.2%

Technical Skills Assessment Data Pass Rate by Program of Study:

- Emergency Medical Technician: 70.5%
- Health Information Management: 28.5%
- Pharmacy Practice: 71.4%
- Sports Medicine: 29.4%
- Military Science (not tested; pilot testing December 2020)

Certificate of Skill Attainment by Program of Study:

- Emergency Medical Technician: 58.8%
- Health Information Management: 28.5%
- Pharmacy Practice: 71.4%
- Sports Medicine: 23.5%
- Military Science: Second year of program/no program completers

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Valerie Dockery, Carson City School District Director of Grants and Special Projects

Type of Grant:

Allocation

Project Name:

Skilled and Technical Sciences

Amount:

\$46,390.83

Project Description:

The Carson High School Information & Media Technology Career Cluster includes three programs of study: Architectural and Civil Engineering, Mechanical Engineering, and Welding Technology. The combined total enrollment of all three programs of study was 340 students.

Funds were utilized in Skilled & Technical Sciences in the following manner:

- Architectural and Civil Engineering and Mechanical Engineering: Funds were used to support professional development for engineering. One engineering teacher attended Autodesk University November 19-21 in Las Vegas. Other funds were utilized to purchase: engineering notebooks, tape measures, dial calipers, hot glue guns, pneumatic finish nailers, cordless drill/drivers, cordless jig saw, chop saw, lumber, metal, Phillips-head drill bits, flap wheels, belt sander belts, hand cleaner, dust masks, safety glasses, VEX Robotics kits, and Kennametal Tooling kits for the HAAS Lathe (1) and Mill (2). Funds secured were used to purchase CareerSafe OSHA resources for OSHA 10 certification.
- Welding Technology: Funds were utilized to purchase the following: metal, welder supplies, PPE and safety equipment. Funds were also used to secure CareerSafe OSHA resources for OSHA 10 certification.

Skilled and Technical Sciences students are members of SkillsUSA, which had a total membership of 115 students. SkillsUSA held monthly membership meetings and weekly officer meetings. Although State SkillsUSA competition was canceled because of the “hands on” aspect of all competitions, there were chapter celebrations. The Carson High School SkillsUSA Chapter included one retiring state officer who earned a SkillsUSA \$1000 scholarship and a newly elected (2020-2021) state officer. It was announced that SkillsUSA is the largest CTSO in Nevada.

Project Evaluation Methods and Outcomes:

Student Achievement Goal:

A CTE Department wide goal was set for each program of study at Carson High School: 80% of all Level 1 students would earn a B or better at the end of each semester. At the end of Semester 1, 79% of Skilled and Technical Sciences students earned a B or better. The Carson City School District converted all grades to Pass/Fail in Spring 2020. At the end of Semester 2, 81.08% of Skilled & Technical Sciences Level 1 students received a passing grade. The CTE Department met every two weeks in PLC using data driven discussion practices outlined in *Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry* (Bruce Wellman, Laura Lipton) to support all teachers instructional and intervention practices targeted at maintaining and increasing student mastery measured by grades.

The Career Center Specialist supported the PLC process by providing each teacher with up to date student grade reports on a biweekly. Finally, a CTE Paraprofessional supported instruction and remediation for IEP students, EL students and other students demonstrating need for support.

Assessment Data Goal:

Carson High School reports the following assessment data for Workplace Readiness, Technical Skills, and Certificate of Skill Attainment.

Workplace Readiness Assessment Data Pass Rate:

- 99.2%

Technical Skills Assessment Data Pass Rate by Program of Study:

- Architectural and Civil Engineering: 77.4%
- Mechanical Engineering: 100%
- Welding Technology: 36.3%

Certificate of Skill Attainment by Program of Study:

- Architectural and Civil Engineering: 64.5%
- Mechanical Engineering: 76.1%
- Welding Technology: 31.8%

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Churchill County School District

Submit Date:

10/14/2020

Name of Authorized Representative and Title:

Dr. Summer E. Stephens, Superintendent

Funding Award Amount:

90,642.35

Funding Amount Used:

66,110.50

Funding Amount Not Used:

\$24,531.85

If not all funds were used please explain why, enter N/A if all funds were expended:

Money was set aside for CTSOs and we held off as long as we could before also returning those funds to the state per the reversion request due to COVID closures and budget concerns.

Overall Grant Purpose:

The overarching grant purpose was to support introducing more engagement in career planning, engaging students in CTSOs, and supporting the overall programmatic needs of each individual program.

How many projects were approved in the grant?

nine

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Churchill County School District

Type of Grant:

Allocation

Project Name:

Construction/Furniture and Cabinetmaking

Amount:

\$3,200.00

Project Description:

Purchase equipment to get machinery up to industry standard and safe

Project Evaluation Methods and Outcomes:

CCHS will increase completers in Construction and Furniture and Cabinet making by 10 by this coming spring--last year we had *n* student(s) who also earned skills attainment and will increase its enrollment in both programs by spring 2021. This year's schedule has had some impact on enrollment but will report out this coming spring on total enrollment and completers.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: CTSO

» **Improvement and Support/New Program/Program Expansion/Staffing:** Staffing

LEA Name:

Churchill County School District

Type of Grant:

Allocation

Project Name:

Student and Advisory Participation in CTSOs

Amount:

\$30,230.25

Project Description:

Support students and advisors attending fall and spring CTSO events to promote citizenship, interpersonal skills, leadership and project management, and employability skills.

Project Evaluation Methods and Outcomes:

CCHS grow number of students attending and competing in State FFA by 10--did not get to compete, but we did have students attend virtually due to COVID.

CCHS grow number of students attending state Skills by 10--did not get to compete but we did have student attend the Skills USA virtual event, due to COVID

CCHS grow its number of students competing in state HOSA by 5--did not get to compete due to COVID, but did have the next state VP for HOSA

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Education, Hospitality, and Human Services

» **Improvement and Support/New Program/Program Expansion/Staffing:** Staffing

LEA Name:

Churchill County School District

Type of Grant:

Allocation

Project Name:

Culinary Arts

Amount:

\$8,396.00

Project Description:

Project goal was to expand and update textbooks and build the number of students passing the skills attainment and workplace readiness

Project Evaluation Methods and Outcomes:

Grow completers in Culinary Arts from 4 to 16--we had 15 students complete Level III.

Grow number of students passing CTE Skills Attainment from *n* to 12--we did not have any students pass the skills attainment but had 67% of the culinary III students test as workplace ready.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Program Expansion/New Program/Program Expansion/Improvement and Support/Staffing:**
Improvement and Support

LEA Name:

Churchill County School District

Type of Grant:

Allocation

Project Name:

Diesel Technology

Amount:

4300

Project Description:

Tools were purchased to support the Diesel Technology program to provide skills and readiness for the workplace.

Project Evaluation Methods and Outcomes:

CCHS will increase the number of completers from 0 to 2--we had 1 completer in FY20

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Staffing

LEA Name:

Churchill County School District

Type of Grant:

Allocation

Project Name:

Drafting and Design

Amount:

\$3,999.00

Project Description:

Students will use new tools (including 3D printer) to create more projects and work-ready products

Project Evaluation Methods and Outcomes:

CCHS will increase the number of completers from 0 to 2 in Skills Attainment in 2020--program did not have any students pass skills attainment but increased the number of Year 3 students from 2 to 4.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **Improvement and Support/New Program/Program Expansion/Staffing:** Staffing

LEA Name:

Churchill County School District

Type of Grant:

Allocation

Project Name:

Health Careers

Amount:

\$8,750.00

Project Description:

District will use funds to increase equipment available to program as well as purchase more software support (AES)

Project Evaluation Methods and Outcomes:

Increase the students CTE Skills Attainment students passing to from n to 12 in Medical Assisting, 1 in EMT and 1 in Nursing Assisting--we had 10 out of 15 passing in Medical Assisting and *100%* in EMT. All 17 completers pass the workplace readiness exam.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Improvement and Support/New Program/Program Expansion/Staffing:** Staffing

LEA Name:

Churchill County School District

Type of Grant:

Allocation

Project Name:

LEA Supplies for Life Ready Fair

Amount:

\$4,549.00

Project Description:

Funds were set aside to support the design and implementation of the 2020 Life Ready Fair that would allow students to gain experiences with various career pathways, interviewing skills, and breakout sessions.

Project Evaluation Methods and Outcomes:

CCHS will engage over 600 students in the Life Ready Fair--the district engaged over 950 HS and 750 MS students in the fair.

CCHS will utilize 500 user specific licenses to create projects for their pathway courses and CTSOs-- we 200 students in multi-media courses (photography, graphic design, and video production) producing with the Creative Cloud licenses.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **Improvement and Support/New Program/Program Expansion/Staffing:** New Program

LEA Name:

Churchill County School District

Type of Grant:

Allocation

Project Name:

Multi-media (Photography, Graphic Design, Video Production) and Cybersecurity and Computer Science.

Amount:

\$18,218.55

Project Description:

Project will increase equipment available for the programs (cameras, computers, printers) as well as a server and routers for the cybersecurity courses.

Project Evaluation Methods and Outcomes:

Funding will be used to increase enrollment in Photography and Cybersecurity to have 6 completers in each area by the end of FY22--at this time, we are actually reducing down photography but growing cybersecurity enrollment

Improve the number of students who pass Video production from n to 10 (we had 50% pass), from 0 to 4 in CS (we had no students pass the CTE Skills Attainment), and 0 to 2 in Graphic Design (we had 0 students pass).

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Churchill County School District

Type of Grant:

Allocation

Project Name:

Supporting Agriculture Education

Amount:

\$8,999.55

Project Description:

purchase AFNR resources and the use of the Agricultural Experience Tracker as well as some tools for Ag Mech

Project Evaluation Methods and Outcomes

Increase the number of students passing the CTE Skills Attainment in 2020 from n to 15 (we had n students pass this year to date (1 just tested with the fall window)

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Clark County School District

Submit Date:

10/21/2020

Name of Authorized Representative and Title:

Edward Goddard, Grant Evaluator

Funding Award Amount:

\$7,185,333.99

Funding Amount Used:

\$6,818,365.64

Funding Amount Not Used:

\$366,968.35

If not all funds were used please explain why, enter N/A if all funds were expended:

Funds were spent down as close to \$0 as possible while leaving a small amount available for any pricing adjustments needed to finalize purchases with vendors and to account for any contractual salary adjustments needed after the final budget amendment was submitted.

Overall Grant Purpose:

The Clark County School District (CCSD) Career and Technical Education (CTE) Department requested funding during the 2019-2020 school year 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. Additionally, funding was utilized to offer students career guidance through maintaining College and Career Centers.

How many projects were approved in the grant?

8

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **Improvement and Support/New Program/Program Expansion/Staffing:** Staffing

LEA Name:

Clark County School District

Type of Grant:

Allocation

Project Name:

Agriculture & Natural Resources (AG)

Amount:

\$102,480.59

Project Description:

The Clark County School District (CCSD) Career and Technical Education (CTE) department requested funding during the 2019-2020 school year to support and improve the agricultural programs at Sandy Valley HS, Virgin Valley HS, Moapa Valley HS, Canyon Springs HS, Eldorado HS, and West Career and Technical Academy (WCTA). The projects included the purchases of Principles of Floral Design textbooks, the Teacher's Edition of Plant Design and Landscape Management book, Landscape Design, Installation, & Management textbooks, and subscriptions to Innovative, Online CTE Curriculum & Instructional Materials (ICEV) (agriculture) for all six schools. Sandy Valley HS was provided with a portable water still, (4) computers, swamp cooler for greenhouse, heater for greenhouse, hydroponic tomato buckets, hydroponic pebbles, potting soil, pond liners, and Ryobi battery packs.

Project Evaluation Methods and Outcomes

- 10% increase in the number of students earning the CTE Certificate of Skill Attainment during the 2019-20 school year.

Testing is still ongoing due to COVID-19. The data reported herein are based on those completed prior to the shutdown of schools (approximately 80% of scheduled assessments). The remaining assessments are scheduled for completion beyond the reporting due date. There was a 50% increase in CTE Certificate of Skill Attainment earners in Agriculture & Natural Resources.

- 50% of students enrolled in the Agriculture programs of study will progress to the next level of the program of study for the 2020-21 school year.
- 44.4% of students enrolled in Agriculture & Natural Resources programs of study progressed from Level 1(L1) to Level 2 (L2) courses for the 2020-21 school year. And 52.7% of L2 enrollments progressed to Level 3 (L3). Overall, 47.1% of students enrolled progressed to the next level.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Business and Marketing

» **Improvement and Support/New Program/Program Expansion/Staffing:** Staffing

LEA Name:

Clark County School District

Type of Grant:

Allocation

Project Name:

Business & Marketing Education

Amount:

\$12,370.40

Project Description:

The Clark County School District (CCSD) Career and Technical Education (CTE) Department requested funding for the following schools: Advanced Technologies Academy(ATA), Bonanza HS, Chaparral HS, Clark HS, Green Valley HS, Legacy HS, and West CTA (WCTA) to improve programs in Business and Marketing during the 2019-2020 school year.

The funds were used to renew the High School of Business™ (HSB) programs fees at ATA, Green Valley HS, Legacy HS, and WCTA which provided access to updated resources provided by MBA Research. In addition, NAF program fees were renewed at Clark HS for their Academy of Finance program. Student online marketing resources were purchased for ATA and Bonanza high school that provided students with access to social media simulations. Technology supplies including flash drives were purchased for Chaparral HS to support their students who financially could not purchase those items.

Project Evaluation Methods and Outcomes

Testing is still ongoing due to COVID-19. The data reported herein are based on those completed prior to the shutdown of schools (approximately 80% of scheduled assessments). The remaining assessments are scheduled for completion beyond the reporting due date. The schools and programs funded experienced a cumulative decrease of 30% in certificates earned. When broken down by program of study the results are as follows; HSB 26.7% decrease, Marketing earned 1 certificate up from 0, and NAF 50% decrease.

- 50% of students enrolled in Business and Marketing programs will progress to the next level.

Within the funded programs of study 47.5% of students enrolled in Level 1(L1) during the 2019-20 school year progressed to Level 2 (L2) courses and 100% of L2 enrollments progressed to Level 3 (L3). Overall, 63.5% of students enrolled in the funded HSB, Marketing, & NAF programs progressed to the next level.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Education, Hospitality, and Human Services

» **Improvement and Support/New Program/Program Expansion/Staffing:** Staffing

LEA Name:

Clark County School District

Type of Grant:

Allocation

Project Name:

Education, Hospitality and Human Services

Amount:

\$798,057.84

Project Description:

The Clark County School District (CCSD) Career and Technical Education (CTE) department requested funding for the following schools: Arbor View HS, Canyon Springs HS, Coronado HS, Durango HS, Las Vegas HS, Laughlin HS, Northwest CTA, Rancho HS, Spring Valley HS, Southwest CTA, and Valley HS to improve programs in Education, Hospitality and Human Services (EHH) during the 2019-2020 school year.

These funds were used to renew the Hospitality & Tourism National Academy Foundation (NAF) fees at Valley HS. These fees provided access to NAF's rigorous industry validated curriculum with STEM integration. NAF's curriculum is created by industry professionals and designed around projects that practice cross curriculum collaboration that help students acquire valuable workplace skills. NAF empowers teachers to expand the boundaries of their classrooms to ensure real world application. At Laughlin HS, two gas ranges were purchased so that Culinary Arts students could simulate industry workplace standards in their labs. Students in rural areas benefit from the introduction of simulated industry rated equipment.

In addition, funds were used to provide teachers at Spring Valley HS, Southwest Career and Technical Academy and Valley HS. CCSD CTE Teaching and Training program serves as a pipeline for students wanting to enter the teaching profession. These funds helped to further student growth for this high needs area. The Governor's Office of Workforce Innovation In-Demand Occupations report indicates that educators are needed to train workers in every occupation and are in high-demand for priority training and development. The Las Vegas job market is expected to see significant growth in the next year, thus the need for skilled workers who have completed such a program as the Teaching and Training program.

Project Evaluation Methods and Outcomes:

- 10% increase in students earning the CTE Skill Attainment Certificate.

Testing is still ongoing due to COVID-19. The data reported herein are based on those completed prior to the shutdown of schools (approximately 80% of scheduled assessments). The remaining assessments are scheduled for completion beyond the reporting due date. The schools and programs funded experienced a cumulative increase of 116% in certificates earned. When broken down by program of study the results are as follows; Culinary Arts had no testers and Hospitality and Tourism had a decrease of 62.1%. However, Teaching and Training had testers for the first time in 2020 which earned 56 certificates contributing to the overall gain.

- 100% of Teaching and Training teachers will be offered professional development in the 2019-20 school year and will report that the training met their needs.

All (100%) Teaching & Training teachers were offered professional development. Of those, 90% of the teachers attended seven professional developments to meet the standards and curriculum during the 2019-20 school year. All participants agreed the trainings met their needs.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **Improvement and Support/New Program/Program Expansion/Staffing:** Staffing

LEA Name:

Clark County School District

Type of Grant:

Allocation

Project Name:

Health Science & Public Safety

Amount:

\$529,195.24

Project Description:

The Clark County School District (CCSD) Career and Technical Education (CTE) department requested funding for the following schools: Advanced Technologies Academy (ATA), Arbor View HS, Bonanza HS, Cheyenne HS, Cimarron-Memorial HS, Del Sol HS, Desert Pines HS, East Career and Technical Academy (ECTA), Mojave HS, Northwest Career and Technical Academy (NWCTA), Silverado HS, Southwest Career and Technical Academy (SWCTA), Spring Valley HS, West Career and Technical Academy (WCTA), and Western HS to improve programs in Health Science and Public Safety during the 2019-2020 school year.

These funds were used to renew the Project Lead the Way (PLTW) Biomedical fees at Arbor View HS, NWCTA, WCTA, Western HS, and Cheyenne HS which allowed for students to engage in activities that provide hands on, problem solving and teamwork experiences. These skills translate to every aspect of the healthcare industry. Funds were also used to purchase Career Safe OSHA 10 assessments which correlates with the OWINN list of certifications needed to assist our students with obtaining “high wage, high skill, in demand” occupations. In addition, funds were used to support classrooms with FTE’s, at Arbor View Sports Medicine, Bonanza EMT, and Desert Pines Community Health, and instructional and technology supplies at Advanced Technology Academy (ATA) Criminal Justice, SWCTA Dental Science, and Desert Pines HS Community Health.

Project Evaluation Methods and Outcomes:

- 10% increase in students earning the CTE Skill Attainment Certificate.

Testing is still ongoing due to COVID-19. The data reported herein are based on those completed prior to the shutdown of schools (approximately 80% of scheduled assessments). The remaining assessments are scheduled for completion beyond the reporting due date. The schools and programs funded experienced a cumulative decrease of 2.9% in certificates earned. When broken down by program of study the results are as follows; Biomedical 26.6% decrease, EMT 33% decrease and Sports Medicines 11.6% decrease.

Certificates were earned however in Dental (21) and Criminal Justice (17) were there were none the previous year contributing to the overall percentage. Community Health Science and Health Information Management will not have testers until 2020-21 and Military Science until 2021-22.

- 100% of Teaching and Training teachers will be offered professional development in the 2019-20 school year and will report that the training met their needs.

100% of the Health Science and Public Safety teachers attended 10 Professional Developments to meet the standards and curriculum offered during the 2019-20 school year.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **Improvement and Support/New Program/Program Expansion/Staffing:** Staffing

LEA Name:

Clark County School District

Type of Grant:

Allocation

Project Name:

Information & Media Technologies

Amount:

\$604,692.20

Project Description:

The Clark County School District (CCSD) Career and Technical Education (CTE) department requested funding for the following schools: Advanced Technologies Academy(ATA), Arbor View, Bonanza HS, Cimarron-Memorial HS, Coronado HS, Del Sol HS, East CTA, Foothill HS, Las Vegas HS, Legacy, LVA, Northwest CTA, Palo Verde HS, Rancho HS, Shadow Ridge, Sierra Vista, Spring Valley HS, Sunrise Mountain, and Southeast CTA to improve programs in Information and Media Technology during the 2019-2020 school year.

The following licensed teacher FTEs were supported for Computer Science at Shadow Ridge, Sierra Vista, and Sunrise Mountain. Information Technology Networking/CISCO at East CTA. Cybersecurity at Cimarron-Memorial and Legacy HS. Computer Science at Shadow Ridge HS, Sierra Vista HS, and Sunrise Mountain HS.

CareerSafe OSHA 10 student certifications fees were purchased for Theatre Technology programs and supplies including safety gloves, lighting wrenches, and Xacto knife sets were purchased for Boulder City HS. In addition, CISCO Academy fees were renewed for IT Networking programs at Advanced Technologies Academy (ATA), East Career & Technical Academy (ECTA), Southeast Career & Technical Academy (SECTA) and Southwest Career & Technical Academy (SWCTA).

Technology supplies (laptops and iMacs) were not purchased for Arbor View (Photography), NWCTA (Computer Science), and WCTA (Video Production) in lieu of an FTE at Legacy HS to start a Cybersecurity program.

Project Evaluation Methods and Outcomes:

- 10% increase in the number of IMT students earning the CTE Skill Attainment Certificate.

Testing is still ongoing due to COVID-19. The data reported herein are based on those completed prior to

the shutdown of schools (approximately 80% of scheduled assessments). The remaining assessments are scheduled for completion beyond the reporting due date. The schools and programs funded experienced a cumulative decrease of 25.9% in certificates earned. When broken down by program of study the results are as follows; Computer Science -decrease of 48.8%, IT Networking/CISCO - increase by 5.2%, and Theatre Technology - decrease by 19.2%. Cybersecurity will not have completers until the 2020-21 school-year. There were no testers under NAF

- 50% of students enrolled in IMT programs will progress to the next level.

Within the funded programs of study 34.9% of students enrolled in Level 1(L1) courses during the 2019-20 school year progressed to Level 2 (L2) courses and 76.5% of L2 enrollments progressed to Level 3 (L3) courses. Overall, 42.3% of students enrolled in the funded IMT programs progressed to the next level.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **New Program/Program Expansion/Improvement and Support/Staffing:** Staffing

LEA Name:

Clark County School District

Type of Grant:

Allocation

Project Name:

LEA Support

Amount:

\$2,606,679.00

Project Description:

The Clark County School District (CCSD) Career and Technical Education (CTE) department requested funding during the 2019-2020 school year to provide College and Career Center personnel support, licensed prep buy-outs, general supplies, instructional supplies, books and periodicals, technical supplies, and student assessments to support all CTE programs of study. Funding to support CTSO activities, professional development and student transportation were transferred to Perkins. The overall goal was to increase student completion rates of Programs of Study at all schools.

Project Evaluation Methods and Outcomes:

- Increase the number of students attending College and Career Fairs, Industry Tours, and Job Shadow opportunities by 15%.

The number of College and Career Fairs decreased from 43 to 40 from 2018-19 to 2019-20 (7% decrease). This can be directly attributed to the fairs cancelled following the closing of schools (COVID restrictions). Similar decreases were evident with Job Shadow opportunities, as many of these were scheduled after the lockdown; from 1004 to 19 (98% decrease). Industry Tours increased from 1115 to 1486 (33% increase) despite the shutdown of schools.

- Provide college and career resources to at least 50% of the graduating seniors at the school site.

Direct support was provided to 35 high schools via their College and Career Center Coordinators throughout the school year. This was done utilizing a shared drive of updated resources related to career exploration, work-based learning opportunities, workforce development initiatives, industry partnerships, and scholarship information. Professional development sessions were also held throughout the year for the College & Career Center Coordinators. Due to COVID-19 shut down of schools, this data is incomplete and not a true representation. Historically, the greatest use of the centers occurs after February as seniors are preparing to graduate.

- Increase the number of individual students visiting the College and Career Center by 25%.

Sessions were also held throughout the year for the College & Career Center Coordinators. Due to COVID-19 shut down of schools, this data is incomplete and not a true representation. Historically, the greatest use of the centers occurs after February as seniors are preparing to graduate.

- Enrollments in L2 courses will increase by 10%.

There was a 28% increase in L2 enrollments.

- Enrollments in L3 courses will increase by 5%.

There was a 21.9% increase in L3 enrollments.

- Increase the number of students participating in CTSO events by 5%.

CTSO support was moved to the Perkins grant and was not funded with State CTE funding.

- Increase state CTSO conference participation by 5%.

CTSO support was moved to the Perkins grant and was not funded with State CTE funding.

- The number of Workplace Readiness assessment retakes will not exceed 10% of all test takers.

Retakes of the Workplace Readiness assessments accounted for less than 1%.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Staffing

LEA Name:

Clark County School District

Type of Grant:

Allocation

Project Name:

Skilled & Technical Sciences

Amount:

\$664,541.42

Project Description:

The Clark County School District (CCSD) Career and Technical Education (CTE) department requested funding for the following schools: Bonanza HS, Centennial HS, Cimarron-Memorial HS, Silverado HS, Desert Rose HS, Legacy HS, Palo Verde HS, Southeast Career Technical Academy (SECTA), Sunrise Mountain HS, Arbor View HS, Rancho HS, Global Community HS, East Career and Technical Academy (ECTA), Northwest Career and Technical Academy (NWCTA), Southwest Career and Technical Academy (SWCTA), Advanced Technologies Academy (ATA), Virgin Valley HS, Basic HS, Las Vegas HS, and Boulder City HS to improve programs in Skilled and Technical Sciences (STS) during the 2019-2020 school year.

As a support to manufacturing, automation, construction, furniture and cabinetmaking, and automotive programs, CCSD requested funding for materials and equipment to maintain a safe working environment and educational supplies to keep programs current with industry practices. As many certification exams are administered online, it is essential that programs have the ability to test students and provide practice opportunities to better prepare for high stakes exams. Providing Chromebooks and online software to stay current on ever changing industries is essential to prepare students for the workforce upon graduation.

Project Evaluation Methods and Outcomes:

- 5% increase of students in STS courses will obtain their Skill Attainment Certification.

Testing is still ongoing due to COVID-19. The data reported herein are based on those completed prior to the shutdown of schools (approximately 80% of scheduled assessments). The remaining assessments are scheduled for completion beyond the reporting due date. The schools and programs funded experienced a cumulative decrease of 10.9% in certificates earned. When broken down by program of study the results are as follows; Aerospace Engineering 25% increase, Automotive 14.3% decrease, Construction 16.9% decrease, Drafting & Design 26.7% decrease, Furniture & Cabinetmaking 24.7% decrease, Mechanical Engineering 14% increase, Mechanical Technology 36% decrease, and Welding remained the same.

Manufacturing tested for the first time this year and Automation will not test until the 2021-22 school year.

- 50% of students enrolled in L1 Manufacturing and Mechanical Technology courses will advance to L2 courses.

In Manufacturing and Mechanical Technology 38.6% of students enrolled in Level 1(L1) during the 2019-20 school year progressed to Level 2 (L2) courses and 84.2% of L2 enrollments progressed to Level 3 (L3). Overall, 49.4% of students enrolled in Manufacturing and Mechanical Technology programs progressed to the next level. Manufacturing had a 38.9% progression rate whereas Mechanical Technology's was 58.1%.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Improvement and Support/New Program/Program Expansion/Staffing:** Staffing

LEA Name:

Clark County School District

Type of Grant:

Allocation

Project Name:

School Projects (46 projects combined)

Amount:

\$1,867,317.30

Project Description:

The Clark County School District (CCSD) Career and Technical Education (CTE) department requested funding during the 2019-2020 school year to meet the needs of each school's programs of study and provide supports for students to earn a CTE endorsed diploma with the Certificate of Skills Attainment, articulated CTE college credits, and/or approved industry certifications.

Project Evaluation Methods and Outcomes:

The CTE programs at high schools in CCSD utilized state allocation funding to meet the needs of each school's program 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 Academy, Desert Oasis, Desert Pines, Desert Rose, Durango, East CTA, Eldorado, Foothill, Global Community, Green Valley, Indian Springs, Las Vegas HS, 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 GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Douglas County School District

Submit Date:

10/20/2020

Name of Authorized Representative and Title:

Jim Meyers, CTE Coordinator

Funding Award Amount:

\$152,113.73

Funding Amount Used:

\$95,196.26

Funding Amount Not Used:

\$56,917.47

If not all funds were used please explain why, enter N/A if all funds were expended:

The funding amount that was not used was returned to the state due to the COVID-19 pandemic and subsequent school closures. Orders could not be fulfilled due to business closures and the inability to deliver and receive shipments.

Overall Grant Purpose:

The overall grant purpose for the FY20 CTE State Allocations Grant was for Program Improvement and Support of CTE programs of study at Douglas High School, George Whittell High School, and ASPIRE Academy High School. Funds were provided to assist CTE programs to attain higher levels of instruction and student outcomes. All schools are provided the necessary equipment, supplies and materials needed with grant funding allotted.

How many projects were approved in the grant?

A total of two projects were funded by the FY20 CTE State Allocations Grant.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

Douglas County School District

Type of Grant:

Allocation

Project Name:

Career Bound NV

Amount:

\$6,000.00

Project Description:

Three years ago, Douglas County School District began working with local employers, the Carson Valley Chamber of Commerce, Douglas Economic Vitality Department and JOIN Inc. to develop a system of industry-led career development activities, starting in middle school, to educate local youth about the local industries and career opportunities. This effort resulted in the development of Career Bound NV, a division of JOIN Inc., that connects local businesses to CTE programs of study to facilitate paid work experience opportunities, career exploration activities, and professional mentoring relationships (for teachers and students). Douglas County School District has contracted with Career Bound NV in SY 2020 to provide these services to CTE students.

Through the Career Bound NV program, industry partners will employ DCSD students in entry level jobs associated with manufacturing, healthcare, culinary, and tourism and hospitality. Through the paid work experience, employers will develop familiarity with the CTE curriculum in order to create standards-based outcomes for students. This will allow these industry experts to provide targeted feedback and guidance to ensure standard and classroom instruction align with industry requirements. The COVID-19 pandemic had a major effect on the participation and outcomes for this year's students in work experience positions. With many businesses being shut down as a result of the pandemic, students have not been placed into work experience positions.

Project Evaluation Methods and Outcomes:

Students that participate in a work experience or paid internship position are required to submit a minimum of 120 hours each semester. These hours are documented through the submission of paycheck stubs or employer-signed time sheets. Additionally, students must complete weekly assignments that are aligned with workplace readiness skills standards.

Career Bound NV will begin engaging 11th and 12th grade CTE students in a paid work experience opportunity in the 2019-2020 school year. Through this experience, students will receive 1-1 professional mentoring to support them in applying technical and soft skills in the work setting, understanding career

advancement avenues, identifying additional educational opportunities, and developing a realistic post-graduation career plan. The ability to participate in a paid work experience in the CTE program of study will entice many first-year students, particularly those that are economically disadvantaged, to continue through the program in order to have this opportunity.

Additionally, Career Bound NV will begin engaging middle school students in robust career exploration and engagement activities that focus on the opportunities locally, regionally and state-wide. This will serve as a powerful recruitment tool, leading more students to enroll in a CTE program of study when they enter high school. Through the Career Bound NV partnership, DCSD will be able to engage more students in career exploration, work-based learning activities, and career pathway planning which will increase the number of students enrolling in CTE coursework, as well as those who state engaged through the concentrator and completion levels of the program of study.

Program success will be evaluated by Career Bound NV, DCSD Administration, DHS site administration and DCSD CTE and Work-Based Learning Coordinators.

Item Status Goal How to get it done Timeline

First cohort of students to begin paid internships In progress 5-10 students Student recruitment activities. Develop new business partnerships. Parent and student meetings.

Employer/partner orientations

Employability/Career Readiness “Boot Camp” Summer/Fall 2019 NOTE: This target has been met.

Second Cohort n/a 8-12 students Increase student participation by 20%. Student recruitment activities. Develop new business partnerships. Spring 2020

NOTE: This target has not been met.

Third Cohort n/a 12-18 students Increase student participation by 20%. Student recruitment activities. Develop new business partnerships. Fall 2020 NOTE: This target has not been met.

Fourth Cohort n/a 14-20 students Increase student participation by 20%. Student recruitment activities. Develop new business partnerships. Spring 2021

Fifth Cohort n/a 17-23 students Increase student participation by 20%. Student recruitment activities. Develop new business partnerships. Fall 2021

Sixth Cohort n/a 20-25 students Increase student participation by 20%. Student recruitment activities. Develop new business partnerships. Spring 2022

NOTE: These targets have not been met but are on track to be met in the projected timeline.

Douglas County School District has high-need populations that benefit from access to Career Bound NV programs and career development opportunities. This includes students in transition (transient), those receiving free & reduced lunch, students with disabilities, struggling/disengaged students and those learning English as a second language. Access to Career Bound NV programs, which include industry mentoring, will increase student engagement, assist in developing employability skills, connect students to postsecondary opportunities, and support student success. Paid internships and work experience will be available to all students of all abilities.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Douglas County School District

Type of Grant:

Allocation

Project Name:

DCSD Program Improvement and Support

Amount:

\$146,113.73

Project Description:

Program Improvement and Support funds were provided to assist CTE programs attain a higher level of instruction and student outcomes. The programs identified within the budget narrative have requested supply and equipment purchases to help them meet state and industry standards. It is understood that these funds are used to supplement other district funds that might be available to help improve programs. With the reduction in available funds due to overall decreases in student enrollment and a change in funding structure from the State, district funds for program improvement funds are minimal at best. In preparation for this grant application and planning for the coming school year, each teacher who requested assistance has completed 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. The CTE Coordinator has ensured that the information is in ready format to facilitate ordering with the goal of having all items ordered and, on their way, once approved and the new FY has begun. This will provide teachers and students with the materials they need to begin the coming school year and maximize the use of the funds and materials.

Due to the COVID-19 pandemic and subsequent business and school closures, several programs of study were unable to acquire the materials and supplies they had requested. As a result, the money went unspent and was sent back to the state.

Project Evaluation Methods and Outcomes:

Students that have completed the course sequence in their program of study will take the CTE End of Program Assessments. This includes meeting or exceeding the content standards for the program of study at each level of progress and passing the Workplace Readiness Skills Assessment and End of Program Technical Assessment. Douglas County School District students are required to take these assessments. If a student passes both assessments and has maintained a 3.0GPA in the six semesters of their program of study, they then become eligible for CTE College Credit. Through state articulation agreements with the four state colleges Western Nevada College (WNC), Truckee Meadows Community College (TMCC),

College of Southern Nevada (CSN), and Great Basin College (GBC), students can continue their CTE studies at a post-secondary institution. DCSD students have done well overall as indicated by the following information:

(based on CTE End of Program Assessments)

2019-2020

Workplace Readiness Skills Assessment Total Participation Rate = 84%

Total Pass Rate = 93%

End of Program Assessment Total Participation Rate = 67% Total Pass Rate = 52%

2018-2019

Workplace Readiness Skills Assessment Total Participation Rate = 96%

Total Pass Rate = 93%

End of Program Assessment Total Participation Rate = 99% Total Pass Rate = 60%

2017-2018

Workplace Readiness Skills Assessment Total Participation Rate = 100%

Total Pass Rate = 97%

End of Program Assessment Total Participation Rate = 100% Total Pass Rate = 51%

With our course sequences being built out to program completion, we will be able to show students that these courses will result in increased knowledge, skills, and abilities within the job market and higher education, and hopefully correlate some of the upper level courses with potential employment opportunities after graduation. As the underclassmen are looking forward to their future, they are watching those in higher level courses begin to reap the benefits of their hard work through opportunities for employment with companies such as GE Bently and Tesla Gigafactory, not to mention the possibility of college through CTE College Credit. It is anticipated that this will result in a significant increase in entry level enrollment, sequence stability, and ultimately, graduation with increased pass rates and CTE Technical Skills Certificates earned.

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.

