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Consent Agenda Item Title: State Funding for Career and Technical Education Report of Local Activities and Expenditures for FY21

Office Submitting Agenda Item: Career Readiness, Adult Learning, and Education Options

Summary of the Document:

This document provides an overview of the State Career and Technical Education (CTE) funding which was provided to subrecipients in fiscal year 2021. Reports from each sub recipient are included for reference.

Purpose/Impact of the Document:

The purpose of this document is to provide a summary of how State CTE funds were distributed among subrecipients, description of the projects funded, and an accounting of any unutilized funds.

Stakeholder Engagement to Inform Item:

Subrecipients are required to engage parents, students, staff, and local industry representatives in the project implementation and this report provides for accountability and transparency for use of the public funds awarded for implementation of those projects.

Contact Person for any Questions:

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State Funding for Career and Technical Education

Report of State and Local Activities and Expenditures Fiscal Year 2021

Office of Career Readiness, Adult Learning, and Education Options
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Overview

In alignment with Nevada Revised Statutes (NRS) 388.396, the Nevada Department of Education (NDE or Department) 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 2021, \$12,543,913.05 was authorized by the Nevada Legislature in NDE's budget for career and technical education (CTE) programs in school districts and charter schools pursuant to NRS 388.393. This report provides information about how the funds were allocated and expended in fiscal year 2021 (FY21).

NRS 388.392-395 direct 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 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); and
- (4) The remainder of available State money distributed via allocated sub-grants to 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.

Areas of Allocation	Funding Amounts
State Leadership	\$0.00
Allocation Grants	\$8,480,775.46
Competitive Grants	\$4,063,137.59
CTSOs	\$0.00

Part I: State Leadership Funds

Pursuant to Senate Bill 544 sec. 16(6)(d) enrolled and passed in the 2019 Nevada Legislative Session, the State CTE funding is not for the use of leadership and training activities nor pupil organizations. Therefore, there were no appropriated funds expended in FY21 for leadership or training activities nor CTOSs.

Part II: State Allocation Funds

Of the total funds available, \$8,480,775.46 was set aside for allocation grants that were awarded to school districts and public charter schools based on NRS 388.395 to support the following:

- 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; and
- Alignment with workforce training needs in this state and the state’s economic development strategies and workforce investment system

The table below shows the total amounts awarded and expended by school districts and public charter schools. Multiple school districts and public charter schools attributed their inability to expend the entirety of their grant funds to challenges associated with the COVID-19 pandemic.

School District/Charter School	Amount Awarded	Amount Expended
Carson City	\$187,821.21	\$174,552.68
Churchill County	\$85,974.50	\$66,720.45
Clark County	\$6,422,483.77	\$6,172,040.32
Douglas County	\$118,191.31	\$118,191.31
Elko County	\$275,779.73	\$257,145.01
Humboldt County	\$56,119.62	\$53,807.79
Lander County	\$11,242.82	\$9,172.54
Lincoln County	\$25,414.44	\$25,414.44
Lyon County	\$176,294.95	\$166,733.23
Mineral County	\$7,463.72	\$3,306.62
Nye County	\$95,233.29	\$91,595.15
Pershing County	\$10,864.91	\$10,864.91
Pinecrest Academy (State Public Charter School Authority [SPCSA])	\$19,373.40	\$8,046.85
SLAM Academy (SPCSA)	\$39,491.58	\$38,067.75
Somerset (SPCSA)	\$39,680.59	\$32,799.30

School District/Charter School	Amount Awarded	Amount Expended
Washoe County	\$863,240.62	\$833,164.33
White Pine County	\$46,105.00	\$0.00*
Totals:	\$8,480,775.46	\$8,061,622.68

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 SB 544 (2019). Unexpended funds are accounted for in the FY21 reports for each school district and charter school.

*White Pine County School District (WPCSD) and the Grants Management Unit (GMU) didn't complete the subgrant award form, so funds were not made available to WPCSD for expenditure.

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	Carson City School District
Name and Title of Person Submitting	Candi Ruf, CTE Coordinator
Award Amount	\$187,821.20
Amount Expended	\$174,552.68
Amount Not Expended	\$13,268.53

Explain the Overall Purpose of Grant (Type response into box)

The Overall Purpose of the Grant was to support each of the Carson City School District Career Clusters and the individual programs of study within them in the following funding taylored to the specific needs of each program, the students in-program, and the teacher. Taylored used of funding across programs included use of funds for: Career Guidance; Educational Personnel; Program planning and Promotion,; Leadership Development;Facilities, Equipment, and Instructional Materials and Suplies; and Industry-Recognized Credentials.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

More than half of the funds not spent in FY21 were CTSO Staff Registration and CTSO Student Registration. Because of COVID-19, all events were virtual. Projects costs associated with in-person CTSO registration and travel were therefore not funded. Instead of full, in person instruction during SY2020-2021, students in the Carson City School District attended school on a hybrid learning schedule. Instead of teachers seeing students twice to three times per week, students were in-seat only once a week, the result of which was an overall programs-wide decrease in general consumables and IT Supplies spending. Due to personnel issues, the projected salary and benefits for the substitute for Pharmacy Practice was not fully expended. Publications for Cybersecurity were not available from the publisher to purchase in FY21. Sierra Office Solutions was unable to fulfill the service contract for the printer used by Graphic Design and Web Design & Development.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

Seven projects were funded by FY21 Allocation Grant: Agriculture & Natural Resources; Business & Marketing; Education, Hospitality, & Human Services; Health Science & Public Safety; Information & Media Technology; Skilled & Technical Sciences; and CTE General.

By entering my name below, I acknowledge the information provided is true and correct.

Candi C. Ruf, CTE Coordinator

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	The Carson City School District
Name and Title of Person Submitting	Candi Ruf, CTE Coordinator
Project Name (LEA-determined)	Agriculture & Natural Resources
Award Amount	\$31,176.86

Project Description

Funding from FY21 was used to support Educational Personnel; Leadership Development; Facilities, Equipment and Instructional Materials and Supplies; and Program and Instruction for courses in the Agriculture and Natural Resources Career Cluster. Funds were utilized for the following items: professional development for educational personnel, student leadership development, supplemental instructional materials and supplies, and equipment. The Carson City School District followed all Use of Funds guidance.

Evaluation Methods

The following goals were set for SY2020-2021:

Academic Goals: 80% of Level I students will receive a B or better; 80% of Level II students will receive a B or better; Student pass rate for WPR and EOP will meet or exceed the state average; the Carson City School District will meet or exceed the state requirement.

Each CTE Department Professional Learning Community (PLC) meeting focused on these goals. All teachers were tasked with providing evidence of intervention, differentiation and enrichment to support all learners. Department-wide data was collected monthly using Infinite Campus and shared with teachers for review and reflection. Teachers wrote short-term and long-term goals, monitored, reflected, and collaborated on strategies to enhance student mastery of the content. Short term and longitudinal data was collected for goal setting to ensure maximum opportunity for students to meet program of study level grades which would

enable them to achieve completer status. Data was reported at the end of the first quarter, first semester, second quarter and second semester.

In addition, CTE paraprofessionals were assigned to support students in special populations in Agricultural Mechanics I and Agriculture Science I in their academic performance and completion of Nevada Industry Credential OSHA10 in Agricultural Mechanics Technology I.

At the end of Semester 2, teachers worked to identify Gaps in Learning for Level I and Level II students, and begin lesson planning and preassessment plans for SY2021-2022.

Outcome(s)

In Semester 1 Level I classes, 48.2% of students earned a B or better. In Semester 2, 49.2% of students earned a B or better in Semester 2. 50% of Special Populations students earned their OSHA10 certificate.

In Semester 1 Level II classes, 47.8% of students earned a B or better. In Semester 2, 52.3% of students earned a B or better.

Technical Skills Assessment Data is as follows: Agricultural Mechanics Technology (no assessment given; 2021-2022 is first assessment year); Ornamental Horticulture/Greenhouse Management-100% pass rate; Veterinary Science-36.3% pass rate. The overall Technical Skills Assessment Pass rate for Agriculture and Natural Resources is 68.15%. Based on the criteria to earn the Certificate of Skill Attainment, 58.8% earned their certificate*. The Carson High School pass rate for Workplace Readiness Skills was 82.05%

* Information was edited to protect personally identifiable information (PII)

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Carson City School District
Name and Title of Person Submitting	Candi Ruf, CTE Coordinator
Project Name (LEA-determined)	Business & Marketing
Award Amount	\$2,600.00

Project Description

Funding from FY21 was used to support Program and Instruction, specifically the subscription to Knowledge Matters: Virtual High School Business which is a supplemental instructional material for all three levels of the Marketing Program of Study. The Carson City School District followed all Use of Funds guidance.

Evaluation Methods

Academic Goals: 80% of Level I students will receive a B or better; 80% of Level II students will receive a B or better; Student pass rate for WPR and EOP will meet or exceed the state average; the Carson City School District will meet or exceed the state requirement.

Each CTE Department Professional Learning Community (PLC) meeting focused on these goals. All teachers were tasked with providing evidence of intervention, differentiation and enrichment to support all learners. Department-wide data was collected monthly using Infinite Campus and shared with teachers for review and reflection. Teachers wrote short-term and long-term goals, monitored, reflected, and collaborated on strategies to enhance student mastery of the content. Short term and longitudinal data was collected for goal setting to ensure maximum opportunity for students to meet program of study level grades which would enable them to achieve completer status. Data was reported at the end of the first quarter, first semester, second quarter and second semester.

At the end of Semester 2, teachers worked to identify Gaps in Learning for Level I and Level II students, and begin lesson planning and preassessment plans for SY2021-2022.

Outcome(s)

In Semester 1 Level I classes, 78.7% of students earned a B or better. In Semester 2, 70.7% of students earned a B or better.

In Semester 1 Level II classes, 66.6% of students earned a B or better. In semester 2, 83.3% of students earned a B or better.

Technical Skills Assessment data is as follows: 83% of Marketing II students passed the Technical Skills Assessment. Students eligible to retake the Entrepreneurship Technical Skills Assessment passed the assessment*. Carson High School had an 80.52% pass rate for Workplace Readiness Skills. Based on the criteria to earn the Certificate of Skill Attainment, 100% of students eligible earned the Certificate of Skill Attainment for Marketing and Entrepreneurship*.

* Information was edited to protect personally identifiable information (PII)

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Choose an item.

Funding Purpose: Choose an item.

Project Information

Name of School District/Public Charter	Carson City School District
Name and Title of Person Submitting	Candi Ruf, CTE Coordinator
Project Name (LEA-determined)	Education, Hospitality & Human Services
Award Amount	\$12,644.78

Project Description

Funding from FY21 Allocation was used to support Program and Instruction; Facilities, Equipment and Instructional Materials and Supplies; and Industry-Recognized Credentials. Funds were used to purchase general consumable supplies of food and culinary coats. Funds were also used to purchase the supplemental Safe Serve booklets, State Food Safety Manager Training with exam (Safe Serve), and StateFood Safety Food Handler's assessments/cards. The Carson City School District followed all Use of Funds guidance.

Evaluation Methods

The following goals were set for SY2020-2021:

Academic Goals: 80% of Level I students will receive a B or better; 80% of Level II students will receive a B or better; Student pass rate for WPR and EOP will meet or exceed the state average; the Carson City School District will meet or exceed the state requirement.

