

# Increasing Access and Opportunity in CTE Programs of Study

Craig Statucki

Director

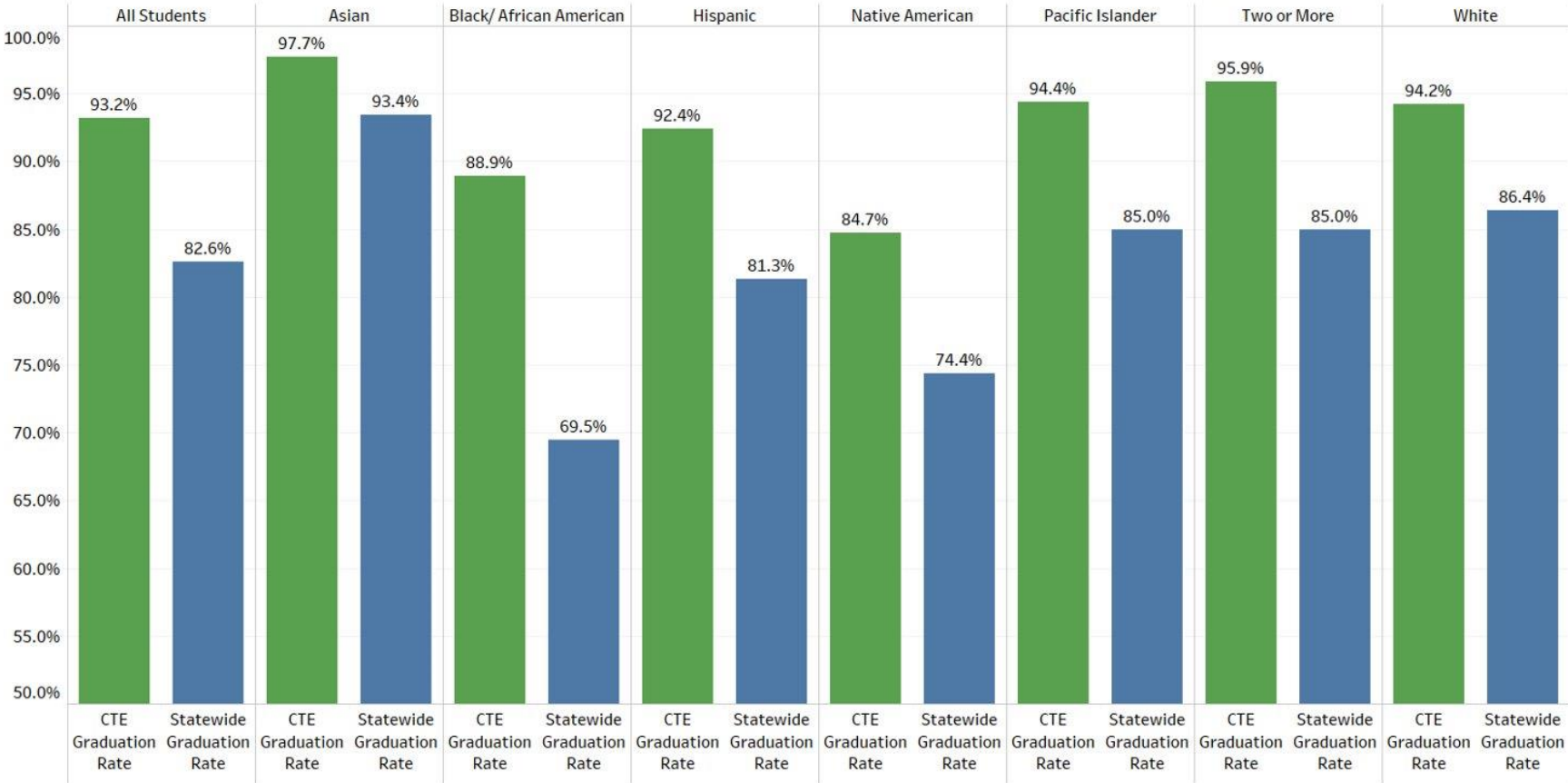
Office of Career Readiness, Adult Learning, and  
Education Options

# Connection to STIP

- Goal 3 - Equity: Increase access to STEM learning.
- Goal 4 - Equity: Increase participation in college-level and CTE coursework.
- Goal 4 - Access: Expand access to CTE for all students.
- Goal 4 - Community: Increase college enrollment.