As mentioned in the Project Description above, the COVID-19 pandemic had an effect on all programs of study. Several programs were unable to complete their testing prior to school closures and going into distance learning environments. Even with the advent of virtual testing, many students struggled with day-to-day course work and navigation of their classes. Eventually, this pandemic will subside, and students will be able to return to in-person settings, hopefully increasing program completion and student success.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Elko County School District

Submit Date:

10/02/2020

Name of Authorized Representative and Title:

Cassandra Stahlke - Grant Manager

Funding Award Amount:

\$305,903.95

Funding Amount Used:

\$251,520.16

Funding Amount Not Used:

\$54,383.79

If not all funds were used please explain why, enter N/A if all funds were expended:

Due to COVID 19, and state budget freezes, we were restricted from spending our state allocations in March in hopes that remaining funds could be used to fulfill the budget shortfall.

Overall Grant Purpose:

Program Improvement and Support

How many projects were approved in the grant?

One

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Elko County School Districts

Type of Grant:

Allocation

Project Name:

Elko County CTE Program Support

Amount:

\$305,903.95

Project Description:

Elko County School District used CTE Allocated funds to support programs at all of the school sites. The items included in this RFA were collected by surveying all sites and programs based on needs as evidenced through Program Quality Criteria evaluations. Individual school sites evaluated their programs as to critical needs to carry out curriculum objectives and activities based on results from the 2018-19 CTECS Workplace Readiness Assessment and End of Program Assessments. The items found in this proposal include support for CTSO student activities, replacement of equipment that has reached its end of use, software upgrades for instructional purposes, instructor travel for in-state professional development, and consumable materials and supplies above and beyond the local site District general fund budgets.

Project Evaluation Methods and Outcomes:

Elko County School District garnered information from the results of the FY' 19 and 20 CTE Assessments to evaluate student completion and certificate success. At the time of this report, CTE College Credit data for the District has not been published. Results for student CTSO participation were based on student participation numbers at State and National CTSO events. The District found the following results for each:

WRS passing 2018 84.23%, 19-20 84.86% Less students took the test because of Spring Closure for COVID-19. We are currently in a make-up window for those who did not have the opportunity to test.
EOP passing 2018-19 v58.47% 19-20 52.41% Less students took the test because of Spring Closure for COVID-19. We are currently in a make-up window for those who did not have the opportunity to test.
CTSO Participation: From 1400-1500 students – 7% increase.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Humboldt

Submit Date:

09/28/2020

Name of Authorized Representative and Title:

Eric Feeney, CTE Grant Coordinator

Funding Award Amount:

\$72,983.30

Funding Amount Used:

\$72,983.30

Funding Amount Not Used:

\$0.00

If not all funds were used please explain why.

NOT ANSWERED

Overall Grant Purpose:

HCSD's State CTE Allocation Projects will be evaluated on increasing the "progress toward implementation of equal access to high-quality CTE courses and programs for all students," including strategies to increase rates of access for students in special populations, providing programs to students of special populations to meet local levels of performance, and prepare students of special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Overarching Goal: Provide activities to train special populations to be self-sufficient through high-skill, high-wage, in-demand industries and provide special populations with equal access to CTE courses, program, and programs of study.

How many projects were approved in the grant?

Eight

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

Project Name:

Agricultural Science (Concrete Flower Boxes)

Amount:

\$2,173.79

Project Description:

This project is part of Landscape Design & Management aligned to AG Science Content Standard 6.0 Understanding Plant Science and Horticulture – Content Standard 7.0 – Understanding Plant Anatomy. Students will be engaged in and perform the construction of concrete flower boxes at school and out in the community. Landscape Design and Management aligned will apply principles of form making and their knowledge of concrete by making flower boxes for the school and surrounding community. Students will build forms utilizing three-quarter inch plywood and then make wire mesh reinforced sections which can be customized according to size is 2 feet, 3 feet, and 4 feet. Sections can be fitted together to form many different sizes of flower boxes. This project is an activity utilize for landscaping under the agricultural curriculum.

Project Evaluation Methods and Outcomes:

Specific measurable objectives will include increasing rates of CTE student participation numbers as:

- 1) CTE concentrators, and 2) CTE program completers – specifically monitoring the number of special population students – disaggregated by student demographics: 1) Overall participation; 2) Individuals with Disabilities (IEP); 3) Economically disadvantaged (FRL); and 4) English Language Learners(EL) analyzed over a three-year trend (SY 17-18; SY 18-19; SY 19-20); establishing baseline data and future targets to be included in the Perkins V FY21 Comprehensive Local Needs Assessment (CLNA).

RESULTS

A) CTE Concentrators (Enrolled in or have completed at least one Level 2 CTE course)

- Total: 252 (SY17-18); 248 (SY18-19); 210 (SY19-20)
- Male: 75% (SY17-18); 70% (SY18-19); 73% (SY19-20)
- Female: 25% (SY17-18); 30% (SY18-19); 27% (SY19-20)
- IEP: 7% (SY17-18); 7% (SY18-19); 7% (SY19-20)
- FRL: 21% (SY17-18); 25% (SY18-19); 20% (SY19-20)
- EL: 4% (SY17-18); 4% (SY18-19); 7% (SY19-20)

B) 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% - AG Leadership = 66.67%

i. State Adjusted Level of Performance (53.50%) – Met

ii. HCSD Local Level of Performance (80.00%) – Did Not Meet

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

Project Name:

Agricultural Science - LHS

Amount:

\$13,180.11

Project Description:

The Advisory Technical Skills Committee (ATSC) reviewed HCSD's QPS Summary Report and emphasized the importance of continuing to address prescribed "needs improvement" components, which is part of HCSD's QPS Continuous Improvement Plan (CIP). This project will support strategic programming and improvement to ensure HCSD is continuing to address the Quality Program Standards (QPS) aligned to the following important "needs improvement" components prescribed, which are part of HCSD's CTE QPS Continuous Improvement Plan (CIP) was in Program and Instruction (QPS, 2.0) and Facilities, Equipment, and Instructional Materials and Supplies (QPS, 6.0).

Project Evaluation Methods and Outcomes:

Specific measurable objectives will include increasing rates of CTE student participation numbers as:
A) CTE concentrators, and B) CTE program completers – specifically monitoring the number of special population students – disaggregated by student demographics: 1) Overall participation; 2) Individuals with Disabilities (IEP); 3) Economically disadvantaged (FRL); and 4) English Language Learners (EL) analyzed over a three-year trend (SY 17-18; SY 18-19; SY 19-20); establishing baseline data and future targets to be included in the Perkins V FY21 Comprehensive Local Needs Assessment (CLNA).

RESULTS

A) CTE Concentrators (Enrolled in or have completed at least one Level 2 CTE course)

- Total: 252 (SY17-18); 248 (SY18-19); 210 (SY19-20)
- Male: 75% (SY17-18); 70% (SY18-19); 73% (SY19-20)
- Female: 25% (SY17-18); 30% (SY18-19); 27% (SY19-20)
- IEP: 7% (SY17-18); 7% (SY18-19); 7% (SY19-20)
- FRL: 21% (SY17-18); 25% (SY18-19); 20% (SY19-20)
- EL: 4% (SY17-18); 4% (SY18-19); 7% (SY19-20)

B) AG Leadership (# who have completed CTE program -- % passed End of Program Assessment)

- Total: *n* -- 78% (SY17-18); *n* -- 33% (SY18-19); *n* -- 67% (SY19-20)

-Male: *n* -- 0% (SY17-18); *n* -- 17% (SY18-19); *n* -- 60% (SY19-20)

-Female: *n* -- 100% (SY17-18); *n* -- 50% (SY18-19); *n* -- 75% (SY19-20)

-IEP: 0 -- 0% (SY17-18); 0 -- 0% (SY18-19); *n* -- 0% (SY19-20)

-FRL: *n* -- 100% (SY17-18); *n* -- 0% (SY18-19); *n* -- 0% (SY19-20)

-EL: 0 -- 0% (SY17-18); 0 -- 0% (SY18-19); 0 -- 0% (SY19-20)

Veterinary Science (% who have completed CTE program and passed End of Program Assessment)

-Total: *n* -- 29% (SY17-18); *n* -- 45% (SY18-19); *n* -- 20% (SY19-20)

-Male: *n* -- 50% (SY17-18); *n* -- 0% (SY18-19); 0 -- 0% (SY19-20)

-Female: *n* -- 20% (SY17-18); *n* -- 71% (SY18-19); *n* -- 20% (SY19-20)

-IEP: 0 -- 0% (SY17-18); 0 -- 0% (SY18-19); 0 -- 0% (SY19-20)

-FRL: *n* -- 0% (SY17-18); *n* -- 100% (SY18-19); 0 -- 0% (SY19-20)

-EL: 0 -- 0% (SY17-18); 0 -- 0% (SY18-19); 0 -- 0% (SY19-20)

Three-year trend data indicate an underrepresentation of special populations participating in CTE programs. An evaluation of systems and structures is needed to strategically focus resources in ways to better provide special populations with equal access to CTE courses and programs of study.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Business and Marketing

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

Project Name:

Business & Marketing - McDermitt

Amount:

\$102.21

Project Description:

CTE Business students will do multiple types of communications for the school and community. In addition to digital communications, they will create and distribute various paper methods of communicating special events for students, parents, and the community.

Project Evaluation Methods and 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% - AG Leadership = 66.67%

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

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Business and Marketing, Information and Media Technologies

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

Project Name:

Business & Marketing; IT & Media Technology

Amount:

\$11,366.66

Project Description:

1. Industry Certification in Microsoft Office Specialist & Adobe Certified Associate. CTE Program concentrators will apply skills learned in the program to successfully test and earn Microsoft and Adobe Certification.
2. Supplies needed to continue using equipment (printers) purchased with CTE Allocation Grants includes toner cartridges. Students use the printers for classroom projects, FBLA competitions and FBLA Fundraising.
3. Expansion/Improvement of Web design and Development to include creating more content for web applications and platforms. Including more content creation, specifically video, will hopefully encourage more first year students to enroll which in turn should increase program completers. This also targets High Wage - High Skill - High Demand Careers such as Streaming Media Specialist.

Project Evaluation Methods and Outcomes

Specific measurable objectives will include increasing rates of CTE student participation numbers as: A) CTE concentrators, and B) CTE program completers – specifically monitoring the number of special population students – disaggregated by student demographics: 1) Overall participation; 2) Individuals with Disabilities (IEP); 3) Economically disadvantaged (FRL); and 4) English Language Learners (EL) analyzed over a three-year trend (SY 17-18; SY 18-19; SY 19-20); establishing baseline data and future targets to be included in the Perkins V FY21 Comprehensive Local Needs Assessment (CLNA).

RESULTS

A) CTE Concentrators (Enrolled in or have completed at least one Level 2 CTE course)

- Total: 252 (SY17-18); 248 (SY18-19); 210 (SY19-20)
- Male: 75% (SY17-18); 70% (SY18-19); 73% (SY19-20)
- Female: 25% (SY17-18); 30% (SY18-19); 27% (SY19-20)
- IEP: 7% (SY17-18); 7% (SY18-19); 7% (SY19-20)
- FRL: 21% (SY17-18); 25% (SY18-19); 20% (SY19-20)
- EL: 4% (SY17-18); 4% (SY18-19); 7% (SY19-20)

B) Admin Services (# who have completed CTE program -- % passed End of Program Assessment)

- Total: *n* -- 33% (SY17-18); *n* -- 100% (SY18-19); *n* -- 100% (SY19-20)

-Male: *n* -- 0% (SY17-18); 0 -- 0% (SY18-19); 0 -- 0% (SY19-20)

-Female: *n* -- 50% (SY17-18); *n* -- 100% (SY18-19); *n* -- 100% (SY19-20)

-IEP: 0 -- 0% (SY17-18); 0 -- 0% (SY18-19); 0 -- 0% (SY19-20)

-FRL: *n* -- 0% (SY17-18); *n* -- 100% (SY18-19); 0 -- 0% (SY19-20)

-EL: 0 -- 0% (SY17-18); 0 -- 0% (SY18-19); 0 -- 0% (SY19-20)

Graphic Design (# who have completed CTE program -- % passed End of Program Assessment)

-Total: *n* -- 80% (SY17-18); *n* -- 100% (SY18-19); *n* -- 0% (SY19-20)

-Male: *n* -- 100% (SY17-18); *n* -- 100% (SY18-19); *n* -- 0% (SY19-20)

-Female: *n* -- 67% (SY17-18); 0 -- 0% (SY18-19); *n* -- 0% (SY19-20)

-IEP: 0 -- 0% (SY17-18); 0 -- 0% (SY18-19); 0 -- 0% (SY19-20)

-FRL: 0 -- 0% (SY17-18); 0 -- 0% (SY18-19); 0 -- 0% (SY19-20)

-EL: 0 -- 0% (SY17-18); 0 -- 0% (SY18-19); 0 -- 0% (SY19-20)

Three-year trend data indicate an underrepresentation of special populations participating in CTE programs. An evaluation of systems and structures is needed to strategically focus resources in ways to better provide special populations with equal access to CTE courses and programs of study.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Staffing

Project Name:

Drafting & Design (CADD)

Amount:

\$2,995.86

Project Description:

The Advisory Technical Skills Committee (ATSC) reviewed HCSD's QPS Summary Report and emphasized the importance of continuing to address the following prescribed "needs improvement" components, which is part of HCSD's QPS Continuous Improvement Plan (CIP).

This project will support strategic programming and improvement to ensure HCSD is continuing to address the Quality Program Standards (QPS). Several important "needs improvement" components prescribed, which are part of HCSD's CTE QPS Continuous Improvement Plan (CIP) was in Program and Instruction (QPS, 2.0) and Facilities, Equipment, and Instructional Materials and Supplies (QPS, 6.0).

Project Evaluation Methods and Outcomes:

Specific measurable objectives will include increasing rates of CTE student participation numbers as:

A) CTE concentrators, and B) CTE program completers – specifically monitoring the number of special population students – disaggregated by student demographics: 1) Overall participation; 2) Individuals with Disabilities (IEP); 3) Economically disadvantaged (FRL); and 4) English Language Learners(EL) – analyzed over a three-year trend (SY 17-18; SY 18-19; SY 19-20); establishing baseline data and future targets to be included in the Perkins V FY21 Comprehensive Local Needs Assessment (CLNA).

RESULTS

A) CTE Concentrators (Enrolled in or have completed at least one Level 2 CTE course)

-Total: 252 (SY17-18); 248 (SY18-19); 210 (SY19-20)

-Male: 75% (SY17-18); 70% (SY18-19); 73% (SY19-20)

-Female: 25% (SY17-18); 30% (SY18-19); 27% (SY19-20)

-IEP: 7% (SY17-18); 7% (SY18-19); 7% (SY19-20)

-FRL: 21% (SY17-18); 25% (SY18-19); 20% (SY19-20)

-EL: 4% (SY17-18); 4% (SY18-19); 7% (SY19-20)

B) Drafting/CADD (# who have completed CTE program -- % passed End of Program Assessment)

-Total: *n* -- 60% (SY17-18); *n* -- 75% (SY18-19); *n* -- 100% (SY19-20)

-Male: *n* -- 100% (SY17-18); *n* -- 75% (SY18-19); *n* -- 100% (SY19-20)

-Female: *n* -- 50% (SY17-18); 0 -- 0% (SY18-19); *n* -- 100% (SY19-20)

-IEP: 0 -- 0% (SY17-18); 0 -- 0% (SY18-19); 0 -- 0% (SY19-20)

-FRL: *n* -- 0% (SY17-18); *n* -- 100% (SY18-19); 0 -- 0% (SY19-20)

-EL: 0 -- 0% (SY17-18); 0 -- 0% (SY18-19); 0 -- 0% (SY19-20)

Three-year trend data indicate an underrepresentation of special populations participating in CTE programs. An evaluation of systems and structures is needed to strategically focus resources in ways to better provide special populations with equal access to CTE courses and programs of study.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

Project Name:

STS Automotive Technology - LHS

Amount:

\$12,415.53

Project Description:

The Advisory Technical Skills Committee (ATSC) reviewed HCSD's QPS Summary Report and emphasized the importance of continuing to address the following prescribed "needs improvement" components, which is part of HCSD's QPS Continuous Improvement Plan (CIP).

This project will support strategic programming and improvement to ensure HCSD is continuing to address the Quality Program Standards (QPS). Several important "needs improvement" components prescribed, which are part of HCSD's CTE QPS Continuous Improvement Plan (CIP) was in Program and Instruction (QPS, 2.0) and Facilities, Equipment, and Instructional Materials and Supplies (QPS, 6.0).

Project Evaluation Methods and Outcomes

Specific measurable objectives will include increasing rates of CTE student participation numbers as: A) CTE concentrators, and B) CTE program completers – specifically monitoring the number of special population students – disaggregated by student demographics: 1) Overall participation; 2) Individuals with Disabilities (IEP); 3) Economically disadvantaged (FRL); and 4) English Language Learners (EL) – analyzed over a three-year trend (SY 17-18; SY 18-19; SY 19-20); establishing baseline data and future targets to be included in the Perkins V FY21 Comprehensive Local Needs Assessment (CLNA).

RESULTS

A) CTE Concentrators (Enrolled in or have completed at least one Level 2 CTE course)

- Total: 252 (SY17-18); 248 (SY18-19); 210 (SY19-20)
- Male: 75% (SY17-18); 70% (SY18-19); 73% (SY19-20)
- Female: 25% (SY17-18); 30% (SY18-19); 27% (SY19-20)
- IEP: 7% (SY17-18); 7% (SY18-19); 7% (SY19-20)
- FRL: 21% (SY17-18); 25% (SY18-19); 20% (SY19-20)
- EL: 4% (SY17-18); 4% (SY18-19); 7% (SY19-20)

B) Auto Technology (# who have completed CTE program -- % passed End of Program Assessment)

-Total: 17 -- 82% (SY17-18); 13 -- 92% (SY18-19); *n* -- 29% (SY19-20)

-Male: 17 -- 82% (SY17-18); 12 -- 92% (SY18-19); *n* -- 25% (SY19-20)

-Female: 0 -- 0% (SY17-18); *n* -- 100% (SY18-19); *n* -- 50% (SY19-20)

-IEP: *n* -- 100% (SY17-18); *n* -- 0% (SY18-19); *n* -- 0% (SY19-20)

-FRL: *n* -- 50% (SY17-18); *n* -- 100% (SY18-19); *n* -- 0% (SY19-20)

-EL: *n* -- 0% (SY17-18); 0 -- 0% (SY18-19); 0 -- 0% (SY19-20)

Three-year trend data indicate an underrepresentation of special populations participating in CTE programs. An evaluation of systems and structures is needed to strategically focus resources in ways to better provide special populations with equal access to CTE courses and programs of study.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

Project Name:

STS Construction Technology - LHS

Amount:

\$12,690.83

Project Description:

The Advisory Technical Skills Committee (ATSC) reviewed HCSD's QPS Summary Report and emphasized the importance of continuing to address the following prescribed "needs improvement" components, which is part of HCSD's QPS Continuous Improvement Plan (CIP).

This project will support strategic programming and improvement to ensure HCSD is continuing to address the Quality Program Standards (QPS). Several important "needs improvement" components prescribed, which are part of HCSD's CTE QPS Continuous Improvement Plan (CIP) was in Program and Instruction (QPS, 2.0) and Facilities, Equipment, and Instructional Materials and Supplies (QPS, 6.0).

Project Evaluation Methods and Outcomes:

Specific measurable objectives will include increasing rates of CTE student participation numbers as: A) CTE concentrators, and B) CTE program completers – specifically monitoring the number of special population students – disaggregated by student demographics: 1) Overall participation; 2) Individuals with Disabilities (IEP); 3) Economically disadvantaged (FRL); and 4) English Language Learners (EL) – analyzed over a three-year trend (SY 17-18; SY 18-19; SY 19-20); establishing baseline data and future targets to be included in the Perkins V FY21 Comprehensive Local Needs Assessment (CLNA).

RESULTS

A) CTE Concentrators (Enrolled in or have completed at least one Level 2 CTE course)

- Total: 252 (SY17-18); 248 (SY18-19); 210 (SY19-20)
- Male: 75% (SY17-18); 70% (SY18-19); 73% (SY19-20)
- Female: 25% (SY17-18); 30% (SY18-19); 27% (SY19-20)
- IEP: 7% (SY17-18); 7% (SY18-19); 7% (SY19-20)
- FRL: 21% (SY17-18); 25% (SY18-19); 20% (SY19-20)
- EL: 4% (SY17-18); 4% (SY18-19); 7% (SY19-20)

B) Construction Tech (# who have completed CTE program -- % passed End of Program Assessment)

- Total: *n* -- 67% (SY17-18); 12 -- 83% (SY18-19); *n* -- 62% (SY19-20)
- Male: *n* -- 75% (SY17-18); 12 -- 83% (SY18-19); *n* -- 58% (SY19-20)
- Female: *n* -- 0% (SY17-18); 0 -- 0% (SY18-19); *n* -- 100% (SY19-20)
- IEP: *n* -- 0% (SY17-18); *n* -- 0% (SY18-19); *n* -- 0% (SY19-20)
- FRL: *n* -- 67% (SY17-18); *n* -- 75% (SY18-19); *n* -- 0% (SY19-20)
- EL: *n* -- 0% (SY17-18); 0 -- 0% (SY18-19); *n* -- 0% (SY19-20)

Three-year trend data indicate an underrepresentation of special populations participating in CTE programs. An evaluation of systems and structures is needed to strategically focus resources in ways to better provide special populations with equal access to CTE courses and programs of study.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

Project Name:

STS Welding Technology

Amount:

\$12,680.74

Project Description:

The Welding Technology project provides students with instruction in the industry standard welding practices. Areas of study include print reading, measurement, properties of metals, SMAW, GMAW, FCAW, GTAW, thermal cutting, codes, inspections, and certifications. This program prepares welding technology students for the American Welding Society (AWS) certification tests.

This project will support strategic programming and improvement to ensure HCSD is continuing to address the Quality Program Standards (QPS). Several important "needs improvement" components prescribed, which are part of HCSD's CTE QPS Continuous Improvement Plan (CIP) was in Program and Instruction (QPS, 2.0) and Facilities, Equipment, and Instructional Materials and Supplies (QPS, 6.0).

Project Evaluation Methods and Outcomes:

Specific measurable objectives will include increasing rates of CTE student participation numbers as:
A) CTE concentrators, and B) CTE program completers – specifically monitoring the number of special population students – disaggregated by student demographics: 1) Overall participation; 2) Individuals with Disabilities (IEP); 3) Economically disadvantaged (FRL); and 4) English Language Learners (EL) – analyzed over a three-year trend (SY 17-18; SY 18-19; SY 19-20); establishing baseline data and future targets to be included in the Perkins V FY21 Comprehensive Local Needs Assessment (CLNA).

RESULTS

A) CTE Concentrators (Enrolled in or have completed at least one Level 2 CTE course)

- Total: 252 (SY17-18); 248 (SY18-19); 210 (SY19-20)
- Male: 75% (SY17-18); 70% (SY18-19); 73% (SY19-20)
- Female: 25% (SY17-18); 30% (SY18-19); 27% (SY19-20)
- IEP: 7% (SY17-18); 7% (SY18-19); 7% (SY19-20)
- FRL: 21% (SY17-18); 25% (SY18-19); 20% (SY19-20)
- EL: 4% (SY17-18); 4% (SY18-19); 7% (SY19-20)

B) Welding Technology (# who have completed CTE program -- % passed End of Program Assessment)

- Total: 23 -- 61% (SY17-18); 23 -- 61% (SY18-19); *n* -- 42% (SY19-20)
- Male: 20 -- 60% (SY17-18); 22 -- 64% (SY18-19); *n* -- 50% (SY19-20)
- Female: *n* -- 67% (SY17-18); *n* -- 0% (SY18-19); *n* -- 0% (SY19-20)
- IEP: *n* -- 0% (SY17-18); *n* -- 0% (SY18-19); *n* -- 100% (SY19-20)
- FRL: *n* -- 33% (SY17-18); *n* -- 60% (SY18-19); *n* -- 50% (SY19-20)
- EL: 0 -- 0% (SY17-18); *n* -- 25% (SY18-19); 0 -- 0% (SY19-20)

Three-year trend data indicate an underrepresentation of special populations participating in CTE programs. An evaluation of systems and structures is needed to strategically focus resources in ways to better provide special populations with equal access to CTE courses and programs of study. students can be met. Finally, replacing outdated, worn, and damaged equipment will not only improve student safety, but overall program outcomes. Funds from this program improvement project will be used to purchase necessary lab equipment and supplies along with practice manikins necessary to simulate real-world application.

How many projects were approved in the grant?

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Lander County School District

Submit Date:

11/23/2020

Name of Authorized Representative and Title:

Heather Nield/ CTE Coordinator

Funding Award Amount:

\$17,882.58

Funding Amount Used:

\$9,363.99

Funding Amount Not Used:

\$8,518.59

If not all funds were used please explain why, enter N/A if all funds were expended:

Improvements for the AG shop were paid from the Perkins grant. Additional supply purchases for all programs were halted from COVID uncertainty. Travels were canceled due to COVID restrictions.

Overall Grant Purpose:

This program improvement project is designed to increase equity and student access, improve program outcomes including completion rates, ensure program equipment meets state and industry standards, and improve our overall Program Quality Standards (QPS). Funding from this grant program will be concentrated on improving QPS 2.0: Program and Instruction, QPS 5.0: Program Planning and Promotion, and QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies. Improvement efforts under QPS 2.0 and 6.0 will focus on improving the learning environment by purchasing safety equipment and supplies to ensure a positive, safe, and organized learning environment. Additionally, LCSD will enhance the availability of current classroom technology and equipment which meets current standards and affords simulated work-based learning opportunities. Adequate quantities of supplies and equipment will be purchased to ensure that the instructional needs of all students can be met. Finally, replacing outdated, worn, and damaged equipment will not only improve student safety, but overall program outcomes. Funds from this program improvement project will be used to purchase necessary lab equipment and supplies along with practice manikins necessary to simulate real-world application.

How many projects were approved in the grant?

4

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lander County School District

Type of Grant:

Allocation

Project Name:

Ag Mech

Amount:

\$3,820.35

Project Description:

According to the Governor's Office of Workforce Innovation's (OWINN) report titled In-Demand Occupations : Leveraging Labor-Market Data with Industry Insights to Strategically Align Nevada's Education and Workforce, the LCS D Agricultural Mechanics Technology program will prepare program completers to enter into high wage, high skill, and high demand careers. The OWINN report notes that the Standard Occupational Classification (SOC) of Welders, Cutters, Solderers, and Brazers alone will experience 63% growth by 2024 (Lamarre, Pots, & Anderson, 2017). Additionally, the OWINN report notes that these same SOC's are growing across industry sectors, showing strong growth in Aerospace, Construction, and the Mining and Materials sectors. These occupations that bridge industry sectors are known to have significant implications in diversifying and growing the economy (Lamarre et al, 2017, p.13).

Project Evaluation Methods and Outcomes:

This project includes four measurable objectives:

Increase Equity and Student Access: By the end of school year 19-20, the Agricultural Mechanics Technology program will increase student enrollment by 5% and will ensure that all students have equitable access to the Agricultural Mechanics Technology curriculum by providing adequate resources to meet the learning goals of all students. Progress will be monitored by program staff and school counselors to ensure that enrollment follows the pathways outlined on the CTE Program of Study and that students are receiving individualized instruction within the classroom which is designed to meet the needs of each student.

Improve Program Outcomes: By the end of school year 19-20, the Agricultural Mechanics Technology program will improve program outcomes including program completers, students obtaining industry-recognized credentials, or students obtaining a college-ready endorsement and/or a career-ready endorsement on his/her diploma by 5%. Progress will be monitored through data reported in Nevada Bighorn as well as monitoring data set forth by the standard Performance Indicators outlined in the Carl

Perkins Grant process.

Ensure Equipment Meets State & Industry Standards: All equipment and supplies obtained for the Agricultural Mechanics Technology program during school year 19-20 will meet current state and industry standards. Program staff will continue to collaborate with business and industry leaders to ensure our programs are meeting the dynamic needs of the regional workforce.

Improve Program Quality Standards: The Agricultural Mechanics Technology Program will improve its Quality Program Standards indicators on the Comprehensive CTE Program Self-Assessment Annual Report in four categories including Program and Instruction, Educational Personnel, Program Planning and Promotion, and Facilities, Equipment, and Instructional Materials and Supplies as measured from the end of school year 18-19 to the end of school year 19-20.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lander County School District

Type of Grant:

Allocation

Project Name:

Greenhouse Management

Amount:

\$2,300.00

Project Description:

This program will prepare program completers to enter into high wage, high skill, and high demand careers as teachers, floral designers, floral production managers, education and extension specialists, floral shop owners/managers, floral sales representatives, plant researchers, inspectors, testers, sorters, samplers, weighers, productions workers, recreation workers, mechanics, and sales managers.

The Governor's Office of Workforce Innovation's (OWINN) report titled In-Demand Occupations: Leveraging Labor-Market Data with Industry Insights to Strategically Align Nevada's Education and Workforce, includes a listing of 16 occupations amongst their list of Top Occupations and Labor Market Overview. The report further notes that "Employers in this sector expressed a strong desire for prospective applicants to understand the wide set of occupations and experiences that natural resources contains" (Lamarre, Pots, & Anderson, 2017, p. 31). Sector employers further expressed that "skills required for advancement from entry-level to mid-level and management positions included competency and mastery of technical skills, certifications, education, and project and people management" (Lamarre et al, 2017, p. 31).

Project Evaluation Methods and Outcomes

This project includes four measurable objectives:

Ensure Equipment Meets State & Industry Standards: All equipment and supplies obtained for the Ornamental Horticulture/Greenhouse Management program during school year 19-20 will meet current state and industry standards. Program staff will continue to collaborate with business and industry leaders to ensure our programs are meeting the dynamic needs of the regional workforce.

Increase Equity and Student Access: By the end of school year 19-20, the Agricultural Mechanics Technology program will increase student enrollment by 5% and will ensure that all students have equitable access to the Agricultural Mechanics Technology curriculum by providing adequate resources to meet the learning goals of all students. Progress will be monitored by program staff and school counselors to ensure that enrollment follows the pathways outlined on the CTE Program of Study and that students are receiving individualized instruction within the classroom which is designed to meet the needs

of each student.

Improve Program Outcomes: By the end of school year 19-20, the Ornamental Horticulture/Greenhouse Management program will improve program outcomes increasing program enrollment by 30%. Progress will be monitored through data reported in Nevada Bighorn and Infinite Campus.

Increase Employer Engagement: By the end of school year 19-20, the Ornamental Horticulture/Greenhouse Management program will improve program outcomes increasing employer engagement by 30%. We will accomplish this goal by securing partnerships with local businesses and industry experts to provide SAE's for students, to participate in classroom demonstrations, and to participate in Advisory Technical Skills Committees.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lander County School District

Type of Grant:

Allocation

Project Name:

Vet Science

Amount:

\$6,063.00

Project Description:

The Battle Mountain High School Veterinary Science program is the second most popular full sequence for completers following just behind our nursing program. However, our Veterinary Science Program is lacking substantially in program equipment and instructional materials necessary to facilitate a high-quality, standards aligned program. This program improvement project is designed to increase equity and student access, improve program outcomes including completion rates, ensure program equipment meets state and industry standards, and improve our overall Program Quality Standards (QPS).

Funding from this grant program will be concentrated on improving QPS 2.0: Program and Instruction, QPS 5.0: Program Planning and Promotion, and QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies. Improvement efforts under QPS 2.0 and 6.0 will focus on improving the learning environment by purchasing safety equipment and proper storage facilities to ensure a positive, safe, and organized learning environment. Additionally, we will enhance the availability of current classroom technology and equipment which meets current standards and affords simulated work-based learning opportunities. Adequate quantities of supplies and equipment will be purchased to ensure that the instructional needs of all students can be met. Finally, replacing outdated, worn, and damaged equipment will not only improve student safety, but overall program outcomes. Funds from this program improvement project will be used to purchase necessary lab equipment and supplies along with practice manikins necessary to simulate real-world application of veterinary techniques. Obtaining grooming equipment and crates will allow demonstrations from Industry Sector Stakeholders, project-based learning opportunities and will provide a facility for student Supervised Agricultural Experience (SAE) for students in this program of study who might not otherwise have the opportunity given the limited amount of access to licensed veterinarians in our geographically isolated rural community. Finally, adequate storage facilities will be purchased to provide storage for lab equipment and crates that cannot feasibly be stored within the multifunctional classroom when not in use.

Project Evaluation Methods and Outcomes

This project includes four measurable objectives:

Increase Equity and Student Access: By the end of school year 19-20, the Veterinary Science program will increase student enrollment by 40% and will ensure that all students have equitable access to the Veterinary Science curriculum by providing adequate resources to meet the learning goals of all students. Progress will be monitored by program staff and school counselors to ensure that enrollment follows the pathways outlined on the CTE Program of Study and that students are receiving individualized instruction within the classroom which is designed to meet the needs of each student.

Improve Program Outcomes: By the end of school year 19-20, the Veterinary Science program will improve program outcomes including program completers, students obtaining industry-recognized credentials, or students obtaining a college-ready endorsement and/or a career-ready endorsement on his/her diploma by 30%. Progress will be monitored through data reported in Nevada Bighorn as well as monitoring data set forth by the standard Performance Indicators outlined in the Carl Perkins Grant process.

Ensure Equipment Meets State & Industry Standards: All equipment and supplies obtained for the Veterinary Science program during school year 19-20 will meet current state and industry standards. Program staff will continue to collaborate with business and industry leaders to ensure our programs are meeting the dynamic needs of the regional workforce.

Improve Program Quality Standards: The Veterinary Science Program will improve its Quality Program Standards indicators on the Comprehensive CTE Program Self-Assessment Annual Report in three categories including Program and Instruction, Program Planning and Promotion, and Facilities, Equipment, and Instructional Materials and Supplies as measured from the end of school year 18-19 to the end of school year 19-20.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lander County School District

Type of Grant:

Allocation

Project Name:

Nursing Assistant

Amount:

\$1,606

Project Description:

The Nursing program at Battle Mountain High School is our most successful program in terms of program sequence completers. This program also has the strongest career and post-secondary education outlook of all of our programs. This program improvement project is designed to ensure program equipment meets state and industry standards and improve our overall Program Quality Standards (QPS). Funding from this Program Improvement project will be focused on replacing outdated, worn, and damaged airway manikin equipment and improving our self-assessment score on QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies. Improvement efforts under QPS 6.0 will focus on improving the learning environment by purchasing equipment which will enhance the availability of current classroom technology and equipment which meets current standards and affords simulated work-based learning opportunities. By replacing outdated, worn, and damaged equipment, we will not only improve student safety, but overall program outcomes.

Project Evaluation Methods and Outcomes

This project will address the following measurable objective:

Ensure Equipment Meets State & Industry Standards: All equipment and supplies obtained for the Nursing Assistant program during school year 19-20 will meet current state and industry standards.
Program

staff will continue to collaborate with business and industry leaders to ensure our programs are meeting the dynamic needs of the regional workforce.

Measurable outcomes were not attainable due to state mandated school closures. endorsement on his/her diploma by 5%. Progress will be monitored through data reported in Nevada Bighorn as well as monitoring data set forth by the standard Performance Indicators outlined in the Carl Perkins Grant process.

Ensure Equipment Meets State & Industry Standards: All equipment and supplies obtained for the

Agricultural Mechanics Technology program during school year 19-20 will meet current state and industry standards. Program staff will continue to collaborate with business and industry leaders to ensure our programs are meeting the dynamic needs of the regional workforce.

Improve Program Quality Standards: The Agricultural Mechanics Technology Program will improve its Quality Program Standards indicators on the Comprehensive CTE Program Self-Assessment Annual Report in four categories including Program and Instruction, Educational Personnel, Program Planning and Promotion, and Facilities, Equipment, and Instructional Materials and Supplies as measured from the end of school year 18-19 to the end of school year 19-20.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Lincoln County SD

Submit Date:

11/04/2020

Name of Authorized Representative and Title:

Marty Soderborg, Principal

Funding Award Amount:

$\$9,509.11 + 1,095.02 = 10,604.13$

Funding Amount Used:

\$4,582.83

Funding Amount Not Used:

\$6,021.30

If not all funds were used please explain why, enter N/A if all funds were expended:

Due to Covid-19 lockdowns, students were not in attendance after March 2020. All travel plans for State and National events were cancelled and staff and student funds were not used.