Each CTE Department Professional Learning Community (PLC) meeting focused on these goals. All teachers were tasked with providing evidence of intervention, differentiation and enrichment to support all learners. Department-wide data was collected monthly using Infinite Campus and shared with teachers for review and reflection. Teachers wrote short-term and long-term goals, monitored, reflected, and collaborated on strategies to enhance student mastery of the content. Short term and longitudinal data was collected for goal setting to ensure maximum opportunity for students to meet program of study level grades which would

enable them to achieve completer status. Data was reported at the end of the first quarter, first semester, second quarter and second semester.

In addition, CTE paraprofessionals were assigned to support students in special populations Culinary Arts I n their academic performance and completion of Nevada Industry Credential Food Handler's Permit. 100% of students supported by CTE Paraprofessionals earned their Food Handler's Permit.

At the end of Semester 2, teachers worked to identify Gaps in Learning for Level I and Level II students, and begin lesson planning and preassessment plans for SY2021-2022.

Outcome(s)

In Semester 1, Level I classes, 77.8% of students earned a B or better. In Semester 2, 76.1% of Level I students earned a B or better.

In Semester 1, Level II classes, 67.5% of students earned a B or better. In Semester 2, 52.8% of students earned a B or better.

Technical Skills Assesment data is as follows: 33.3% of Level III Culinary Arts students passed the Technical Skills Assessment. The Carson High School pass rate for Workplace Readiness Skills was 82.05%. Based on the criteria to earn the Certificate of Skill Attainment, 80% of eligible students earned their Certificate of Skill Attainment.*

* Information was edited to protect personally identifiable information (PII)

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Carson City School District
Name and Title of Person Submitting	Candi Ruf, CTE Coordinator
Project Name (LEA-determined)	CTE General
Award Amount	\$30,135.62

Project Description

Funding for FY21 was used to support Career Guidance; Educational Personnel; Leadership Development; Program Planning and Promotion; Facilities, Equipment, and Instructional Materials and Supplies aligned with Priority Career Pathways and Workforce Training Needs.

Funds were used for the following: contract with the Student-Centered Institute for Educational Improvement, Dr. Steven Pradere; CTSO Staff Registration for FBLA, SkillsUSA, HOSA and FFA; Carson CTSO Student Registration for State/Nationals for FBLA, SkillsUSA, HOSA, and FBLA; General Consumable Supplies such as chart paper, resume paper, brochure paper, business card stock, display materials including poster machine paper, and SkillsUSA coats; Books and Periodicals such as SkillsUSA Leadership handbooks; General IT Consumables such as ink and toner; IT Items of Value such as an iRover cart with ClearTouch Screen; and Web Based Career Tree Renewal Subscription; CTE assessments retakes, and CareerSafe OSHA10.

The Carson City School District followed all Use of Funds guidance.

Evaluation Methods

The following goals were set for SY2020-2021:

Academic Goals: 80% of Level I students will receive a B or better; 80% of Level II students will receive a B or better; Student pass rate for WPR and EOP will meet or exceed the state average; the Carson City School District will meet or exceed the state requirement.

Each CTE Department Professional Learning Community (PLC) meeting focused on these goals. All teachers were tasked with providing evidence of intervention, differentiation and enrichment to support all learners. Department-wide data was collected monthly using Infinite Campus and shared with teachers for review and reflection. Teachers wrote short-term and long-term goals, monitored, reflected, and collaborated on strategies to enhance student mastery of the content. Short term and longitudinal data was collected for goal setting to ensure maximum opportunity for students to meet program of study level grades which would enable them to achieve completer status. Data was reported at the end of the first quarter, first semester, second quarter and second semester.

In addition, CTE paraprofessionals were assigned to support students in special populations in Agricultural Mechanics I and Agriculture Science I in their academic performance and completion of Nevada Industry Credential OSHA10 in Agricultural Mechanics Technology I.

At the end of Semester 2, teachers worked to identify Gaps in Learning for Level I and Level II students, and begin lesson planning and preassessment plans for SY2021-2022.

Outcome(s)

Program-wide, in Semester 1 Level I, 61% of students earned a B or better which is 19% short of goal. In Semester 2 program-wide, 62.9% of students earned a B or better which is 17.1% short of goal.

Program-wide, in Semester 1 Level II, 62.9% of students earned a B or better which is 17.1% short of goal. In Semester 2 program-wide, 74.4% of students earned a B or better which is 5.6% short of goal.

Program-wide, 59.89% of eligible students passed the Technical Skills Assessments which is less than 1% short of goal. Program-wide, 82.05% of students passed the Workplace Readiness Skills Assessment which exceeds the goal by 5.2%. 52.57% of eligible students earned Certificates of Skill Attainment which exceeds the goal by 3.52%.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Carson City School District
Name and Title of Person Submitting	Candi Ruf, CTE Coordinator
Project Name (LEA-determined)	Health Science & Public Safety
Award Amount	\$24,700.13

Project Description

Funding from FY21 was used to support Educational Personnel; Program and Instruction; Facilities, Equipment, and Instructional Materials and Supplies; and Industry Recognized Credentials in the following two areas:

Military Science: general supplies to support the program, medals, kits, solder practice kits and, a GoPro Digital Action Camera, and a glass aquarium all of which are associated with SeaPerch remotely operated underwater robots.

Health Science (Emergency Medical Technician, Pharmacy Practice, Sports Medicine): general supplies and materials such as tape, thermometers, stethoscopes, airway management supplies, AED trainers, gauze, dressings, scissors, gloves, etc.; General IT Consumables such as in and toner; Pass-Assured online curriculum and PTCP practice tests for pharmacy Practice students; CareerSafe OSHA10 resource materials/testing/cards; and periodicals associated with HOSA competitions. In addition, funding paid for two Health Science teachers to attend virtual CATA training.

The Carson City School District followed all Use of Funds guidance.

Evaluation Methods

The following goals were set for SY2020-2021:

Academic Goals: 80% of Level I students will receive a B or better; 80% of Level II students will receive a B or better; Student pass rate for WPR and EOP will meet or exceed the state average; the Carson City School District will meet or exceed the state requirement.

Each CTE Department Professional Learning Community (PLC) meeting focused on these goals. All teachers were tasked with providing evidence of intervention, differentiation and enrichment to support all learners. Department-wide data was collected monthly using Infinite Campus and shared with teachers for review and reflection. Teachers wrote short-term and long-term goals, monitored, reflected, and collaborated on strategies to enhance student mastery of the content. Short term and longitudinal data was collected for goal setting to ensure maximum opportunity for students to meet program of study level grades which would enable them to achieve completer status. Data was reported at the end of the first quarter, first semester, second quarter and second semester.

In addition, CTE paraprofessionals were assigned to support students in special populations in Health Science I in their academic performance and completion of Nevada Industry Credential CPR/1st Aid in Health Science I. 100% of students supported by CTE Paraprofessionals earned their CPR/1st Aid card.

At the end of Semester 2, teachers worked to identify Gaps in Learning for Level I and Level II students, and begin lesson planning and preassessment plans for SY2021-2022.

Outcome(s)

In Semester 1 Level I classes, 53.7% of students earned a B or better. In Semester 2, 51.3% of students earned a B or better.

In Semester 1, Level II classes, 57.5% of students earned a B or better. In Semester 2, 67.3% of students earned a B or better.

Technical Skills Assessment Data is as follows: Emergency Medical Technician (EMT) 60% pass rate; Pharmacy Practice-25% pass rate; Sports Medicine-15.3% pass rate; Military Science-88% pass rate. The overall Technical Skills Assessment pass rate for Health Science & Public Safety was 47.1%. Carson High School had a Workplace Readiness Skills Pass rate of 82.05%. Based on the criteria to earn the Certificate of Skill Attainment, 50% of eligible EMT students earned their Certificate of Skill Attainment; 50% of eligible Pharmacy Practice students earned their Certificate of Skill Attainment; 100% of eligible Sports Medicine students earned their Certificate of Skill Attainment; and 69.2% of Military Science earned their Certificate of Skill Attainment.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Carson City School District
Name and Title of Person Submitting	Candi Ruf, CTE Coordinator
Project Name (LEA-determined)	Information & Media Technology
Award Amount	\$67,612.23

Project Description

Funding from FY21 was used to support Program and Instruction; Facilities, Equipment, and Instructional Materials and Supplies in alignment with Priority Career Pathways. Funds were distributed to the four programs of study in this manner:

Graphic Design: 25 Dell Precision 3431 Small Form Factor Desktops; 25 Dell Ultra Sharp 27" monitors with Premier Color; General It Consumables such as flash drives, ink and connector cords; General Consumables such as binders, cardstock, paper, bounting boards, and tape measures; Sierra Office Solutions service of printer.

Photography: Adobe Subscription; IT Items of Value Nikon Cameras (5); IT General Consumables photo prinker ink, SD cards, flash drives, studio lights, off camera flashes, radio slaves, and studio diffusers; and General Consumable Supplies camera tripods 9f%0, photo paper, batteries to replace old Nikon, chargers to replace old Nikon; photo paper, photo ink, photo portfolios, mat boards, batteries, and business card stock.

Web Design & Development: General Consumable supplies such as binders, head phones, paper; IT Supplies such as flash drives, key boards and ink for Xerox phaser; IT Items of Value such as 15 Intuit Small Pro Tablets.

Cybersecurity: General Consumables such as electrical tape and thermal paste; approved primary and supplemental books and periodicals CompTIA A+ and Computer Security Fundamentals (12 each); and General IT consumables such as batteries and PC components.

The Carson City School District followed all Use of Funds guidance.

Evaluation Methods

The following goals were set for SY2020-2021:

Academic Goals: 80% of Level I students will receive a B or better; 80% of Level II students will receive a B or better; Student pass rate for WPR and EOP will meet or exceed the state average; the Carson City School District will meet or exceed the state requirement.

Each CTE Department Professional Learning Community (PLC) meeting focused on these goals. All teachers were tasked with providing evidence of intervention, differentiation and enrichment to support all learners. Department-wide data was collected monthly using Infinite Campus and shared with teachers for review and reflection. Teachers wrote short-term and long-term goals, monitored, reflected, and collaborated on strategies to enhance student mastery of the content. Short term and longitudinal data was collected for goal setting to ensure maximum opportunity for students to meet program of study level grades which would enable them to achieve completer status. Data was be reported at the end of the first quarter, first semester, second quarter and second semester.

In addition, CTE paraprofessionals were assigned to support students in special populations in Cybersecurity I in their academic performance.

At the end of Semester 2, teachers worked to identify Gaps in Learning for Level I and Level II students, and begin lesson planning and preassessment plans for SY2021-2022.

Outcome(s)

In Semester 1 Level I classes, 64.4% of students earned a B or better. In Semester 2, 65.1% of students earned a B or better.

In Semester 1 Level II classes, 76.6% of students earned a B or better. In Semester 2, 84.4% of students earned a B or better.

Technical Skills Assessment Data is as follows: Cybersecurity (no assessment given; 2021-2022 is the first assessment year); Graphic Design-64.2% pass rate; Photography-81.4% pass rate; Web Design & Development-73.3% pass rate; qualified from SY2019-2020 IT Service and Support-100% pass rate*. This student passed the assessment. The overall Technical Skills pass rate for Information & Media Technology was 73%. Carson High School had a Workplace Readiness Skills pass rate of 82.05%. Based on the criteria and eligibility to earn the Certificate of Skill Attainment, students in each program of study earned Certificate of Skill Attainment at the following rate: Graphic Design-94.4%; Photography-100%; Web Design and Development-100%; IT Service and Support-100%*.