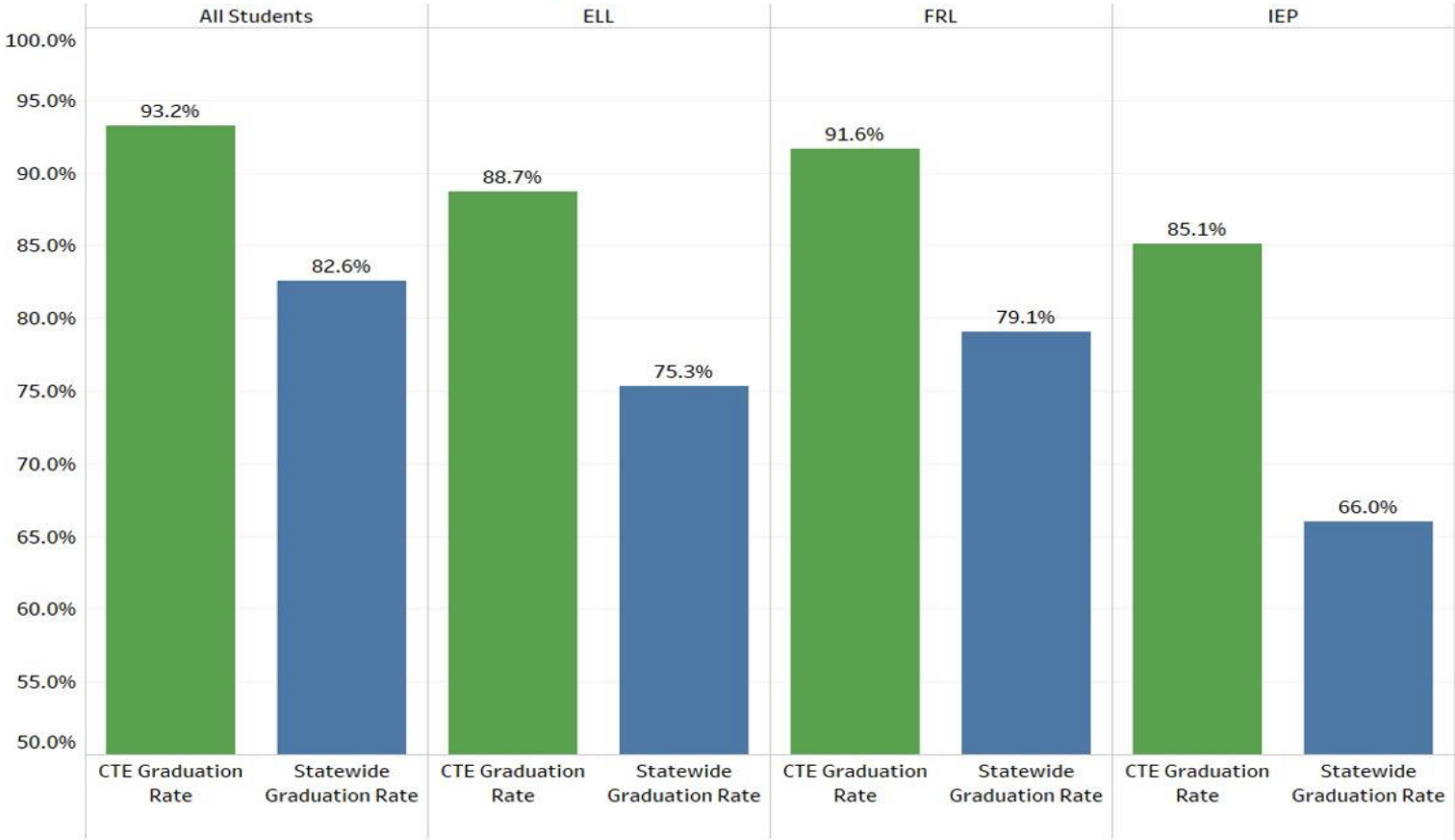
# Graduation Rates

CTE Concentrator and Statewide Graduation Rates (includes all students and disaggregation by Race/Ethnicity)