Overall Grant Purpose:

Funds are targeted for Lincoln County High School (LCHS) Industrial Arts and FFA Programs for 2019-20 and want to encourage staff and student participation at State and National activities. LCHS has added Furniture and Cabinetmaking III class to encourage completers in that program. Goal is to have 5 students enrolled in Cab/Furn III and 3 pass the Skills Test. Funds would also be used to purchase tool for the Planer Machine to bring it up to industry standards.

How many projects were approved in the grant?

Travel and Equipment were approved for this grant. We spent all the funds for the equipment but only began spending in the travel category before Covid-19 lock-down in March of 2020.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Marty Soderborg

Type of Grant:

Allocation

Project Name:

LCSD CTE Industrial Arts and FFA Programs

Amount:

\$9509.11

Project Description:

Funds are targeted for Lincoln County High School (LCHS) Industrial Arts and FFA Programs for 2019-20 and want to encourage staff and student participation at State and National activities. LCHS has added Furniture and Cabinetmaking III class to encourage completers in that program. Funds would also be used to purchase tool for the Planer Machine to bring it up to industry standards.

Project Evaluation Methods and Outcomes:

From the 11 students enrolled in Furn/Cab II classes last year, goal is to have 5 enroll in Furn/Cab III class and of those, 3 will pass Skills Assessment Test. *n* students enrolled (*n* girls/*n* boy) but due to Covid-19 in March 2020, students did not complete the course and did not pass the Skills Assessment Test.

Tool was successfully purchased for Planer Machine and was used during the school year.

Due to Covid-19 and the cancellation of student attendance, all State and National activities were cancelled and the money in the grant was not used before 6/30/2020.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Lyon County School District

Submit Date:

10/22/2020

Name of Authorized Representative and Title:

Jennifer Apgar - Grants Coordinator

Funding Award Amount:

\$200,396.71

Funding Amount Used:

\$103,150.49

Funding Amount Not Used:

\$80,930.83

If not all funds were used please explain why, enter N/A if all funds were expended:

The unexpended funds were due to the request of the NDE to report all funds that were not tied to human capital as of the first week of April 2020. Amid the COVID-19 Pandemic and possible short falls of the state's budget, we halted all spending and committed to return all unspent funds as of 04/10/2020.

Overall Grant Purpose:

The overall purpose for the Allocation funding in FY20 was to support LCSD's current CTE programs and provide industry standard devices, equipment, and supplies. The purchase provided the necessary items for hands on learning opportunities for all students enrolled.

How many projects were approved in the grant?

Six projects were approved, one for each Program Area.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lyon County School District

Type of Grant:

Allocation

Project Name:

Agriculture & Natural Resources

Amount:

\$25,844.00

Project Description:

Fernley HS (FHS) served 49 students in AG programs in SY18-19 and increased that number to 63 in SY19-20. The school has acquired a greenhouse for its AG programs, in order to follow the district widely used CASE curriculum, further supplies and equipment are necessary to run labs. To get students immersed in FFA, they must 1st have the chance to experience it without risk. This program has had a drastic shift from many seniors to many freshmen. Most people don't know what FFA has to offer. Greenhand Conference is a great way to actively show them what FFA can do for them. This should help increase the number of active members in our chapter. Summer Leadership Camp is a great way for new officers to learn about their duties in their respective positions along with learning group-think and leadership strategies. The officers should have a risk-free chance of going. Agriculture has become a huge priority in the State and the Nation. Jobs are opening that we can't fill. "An average of nearly 60,000 high-skilled ag and related job openings are expected annually in the United States over the next five years, with only about 35,000 grads in food, ag, renewable resources or the environment graduating each year to fill them, according to data from the U.S. Department of Agriculture and Purdue University."

(<https://www.cnbc.com/2015/05/20/agriculture-fertile-ground-for-job-seekers.html>) In addition, the average workforce age has risen in agriculture from 2011 to 2017.

Workers are hard to find and the workforce is typically uneducated. A requirement for highly qualified workers in agriculture has never been higher. Wages for agriculture jobs have increased, yet the decline is still present. Future issues will arise if more aren't motivated to enter this field.

(<https://www.ers.usda.gov/topics/farm-economy/farm-labor>. Smith Valley School (SVS) served 34 students in SY18-19 and is currently scheduled to serve 29 students in SY19-20. Supplies will be purchased to complete the units of study in Plant Science as a part of the CASE curriculum. Smith Valley School currently has a greenhouse and hoop house solely used for student-based enterprise. Offering a plant class will enhance not only the students' education and experience in the greenhouse or floral shop, but it will enhance their entrepreneurship while in high school and taking this future completer course. Plant Science will give the students the foundation they need to succeed in plant pathways as well as experience for future careers. Using the CASE Curriculum, students will have hands-on experience and

be able to see and relate their learning to real-life as we use our greenhouse and current floral business to enhance the hands-on, educational labs. By the instructor attending the professional development conference, I will learn new ideas to implement into the classroom, the greenhouse and the floriculture programs that we hope to offer in Smith Valley. This will increase program completers and certificate earners in Smith Valley because plant pathways currently are not an option at our high school. By offering a plant science prerequisite through CASE, students are getting hands-on experience to set a foundation for a possible completer in Greenhouse Management and Floriculture Design. Attendance to the professional development conference will enhance the learning of students in these plant classes as more teaching strategies and lessons will be taught during the conference. Smith Valley currently only offers Natural Resources and Wildlife Management, Food Science, Animal Science and Veterinary Science so this prerequisite will offer two more possible completer courses for students to choose. In CASE Animal Science, students are given opportunities to select a specific species they wish to research further. They focus the entire year on their animal and build their Producer's Management Guide for future reference based on their species chosen. As the curriculum continues through the year, the students cover all areas of animal science, housing, nutrition, health, genetics, reproduction, marketing, safety, evaluation of the animals and the products they produce. With the textbooks, the students will be able to use it as a reference in their research as each student has a different animal in which they focus on. The fetal pigs and the reproductive parts will allow students hands-on experiences to dissect and "birth" livestock animals all while understanding the reproductive system internally. This will help students fully understand the internal functions of livestock animals and how the systems of livestock animals' function together. Animal science covers a wide variety of animal knowledge and is important for students to know and understand in any animal production setting. This will assist students in passing the completer course exams. Food Science is an important career pathway in agriculture and continues to grow as food processing and the science behind food prep is a growing standard. At Smith Valley Schools, the food science class is based off of the CASE Curriculum which allows students hands-on labs to understand the safety of food and food in a serving setting, the processing of food, the handling of food and the science of food as a whole. The items requested will allow students to prep food in their labs with the correct equipment and meet standards not only for Nevada's agriculture standards but also standards for the Next Generation Science Standards. This will improve student outcomes as it will give students a better understanding of industry standards in order to pass their completer course. Yerington HS (YHS) served 95 students in SY18-19 and increased that number to 112 in SY19-20. Ag. Science 1 and 2 are the foundation courses for all of the other courses in the pathways that are taught at Yerington High School. Within the Ag. Science 1 and 2 course students learn the skills necessary for the other courses. Students are introduced to the National FFA Organization along with Mason Valley FFA Chapter and the State of Nevada's FFA Association. The funding available will help reduce the costs for the students to attend the various leadership workshops that will be available to them through-out the school year reinforcing the skills they learned in class. This request meets the States priority Career Pathways by providing the students with current and up-to date industry standards that will be taught to them through-out the courses. The students will be introduced to employability skills/standards and what is expected of them. The supplies I am requesting will help with leadership development skills, employability skills building. The technology that I am asking for will help up-date my classroom by integrating more technology into the classroom environment.

Project Evaluation Methods and Outcomes:

In August of 2020, LCSD cabinet members will sit down and review the total student enrollments for all CTE courses, compare SY18-19 enrollments to SY19-20 enrollments and determine if the goal set was reached. The results will be used to help determine CTE goals for the SY20-21 district performance plan. The goal of the program is to increase student enrollment in L1, L2, and L3C courses by 10% from SY18-19 to SY19-20, with a completion and certificate earner count increase of 5%.

Outcomes: Enrollment in L1, L2, and L3 from school year 18-19 to 19-20 decreased by 3%, Completer & Certificate earner number increased 25%.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Business and Marketing Education

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lyon County School District

Type of Grant:

Allocation

Project Name:

Business & Marketing Education

Amount:

\$12,550.65

Project Description:

Dayton HS (DHS) served 17 students in SY18-19 and is planning to serve 13 students in SY19-20. Student travel and state registration purchases are to reduce the cost of competing at the state DECA conference increasing the numbers attending and reduce the barrier of student cost. CTSO participation is critical to leadership development. DECA curriculum materials are used in class as a major part of the instruction. These materials meet the requirements of the marketing sequence standards and additional soft skill usage meets employability standards as well as leadership development. Virtual Business Simulations address multiple marketing sequence standards simultaneously in a student friendly environment as well as problem solving and math content. The student paid cost for the state conference will be reduced from \$75 to \$50 of the \$225 quad rate based on 2019 state conference costs. This reduction in cost will increase the number of state conference participants by 2 and also leave more SBE and student funds available for ICDC participation reducing that financial barrier. The use of Virtual Business Simulations and DECA curriculum materials will lead to 2020 and future program completion. At least one completer in 2020, and at least two in 2021. Fernley HS (FHS) served 28 students in SY18-19 and will increase the number of students served to 31 students in SY19-20. Although no funding was allocated the program will continue to run in SY19- 20. Silver Springs HS (SSHS) served 28 students in SY18-19 and has increased that to 30 students in SY19-20. Although no funding was allocated the program will continue to run in SY19-20. Yerington HS (YHS) served 21 students in SY18-19 and will continue to serve 21 students in SY19-20. The request meets the State's priority Career Pathways by giving students knowledge in an area that can be used in all areas of work. The updated workstations will allow the students to have better work- flow. When workstations are sluggish, work is unproductive and, in some cases, impossible. Purchasing updated equipment will improve students' outcomes by allowing them to be more productive and get projects completed instead of having to start over at the end of a period due to lack of RAM.

Project Evaluation Methods and Outcomes:

In August of 2020, LCSD cabinet members will sit down and review the total student enrollments for all CTE courses, compare SY18-19 enrollments to SY19-20 enrollments and determine if the goal set was reached. The results will be used to help determine CTE goals for the SY20-21 district performance plan. The goal of the program is to increase student enrollment in L1, L2, and L3C courses by 10% from SY18-19 to SY19-20, with a completion and certificate earner count increase of 5%.

Outcomes: Enrollment in L1, L2, and L3 from school year 18-19 to 19-20 decreased by 47%, Completers \$ Certificate earner number increased by 50%.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Education, Hospitality, and Human Services

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lyon County School District

Type of Grant:

Allocation

Project Name:

Education, Hospitality & Human Services

Amount:

\$11,126.59

Project Description:

Dayton HS (DHS) served 136 students in SY18-19 and has increased that number significantly to 179 students being served in SY19-20. The Dayton High School Culinary Arts Program has been established for over 10 years now. With the industry constantly changing the Culinary Program has not fully updated with the changes that have come to the industry standards. Much of the equipment that the students currently utilize within the program are cracked, dented, broken or out of date. The 3rd curriculum is currently being revamped for the students, so a majority of their time learning is spent on how to properly run a restaurant from a front of house and back of house perspective. The students will have a STEM project where in the end they must run a full dining service for their family, friends and staff. Currently the equipment that is utilized from the program will support the minimum for what their project will require. The funding that is requested will exceed the current state standards and industry standards as well as assist all levels of the culinary program in employability skills and career readiness. This program will improvement is a trickle-down system where each level of student will be more prepared for real world situations while learning within a professional kitchen atmosphere. The Dayton High School Culinary Arts program is a comprehensive 4-year program which introduces students to basic and advance cooking techniques for the hot kitchen, cold kitchen and the bake shop. There is a strong emphasis placed on real world application of acquired knowledge as it pertains to the Restaurant and Hospitality Industries and larger job market in Northern Nevada. The skill sets which are taught focus on both the acquisition of authentic skills which are applicable to real kitchen situations as well as the obtainment of scholarly knowledge related to the Restaurant and Hospitality Industries. Students who complete the program have acquired skills which make them employable at the entry level in the Restaurant and Hospitality Industry.

- 1) Continue to focus on engagement with the Dayton Community to build a sustainable on-site food supply provided through the high school's green house.
- 2) Work to incorporate sustainable practices into the everyday operations of the restaurant and kitchen.
- 3) Adjust the 3rd year curriculum to align with NRA testing, state assessments and certification process as a certified cook.

Currently 3rd year students do not have a lot of opportunity to refine the skills they have learned in their first and second years, with the reconstruction of the curriculum and the requested equipment students will be reinforcing their knowledge and using the techniques they have learned in the kitchen.

Project Evaluation Methods and Outcomes:

In August of 2020, LCSD cabinet members will sit down and review the total student enrollments for all CTE courses, compare SY18-19 enrollments to SY19-20 enrollments and determine if the goal set was reached. The results will be used to help determine CTE goals for the SY20-21 district performance plan. The goal of the program is to increase student enrollment in L1, L2, and L3C courses by 10% from SY18-19 to SY19-20, with a completion and certificate earner count increase of 5%.

Outcomes: Enrollment in L1, L2, and L3 from school year 18-19 to 19-20 increased by 13%, Completers & Certificate earner number increased by 129%.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lyon County School District

Type of Grant:

Allocation

Project Name:

Health Science & Public Safety

Amount:

\$28,247.10

Project Description:

Dayton HS (DHS) served 104 students in SY18-19 and will serve 54 students in SY19-20. As the school has struggled with losing staff in the HS & PS programs. The focus will be to rebuild all of the programs and fill the nursing instructor position. The health Science, sports medicine and pharmacy practice courses have gained a new instructor. DHS is looking to restart the Nursing Assistant program in SY20-21. Fernley HS (FHS) served 92 students in SY18-19 and will serve 107 students in SY19-20. FHS has expanded their offerings and have added in Sports Medicine. To improve instruction, the incorporation of technology into our curriculum to make the material more realistic and understandable. The funds will also be used to allow us to be more hands on and to learn how to work in groups in small group settings. Introducing students to basic anatomy and physiology, their main function and the organs involved in the body systems. Also address the common diseases and or abnormalities that are associated with systems. Visually improving what the students are looking at will help them understand better how the body works and behaves. The equipment and materials will enable students to familiarize themselves with a professional setting and will become proficient with the use of the equipment provided.

Smith Valley School (SVS) served 23 students in SY18-19 and will serve 25 students in SY19-20. The purpose of this purchase is to help students understand the key elements in the U.S. health care system and to learn basic health care terminology, the anatomy and physiology of each body system, pathology, diagnostic and clinical procedures, therapeutic interventions and the fundamentals of traumatic and medical emergency care. Skills in science, mathematics, communications, social studies, and health are reinforced in this course. Basic skills are also part of the curriculum, including vital signs, first aid, assisting to ambulate, among others. Projects, teamwork, demonstrations and hands-on activities serve as instructional strategies that reinforce the curriculum content. Yerington HS (YHS) served 41 students in SY18-19 and will serve 40 students in SY19-20. Attending the winter leadership conference for Nevada HOSA helps with student leadership development and career guidance for students interested in a health science career. Since HOSA is co-curricular I used many of the event ideas as lessons in the classroom. Every year that I have served as the HOSA advisor at YHS, my HOSA participation has increased, and more students are competing, as well as winning awards that we have never received in the past.

Project Evaluation Methods and Outcomes:

In August of 2020, LCSD cabinet members will sit down and review the total student enrollments for all CTE courses, compare SY18-19 enrollments to SY19-20 enrollments and determine if the goal set was reached. The results will be used to help determine CTE goals for the SY20-21 district performance plan. The goal of the program is to increase student enrollment in L1, L2, and L3C courses by 10% from SY18-19 to SY19-20, with a completion and certificate earner count increase of 5%.

Outcomes: Enrollment in L1, L2, and L3 from school year 18-19 to 19-20 decreased by 18%, Completer and Certificate earner number increased by 22%.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lyon County School District

Type of Grant:

Allocation

Project Name:

Information & Media Technology

Amount:

\$35,542.19

Project Description:

Dayton HS (DHS) served 68 students in SY18-19 and will serve 64 students in SY19-20. As we try to rebuild a program with a new instructor, we look forward to increasing student enrollment.

Fernley HS (FHS) served 132 students in SY18-19 and will serve 178 students in SY19-20. Supplies support student designed posters, banners, fliers, stickers, etc. for activities around school to promote spirit, school events and/or Peace Week. Students design projects, critique others work and apply correct terminology of elements and principles will help students reflect on their work and make improvements. Photography at Fernley High School has become one of the most popular classes. Our program has a good following of students continuing in the program to complete their Program of Study. We are on track to doubling our numbers next school of students will take their State test. The supplies we are requesting will help students gain that extra step getting them closer to becoming a true professional photographer. These supplies also allow students to understand the printing process of photos and how they can improve those skills as well. Our student outcomes will include working towards getting our students and others in CTE to join and become part of Skills USA and compete in the competition. All while learning how to take constructive criticism.

Silver Stage HS (SSHS) served 35 students in SY18-19 and will serve 75 students in SY19-20. We have phased out IT Service & Support, transitioned over to Cybersecurity and started a Computer Science program. The program will allow another opportunity for students to gain career skills. This program falls within the Priority Career Pathways from the State of Nevada. According to the In-Demand report, computers are towards the top of the list. So, this is a high wage and high demand career choice. The Computer Science sequence will allow those students looking for AP or upper level classes to enroll in. Computer Science falls under both the FBLA and SkillsUSA CTSO. Students will have a limited knowledge of Computer Science because of the new CET course requirement, this will allow those interested to pursue the pathway. The teachers have the proper endorsement and will be taking the Code.org class this summer and are members of the national ACTE. The Computer Science sequence will

be available to all students and will be a three-year completer program. The special accessories needed for the class will be locked in a cabinet. There are possible job opportunities through local businesses. The Graphic Design classes will be improved upon with more hands-on activities, students will gain a better understanding how things operate, such as taking pictures. This program will allow opportunities for students to gain career skills.

Smith Valley Schools (SVS) served 29 students in SY18-19 and will serve 46 students in SY19-20. This is for New Program Development in Graphic Design. The instructor has designed the Graphic Design I syllabus consulting the WNC syllabus. To best train students in graphic design thinking and in the design thinking process, we plan to use iPads and Apple pens to teach students to think about the gestalt of design and to engage in small creative teams that use drawing as part of innovating. The program is to implement year I of a 3-year digital graphic design sequence at Smith Valley School designed to teach best practices in creative and collaborative design thinking in a 21st century classroom. The primary activities will be as directed by the Graphic Design state standards in education. The request meets the state's priorities by addressing the emergence of graphic design as an important part of the pathway "- ARTS, A/V TECHNOLOGY & COMMUNICATIONS." The supplies requested support the state standards in terms of teaching cutting edge technologies used by industry professionals, giving students real-time drawing capability as part of their study of visual literacy and the design thinking. Photography and Video Productions will use supplies to bolster those programs as part of a pathway to a career in photography for students interested in portrait photography. Funds for this program are designed to sustain the independent and small teams applied learning in Video Production Lab 11-111 and in Video Production Advanced Studies. The AS class will have 3 Year III completers in it who have already passed their state exit examination and are now ready to "...develop experiences within a school-based enterprise, completion of a capstone project, and/or portfolio development."

Yerington HS (YHS) served 39 students in SY18-19 and will serve 73 students in SY19-20. The use of the funds would be to improve the productivity of the equipment that we have. It has been extremely difficult to produce large media when we the computers don't have enough RAM. The district is also moving to Windows 10 next year, so these workstations need to be able to handle the extra memory of both the Windows and Adobe Creative Cloud programs. The updated workstations will allow the students to have better workflow. When workstations are sluggish, work is unproductive and in some cases impossible. Purchasing updated equipment will improve students' outcomes by allowing them to be more productive and get projects completed instead of having to start over at the end of a period due to lack of RAM.

Project Evaluation Methods and Outcomes:

In August of 2020, LCSD cabinet members will sit down and review the total student enrollments for all CTE courses, compare SY18-19 enrollments to SY19-20 enrollments and determine if the goal set was reached. The results will be used to help determine CTE goals for the SY20-21 district and consumables every year are a vital part of helping our program to run effectively. We are in need of replacing these supplies and consumables like the following, burned gloves, shop coats, coveralls, welding electrodes, welding wire, plasma cutting consumables for use on student practical assignments as well as fabrication projects for advance students. Steel is our most important component which allows our students to practice running welding beads, do some fabrication, learn layout, fit up and cut the metal using saws,

band saws, oxyacetylene, and plasma cutting operations we have in our lab. All of our portable machines, bench machines and a variety of our everyday Lab tools are in need of replacement or repaired to maintain a safe working environment. Our larger machines like the SMAW, GMAW, GTAW, need to be kept running using these consumables and supplies. These practices we do helps students relate the practical aspect to the written materials we use or do when we are preparing for our state assessments. Drafting & Design Students will learn through hands on experience using the AutoCAD, Inventor, and Revit Architecture software programs. Students will gain an in-depth knowledge of design, manufacturing, engineering, architecture, construction and any other fields that has a use for AutoCAD. They create mechanical, technical objects in the programs. In Revit they create residential structures. Improve student learning towards mastery and to where they could pass the Autodesk Certification test in each program listed above. Professional portfolio will be completed to show mastery and outcomes. Electronic Technology uses consumables that support the standards to where students can identify and analyze the components to use in different circuits. Students create different circuits through the use of Circuit Scribe, Bread boards and Printed Circuit Boards (PCB's). Students will learn through hands on experience using the Electricity & Electronics textbook, Student manuals in tronix manuals for support lab programs. Students will gain an in-depth knowledge of design, manufacturing, engineering, construction and any other fields that has a use for Electronics. Improve student learning towards mastery and to where they could pass the entry level Certification test in basic certification program. Projects and assessments will be completed to show mastery and outcomes.

Silver Stage HS (SSHS) served 143 students in SY18-19 and will serve 179 students in SY19-20.

Construction Technology will be purchasing the materials for various construction projects next year, this would include the building of a small shed that could be used by the school. These supplies would not be able to be afforded from our normal budget. We would like to build a small structure with a gable roof. Students would have to design and layout plans for this project, use site space and build the structure. This would help the students' hands on understanding of design, framing, etc. This project would improve student outcomes by being able to work on a life size building site and building structure. At the end of the project students will be able to see the various steps needed in planning and building a shed. I believe that as students see that in construction class, we actually build things beyond models and drawings we will have more students interested.

Furniture & Cabinetmaking will acquire supplies and consumables to offer students more options when completing hands on projects.

Smith Valley Schools (SVS) served 10 students in SY18-19 and will serve 14 students in SY19-20. The welding wire and brad nailer will help improve the student's ability to complete projects. The compressor and air hoses will help to update the shop tools and make a better and safer learning environment.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lyon County School District

Type of Grant:

Allocation

Project Name:

Skilled & Technical Sciences

Amount:

\$90,086.18

Project Description:

Dayton HS (DHS) served 43 students in SY18-19 and will serve 57 students in SY19-20. Our instructor retired and we have filled the position and will continue the program as usual.

Fernley HS (FHS) served 366 students in SY18-19 and will serve 431 students in SY19-20. Furniture & cabinetmaking will be using the state allocation funds to help support students in the learning activities we are covering from the state standards. We are using the funds for a wide range of things that help to give our students every chance possible to be successful in the program. We use some of these funds to purchase some of the materials that the students use in class each day. The funds help us purchase solid materials like Pine, Alder and Oak, manufactured boards like Oak plywood, Birch plywood MDF and Particleboard. Hardware including drawer glides and hinges. We would like to use some of the money to buy replacement saw blades and cutters for the routers, shapers and blades for the stationary machines in the lab. We would also like to replace the cutting table on the CNC Laser engraver/cutter. In an effort to help the students to become better prepared with job site work where they are going to be required to work with more hand tool and handheld power tools both of the corded and cordless types. We would like to request a couple of corded routers, a couple of cordless trim routers, cordless circular saw, and handheld jig saws. We would like to offer our students the chance to complete an OSHA 10 hour Construction course on-line. The students would work through the course work in 10.25 hours and they are required to pass the test with a 70%. The student will then receive their OSHA card which is good for a Life in the state of Nevada.

Welding will get needed supplies and consumables helping our students improve our project-based learning which provides a hands-on experience. So, when we prepare for state assessments our students can relate the lab activities to what is being presented in our resource materials/textbooks/videos assignments and state assessments taken. In our Welding Lab, supplies and consumables every year are a vital part of helping our program to run effectively. We are in need of replacing these supplies and consumables like the following, burned gloves, shop coats, coveralls, welding electrodes, welding wire, plasma cutting consumables for use on student practical assignments as well as fabrication projects for

advance students. Steel is our most important component which allows our students to practice running welding beads, do some fabrication, learn layout, fit up and cut the metal using saws, band saws, oxyacetylene, and plasma cutting operations we have in our lab. All of our portable machines, bench machines and a variety of our everyday Lab tools are in need of replacement or repaired to maintain a safe working environment. Our larger machines like the SMAW, GMAW, GTAW, need to be kept running using these consumables and supplies. These practices we do helps students relate the practical aspect to the written materials we use or do when we are preparing for our state assessments. Drafting & Design Students will learn through hands on experience using the AutoCAD, Inventor, and Revit Architecture software programs. Students will gain an in-depth knowledge of design, manufacturing, engineering, architecture, construction and any other fields that has a use for AutoCAD. They create mechanical, technical objects in the programs. In Revit they create residential structures. Improve student learning towards mastery and to where they could pass the Autodesk Certification test in each program listed above. Professional portfolio will be completed to show mastery and outcomes. Electronic Technology uses consumables that support the standards to where students can identify and analyze the components to use in different circuits. Students create different circuits through the use of Circuit Scribe, Bread boards and Printed Circuit Boards (PCB's). Students will learn through hands on experience using the Electricity & Electronics textbook, Student manuals in tronix manuals for support lab programs. Students will gain an in-depth knowledge of design, manufacturing, engineering, construction and any other fields that has a use for Electronics. Improve student learning towards mastery and to where they could pass the entry level Certification test in basic certification program. Projects and assessments will be completed to show mastery and outcomes.

Silver Stage HS (SSHS) served 143 students in SY18-19 and will serve 179 students in SY19-20.

Construction Technology will be purchasing the materials for various construction projects next year, this would include the building of a small shed that could be used by the school. These supplies would not be able to be afforded from our normal budget. We would like to build a small structure with a gable roof. Students would have to design and layout plans for this project, use site space and build the structure. This would help the students' hands on understanding of design, framing, etc. This project would improve student outcomes by being able to work on a life size building site and building structure. At the end of the project students will be able to see the various steps needed in planning and building a shed. I believe that as students see that in construction class, we actually build things beyond models and drawings we will have more students interested.

Furniture & Cabinetmaking will acquire supplies and consumables to offer students more options when completing hands on projects.

Smith Valley Schools (SVS) served 10 students in SY18-19 and will serve 14 students in SY19-20. The welding wire and brad nailer will help improve the student's ability to complete projects. The compressor and air hoses will help to update the shop tools and make a better and safer learning environment.

Yerington HS (YHS) served 72 students in SY18-19 and will serve 107 students in SY19-20. Items needed are consumables and tools that are to practice and improve techniques and processes that support career pathways and state standards. Activities would include welding, CNC, sheet metal, cutting processes, machining and foundry.

Project Evaluation Methods and Outcomes:

In August of 2020, LCSD cabinet members will sit down and review the total student enrollments for all CTE courses, compare SY18-19 enrollments to SY19-20 enrollments and determine if the goal set was reached. The results will be used to help determine CTE goals for the SY20-21 district performance plan. The goal of the program is to increase student enrollment in L1, L2, and L3C courses by 10% from SY18-19 to SY19-20, with a completion and certificate earner count increase of 5%.

Outcomes: Enrollment in L1, L2, and L3 from school year 18-19 to 19-20 increase 6%, Completers and Certificate earner number decreased by 4%.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Mineral County School District

Submit Date:

11/13/2020

Name of Authorized Representative and Title:

JayDee Porras-Grant, Grant Manager

Funding Award Amount:

7

Funding Amount Used:

\$10,841.32

Funding Amount Not Used:

\$5,062.38

If not all funds were used please explain why, enter N/A if all funds were expended:

School Closures in March halted most activity in the programs.

Overall Grant Purpose:

The overall purpose of CTE allocation was to provide students an opportunity to gain technical skills that could be utilized beyond High School.

How many projects were approved in the grant?

4

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Mineral County School District

Type of Grant:

Allocation

Project Name:

Administrative Services

Amount:

\$795.00

Project Description:

The Administrative Services pathway provides students with the skills necessary to pursue post high school options in business related industries. The program focuses on computer skills, office software, and accounting practices.

Project Evaluation Methods and Outcomes:

The students worked throughout the year to sharpen their skills on computer applications including Microsoft Office and Word. The students also received fundamental accounting concepts such as cash flow, income, expense, and business projections. The students were given at home assignments for the final quarter of the year.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Mineral County School District

Type of Grant:

Allocation

Project Name:

Construction Technology

Amount:

\$3,166.55

Project Description:

Construction Technology prepares students for skilled trade post-graduation options in construction related industries. The pathway focuses on construction techniques, standards, safety protocols, with project-based tasks.

Project Evaluation Methods and Outcomes:

The students completed several projects to demonstrate their knowledge in general construction. Due to the school closure the last quarter of the year, the instructor gave students paper packets to work on the program. The paper packets requested students' complete multiple-choice tests, mathematical calculations, and write explanations about presented scenarios.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Education, Hospitality, and Human Services

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Mineral County School District

Type of Grant:

Allocation

Project Name:

Food and Consumer Science

Amount:

\$1,525.96

Project Description:

The Mineral County Food and consumer science programs prepare students for basic skills after high school. The pathway includes Foods I, Foods II, Foods III that prepares students for culinary opportunities post high school.

Project Evaluation Methods and Outcomes:

The program focused on basic cooking skills, recipe adherence, food safety, and preparation. As the year progressed, recipes increased on complexity to build the required skills for completion. The COVID-19 pandemic shut down the Food's kitchen, but the teacher provided packets for the final quarter of the year to keep the students on track and learning standards.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Mineral County High School

Type of Grant:

Allocation

Project Name:

Health Scient-EMT Program

Amount:

\$291.43

Project Description:

Mineral County High School had a pathway in the 2019-2020 year that sought to give students access to an EMT certification at the conclusion of the course pathway. In the 2019-2020 year, there was one student formally enrolled that had completed the prior two prerequisites to become a course completer.

Project Evaluation Methods and Outcomes:

The student that had successfully completed all the coursework did a test but was not successful at obtaining the EMT certification card. The program was discontinued in the 2020-2021 school with Fire Science. Fire Science includes an EMT portion in the curriculum. The Administrator of the site should have completed paperwork to discontinue the EMT program and reallocate the resources to Fire Science.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Nye County School District

Submit Date:

10/22/2020

Name of Authorized Representative and Title:

Karen Holley, Coordinator of Federal & State Programs

Funding Award Amount:

\$97,460.08

Funding Amount Used:

\$45,254.77

Funding Amount Not Used:

\$52,205.31

If not all funds were used please explain why, enter N/A if all funds were expended:

State Allocated funding was reverted to the state at the request of the state due to the budget shortfall.

Overall Grant Purpose:

Funding from the allocated grant was used for program improvement, support and expansion. Funding was used for educational personnel, program and instruction and facilities, equipment and instructional materials and supplies. If it weren't for the Nevada CTE Allocated funding, programs in NCSD would not use industry standard supplies and equipment, new sequences would not have support and students across the state would suffer from lack of quality CTE programs.

How many projects were approved in the grant?

2

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Nye County School District

Type of Grant:

Allocation

Project Name:

CTE State Allocated - NCSD

Amount:

\$61,367.55

Project Description:

Program Improvement and Support:

Programs and schools in NCSD:

1. Agriculture Mechanics Technology - Round Mountain High School. 2. Veterinary Science - Round Mountain High School. 3. Animal Science - Round Mountain High School. 4. Family and Consumer Sciences - Beatty High School. 5. Culinary Arts - Pahrump Valley High School. 6. Graphic Design - Pahrump Valley High School. 7. Early Childhood Education - Pahrump Valley High School. 8. Welding Technology - Beatty High School & Tonopah High School. 9. Furniture & Cabinetmaking - Pahrump Valley High School & Tonopah High School. 10. Automotive Technology - Pahrump Valley High School, Beatty High School and Tonopah High School (tentative). 11. Computer Science - Pahrump Valley High School and Beatty High School. 12. Cybersecurity – Pahrump Valley High School. 13. Community Health Science – Beatty High School, Round Mountain High School & Tonopah High School. 14. JROTC – Pahrump Valley High School

The In-Demand Occupations: Leveraging Labor-Market Data with Industry Insights to Strategically Align Nevada's Education and Workforce supports all of the support coursework for NCSD. Furniture and Cabinetmaking works into manufacturing and Automotive Technology fits under automotive service technicians and mechanics and bus and truck mechanics and diesel engine specialists. Community Science is training for both mental and physical health and well-being.

In Nevada's Top 100 Occupations, early childhood education, culinary arts, graphic design, cybersecurity, computer science and agriculture mechanics technology provide students with skills that can meet the requirements of many of the listed jobs.

According to the National Skills Coalition, Middle skill jobs that require education beyond high school but not a four-year degree make up for just over 50% of the jobs in Nevada and there is a shortfall of people that are middle skill workers. All of the program sequences can lead to the development of middle skill workers for Nevada. The articulation of credits will promote students in earning a minimum of an

associate degree in a specific area. Internships can support the knowledge needed that will lead to middle skill jobs. Having the basic workplace readiness skills provides students with the opportunity to take the first step in moving into a middle skill job.

NCSD has continued to increase the number of sequences in the district, taking three years to see the first outcomes of each new program on the end of sequence exams. All classes in the district follow the CTE Course sequences and must be developed over a period of three years allowing teachers to expand classroom resources to support the needs of the students.

Funding will be used to support the automotive, Furniture & Cabinetmaking, Early Childhood Education, Culinary Arts, JROTC, and Information & Media technologies at PVHS. Hands on learning requires the use of consumable and non-consumable supplies that are critical in instruction. Through state allocated funding, teachers can provide students with the resources needed to fully understand the standards-based curriculum. Professional development, such as new CTE teacher training is funded through this grant and much appreciated by the new teachers in NCSD. Support for CTSO's is another important part of the funding. Advisors need to attend the competitions and support student leadership.

The Coordinator of Federal and State Programs is involved in organizations and meeting such as the Nye County meeting with the consulting firm, Siemens. This company is contracted in Nye County and is working with NCSD, the NyE Coalition and Great Basin College to extend grant funding to a project in the community that would promote awareness and academic gains in a sustainable ecosystem for workforce and economic development. This is only one opportunity that has become apparent. NCSD also has an active Technical Skills Advisory Committee that has someone from each of the programs of study sitting on the committee. NCSD has also partnered with Spring Mountain Raceway to provide work experiences to students, just beginning work-based learning. NCSD works as a strong partner with the NyE Communities Coalition in bringing programing and expanding work force opportunities in the Nye communities.

Agricultural Mechanics Technology, Culinary Arts, and Welding Technology are non-traditional field for females. Round Mountain High School puts most of it's students through the Agriculture program reaching almost all female students. The teacher is rotating Veterinary Science and Natural Resources and Wildlife Management to allow students to complete more than one sequence. Many of the students at PVHS and BHS come from low socio-economic backgrounds so a good portion of the students will represent that population. Beginning the 2019-2020 school year, all schools in Nye County School District are identified as 100% FRL under the US Department of Agriculture Community Eligibility Provision (CEP). There are also 57 students at PVHS, 10 at THS, n at BHS and n in all of Round Mountain Schools that qualify for the McKinney Vento program. A College and Career Counselor has been requested in a competitive CTE grant (80%) and McKinney Vento (20%). This counselor would assist students into entering the CTE sequences that most fit future visions.