* Information was edited to protect personally identifiable information (PII)

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Carson City School District
Name and Title of Person Submitting	Candi Ruf, CTE Coordinator
Project Name (LEA-determined)	Skilled & Technical Sciences
Award Amount	\$14,932.17

Project Description

Funding from FY21 was used to support Program and Instruction and Facilities, Equipment, and Instructional Materials and Supplies aligned with Priority Career Pathways. Funding was allocated to the following programs of study within Skilled & Technical Sciences:

Architectural and Civil Engineering and Mechanical Engineering: Funds were utilized to purchase General Consumables such as engineering notebooks, tape measures, hot glue guns, wood and steel construction materials, phillips driver bits, flap discs, band saw blades, belt sander belts, drill doctor wheel, PPE and replacement tools; IT General Consumables: printer ink, Raspberry Pi's; and the Project Lead the Way yearly subscription fee.

Welding Technology: Funds were utilized to purchase the following General Consumable Supplies: coveralls, PPE, general welding consumables and tool kits; and Web-based Curriculum support from YouScience.

The Carson City School District followed all Use of Funds guidance.

Evaluation Methods

The following goals were set for SY2020-2021:

Academic Goals: 80% of Level I students will receive a B or better; 80% of Level II students will receive a B or better; Student pass rate for WPR and EOP will meet or exceed the state average; the Carson City School District will meet or exceed the state requirement.

Each CTE Department Professional Learning Community (PLC) meeting focused on these goals. All teachers were tasked with providing evidence of intervention, differentiation and enrichment to support all learners. Department-wide data was collected monthly using Infinite Campus and shared with teachers for review and reflection. Teachers wrote short-term and long-term goals, monitored, reflected, and collaborated on strategies to enhance student mastery of the content. Short term and longitudinal data was collected for goal setting to ensure maximum opportunity for students to meet program of study level grades which would enable them to achieve completer status. Data was reported at the end of the first quarter, first semester, second quarter and second semester.

At the end of Semester 2, teachers worked to identify Gaps in Learning for Level I and Level II students, and begin lesson planning and preassessment plans for SY2021-2022.

Outcome(s)

In Semester 1 Level I classes, 52.7% of students earned a B or better. In Semester 2, 77.7% of Level I students earned a B or better.

In Semester 1 Level II classes, 47.6% of students earned a B or better. In Semester 2, 92.8% of students earned a B or better.

Technical Skills Assessment Data is as follows: Architectural and Civil Engineering-54% pass rate; Mechanical Engineering-100% pass rate; Welding Technology-63% pass rate. 82.05% of Carson High School students passed the Workplace Readiness Skills Assessment. Based on the criteria and eligibility to earn the Certificate of Skill Attainment, 73% of Architectural and Civil Engineering students, 86.7% of Mechanical Engineering students, and 100% of Welding Technology students earned the Certificate of Skill Attainment.



Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: CTE Allocation

Name of School District/Public Charter	Churchill County School District
Name and Title of Person Submitting	Dr. Summer E. Stephens
Award Amount	\$85974.50
Amount Expended	\$66720.45
Amount Not Expended	\$19254.05

Explain the Overall Purpose of Grant (Type response into box)

The purpose of the grant was to support CTSOs and supplies for CTE classes.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

Due to end of the year and grant approval slowdown, all of the funds could not be expended by June 30, 2021.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

Two

By entering my name below, I acknowledge the information provided is true and correct.

Dr. Summer E. Stephens

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: CTE Allocation

Funding Purpose: Program Improvement and Support

Project Information

Name of School District/Public Charter	Churchill County School District
Name and Title of Person Submitting	Dr. Summer E. Stephens
Project Name (LEA-determined)	CTSO Participation
Award Amount	Original amount: \$27,000--only spent \$783 and moved the remainder to the second project

Project Description

Project was to fund the attendance at all state and national CTSO events Due to COVID, any conference attended was online so the rate of participation and the experience was not as intended in the initial project.

Evaluation Methods

Attendance rates at the events

Outcome(s)

#1 Engage a minimum of 150 individual students in CTSO events throughout the year. This year we only had approximately 117 students participate in the CTSOs and their events that were held virtually.

#2 Engage a minimum of 15 L1 and L2 students in special pops or nontraditional in leadership conference or state conference of their respective CTSO--due to the nature of the virtual conference, all kids were given the opportunity to participate versus a select few.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: CTE Allocation

Funding Purpose: Program Improvement and Support

Project Information

Name of School District/Public Charter	Churchill County School District
Name and Title of Person Submitting	Dr. Summer E. Stephens
Project Name (LEA-determined)	Quality Career Experiences
Award Amount	Original amount: \$58,974.50

Project Description

Project was to fund programs for appropriate equipment and tools as well as web-based access to supplemental curriculum resources that would allow for rapid transition to remote learning if needed. Funds also supported equipment to facilitate small group instruction, stipend for work in career development activities, and end of program re-tests and certifications.

Evaluation Methods

Class enrollment numbers, industry certification testing, equipment inventory, and web-based supplemental resources purchased.

Outcome(s)

- #1: Engage a minimum of 60 students in MS Exploration Class--did not have the class due to COVID.
- #2: Provide access to industry certification testing to at least 10 students--multiple students beyond 10 in the areas of cybersecurity, CNA, EMT, OSHA 10, Welding Certificate
- #3: Purchase industry-standard equipment and supplies to ensure high quality learning opportunities--we purchased numerous pieces of equipment and supplies with the funds to support many of the program areas.

#4 Integrate web-based supplemental resources into at least 80% of CTE programs of study. We achieved this by having web-based supplemental resources in 100% of our CTE programs of study in 20-21.



Nevada State CTE Grant Performance Report Fiscal Year 2021
 Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Award Amount	\$6,422,483.77
Amount Expended	\$6,172,040.32
Amount Not Expended	\$250,443.45

Explain the Overall Purpose of Grant (Type response into box)

Availability of funding from the Career and Technical Education State Allocation Grant gave the Clark County School District an opportunity to improve and support the Career and Technical Education programs, which included AG, B&M, EHH, HS&PS, IMT, and STS, offered at high schools in the district. The purpose of these requests was to obtain resources to improve the quality of the programs. Funding received from this grant was utilized to ensure support for program standards 1.0 Career Guidance, 2.0 Program and Instruction, 4.0 Educational Personnel, 5.0 Program Planning & Promotion, 6.0 Facilities, Equipment, and Instructional Materials and Supplies, 7.0 Community, Business, and Industry Partnerships and 8.0 Evaluation Systems and Accountability.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

There were some remaining funds in this grant upon its completion. Specifically, amounts remaining in the projects were as follows: AG (\$3,029), B&M (\$2,800), EHH (\$4,438), HS&PS (\$58,980), IMT (\$8,247) and LEA (\$172,949). In this unprecedented school year (which we have never before witnessed), expenditure of some funds was unable to be completed.

How many projects were approved in this grant? (Type response into box)
 (Submit a Form J for each project along with this report.)

8

By entering my name below, I acknowledge the information provided is true and correct.



Kimberly De Lemos, Coordinator, Career & Technical Education, Clark County, NV

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Project Name (LEA-determined)	LEA Support
Award Amount	\$1,782,572.27

Project Description

This project was designed to provide support for the Clark County School District's efforts to offer high quality career and technical education programs to its students. This project included requests for funding of: personnel who teach CTE programs, support staff who provide resources to CTE students, CTE assessment fees for students, and general supplies utilized by district personnel who provide support to schools for the delivery of career and technical education.

Evaluation Methods

Evaluation methods may include the measurement of student enrollment, results of technical skills assessments and the workplace readiness assessment, obtainment of CTE Certificates of Skill Attainment, earning of CTE articulated college credits and/or dual enrollment credits, and in obtaining approved industry certifications and/or credentials.

Outcome(s)

- 1- Increase the number of students attending Industry Tours, Job Shadow opportunities, and other career events by 10%. *(was not met for FY'21)*
- 2- College and career centers to provide information about how students can obtain industry recognized credentials. *(was not met for FY'21)*

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Project Name (LEA-determined)	Agriculture & Natural Resources (AG)
Award Amount	\$94,313.30

Project Description

This project was designed to provide support to schools in CCSD who offer full programs of study in the area of Agriculture and Natural Resources. The funding was requested to assist schools in their efforts with program implementation, program growth and development, program sustainability and to help increase overall program quality.

Evaluation Methods

Evaluation methods may include the measurement of student enrollment, results of technical skills assessments and the workplace readiness assessment, obtainment of CTE Certificates of Skill Attainment, earning of CTE articulated college credits and/or dual enrollment credits, and in obtaining approved industry certifications and/or credentials.

Outcome(s)

1-5% increase in the number of students earning the CTE Certificate of Skill Attainment during the 2020-21 school year. ***(met with a 20.5% increase)***

2-5% of students enrolled in Level 1 Agriculture programs of study will advance to Level 2 courses. ***(met with a 10% increase)***

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Project Name (LEA-determined)	Business & Marketing (B&M)
Award Amount	\$22,080.00

Project Description

This project was designed to provide support to schools in CCSD who offer full programs of study in the area of Business & Marketing. The funding was requested to assist schools in their efforts with program implementation, program growth and development, program sustainability and to help increase overall program quality.

Evaluation Methods

Evaluation methods may include the measurement of student enrollment, results of technical skills assessments and the workplace readiness assessment, obtainment of CTE Certificates of Skill Attainment, earning of CTE articulated college credits and/or dual enrollment credits, and in obtaining approved industry certifications and/or credentials.

Outcome(s)

1- 5% increase in the total number of Business and Marketing students enrolled in district programs. *(not met as enrollment had a 19% decline)*

2-5% increase in the number of Business and Marketing students earning the CTE Skill Attainment Certificate. *(was met with an increase of 17.8%)*



Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Project Name (LEA-determined)	Education, Hospitality & Human Services (EHH)
Award Amount	\$769,262.00

Project Description

This project was designed to provide support to schools in CCSD who offer full programs of study in the area of Education, Hospitality & Human Services. The funding was requested to assist schools in their efforts with program implementation, program growth and development, program sustainability and to help increase overall program quality.

Evaluation Methods

Evaluation methods may include the measurement of student enrollment, results of technical skills assessments and the workplace readiness assessment, obtainment of CTE Certificates of Skill Attainment, earning of CTE articulated college credits and/or dual enrollment credits, and in obtaining approved industry certifications and/or credentials.

Outcome(s)

1-10% increase in students earning the CTE Skill Attainment Certificate. *(met with an increase of 10%)*

2-100% of Teaching & Training teachers will be offered professional development in the 2020-21 school year and will report that the training met their needs. *(Not able to be met)*

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Project Name (LEA-determined)	Health Science & Public Safety (HS&PS)
Award Amount	\$943,650.00

Project Description

This project was designed to provide support to schools in CCSD who offer full programs of study in the area of Health Science and Public Safety. The funding was requested to assist schools in their efforts with program implementation, program growth and development, program sustainability and to help increase overall program quality.