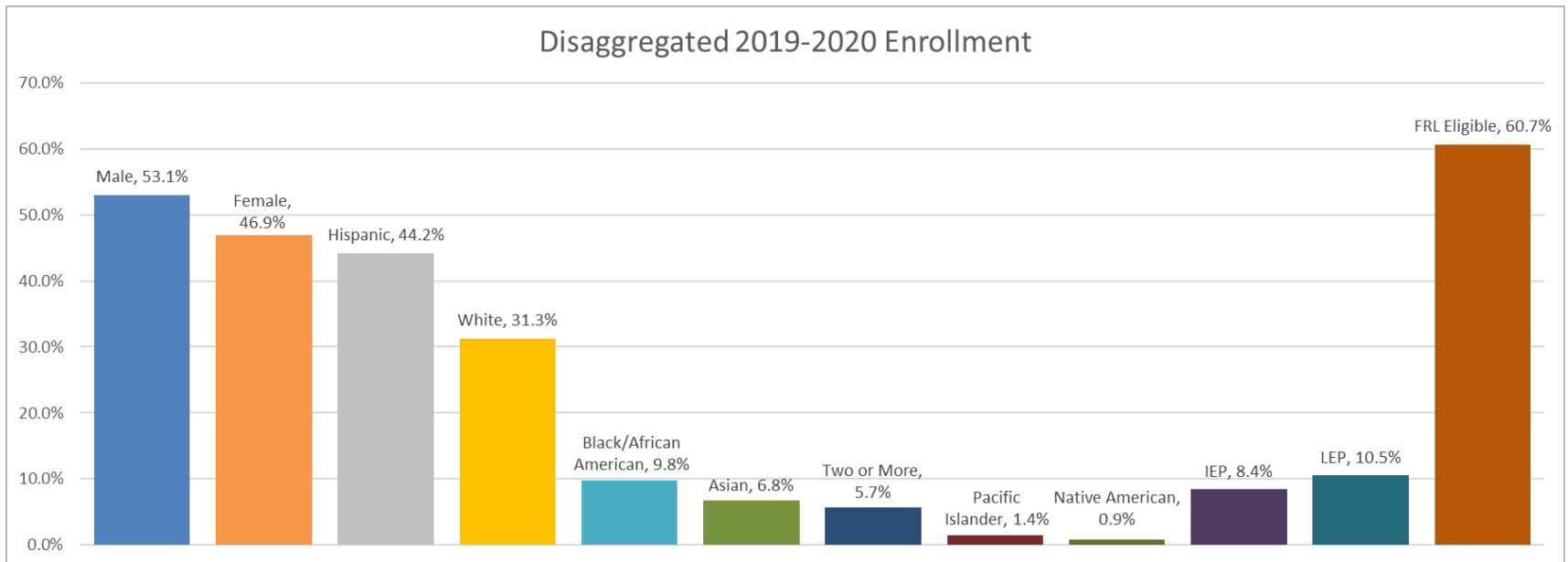


# Graduation Rates

CTE Concentrator and Statewide Graduation Rates (includes all students and disaggregation by Special Population Status)