McKinney Vento students would be introduced to all CTE courses through personalized visits to the classrooms and employment opportunities.

All special education students are given modifications, if needed to participate in CTE coursework. Teachers have worked to make the accommodations needed for the students and subscribed in the IEP's.

Classroom aides are also assigned to students when the need arises. With the schools in the district being small, often times it is easier to make the accommodations since they are probably made for all classrooms.

The cohort graduation rates for 2017-2018 show the state at 80.85% while Nye schools rank as follows; Beatty High School - 100%, Pahrump Valley High School – 93.09%, Round Mountain High School – 95.24% and Tonopah High School – 96.3%. CTE increases student engagement through hands-on learning, creating a culture of student success. This culture will make students want to attend school and graduate with their peers.

Project Evaluation Methods and Outcomes:

By June, 2020, there will be a 10% increase of students that are eligible to take the CTE Technical Skills Exam.

By June, 2020, there will be a 10% increase of students that are eligible to take the Workplace Readiness Skills Exam.

The passing rate for the technical skills exam will increase by 2% by June, 2020.

The passing rate for the workplace readiness skills exam will increase by 2% by June, 2020.

In order to support the objectives and outcomes, there will need to be a minimum 10% increase in the number of students that move through L1 to L2 to L3. Teachers will work to maintain the students that flow through the sequences and provide interventions that may be needed to keep students within the required 3.0.

With the onset of COVID, CTE testing was not completed in Nevada therefore the results that are needed to support the original outcomes are not available at this time. NCSD incorporated the WBL program during the 2019-2020 school year with 40 students participating with local businesses. This was a completely new program and funding from the allocated grant has supported the academic achievement of the CTE students. NCSD has stories to tell that warm your heart for the students in Nevada. CTE classrooms are supported by the state with the tools needed to shift students into high demand careers.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Program Expansion/Improvement and Support/New Program/Staffing:** Program Expansion

LEA Name:

Nye County School District

Type of Grant:

Allocation

Project Name:

CTE State Allocated - NCSD

Amount:

\$28,896.63

Project Description:

Program Expansion:

Pahrump Valley High School (PVHS) will expand the Information & Media Technology program of study by adding Level 3 courses to the sequence of cybersecurity and adjusting the Computer Science sequence to AP Computer Science Principles, Computer Science II and AP Computer Science A. Nye County School District is requesting 20% of the teacher's salary and benefits to come from the State CTE Allocated grant funds. No funding is being requested at this time for Community Health Science since the district has not been notified if we received a competitive grant to start the sequence at Beatty High School, Rd. Mtn. High School and Tonopah High School. NCSD will also start an Automotive Technology sequence at THS, pending licensure of a teacher that just moved to the community.

The In-Demand Occupations: Leveraging Labor-Market Data with Industry Insights to Strategically Align Nevada's Education and Workforce supports all of the coursework for NCSD. Cybersecurity fits into Network and Computer Systems Administrators, Software developers, applications, computer systems analysts, computer user support specialists, network and computer systems administrators and all other computer occupations. Community Health Sciences fits into Health fields, such as licensed practical and licensed vocational nurses, physicians and surgeons, nurse practitioners, medical and clinical laboratory technicians, medical and health services managers, medical scientists, mental health counselors, clinical counseling and school psychologists and mental health and substance abuse social workers.

In Nevada's Top 100 Occupations (2016), cybersecurity supports jobs such as electrical engineers, database administrators, computer and information systems managers and community health sciences support medical fields providing students. This aligns the new sequences with the jobs most in demand in Nevada.

According to the National Skills Coalition, Middle skill jobs that require education beyond high school

but not a four-year degree make up for just over 50% of the jobs in Nevada and there is a shortfall of people that are middle skill workers. All of the program sequences can lead to the development of middle skill workers for Nevada. The articulation of credits will promote students in earning a minimum of an associate degree in a specific area. Internships can support the knowledge needed that will lead to middle skill jobs. Having the basic workplace readiness skills provides students with the opportunity to take the first step in moving into a middle skill job.

The Coordinator of Federal and State Programs is involved in organizations and meeting such as the Nye County meeting with the consulting firm, Siemens. This company is contracted in Nye County and is working with NCS D, the NyE Communities Coalition and Great Basin College to extend grant funding to a project in the community that would promote awareness and academic gains in a sustainable ecosystem for workforce and economic development. This is only one opportunity that has become apparent. NCS D also has an active Technical Skills Advisory Committee that has someone from each of the programs of study sitting on the committee. NCS D has also partnered with Spring Mountain Raceway to provide work experiences to students, just beginning work-based learning. NCS D works as a strong partner with the NyE Communities Coalition in bringing programing and expanding work force opportunities in the Nye communities.

Support for these courses will increase the number of completers over time due to improvements in curriculum and instruction. Nye County School District CTE programs have increased the number of students that participated in the technical skills exam from 79 to 107 over a 5-year period. By June of 2020, there will be a 10% increase in the number of students that are eligible to take the CTE Technical Skills and Workplace Readiness Skills exams. The passing rate for the exams will increase by 2%, by June of 2020.

Technology is a non-traditional field for females. PVHS will concentrate on the number of females that take the first level course and the number that continue to the second year. During the 2018-2019 school year, there were 10 females in Computer Science courses and 4 in Cybersecurity. The inaugural Cyberpatriot team that was started this year won 2nd place in Nevada's Open Division Silver Tier. Those students got invited to UNLV College of Engineering Senior Design Competition. PVHS also started a robotics team this year with members from the CTE classes on the team. They took 1st place at a competition in Las Vegas and since that time, over 50 additional students have requested to be on the team.

Many of the students at PVHS come from low socio-economic backgrounds so a good portion of the students will represent that population. Beginning the 2019-2020 school year, all schools in Nye County School District are identified as 100% FRL under the US Department of Agriculture Community Eligibility Provision (CEP). There are also 57 students at PVHS that qualify for the McKinney Vento program. A College and Career Counselor has been requested in a competitive CTE grant (80%) and McKinney Vento (20%). This counselor would assist students into entering the CTE sequences that most fit future visions. McKinney Vento students would be introduced to all CTE courses through personalized visits to the classrooms and employment opportunities.

Project Evaluation Methods and Outcomes:

By June of 2020, there will be a 10% increase in the number of students that are eligible to take the CTE Technical Skills and Workplace Readiness Skills exams.

The passing rate for the exams will increase by 2%, by June of 2020.

With the onset of COVID, CTE testing was not completed in Nevada therefore the results that are needed to support the original outcomes are not available at this time. NCSO incorporated the WBL program during the 2019-2020 school year with 40 students participating with local businesses. This was a completely new program and funding from the allocated grant has supported the academic achievement of the CTE students. NCSO has stories to tell that warm your heart for the students in Nevada. CTE classrooms are supported by the state with the tools needed to shift students into high demand careers.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Pershing County School District

Submit Date:

10/20/2020

Name of Authorized Representative and Title:

Jonathan C. Reynolds, Principal

Funding Award Amount:

\$8,158.00

Funding Amount Used:

\$8,158.00

Funding Amount Not Used:

0.00

If not all funds were used please explain why, enter N/A if all funds were expended:

N/A

Overall Grant Purpose:

The purpose of the grant fund are to improvement and support the CTE Agricultural Mechanics Technology Program at Pershing County High School.

How many projects were approved in the grant?

All funds through the Allocation grant were expended for the Pershing County High School Agricultural Mechanics Technology. PCHS Ag. Mechanics and Technology was supported with online curriculum, new welders, and medal supplies for Ag. projects. Final Outcomes included program completers and student knowledge and career and technical skills.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Pershing County School District

Type of Grant:

Allocation

Project Name:

Pershing County High School Agricultural Mechanics Technology

Amount:

\$8,158.00

Project Description:

A) Alignment to Economic and Workforce Development Indicators:

PCHS Agricultural Mechanics Technology is interested in producing students that complete a 3 year program of study in this CTE pathway. We have a goal of graduating these students with middle skills that are transferable to the workforce or to post-secondary education prior to entering the work force. According to a report by the Governor & #39s Office of Workforce Innovation, & quote; In- Demand Occupations: Leveraging Labor-Market Data With Industry Insights to Strategically Align Nevada & #39s Education and Workforce & quote;, 49% of Nevada & #39s job openings in 2020 will require middle skills. Middle Skilled jobs require education beyond a high school diploma but less than a four-year degree (page 13). Through our Ag programs we desire to create students that are prepared to enter a post-secondary program that will give them the skills to enter the workforce. The MTC Program at Great Basin College has historically served a significant number of our CTE students.

B) Alignment to Post-Secondary/Industry Credentials:

In Agricultural Mechanics Technology we are aligned with Great Basin College to offer dual credit for those students interested in doing so. This gives those students who are interested in the MTC program a head start.

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 access to MyCaert to access lessons and resources to better align our curriculum with state standards. Finally, we would like to purchase an additional MIG welder to allow greater student access to equipment. 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.

D) Equity and Access:

PCHS has a graduation rate of over 95%. All students at PCHS have equal access to all CTE programs offered.

Project Evaluation Methods and Outcomes:

The objective of Pershing County Agricultural Mechanics and Technology CTE is to increase the number of completers in the program increase the pass rate of third year students taking the technical assessment. 2020 outcomes for PCHS were 63% student pass/completer rate.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Pinecrest Academy of Nevada

Submit Date:

10/20/2020

Name of Authorized Representative and Title:

Lisa Satory- Lead Principal

Funding Award Amount:

9,108.88

Funding Amount Used:

4,683.32

Funding Amount Not Used:

4,425.56

If not all funds were used please explain why, enter N/A if all funds were expended:

Pandemic caused planned activities to be cancelled, some items for the counseling center were back-ordered or not available.

Overall Grant Purpose:

The overall purpose of the grant was to create and establish a College and Career Counseling Center at its Cadence Campus through allocation grant funding. Counseling services and supports are critical to providing CTE students with navigating the multifaceted nuances in achieving long-term career and college goals. Pinecrest Academy of Nevada, Cadence campus planned to create a College and Career Counseling center with various supplies and equipment and to provide students and families individually tailored College and Career Counseling and support services. Pinecrest CTE students will develop an education and career plan, participate in career fairs and various WBL activities, purchase and equip the center with current and relevant resources. CTE teachers and guidance counselors will integrate career planning opportunities, employability skills instruction, post- secondary education and training options, and provide students with information relevant to career goals.

How many projects were approved in the grant?

1

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Pinecrest Academy of Nevada

Type of Grant:

Allocation

Project Name:

Pinecrest Academy of Nevada - College and Career Counseling Center

Amount:

\$9108.88

Project Description:

Pinecrest Academy proposed to create and establish a College and Career Counseling Center at its Cadence Campus through allocation grant funding. Counseling services and supports are critical to providing CTE students with navigating the multifaceted nuances in achieving long-term career and college goals. Pinecrest Academy of Nevada, Cadence campus planned to create a College and Career Counseling center with various supplies and equipment and to provide students and families individually tailored College and Career Counseling and support services. Pinecrest CTE students will develop an education and career plan, participate in career fairs and various WBL activities, purchase and equip the center with current and relevant resources. CTE teachers and guidance counselors will integrate career planning opportunities, employability skills instruction, post-secondary education and training options, and provide students with information relevant to career goals.

Project Evaluation Methods and Outcomes:

100% of Pinecrest CTE students will develop an education and career plan.

All students complete an Academic Plan starting in 9th grade. This plan discusses student goals and plans for graduation and beyond. Each year the student works with the counselor to make any necessary changes to this plan. Students in CTE courses are provided information regarding career opportunities that are available within that field of study specifically.

100% of Pinecrest CTE students will participate in at least one career guidance program each year

Each year, as a school we have a college and career week. This is an opportunity for students to be exposed to different college and career options that are available. Students work on career pathways and teachers arrange for guest speakers to speak with the students on various career options. In addition, students that take the PSAT or ASVAB are given the opportunity to take a career inventory. This gives them feedback on potential career choices that fit within their educational interest and abilities as well.

90% of students enrolled in CTE programs will complete the program on time.

100% of students enrolled in the CTE program for Aviation Technology completed the program on time. Pinecrest Academy of Nevada, Cadence campus offers two other CTE courses on Graphic Design and Cybersecurity. Both are relatively new and did not have Level III in FY 2020

100% of completers will continue on to a postsecondary program or will have full-time employment in the target industry.

50% of the completers from Aviation Technology were enrolled in the dual enrollment program at CSN, hence, already continuing on to postsecondary education. The remaining 50% are current seniors at the school and plan to enroll in college.

95% of seniors enrolled in the CTE Program will graduate

There were no seniors enrolled in the CTE program in FY 2020. Pinecrest Academy of Nevada, Cadence Campus had its first cohort graduate in 2020. All students in that particular batch completed their CTE program in FY 2019 and they all graduated.

95% of students who take the Workplace Readiness Skills Assessment will receive a passing score. 75% of students who took the Workplace Readiness Skills were able to receive the passing score. Pinecrest Academy of Nevada, Cadence Campus was able to purchase supplies and equipment for its College and Career center with the grant. Some of the equipment and supplies included furniture, bulletin board, books, resume paper, printer and other relevant resources. The schools college and career prep teacher, CTE teachers, guidance counselors, work based learning coordinator and CTE coordinator all worked as a team towards integrating career planning opportunities, employability skills instruction, post-secondary education and training options, and providing students with information relevant to career goals. Students also participated in career fairs and several WBL activities.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:
2020

Grant Type:
Allocation

Agency:
SLAM Academy of Nevada

Submit Date:
10/20/2020

Name of Authorized Representative and Title:
Dan Triana, Principal

Funding Award Amount:
\$33,744.26

Funding Amount Used:
\$26,048.46

Funding Amount Not Used:
\$7,695.80

If not all funds were used please explain why, enter N/A if all funds were expended:

We were not able to use the full amount of funds due to the state asking request to not spend any more grant funds due to COVID-19 response.

Overall Grant Purpose:

Program Expansion - Video Production

The purpose of this project is to expand the Video Production program to include the completion- level course, to include supplies and equipment that meet state and industry standards, and to prepare students for postsecondary education employment in the Sports Media industry. SLAM seeks to expand its course offerings of its Video Production program by offering the completer course of Video Production III and expand upon program resources to the extent that allows for maximum course enrollment and capabilities.

How many projects were approved in the grant?

1- Video Production

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **Program Expansion/Improvement and Support/New Program/Staffing:** Program Expansion

LEA Name:

SLAM Academy of Nevada

Type of Grant:

Allocation

Project Name:

Video Production

Amount:

\$33,744.26

Project Description:

The proposed CTE project's scope will provide innovative CTE instruction, industry-standard equipment and materials for use by 216 students in the 2020-2021 school year. SLAM Academy will graduate its first Video Production CTE completers with its 12thgraders being able to take the completion course during the 2019-20 school year. By purchasing video production equipment, students enrolled in the Video Production CTE pathways will have the ability to utilize industry- standard equipment that is required by the program standards. SLAM will be adding grade 12 in the 2019-2020 school year and anticipates the inaugural group of Video Production CTE completers to include 34 students. With the grant funded equipment, SLAM will continue to increase enrollment in the Video Production CTE pathways that will result in program completion. Please see table below for school years 2018-19 and 2019-20 enrollment numbers in the Video Production CTE pathway.

Project Evaluation Methods and Outcomes:

CTE grant success will be defined as the following: sustainable partnerships with business, industry, labor, and educational providers to serve on the Advisory Committee, establish internships opportunities, establish partners to sponsor video production related student learning experiences, and develop dual enrollment matriculation agreements; increase access to advanced trainings and industry certifications along with the following measurable outcomes:

- 1) 90% of students enrolled in CTE programs will complete all coursework and graduate from the program and from high school.

RESULTS: 74% of students enrolled in CTE programs (Video Production) completed all coursework + program assessments 100% of students enrolled in CTE programs graduated from high school on time.

2) 90% of program participants will complete the program on time. RESULTS: 74% of program participants completed the program on time. 3)95% of seniors enrolled in the Video Production program will graduate.

RESULTS: 100% of seniors enrolled in the Video Production program graduated on time.

4)75% of students that take the Workplace Readiness Skills Assessment will receive a passing score.

RESULTS: 93% of students that took the Workplace Readiness Skills Assessment received a passing score.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Allocation

Agency:

Washoe County School District

Submit Date:

10/22/2020

Name of Authorized Representative and Title:

Lauren Ohlin, Director of Grants, WCSD

Funding Award Amount:

\$969,459.58

Funding Amount Used:

\$845,650.17

Funding Amount Not Used:

\$123,809.41

If not all funds were used please explain why, enter N/A if all funds were expended:

- LEA: \$101,600.96 – Student Travel (\$49,239.46) and Staff Travel (\$25,500). All conferences and CTSO activities were cancelled due to COVID-19. Remaining unspent funds include equipment rental (Computer Science AP testing cancelled), supplies, stipends & benefits, and printing. All due to less activities upon school closures.
- Agriculture: \$1,984.64 – Unspent supplies funding due to Covid-19 related spending freeze.
- Business & Marketing: \$1,298.71 – Unspent supplies funding due to Covid-19 related spending freeze.
- Education, Hospitality, and Human Services: \$5,868.14 – Unspent salary & benefits for AACT teaching assistant; as well as supplies and fees due to Covid-19 related spending freeze.
- Health Science & Public Safety: \$602.21 – Unspent supplies funding due to Covid-19 related spending freeze.
- Information Media Technologies: \$11,878.72 – Unspent computer warranties (CDW would not allow as deadline to purchase had expired); tech supplies, tech equipment and web-based software due to Covid-19 related spending freeze.
- Skilled and Technical Sciences: \$576.03 – Unspent supplies funding due to Covid-19 related spending freeze.

Overall Grant Purpose:

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 was seeking to provide support to all CTE programs through a focus on improving high quality instruction, access to industry-standard equipment; and supporting participation in student leadership opportunities (CTSOs) and work-based learning activities/events.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Washoe County School District

Type of Grant:

Allocation

Project Name:

Program Improvement and Support

Amount:

\$969,459.58

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, access to industry- standard equipment, and supporting participation in student leadership opportunities (CTSOs) and work-based learning activities/events.

PURPOSE: 1) Staff to support program promotion, implement career development activities, and improve, expand and support CTE programs of study; 2) Develop programs of study in accordance with the state standards that guide students to program completion; 3) Ensure Career and Technical Student Organizations (CTSO) are an integral part of each CTE program to ensure students develop leadership, citizenship, interpersonal and employability skills; and 4) Ensure equipment, instructional materials and supplies are available to all students and comply with health/safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quality to meet the instructional needs of all students.

SCOPE: WCSD used funds to: 1) support career development activities in middle and high school such as on-line career discovery and planning tools, career fairs, and other outreach events; 2) provide support for state CTSSO registration and national travel to encourage student participation; 3) purchase industry-standard equipment, instructional materials and supplies for all programs; and 4) provide for student travel both in and out of the district to support CTE programs of study, the implementation of state standards, and career guidance services that ensure students either enroll or remain enrolled in CTE courses/programs consistent with their aptitudes, interests, abilities and career-path goals.

Project Evaluation Methods and Outcomes:

IS 1.1: By the end of SY 2019-20, there will be an overall increase in CTE Courses by at least 10%.

- Result: Not met with progress made. As per NDE's student allocation tables from the last two years, there were 8,674 students enrolled in CTE courses across WCSD in SY 2018-19, and 9,137 students enrolled in SY 2019-20, representing a 5% increase overall.

IS 1.2: By the end of SY 2019-20, the percentage of students completing a CTE program of study will have increased by at least 10% compared to SY 2018-19.

- Result: Met. At the end of SY 2018-19, there were 1,055 students who completed a CTE program of study in WCSD, and in SY 2019-20 there were 1,231 students who completed a CTE program of study. This represents a 17% increase in students completing a CTE program of study.

IS 1.3: By the end of SY 2019-20, the percentage of students earning a Certificate of Skill Attainment will have increased by at least 10% compared to SY 2018-19.

- Result: Met. At the end of SY 2018-19, there were 731 students who earned a Certificate of Skill Attainment in WCSD. In SY 2019-20, there were 814 Certificate of Skill Attainment earners. This represented an 11% increase in Certificate of Skill Attainment earners.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:
2020

Grant Type:
Allocation

Agency:
White Pine County School District

Submit Date:
10/16/2020

Name of Authorized Representative and Title:
Rebecca Murdock, CTE Administrator

Funding Award Amount:
\$52,753.62

Funding Amount Used:
\$49,256.31

Funding Amount Not Used:
\$3,497.31

If not all funds were used please explain why, enter N/A if all funds were expended:

Approved items were purchased. The remaining balance is the result of revisions not being accepted by the state.

Overall Grant Purpose:

The White Pine CTE Advisory Committee met to identify the needs of our students within our programs of study. They worked to identify ways to leverage competitive and allocated funding to keep CTE moving forward to eliminate out of date equipment and teaching strategies. The purpose of this grant was to provide support to identified improvements in equipment, supplies, and teaching within the offered programs of study. With these improvements, students in White Pine County have access to Programs of Study which offer industry certification and training for high demand, high wage occupations, according to the GOED. In order to do this, the technology classroom needs to be outfitted with equipment which allows for latest software and industry practices. Equipment and software needs were identified and recommended for use in Automotive and Diesel courses to better prepare students to intern and gain employment at the mine after high school. The HOA and Culinary rooms need to be outfitted with industry standard equipment that will assist students in the learning process. These grant project applications focus on equipment and supplies necessary to fully supplement the CNA, Sports Medicine, Digital Photography, Web Design and Development, Culinary Arts, Welding, Automotive Service

Technician, and Diesel Technology Programs of Study and make them state of the art learning experiences for White Pine students.

How many projects were approved in the grant?

2

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

White Pine County School District

Type of Grant:

Allocation

Project Name:

LEA Wide Professional Development

Amount:

\$354.00

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 one new teacher to attend the Nevada CTE conference where he/she can network with other professionals, learn from colleagues, pick the brains of experts in the field, and establish the process of continuous improvement. This individual attending will be expected to return with information to share with colleagues regarding best practices and initiatives in Career and Technical Education. This will ensure a wider impact than just the one program being served by the individual attending the conference.

Project Evaluation Methods and Outcomes

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

No teachers were able to attend the conference due to the cancellation of the annual conference because of the COVID restrictions.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

White Pine County School District

Type of Grant:

Allocation

Project Name:

LEA Wide Industry Standard Equipment and Supplies

Amount:

\$52,399.62

Project Description:

In this application, WPCSD requested funds to purchase necessary supplies and equipment to replace out of date, non-industry standard, instructional materials, equipment, and supplies previously in use. These materials and equipment enable teachers to provide learning experiences that better mirror actual industry practices.

Project Evaluation Methods and Outcomes

Many of the measurable objectives and outcomes are predicated upon enrollment in the courses. The district will be holding registration fairs, family nights, assemblies, and question and answer sessions for parents and students. The instructors and guidance staff will be on hand for all of these events. These events will be used as part of the evaluation method because the data collected during the events will be used to provide feedback to the district as to how close the enrollment objectives are to being met. The district does not plan on waiting until the first day of school to guess and be hopeful about meeting the enrollment objectives. Since nearly all of the objectives and outcomes are based upon enrollment, clearly it is essential to monitor how close to the objectives and outcomes the district is through frequent and timely feedback. Following are specific action steps that will be taken in order to ensure that the measurable objectives and outcomes will be met.

- Examine preregistration numbers for the programs in June (2S1).
- Conduct social media blitz, parent and student information night, and produce showcase in June (2S1).
- Examine preregistration numbers for the programs in July (2S1).
- Conduct recruiting fair and home recruiting visits in July (2S1).
- Examine preregistration numbers for the programs in August (2S1).
- Meet with students and parents individually through the registration process emphasizing the importance

of these programs (2S1, 6S1, 6S2).

-Conduct one on one counseling meetings with parents and students during the senior year promoting CTE and studying diligently for Workplace Readiness and Technical Assessments (3S1, 4S1).

-Conduct CTE showcase assemblies through the school year (2S1).

-Provide students with individual tutoring as they approach Workplace Readiness and Technical Assessments (2S1).

These activities will be monitored on a monthly basis by administration and counseling staff. The frequent feedback will allow for adjustments to be made in a timely fashion, so that the measurable objectives and outcomes described on Form B are realized.

Besides student outcomes, the district is very concerned about teacher quality and performance. The CTE course standards provide a measurement tool for teachers and administration to develop quality classroom experiences for students based upon content that is meaningful. Additionally, the NEPF framework provided by the state for teacher evaluation provides a rigorous set of benchmarks for teachers and administration to use as a measurement tool for the instructional process. Both of these tools will be used to gather data regarding the effectiveness of the teachers who are in the classroom and needs that might arise to improve teacher and program quality.

•Agriculture and Natural Resources Outcomes:

-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 (2S1). MET

-Ensure that 100% of Agriculture and Natural Resources students earn passing scores on the Workplace Readiness Skills Assessment and the End of Program Technical Assessment (2S1). NOT MET

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

-Enroll 15 students at WPHS into the terminal course: Greenhouse Management, 6 of whom are non-traditional students, 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). NOT MET

-Ensure that 85% of Ornamental Horticulture/Greenhouse Management students earn passing scores on the Workplace Readiness Skills Assessment and 70% earn passing scores on the End of Program Technical Assessment (2S1). NA No students tested.

-Ensure that 70% of Ornamental Horticulture/Greenhouse Management students graduate from high school with a standard or advanced diploma (3S1, 4S1). MET

•Skilled and Technical Sciences Outcomes:

-Enroll 40 students into Automotive Service Technician 1 or Diesel Technology (2S1). Ensure that 12 of these students are female (6S1, 6S2). NOT MET in volume or male to female ratio.

-Enroll 25 students into second year courses (2S1). Ensure that 8 of these students are female (6S1, 6S2). MET in volume NOT MET in number of female

-Enroll 15 students into third year courses (2S1). Ensure that 5 of these students are female (6S1, 6S2). MET in volume NOT MET in number of female

-In year 4, enroll 10 students into Automotive Service Technician 4 (2S1). Ensure that 4 of these students are female (6S1, 6S2). MET in volume NOT MET in number of female

-Ensure that 85% of Automotive and Diesel students earn passing scores on the Workplace Readiness Skills Assessment and 70% 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 and Diesel students graduate high school with a standard or advanced diploma (3S1, 4S1). 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

•Education, Hospitality, and Human Services Outcomes:

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.

-Enroll 25 students in Culinary Arts II (2S1). Ensure that 8 of these students are male (6S1, 6S2). NOT MET

-Enroll 10 students in Culinary Arts III (2S1). Ensure that 4 of these students are male (6S1, 6S2). MET

•Health Science and Public Safety Outcomes:

-Enroll 50 students into Health Science 1 (2S1). Of the 50 students, ensure that 20 of them are male (6S1, 6S2). NOT MET

--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). NOT MET

-Enroll 30 students who have completed the second-year course into the third-year course (CNA or Sports Medicine 2), 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). NOT MET

-Ensure that 85% of Health Sciences students earn passing scores on the Workplace Readiness Skills Assessment and 70% earn passing scores on the End of Program Technical Assessment (2S1). 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. 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). MET

•Information and Media Technologies Outcomes:

-Enroll 60 students into Computer Science 1, Web Design and Development 1, or Graphic Design (2S1). Not MET

-Enroll 40 students into second year courses, depending on Program of Study (2S1). NA Not in rotation yet

-Enroll 30 students into third year completer courses (

Part III: Competitive Funds

Of the total funds available \$4,094,971.20 (30 percent) which allocated for competitive grants via the purposes described above. 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 unexpended funds are notated in each of the respective school district and/or charter school FY20 reporting.

School Districts/Charter Schools	Amount Requested	Amount Awarded	Amount Expended
Carson City	\$188,924.00	\$145,082.00	\$131,081.18
Churchill County	\$242,222.74	\$61,318.00	\$32,581.18
Clark County	\$3,421,589.64	\$1,656,154.95	\$1,368,475.29
Douglas County	\$177,638.97	\$159,694.37	\$134,184.57
Elko County	\$75,500.00	\$0.00	
Humboldt County	\$80,267.19	\$0.00	
Lander County	\$65,089.00	\$65,089.00	\$27,272.27
Lincoln County	\$96,555.49	\$0.00	
Lyon County	\$255,492.24	\$0.00	
Nye County	\$207,051.92	\$202,353.00	\$4,698.81
Pershing County	\$110,873.88	\$110,873.88	\$96,616.38
State Public Charter School:			
Pinecrest Academy	\$404,959.38	\$341,902.97	\$321,846.24
SLAM Academy	\$110,789.99	\$110,789.99	\$71,530.95
Somerset	\$303,175.00	\$303,175.00	\$117,474.71
Washoe County	\$581,089.67	\$581,089.67	\$580,245.19
White Pine County	\$352,749.45	\$352,749.45	\$300,996.05
Totals:	\$6,610,912.15	\$4,094,971.20	\$3,187,002.82

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Competitive

Agency:

Carson City School District

Submit Date:

10/22/2020

Name of Authorized Representative and Title:

Candi Ruf, CTE Coordinator

Funding Award Amount:

\$145,082.00

Funding Amount Used:

\$131,081.18

Funding Amount Not Used:

\$14,000.82

If not all funds were used please explain why, enter N/A if all funds were expended:

Cybersecurity

Not all materials described in the FY20 Competitive Grant Project were purchased for several reasons. School closures associated with COVID-19 hindered the purchase process. Grant money not encumbered by a date set by Carson City School District Fiscal Services was returned to the State upon request.

Agricultural Mechanics & Technology

All funds were not used in the FY20 Competitive Grant Project: Agricultural Mechanics & Technology I because training and travel did not happen for several reasons. First, one teacher did not attend NAAE because matching award money was not secured. In addition, teachers did not attend the following professional development/trainings: Professional Development/Trainings-Region 1 Nevada Agriculture Teachers Association (NATA) Conference, National Association of Agricultural Educators (NAAE) Conference due to COVID-19 cancellations. Not all materials described in the grant were purchased for several reasons. School closures associated with COVID-19 hindered the purchase process. Grant money not encumbered by the date set by Carson City School District Fiscal Services was returned to the State upon request.

Overall Grant Purpose:

Carson City School District sought CTE Competitive Grant Funds for two projects:

•New Program: Cybersecurity

Carson City School District requested funds in the amount of \$105,325.00 to develop a new Cybersecurity Program of Study in the Information and Media Technologies Career Cluster at Carson High School for FY 20. This project consisted of purchase of equipment and professional development: ACTE National Conference, Anaheim, CA; 30 student laptops, 1 IOS tablet and case; 1 Android tablet and case; 4-15u floor standing networking racks; 5 Rackmount Patch Panels; 15 Cisco 2901 IRS Routers; 15 anti-static screen wipes; 15 Sg350/D-port/8 port network switches; 12 network tool kits; 15 network AVS, 27 anti-static mats; 15 anti-static wrist straps; digital display with ScreenBeam wireless transmitter and wall mount bracket; Moby cart (capacity 30); parts to build computers; general supplies; textbooks and teacher edition textbook.

•New Program: Agricultural Mechanics Technology I

Carson City School District requested funds in the amount of \$39,757.00 to develop a new Agricultural Mechanics Technology Program in the Agriculture and Natural Resources Career Cluster at Carson High School for FY20. This project consisted of training and equipment purchases for the first year of Agricultural Mechanics Technology: National Association of Agricultural Educators (NAAE) Conference, 8 RealCareer Electrical Writing Kits with additional wall units, 10-5 drawer black mechanics carts, engine tools, Agricultural Mechanics consumables, engine materials, Agricultural Mechanics instructional materials.

How many projects were approved in the grant?

2

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

Valerie Dockery, Director: Carson City School District Grants and Special Services

Type of Grant:

Competitive

Project Name:

Agricultural Mechanics Technology

Amount:

\$39,757.00

Project Description:

Carson City School District requested funds in the amount of \$39,757.00 to develop a new Agricultural Mechanics Technology Program in the Agriculture and Natural Resources Career Cluster at Carson High School for FY20. This project consisted of training and equipment purchases for the first year of Agricultural Mechanics Technology, which is a part of the Agriculture & Natural Resources Career Cluster. There were 80 students enrolled in Agricultural Mechanics Technology I in 2019-2020. Funds from the FY20 State Competitive-Agricultural Mechanics Technology Project were used to support the first year of the Agricultural Mechanics Technology Program of Study at Carson High School in the following manner: Electrical wiring kits, 10-5 drawer black mechanics carts, engine tools, and Agricultural Mechanics instructional materials were purchased.

Project Evaluation Methods and Outcomes:

Student Achievement Goal:

A CTE Department wide goal was set for each program of study at Carson High School: 80% of all Level 1 Agricultural Mechanics Technology students would earn a B or better at the end of each semester. At the end of Semester 1, 81.04% of Agricultural Mechanics Technology students earned a B or better. The Carson City School District converted all grades to Pass/Fail in Spring 2020. At the end of Semester 2, 92.2% of Agricultural Mechanics Technology I received a passing grade. The CTE Department met every two weeks in PLC using data driven discussion practices outlined in Data- Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry (Bruce Wellman, Laura Lipton) to support all teachers instructional and intervention practices targeted at maintaining and increasing student mastery measured by grades. The Career Center Specialist supported the PLC process by providing each teacher with up to date student grade reports on a biweekly basis to facilitate grades discussions. The CTE Paraprofessional supported IEP, EL and students struggling to master learning

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name

Valerie Dockery, Director: Carson City School District Grants and Special Projects

Type of Grant:

Competitive

Project Name:

Cybersecurity

Amount:

\$105,325.00

Project Description:

Carson City School District requested funds in the amount of \$105,325.00 to develop a new Cybersecurity Program of Study in the Information and Media Technologies Career Cluster at Carson High School for FY 20. Funds from the FY20 State Competitive were used to purchase the following equipment and professional development associated with the Cybersecurity: ACTE National Conference, Anaheim, CA; 30 student laptops, 1 IOS tablet and case; 1 Android tablet and case; 4- 15u floor standing networking racks; 5 Rackmount Patch Panels; 15 Cisco 2901 IRS Routers; 15 anti- static screen wipes; 15 Sg350/D-port/8 port network switches; 12 network tool kits; 15 network AVS, 27 anti-static mats; 15 anti-static wrist straps; digital display with ScreenBeam wireless transmitter and wall mount bracket; Moby cart (capacity 30); parts to build computers; general supplies; textbooks and teacher edition textbook. The enrollment for 2019-2020 in Cybersecurity I was 75 students.

Project Evaluation Methods and Outcomes:

Student Achievement Goal:

A CTE Department wide goal was set for each program of study at Carson High School: 80% of all Level 1 students would earn a B or better at the end of each semester. At the end of Semester 1, 50.52% of Cybersecurity students earned a B or better. The Carson City School District converted all Spring 2020/Semester 2 grades to Pass/Fail. At the end of Semester 2, 84% of Cybersecurity I students received a passing grade. The CTE Department met every two weeks in PLC using data driven discussion practices outlined in Data-Driven Dialogue: A Facilitator's Guide to Collaborative Inquiry (Bruce Wellman, Laura Lipton) to support all teachers instructional and intervention practices targeted at maintaining and increasing student mastery measured by grades. The Career Center Specialist supported the PLC process by providing each teacher with up to date student grade reports on a biweekly basis. Finally, a CTE Paraprofessional supported instruction and remediation for IEP students, EL students and other students demonstrating need for support.

Quality Program Standard 2, 5 and 6 support:

The CTE Vice Principal and CTE Coordinator together supported QPS 2, 5 and 6 in the following manner. Bimonthly PLCs and monthly meetings were held with the Cybersecurity teacher to determine instructional and curriculum support with follow-ups on a regular basis. The Cybersecurity teacher received support in the grants ordering process, assuring that all materials purchased aligned with student need and met grant funding guidelines. The CTE Vice Principal, CTE Coordinator, and Work-based Learning Coordinator collaborated with the Cybersecurity teacher to identify potential Work-based Learning opportunities including guest speakers and job shadow opportunities. School closure due to COVID-19 in March prevented further progress in this area. Finally, a CTE Paraprofessional supported instruction and remediation for IEP students, EL students and other students demonstrating need for support.