Evaluation Methods

Evaluation methods may include the measurement of student enrollment, results of technical skills assessments and the workplace readiness assessment, obtainment of CTE Certificates of Skill Attainment, earning of CTE articulated college credits and/or dual enrollment credits, and in obtaining approved industry certifications and/or credentials.

Outcome(s)

1-10% increase in students earning the CTE Skill Attainment Certificate. *(was met with an increase of 14.0%)*

2-100% of HS&PS teachers will be offered professional development in the 2020-21 school year and will report that the training met their needs. *(Not able to be met)*

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Project Name (LEA-determined)	Information and Media Technologies (IMT)
Award Amount	\$585,697.00

Project Description

This project was designed to provide support to schools in CCSD who offer full programs of study in the area of Information and Media Technologies. The funding was requested to assist schools in their efforts with program implementation, program growth and development, program sustainability and to help increase overall program quality.

Evaluation Methods

Evaluation methods may include the measurement of student enrollment, results of technical skills assessments and the workplace readiness assessment, obtainment of CTE Certificates of Skill Attainment, earning of CTE articulated college credits and/or dual enrollment credits, and in obtaining approved industry certifications and/or credentials.

Outcome(s)

1-10% increase in the number of students enrolled in Information Technology (IT) programs. *(was not met as enrollment declined 10.5%)*

10% increase in the number of Information & Media Technologies (IMT) students earning the CTE Skill Attainment Certificate. *(was met with an increase of 10%)*

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Project Name (LEA-determined)	School Projects
Award Amount	\$1,814,504.20

Project Description

This project was designed to provide support to schools in CCSD who offer full programs of study. The funding was requested to assist schools in their efforts with program implementation, program growth and development, program sustainability and to help increase overall program quality.

Evaluation Methods

Evaluation methods may include the measurement of student enrollment, results of technical skills assessments and the workplace readiness assessment, obtainment of CTE Certificates of Skill Attainment, earning of CTE articulated college credits and/or dual enrollment credits, and in obtaining approved industry certifications and/or credentials.

Outcome(s)

- 1- Enrollment in L2 courses will increase by 10%. *(was not met as enrollment in L2 courses declined by 2.6%)*
- 2- Enrollment in L3C courses will increase by 5%. *(was met as enrollment in L3 courses increased by 16.7%)*

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Project Name (LEA-determined)	Skilled & Technical Sciences (STS)
Award Amount	\$410,405.00

Project Description

This project was designed to provide support to schools in CCSD who offer full programs of study in the area of Skilled and Technical Sciences. The funding was requested to assist schools in their efforts with program implementation, program growth and development, program sustainability and to help increase overall program quality.

Evaluation Methods

Evaluation methods may include the measurement of student enrollment, results of technical skills assessments and the workplace readiness assessment, obtainment of CTE Certificates of Skill Attainment, earning of CTE articulated college credits and/or dual enrollment credits, and in obtaining approved industry certifications and/or credentials.

Outcome(s)

1-5% increase in students in STS courses obtaining their Skill Attainment Certification. (***was not met as there was a decline of 13.3%***)

2- 50% of students enrolled in L1 Manufacturing Technologies, Automation Technology, and Mechanical Technology courses will advance to L2 courses. (***enrollment in all Manufacturing, Automation and Mechanical Technology classes increased by 26%***)

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	Douglas County School District
Name and Title of Person Submitting	Cade Baligad
Award Amount	\$118,191.31
Amount Expended	\$118,191.31
Amount Not Expended	\$0.00

Explain the Overall Purpose of Grant (Type response into box)

The overall purpose of the grant was to provide Program Improvement and Support for CTE programs in Douglas County School District. Program Improvement and Support is providing CTE Programs in DCSD with new equipment and tools, supplies, and materials necessary for continued program growth and student success.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

N/A

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

1

By entering my name below, I acknowledge the information provided is true and correct.

Cade Baligad

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Douglas County School District
Name and Title of Person Submitting	Cade Baligad
Project Name (LEA-determined)	Allocation Program Support
Award Amount	\$118,191.31

Project Description

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

Evaluation Methods

Evaluation Method consisted of Successful Promotion from Level 1 to Level 2 to Level 3. Additionally, successful pass rates on the Workplace Readiness Skills Assessment and End of Program Technical Assessments, and potentially higher CTE Technical Skills Certificates being awarded.

CTE programs of study have seen steady enrollment even through COVID-19. Retention across all three levels remains constant. Teachers are actively promoting their programs with guest speakers and members from industry. Presentations have been provided regarding CTE College Credit and the benefits students receive for their success in high school. Continuous promotion for all CTE programs and CTSOs will be necessary as we strive to move forward.

Outcome(s)

End of Program Assessments 2020-2021

Workplace Readiness Skills Assessment Participation Rate - 99%

Workplace Readiness Skills Pass Rate - 83%

End of Program Technical Assessment Participation Rate - 99%

End of Program Technical Assessment Pass Rate - 53%

Obviously there is plenty of room for improvement with End of Program Technical Assessment Pass Rates. While the End of Program Technical Assessment Participation Rate is 99%, the EOP Pass Rate is very low, 53%. For the past two consecutive school years we have had to deal with COVID-19 and the challenges which have come with it. There is little doubt that COVID-19 has impacted education and optimistically we will expect see our pass rates improve as we move out of the pandemic.

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	Elko County School District
Name and Title of Person Submitting	Cassandra Stahlke, Grant Manager
Award Amount	\$275,779.73
Amount Expended	\$257,145.01
Amount Not Expended	\$18634.72

Explain the Overall Purpose of Grant (Type response into box)

Elko County School District use CTE Allocated funds to support programs at all of the school sites. The items requested for funding 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 local site District general fund budgets.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

Elko County School District expended 93.24% of the CTE Allocated grant. Since school went into distance learning last year due to COVID19, there were many logistical challenges that prevented ECSD from using all of the funds.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

One

By entering my name below, I acknowledge the information provided is true and correct.

Cassandra Stahlke

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Elko County School District
Name and Title of Person Submitting	Cassandra Stahlke - Grant Manager
Project Name (LEA-determined)	Elko County CTE Allocated Program Support
Award Amount	\$275,779.70

Project Description

Elko County School District use CTE Allocated funds to support programs at all of the school sites. The items requested for funding 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 local site District general fund budgets.

Evaluation Methods

Elko County School District will continue to assess programs using CTEC End-of-Program scores, CTE College Credit earners, and post-secondary program enrollees. The main goal for the FY21 was to see a 10% increase in CTSO participation, a 10% increase in passing of the Workplace Readiness Assessment and a 5% increase in the number of students passing the CTECS End-of-Program assessments.

Outcome(s)

CTSO enrollment dropped significantly across the district due to the online distance learning that was employed in the first half of the 2020-2021 school year. While advisers worked hard to bring their chapters back to "normal" numbers, it just wasn't feasible during the 20-21 school year. ECSD district policies and procedures did not allow for student gatherings, travel, and additional activities.

The passing rate for the 2019-2020 Workplace Readiness Assessment was 84.23%, the passing rate for the 2020-2021 School year was 72.26% pass rate, a reduction, not an increase. Again, these numbers can be justified by the fact that we were completely online the last 9 weeks of the 19-20 school year, completely online the first semester of 20-21, and in a hybrid learning model the remainder of the 20-21 school year.

The passing rate for the EOP assessments for the 19-20 school year was 58.47%. the passing rate for the 20-21 school year was 40.05%, again a reduction, we believe that these rates are a reflection of our students learning model during the 19-20 and 20-21 school year, related to COVID policies and procedures.

We anticipate that since our students are in a full in-person learning model that our CTSO participation, WRS passing rates, and EOP passing rates will rebound in the 2021-2022 school year.

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	Humboldt County
Name and Title of Person Submitting	Lisa Scott, CTE Program Consultant
Award Amount	\$56,119.62
Amount Expended	\$53,807.79
Amount Not Expended	\$2,311.83

Explain the Overall Purpose of Grant (Type response into box)

Funds were used to enhance Career Technical Education programs of Humboldt County School District while preparing all students for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. .

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

Some of the Ag program substitute days were not used due to all the activities not taking place due to Covid 19. Some of the supplies were not available due to supply shortages.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

6

By entering my name below, I acknowledge the information provided is true and correct.

Lisa Scott, CTE Program Consultant

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Humboldt County
Name and Title of Person Submitting	Lisa Scott, CTE Program Consultant
Project Name (LEA-determined)	Agricultural & Natural Resources - LHS
Award Amount	\$9,239.39

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 components:

Standards and Instruction – Instructional materials and technology will be used to improve instructional practices and increase learning opportunities for students.

Students develop leadership, citizenship, interpersonal, and employment skills by participating in community service projects and cooperative, individualized, and competitive instructional activities through involvement in the career and technical Student organizations. (FBLA, FFA, HOSA, SkillsUSA)

All CTE education teachers are competent and qualified with the appropriate occupational proficiency. In addition, instructors, administrators, guidance/counseling staff, and instructional support staff are involved in an ongoing program for professional development designed to enhance the quality of instruction.

Facilities, Equipment and Materials- Leveraged funds will be used to purchase new technology.

Career Guidance

Systematic plan of program promotion to inform students, parents, counselors, other subject-matter teachers, administrators, board members, community members, and business and industry representatives of options, advantages, quality, accountability, and availability of CTE education programs.

Animal Science & Agriculture Online Curriculum: In preparation for enhancing the Distance Learning due to COVID-19, the Animal Science and Agriculture comprehensive online curriculum and instructional support materials aligned to CTE standards will provide more structure, accountability, and higher-levels of student engagement. The learning-on-demand platform provides educators and students access to: Cloud-Based Curriculum, Industry Certification(s), Interactive Coursework, Integrated Career Prep

Professional Leave Days: The Substitute Days will be used to support the Agricultural Science and Technology program; aligned with State CTE standards and Nevada's state and federally approved national and international Career and Technical Student Organization – FFA. In particular, the FFA activities will support the following mission:

Develops competent and assertive agricultural leadership.

Increases awareness of the global and technological importance of agriculture and its contribution to our well-being.

Strengthens the confidence of agriculture students in themselves and their work.

Promotes the intelligent choice and establishment of an agricultural career.

Encourages achievement in supervised agricultural experience programs.

Encourages wise management of economic, environmental and human resources of the community.

Develops interpersonal skills in teamwork, communications, human relations and social interaction.

Builds character and promotes citizenship, volunteerism and patriotism.

Promotes cooperation and cooperative attitudes among all people.

Promotes healthy lifestyles.

Encourages excellence in scholarship.

Field Trip to Fallon for Ag Classes Fall 2020. I would like to take my Ag Science and Vet Science students on a one-day Field Trip to Fallon. Students will be provided with the

opportunity to see a variety of Agricultural Businesses. Possible options Olsen's Dairy, Sandhill Dairy, Lahontan Valley Vet, Lattin Farms, and either Sale Yard. All of which have been gracious to let us bring kids on tours previously. All visits will be tied directly to class standards and tied into classroom learning.