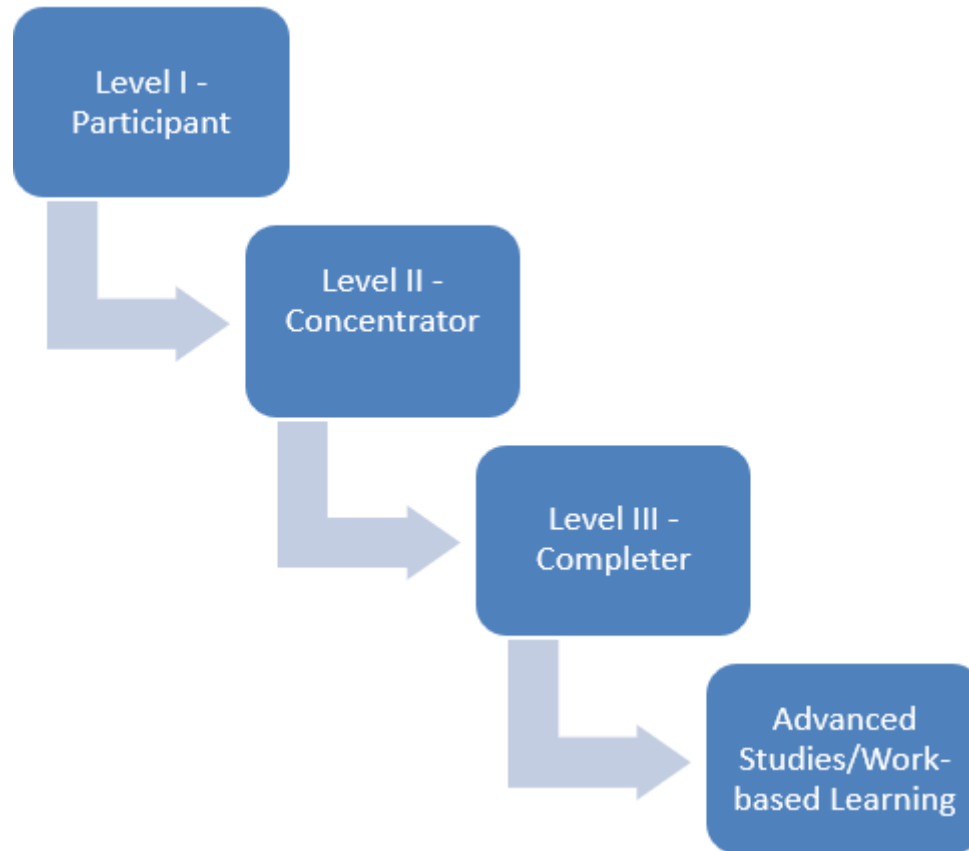
# State CTE Enrollment



# State CTE Enrollment Gaps

Student Population	2019-20 HS Enrollment	2019-20 CTE Enrollment
Black/African American	10.8%	9.8%
Students with an IEP	10.8%	8.4%
English Learners	11.9%	10.5%