Enrollment goal:

We set a goal of enrolling 75 students in Cybersecurity I the first year of the program. Eighty-eight students enrolled in SY 2019-2020. In August 2020, two sections of Cybersecurity II were added to the Master Schedule with a current enrollment of 30 students. There were no Workplace Readiness Assessments and Technical Skills Assessments taken at the end of Cybersecurity I.

Training and Cohort Support:

The Cybersecurity teacher completed cohort training online/in person in Las Vegas at College of Southern Nevada (CSN) in July 2019, which was paid for in FY19. The Cybersecurity teacher worked with the CTE Coordinator and the CSN cohort to develop curriculum pacing guides, assessment materials, and instructional plans for the FY20 school year. Due to COVID-19 school closures and the increase in responsibilities associated with delivering fully remote digital learning to students in the Carson City School District, some of the planning and support meetings were suspended.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:
2020

Grant Type:
Competitive

Agency:
Churchill County School District

Submit Date:
10/05/2020

Name of Authorized Representative and Title:
Dr. Summer E. Stephens, Superintendent

Funding Award Amount:
\$61,318.00

Funding Amount Used:
\$27,909.98

Funding Amount Not Used:
\$33,408.02

If not all funds were used please explain why, enter N/A if all funds were expended:

Due to COVID and the closures during the 4th quarter, some of the plans for the grant could not be fulfilled, including sending students to various field trips and Skills Competition, as we as not being able to outfit the cybersecurity program as planned due to a personnel issue. Finally, all funds that were unspent at the beginning of April (that were not salaries and benefits) were asked to be reverted to the state to support the budget shortfall of the state.

Overall Grant Purpose:

Grant was used to improve existing program of Culinary Arts and to start a new Cybersecurity program.

How many projects were approved in the grant?

Two (Culinary Arts and Cybersecurity)

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

Project Name:

Cybersecurity at Your Service!

Amount:

\$20,686

Project Description:

The focus of this project was to stand up a new cybersecurity program to replace the IT Essentials work that had been part of the HS program. The goal of the program was to allow the instructor opportunities to take students to field trips in the industry, get new equipment to be able to prepare for various certifications, and prepare for high wage, high demand employment.

Project Evaluation Methods and Outcomes:

The CCHS cybersecurity program will increase number of students passing the assessment for cybersecurity--no students were in the level 3 to take the EOP and so could not also increase the number of completers.

The program goal to have at least one student earn a nationally recognized certification was met (*n* student[s] passed A+ cert)

The program was also working to increase the number of students competing at the state skills competition, but the events were not held due to COVID-19 closure. No students entered the CyberPatriot competition in 19-20.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Education, Hospitality, and Human Services

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

Project Name:

Cooking Up Something Sweet

Amount:

\$40,632.00

Project Description:

The project was to outfit the kitchen space with more commercial, industry-standard equipment to raise the program to what is necessary to properly train students for the industry to support Tourism, Gaming, and Entertainment industries. In addition, the, the goal of the program was to increase opportunities for students to participate in Work-Based Learning opportunities through the implementation of the school-based catering business.

Project Evaluation Methods and Outcomes

One very specific accomplishment of the program with the CTE Competitive funds includes the ability to build the industrial kitchen spaces in order to create a realistic experience for one of our most popular programs. In addition, although we did not have a good pass rate for the End of Program assessment (did not meet the goal of 50%), we had all of our Level 3 students participating in a work- based learning opportunity with the culinary arts catering business. Due to COVID, we did not get to complete the Serve Safe Manager certifications (our goal was to have 4 achieve the certification). In addition, the district started training for five students to compete at the Skills Competitive in the Spring (which was up by 2 students from prior year), but the event was not held as usual due to COVID (a virtual conference was held instead of students).

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Competitive

Agency:

Clark County School District

Submit Date:

10/22/2020

Name of Authorized Representative and Title

Edward Goddard, Grant Evaluator

Funding Award Amount:

\$1,826,682.73

Funding Amount Used:

\$1,791,810.29

Funding Amount Not Used:

\$34,872.44

If not all funds were used please explain why, enter N/A if all funds were expended:

Funds were spent down as close to \$0 as possible while leaving a small amount available for any pricing adjustments needed to finalize purchases with vendors and to account for any contractual salary adjustments needed after the final budget amendment was submitted.

Overall Grant Purpose:

The Clark County School District (CCSD) Career and Technical Education (CTE) Department requested funding during the 2019-2020 school year for state competitive grants to start up and expand program offerings in state identified high needs areas which included Community Health Science, Cybersecurity, Manufacturing Technologies, Teaching and Training, and Military Science.

How many projects were approved in the grant?

5

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

Clark County School District

Type of Grant:

Competitive

Project Name:

Community Health Science

Amount:

\$392,989.89

Project Description:

The Clark County School District (CCSD) Career and Technical Education (CTE) department requested funding during the 2019-2020 school year for the Community Health Science new program development at Eldorado HS, Palo Verde HS, and Shadow Ridge HS. Additionally, funding was requested for continued support of the existing Community Health Science program at Desert Pines HS.

These funds were used for textbooks, instructional supplies, and other supplemental reference materials for Eldorado HS, Palo Verde HS, Shadow Ridge HS, and Desert Pines HS. This budget also supported access to an American Heart Association CPR Certification and American Red Cross First Aid Certification and Basic Life Support (BLS) certification in line with the Office of Workforce Innovation for a New Nevada (OWINN.) Funds were also used to support two (2) FTEs for the program, one at Eldorado HS, and one at Palo Verde HS.

The students enrolled in this program of study will gain a solid foundation in a variety of healthcare fields. This program of study will serve to address one of the highest needs areas for southern Nevada according to OWINN. The number of community healthcare workers in southern Nevada is below the national average by nearly 500 positions. The purpose of implementing the Community Health Science program of study in CCSD schools is to aid in beginning to close this gap in the southern Nevada community.

Project Evaluation Methods and Outcomes:

30% of students enrolled in Community Health Science programs will participate in Career & Technical Student Organization (CTSO) activities. Within the funded Cybersecurity programs of study 27% of L2 enrollments progressed to Level 3 (L3) course.

- 10% of all students enrolled in the Cybersecurity classes will take the A+ certification exam.

Due to COVID-19 and the shutdown of schools, students were offered virtual accommodations for taking the A+ Certification Exam. Testing results are still outstanding as of this reporting.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

Clark County School District

Type of Grant:

Competitive

Project Name:

Cybersecurity

Amount:

\$343,000.00

Project Description:

The Clark County School District (CCSD) Career and Technical Education (CTE) department requested funding during the 2019-2020 school year to support students enrolled in the Cybersecurity program of study. It provided students in CCSD with the curriculum necessary to gain skills useful for careers in Cybersecurity.

The project supported new program implementation for Basic HS, Bonanza HS, Cimarron-Memorial HS, Del Sol Academy, Indian Springs HS, Legacy HS, Rancho HS, Sandy Valley HS, Valley HS, and Veterans Tribute Career and Technical Academy. Hardware and software were purchased to begin the program of study as well as test preparation materials and vouchers for students to an industry certification exam by CompTIA.

The project also supported expanding programs at Advanced Technologies Academy, Cheyenne HS, Eldorado HS, Shadow Ridge HS and West Career & Technical Academy. Technology supplies were purchased to support the Level II class as well as test preparation materials and vouchers for students to the next level industry certification exam by CompTIA.

Project Evaluation Methods and Outcomes:

- 50% of students enrolled in the Level I class will advance to the Level II class in the subsequent year.

Within the funded Cybersecurity programs of study 39.9% of students enrolled in Level 1(L1) during the 2019-20 school year progressed to Level 2 (L2) course.

- 25% of students enrolled in the level II class will advance to the Level III class in the subsequent year.

CTSO support was moved to the Perkins grant and was not funded with State CTE funding.

- 50% of students enrolled in Community Health Science programs will reach Level III.

Within the funded Community Health Science programs of study 58% of L2 enrollments progressed to Level 3 (L3).

- 70% of Level I students will enroll in the Level II program of study in the subsequent year.

Within the funded Community Health Science programs of study, 65.9% of students enrolled in Level 1(L1) during the 2019-20 school year progressed to Level 2 (L2).

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Program Expansion/New Program/Improvement and Support/Staffing:** Program Expansion

LEA Name:

Clark County School District

Type of Grant:

Competitive

Project Name:

Manufacturing Technologies

Amount:

\$196,978.71

Project Description:

The Clark County School District (CCSD) Career and Technical Education (CTE) department requested funding during the 2019-2020 school year to fund the expansion of existing Manufacturing Technologies and Automation programs in several schools. Equipment and technology supplies were purchased to complete program needs at Cimarron-Memorial HS, Centennial HS, Southeast Career Technical Academy, and Sunrise Mountain HS for Manufacturing Technologies and Automation. Additionally, students who attended Canyon Springs HS, Cheyenne HS, and Mojave HS were concurrently enrolled in the Manufacturing Technologies program at Desert Rose HS, where the program equipment is housed.

Project Evaluation Methods and Outcomes:

- 80% or more of the students enrolled in Manufacturing Technologies I and Computer Integrated Manufacturing I will continue on to the second year pathway course for 2020-2021.

For the FY 20 school year, Clark County School District (CCSD) Career and Tech Ed (CTE) office was able to support Manufacturing Technologies at Sunrise Mountain HS, Southeast CTA, Cimarron-Memorial HS, Centennial HS, and Desert Rose Tech Center feeder schools (Rancho HS, Mojave HS, & Cheyenne HS). 75% of this cohort of students entered Manufacturing Technologies I, which was a 13.6% increase from the previous year. There was also a retention rate of 77.9% from level 1 to level 2, which was a 58.3% increase from the previous year. Although we did not reach our goal, there was good growth in the program.

For the FY 20 school year, the CCSD CTE office did not support PLTW Mechanical Engineering: Computer Integrated manufacturing with this grant because the parts for the equipment were approved however, the equipment was not approved therefore, the parts were not needed. This course did see 115.0% progression rate and 70% of the students were completers.

- 20% of the pathway students will be a member of a Career & Technical Student Organization (CTSO) and participate in CTSO competitions.

The goal of 20% membership was met; however, CTSO activities were moved to Perkins prior to any competitions.

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

In FY20 school year 25.7 % of the Manufacturing Technology students were completers. This was a 93.2% increase from the previous year. Although the goal was not met, there was significant growth in the program.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

Clark County School District

Type of Grant

Competitive

Project Name:

Military Science

Amount:

\$233,594.17

Project Description:

The Clark County School District (CCSD) Career and Technical Education (CTE) department requested funding during the 2019-2020 school year to support 69 instructors and more than 5,000 students enrolled in 24 Military Science programs of study. Funding also provided students in CCSD with the curriculum necessary to gain skills useful for careers in various United States military branches.

The project supported new program implementation for Basic HS, Bonanza HS, Canyon SpringsHS, Centennial HS, Chaparral HS, Cheyenne HS, Cimarron Memorial HS, Clark HS, Del Sol Academy, Desert Pines HS, Durango HS, Eldorado HS, Las Vegas HS, Liberty HS, Mojave HS, Palo Verde HS, Rancho HS, Shadow Ridge HS, Sierra Vista HS, Silverado HS, Spring Valley HS, Sunrise Mountain HS, Valley HS, and Western HS. Both technology and instructional supplies were purchased to kick start the program of study. All listed schools received items ranging from fitness equipment and printers to rifles and flags.

Project Evaluation Methods and Outcomes

- 50% of students enrolled in Military Science Level I will continue to Level II in the subsequent year.
- 59% of the students enrolled in Level 1(L1) of Military Science during the 2019-20 school year progressed to the Level 2 (L2) course.
- 75% of students enrolled will earn their CPR Certification.
- 75% of students enrolled will earn their First Aid Certification.

Due to COVID-19, objectives were not achieved due to late approval and receipt of funds and early closure of schools.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Education, Hospitality, and Human Services

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

Clark County School District

Type of Grant:

Competitive

Project Name:

Teaching and Training

Amount:

\$660,129.96

Project Description:

The Clark County School District (CCSD) Career and Technical Education (CTE) department requested funding during the 2019-2020 school year for the Teaching & Training programs of study at the following schools. Basic HS, Desert Pines, East Career and Technical Academy, Foothill HS, Liberty HS, Shadow Ridge HS, Southeast Career Technical Academy.

These funds were used to pay the teaching salaries at these schools, thus ensuring the continued success of this high needs program area in the State of Nevada. The ultimate goal for this program of study is to grow a skilled, diverse 21st century workforce capable of excelling as qualified education professionals. In both the K-12 and post-secondary education arenas in Nevada, educators are needed at every level. Because of this, The Governor's Office of Workforce Innovation for a New Nevada (OWINN) has identified the need to increase education professionals as a priority for the state.

Project Evaluation Methods and Outcomes

- 30% of students enrolled in the Teaching & Training program of study will participate in Career & Technical Student Organization (CTSO) activities.
- 50% of students enrolled in Teaching & Training I & II will enroll in the Level III course.
- 90% of Teaching & Training Teachers will receive professional development to meet the standards and curriculum of the program.

Within the funded Teaching and Training programs of study, 42% of students enrolled in Level 1(L1) during the 2019-20 school year progressed to Level 2 (L2) courses and 30.6% of L2 enrollments progressed to Level 3 (L3). Overall, 40% of students enrolled progressed to the next level. CTSO support was moved to the Perkins grant and was not funded with State CTE funding.

Of all Teaching & Training teachers, 90% attended 7 Professional Developments to meet the standards and curriculum offered during the 2019-20 school year.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Competitive

Agency:

Douglas County School District

Submit Date:

10/20/2020

Name of Authorized Representative and Title:

Jim Meyers, CTE Coordinator

Funding Award Amount:

\$159,694.37

Funding Amount Used:

\$134,184.57

Funding Amount Not Used:

\$25,509.80

If not all funds were used please explain why, enter N/A if all funds were expended:

The funding amount that was not used was returned to the state due to the COVID-19 pandemic and subsequent school closures. Also, one vendor could not fulfill a requested order because their company had been shut down due to the coronavirus and could not manufacture or deliver the requested equipment.

Overall Grant Purpose:

The overall grant purpose was for new program development (Digital Game Development, Metalworking) and Program Improvement (Agriculture, Automotive Technology, Computer Science, Culinary Arts, Graphic Design). Grant funds were used for: equipment upgrades and replacement, the recruitment of students into Level 1, and retention of current Level 1 students into Level 2 Concentrators, and Level 2 Concentrators into Level 3 Completers, and to increase participation and pass rates of Workplace Readiness Skills and End of Program Technical Skills Assessments.

How many projects were approved in the grant?

A total of ten projects were funded by the FY20 State CTE Competitive Grant.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Douglas County School District

Type of Grant:

Competitive

Project Name:

Project 7 – Douglas High School - Agriculture

Amount:

\$5,572.70

Project Description:

The Douglas High School Agriculture Program of Study needs proper and adequate storage for various materials (i.e. greenhouse supplies, hand tools, small equipment, etc.) Funds requested from this grant have been used to purchase a Tuff Shed (16'x10') storage building to properly store items that were previously stored in the greenhouse but took up too much space for students to complete their projects. The storage shed allows students to meet Quality Program Standards 6.4 - Inspection and Maintenance and 6.6 - Storage Space. This request was made as a part of program improvement and was not a continuation of any previously funded projects.

Student outcomes will include potentially higher pass rates on the Workplace Readiness Skills Assessment through improved learning, efficiency, and responsibility in care and maintenance of program tools, supplies, and equipment. CTE State Standards for Agriculture Science I and II, Veterinary Science, Natural Resources, and Food Science Technology, as well as the overall CTE Workplace Readiness Standards all require students to learn responsible use, care, and maintenance for tools, supplies, and equipment. The additional storage space will allow students to learn to properly put items away and care for them for longer, use equipment more efficiently and create better organization in the program.

Project Evaluation Methods and Outcomes:

The measurable outcomes for the Agriculture Programs of Study have been taken from performance scores of the 2018-2019 CTE End of Program Assessments (Workplace Readiness Skills Assessment and the End of Program Technical Skills Assessment) and Perkins Act Consolidated Annual Report Summary (CAR) 2017-2018.

What is measured? Current Level Who will measure this task? Timeline for completion.

Acquire and install Tuff Shed for use in all Agriculture Programs of Study. N/A

Agriculture Instructor DCSD CTE Coordinator Spring 2020

NOTE: This target has been met.

Increase retention of L2 Concentrators to L3 Completers to 100% each year (CTE Completion rate)75% Agriculture Instructor

DCSD CTE Coordinator Spring 2020, ongoing

NOTE: Fall 2020 enrollment (retention) of L2 to L3 is at 90.4%. Instructor, CTE Coordinator, and Counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Increase student (L1 – L3) GPA Eligibility to 100% each year.63% Agriculture Instructor

DCSD CTE Coordinator Spring 2020, ongoing

NOTE: End of Program GPA eligibility as of Fall 2020 at 90.5%. Instructor, CTE Coordinator, and Counselors will collaborate to increase awareness and importance of passing Technical Assessments.

Maintain Workplace Readiness Skills Assessment pass rate at 100% each year.100% Agriculture Instructor

DCSD CTE Coordinator Spring 2020, ongoing

NOTE: Pass rate as of WRS testing in spring 2020 is 85.7%. This also included virtual testing due to the COVID-19 pandemic. Instructor and CTE Coordinator will collaborate to increase awareness and importance of passing Technical Assessments.

Increase End of Program Technical Skills Assessment pass rate to 100% each year.63% Agriculture Instructor

DCSD CTE Coordinator Spring 2020, ongoing

NOTE: Pass rate as of EOP testing in spring 2020 is 28.6%. This also included virtual testing due to the COVID-19 pandemic. Instructor and CTE Coordinator will collaborate to increase awareness and importance of passing Technical Assessments.

Increase CTE College Credit earners to 100% (if CTE College Credit is available in specific program of study).63% Agriculture Instructor

DCSD CTE Coordinator Spring 2020, ongoing

NOTE: College Credit eligibility is currently 86.7%. Instructor and District CTE Coordinator will collaborate to increase awareness of importance of passing CTE End of Program assessments as they relate to CTE College Credit opportunities.

Meet or exceed Attainment of Academic Skills once goals have been established by NDE (Performance Indicators 1S1 and 1S2)No data available on 2017-2018 CAR report (goals will be based on 2018-2019 ACT results).DHS Administration, DHS Counseling Dept., Agriculture Instructor DCSD CTE

Coordinator Spring 2020, ongoing

Increase CTE Technical Skill Attainment (Performance Indicator 2S1) to 100% of GPA eligible students each year.64.66% Agriculture Instructor

DCSD CTE Coordinator Spring 2020, ongoing

Increase CTE Completion Rate (Performance Indicator 3S1) to 100% each year.97.10% Agriculture Instructor

DCSD CTE Coordinator Spring 2020, ongoing

Increase CTE High School Graduation Rate (Performance Indicator 4S1) to 100% each year.94.57% Agriculture Instructor

DCSD CTE Coordinator Spring 2020, ongoing

Maintain CTE Secondary Placement Rate (Performance Indicator 5S1) at 100% each year. 100% Agriculture Instructor

DCSD CTE Coordinator Spring 2020, ongoing

NOTE: At the time of this report, 2019-2020 CAR Data is not yet available.

In March of 2020, the COVID-19 pandemic required students and families to quarantine and caused school closures forcing students into a distance learning environment. CTE End of Program testing continued in a virtual format and had an effect on the outcomes for some students. As mentioned above, a concerted effort to retain and recruit students into the Agriculture program will be an ongoing effort.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Douglas County School District

Type of Grant:

Competitive

Project Name:

Project 5 – Douglas High School - Automotive Technology

Amount:

\$15,994.86

Project Description:

The Automotive Technology requested the following items as a part of Program Improvement: (2) Encore Deluxe Scan Tools, (2) OTC Strut Tamer Spring Compressors and (1) Ammco Brake Lathe Package (includes Adapter Kit and Lathe Bench). The Encore Scan tools will be used for antilock brake system diagnosis, analyzing electrical and electronic systems, charging system diagnosis, battery system diagnosis, starting system diagnosis, air conditioning diagnosis, and engine control systems and performance analysis. The OTC Strut Tamer will be used for removing and replacing suspension system strut springs. The brake lathe with bench and adapter kit will be used for resurfacing brake rotors and brake drums. The equipment requested will allow students to meet State CTE Content Standards, Standards for Employability Skills for Career Readiness and Quality Program Standards.

The equipment requested is providing students the opportunity to perform tasks on industry standard equipment. Students now have the ability to not only work on classroom training vehicles but also expand their confidence and perform tasks on their own vehicle. Combined with classroom training, hands-on training, and formative and summative assessments, students are improving and expanding their knowledge of automotive maintenance and repair.

Projected outcomes will include proficiency in all CTE State Content Standards as well as Employability Skills for Career Readiness Standards. Retention in Levels 1 and 2 will lead to increased enrollment in Level 3 course work and increased CTE Completers. Students enrolled in Level 3 course work will take the CTE End of Program Assessments, potentially becoming eligible for CTE College Credit. This year's results show that there is a 100% Participation Rate for both assessments. The pass rate for the Workplace Readiness Skills Assessment was 84% and 76% for the CTE Technical Skills Assessment. Students that are GPA eligible (3.0) for CTE College Credit this year is 88%. Our goal is to improve assessment pass rates to 100% in each assessment and 100% GPA eligibility by the end of the 2019-2020 school year.

Project Evaluation Methods and Outcomes:

The measurable outcomes for the Automotive Technology Programs of Study have been taken from performance scores of the 2018-2019 CTE End of Program Assessments (Workplace Readiness Skills Assessment and the End of Program Technical Skills Assessment) and Perkins Act Consolidated Annual Report Summary (CAR) 2017-2018.

What is measured? Current Level Who will measure this task? Timeline for completion

Acquire, install, and implement Scan Tools, Spring Compressors, and Brake Lathe package for use in Automotive Technology Program of Study. N/A Automotive Technology Instructor,

DCSD CTE Coordinator Spring 2020 NOTE: This target has been met.

Increase retention of L2 Concentrators to L3 Completers to 100% each year (CTE Completion rate)60% Automotive Technology Instructor,

DCSD CTE Coordinator Spring 2020

NOTE: Fall 2020 enrollment (retention) of L3 to L3 is at 51.1%. Instructor, CTE Coordinator, and Counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Increase student (L1 – L3) GPA Eligibility to 100% each year.88% Automotive Technology Instructor, DCSD CTE Coordinator Spring 2020

NOTE: End of Program eligibility as of Fall 2020 at 45%. Instructor, CTE Coordinator, and Counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Increase Workplace Readiness Skills Assessment pass rate to 100% each year.84% Automotive Technology Instructor,

DCSD CTE Coordinator Spring 2020 NOTE: This target has been met.

Increase End of Program Technical Skills Assessment pass rate to 100% each year.76% Automotive Technology Instructor,

DCSD CTE Coordinator Spring 2020

NOTE: Pass rate as of EOP testing in spring 2020 is 63.1%. Instructor and CTE Coordinator will collaborate to increase awareness and importance of passing Technical Assessments.

Increase CTE College Credit earners to 100% (if CTE College Credit is available in specific program of study).88% Automotive Technology Instructor,

DCSD CTE Coordinator Spring 2020

NOTE: College Credit eligibility is currently 42.8%. Instructor and District CTE Coordinator will collaborate to increase awareness of importance of passing CTE End of Program assessments as they relate to CTE College Credit opportunities.

Meet or exceed Attainment of Academic Skills once goals have been established by NDE (Performance Indicators 1S1 and 1S2) No data available on 2017-2018 CAR report (goals will be based on 2018-2019 ACT results). DHS Administration, DHS Counseling Dept., Automotive Technology Instructor, DCSD CTE Coordinator Spring 2020

Increase CTE Technical Skill Attainment (Performance Indicator 2S1) to 100% of GPA eligible students each year.

64.66% Automotive Technology Instructor, DCSD CTE Coordinator Spring 2020
Increase CTE Completion Rate (Performance Indicator 3S1) to 100% each year.97.10% Automotive
Technology Instructor,
DCSD CTE Coordinator Spring 2020
Increase CTE High School Graduation Rate (Performance Indicator 4S1) to 100% each
year.94.57% Automotive Technology Instructor,
DCSD CTE Coordinator Spring 2020
Maintain CTE Secondary Placement Rate (Performance Indicator 5S1) at 100% each
year.100% Automotive Technology Instructor,
DCSD CTE Coordinator Spring 2020
NOTE: At the time of this report, 2019-2020 CAR Data is not yet available.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Douglas County School District

Type of Grant:

Competitive

Project Name:

Project 8 – Douglas High School - Computer Science

Amount:

\$6,283.00

Project Description:

The Computer Science Program of Study at Douglas High School (DHS) requested a Robotic Coding Class Package and two (2) Sensor Kit 2 Classroom packages. The Robotic Coding Class Package contains 10 robot kits including all required materials and supplies, curriculum and lesson plans for easy implementation. The Sensor Kit 2 Classroom package includes 5 sets of sensors to compliment your Robotic Coding Class Package and allow for more student groups to access the projects and curriculum. Robotic Coding Class Package is programmable with Java, JavaScript, and Python – coding programs essential to the retention of student progression from Level 1 to Level 2 to Level 3. The robots are being used to teach and test programing skills as a part of the Computer Science curriculum. The equipment requested will allow students to meet State CTE Content Standards, Standards for Employability Skills for Career Readiness and Quality Program Standards. This request is made as a part of program improvement and is not a continuation of any previously funded projects. The equipment requested is providing students the opportunity to perform computer programming assignments and tasks ranging from beginner to intermediate to advanced levels of study. The Robotic Coding Class Package and Sensor Kit 2 Classroom Package are designed to create simulations and scenarios that could be experienced in the workforce. Projected outcomes will include proficiency in all CTE State Content Standards as well as Employability Skills for Career Readiness Standards. Formative and summative assessments given throughout the semester and at semester finals will help with data-based decision-making regarding focus on content standards and curriculum development. Retention in Levels 1 and 2 will lead to increased enrollment in Level 3 course work and increased CTE Completers. Students enrolled in Level 3 course work will take the CTE End of Program Assessments, potentially becoming eligible for CTE College Credit. The first cohort of Completers will take their CTE End off Program Assessments in the spring 2020; therefor data from these assessments are not available. However, the goals for the Computer Science program will be: 100% Participation Rate for both CTE End of Program assessments, 100% pass rates for both exams, and encourage students to establish and maintain a 3.0 GPA for CTE College Credit eligibility.

Project Evaluation Methods and Outcomes:

The Computer Science Program of Study is developed to a Level 3 Completer program. However, there were no eligible students to take the CTE End of Program assessments this year because they did not have a complete sequence. The first cohort of completers will be ready upon their successful completion of Computer Science II (Level 2) next year. As a result, there are no measurable outcomes yet. Future results from the Perkins Act Consolidated Annual Report Summary (CAR) and CTE End of Program Assessments (Workplace Readiness Skills Assessment and the End of Program Technical Skills Assessment) will be used when accessible. Prior to these reports, progress will be measured through the use of formative and summative assessments that are given throughout and at the end of each semester. The CTE Content Standards and Standards for Employability Skills for Career Readiness will be implemented immediately. Students will be encouraged to achieve and maintain a 3.0 GPA throughout their three-year program of study so they may become eligible for CTE College Credit and to earn the College and Career Ready High School Diploma.

What is measured? Current Level Who will measure this task? Timeline for completion Implement
Computer Science II (Level 2) AP Computer Science Principles (Level 1),
AP Computer Science A (Level 3) DHS Administration, DHS Counseling Dept., Computer Science
Instructor,

DCSD CTE Coordinator Fall 2019 NOTE: This target has been met.

Expand Computer Science to Advanced Studies (Level 4) AP Computer Science Principles (Level 1), AP
Computer Science A (Level 3) DHS Administration, DHS Counseling Dept., Computer Science
Instructor,

DCSD CTE Coordinator Fall 2020 NOTE: This target has been met.

Acquire, install, and implement new Robotic Coding Class and Sensor Kit 2 Classroom packages. AP
Computer Science Principles (Level 1),

AP Computer Science A (Level 3) Computer Science Instructor, DCSD CTE Coordinator Fall 2019
NOTE: This target has been met.

Increase retention of L1 students to L2 Concentrators to 100% each year.67Computer Science Instructor,
DCSD CTE Coordinator Fall 2019

NOTE: Fall 2020 enrollment (retention) of L1 to L2 is at 12.9%. Instructor, CTE Coordinator, and
Counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Increase retention of L2 Concentrators to L3 Completers to 100% each year (CTE Completion
rate)21Computer Science Instructor,

DCSD CTE Coordinator Fall 2020

NOTE: Fall 2020 enrollment (retention) of L2 to L3 is at 71.4%. Instructor, CTE Coordinator, and
Counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Increase student (L1 – L3) GPA Eligibility to 100% each year. N/A Computer Science Instructor, DCSD
CTE Coordinator Spring 2021, ongoing

NOTE: End of Program eligibility as of Fall 2020 at 70%. Instructor, CTE Coordinator, and Counselors
will collaborate for recruitment and retention of students into upper level CTE courses.

Increase Workplace Readiness Skills Assessment pass rate to 100% each year. N/A Computer Science
Instructor,

DCSD CTE Coordinator Spring 2021, ongoing

Increase End of Program Technical Skills Assessment pass rate to 100% each year. N/A Computer

Science Instructor,

DCSD CTE Coordinator Spring 2021, ongoing

Increase CTE College Credit earners to 100% (if CTE College Credit is available in specific program of study) N/A Computer Science Instructor,

DCSD CTE Coordinator Spring 2021, ongoing

NOTE: The 2019-2020 End of Program testing was interrupted by the COVID-19 Pandemic. As a result, the Computer Science tests were temporarily postponed. Virtual testing was made available but had a profound effect on participation in EOP testing.

Meet or exceed Attainment of Academic Skills once goals have been established by NDE (Performance Indicators 1S1 and 1S2) N/A Computer Science Instructor,

DCSD CTE Coordinator Spring 2021, ongoing

Increase CTE Technical Skill Attainment (Performance Indicator 2S1) to 100% of GPA eligible students each year. N/A Computer Science Instructor,

DCSD CTE Coordinator Spring 2021, ongoing

Increase CTE Completion Rate (Performance Indicator 3S1) to 100% each year. N/A Computer Science Instructor,

DCSD CTE Coordinator Spring 2021, ongoing

Increase CTE High School Graduation Rate (Performance Indicator 4S1) to 100% each year. N/A Computer Science Instructor,

DCSD CTE Coordinator Spring 2021, ongoing

Maintain CTE Secondary Placement Rate (Performance Indicator 5S1) at 100% each year. N/A Computer Science Instructor,

DCSD CTE Coordinator Spring 2021, ongoing

NOTE: At the time of this report, 2019-2020 CAR Data is not yet available.

In March of 2020, the COVID-19 pandemic required students and families to quarantine and caused school closures forcing students into a distance learning environment. CTE End of Program testing continued in a virtual format and had a profound effect on participation in EOP testing. As mentioned above, a concerted effort to retain and recruit students into the Computer Science program will be an ongoing effort.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Education, Hospitality, and Human Services

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Douglas County School District

Type of Grant:

Competitive

Project Name:

Project 9 - Douglas High School - Culinary Arts

Amount:

\$16,454.51

Project Description:

The Culinary Arts Program of Study at Douglas High School request the following items as a part of Program Improvement: (1) 54” Avantco Reach-in Refrigerator, (2) US Range 60” Gas Ranges with standard ovens, (1) 36” Cooking Performance Group Gas Radiant Charbroiler with Cabinet Base, (3) Cooking Performance Group 4 ¾” Plate Casters (6/set) and (3) Regency 48” Mobile Gas Connector Hose Kits. Culinary Arts students in Levels 1 – 4 will all use the equipment being requested. This request is made as a part of program improvement and is not a continuation of any previously funded projects. The equipment requested will provide students the opportunity to perform their tasks on industry standard equipment. Combined with classroom and hands-on training, students will improve and expand their knowledge of culinary arts and prepare for high wage occupations in the Tourism, Gaming and Entertainment industries. Projected outcomes will include proficiency in all CTE State Content Standards as well as Employability Skills for Career Readiness Standards. Retention in Levels 1 and 2 will lead to increased enrollment in Level 3 course work and increased CTE Completers. Students enrolled in Level 3 course work will take the CTE End of Program Assessments, potentially becoming eligible for CTE College Credit. This year’s results show that there is a 100% Participation Rate for both assessments. The goal is to improve assessment pass rates to 100% in each assessment and 100% GPA eligibility by the end of the 2019-2020 school year.

Project Evaluation Methods and Outcomes:

The measurable outcomes for the Culinary Arts Program of Study have been taken from performance scores of the 2018-2019 CTE End of Program Assessments (Workplace Readiness Skills Assessment and the End of Program Technical Skills Assessment) and Perkins Act Consolidated Annual Report Summary (CAR) 2017-2018.

What is measured? Current Level Who will measure this task? Timeline for completion
Acquire, install, and implement the Reach-in Refrigerator, 60” Gas Ranges, Plate Casters, Gas Connectors, and Charbroiler for use in Culinary Arts Program of Study. N/A Culinary Arts Instructor, DCSD CTE Coordinator Fall 2019

NOTE: This target has not been met. This grant project was initially approved but due to COVID-19 pandemic and the resulting quarantine, business, and school closures, these items could not be shipped. Ultimately, these funds were returned to the state.

Increase retention of L2 Concentrators to L3 Completers to 100% each year (CTE Completion rate)49% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020, ongoing

NOTE: Fall 2020 enrollment (retention) of L2 to L3 is at 45.7%. Instructor, CTE Coordinator, and Counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Maintain student (L1 – L3) GPA Eligibility at 100% each year.100% Culinary Arts Instructor, DCSD CTE Coordinator Spring 2020, ongoing

NOTE: End of Program GPA eligibility as of Fall 2020 at 96.1%. Instructor, CTE Coordinator, and Counselors will collaborate to increase awareness and importance of passing Technical Assessments.

Increase Workplace Readiness Skills Assessment pass rate to 100% each year.91% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020

NOTE: Pass rate as of WRS testing in spring 2020 is 96.1%. This also included virtual testing due to the COVID-19 pandemic. Instructor and CTE Coordinator will collaborate to increase awareness and importance of passing Technical Assessments.

Increase End of Program Technical Skills Assessment pass rate to 100% each year.45% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020

NOTE: Pass rate as of EOP testing in spring was heavily affected by the COVID-19 pandemic. Due to test scheduling, the Culinary Arts End of Program testing could not be conducted in person. Even though virtual tests were made available, participation was only 11.5%. Instructor and CTE Coordinator will collaborate to increase awareness and importance of passing Technical Assessments. Increase CTE College Credit earners to 100% (if CTE College Credit is available in specific program of study).45% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020

NOTE: CTE College Credit eligibility as of Fall 2020 at 96.1%. Instructor, CTE Coordinator, and Counselors will collaborate to increase awareness and importance of passing Technical Assessments.

Meet or exceed Attainment of Academic Skills once goals have been established by NDE (Performance Indicators 1S1 and 1S2) No data available on 2017-2018 CAR report (goals will be based on 2018-2019 ACT results). DHS Administration, DHS Counseling Dept., Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020

Increase CTE Technical Skill Attainment (Performance Indicator 2S1) to 100% of GPA eligible students each year.64.66% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020

Increase CTE Completion Rate (Performance Indicator 3S1) to 100% each year.97.10% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020

Increase CTE High School Graduation Rate (Performance Indicator 4S1) to 100% each year.94.57% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020

Maintain CTE Secondary Placement Rate (Performance Indicator 5S1) at 100% each year.100% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020

NOTE: At the time of this report, 2019-2020 CAR Data is not yet available.