Sub Days for FFA Activities. I am requesting the following for sub days for the Agriculture Science and Technology program. The following days will be used to take students to state sanctioned FFA activities. It is necessary that we and our students attend these activities. By attending these activities, we are ensuring students the opportunity to work on leadership and citizenship development, as well as giving them the opportunity for practical application of their occupational skills learned in class. These activities are also a way for program promotion and recruitment. The FFA is also considered an integral part of the agriculture education program. (In 1950, the 81st Congress of the United States, recognizing the importance of the FFA as an integral part of the program of vocational agriculture, granted a Federal Charter to the FFA. In 1998, the 105th Congress of the United States reviewed and passed technical amendments. This shows through the revisions as Public Law 105225.) Students in all Agricultural course sequences will be considered FFA members and have the opportunity to participate in all FFA activities.

FFA Greenhand Conference (September)

FFA State Range and Soils Judging

FFA National Convention

FFA MFE/ALD Leadership Conference

NATA Winter AG Teacher Meeting

FFA Northern Zone Contests

FFA State Convention

FFA AG in the Classroom

FFA State Livestock Judging

Nevada Junior Livestock Show

NAAE/Region 1 Conference Las Vegas April 21-24, 2021. I would like to attend the Regional NAAE conference in Las Vegas next April. It is imperative to attend as we are the host state. Attending will give us the opportunity to meet colleagues from around the United States to share ideas with and improve our program. There are also a large variety of Professional Development sessions to attend. By attending these we will be able to bring home a large amount of resources to use in the classroom and expand and improve our program.

By attending the above conference, I will be focusing on my personal professional development as well as gaining knowledge in implementing my Programs of Study, gaining new knowledge to improve technical skill attainment of our CTE students, evaluate and improve our program, and gain knowledge on business and industry involvement. In my networking we will be able to see how other programs have implemented and used their Advisory committees. We will also be assisting in recruiting and maintaining CTE funding at the state and national levels. We will have the opportunity to gain new instructional strategies and techniques, get ideas on recruitment and retainment of students in the FFA.

Classroom Resources and Supply's 2020-2021

Improvement and Support. Resources and Supply's requested will further ensure that all state content standards are being met. It will also give students the ability to apply hands on principles to assist in preparing for the CTE class assessments. The program currently has 127 students enrolled and would assume that the next year would be comparative to those number. All agriculture students will have the opportunity to use the proposed resources and supply's purchased. Supply's will also assist in meeting Employability standards and students passing the CTE Employability Test.

Articulated Classes: GBC is currently in the process of working on updating the articulation agreements for the Lowry High School Agriculture program. All third-year classes will continue to be articulated with GBC. Nevada Department of Education FY21 State CTE Allocation Project Narrative Office of Career Readiness, Adult Learning & Education Options

Industry Certifications Available: Vet Assistant Certification, Beef Quality Assurance, Youth Pork Quality Assurance, Worker Protection Handler Verification, OSHA 10-Hour

Evaluation Methods

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 new State and 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.

Evaluation methods also include the CTE end of year test results and daily/project assessments in the classroom. The materials were very valuable in increasing hands-on valuable instruction in the classroom.

Outcome(s)

Funds were used to purchase Curriculum and Lab materials that were used in the following classes; Ag Communications Leadership and Policy (Leadership Skills Materials, Agriculture Scenario Workbooks, Ag Communications CD), Veterinary Science (Dissected fetal pig materials, microbiology kit, vet supply kit)and Ag Science I and II(Beef and pork 3D mats, Decomposition kit, A Feeding a Hungry Plante DVD. The iCEV curriculum was used for the

online curriculum during distance learning days with Covid for all classes. The Hydroponics Grow Farm kit was used for students in Advanced studies as well as Ag I and II.

Students were able to be engaged with the online curriculum while on distance learning. While in class they were able to participate in hands-on activities in each of the Ag classes taught due to the curriculum and lab supplies that were purchased. Materials were used to prep students to take the CTE end-of-course exams. The majority of students were able to pass the exams. Students were better prepared for careers with materials that were purchased.

FFA days assisted students in developing leadership and career development skills. Students also developed teamwork, communication, and social interaction skills.

Use of the funds provided 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.

Programs of Study and Course Sequence- Ag Science I & II, Veterinary Science or Agriculture Leadership, Communications and Policy

State Skill Standards: Course Curriculum is aligned directly with state skill standards in each Agricultural area. Currently students are being taught in three (Ag Science I & II and Ag Leadership classes) with the myCaert Agriculture curriculum that was directly built and aligned with Nevada State Agriculture Standards. Curriculum in the Veterinary Science class is an Online Texas A&M Veterinary Assistant Teacher Assisted Curriculum and Cornell University Vet Science curriculum.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Humboldt Count
Name and Title of Person Submitting	Lisa Scott, CTE Program Consultant
Project Name (LEA-determined)	Business, Marketing, and IT - LHS
Award Amount	\$14,168.45

Project Description

<p>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.</p> <p>Supplies needed to continue using equipment (printers & vinyl cutter) purchased with CTE Allocation Grant includes toner cartridges, vinyl and portfolio supplies. Students use the printers for classroom projects, FBLA competitions and FBLA Fundraising.</p> <p>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.</p> <p>Develop more comprehensive curriculum for third year Accounting and Finance Students to improve the chances of passing the End of Program Technical Assessment.</p>
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Evaluation Methods

<p>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 new State and local levels of performance,</p>
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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.

Supplies were used for classroom projects, end of course assessments and FBLA projects/presentations. Projects were evaluated by students, teachers, customers and judges.

Students were evaluated as they tested using industry testing materials, Adobe & Microsoft.

Outcome(s)

Students successfully passed and earned industry certification, Adobe Certified Associate and Microsoft Office Specialist.

Graphic Design student created/updated personal portfolio with high quality printouts. FBLA students used the high-quality printer and vinyl cutter as they made posters, programs, stickers and other documents that they were hired to print (FBLA fundraiser).

The one third-year student did pass the end-of sequence exam; this is in large part due to the materials purchased for that class which permitted him to complete more work in a shorter timeframe. The intent of the funds for the program was to enable students to complete work online and therefore have access to materials under our hybrid schedule and in the event of a shutdown. This was successful as more material was covered and enabled the student to pass the end-of-sequence CTE exam in the Spring of 2021.

The lighting kit and video production system were integral in producing projects for submission to FBLA competitions. In addition, it was used for the Multimedia class to produce videos for the entire school as well as social media platforms such as YouTube and Facebook. The goal of purchasing this equipment was to give students access to current technologies as well as enabling students to continue participating in student organizations in spite of the pandemic. Throughout the year students created digital presentations for FBLA and participated in distance-based competitions. Many of the students placed in the top five of their competitions. The equipment has also helped the Multimedia class expand the school's presence on the social media platforms managed by the students throughout the year.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Humboldt County
Name and Title of Person Submitting	Lisa Scott, CTE Program Consultant
Project Name (LEA-determined)	STS-Auto-LHS
Award Amount	\$4,079.10

Project Description

STS Automotive Technology Project(s) will support strategic programming and improvement; aligning to career and technical education (CTE) programs that lead to high-skill, high-wage, and/or in-demand occupations in Northeastern Nevada. Specifically, these projects will ensure Humboldt County School District (HCS D) is continuing to address the Quality Program Standards (QPS) program review recommendations stipulated by NDE's on-site program evaluation. The following materials and equipment will be used to support, maintain, and improve STS Automotive Technology programs to meet the requirements of state and/or industry standards.

Hotsy Hot Water Electric Pressure Washer Model 555SS

Preferred Access to Fundamentals of Automotive Maintenance & Light Repair 2E, Tier 2 Subscription, 1 Year

1 Year Tier 1 Preferred Access to Fund of Medium/Heavy Duty Comm Systems, Fund of Medium/Heavy Duty Comm Engines

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

Evaluation Methods

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 new State and 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.

CTE Allocation funds were used to better equip students with safety materials such as a Safety Glass Station and latex gloves. This meets standard Performance Standard 1.1 : Demonstrate General Lab Safety Rules and Procedures. The use of the shop vac will help to meet the Employability Skills under the Career Readiness Standards related to shop maintenance. The Chromebooks help to meet the Standard related to Technology and Professional Skills as well as allowing students to have mobile access to the Electude Learning System which helps them to meet all standards but more specifically Performance Standard 3.1 : Demonstrate General Engine Service Techniques.

Outcome(s)

Maintaining a safe and clean shop allows more work to be done related to specific automotive systems. Students are able to utilize the lifts and other equipment more efficiently through the maintenance of a safer, cleaner shop.

Utilizing the Electude Learning System allows students to better prepare for the End of Course Assessments in Auto II and Auto III.

Students were provided 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.

This project supported 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) – specific program standards highlighted below.

QPS 2.0: PROGRAM AND INSTRUCTION – Each CTE program must be developed according to a comprehensive program of study and follow state standards that guide students to program completion. A variety of instructional methods are utilized to integrate academic knowledge, employability skills, technical skills, and leadership development.

QPS 2.6: Instructional Methods – A variety of instructional methods are used to integrate academic knowledge, employability skills, technical skills, and leadership development.

QPS 2.9: Availability of Technology – Current technology is available to deliver instruction and simulate work-based learning activities.

QPS 6.0: FACILITIES, EQUIPMENT, AND INSTRUCTIONAL MATERIALS AND SUPPLIES – Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the individual instructional needs of all students.

QPS 6.3: Instructional Tools, Equipment, and Supplies – The availability of instructional tools, equipment, and supplies are sufficient to meet the instructional needs of all students.

QPS 6.4: Inspection and Maintenance – The facility, tools, and equipment are inspected and maintained to provide a safe learning environment.

QPS 6.5: Program and Equipment Enhancement – A local plan is in place for program and equipment enhancement/expansion.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Humboldt County
Name and Title of Person Submitting	Lisa Scott, CTE Program Consultant
Project Name (LEA-determined)	STS Construction-LHS
Award Amount	\$12,897.06

Project Description

<p>Construction materials and supplies will be utilized to complete the following projects for SY 2019-2020 and align to support the following State STS Construction Technology Standards:</p> <ul style="list-style-type: none"> • Shed Construction: Content Standards 2.0, 3.0 ,5.0 and 6.0 • Electrical Modules: Content Standard 7.0 • Plumbing Module: Content Standard 8.0 • Masonry Module: Content Standards 2.0 and 3.0
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Evaluation Methods

<p>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 new State and 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.</p> <p>The equipment and materials purchased were utilized daily to maintain the facility, tools and equipment while meeting the instructional needs of all students in a safe learning environment.</p>

Outcome(s)

Mechanic tools and tool box were used to complete projects and to align to support the following State STS Construction Technology Standards: Shed Construction: Content Standards 2.0, 3.0, 5.0 and 6.0; Electrical Modules: Content Standard 7.0; Plumbing Module: Content Standard 8.0; Masonry Module: Content Standards 2.0 and 3.0

This project supported 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) – specific program standards highlighted below.

QPS 2.0: PROGRAM AND INSTRUCTION – Each CTE program must be developed according to a comprehensive program of study and follow state standards that guide students to program completion. A variety of instructional methods are utilized to integrate academic knowledge, employability skills, technical skills, and leadership development.

- QPS 2.6: Instructional Methods – A variety of instructional methods are used to integrate academic knowledge, employability skills, technical skills, and leadership development.
- QPS 2.9: Availability of Technology – Current technology is available to deliver instruction and simulate work-based learning activities.

QPS 6.0: FACILITIES, EQUIPMENT, AND INSTRUCTIONAL MATERIALS AND SUPPLIES – Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the individual instructional needs of all students.