# Current CTE Structure



# Objectives

Access and  
Opportunity

Postsecondary  
Pathways

Alignment with  
Workforce  
Needs

Flexibility

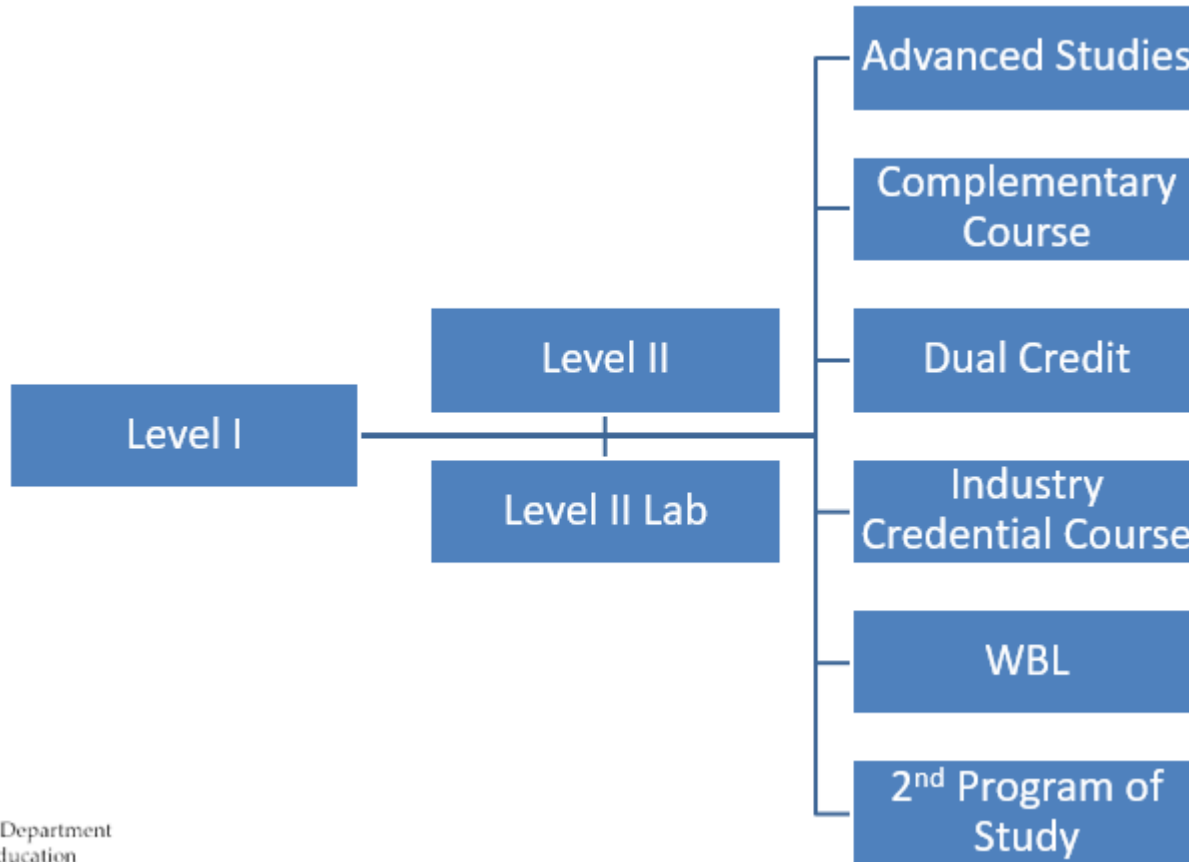
Focused  
Funding



# Future of CTE Programs of Study

- Combine similar programs
- Two-year programs
- Access to complementary courses
- Access to dual credit, industry credentials, and work-based learning (WBL)

# New Program of Study Sequence



# Programs of Study

## **Agriculture, Food, and Natural Resources:**

- Agricultural Power, Structural, and Technical Systems
- Animal Systems
- Plant Systems

## **Architecture and Construction:**

- Building Trades in Construction Technology
- Design Drafting
- Heating, Ventilation, Air Conditioning, and Refrigeration

## **Arts, A/V Technology, and Communication:**

- Graphic Design
- Fashion, Textiles, and Design
- Multimedia Communication
- Radio Production
- Theatre Technology
- Video Production

## **Business Management and Administration:**

- Business Management
- Business Management – High School Business
- Logistics Management – NEW
- Office Management

## **Education and Training:**

- Early Childhood Education
- Teaching and Training

## **Finance:**

- Accounting and Finance

## **Government and Public Administration:**

- Military Science

# Programs of Study

## Health Sciences:

- Biomedical
- Community Health Science
- Dental Science
- Emergency Medical Technician
- Medical Assisting
- Nursing Assistant
- Practical Nursing
- Sports Medicine

## Hospitality and Tourism:

- Culinary Arts
- Hospitality and Tourism

## Human Services

- Cosmetology
- Family and Consumer Sciences
- Human and Social Services - NEW

## Information Technology:

- Advanced Computer Science
- Cybersecurity
- Digital Game Development
- IT Networking
- Web Design and Development

# Programs of Study

## **Manufacturing:**

- Advanced Manufacturing Technologies
- Electronic Technology
- Food Science and Manufacturing – NEW
- Mechanical Technology
- Metalworking
- Welding Technology

## **Marketing:**

- Marketing

## **Science, Technology, Engineering, and Mathematics:**

- Energy Technologies
- Engineering

## **Transportation, Distribution, and Logistics:**

- Automotive Technology
- Aviation Maintenance Technician
- Aviation Technology
- Diesel Technology