In March of 2020, the COVID-19 pandemic required students and families to quarantine and caused school closures forcing students into a distance learning environment. CTE End of Program testing continued in a virtual format and had a profound effect on participation in EOP testing. As mentioned above, a concerted effort to retain and recruit students into the Culinary Arts program will be an ongoing effort.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Education, Hospitality, and Human Services

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Douglas County School District

Type of Grant:

Competitive

Project Name:

Project 10 – George Whittell High School - Culinary Arts

Amount:

\$8,468.89

Project Description:

The Culinary Arts Program of Study at George Whittell High School requested the following items as a part of Program Improvement: (1) Vulcan 50 lb. Free-Standing Electric Floor Fryer, (1) Casters, set of 4, and (1) Commercial 4 Zone 54,000 BTU Gas Vertical Broiler Rotisserie Oven Machine Cooker.

Culinary Arts students in Levels 1 – 4 are using the equipment being requested. This allows students the ability to deep fry foods for the weekly staff and service club luncheons, as well as provide opportunities to learn new ways of cooking cultural and ethnic cuisine in diverse and advanced methods. The equipment allows students to meet State CTE Content Standards, Standards for Employability Skills for Career Readiness and Quality Program Standards. This request was made as a part of program improvement and was not a continuation of any previously funded projects.

The equipment requested is providing students the opportunity to perform their tasks on industry standard equipment. Combined with classroom and hands-on training, students are improving and expanding their knowledge of culinary arts and are preparing for high wage occupations in the Tourism, Gaming and Entertainment industries.

Projected outcomes include proficiency in all CTE State Content Standards as well as Employability Skills for Career Readiness Standards. Retention in Levels 1 and 2 will lead to increased enrollment in Level 3 course work and increased CTE Completers. Students enrolled in Level 3 course work will take the CTE End of Program Assessments, potentially becoming eligible for CTE College Credit.

Past results show that there is a 100% Participation Rate and 100% Pass Rate for both assessments. The goal is to maintain assessment pass rates at 100% in each assessment and 100% GPA eligibility as an ongoing goal.

Project Evaluation Methods and Outcomes:

The measurable outcomes for the Culinary Arts Program of Study have been taken from performance scores of the 2018-2019 CTE End of Program Assessments (Workplace Readiness Skills Assessment and the End of Program Technical Skills Assessment) and Perkins Act Consolidated Annual Report Summary (CAR) 2017-2018.

What is measured? Current Level Who will measure this task? Timeline for completion
Acquire, install, and implement the Vulcan Free-Standing Electric Floor Fryer, Casters, and Gas Vertical Broiler Rotisserie Oven Machine Cooker for use in Culinary Arts Program of Study. N/A Culinary Arts Instructor,

DCSD CTE Coordinator Fall 2019 NOTE: This target has been met.

Increase retention of L2 Concentrators to L3 Completers to 100% each year (CTE Completion rate) 40% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020, ongoing NOTE: This target has been met.

Maintain student (L1 – L3) GPA Eligibility at 100% each year. 100% Culinary Arts Instructor, DCSD CTE Coordinator Spring 2020, ongoing

NOTE: One student was GPA eligible to take the End of Program assessments last year. However, due to stringent parental objection, this student did not take the online assessments.

Maintain Workplace Readiness Skills Assessment pass rate at 100% each year. 100% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020, ongoing

NOTE: WRS Assessment Pass rate as of 2020 is 0%. One student was eligible to take the End of Program assessments last year. However, due to stringent parental objection, this student did not take the online assessments.

Maintain End of Program Technical Skills Assessment pass rate at 100% each year. 100% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020, ongoing

NOTE: End of Program Technical Assessment Pass rate as of 2020 is 0%. One student was eligible to take the End of Program assessments last year. However, due to stringent parental objection, this student did not take the online assessments.

Increase CTE College Credit earners at 100% (if CTE College Credit is available in specific program of study). 100% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020, ongoing

NOTE: One student was CTE College Credit eligible last year. However, due to stringent parental objection, this student did not take the online assessments.

Meet or exceed Attainment of Academic Skills once goals have been established by NDE (Performance Indicators 1S1 and 1S2) No data available on 2017-2018 CAR report (goals will be based on 2018-2019 ACT results). GWHS Administration, GWHS Counseling Dept., Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020, ongoing

Increase CTE Technical Skill Attainment (Performance Indicator 2S1) to 100% of GPA eligible students each year. 64.66% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020, ongoing

Increase CTE Completion Rate (Performance Indicator 3S1) to 100% each year. 97.10% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020

Increase CTE High School Graduation Rate (Performance Indicator 4S1) to 100% each year. 94.57% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020

Maintain CTE Secondary Placement Rate (Performance Indicator 5S1) at 100% each year. 100% Culinary Arts Instructor,

DCSD CTE Coordinator Spring 2020

NOTE: At the time of this report, 2019-2020 CAR Data is not yet available.

In March of 2020, the COVID-19 pandemic required students and families to quarantine and caused school closures forcing students into a distance learning environment. CTE End of Program testing continued in a virtual format and had an effect on the outcomes for some students. As mentioned above, a concerted effort to retain and recruit students into the Agriculture program will be an ongoing effort.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

Douglas County School District

Type of Grant:

Competitive

Project Name:

Project 1 – Douglas High School - Digital Game Development

Amount:

\$31,825.22

Project Description:

Douglas High School (DHS) started a new Digital Game Development Program of Study that was implemented in the 2019-2020 school year. The request for 31 new computers (30 student stations and 1 teacher station), monitors, operating system software, and game design software was initially denied in the first round of grant applications. But through the generous reconsideration of the State of Nevada, this portion of the grant was approved in the second round of grant reviews.

These new computer stations replace existing computers that were over five years old and did not have sufficient software or peripherals to handle the 2D and 3D video rendering that is required for this course. The computers requested meet the requirements established in the CTE Computer Science Equipment List (as of December 13, 2018). The equipment requested provides students the opportunity to perform their tasks using industry standard equipment and software.

Recruitment and retention activities have already begun with the development of additional Level 1 sections and new sections of Level 2 Concentrators for 2020-2021, and program expansion to Level 3 Completers for 2021-2022.

Projected outcomes will include proficiency in all CTE State Content Standards as well as Employability Skills for Career Readiness Standards. Retention in Levels 1 and 2 will lead to increased enrollment in Level 3 course work and increased CTE Completers. Students enrolled in Level 3 course work will take the CTE End of Program Assessments, potentially becoming eligible for CTE College Credit. CTE End of Program assessment results will not be available until the spring of 2022. Students will be encouraged to maintain a 3.0 GPA during their program of study to become eligible for CTE College Credit. It is anticipated that students will meet or exceed all state benchmarks established in Performance Indicators and pass rates for CTE End of Program assessments.

Project Evaluation Methods and Outcomes:

The Digital Game Development (DGD) Program of Study is a new program and data for measurable outcomes are not yet available. Future results from the Perkins Act Consolidated Annual Report

Summary (CAR) and CTE End of Program Assessments (Workplace Readiness Skills Assessment and the End of Program Technical Skills Assessment) will be used when accessible. Prior to these reports, progress will be measured through the use of formative and summative assessments that are given throughout and at the end of each semester. The CTE Content Standards and Standards for Employability Skills for Career Readiness will be implemented immediately. Students will be encouraged to maintain a 3.0 GPA throughout their three-year program of study so they may become eligible for CTE College Credit and to earn the College and Career Ready High School Diploma.

What is measured? Current Level Who will measure this task? Timeline for completion

Implement the Digital Game Development Program of Study (Level 1) N/ADHS Administration, DHS Counseling Dept., DGD Instructor,

DCSD CTE Coordinator Fall 2019 NOTE: This target has been met.

Expand Digital Game Development to Level 2 Level 1 DHS Administration, DHS Counseling Dept., DGD Instructor,

DCSD CTE Coordinator Fall 2020 NOTE: This target has been met.

Expand Digital Game Development to Level 3 Level 2 DHS Administration, DHS Counseling Dept., DGD Instructor,

DCSD CTE Coordinator Fall 2021

NOTE: This target is on track to be met in the projected timeframe.

Expand Digital Game Development to Advanced Studies Level 4 Level 3 DHS Administration, DHS Counseling Dept., DGD Instructor,

DCSD CTE Coordinator Fall 2022

NOTE: This target is on track to be met in the projected timeframe.

Acquire, install, and implement new computers, software and associated peripheral equipment. N/A DGD Instructor,

DCSD CTE Coordinator Fall 2019 NOTE: This target has been met.

Increase retention of L1 students to L2 Concentrators to 100% each year. N/A DGD Instructor, DCSD CTE Coordinator Fall 2020

NOTE: Fall 2020 enrollment (retention) of L1 to L2 is at 42.8%. Instructor, CTE Coordinator, and Counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Increase retention of L2 Concentrators to L3 Completers to 100% each year (CTE Completion rate) N/ADGD Instructor,

DCSD CTE Coordinator Fall 2021, ongoing

NOTE: Data for L2 to L3 enrollment is not available as this program has not yet been built out to L3. The course instructor, CTE Coordinator, and site counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Increase student (L1 – L3) GPA Eligibility to 100% each year. N/ADGD Instructor,

DCSD CTE Coordinator Spring 2022, ongoing

Increase Workplace Readiness Skills Assessment pass rate to 100% each year. N/A DGD Instructor,

DCSD CTE Coordinator Spring 2022, ongoing

Increase End of Program Technical Skills Assessment pass rate to 100% each year. N/A DGD Instructor,

DCSD CTE Coordinator Spring 2022, ongoing

Increase CTE College Credit earners to 100% (if CTE College Credit is available in specific program of study). N/A DGD Instructor,

DCSD CTE Coordinator Spring 2022, ongoing

NOTE: The 2021-2022 school year will be the first year of CTE End of Program testing for L3 students in the Digital Game Development Program of Study at Douglas High School.

Meet or exceed Attainment of Academic Skills once goals have been established by NDE (Performance Indicators 1S1 and 1S2) N/A DGD Instructor,

DCSD CTE Coordinator Spring 2022, ongoing

Increase CTE Technical Skill Attainment (Performance Indicator 2S1) to 100% of GPA eligible students each year. N/A DGD Instructor,

DCSD CTE Coordinator Spring 2022, ongoing

Increase CTE Completion Rate (Performance Indicator 3S1) to 100% each year. N/A DGD Instructor,

DCSD CTE Coordinator Spring 2022, ongoing

Increase CTE High School Graduation Rate (Performance Indicator 4S1) to 100% each year. N/A DGD Instructor,

DCSD CTE Coordinator Spring 2022, ongoing

Maintain CTE Secondary Placement Rate (Performance Indicator 5S1) at 100% each year. N/A DGD Instructor,

DCSD CTE Coordinator Spring 2022, ongoing

NOTE: Performance Indicators have not yet been determined for the Digital Game Development Program of Study at Douglas High School.

In March of 2020, the COVID-19 pandemic required students and families to quarantine and caused school closures forcing students into a distance learning environment. CTE End of Program testing continued in a virtual format but did not have any effect on the outcomes of the Digital Game Development Program of Study. As mentioned above, a concerted effort to retain and recruit students into the Digital Game Development Program of Study will be an ongoing effort.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Douglas County School District

Type of Grant:

Competitive

Project Name:

Project 11 – Douglas High School – Graphic Design

Amount:

\$7,609.50

Project Description:

The Graphic Design Program of Study requested a Workhorse Mach Series, 6-color/6-station Floor Model Screen Printing Press. The Workhorse Mach Series press will replace a 4-station press that was originally purchased in 2007. The current 4-station press can accommodate only two students at one time. Over the last twelve years, this press consistently falls out of alignment due to normal wear and tear, and is becoming unsafe for student use. The new 6-station press would enable 6 students to screen print at the same time allowing for increased productivity, better project and classroom management, and high-quality precision in project detail. The equipment requested will allow students to meet State CTE Content Standards, Standards for Employability Skills for Career Readiness and Quality Program Standards. This request is made as a part of program improvement and is not a continuation of any previously funded projects.

Students learn mastery of skills and techniques through consistent practice. Graphic Design students develop skills through the program levels by designing for themselves (GRA 1) and designing for clients (GRA 2 and GRA 3). As a student increases their skill level, the opportunity to achieve success through the printing process and the desire to work in the graphics field and screen-printing industry is more favorable. Projected outcomes will include proficiency in all CTE State Content Standards as well as Employability Skills for Career Readiness Standards. Retention in Levels 1 and 2 will lead to increased enrollment in Level 3 course work and increased CTE Completers. Students enrolled in Level 3 course work will take the CTE End of Program Assessments, potentially becoming eligible for CTE College Credit. Students that are GPA eligible (3.0) for CTE College Credit this year is 100%. Our goal is to improve assessment pass rates to 100% in each assessment and 100% GPA eligibility by the end of the 2019-2020 school year.

Project Evaluation Methods and Outcomes:

The measurable outcomes for the Graphic Design Program of Study have been taken from performance scores of the 2018-2019 CTE End of Program Assessments (Workplace Readiness Skills Assessment and the End of Program Technical Skills Assessment) and Perkins Act Consolidated Annual Report Summary (CAR) 2017-2018.

What is measured? Current Level Who will measure this task? Timeline for completion

Acquire, install, and implement the Workhorse Mach Series Screen Printing Press for use in Graphic Design Program of Study. N/A Graphic Design Instructor, DCSD CTE Coordinator Fall 2019

NOTE: This target has not been met. This grant project was initially approved but due to COVID-19 pandemic and the resulting quarantine, business, and school closures, these items could not be shipped. Ultimately, these funds were returned to the state.

Increase retention of L2 Concentrators to L3 Completers to 100% each year (CTE Completion rate) 11% Graphic Design Instructor,

DCSD CTE Coordinator Spring 2020, ongoing NOTE: This target has been met

Maintain student (L1 – L3) GPA Eligibility at 100% each year. 100% Graphic Design Instructor, DCSD CTE Coordinator Spring 2020, ongoing

NOTE: This target has been met

Increase Workplace Readiness Skills Assessment pass rate to 100% each year. 67% Graphic Design Instructor,

DCSD CTE Coordinator Spring 2020, ongoing

NOTE: Pass rate as of WRS testing in spring 2020 is 91%. This also included virtual testing due to the COVID-19 pandemic. Instructor and CTE Coordinator will collaborate to increase awareness and importance of passing Technical Assessments.

Increase End of Program Technical Skills Assessment pass rate to 100% each year. 0% (there were a total of 3 students in Level 3 this year) Graphic Design Instructor,

DCSD CTE Coordinator Spring 2020, ongoing

NOTE: Pass rate as of EOP testing in spring was heavily affected by the COVID-19 pandemic. Due to test scheduling, the Graphic Design End of Program testing could not be conducted in person. Even though virtual tests were made available, participation was only 36.3% and a pass rate of 18.2%.

Instructor and CTE Coordinator will collaborate to increase awareness and importance of passing Technical Assessments.

Increase CTE College Credit earners to 100% (if CTE College Credit is available in specific program of study). 0% (there were a total of 3 students in Level 3 this year) Graphic Design Instructor,

DCSD CTE Coordinator Spring 2020, ongoing

NOTE: While there were 100% students eligible for CTE College Credit, only 2 actually received certificates for 18.2%. Instructor and CTE Coordinator will collaborate to increase awareness and importance of passing Technical Assessments.

Meet or exceed Attainment of Academic Skills once goals have been established by NDE (Performance Indicators 1S1 and 1S2) No data available on 2017-2018 CAR report (goals will be based on 2018-2019 ACT results). DHS Administration, DHS Counseling Dept., Graphic Design Instructor,

DCSD CTE Coordinator Spring 2020, ongoing

Increase CTE Technical Skill Attainment (Performance Indicator 2S1) to 100% of GPA eligible students

each year.64.66% Graphic Design Instructor,
DCSD CTE Coordinator Spring 2020, ongoing
Increase CTE Completion Rate (Performance Indicator 3S1) to 100% each year.97.10% Graphic Design
Instructor,
DCSD CTE Coordinator Spring 2020, ongoing
Increase CTE High School Graduation Rate (Performance Indicator 4S1) to 100% each
year.94.57% Graphic Design Instructor,
DCSD CTE Coordinator Spring 2020, ongoing
Maintain CTE Secondary Placement Rate (Performance Indicator 5S1) at 100% each year.100% Graphic
Design Instructor,
DCSD CTE Coordinator Spring 2020, ongoing
NOTE: At the time of this report, 2019-2020 CAR Data is not yet available.

In March of 2020, the COVID-19 pandemic required students and families to quarantine and caused school closures forcing students into a distance learning environment. CTE End of Program testing continued in a virtual format and had an effect on the outcomes for some students. As mentioned above, a concerted effort to retain and recruit students into the Graphic Design program will be an ongoing effort.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

Douglas County School District

Type of Grant:

Competitive

Project Name:

Project 2 – Douglas High School – Metalworking

Amount:

\$25,575.00

Project Description:

The Metalworking Program of Study at Douglas High School (DHS) requested a new forklift to improve storage of raw materials and provide a safer method of materials handling. This forklift requested is a Clark Model S25C, 5,000 lb. capacity, Cushion Tire Forklift with a Ford Tier 4 Light Propane Gas Motor along with a 2-year Extended Maintenance Program. The requested forklift is being used to unload heavy materials off delivery trucks making for safer delivery of product. The requested forklift replaces an existing forklift that was over 15 years old, unsafe to operate and cost prohibitive to maintain. The new forklift also allows students to meet state CTE Content Standards, Standards for Employability Skills for Career Readiness and Quality Program. Additionally, this request was made as a part of new program development and is not a continuation of any previously funded projects. The new forklift is helping to provide a safer working environment and provides students the opportunity to perform their tasks on industry standard equipment.

The Metalworking Program of Study will be expanded to include Level 2 in the fall of 2019 and will produce its first cohort of CTE Completers for this program in the fall of 2020. Even though there are no CTE End of Program assessment results this year, the goals for this program for 2020-2021 include: 100% participation in CTE End of Program Assessments, 100% pass rate in the Workplace Readiness Skills Assessment, 100% pass rate in the End of Program Technical Skills Assessment, and 100% eligibility for CTE College Credit.

Project Evaluation Methods and Outcomes:

The Metalworking Program of Study will be building out to include Level 3 in the fall of 2019. Therefore, data for measurable outcomes are not yet available. Future results from the Perkins Act Consolidated Annual Report Summary (CAR) and CTE End of Program Assessments (Workplace Readiness Skills Assessment and the End of Program Technical Skills Assessment) will be used when accessible. Prior to these reports, progress will be measured through the use of formative and summative assessments that are given throughout and at the end of each semester. The CTE Content Standards and

Standards for Employability Skills for Career Readiness will be implemented immediately. Students will be encouraged to maintain a 3.0 GPA throughout their three-year program of study so they may become eligible for CTE College Credit and to earn the College and Career Ready High School Diploma.

What is measured? Current Level Who will measure this task? Timeline for completion

Implement the Metalworking Program of Study (Level 2 Concentrator) Level 1DHS Administration, DHS Counseling Dept., Metalworking Instructor, DCSD CTE Coordinator Fall 2019

Implement the Metalworking Program of Study (Level 3 Completer) N/ADHS Administration, DHS Counseling Dept., Metalworking Instructor, DCSD CTE Coordinator Fall 2020

NOTE: The Metalworking Program of Study has been built out to Level 3 Completer status as of Fall 2020.

Expand Metalworking Program of Study to Advanced Studies Level 4N/ADHS Administration, DHS Counseling Dept., Metalworking Instructor, DCSD CTE Coordinator Fall 2021

NOTE: The Metalworking Program of Study is on track to include Metalworking Level 4 Advanced Studies beginning in Fall of 2021

Acquire, and implement new Clark Forklift. N/A Metalworking Instructor, DCSD CTE Coordinator Fall 2019

NOTE: The new Clark forklift has been purchased and placed into service.

Increase retention of L1 students to L2 Concentrators to 100% each year. N/A (Current enrollment shows 79 students in L1) Metalworking Instructor, DCSD CTE Coordinator Fall 2020

NOTE: Fall 2020 enrollment (retention) of L1 to L2 is at 74.2%. Instructor, CTE Coordinator, and Counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Increase retention of L2 Concentrators to L3 Completers to 100% each year (CTE Completion rate) N/A Metalworking Instructor, DCSD CTE Coordinator Fall 2021

NOTE: Fall 2020 enrollment (retention) of L2 to L3 is at 61.2%. Instructor, CTE Coordinator, and Counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Increase student (L1 – L3) GPA Eligibility to 100% each year. N/A Metalworking Instructor, DCSD CTE Coordinator Spring 2020 and ongoing

Increase Workplace Readiness Skills Assessment pass rate to 100% each year. N/A Metalworking Instructor, DCSD CTE Coordinator Spring 2020 and ongoing

Increase End of Program Technical Skills Assessment pass rate to 100% each year. N/A Metalworking Instructor, DCSD CTE Coordinator Spring 2020 and ongoing

Increase CTE College Credit earners to 100% (if CTE College Credit is available in specific program of study). N/A Metalworking Instructor, DCSD CTE Coordinator Spring 2020 and ongoing

NOTE: The 2020-2021 school year will be the first year of CTE End of Program testing for L3 students in the Metalworking Program of Study at Douglas High School.

Meet or exceed Attainment of Academic Skills once goals have been established by NDE (Performance

Indicators 1S1 and 1S2) N/A Metalworking Instructor,
DCSD CTE Coordinator Spring 2020 and ongoing
Increase CTE Technical Skill Attainment (Performance Indicator 2S1) to 100% of GPA eligible students
each year. N/A Metalworking Instructor,
DCSD CTE Coordinator Spring 2020 and ongoing
Increase CTE Completion Rate (Performance Indicator 3S1) to 100% each year. N/A Metalworking
Instructor,
DCSD CTE Coordinator Spring 2020 and ongoing
Increase CTE High School Graduation Rate (Performance Indicator 4S1) to 100% each year. N/A
Metalworking Instructor,
DCSD CTE Coordinator Spring 2020 and ongoing
Maintain CTE Secondary Placement Rate (Performance Indicator 5S1) at 100% each year. N/A
Metalworking Instructor,
DCSD CTE Coordinator Spring 2020 and ongoing
NOTE: Performance Indicators have not yet been determined for the Metalworking Program of Study at
Douglas High School.

In March of 2020, the COVID-19 pandemic required students and families to quarantine and caused
school closures forcing students into a distance learning environment. CTE End of Program testing
continued in a virtual format but did not have any effect on the outcomes of the Metalworking program of
study. As mentioned above, a concerted effort to retain and recruit students into the Metalworking
program will be an ongoing effort.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

Douglas County School District

Type of Grant:

Competitive

Project Name:

Project 3 – Douglas High School - Metalworking

Amount:

\$27,515.72

Project Description:

The new Metalworking Program of Study at Douglas High School requested a Torchmate 4400-FC80 CNC Plasma Cutting System with cutting table, (1) handheld Plasma Torch (25' length), and CAD software to enhance the instruction of computer-aided design, computer-aided manufacturing, and fabrication in the metalworking industry. Plasma cutting is often used in fabrication shops, automotive repair and restoration, industrial construction, and salvage and scrapping operations. Due to the high speed and precision cuts combined with low cost, plasma cutting sees widespread use from large- scale industrial CNC applications down to small hobbyist shops.

This request is replacing an existing plasma cutting system that is over 10 years old and has seen extensive use, is unsafe to operate, consistently breaks and is no longer serviceable. This request was made as a part of new program development and is not a continuation of any previously funded projects. Projected outcomes will include proficiency in all CTE State Content Standards as well as Employability Skills for Career Readiness Standards. Retention from Level 1 to Level 2 will lead to increased enrollment in Level 3 course work and increased CTE Completers. Students enrolled in Level 3 course work will take the CTE End of Program Assessments, potentially becoming eligible for CTE College Credit. Through natural progression, the Metalworking Program of Study expanded to include Level 2 in the fall of 2019 and Level 3 in the fall of 2020. The first cohort of CTE Completers for this program will take their CTE End of Program assessments in the spring of 2021. The goals for this program for the 2020 – 2021 school year include: 100% participation in CTE End of Program Assessments, 100% pass rate in the Workplace Readiness Skills Assessment, 100% pass rate in the End of Program Technical Skills Assessment, and 100% eligibility for CTE College Credit.

Project Evaluation Methods and Outcomes

The Metalworking Program of Study has built out to include Level 3 in the fall of 2020. Results from the Perkins Act Consolidated Annual Report Summary (CAR) and CTE End of Program Assessments (Workplace Readiness Skills Assessment and the End of Program Technical Skills Assessment) will be

used when accessible. Prior to these reports, progress will be measured through the use of formative and summative assessments that are given throughout and at the end of each semester.

The CTE Content Standards and Standards for Employability Skills for Career Readiness will be implemented immediately. Students will be encouraged to maintain a 3.0 GPA throughout their three-year program of study so they may become eligible for CTE College Credit and to earn the College and Career Ready High School Diploma.

What is measured? Current Level Who will measure this task? Timeline for completion

Implement the Metalworking Program of Study (Level 2 Concentrator) Level 1 DHS Administration, DHS Counseling Dept., Metalworking Instructor,

DCSD CTE Coordinator Fall 2019 NOTE: This target has been met.

Implement the Metalworking Program of Study (Level 3 Completer) N/A DHS Administration, DHS Counseling Dept., Metalworking Instructor,

DCSD CTE Coordinator Fall 2020 NOTE: This target has been met.

Expand Metalworking Program of Study to Advanced Studies Level 4N/ADHS Administration, DHS Counseling Dept., Metalworking Instructor,

DCSD CTE Coordinator Fall 2021

Note: This target is on track to be met in the projected timeline.

Acquire, install and implement new Torchmate 4400 Plasma Cutting System. N/A Metalworking Instructor,

DCSD CTE Coordinator Fall 2019 NOTE: This target has been met.

Increase retention of L1 students to L2 Concentrators to 100% each year. N/A (Current enrollment shows 79 students in L1) Metalworking Instructor,

DCSD CTE Coordinator Fall 2019

NOTE: Fall 2020 enrollment (retention) of L1 to L2 is at 74.2%. Instructor, CTE Coordinator, and Counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Increase retention of L2 Concentrators to L3 Completers to 100% each year (CTE Completion rate) N/A Metalworking Instructor,

DCSD CTE Coordinator Fall 2020

NOTE: Fall 2020 enrollment (retention) of L2 to L3 is at 61.2%. Instructor, CTE Coordinator, and Counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Increase student (L1 – L3) GPA Eligibility to 100% each year. N/A Metalworking Instructor,

DCSD CTE Coordinator Spring 2021 and ongoing

Increase Workplace Readiness Skills Assessment pass rate to 100% each year. N/A Metalworking Instructor, DCSD CTE Coordinator Spring 2021

Increase End of Program Technical Skills Assessment pass rate to 100% each year. N/A Metalworking Instructor,

DCSD CTE Coordinator Spring 2021

Increase CTE College Credit earners to 100% (if CTE College Credit is available in specific program of study). N/A Metalworking Instructor,

DCSD CTE Coordinator Spring 2021

NOTE: The 2020-2021 school year will be the first year of CTE End of Program testing for L3 students in the Metalworking Program of Study at Douglas High School.

Meet or exceed Attainment of Academic Skills once goals have been established by NDE (Performance

Indicators 1S1 and 1S2) N/A Metalworking Instructor,
DCSD CTE Coordinator Spring 2021

Increase CTE Technical Skill Attainment (Performance Indicator 2S1) to 100% of GPA eligible students each year. N/A Metalworking Instructor,
DCSD CTE Coordinator Spring 2021

Increase CTE Completion Rate (Performance Indicator 3S1) to 100% each year. N/A Metalworking Instructor,
DCSD CTE Coordinator Spring 2021

Increase CTE High School Graduation Rate (Performance Indicator 4S1) to 100% each year. N/A Metalworking Instructor,
DCSD CTE Coordinator Spring 2021

Maintain CTE Secondary Placement Rate (Performance Indicator 5S1) at 100% each year. N/A Metalworking Instructor,
DCSD CTE Coordinator Spring 2021

NOTE: Performance Indicators have not yet been determined for the Metalworking Program of Study at Douglas High School.

In March of 2020, the COVID-19 pandemic required students and families to quarantine and caused school closures forcing students into a distance learning environment. CTE End of Program testing continued in a virtual format but did not have any effect on the outcomes of the Metalworking program of study. As mentioned above, a concerted effort to retain and recruit students into the Metalworking program will be an ongoing effort.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

Douglas County School District

Type of Grant:

Competitive

Project Name:

Project 4 – Douglas High School - Metalworking

Amount:

\$14,395.00

Project Description:

The new Metalworking Program of Study at Douglas High School requested a new Baileigh Pipe Bending Machine. In the metal working industry, a pipe bender is vital in most shops for use in bending solid stock steel, square tubing, round tubing and other materials to create geometric designs and objects while learning about allowances and tolerances required in bending metals of different materials. Students are learning to use this new technology to further develop proper skills to gain career opportunities in metal industries. The Baileigh Pipe Bending Machine will help students meet various CTE State Content Standards such as Metalworking Content Standard 2.0 Apply fundamental print reading, measurement, and layout/fit-up techniques, Content Standard 3.0 Identify properties of metals, Content Standard 6.0 Identify welding codes, inspections, and testing principles, and Content Standard 7.0 Apply fabricating fundamentals; Standards for Employability Skills for Career Readiness and Quality Program Standards This request is made as a part of New Program Development and is not a continuation of any previously funded projects. The requested Baileigh Pipe Bending Machine is providing students with the opportunity to work with the same type of equipment found in many fabrication shops.

Projected outcomes will include proficiency in all CTE State Content Standards as well as Employability Skills for Career Readiness Standards. Retention from Level 1 to Level 2 will lead to increased enrollment in Level 3 course work and increased CTE Completers. Students that enroll in Level 3 course work will take the CTE End of Program Assessments, potentially becoming eligible for CTE College Credit. The Metalworking Program of Study has been expanded to include Level 2 in the fall of 2019 and will produce its first cohort of CTE Completers for this program in the fall of 2020. The goals for this program for 2020-2021 include: 100% participation in CTE End of Program Assessments, 100% pass rate in the Workplace Readiness Skills Assessment, 100% pass rate in the End of Program Technical Skills Assessment, and 100% eligibility for CTE College Credit.

Project Evaluation Methods and Outcomes:

The new Metalworking Program of Study has been built out to include Level 2 Concentrator in the fall of 2019 and Level 3 Completer in the fall of 2020. Future results from the Perkins Act Consolidated Annual Report Summary (CAR) and CTE End of Program Assessments (Workplace Readiness Skills Assessment and the End of Program Technical Skills Assessment) will be used when accessible.

Progress will be measured through the use of formative and summative assessments that are given throughout and at the end of each semester. The CTE Content Standards and Standards for Employability Skills for Career Readiness will be implemented immediately. Students will be encouraged to maintain a 3.0 GPA throughout their three-year program of study so they may become eligible for CTE College Credit and to earn the College and Career Ready High School Diploma.

What is measured? Current Level Who will measure this task? Timeline for completion

Implement the Metalworking Program of Study (Level 2 Concentrator) Level 1 DHS Administration, DHS Counseling Dept., Metalworking Instructor,

DCSD CTE Coordinator Fall 2019 NOTE: This target has been met.

Implement the Metalworking Program of Study (Level 3 Completer) N/A DHS Administration, DHS Counseling Dept., Metalworking Instructor,

DCSD CTE Coordinator Fall 2020 NOTE: This target has been met.

Expand Metalworking Program of Study to Advanced Studies Level 4N/ADHS Administration, DHS Counseling Dept., Metalworking Instructor,

DCSD CTE Coordinator Fall 2021

Note: This target is on track to be met in the projected timeline.

Acquire, install and implement new Baileigh Pipe Bending Machine. N/A Metalworking Instructor, DCSD CTE Coordinator Fall 2019

NOTE: This target has been met.

Increase retention of L1 students to L2 Concentrators to 100% each year. N/A (Current enrollment shows 79 students in L1) Metalworking Instructor,

DCSD CTE Coordinator Fall 2019

NOTE: Fall 2020 enrollment (retention) of L1 to L2 is at 74.2%. Instructor, CTE Coordinator, and Counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Increase retention of L2 Concentrators to L3 Completers to 100% each year (CTE Completion rate) N/A Metalworking Instructor,

DCSD CTE Coordinator Fall 2020

NOTE: Fall 2020 enrollment (retention) of L2 to L3 is at 61.2%. Instructor, CTE Coordinator, and Counselors will collaborate for recruitment and retention of students into upper level CTE courses.

Increase student (L1 – L3) GPA Eligibility to 100% each year. N/A Metalworking Instructor, DCSD CTE Coordinator Spring 2021 and ongoing

Increase Workplace Readiness Skills Assessment pass rate to 100% each year. N/A Metalworking Instructor, DCSD CTE Coordinator Spring 2021

Increase End of Program Technical Skills Assessment pass rate to 100% each year. N/A Metalworking Instructor,

DCSD CTE Coordinator Spring 2021

Increase CTE College Credit earners to 100% (if CTE College Credit is available in specific program of study). N/A Metalworking Instructor,

DCSD CTE Coordinator Spring 2021

NOTE: The 2020-2021 school year will be the first year of CTE End of Program testing for L3 students in the Metalworking Program of Study at Douglas High School.

Meet or exceed Attainment of Academic Skills once goals have been established by NDE (Performance Indicators 1S1 and 1S2) N/A Metalworking Instructor,

DCSD CTE Coordinator Spring 2021

Increase CTE Technical Skill Attainment (Performance Indicator 2S1) to 100% of GPA eligible students each year. N/A Metalworking Instructor,

DCSD CTE Coordinator Spring 2021

Increase CTE Completion Rate (Performance Indicator 3S1) to 100% each year. N/A Metalworking Instructor,

DCSD CTE Coordinator Spring 2021

Increase CTE High School Graduation Rate (Performance Indicator 4S1) to 100% each year. N/A Metalworking Instructor,

DCSD CTE Coordinator Spring 2021

Maintain CTE Secondary Placement Rate (Performance Indicator 5S1) at 100% each year. N/A Metalworking Instructor,

DCSD CTE Coordinator Spring 2021

NOTE: Performance Indicators have not yet been determined for the Metalworking Program of Study at Douglas High School.

In March of 2020, the COVID-19 pandemic required students and families to quarantine and caused school closures forcing students into a distance learning environment. CTE End of Program testing continued in a virtual format but did not have any effect on the outcomes of the Metalworking program of study. As mentioned above, a concerted effort to retain and recruit students into the Metalworking program will be an ongoing effort.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:
2020

Grant Type:
Competitive

Agency:
Lander County School District

Submit Date:
11/23/2020

Name of Authorized Representative and Title:
Heather Nield/ CTE Coordinator

Funding Award Amount:
65,089

Funding Amount Used:
27,272.27

Funding Amount Not Used:
37,816.73

If not all funds were used please explain why, enter N/A if all funds were expended:

Equipment was not purchased as a result of pending state approved course equipment list, as well as COVID shutdown.

Greenhouse improvements were not completed due to a wait list with local contractors. Additional supplies were not ordered due to the reversion of funds per state.

Overall Grant Purpose:

This program improvement project is designed to increase equity and student access, improve program outcomes including completion rates, ensure program equipment meets state and industry standards, and improve our overall Program Quality Standards (QPS).

Funding from this grant program will be concentrated on improving QPS 2.0: Program and Instruction, QPS 5.0: Program Planning and Promotion, and QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies. Improvement efforts under QPS 2.0 and 6.0 will focus on improving the learning environment by purchasing safety equipment and supplies to ensure a positive, safe, and organized learning environment. Additionally, we will enhance the availability of current classroom technology and equipment which meets current standards and affords simulated work-based learning opportunities. Adequate quantities of supplies and equipment will be purchased to ensure that the instructional needs of all students can be met. Finally, replacing outdated, worn, and damaged equipment will not only improve student safety, but overall program outcomes. Funds from this program improvement project will be used to purchase necessary lab equipment and supplies along with practice manikins necessary to simulate real-world application.

How many projects were approved in the grant?