- QPS 6.3: Instructional Tools, Equipment, and Supplies – The availability of instructional tools, equipment, and supplies are sufficient to meet the instructional needs of all students.
- QPS 6.4: Inspection and Maintenance – The facility, tools, and equipment are inspected and maintained to provide a safe learning environment.
- QPS 6.5: Program and Equipment Enhancement – A local plan is in place for program and equipment enhancement/expansion.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Humboldt County
Name and Title of Person Submitting	Lisa Scott, CTE Program Consultant
Project Name (LEA-determined)	STS Welding - LHS
Award Amount	\$13,988.12

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. The following equipment needed will be used to maintain and improve STS Welding Technology programs to meet the requirements of state and/or industry standards.

TW 90 Belt Grinder will be used in the day-to-day metal shaping and tool sharpening aligned with industry welding standards. It will primarily be used to grind and finish certification style weld tests for destructive testing. It will allow us to get an optimal finish on weld coupons that will be tested much like they would in a certification test.

16 Ton Forge Hydraulic Press will be used for testing weld coupons as well as forge welding. The primary use of this machine will be to do a true T-Joint break test, aligned with industry standards in welding certifications and the welding industry. Importantly, the Hydraulic Welding Press will offer complete weld testing, weld consulting, inspection, and procedural review; including bend, tensile, and impact testing. Weld Coupon Bender will provide the assessment that teachers need in one accessory tool. If a weld is faulty, the student will be able to see where the mistakes have been made firsthand. This gives welding students the opportunity to learn from their mistakes and become better all-around welders. Welder Performance qualification (WPQ) is also known as welder qualification test (WQT) or Performance qualification test. Welder qualification test is a very basic and important step

before assigning the job to a welder. The welder qualification test (WQT) is performed to determine whether the welder or the welding operator can produce a sound weld or not; ultimately used as a benchmark for an industry-based certification.

Evaluation Methods

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 new State and 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.

Both pieces of equipment were high quality and a great addition to the welding program. While completing daily instruction and real-world projects all students will be better prepared for in-demand and high-wage occupations.

Outcome(s)

Funds in this grant were used to purchase two vital pieces of equipment. A TW 90 belt grinder and a 19 ton forge press. These additions to the program provided the opportunity to safely grind and destructively test material. These types of bend tests and destructive testing simulate what many welders face on a daily basis.

Also, the addition of this equipment provides a much safer way to achieve finished grinding, sharpening of tools, and bending of test plates to simulate welder certification level tests.

Materials & equipment provided 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.

This project supported 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) -specific program standards highlighted below.

QPS 2.0: PROGRAM AND INSTRUCTION - Each CTE program must be developed according to a comprehensive program of study and follow state standards that guide students to program completion. A variety of instructional methods are utilized to integrate academic knowledge, employability skills, technical skills, and leadership development.

- **QPS 2.6: Instructional Methods** - A variety of instructional methods are used to integrate academic knowledge, employability skills, technical skills, and leadership development.

- QPS 2.9: Availability of Technology- Current technology is available to deliver instruction and simulate work-based learning activities.

QPS 6.0: FACILITIES, EQUIPMENT, AND INSTRUCTIONAL MATERIALS AND SUPPLIES - Facilities, equipment, instructional materials and supplies comply with health and safety standards, reflect and/or simulate current and emerging technologies and applications, and are of sufficient quantity and quality to meet the individual instructional needs of all students.

- QPS 6.3: Instructional Tools, Equipment, and Supplies - The availability of instructional tools, equipment, and supplies are sufficient to meet the instructional needs of all students.
- QPS 6.4: Inspection and Maintenance - The facility, tools, and equipment are inspected and maintained to provide a safe learning environment.
- QPS 6.5: Program and Equipment Enhancement- A local plan is in place for program and equipment enhancement/expansion.



Nevada State CTE Grant Performance Report Fiscal Year 2021
 Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	Lander
Name and Title of Person Submitting	Sandy Ayers, CTE Coordinator
Award Amount	\$11,242.82
Amount Expended	\$9,172.54
Amount Not Expended	\$2,070.28

Explain the Overall Purpose of Grant (Type response into box)

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 equipment 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. Finally, replacing outdated, worn, and damaged equipment will not only improve student safety, but overall program outcomes.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

Funds were not spent because the district had a credit with HOSA and changes due to COVID-19

How many projects were approved in this grant? (Type response into box)
 (Submit a Form J for each project along with this report.)

3

By entering my name below, I acknowledge the information provided is true and correct.

Sandy Ayers

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Lander
Name and Title of Person Submitting	Sandy Ayers, CTE Coordinator
Project Name (LEA-determined)	Ag Mech Tech
Award Amount	\$8,200.00

Project Description

<ul style="list-style-type: none"> • Agricultural Mechanics Technology- This program will prepare program completers to enter into high wage, high skill, and high demand including welder, agriculture educator, education and extension specialist, agriculture engineer, equipment/parts manager, and machinists. 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 lists welders and machinists as two occupations with strong labor market outlooks with an average of 584 anticipated job openings in Nevada by 2024. The report acknowledges that "often, soft skills are much more imperative than the technical skills since industry employers are confident that those skills can be taught through apprenticeship programs and on-the-job training. Skills that were valued by employers for all positions were mainly soft skills such as communication, punctuality, reliability, problem solving, willingness to learn, and work ethic." (Lamarre, Pots, & Anderson, 2017, p. 21). However, sector employers also indicated that "skills required for advancement from entry-level to higher-level positions include...mastery of technical skills, people and project management, advanced communication skills, and independence in action." (Lamarre et al, 2017, p. 21). The Agricultural Mechanics Technology program at Battle Mountain High School and the FFA CTSO are uniquely positioned to prepare students to excel in these skill sets and apply them to the vast array of available occupations or post-secondary opportunities.

Evaluation Methods

This project includes four measurable objectives:

Ensure Equipment Meets State & Industry Standards -All equipment and supplies obtained for the Battle Mountain High School CTE program during school year 20-21 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 20-21, the Battle Mountain High School CTE programs will increase student enrollment by 5% and will ensure that all students have equitable access to the CTE 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 20-21, Battle Mountain High School CTE program will improve program outcomes increasing program enrollment by 5%. Progress will be monitored through data reported in Nevada Bighorn and Infinite Campus.

Increase Employer Engagement - By the end of school year 20-21, the Battle Mountain High School CTE program will improve program outcomes increasing employer engagement by 10%. 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.

Outcome(s)

Enrollment increased by 15%. The college-ready endorsement and/or a career-ready endorsement increased 140%*.

* Information was edited to protect personally identifiable information (PII)

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Lander
Name and Title of Person Submitting	Sandy Ayers, CTE Coordinator
Project Name (LEA-determined)	AG Science
Award Amount	\$1,580.02

Project Description

<ul style="list-style-type: none"> Ornamental Horticulture/Greenhouse Management/Floriculture Design & Management - 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).

Evaluation Methods

<p>This project includes four measurable objectives:</p> <p>Ensure Equipment Meets State & Industry Standards -All equipment and supplies obtained for the Battle Mountain High School CTE program during school year 20-21 will meet current state and industry standards. Program staff will continue to collaborate with business and</p>
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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 20-21, the Battle Mountain High School CTE programs will increase student enrollment by 5% and will ensure that all students have equitable access to the CTE 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 20-21, Battle Mountain High School CTE program will improve program outcomes increasing program enrollment by 5%. Progress will be monitored through data reported in Nevada Bighorn and Infinite Campus.

Increase Employer Engagement - By the end of school year 20-21, the Battle Mountain High School CTE program will improve program outcomes increasing employer engagement by 10%. 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.

Outcome(s)

Battle Mountain High School will evaluate the outcome of said programs by using student data from state standardized testing for End of Program and the Work Readiness testing.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Lander
Name and Title of Person Submitting	Sandy Ayers, CTE Coordinator
Project Name (LEA-determined)	Health Science
Award Amount	\$1,462.80

Project Description

Nursing Assistant/Emergency Medical Technician - 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 LCSD Nursing Assistant program will prepare program completers to enter into high wage, high skill, and high demand careers. The OWINN report notes that the Industry Sector of Health Care and Medical Services "is one of the more stable sectors...[and] health care and medical services will continue to grow in Nevada" {Lamarre, Pots, & Anderson, 2017). Additionally, the OWINN report notes that these same SOC's are growing across industry sectors, showing strong growth not only the health and medical sector but in the information technology sector as well. These occupations that bridge industry sectors are known to have significant implications in diversifying and growing the economy (Lamarre et al., 2017, p.13). Student participation is particularly strong in the HOSA-Future Health Professionals CTSO and provides an avenue for industry and community collaboration for our students. Additional education and career opportunities are provided to students through HOSA including test prep and internships.

Evaluation Methods

This project includes four measurable objectives:

Ensure Equipment Meets State & Industry Standards -All equipment and supplies obtained for the Battle Mountain High School CTE program during school year 20-21 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 20-21, the Battle Mountain High School CTE programs will increase student enrollment by 5% and will ensure that all students have equitable access to the CTE 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 20-21, Battle Mountain High School CTE program will improve program outcomes increasing program enrollment by 5%. Progress will be monitored through data reported in Nevada Bighorn and Infinite Campus.

Increase Employer Engagement - By the end of school year 20-21, the Battle Mountain High School CTE program will improve program outcomes increasing employer engagement by 10%. 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.

Outcome(s)

Battle Mountain High School will evaluate the outcome of said programs by using student data from state standardized testing for End of Program and the Work Readiness testing. Also, Health Science students have the opportunity for state license testing. Preparing students for this is our ultimate goal. During the 20-21 school year, we had 100% pass state license testing.*

* Information was edited to protect personally identifiable information (PII)

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	Lincoln County School District
Name and Title of Person Submitting	Taunya Mortensen, PVHS Secretary
Award Amount	\$25,414.44
Amount Expended	\$25,414.44
Amount Not Expended	\$0.00

Explain the Overall Purpose of Grant (Type response into box)

To improve/enhance the areas of Skilled and Technical Sciences by purchasing supplies that will increase the value of the educational experiences for the students

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

N/A

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

One, Skilled and Technical Sciences

By entering my name below, I acknowledge the information provided is true and correct.

Taunya Mortensen

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Lincoln County School District
Name and Title of Person Submitting	Taunya Mortensen, PVHS Secretary
Project Name (LEA-determined)	Skilled and Technical Sciences
Award Amount	\$25,414.44

Project Description

Based on evaluation of need, the following determinations were made regarding grant requests for allocated funding in the Lincoln County School District. Lincoln County High School (LCHS) and Pahrnagat Valley High School (PVHS) used funding for some inventory to use in their Skilled and Technical Sciences programs to improve courses currently offered.