# Sample Programs of Study

Program of Study	Program Sequence	Complementary Courses (All Programs of Study will have CTE Work Experience and CTE Industry Credential courses)	Potential Dual Credit/Credential Opportunities	New Level I Implementation Year	Additional Notes
<b>Agricultural Power, Structural, and Technical Systems</b>	<ul style="list-style-type: none"> <li>Agricultural Power, Structural, and Technical Systems I</li> <li>Agricultural Power, Structural, and Technical Systems II</li> </ul>	<ul style="list-style-type: none"> <li>Agribusiness Management</li> <li>Agricultural Power, Structural, and Technical Systems Advanced Studies (AS)</li> <li>Agricultural Leadership, Communication, and Policy</li> <li>Agriculture Structures Design and Metal Fabrications</li> </ul>	<ul style="list-style-type: none"> <li>Dual Credit</li> <li>Industry Credential</li> </ul>	2023-24	<ul style="list-style-type: none"> <li>Regional Demand</li> <li>Combines concepts from welding, machining, metals, diesel, and construction (most are High Skill, High Wage, or In-Demand (HSHWID))</li> </ul>
<b>Animal Systems</b>	<ul style="list-style-type: none"> <li>Principles of Agriculture, Food, and Natural Resources</li> <li>Animal Science</li> </ul>	<ul style="list-style-type: none"> <li>Agribusiness Management</li> <li>Agricultural Leadership, Communications, and Policy</li> <li>Biotechnology</li> <li>Food Science and Technology</li> <li>Natural Resource and Wildlife Management</li> <li>Veterinary Science</li> </ul>	<ul style="list-style-type: none"> <li>Dual Credit</li> <li>Industry Credential</li> </ul>	2022-23	<ul style="list-style-type: none"> <li>HSHWID</li> <li>Foundational POS that leads to multiple complementary courses</li> <li>Nationally aligned course names and standards</li> </ul>

# Stakeholder Input

CTE  
Administrators

NSHE

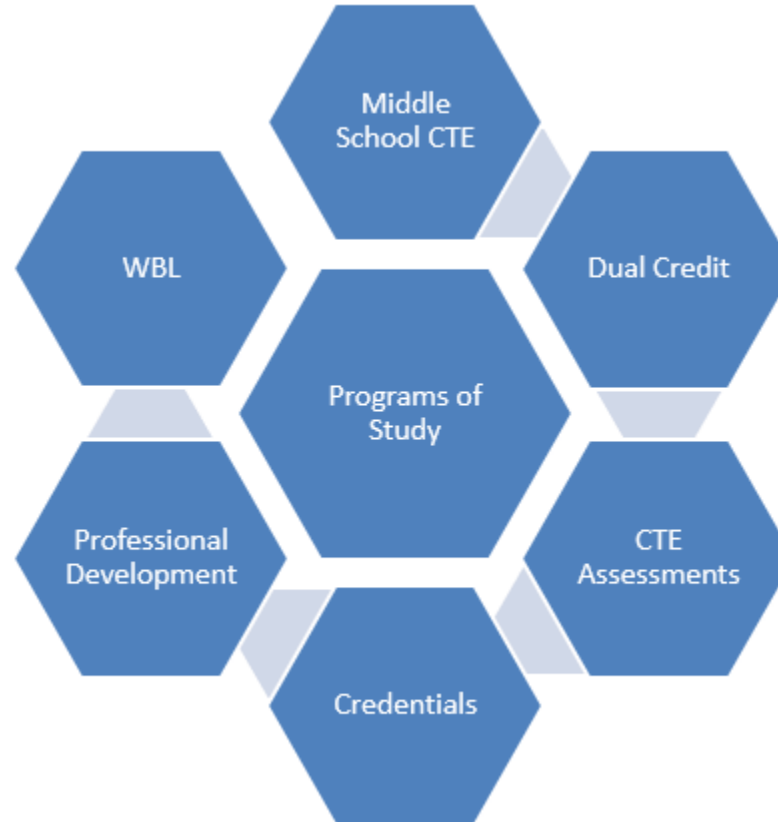
Educators

CTSO Students

Business and  
Industry

Other  
Agencies

# Strengthening CTE in Nevada





# Accountability

- Comprehensive Local Needs Assessment (CLNA)
  - Engagement with wide range of stakeholders (AB 38)
  - Special populations preparation and equal access
  - Addressing disparities or gaps in performance

# Accountability

- State Determined Performance Levels (SDPL)
  - Graduation rates
  - Non-traditional enrollment in CTE programs
  - Academic performance
  - Postsecondary indicators

# Contact Information

**Craig Statucki, Director**

Office of Career Readiness, Adult Learning, and  
Education Options

Email: [cstatucki@doe.nv.gov](mailto:cstatucki@doe.nv.gov)