4

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lander County School District

Type of Grant:

Competitive

Project Name:

Ag Mech

Amount:

\$21,900

Project Description:

The Battle Mountain High School Agricultural Mechanics Technology program was introduced to BMHS in the 2014-2015 school year. In the last few school years, staff turnover has contributed to a lack of continuity and upkeep of materials. However, student enrollment has continued to increase, with student enrollment during the 18-19 school year increasing 23.4% over the previous year. This program improvement project is designed to increase equity and student access, improve program outcomes including completion rates, ensure program equipment meets state and industry standards, and improve our overall Program Quality Standards (QPS).

A new full-time Agricultural Mechanics Technology teacher will begin in the 19- 20 school year which will improve our QPS 4.0 indicator. Funding from this grant program will be concentrated on improving QPS 2.0: Program and Instruction, QPS 5.0: Program Planning and Promotion, and QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies. Improvement efforts under QPS 2.0 and 6.0 will focus on improving the learning environment by purchasing safety equipment and proper storage facilities to ensure a positive, safe, and organized learning environment. Additionally, we will enhance the availability of current classroom technology and equipment which meets current standards and affords simulated work-based learning opportunities. Adequate quantities of tools and equipment will be purchased to ensure that the instructional needs of all students can be met. Finally, replacing outdated, worn, and damaged equipment will not only improve student safety, but overall program outcomes. Students are excited and drawn to programs with new technology and equipment; they are eager to learn the latest techniques and apply them in their own lives. Updating the welding equipment in this program will help us to continue to attract new enrollment and sustain enrollment all the way to sequence completion.

Project Evaluation Methods and Outcomes:

This project includes four measurable objectives:

Increase Equity and Student Access: By the end of school year 19-20, the Agricultural Mechanics Technology program will increase student enrollment by 5% and will ensure that all students have equitable access to the Agricultural Mechanics Technology curriculum by providing adequate resources to meet the learning goals of all students. Progress will be monitored by program staff and school counselors to ensure that enrollment follows the pathways outlined on the CTE Program of Study and that students are receiving individualized instruction within the classroom which is designed to meet the needs of each student.

Improve Program Outcomes: By the end of school year 19-20, the Agricultural Mechanics Technology program will improve program outcomes including program completers, students obtaining industry-recognized credentials, or students obtaining a college-ready endorsement and/or a career-ready endorsement on his/her diploma by 5%. Progress will be monitored through data reported in Nevada Bighorn as well as monitoring data set forth by the standard Performance Indicators outlined in the Carl Perkins Grant process.

Ensure Equipment Meets State & Industry Standards: All equipment and supplies obtained for the Agricultural Mechanics Technology program during school year 19-20 will meet current state and industry standards. Program staff will continue to collaborate with business and industry leaders to ensure our programs are meeting the dynamic needs of the regional workforce.

Improve Program Quality Standards: The Agricultural Mechanics Technology Program will improve its Quality Program Standards indicators on the Comprehensive CTE Program Self-Assessment Annual Report in four categories including Program and Instruction, Educational Personnel, Program Planning and Promotion, and Facilities, Equipment, and Instructional Materials and Supplies as measured from the end of school year 18-19 to the end of school year 19-20.

Measurable outcomes were not attainable due to state mandated school closures.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lander County School District

Type of Grant:

Allocation

Project Name:

Nursing Assistant

Amount:

\$3,362.23

Project Description:

The Nursing program at Battle Mountain High School is our most successful program in terms of program sequence completers. This program also has the strongest career and post-secondary education outlook of all of our programs. This program improvement project is designed to ensure program equipment meets state and industry standards and improve our overall Program Quality Standards (QPS). Funding from this Program Improvement project will be focused on replacing outdated, worn, and damaged airway manikin equipment and improving our self-assessment score on QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies. Improvement efforts under QPS 6.0 will focus on improving the learning environment by purchasing equipment which will enhance the availability of current classroom technology and equipment which meets current standards and affords simulated work-based learning opportunities. By replacing outdated, worn, and damaged equipment, we will not only improve student safety, but overall program outcomes.

Project Evaluation Methods and Outcomes:

This project will address the following measurable objective:

Ensure Equipment Meets State & Industry Standards- All equipment and supplies obtained for the Nursing Assistant program during school year 19-20 will meet current state and industry standards. Program staff will continue to collaborate with business and industry leaders to ensure our programs are meeting the dynamic needs of the regional workforce.

Outcomes were not measured due to the COVID shutdown.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lander County School District

Type of Grant:

Allocation

Project Name:

Greenhouse Management

Amount:

\$25,599

Project Description:

The Ornamental Horticulture/Greenhouse Management program is one of the newest CTE programs of study offered at Battle Mountain High School. This program improvement project is designed to build upon initial efforts to establish the program, bring the greenhouse up to industry standards, provide adequate educational resources to ensure equitable access to the curriculum, dramatically increase program participation and completion rates, and to increase employer engagement.

In its current condition, the greenhouse has no adequate storage for tools, materials, or chemicals. Half of the interior space of the green house is inappropriately used for storage rather than growing plants. This limits the capacity of the program for both student enrollment and production. Additionally, the greenhouse lacks automation. Without automated sprinklers, staff must be constantly available to water and monitor temperatures. Without automated lighting, students are limited to growing plants which need only the natural light cycle; further limiting their production capacity.

This project will fund the installation of automated sprinklers and lighting systems, will provide for external storage space, and will provide additional tools and growth medium. These program improvements are strategically aligned with Quality Program Standard 6.0: Facilities, Equipment, and Instructional Materials and Supplies. These improvements will bring the greenhouse up to industry standards, improve program safety for both students and staff, allow for enrollment expansion, and provide adequate instructional materials which will increase equitable access for all students.

Completion of these program improvements will also allow for increased production from the greenhouse year around which will build capacity for increased employer and industry engagement.

Project Evaluation Methods and Outcomes:

This project includes four measurable objectives: Ensure Equipment Meets State & Industry Standards- All equipment and supplies obtained for the Ornamental Horticulture/Greenhouse Management program during school year 19-20 will meet current state and industry standards. Program staff will continue to collaborate with business and industry leaders to ensure our programs are meeting the dynamic needs of the regional workforce.

Increase Equity and Student Access- By the end of school year 19-20, the Agricultural Mechanics Technology program will increase student enrollment by 5% and will ensure that all students have equitable access to the Agricultural Mechanics Technology curriculum by providing adequate resources to meet the learning goals of all students. Progress will be monitored by program staff and school counselors to ensure that enrollment follows the pathways outlined on the CTE Program of Study and that students are receiving individualized instruction within the classroom which is designed to meet the needs of each student.

Improve Program Outcomes- By the end of school year 19-20, the Ornamental Horticulture/Greenhouse Management program will improve program outcomes increasing program enrollment by 30%. Progress will be monitored through data reported in Nevada Bighorn and Infinite Campus.

Increase Employer Engagement- By the end of school year 19-20, the Ornamental Horticulture/Greenhouse Management program will improve program outcomes increasing employer engagement by 30%. We will accomplish this goal by securing partnerships with local businesses and industry experts to provide SAE's for students, to participate in classroom demonstrations, and to participate in Advisory Technical Skills Committees.

Measurable outcomes were not attainable due to state mandated school closures.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Lander County School District

Type of Grant:

Competitive

Project Name:

Vet Science

Amount:

\$15,984

Project Description:

The Battle Mountain High School Veterinary Science program is the second most popular full sequence for completers following just behind our nursing program. However, our Veterinary Science Program is lacking substantially in program equipment and instructional materials necessary to facilitate a high-quality, standards aligned program. This program improvement project is designed to increase equity and student access, improve program outcomes including completion rates, ensure program equipment meets state and industry standards, and improve our overall Program Quality Standards (QPS).

Funding from this grant program will be concentrated on improving QPS 2.0: Program and Instruction, QPS 5.0: Program Planning and Promotion, and QPS 6.0: Facilities, Equipment, and Instructional Materials and Supplies. Improvement efforts under QPS 2.0 and 6.0 will focus on improving the learning environment by purchasing safety equipment and proper storage facilities to ensure a positive, safe, and organized learning environment. Additionally, we will enhance the availability of current classroom technology and equipment which meets current standards and affords simulated work-based learning opportunities. Adequate quantities of supplies and equipment will be purchased to ensure that the instructional needs of all students can be met. Finally, replacing outdated, worn, and damaged equipment will not only improve student safety, but overall program outcomes.

Funds from this program improvement project will be used to purchase necessary lab equipment and supplies along with practice manikins necessary to simulate real-world application of veterinary techniques. Obtaining grooming equipment and crates will allow demonstrations from Industry Sector Stakeholders, project-based learning opportunities and will provide a facility for student Supervised Agricultural Experience (SAE) for students in this program of study who might not otherwise have the opportunity given the limited amount of access to licensed veterinarians in our geographically isolated rural community. Finally, adequate storage facilities will be purchased to provide storage for lab equipment and crates that cannot feasibly be stored within the multifunctional classroom when not in use.

Project Evaluation Methods and Outcomes:

This project includes four measurable objectives:

Increase Equity and Student Access: By the end of school year 19-20, the Veterinary Science program will increase student enrollment by 40% and will ensure that all students have equitable access to the Veterinary Science curriculum by providing adequate resources to meet the learning goals of all students. Progress will be monitored by program staff and school counselors to ensure that enrollment follows the pathways outlined on the CTE Program of Study and that students are receiving individualized instruction within the classroom which is designed to meet the needs of each student.

Improve Program Outcomes: By the end of school year 19-20, the Veterinary Science program will improve program outcomes including program completers, students obtaining industry-recognized credentials, or students obtaining a college-ready endorsement and/or a career-ready endorsement on his/her diploma by 30%. Progress will be monitored through data reported in Nevada Bighorn as well as monitoring data set forth by the standard Performance Indicators outlined in the Carl Perkins Grant process.

Ensure Equipment Meets State & Industry Standards: All equipment and supplies obtained for the Veterinary Science program during school year 19-20 will meet current state and industry standards. Program staff will continue to collaborate with business and industry leaders to ensure our programs are meeting the dynamic needs of the regional workforce.

Improve Program Quality Standards: The Veterinary Science Program will improve its Quality Program Standards indicators on the Comprehensive CTE Program Self-Assessment Annual Report in three categories including Program and Instruction, Program Planning and Promotion, and Facilities, Equipment, and Instructional Materials and Supplies as measured from the end of school year 18-19 to the end of school year 19-20.

Measurable outcomes were not attainable due to state mandated school closures.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Competitive

Agency:

Nye County School District

Submit Date:

10/22/2020

Name of Authorized Representative and Title:

Karen Holley, Coordinator of Federal & State Programs

Funding Award Amount:

\$4,698.81

Funding Amount Used:

\$4,698.81

Funding Amount Not Used:

\$0.00

If not all funds were used please explain why, enter N/A if all funds were expended:

N/A

Overall Grant Purpose:

To support the development of a Community Health Science Program in Beatty while providing virtual programming to Round Mountain Students.

How many projects were approved in the grant?

1

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

Nye County School District

Type of Grant:

Competitive

Project Name:

Community Health Science

Amount:

\$4,698.81

Project Description:

Competitive funding was used to support the development of a Community Health Sciences Sequence at Beatty High School and broadcasting it to Round Mountain High School.

Project Evaluation Methods and Outcomes:

Beatty High School had 84 students participate in the program. Of those students, 43 were female and 41 were male students. Fourteen of the students were in special education which is 17%. Beatty High School has 15.6% of their students in special education so this CTE classroom had on average, a higher number of special education students able to participate in Health Science I. The classes had 23 EL students, which is 1.31% higher than the school percentage of EL students. There were *n* migrant students and *n* foster student(s) in Health Science I. Round Mountain High School had two female participants for the first year of the program. When district staff interviewed students for the NCCAT-S, the students that were taking the class thanked the district for providing coursework other than Ag Science. Isolation is a factor that affects many of the students in Nye County and they often ask for more variety in classes offered. Beginning last year, this class made a difference for these young people and the number of participants is expected to grow.

The goals that were set for this program will be obtained by June of 2022. By increasing the number of students in CTE coursework by 86 at Beatty and Round Mountain, we have increased the number of CTE courses taken by 34% in these two communities. By the end of the 2021-2022 school year, there will be a 5% increase of the students in Beatty, Tonopah and Round Mtn. eligible to take the CTE Technical Skills and Workplace Readiness Skills exams. Even though we were not able to start the program in Tonopah in 2019-2020, this goal has been met. Please note that Tonopah students are taking the Health Science coursework during the 2020-2021 school year.

The goal of, "By the end of June, 2020, 80% of the students that enroll in Health Science I will complete the course with a C or better," was met. One hundred percent of the students earned a C or better at both sites.

Getting a teacher for this program was an accomplishment in itself. Then the teacher struggled through the year, not only as a first year teacher but with no previous teaching experience. As you can see from the figures above, she had a unique student population in her classes and video conferenced a class across the district. This is not the only class that is taught by Business and Industry licensed teachers and Nye is finding some of the best CTE teachers through this system. This program proves that Business and Industry licenses do work for our kids in Nevada!

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Competitive

Agency:

Pershing County School District

Submit Date:

10/20/2020

Name of Authorized Representative and Title:

Jonathan Reynolds, PCHS Principal

Funding Award Amount:

\$ 110,873.88

Funding Amount Used:

\$ 96,616.38

Funding Amount Not Used:

\$ 14,257.50

If not all funds were used please explain why, enter N/A if all funds were expended:

Covid-19 prevented the use of all funds, since a state-wide quarantine was imposed. CTSO functions were canceled and revisions to the grant were not accepted as the governor required all unspent budgets to be returned before the end of what would have been the school year.

Overall Grant Purpose:

To fund the salary of a CTE teacher to run a new Business Management program. Some technology purchases for the business program and CTSO item purchases. To increase the number of students in CTE programs overall for PCHS. The business program did help increase the student numbers in CTE for PCHS by at least 50% enrollment in three programs. (Due to the business program teacher holding multiple CTE area endorsements.

How many projects were approved in the grant?

New program = which included funding for teacher salary, online curriculum, CTSO chapter start-up. This Business program is in its first year and as of yet does not have completer status students. One student is enrolled in the second level of the program, and about 25 students completed the first level during FY20.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Business and Marketing

» **New Program/Program Expansion/Improvement and Support/Staffing:**

LEA Name:

Pershing County School District

Type of Grant:

Competitive

Project Name:

Business Management

Amount:

\$ 110,873.88

Project Description:

To start a new Business Management program sequence of classes at PCHS.

Project Evaluation Methods and Outcomes:

FBLA chapter was started, MBA/canvas curriculum and FBLA curriculum was purchased. Small appliances were purchased for Student run store. Students were able to learn customer service and stocking/merchandising skills.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:
2020

Grant Type:
Competitive

Agency:
Pinecrest Academy of Nevada

Submit Date:
10/20/2020

Name of Authorized Representative and Title:
Lisa Satory- Lead Principal

Funding Award Amount:
404,959.36

Funding Amount Used:
321,846.24

Funding Amount Not Used:
83,113.12

If not all funds were used please explain why, enter N/A if all funds were expended:

Funding for Pinecrest Academy of Nevada, Sloan Canyon's EMT program was returned due to lack of a qualified instructor and approval by the health district for the program. The school, however, was able to find an experienced and qualified EMT instructor for its current school year of FY 21, is applying to the SNHS for approval, and is implementing the program successfully. Some funds were also left over due to overage in salaries as the new cybersecurity instructor at the Cadence campus started his contract late August. Pandemic also caused cancellation of some conferences and travel.

Overall Grant Purpose:

The purpose of the grant was to strengthen some of our existing programs like Cybersecurity at the Cadence campus and also to establish some new programs such as EMT at the Sloan Canyon campus that was a brand new campus for Pinecrest Academy of Nevada. Both are high need and high wage industries and there is potential for the programs to grow as both numbers and interest in the student population grows.

How many projects were approved in the grant?

4

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **Program Expansion/New Program/Improvement and Support/Staffing:** Program Expansion

LEA Name:

Pinecrest Academy of Nevada

Type of Grant:

Competitive

Project Name:

Pinecrest Institute of Computer Science- Cadence-Cybersecurity

Amount:

\$75,605

Project Description:

With technology being a key focus of Pinecrest Academy of Nevada's (PAN) educational program, PAN launched its Cybersecurity program in the school year 18/19 and offered Cybersecurity I to our high school students at the Cadence Campus. However, we were limited to this introductory course due to lack of funding for qualified instructors. The purpose of the proposed project was to expand the Cybersecurity Pathway to include Cybersecurity II, Cybersecurity III, and Cybersecurity Advanced Studies in order to complete the CTE Cybersecurity Program of Study. This proposal mainly requested funding for an instructor in order to expand the Cadence campus's CTE Cybersecurity program.

Cybersecurity was also introduced at the new campus, Sloan Canyon due to the program being high need, high skill and high wage in the industry sector.

According to the Governor's Office of Economic Development's (GOED) Clark County Q1 2019 Emsi Economy Overview, computer and mathematical occupations increased by 28% between 2013 and 2018. Additionally, according to the "In-Demand Occupations" (2017) report provided by the Governor's Office of Workforce Innovation for a New Nevada (OWINN), GOED, and DETR, occupations within the Information Technology sector are anticipated to increase in demand in Nevada by 2024.

The Cybersecurity curriculum includes computer maintenance and repair, cybersecurity life cycle, incident handling and networking, CompTIA's A+, and Networking + certifications. Students will complete rigorous course study and curriculum in alignment with the following content standards: 1) Safety procedures and proper use of tools; 2) Install and secure operating systems; 3) Industry standards, practices, and network theory; 4) Networking architecture; 5) Network operations; 6) Cybersecurity lifecycle; 7) Computer forensics concepts; and 8) Emerging technologies.

Project Evaluation Methods and Outcomes:

Grant success defined in the application were as follows: sustainable partnerships with business, industry, labor, and educational providers to serve on the Advisory Committee, establish internships opportunities, establish partners to sponsor computer science/healthcare related student learning experiences, and develop dual enrollment matriculation agreements; increase access to STEM Work related programs; increase access to advanced trainings and industry certifications; along with the following outcomes:

90% of students enrolled in the Cybersecurity Program will complete the program on time

100% of completers will continue on to a postsecondary program or will have full-time employment in the target industry.

95% of seniors enrolled in the Cybersecurity Program will graduate

95% of students who take the Workplace Readiness Skills Assessment will receive a passing score. 95% of students enrolled in the Cybersecurity program will receive a passing score for an industry- recognized credential

Final outcomes of the evaluation suggested that Pinecrest Academy of Nevada, Cadence campus was able to meet and exceed the goals when it came to developing partnerships with the business and industry community. Partnerships with the technology company Intellatek was established whose managers are active members of the Advisory Committee. Intellatek also helped with CTE work-based learning experiences to allow cybersecurity students to join as tech experts and be based at the school. Further partnerships with the business and industry community were established with health care experts. Pinecrest Academy of Nevada, Cadence campus offers a Project Lead the Way Medical Detectives course that could potentially pipeline into a high school CTE course in the future. A corresponding expert on the committee is a firefighter/ paramedic for Las Vegas Fire Rescue who is a regular member of the committee and is always providing valuable feedback and suggestions.

So far 90% of Cybersecurity III students have continued from Level II to Level III this year and plan on completing the program. 100% of our seniors currently in the cybersecurity program have a high GPA and will graduate this year. Our very first Workplace Readiness Assessments for Cybersecurity III students will take place in February/ March 2021. Students will sign up for COMPTIA A+ certifications by 2021.

The grant funds for the cybersecurity program have allowed Pinecrest Academy of Nevada Cadence Campus to expand the program beyond just Level I as it has assisted us in the hiring of qualified instructors. This will be the first year for our completers, many of whom have been very persistent and passionate about the program and are looking forward to attaining industry certifications and exploring employment opportunities in the field.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

Pinecrest Academy of Nevada

Type of Grant:

Competitive

Project Name:

Pinecrest Sloan Canyon Emergency Medical Technician Institute

Amount:

\$63,056.39

Project Description:

With Science being a key focus of Pinecrest Academy of Nevada's educational program, Sloan Canyon proposed to utilize grant funds to establish a new Emergency Medical Technician (EMT) Institute. This proposal requested funding for a teacher in order to teach the initial Health Science I course. The institute is committed to providing students with innovative and challenging coursework. The courses of study are inquiry-based, rigorous, and have blended learning opportunities for its students to be successful graduates of the program prepared for post-secondary and career leading to high-demand and, high-wage jobs. Various industry-standard learning opportunities for Pinecrest middle school courses will prepare students for success in Health Science I and II and Emergency Medical Technician. With the support of grant funding, Pinecrest Sloan Canyon will be able to provide the internships, job shadowing, and comprehensive Health Care and Sciences programs.

Project Evaluation Methods and Outcomes:

Due to a lack of qualified instructor and approval by the Southern Nevada Health District, the grant funds were returned and the EMT CTE course that was in its initial stages as Level 1 Health Science was transitioned to an elective course in FY20. Pinecrest Academy of Nevada, Sloan Canyon campus, however, was able to find a highly competent and experienced EMT instructor for its current school year. The school is still committed to establishing the EMT Institute at Sloan Canyon campus as it is a highly popular and in demand course among its student population who are equally committed.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

Pinecrest Academy of Nevada

Type of Grant:

Competitive

Project Name:

Pinecrest Institute of Computer Science- Sloan Canyon-Cybersecurity

Amount:

\$165,322.99

Project Description:

Pinecrest Sloan Canyon opened its K-12 campus for the 2019-20 school year to its target community located in Henderson serving 1,135 students in grades K-9 in its first year, and eventually growing to serve 2,025 students. The Sloan Canyon Campus will serve grades K-9 and will be adding a grade each school year until it reaches full expansion in Grade 12 during the 2024-25 school year.

With technology being a key focus of PAN's educational program, PAN will launch its Cybersecurity program and offer Cybersecurity I to our high school students. However, we are currently limited to this introductory course due to lack of funding for qualified instructors and for necessary equipment. The purpose of the proposed project was to establish the Cybersecurity Pathway to include Cybersecurity I, II, Cybersecurity III, and Cybersecurity Advanced Studies in order to complete the CTE Cybersecurity Program of Study. This proposal requested funding for a teacher in order to expand the Sloan Canyon campus's CTE Cybersecurity program, and to fund industry standard classrooms with the necessary equipment and instructional supplies to offer quality CTE courses and programs of study.

Project Evaluation Methods and Outcomes:

Grant success was defined as the following in the application: sustainable partnerships with business, industry, labor, and educational providers to serve on the Advisory Committee, establish internships opportunities, establish partners to sponsor computer science/healthcare related student learning experiences, and develop dual enrollment matriculation agreements; increase access to STEM Work related programs; increase access to advanced trainings and industry certifications; along with the following outcomes:

90% of students enrolled in the Cybersecurity Program will complete the program on time

100% of completers will continue on to a postsecondary program or will have full-time employment in the target industry.

95% of seniors enrolled in the Cybersecurity Program will graduate

95% of students who take the Workplace Readiness Skills Assessment will receive a passing score.

95% of students enrolled in the Cybersecurity program will receive a passing score for an industry-recognized credential

Final outcomes of the evaluation suggested that Pinecrest Academy of Nevada, Sloan Canyon campus was able to meet and exceed the goals when it came to developing partnerships with the business and industry community. Partnerships with the technology company Intellatek was established whose managers are active members of the Advisory Committee. Intellatek also helps with CTE work-based learning experiences to allow cybersecurity students to join as tech experts at the Cadence Campus.

Further partnerships with the business and industry community were established with health care experts. Pinecrest Academy of Nevada, Sloan Canyon campus offered a Project Lead the Way Medical Detectives course that pipelines into the newly introduced EMT course for high school students. A corresponding expert on the committee is a firefighter/ paramedic for Las Vegas Fire Rescue who is a regular member of the committee and is always providing valuable feedback and suggestions.

Pinecrest Academy of Nevada, Sloan Canyon campus will have Cybersecurity completers in the school year 21/22. Currently the school offers high school until 10th grade. The school will have its seniors graduate in 2024-25 school year. Cybersecurity students will take the Workplace Readiness Assessment next school year in 21-22 Students will sign up for COMPTIA A+ certifications in the same year.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Program Expansion/New Program/Improvement and Support/Staffing:** Program Expansion

LEA Name:

Pinecrest Academy of Nevada

Type of Grant:

Competitive

Project Name:

Pinecrest Academy of Nevada- LEA Wide CTE Coordinator

Amount:

\$100,975.00

Project Description:

PAN Cadence sought grant funding for 1.0 FTE CTE Program Coordinator. The CTE Program Coordinator was shared with the Cadence and Sloan Canyon campuses, but was wholly funded through the grant, and Pinecrest Academy of Nevada provided assurance that written documentation would be filed by the supervising administrator to ensure all activities of the funded position were directly related to the cost objective of the grant. The CTE Program Coordinator would assist CTE teachers and administration in monitoring and implementing the requirements for a quality CTE program and all grant requirements. The CTE Coordinator would supervise the CTE program and will meet with community partners and CTE Advisory Committee regularly to ensure successful implementation and collaboration are occurring. Pinecrest Academy of Nevada sought candidates with a minimum of 5 years' secondary administration, teaching, or counseling along with a Master's Degree in Education from accredited college of university preferred. This position was a vital component of establishing CTE programming to ensure sustainability as Pinecrest Academy of Nevada expanded its programs, opened a new campus and increased the number of students who had access to complete CTE programs.

Project Evaluation Methods and Outcomes:

Grant success was defined in the application as the following: sustainable partnerships with business, industry, labor, and educational providers to serve on the Advisory Committee, establish internships opportunities, establish partners to sponsor computer science/healthcare related student learning experiences, and develop dual enrollment matriculation agreements; increase access to STEM Work related programs; increase access to advanced trainings and industry certifications; along with the following outcomes:

90% of students enrolled in CTE programs will complete the program on time

100% of completers will continue on to a postsecondary program or will have full-time employment in the target industry.

95% of seniors enrolled in the CTE Program will graduate

95% of students who take the Workplace Readiness Skills Assessment will receive a passing score. 95% of students enrolled in the CTE programs will receive a passing score for an industry-recognized credential

Final outcomes of the evaluation suggested that Pinecrest Academy of Nevada, Cadence campus as well as Sloan Canyon campus were able to meet and exceed the goals when it came to developing partnerships with the business and industry community. Partnerships with the technology company Intellatek was established whose managers are active members of the Advisory Committee. Intellatek also helped with CTE work-based learning experiences to allow cybersecurity students to join as tech experts and be based at the school. Further partnerships with the business and industry community were established with health care experts. Pinecrest Academy of Nevada, Cadence campus offers a Project Lead the Way Medical Detectives course that could potentially pipeline into a high school CTE course in the future. A corresponding expert on the committee is a firefighter/ paramedic for Las Vegas Fire Rescue who is a regular member of the committee and is always providing valuable feedback and suggestions.

So far 90% of Cybersecurity III students have continued from Level II to Level III this year and plan on completing the program. 100% of our seniors currently in the cybersecurity program have a high GPA and will graduate this year. Our very first Workplace Readiness Assessments for Cybersecurity III students will take place in February/ March 2021. Students will sign up for COMPTIA A+ certifications by 2021.

Pinecrest Academy of Nevada, Sloan Canyon campus will have Cybersecurity completers in the school year 21/22. Currently the school offers high school until 10th grade. The school will have its seniors graduate in 2024-25 school year. Cybersecurity students will take the Workplace Readiness Assessment next school year in 21-22 Students will sign up for COMPTIA A+ certifications in the same year.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:
2020

Grant Type:
Competitive

Agency:
Sports Leadership and Management Nevada (SLAM Nevada)

Submit Date:
10/20/2020

Name of Authorized Representative and Title:
Dan Triana, Principal

Funding Award Amount:
\$110,798.99

Funding Amount Used:
\$71,530.95

Funding Amount Not Used:
\$39,259.88

If not all funds were used please explain why, enter N/A if all funds were expended:

We were not able to use the full amount of funds due to the state asking request to not spend any more grant funds due to COVID-19 response.

Overall Grant Purpose:

The purpose of this project is to expand the Sports Medicine Program to include the completion-level course, to include supplies and equipment that meet state and industry standards, and to prepare students for a postsecondary education and employment in the Sports Medicine industry. SLAM Nevada seeks to expand offerings of its Sport Medicine CTE program by offering the complete course, Sports Medicine II, and expand upon program resources/staffing to the extent that allows for maximum course enrollment and capabilities.

How many projects were approved in the grant?

1 - SLAM Academy Sports Medicine Program

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **Program Expansion/New Program/Improvement and Support/Staffing:** Program Expansion

LEA Name:

SLAM Academy of Nevada

Type of Grant:

Competitive

Project Name:

SLAM Academy Sports Medicine Program

Amount:

\$110,789.99

Project Description:

The purpose of this project is to expand the Sports Medicine Academy Program to include the completion-level course, to include supplies and equipment that meet state and industry standards, and to prepare students for a postsecondary education and employment in the Sports Medicine industry. SLAM seeks to expand offerings of its Sport Medicine CTE program by offering the complete course of Sports Medicine II and expand upon program resources/staffing to the extent that allows for maximum course enrollment and capabilities. The proposed CTE project's scope will provide innovative CTE instruction, industry-standard equipment and materials for use by 478 students in the 2020-2021 school year.

Additionally, grant funding will support one CTE Coordinator position with the goal to guide CTE students in career and postsecondary preparation, personalized academic pathways, strong relationships, and ensure SLAM is offering a comprehensive Sports Medicine CTE program in alignment to all state and federal guidelines along with grant fiscal compliance, creating coursework, and supporting SLAM teachers and administration in developing quality CTE programming. With the support of grant funding, SLAM will be able to establish internships, job shadowing and comprehensive Sports Medicine CTE programs with the following goals: 1) establishing industry standard equipment classroom environment and technology resources; and 2) establishing the middle school gateway to the high school Sports Medicine program of study to increase access to rigorous coursework in earlier grades to produce meaningful and lasting effects preparing students for careers in the health fields.

Project Evaluation Methods and Outcomes:

Students will be evaluated by testing, presentations, practical examinations, and observation during academy courses which include Health Science I, Sports Medicine I, Sports Medicine II, and Sports Medicine Advanced Studies. The assessment will be based on the skills being learned in each particular class. Objectives will be assessed through the Career and Technical Education standards and each student must master these in order to be successful in the program. Also, students will be considered academy completers if they take all courses in the sports medicine program and maintain a

3.0 GPA average in these classes. After completing the SMP with a 3.0 GPA in all academy courses, students will be eligible to take the CTE exams: Workplace Readiness Skills Assessment, which measures the employability skills needed to be successful in all careers, and End of Program technical assessments which are program specific and measure the skill attainment of a student who has completed a program course sequence. If they pass these exams with 80% or above, they will qualify for college credit at UNLV and a limited entry program point at CSN for students choosing to pursue the Physical Therapist Assistant program.

Measurable Outcomes:

1) 90% of students enrolled in CTE programs will complete all coursework and graduate from the program and from high school.

RESULT: 88% of students enrolled in CTE programs (Sports Medicine) completed all coursework and took both end of program exams. 100% of students enrolled in CTE programs graduated from high school on time for the 19-20 school year.

2) 90% of program participants will complete the program on time. RESULT: 88% of program participants completed the program on time. 3) 95% of seniors enrolled in the Sports Medicine program will graduate.

RESULT: 100% of seniors enrolled in the Sports Medicine program graduated.

3) 75% of students that take the Workplace Readiness Skills Assessment will receive a passing score.

RESULT: 93% of students that took the Workplace Readiness Skills Assessment received a passing score.

4) 95% of students enrolled in the Sports Medicine program will receive a passing score in the CPR/First Aid certification.

RESULT: 27% of students enrolled in Sports Medicine Level 3 received a passing score in the CPR/First Aid certification. The low result here was directly related to school closure due to COVID-19. Most of the CPR training/assessments take place in the late spring and we were unable to give this training/assessment in the 19-20 school year.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:

2020

Grant Type:

Competitive

Agency:

Somerset Academy Sky Pointe

Submit Date:

09/22/2020

Name of Authorized Representative and Title:

Lee Esplin, Principal, Somerset Academy Sky Pointe

Funding Award Amount:

\$102,840.00

Funding Amount Used:

\$101,994.00

Funding Amount Not Used:

\$846.00

If not all funds were used please explain why:

The funding for the grant was issued after the start of the school year. A CTE teacher did not receive full salary due to the late start.

Overall Grant Purpose:

The Nevada Governor's Office identified education as a priority in-demand occupation with 7,437 elementary, 3,296 middle and 4,333 secondary teacher openings in Southern Nevada.1 Somerset proposes to address the teacher shortage by 1) creating a middle school teaching explorations elective and 2) creating a high school Teaching and Training CTE program of study. Students with an interest in education, will be given the opportunity to learn about the profession and begin their early journey to licensure. Students will be prepared to be ready for success in the 21st century, college, career and community.

How many projects were approved in the grant?

CTE Teacher in Training

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Education, Hospitality, and Human Services

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

Project Name:

Teacher in Training

Amount:

\$102,840

Project Description:

The Nevada Governor's Office identified education as a priority in-demand occupation with 7,437 elementary, 3,296 middle and 4,333 secondary teacher openings in Southern Nevada. Somerset proposes to address the teacher shortage by 1) creating a middle school teaching explorations elective and 2) creating a high school Teaching and Training CTE program of study. Students with an interest in education, will be given the opportunity to learn about the profession and begin their early journey to licensure. Students will be prepared to be ready for success in the 21st century, college, career and community. Somerset is committed to use grant funding to 1) ensure all students are served by effective educators 2) increase high academic outcomes for all students 3) deepen teacher understanding of Nevada CTE Teacher and Training standards and 4) build a sustainable teacher pipeline to attract strong candidates to join the teaching field.

The Somerset Teacher Pipeline will serve pre-service teachers to increase the number entering the profession and address Nevada's need in this area. We will build the teacher pipeline for our system, as well as Nevada schools, by providing 780 Somerset middle (8th grade) and 1,160 high school students with the opportunity to be part of either pipeline CTE track detailed below. Students who have the potential to be excellent educators will be encouraged to explore this career.

In partnership with Somerset Losee and Somerset Sky Pointe administrators, the CTE team will develop a Teaching Explorations: Course for middle school students who are interested in being student aides/tutors for the 2019-2020 school year. The team will identify students who have shown an interest in helping in the classroom by enrolling as aides or offering to assist teachers after school. If not already enrolled for the upcoming year, these focus students will be encouraged to enroll the 1 Nevada Governor's Office of Economic Development. (2017). Students will receive trainings on simple teaching and learning protocols, strategies and steps to help other students be successful. Students will also serve teachers and students by helping in classrooms. The idea is to have a more formalized and focused student aide experience at this stage, introducing participants to foundational principles of education. Our goal is to create interest in the CTE Teaching and Training Program of Study for students moving into high school. It is Somerset's intent to build students' tutoring skills and increase their impact on their peers/other students.

In partnership with Somerset Losee and Somerset Sky Pointe administrators, the CTE team will build a postsecondary partnership(s) and seek out a CTE Memorandum of Understanding with a Nevada college that offers education coursework for degrees and licensure. The 2019-2020 school year will focus on implementation of The Teaching and Training I course. The CTE team will research and plan curriculum for incoming high school students who will take Teaching & Training I, as well as looking ahead and proactively plan to develop a 4-year comprehensive program (Teaching & Training I, II, III, & Advanced Studies) at both schools. The CTE team has engaged in meaningful collaboration with several entities including UNLV, CSN, Student Support Services, Doral College among others to develop Somerset's teacher pipeline CTE program of study.

Project Evaluation Methods and Outcomes:

Outcome 1: Increase access to CTE courses and coursework. We expect this program to grow over the next five years into a strong teacher pipeline with 100 Somerset students seeking licensure/education degree by 2024

and be CTE Teaching and Training completers. Currently there are 6 sections of CTE Teacher in Training courses being offered. In 2019-20, 7 students were enrolled in the CTE Teacher in Training course as an initial year program. In 2020-21, 72 high school students are enrolled in the CTE Teacher in Training program and 19 middle school students are enrolled.