In researching the High Demand Occupation Analysis for the state of Nevada, it is clear the funding these programs is not only essential in keeping the programs, functioning, but addresses many occupations on the list. The following occupations are just a sampling of the many occupations listed in the High Demand Occupation Analysis. Painters, construction and maintenance; sheet metal workers; structural iron and steel workers; carpenters; maintenance and repair workers; industrial machinery mechanics; bus and truck mechanics and diesel engine specialists. Not only is this funding important, but the caliber of program that has been run in the past at our high school shas been crucial in helping students be placed in occupations and programs of study in the areas at colleges and universities. The knowledge taught and experience gained in the classroom and labs throughout Lincoln County School District have been essential to build a foundation for student learning and career pathway selection. Assessments have been previously given and will continue to be used to gauge student readiness and the programs alignment to postsecondary/industry standards. If students are to receive proper instruction and gain practical experienced to be qualified to enter and compete on the post-secondary or industry level, the equipment and supplies listed are critical to students' success and the program's survival. Students will not have the opportunity to be completers without the necessary equipment and supplies to increase their knowledge base and

experience, thus encouraging them to remain enrolled in course sequences. Completers are not only necessary for state reporting purposes, but the student success in the post-secondary and workforce environment. All students will benefit from this funding, from traditional to non-traditional students.

Lincoln County High School: will purchase an air dryer system for their air compressor which will be used in welding, construction, and automotive technology classes, welding rods and steel, and a ventilation arm and parts for use in the welding technology classes.

Pahranagat Valley High School: will purchase supplies for welding technology classes such as electrodes, tips, consumables for MIG and TIG welders, ground clamps, strips and sheet metal, cutting supplies, fuel tank refills, drill bits, wire brushes, and chipper hammers; supplies for the construction technology classes such as skill saw, glue, sandpaper, air nails, drills, screws, drill bits; and for automotive technology classes, hand tools and tool boxes.

Evaluation Methods

Students will demonstrate a competency of all supplies and equipment purchased based on skills assessments administered by the instructor and according to the level of classes in which they are enrolled.

Outcome(s)

By December 2021, all enrolled students had access to many of the supplies necessary to enable them to prepare to enter the workplace as prepared and valuable employees. By May 2021, 100% of students enrolled in Skilled and Technical Sciences courses were assessed as to the level of competency on all supplies and equipment for which the classes offer, as well as the new supplies and equipment purchased using this and other grant monies. Based on the skill levels demonstrated, 100% of assessed students were advanced into the next level of that corresponding course.



Nevada State CTE Grant Performance Report Fiscal Year 2021
 Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	Lyon County School District
Name and Title of Person Submitting	Jennifer Apgar - Grant Coordinator
Award Amount	\$176,294.95
Amount Expended	\$166,733.23
Amount Not Expended	\$9,561.72

Explain the Overall Purpose of Grant (Type response into box)

Lyon County School District utilizes the State CTE Allocation grant funds to provide necessary resources to run CTE programs district wide.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

The funds that went unspent were that result of a year that was filled with many operational challenges. Not only were there changes from the operational stand point, based on changes that were put in place within the fiscal year from a grant management aspect; the world was experiencing supply chain issues. These two things made it difficult to purchase and receive items within a reasonable time and created budgeting challenges as prices were constantly changing.

How many projects were approved in this grant? (Type response into box)
 (Submit a Form J for each project along with this report.)

6 projects.

By entering my name below, I acknowledge the information provided is true and correct.

Jennifer Apgar

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Lyon County School District
Name and Title of Person Submitting	Jennifer Apgar
Project Name (LEA-determined)	Health Science & Public Safety
Award Amount	\$22,024.86

Project Description

Dayton HS (DHS) Pharmacy Practice program would like supplies to enhance classroom instruction. The supplies will be used for first aid skills, hands on, and general first aid training. The blood pressure cuffs and stethoscope will be important for tactical learning. The models will help students learn body parts and their associations with diseases. Currently, the program is lacking supplies and models and these things will improve students learning.

Fernley HS (FHS) Sports Medicine & Nursing Assistant programs are requesting materials and supplies to improve the programs and to assist in meeting and exceeding state standards. Equipment would allow all students to access material and equipment in an equitable way. Furthermore the purchase of these items should enhance educational opportunities so that students can increase career opportunities and industrial engagement.

Students will be able to familiarize themselves with tools and equipment that are used in the clinical setting. This should enhance employability and post-secondary schooling. Furthermore purchase of these items aligns with the Health Science Nursing Assistant and Sports Medicine standards.

Yerington HS (YHS) Nursing Assistant program would like to purchase infant CPR manikins with feedback devices. The current manikins are ineffective in insuring that students are effectively performing infant CPR.

We would also like to purchase industry standard blood pressure cuffs in small, medium, and large sizes, so that students can effectively practice taking blood pressure on patients of different sizes. The addition of industry standard hospital curtains and the track system to hang them on will bring the Nursing classroom into a simulated workplace environment that assists in the skills training for state testing for certification.

Lastly, we like to apply funds to HOSA staff and student travel. This include funds for the Fall Leadership Conference as well as the State Leadership Conference.

Evaluation Methods

Evaluate Dayton High School Pharmacy Practice program enrollment numbers from the previous year vs current year and completer numbers from the previous year vs current year. Fernley High School Health Sciences programs completer number from the previous year vs current year. Yerington High School Nursing Assistant program completer numbers from the previous year vs current year.

Outcome(s)

Dayton High School Pharmacy Practice program enrollment decreased from 56 to 42 from SY19-20 to SY20-21 and the completer number increased from 2 to 5 (150%) from SY19-20 to SY20-21. Fernley High School Health Sciences programs completer numbers increased from 12 to 15 (25%) from SY19-20 to SY20-21. Yerington High School Nursing Assistant program completer numbers increased from 0 to 4 from SY19-20 to SY20-21; No program was offered in SY19-20.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Lyon County School District
Name and Title of Person Submitting	Jennifer Apgar
Project Name (LEA-determined)	Agriculture & Natural Resources
Award Amount	\$20,316.20

Project Description

Fernley HS (FHS) has seen a transition of Ag teachers at the site and they are looking to continue with the program of Animal Science. With the purchase of materials and realistic animal models to better educate students in the Animal Science classes. These items will help students to see more realistic models of animals and techniques used in industry. With the animal models and egg incubators we expect to see more students interested in hands-on activities. This will in turn get more students excited about taking an agriculture science class, and get to a completer course in the program area. There is also opportunity for fundraising with incubators. Once chicks' hatch they can be sold for a small profit, and aid in the teaching of money skills to students all in one. Also satisfying the Supervised Ag Experience (SAE) piece of FFA.

Smith Valley Schools (SVS) is widening the offerings in their Ag department. To purchase equipment and materials for students to use during Floriculture Design and Management. The materials will be used as students practice design skills that they will then market to the community to learn the management side of running and operating a floriculture business. Looking to structure the class where each month, the students each arrange a monthly floral arrangement and then have to market their product to the community by creating advertisements, business plans, and budgets for their specific flower arrangement. They will have to work with the community to design something the community would be of interested in purchasing. The floral foam, ribbon and equipment will be used to create their design and learn the most up-to-date industry standards with the hopes of students being able to work in a floral shop after program completion. The student based enterprise will tie in with the floral

managers we currently have at SVS. To be able to run the class like a business and those students in the class will assist the current managers in place for the floral business and then receive a commission off of their sales and arrangements that they sell through the Smith Valley FFA Floral Business.

Yerington HS (YHS) Agricultural & Natural Resources programs and Mason Valley FFA are expanding. In 2020/2021 we will be offering a Food Science class and will be utilizing the greenhouse for vegetable growth. In all of the Ag Science classes offered at YHS we plan on utilizing the greenhouse to further the education needs of the students, by learning about plant growth, propagation, marketing and entrepreneurial skills. To do this we need to have the proper equipment to successfully grow the plants, which in turn we will market and sell. This builds the students' confidence in working with the public and engaging in community needs. As they assess the area and what best will benefit Mason Valley in the Greenhouse. We plan on not only growing plants in soil pots, but also to learn hydroponic skills, which we will then harvest fresh vegetables to sell to the public.

With more student involvement in the program, this will build energy and excitement for students. In turn, more students will stay the course and complete the course sequence. As students take ownership in the program not only will this build completers it will also build a relationship with the community which will help improve course enrollment and completion.

YHS will have fresh vegetables and herbs to market and sell, as well as spring bedding plants and vegetable starts. The students in the Food Science class can learn how to properly handle fresh produce, and preserve it safely. As a whole Agricultural & Natural Resources department we can work the greenhouse as a business and market the items, work with customers, and present/preserve items. With this they will be fundraising to help offset travel costs for FFA events, the cost of more supplies past what is being applied for here, and for possible scholarships.

Evaluation Methods

Evaluate previous year completers vs current year completer numbers.

Outcome(s)

Fernley High school increased completers from 55 to 60 (9%), Smith Valley School increased completers from 9 to 12 (33%), and Yerington High School increased completers from 20 to 22 (1%).

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Lyon County School District
Name and Title of Person Submitting	Jennifer Apgar
Project Name (LEA-determined)	Business & Marketing Education
Award Amount	\$18,335.85

Project Description

Dayton HS (DHS) would like DECA materials that both meet and exceed the state marketing standards. They will be used to continue to provide enhanced marketing content instruction.

DECA Student State Conference Registration/Lodging Assistance: Participation in the DECA program and competing at the state and international level meet and exceed the state marketing and employability standards. Student participation in the CTSO historically has proven to be a major factor in program retention and completion. The use of DECA curriculum materials and student state registration/lodging assistance will lead to 2021 and future program completion. We are planning on recertifying our SBE as one of two DECA certified SBE's in the state in 2020-21. The SBE provides additional funds for student conference expenses especially at the international level beyond state.

Fernley HS (FHS) would like to purchase Virtual Business for the Accounting II, III, and AS students. FHS used the accounting simulation in the past for the students to review before taking the State CTE Accounting test. FHS would like to offer another simulation so they can increase their knowledge in another field. Retail, management, hotel, sports & management would all be an excellent choice to add since they are currently #19, 24, 39, 44, 47, 48, 49, and 59 on the Nevada High Demand Occupation Analysis list.

Accounting job needs are not being met in Nevada as indicated on Nevada Statewide Educational Pathways and Employment chart 6. Business and Administration which accounts for 5% of high school offerings and just under 10% of college awards offered but accounts for

22% of the annual openings statewide for jobs requiring postsecondary education. Page 18. Accounting is a definite need in Nevada and by offering it at our high school we hope to encourage students in the field and continue their education into a four year institution and receive a Bachelor's degree.

Page 23 of the Nevada Statewide Educational Pathways and Employment chart 9 provided a bleaker picture of Accounting: Education and Training and Business and Administration high school education programs were severely under-represented compared to both community college credentials awarded and employment for jobs requiring postsecondary education. Only 1% of high school course offerings in Northern Nevada are related to education compared to 31% of jobs requiring postsecondary education. Northern Nevada had the largest gap between education programs and the labor market for any region in Nevada.

Silver Stage HS (SSHS) The supplemental curriculum, supplies and TV's will allow students to gain, and view, the much needed information surrounding the business world. The printer will allow students to create, market and sell items. Marketing students will collaborate with other CTE classes also.

The first course is Principles of Business and Marketing. This class introduces students to the various functional areas of business, including marketing, economics, finance, operations, accounting, ethics, human-resources management, technology, information management, and strategic management.

The second class is Marketing I. Marketing is a process that intends to anticipate, identify, and profitably satisfy customer demands. Marketing involves many other disciplines including psychology, economics, sociology, and technology. In Marketing I, we will introduce students to these facets of Marketing and others including research, the "4 P's", channel management and selling.