Outcome 2: We expect that 30-40 students will be on track to be CTE completers by Aug. 2021. Somerset intends to retain 90% of CTE student participants, as measured by student enrollment Aug. 2021. From 2019-20 to the current 2020-21 school year, Sky Pointe has retained 57 percent of the CTE participants from the previous year and the 4 students enrolled in CTE Teacher in Training I are currently enrolled in the CTE Teacher in Training II. COVID 19 created shifts in our student populace and students have changed schools or changed focus for their careers.

Outcome 3: 90% of CTE students will pass End-of-Program and Workplace Readiness Skills assessments. This goal will be measured in the spring of 2022.

Outcome 4: 90% of Quality Program Standards will be rated "highly effective" and/or "Meets Standards." The goal will be measured in the spring of 2022.

Outcome 5: 90% of CTE students will earn an ACT composite score of 21 or higher. This goal can be measured in the spring of 2022 as all of our CTE students are 10th grade or lower.

Outcome 6: Students enrolled in MS and HS CTE courses will grow by at least one full year in reading, math, and

science as measured by the SBAC or curriculum based assessments. This goal can be measured in the spring of 2021 if the State of Nevada continues to require SBAC as a measure of growth for 8th graders. Last spring, 2019-20, the State of Nevada did not administer SBAC due to COVID 19.

Outcome 7: 100% of students will maintain a 3.0 GPA average in all CTE classes. All CTE Teacher in Training II have maintained a 3.0 or higher in the course. As we are transitioning from virtual instruction, 95 percent of students in CTE Teacher in Training I have a 3.0 or higher. Students will be assessed and transition to placement as the quarter and semester near and grades are calculated for the semester at a 3.0 average for the course.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:
2020

Grant Type:
Competitive

Agency:
Washoe County School District

Submit Date:
10/22/2020

Name of Authorized Representative and Title
Lauren Ohlin, Director of Grants, WCSD

Funding Award Amount:
\$581,089.67

Funding Amount Used:
Funding Award Used: 580,245.19

Funding Amount Not Used:
Funding Amount Not Used: \$844.48

If not all funds were used please explain why, enter N/A if all funds were expended:

Minimal amount of unspent salary and benefits for Computer Science, Construction, Manufacturing and Work-Based Learning (six certified teachers).

Overall Grant Purpose:

To support the goals of Washoe County School District's Strategic Plan, Envision 2020, and the workforce development needs of our region as outlined by OWINN and the GOED, the WCSD CTE Department sought to expand programs in Computer Science, Web Design & Development, Construction Technologies, Manufacturing Technologies, and Automotive Technology, as well as improve and expand services in Work-Based Learning and Career Guidance.

How many projects were approved in the grant?

Four projects. Information Technology (Computer Science & Web Design and Development), Skilled & Technical Sciences (Manufacturing, Automation, and Automotive Technologies), Construction Technology, and Work-Based Learning.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Washoe County School District

Type of Grant:

Competitive

Project Name:

Construction Technology

Amount:

\$97,505.67

Project Description:

To support the goals of WCSD's Strategic Plan, Envision 2020, and the workforce development needs of our region as outlined by OWINN and the GOED, the WCSD CTE Department sought to expand programs and enhance work-based learning opportunities in Construction Technology. The goals for this project were:

Construction Technology (CT) Goal 1: Improve academic achievement, develop employable skills, and connect students to postsecondary opportunities in Construction Technology.

Construction Technology (CT) Goal 2: Update Construction Technology labs with equipment and supplies required for student success across all 1, 2, and 3 levels of the pathway.

The following were the actions needed to achieve this goal:

- Academy for Career Education (ACE) HS – To provide staffing with a 1.0 FTE Work-Based Learning/Career Coaching Facilitator to oversee and expand internships, apprenticeships, and career exploration, and connect classroom learning with the job market, and facilitate job placements for students entering a career path directly after graduation.
- Sparks HS – To provide staffing with a .5 FTE Construction Technology teacher to improve and expand the program.
- These targeted schools had several high-need populations that could benefit from access to CTE programs of study. Each school had also taken strategic steps to engage those students most at need to include non-traditional gender students, those on individualized educational plans (IEPs) and/or receiving English Language support, and low socioeconomic students. In all cases, the goal was to support academic achievement, develop employable skills, and connect students to postsecondary opportunities.

Project Evaluation Methods and Outcomes:

CT 1.1: All Construction Technology students will show a 45% or higher retention rate from Level 1 to Level 2 at the conclusion of the SY 2019-20. Measure: SY 2019-20 Student Enrollment; Staff: Skilled & Technical Sciences Facilitator; and timeline: SY 2019-20.

•Result: Not met. The retention rate for students advancing from Level 1 of Construction Technology in SY 2019-20 to Level 2 in SY 2020-21 is 18%.

CT 1.2: Level 1 Construction Technology students will have an average pass rate among all schools of 80% or better, including among IEP and EL students. Measure: SY 2019-20 Student Enrollment; Staff: Skilled & Technical Sciences Facilitator; and timeline: SY 2019-20.

•Result: Not met. 73% of students in Level 1 of Construction Technology received a failing grade in one or both semesters for the year. Data on IEP and EL students is not yet available.

CT 1.3: ACE HS will find job placements for 90% or more of the students who choose to matriculate to a career directly after graduation. Measurement: SY 2019-20 Student Enrollment; Staff: Career Coach / Coordinator; and Timeline: SY 2019-20.

•Result: Not met with progress. The Career Coach/Coordinator met with 100% of 12th grade students at ACE HS prior to their graduation to discuss and review post-secondary plans, both through ACE's senior review process, as well as at various senior events and meetings throughout the year. The Career Coach/Coordinator also provided 75% of graduates with general counseling processes and supports (i.e. searching for information on colleges specific to their interests, writing letters of recommendation, submitting transcripts for scholarships and college applications, completing and mailing forms for other applications (military academies, specific college programs etc.), communicating with TMCC regarding ACT scores and placement, contacting ACT.org to update score report recipients, communicating with parents about needed information (birth certificates, tax documents, etc.). Given challenges created by the COVID-19 pandemic, direct job placements were unable to be facilitated as planned.

CT 1.4: Sparks HS will show an enrollment of at least 35 students in Construction Technology, Level 1, in the SY 2019-20. Measurement: SY 2019-20 Student Enrollment; Staff: Skilled & Technical Sciences Facilitator; and Timeline: SY 2019-20.

•Result: Met. 51 students were enrolled in Level 1 of Construction Technology at Sparks High School as of the first semester of SY 2019-20.

CT 2.1: CS 2.1: All equipment and supplies will be purchased and in place. Measurement: Installation of equipment. Staff: Skilled & Technical Sciences Facilitator; and Timeline: SY 2019-20.

•Result: Met. All equipment and supplies funded by the Construction Technology project were purchased and installed by the end of SY 2019-20.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Information and Media Technologies

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Washoe County School District

Type of Grant:

Competitive

Project Name:

Information Technology (Computer Science & Web Design and Development)

Amount:

\$184,981

Project Description:

To support the goals of WCSD's Strategic Plan, Envision 2020, and the workforce development needs of our region as outlined by OWINN and the GOED, the WCSD CTE Department sought to expand programs in Computer Science and improve a program in Web Design. The goals of this project were: Information Technology Goal 1 (Computer Science): Provide technical support and training to Computer Science teachers in order to expand course offerings from 1 and 2 Levels to Level 3.

Information Technology Goal 2 (Computer Science): Update computer labs to replace outdated equipment and ensure each of these schools have access to the hardware required for student success across all 1, 2, and 3 levels of the pathway.

Information Technology Goal 3 (Web Design & Development): Update Web Design & Development labs to replace outdated equipment to ensure each of the schools targeted for funding have access to the hardware required for student success across all 1, 2 and 3 levels of the pathway.

In order to accomplish these goals, WCSD requested a 0.5 FTE Computer Science Facilitator to support schools implementing relatively new 3-level Computer Science programs, and to provide continuous implementation support to schools beginning to offer Level 2 courses. Damonte Ranch HS, Spanish Springs HS, and Sparks HS all needed to replace outdated equipment and ensure all machines in the programs met minimum district requirements for operation. This allowed students to successfully access the Computer Science curriculum and have the machines needed to do the necessary coursework. At Spanish Springs HS and Sparks HS, this also enabled the schools to replace old computers and make necessary improvements to their 3-Level Web Design and Development Pathways.

Project Evaluation Methods and Outcomes:

CS 1.1: By the end of SY 2019-20, enrollment in computer science programs will increase by at least 30%. Measurement: SY 2019-20 Student Enrollment; Staff: Computer Science Facilitator; and Timeline: SY 2019-20.

•Result: Not met with progress. Enrollment in computer science programs increased by 28.12% (94% of goal) in SY 2019-20 compared to SY 2018-19.

CS 1.2: By the end of SY 2019-20, students in all levels of the Computer Science and Web Design and Development classes at the schools targeted for funding will have an average pass rate of 80% or better. Measurement: SY 2019-20 Student Pass Rate; Staff: Computer Science Facilitator; and Timeline: SY 2019-20.

•Result: Not met. 61% of students passed both semesters of computer science at the schools targeted for funding in this project.

CS 1.3: By the end of 2019-20, WCSD will gain commitments from at least two additional high schools to add computer science pathways beginning in SY 2020-21. Measurement: SY 2019-20 School Program Enrollment; Staff: Skilled & Technical Sciences Facilitator; and Timeline: SY 2019-20.

•Result: Not met due to a technical error in setting this outcome. There are now computer science pathways in various stages of expansion at 11 of the 12 comprehensive high schools in WCSD. Some of these pathways are either in their initial phases, while others have had to scale back due to staffing limitations created as a result of the COVID-19 pandemic. In the end, there was only one high school left in WCSD that could have established a new computer science pathway beginning in SY 2020-21 (Reed High School), and that school is not currently able to do so at this time again given limitations in staffing, as well as available facilities to house a new program.

CS. 1.4: By the end of SY 2019-20, at least 85% of all the computer science teachers will participate in the monthly collegial meetings and/or attend targeted computer science professional development. Measurement: SY 2019-20 Computer Science Teacher Attendance; Staff: Computer Science Facilitator; and Timeline: SY 2019-20.

•Result: Met. 88% of all computer science teachers participated in WCSD's monthly collegial meetings as coordinated by the Computer Science Facilitator.

CS 2.1: All computer labs will be refurbished with new equipment no later than November, 2019. Measurement: Installation of Computers; Staff: Computer Science Facilitator; and Timeline: SY 2019-20.

•Result: Met. All of the targeted computer labs were refurbished with new equipment purchased with CTE Competitive Grant funds by November, 2019.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Washoe County School District

Type of Grant:

Competitive

Project Name:

Skilled & Technical Sciences (Manufacturing, Automation, and Automotive Technologies)

Amount:

\$242,597

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, WCSD's Signature Academies and CTE Department sought to expand programs in Manufacturing Technology, resurrect an Automotive Technology pathway, and lay the foundation to add programs in Automation Technology. The goals for this project were:

Manufacturing, Automation, & Automotive Technologies (MAT) Goal 1: Provide staff to support expansion of Manufacturing /Automation, and to resurrect an Automotive Technology pathway, ensuring students have access to high quality instruction to prepare them for successful postsecondary training, and/or work and career.

Manufacturing /Automation Technologies (MAT) Goal 2: Update Manufacturing and/or Automation labs with needed equipment so schools have the materials needed for student success across all 1, 2, and 3 levels of the pathway.

Over the past several years, WCSD has engaged in on-going evaluation of the rigor, outcomes and alignment of manufacturing-related programs to certification that can be earned in high school, postsecondary certification and degree programs, and workforce development needs. WCSD had identified the following areas of need:

- 1) A .5 FTE Skilled & Technical Facilitator to coordinate facilities setup, curriculum development, and ensure improved outcomes for all programs related to Manufacturing and/or Automation Technology.
- 2) A .5 FTE teacher for McQueen HS to offer Level 1 courses in Manufacturing & Automation Technologies and engage in targeted outreach to develop the programs.
- 3) A .5 FTE teacher for McQueen HS to offer Level 1 courses in Automotive Technology and engage in targeted outreach to resurrect the program.
- 4) A 1.0 FTE teacher for Sparks HS to maintain and expand its 3-level Manufacturing Pathway.

5) Teacher training, including industry externship experiences, specialty training such as composites, Solidworks, and Manufacturing Technician 1. This will give CTE teachers the much needed work experience opportunities to increase understanding of current industry function, trends and demand. Training will occur during off-contract time.

6) Equipment aligned to current standards and industry practices.

The requested funds were provided 2.5 FTE positions, and industry-standard equipment so students could train and master skills, and training opportunities for teachers to gain understanding of the current advanced manufacturing environment. This ensured WCSD is providing high-quality instruction leading to credentials, postsecondary education and career opportunities for students. Additionally, these positions and equipment directly impacted recruitment of students into Manufacturing and/or Automation Technologies Programs, and retained them through completion based on associated certifications, work-based learning, and career opportunities.

The 0.5 FTE Skilled & Technical Facilitator provided support to existing teachers across high schools in manufacturing-related pathways in an effort to help them use their time more efficiently and engage more fully in recruiting activities, interventions for struggling students to support them to completion, and working with counseling staff to ensure scheduling that allows students to complete a pathway.

New equipment that reflected the “look” of today’s advanced manufacturing environment attracted students, teachers, and parents to the programs, refuting the long-held belief that manufacturing is dirty, repetitive, and dead-end. Finally, there was a need to continue to provide professional development to CTE teachers to enable them to keep up on industry changes and improve curriculum tied to industry standards.

Project Evaluation Methods and Outcomes:

MAT 1.1.: By the end of SY 2019-20, WCSD will increase participation in Manufacturing Technologies, Level 1, by at least 50% to an enrollment of at least 190 students. Measurement: SY 2019-20 Student Enrollment; Staff: Skilled & Technical Facilitator; and Timeline: SY 2019-20.

•Result: Met. Participation in Level 1 of Manufacturing Technology programs increased across the District by 72% with a total enrollment of 266 students in Semester 1 of SY 2019-20.

MAT 1.2.: By the end of SY 2019-20, Level 1 Manufacturing Technologies and Automation Technology students will have an average pass rate among all schools of 80% or better, including IEP and EL students. Measurement: Student Pass Rates; Staff: Skilled & Technical Facilitator; and Timeline: SY 2019-20.

•Result: Not met. Failing grades were issued to 21% of all students in Level of Manufacturing Technologies courses in either one or both semesters for the year. Data on pass rates for IEP and EL students is not yet available.

MAT 1.3: By the end of SY 2019-20, Level 1 Automotive Technology students at McQueen HS will have an average pass rate of 80% or better, including IEP and EL students. Measurement: Student Pass Rates; Staff: Skilled & Technical Facilitator; and Timeline: SY 2019-20.

•Result: Not met. 37% of students in Level Automotive Technology received a failing grade in either one or both semesters for the year. Data on pass rates for IEP and EL students is not yet available. MAT 1.4: By the end of SY 2019-20, McQueen HS’s Automotive Technology program will show at least a 45% or higher retention rate of students from Level 1 to Level 2.

•Result: Not met. Automotive Technology at McQueen HS had a retention rate of 23% between the end of SY 2019-20 and the first semester of SY 2020-21.

MAT 1.5.: By the end of SY 2019-20, all targeted schools for Manufacturing Technologies support will show at least a 45% or higher retention rate from Level 1 to Level 2, and Level 2 to 3 respectively.

Measurement: Student Retention Rates; Staff: Skilled & Technical Facilitator; and Timeline: SY 2019-20.

•Result: Partially met. Retention rates for Level 1 to Level 2 courses across all Manufacturing Technologies programs was lower at 26%, while retention for students advancing from Level 2 to Level 3 courses was higher at 76%.

MAT 2.1.: By the end of SY 2019-20, all equipment for targeted schools' Manufacturing and/or Automation Technologies will be purchased and in use in classrooms. Measurement: WCSD Inventory.

Staff: Skilled & Technical Facilitator; and Timeline: SY 2019-20.

•Result: Met. All equipment funded by CTE Competitive funds and targeted for distribution to the select schools in SY 2019-20 were purchased and used as planned.

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: LEA Wide

» **Improvement and Support/New Program/Program Expansion/Staffing:** Improvement and Support

LEA Name:

Washoe County School District

Type of Grant:

Competitive

Project Name:

Work-Based Learning

Amount:

\$56,006

Project Description:

The objective of this project was for a minimum of 15% of all CTE completers to engage in a work-based learning experience, such as an internship or apprenticeship, by 2020. To reach this goal and meet the standards of quality work-based learning programs as outlined in NAC 389.825, WCSD sought to add a .5 FTE Work-Based Learning Facilitator to identify additional opportunities, engage more students, and implement curriculum and processes ensuring positive outcomes for students and employers. To support the goals of the Nevada Governor's Office of Workforce Innovation (OWINN), comply with regulatory and statutory requirements set forth in Nevada Revised Statute (389.167) and Nevada Administrative Code, and respond to the workforce development needs of our region, WCSD's CTE and Signatures Academy Department sought to improve and continue its work-based learning program.

The project goal was:

Work-Based Learning (WBL) Goal 1: To provide staffing to support and expand student internship opportunities for all CTE program areas with a focus on high-demand industries. The Work-Based Learning Facilitator was to support students at all WCSD CTE high school programs to gain work-based learning experiences such as job shadows, internships, and pre-apprenticeship programs. This facilitator intended to specifically focus on engaging non-traditional gender students and those associated with special populations in order to ensure that student populations who are most in need have the opportunity to gain meaningful work experience and associated certification opportunities.

Project Evaluation Methods and Outcomes:

WBL 1.1: At least 125 students will participate in at least one semester of a focused work-based learning opportunity during their junior or senior year. At least 20% of these students will be part of a special population or non-traditional gender group. Measurement: SY 2019-20 Student Enrollment.

Staff: Work-Based Learning Facilitator; and Timeline: SY 2019-20.

Result: Not met with progress. 116 students (93% of goal) participated in at least one semester of an internship for academic credit during their junior or senior year in SY 2019-20. Data on students being part of a special population or non-traditional gender group are not yet available.

WBL 1.2: A minimum of three new group internships programs aligned with high-demand, living-wage careers will be developed and implemented during second semester of SY 2019-20. Measurement: SY 2019-20 Student Enrollment; Staff: Work-Based Learning Facilitator; and Timeline: SY 2019-20. Result: Not met. Due to health and safety restrictions enacted during the COVID-19 pandemic, internships in second semester of SY 2019-20 were limited and no new internship opportunities were established to maintain compliance.

WBL 1.3: A minimum of 15 new businesses or departments (in the event of a large company) will host a work-based learning experience in SY 2019-20, or make a commitment to host students in SY 2020-21. Measurement: SY 2019-20 Employer Host Count; Staff: Work-Based Learning Facilitator; and Timeline: SY 2019-20.

Result: Not met. Due to health and safety restrictions enacted during the COVID-19 pandemic, new businesses and departments recruited to host internships were limited in SY 2019-20, and no new firms are able to be recruited for internships in SY 2020-21.

WBL 1.4: At the conclusion of the internship experience, at least 90% of the participating students will report that they have more understanding of the target industry and understand the skills/knowledge needed for success. Measurement: SY 2019-20 Student Survey Responses; Staff: Work-Based Learning Facilitator; and Timeline: SY 2019-20.

Result: Not met. Student surveys were not able to be distributed to students in internships in SY 2019-20.

STATE CTE GRANTS – PERFORMANCE REPORT

FY:
2020

Grant Type:
Competitive

Agency:
White Pine County School District

Submit Date:
10/16/2020

Name of Authorized Representative and Title:
Rebecca Murdock, CTE Administrator

Funding Award Amount:
\$325,749.55

Funding Amount Used:
\$300,996.05

Funding Amount Not Used:
\$24,753.50

If not all funds were used please explain why, enter N/A if all funds were expended:

There were some differences in actual salaries versus what was budgeted. The district was not allowed to do a final revision in order to spend the remaining balance.

Overall 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 full teaching positions and two .33 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

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

White Pine County School District

Type of Grant:

Competitive

Project Name:

WPHS Automotive Service Technician/Diesel Technology

Amount:

\$87,675.49

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, WPC5D applied for and received other grant money for equipment to expand and support these programs.

Project Evaluation Methods and Outcomes:

Many of the measurable objectives and outcomes are predicated upon enrollment in the course. The district will be holding registration fairs, family nights, assemblies, and question and answer sessions for parents and students. The instructors and guidance staff will be on hand for all of these events.

These events will be used as part of the evaluation method because the data collected during the events will be used to provide feedback to the district as to how close the enrollment objectives are to being met. The district does not plan on waiting until the first day of school to guess and be hopeful about meeting the enrollment objectives. Since nearly all of the objectives and outcomes are based on enrollment, clearly it is essential to monitor how close to the objectives and outcomes the district is through frequent and timely feedback. Following are action steps that will be taken in order to ensure that the measurable objectives and outcomes will be met.

- Conduct CTE showcase assemblies through the school year (2S1).
- Meet with students and parents individually through the registration process emphasizing the importance of these programs during spring Advisory conferences (2S1, 6S1, 6S2).
- Examine preregistration numbers for the programs in June (2S1).

- Conduct social media blitz, parent and student information night, and produce showcase in June (2S1).
- Examine preregistration numbers in July (2S1).
- Conduct recruiting fair and home recruiting visits July (2S1).
- Examine preregistration numbers in August (2S1).
- Conduct one-on-one counseling meetings with parents and students during the completer year promoting CTE and studying diligently for the Workplace Readiness and Technical Skills Assessments (3S1, 4S1).
- Provide students with individual tutoring as they approach end of program assessments (2S1). These activities will be monitored on a monthly basis by administration and counseling staff. The frequent feedback will allow for adjustments to be made in a timely fashion, so that the measurable objectives and outcomes described below can be realized.

Besides student outcomes, the district is very concerned about teacher quality and performance. The CTE course standards provide a measurement tool for teachers and administration to develop quality classroom experiences for students based upon content that is meaningful. The NEPF framework provided by the state for teacher evaluation provides a rigorous set of benchmarks for teachers and administration to use as a measurement tool for the instructional process. Additionally, the feedback received from the Quality Program Review will be used to assess progress in areas of needs improvement.

Automotive Service Technician Project Outcomes:

- Enroll 40 students into Automotive Service Technician 1 (2S1). Ensure that 12 of these students are female (6S1, 6S2). NOT MET in volume or female numbers
- Year 2, enroll 25 students into Automotive Service Technician 2 (2S1). Ensure that 8 of these students are female (6S1, 6S2). Enroll another 40 students into Automotive Service Technician 1 (2S1). NOT MET in volume or female numbers
- Year 3, enroll 15 students into Automotive Service Technician 3, ensuring 5 of these are female. Enroll another 25 students in Automotive Service Technician 2, and another 40 in Automotive Service Technician 1 (2S1). NOT MET in volume or female numbers
- Year 4, enroll 10 students into Automotive Service Technician 4, ensuring 4 of these students are female (2S1, 6S1, 6S2). Enroll another 15 students into Automotive Service Technician 3, 25 into Automotive Service Technician 2, and 40 into Automotive Service Technician 1 (2S1). NOT MET in volume or female numbers
- Ensure that 85% of Automotive Service Technician students earn passing scores on the Workplace Readiness Skills Assessment (2S1). MET
- Ensure that 70% of Automotive Service Technician completers earn passing scores on the End of Program Technical Assessment (2S1). MET
- Ensure that 70% of Automotive students earn Career Safe light truck certification (2S1). NOT MET
- Ensure that 95% of Automotive Service Technician students graduate high school with a standard, advanced or CCR diploma (3S1, 4S1). MET

Diesel Technology Project Outcomes:

- Enroll 30 students into Diesel Technology 1, ensuring 10 of these students are female (2S1, 6S1, 6S2). NOT MET in volume or female numbers
- Year 2, enroll 25 students into Diesel Technology 2 (2S1). Ensure 6 of these students are female (6S1, 6S2). Enroll another 30 students into Diesel Technology 1 (2S1). NOT MET in volume or female numbers
- Year 3, enroll 20 students into Diesel Technology 3, another 25 students in Diesel Technology 2, and

another 30 in Diesel Technology 1 (2S1). Ensure 4 of the completer students are female (6S1, 6S2). NOT MET in volume or female numbers

- Year 4, Enroll 15 students, 4 of which are female, into Diesel Technology Advanced Studies (2S1, 6S1, 6S2). Enroll 20 additional students into Diesel Technology 3, 25 into Diesel Technology 2, and 30 into Diesel Technology 1. NOT MET in volume or female numbers

- Ensure that 85% of Diesel Technology students earn passing scores on the Workplace Readiness Skills Assessment (2S1). MET

- Ensure that 70% of Diesel Technology completers earn passing scores on the End of Program Technical Assessment (2S1). NOT MET, *n* tested, 50% passed

- 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 Technology students graduate high school with a standard, advanced or CCR diploma (3S1, 4S1). MET

- Establish a SkillsUSA chapter. NOT MET

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Health Science and Public Safety

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

White Pine County School District

Type of Grant:

Competitive

Project Name:

WPHS Health Sciences

Amount:

\$96,708.62

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 freshmen and upon graduation, earn industry certification in CNA or Sports Medicine. Without grant funding, this isn't possible.

Project Evaluation Methods and Outcomes:

Many of the measurable objectives and outcomes are predicated upon enrollment in the course. The district will be holding registration fairs, family nights, assemblies, and question and answer sessions for parents and students. The instructors and guidance staff will be on hand for all of these events.

These events will be used as part of the evaluation method because the data collected during the events will be used to provide feedback to the district as to how close the enrollment objectives are to being met. The district does not plan on waiting until the first day of school to guess and be hopeful about meeting the enrollment objectives. Since nearly all of the objectives and outcomes are based on enrollment, clearly it is essential to monitor how close to the objectives and outcomes the district is through frequent and timely feedback. Following are action steps that will be taken in order to ensure that the measurable objectives and outcomes will be met.

- Conduct CTE showcase assemblies through the school year (2S1).
- Meet with students and parents individually through the registration process emphasizing the importance of these programs during spring Advisory conferences (2S1, 6S1, 6S2).

- Examine preregistration numbers for the programs in June (2S1).
- Conduct social media blitz, parent and student information night, and produce showcase in June (2S1).
- Examine preregistration numbers in July (2S1).
- Conduct recruiting fair and home recruiting visits July (2S1).
- Examine preregistration numbers in August (2S1).
- Conduct one-on-one counseling meetings with parents and students during the completer year promoting CTE and studying diligently for the Workplace Readiness and Technical Skills Assessments (3S1, 4S1).
- Provide students with individual tutoring as they approach end of program assessments (2S1). These activities will be monitored on a monthly basis by administration and counseling staff. The frequent feedback will allow for adjustments to be made in a timely fashion, so that the measurable objectives and outcomes described below can be realized.

Besides student outcomes, the district is very concerned about teacher quality and performance. The CTE course standards provide a measurement tool for teachers and administration to develop quality classroom experiences for students based upon content that is meaningful. The NEPF framework provided by the state for teacher evaluation provides a rigorous set of benchmarks for teachers and administration to use as a measurement tool for the instructional process. Additionally, the feedback received from the Quality Program Review will be used to assess progress in areas of needs improvement.

Health Science Project Outcomes:

- Enroll 50 students into Health Science 1 (2S1). Of the 50, ensure that 20 of them are male (6S1, 6S2).
NOT MET
- Year 2, enroll 40 students 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 Sciences 1 (2S1). Of the 40 students going into the second year course, ensure that 15 of them are male (6S1, 6S2). NOT MET, but numbers are close
- Year 3, enroll 30 concentrator students 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). NOT MET
- Ensure that 85% of Health Sciences students earn passing scores on the Workplace Readiness Skills Assessment (2S1). MET
- Ensure that 70% of Health Sciences students earn passing scores on the End of Program Technical Assessment (2S1). MET
- Ensure that 70% of Health Sciences completers pass the CNA exam/Sports Medicine industry certification after the third year in the Program of Study. 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, advanced, or CCR diploma (3S1, 4S1). MET

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Skilled and Technical Sciences

» **New Program/Program Expansion/Improvement and Support/Staffing:** New Program

LEA Name:

White Pine County School District

Type of Grant:

Competitive

Project Name:

WPHS Technology Programs

Amount:

\$101,166.24

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, WPC5D applied for and received other grant money for equipment to expand and support these programs.

Project Evaluation Methods and Outcomes:

Many of the measurable objectives and outcomes are predicated upon enrollment in the course. The district will be holding registration fairs, family nights, assemblies, and question and answer sessions for parents and students. The instructors and guidance staff will be on hand for all of these events.

These events will be used as part of the evaluation method because the data collected during the events will be used to provide feedback to the district as to how close the enrollment objectives are to being met. The district does not plan on waiting until the first day of school to guess and be hopeful about meeting the enrollment objectives. Since nearly all of the objectives and outcomes are based on enrollment, clearly it is essential to monitor how close to the objectives and outcomes the district is through frequent and timely feedback. Following are action steps that will be taken in order to ensure that the measurable objectives and outcomes will be met.

- Conduct CTE showcase assemblies through the school year (2S1).
- Meet with students and parents individually through the registration process emphasizing the importance of these programs during spring Advisory conferences (2S1, 6S1, 6S2).
- Examine preregistration numbers for the programs in June (2S1).

- Conduct social media blitz, parent and student information night, and produce showcase in June (2S1).
- Examine preregistration numbers in July (2S1).
- Conduct recruiting fair and home recruiting visits July (2S1).
- Examine preregistration numbers in August (2S1).
- Conduct one-on-one counseling meetings with parents and students during the completer year promoting CTE and studying diligently for the Workplace Readiness and Technical Skills Assessments (3S1, 4S1).
- Provide students with individual tutoring as they approach end of program assessments (2S1). These activities will be monitored on a monthly basis by administration and counseling staff. The frequent feedback will allow for adjustments to be made in a timely fashion, so that the measurable objectives and outcomes described below can be realized.

Besides student outcomes, the district is very concerned about teacher quality and performance. The CTE course standards provide a measurement tool for teachers and administration to develop quality classroom experiences for students based upon content that is meaningful. The NEPF framework provided by the state for teacher evaluation provides a rigorous set of benchmarks for teachers and administration to use as a measurement tool for the instructional process. Additionally, the feedback received from the Quality Program Review will be used to assess progress in areas of needs improvement.

Computer Science Project Outcomes:

- Enroll 25 students into Computer Science 1 (2S1). MET
- Year 2, enroll 20 students into Computer Science 2 (2S1). Enroll another 25 students into Computer Science 1 (2S1). NOT MET
- Year 3, enroll 15 students into Computer Science 3, another 20 students in Computer Science 2, and another 25 in Computer Science 1 (2S1). NOT MET
- Ensure that 85% of Computer Science students earn passing scores on the Workplace Readiness Skills Assessment (2S1). MET 100%
- Ensure that 70% of Computer Science completers earn passing scores on the End of Program Technical Assessment (2S1). NOT MET Only *n* student(s) tested, and they did not pass.
- Ensure that 95% of Computer Science students graduate high school with a standard, advanced or CCR diploma (3S1, 4S1). MET

Web Design and Development Project Outcomes:

- Enroll 25 students into Web Design and Development 1 (2S1). NOT MET
- Year 2, enroll 20 students into Web Design and Development 2 (2S1). Enroll another 25 students into Web Design and Development 1 (2S1). NOT MET
- Year 3, enroll 15 students into Web Design and Development 3, another 20 students in Web Design and Development 2, and another 25 in Web Design and Development 1 (2S1). NOT MET
- Ensure that 85% of Web Design and Development students earn passing scores on the Workplace Readiness Skills Assessment (2S1). NA - None in completer course
- Ensure that 70% of Web Design and Development completers earn passing scores on the End of Program Technical Assessment (2S1). NA - None in completer course
- Ensure that 95% of Web Design and Development students graduate high school with a standard, advanced or CCR diploma (3S1, 4S1). NA
- Establish a SkillsUSA chapter. NOT MET Graphic Design
- Enroll 25 students into Graphic Design 1 (2S1). NOT MET
- Year 2, enroll 20 students into Graphic Design 2 (2S1). Enroll another 25 students into Graphic Design

(2S1). NA, not offered until next year

- Year 3, enroll 15 students into Graphic Design 3, another 20 students in Graphic Design 2, and another 25 in Graphic Design 1 (2S1). NA, not offered until 21-22 school year

- Ensure that 85% of Graphic Design students earn passing scores on the Workplace Readiness Skills Assessment (2S1). NA

- Ensure that 70% of Graphic Design completers earn passing scores on the End of Program Technical Assessment (2S1). NA

- Ensure that 95% of Graphic Design students graduate high school with a standard, advanced or CCR diploma (3S1, 4S1). NA

FORM J: PROJECT OUTCOMES AND EVALUATION RESULTS

Program: Agriculture and Natural Resources

» **Program Expansion/New Program/Improvement and Support/Staffing:** Program Expansion

LEA Name:

White Pine County School District

Type of Grant:

Competitive

Project Name:

Lund Agriculture and Natural Resources Expansion

Amount:

\$33,599.60

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:

Many of the measurable objectives and outcomes are predicated upon enrollment in the course. The district will be holding registration fairs, family nights, assemblies, and question and answer sessions for parents and students. The instructors and guidance staff will be on hand for all of these events.

These events will be used as part of the evaluation method because the data collected during the events will be used to provide feedback to the district as to how close the enrollment objectives are to being met. The district does not plan on waiting until the first day of school to guess and be hopeful about meeting the enrollment objectives. Since nearly all of the objectives and outcomes are based on enrollment, clearly it is essential to monitor how close to the objectives and outcomes the district is through frequent and timely feedback. Following are action steps that will be taken in order to ensure that the measurable objectives and outcomes will be met.

- Conduct CTE showcase assemblies through the school year (2S1).
- Meet with students and parents individually through the registration process emphasizing the importance of these programs during spring Advisory conferences (2S1, 6S1, 6S2).
- Examine preregistration numbers for the programs in June (2S1).
- Conduct social media blitz, parent and student information night, and produce showcase in June (2S1).
- Examine preregistration numbers in July (2S1).

- Conduct recruiting fair and home recruiting visits July (2S1).
- Examine preregistration numbers in August (2S1).
- Conduct one-on-one counseling meetings with parents and students during the complete year promoting CTE and studying diligently for the Workplace Readiness and Technical Skills Assessments (3S1, 4S1).
- Provide students with individual tutoring as they approach end of program assessments (2S1). These activities will be monitored on a monthly basis by administration and counseling staff. The frequent feedback will allow for adjustments to be made in a timely fashion, so that the measurable objectives and outcomes described below can be realized.

Besides student outcomes, the district is very concerned about teacher quality and performance. The CTE course standards provide a measurement tool for teachers and administration to develop quality classroom experiences for students based upon content that is meaningful. The NEPF framework provided by the state for teacher evaluation provides a rigorous set of benchmarks for teachers and administration to use as a measurement tool for the instructional process. Additionally, the feedback received from the Quality Program Review will be used to assess progress in areas of needs improvement.

Project Outcomes:

- Enroll 100% of Lund students into the first year of one of the two Programs of Study in year one (2S1). MET
- Enroll 100% of Lund students into the second year of the one of the two Programs of Study and 100% of incoming freshmen into year one of the two Programs of Study (2S1) 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. NOT MET, graduates hadn't completed complete course
- Ensure that 100% of Agriculture and Natural Resources students earn passing scores on the Workplace Readiness Skills Assessment (2S1). NOT MET
- Ensure that 100% of Agriculture and Natural Resources students earn passing scores on the End of Program Technical Assessment (2S1). NOT MET
- Ensure that 100% of Agriculture and Natural Resources students graduate from high school with a standard, advanced, or CCR diploma (3S1, 4S1). MET

Part IV: CTSO Funds

Pupil organizations (i.e., Career and Technical Student Organization [CTSO]) were not funded out of State CTE funds in FY20 pursuant to S.B. 544 sec. 16(4)(d); see notation above.