The terminal class is Marketing II. This advanced Marketing class takes the Marketing I students a step further. We dig a little deeper into marketing functions and processes, and how they directly impact the operations of a business. We study how to apply marketing principles to business.

In all levels, the students will work on projects simulating challenges found in the business industry. The appropriate use of technology and industry-standard equipment is an integral part of this course. Upon successful completion of this course, students will have acquired entry-level skills for employment and be prepared for postsecondary education.

Yerington HS (YHS) Marketing program, YHS strongly believes that the students at Yerington High School would benefit from another business class. We am very excited to teach marketing and I envision using the program to market products that we can create in the classroom and/or products throughout the school. This program can supplement Ag, Metalworking and Graphic Design.

The purpose, scope and need for offering the Marketing program is to enhance the business program at Yerington High School and meet the Nevada state priority career pathway and Nevada In-demand occupation career pathway. I also believe that the students at Yerington High School will enjoy the class.

With the assistance of another teacher in the district, I want to purchase PRINCIPLES OF BUSINESS, Ninth Edition, which provides complete instruction in business concepts and skills students need in today's competitive environment. This market-leading introductory business text offers extensive coverage in major business concepts, such as finance, marketing, operations, and management. Students gain valuable information and skills for the workplace, as well as preparation for success in competitive events, such as DECA, FBLA, and BPA (Quote included). I am putting in for the online Bundle curriculum which includes a textbook plus online six year access because it is the most cost effective and will provide for sustainability. Due to the distance learning this year, I also wanted to have an online program in case we run into another scenario like this year and it also allows students access at home if they become homebound for whatever reason.

This is the first class sequence in the Marketing program of study. This textbook is already being used in another school which is beneficial if a student moves within the district. YHS is also also requesting a supplemental program through BusinessU. This program will enhance the marketing program as well as the finance program. BusinessU supports business education, high school business education, project-based learning, standards-based business curriculum, web-based curriculum, web-based learning, distance learning, e-learning, and is mobile friendly. BusinessU is a ready-to-teach business & marketing curriculum platform that has 9 standards-aligned HS business courses. BusinessU courses are fully-loaded, sequenced, daily-paced, all in the browser, includes interactive content, standards-aligned, pull-in content, add content, real-time rubric, standards-level student analytics, build your own course, auto-grading, quiz vault, and so much more. They also have a partnership with MBA Research, which Nevada is a member state of and has adapted to help create the Nevada standards.

Evaluation Methods

Evaluate previous year numbers vs current year numbers.

Outcome(s)

Dayton High School Marketing program maintained the number of completers at 2 per year. Fernley High school Accounting & Finance program L3C students decreases from 3 to 2 from SY19-20 to SY20-21. Silver Stage Marketing completer numbers fell from 2 to 0 from SY19-20 to SY20-21. Yerington High School does not have data as this is a new program in SY20-21.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Lyon County School District
Name and Title of Person Submitting	Jennifer Apgar
Project Name (LEA-determined)	Education, Hospitality & Human Services
Award Amount	\$29,968.62

Project Description

Dayton HS (DHS Culinary Arts and Baking & Pastry programs are requesting items that are necessary for the students to understand the basic and advanced techniques of Culinary Arts and Baking & Pastry. Many of the equipment items that are requested would improve instruction of the program and would allow for more course completers. The items that are requested are industry standard equipment items that improve existing equipment within the program. The equipment that is requested would improve the entire Culinary Arts and Baking & Pastry program for Dayton High School and improve hands on experiences for the students.

There will be one student based enterprise with this project. The program will improve the Dust Devil Diner. The Dust Devil Diner is a working restaurant that allows the students to work every station that is in a functional restaurant. The students will put on restaurant days and buffet days that will work as fundraising events and learning opportunities for the students in the Culinary Arts and Baking & Pastry programs.

Evaluation Methods

Evaluate previous year completers vs current year completer numbers.

Outcome(s)

Dayton High School Baking & Pastry program in it's first year had 10 completers in SY20-21.
The Culinary Arts program completers decreased from 8 to 5 from SY19-20 to SY20-21.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Lyon County School District
Name and Title of Person Submitting	Jennifer Apgar
Project Name (LEA-determined)	Information & Media Technologies
Award Amount	\$30,750.42

Project Description

Dayton HS (DHS) Computer Science program is requesting funding in order to support both Nevada regional and statewide demand for workforce in the Information Technology Pathway Target Industries. Dayton High School is going to help meet this demand with the expansion and improvement of their CTE Computer Science program in school year 2020-2021 by adding the level 2 course in the program area. In order to bring this program to its full potential and completion level in school year 2021-2022, the purchase of new hardware is essential. Providing students with industry standard equipment that supports both the teaching and the learning of Computer Science principals and the Nevada CTE state standards for this program. With respect to the funding available through state allocation, I will be looking to purchase new monitors, keyboards, and mice for my classroom.

Dayton High School is improving the Information Technology pathway as we have a new teacher and are increasing enrollment and participation in those program areas. Dayton High School utilizes software that is free of charge through Code.Org and will be able to implement additional software that is free to download as well, allowing students to successfully complete both program areas of study. Ultimately the increase of both concentrators and completers is a goal, attainable through the improvement of hands on practical application and learning.

Fernley HS (FHS) Photography program needs are changing with technology and new items such as cameras, software, gadgets to make uploading and sorting photos easier and more consistent. The items we would like to purchase for this year are: 100 mm lens this is a macro lens that will help the students understand taking flat lays and close up photos of objects and

items. Purchasing more cameras for our students this will allow each student to use a camera instead of having to share and it will allow them to take care of their camera and teach them responsibility. Photo mechanic is a software program that will teach students about culling their photos and how fast upload and taking out photos they will not use.

FHS Graphic Design program has been a successful program encouraging students to use their graphic skills in all areas of school and future careers. Students have created flyers, logos, posters, business cards, tickets, etc. that have been used at school and in the community. Students have also used their skills for their own outside school time learning and used it in other classes at FHS. Students are using their graphic skills in animations, print, and computer platforms. The supplies we purchase allow the students to put their creations in a portfolio so they can show future employers or clients their skills and talents.

YHS Computer Science program participation in state CTSOs has become increasingly more expensive. We will use a portion of this money to assist in paying for this travel. Students and staff will attend the State FBLA Conference to further the development of leadership and technical skills. Per NRS, students must have opportunities to participate in one or more the CTSOs. For this reason YHS continues to support and encourage all students enrolled in CTE classes to participate in CTSO's and their activities.

Evaluation Methods

Evaluate Dayton High School Computer Science L1 to L2 continuation numbers, Fernley High School Photography previous year completer numbers vs current year completer numbers, Fernley High School Graphic Design L2 previous enrollment numbers vs current year enrollment numbers and previous year completer numbers vs current year completer numbers, and Yerington High School Computer Science L2 to L3C continuation numbers.

Outcome(s)

Dayton High School Computer Science L1 in SY19-20 to L2 in SY20-21 had a continuation rate of 37.5%. Fernley High School Photography completers stayed the same, with no decrease or increase in the number. Fernley High School Graphic Design L2 enrollments in SY19-20 to SY20-21 stayed the same, with no decrease or increase in the number. Fernley High School Graphic Design completers decreased from 7 to 1 from SY19-20 to SY20-21. Yerington High School does not have data as this is a new program in SY19-20.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Lyon County School District
Name and Title of Person Submitting	Jennifer Apgar
Project Name (LEA-determined)	Skilled & Technical Sciences
Award Amount	\$75,686.85

Project Description

Dayton HS (DHS) Construction Technology programs main focus with state funding will be the development of Construction Technology. The program is in need of materials such as lumber, fasteners, and adhesives to bring the program up to state standards and provide students with hands on learning experiences. We also need to procure the correct protective gear and tools for the program that we do not currently have.

Fernley HS (FHS) Furniture & Cabinetmaking programs first priority is to purchase the materials that we consume every day for student learning in the class. We need to purchase both solid lumber and manufactured sheet goods to learn how to correctly fabric different component parts before assembly.

Fasteners and Hardware used in the assembly processes, along with glue. Stain and top coating materials are used in learning how to finish the assembled projects.

Second Priority is to purchase the cutting materials needed in the fabrication processes students will learn running the different machines and equipment in the shop. Circular saw blades for the table saws, compound miter saw, panel saw and skill saw. Blades for the band saws and jigsaw. Router Bits and sand paper will be used in the fabrication process as well.

Third priority is to purchase a new 37" Dual Drum Sander. During the fabrication process many times we end up with larger material that are put together. This machine will help the students to get these materials to size needed for the Fabrication process.

Fourth Priority is to have all the terminal level and AS students take an OSHA 10 Card class online. When students receive this card it is a nationally recognized safety card that they will have to have walking onto any construction work site. This card will give them a step ahead in finding a job in the construction industry.

Students have to enjoy what they are learning in the lower level classes to want to continue in a program of study. If we do not have adequate amounts of material for them to practice and be able to make mistakes with as they learn the different processes in the fabrication of projects they are not going to return to the class. By no way are we advocating the wasting of materials but there is an increase of waste when learning a new skills. The consumables we will be requesting are not only the wood products that we are using but also the fasteners and hardware that we use to assemble the projects to the cutters that are used in the fabrication of the materials to be assembled. We must also have current machines and machines that students will feel comfortably operating when learn the safe and correct operation. There are many different types of sanding machines in the industry. The Powermatic Dual Drum Sander is a very simple machine to operate, unlike some industrial machines where you are worried about belt tracking and setting pneumatics the student will only have to worry about setting the drive table height. This machine is very easy to operate and will be used across all student levels in the class. Students do learn how to operate the more industrial machine as they progress through the program of study. By offering students the chance to earn an OSHA 10 Card should also increase the number the students wanting to get to the terminal level course. Students are introduced to OSHA regulations in the beginning class, we talk about the need for the OSHA 10 Card in the second level class and they informed that if they are in the terminal level class they will have to complete the on-line class and test to receive their card.

FHS Welding Technology program funds requested are for program improvement and support. All supplies and consumables purchased play a very big part in 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 are a vital part of helping our program to run effectively. We are in need of replacing these supplies and consumables which include the following: gloves, shop coats, coveralls, welding electrodes, welding wire, and plasma cutting consumables for use on student practical assignments as well as fabrication projects for advanced students. Steel is our most important components, 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 repair 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 help students relate the practical aspect to the written materials we use or do when we are preparing for our state assessments. Our students in our Welding I classes learn some basic phases of

Shielded Metal Arc Welding, Sand Casting operations, Sheet Metal layout and fabrication, Oxy-Acetylene/Plasma Cutting. All students will identify lab organization safety procedures. Apply fundamental print reading, measurement and layout/fit-up techniques. Emphasis is placed on SMAW techniques to help prepare our students for SMAW welder performance qualifications tests. Some Gas Metal Welding Procedures are introduced during this time. Our Welding II II I, and Welding Technology Advanced Studies students practice all the mentioned operations expanding to GTAW by Fabricating and laying out projects of their own, for Fernley High, donating to various clubs, organizations fundraising drives and for other members of our Fernley community. Identifying welding codes, inspections and testing principles are also part of the process. We are looking to continue to expand as much as possible our program to really benefit our current and future students. We feel by passing AWS certifications it will hopefully open the door for a career in the welding industry. We also try and promote welding internships with a local welding establishment for our senior students who are looking into pursuing a welding career. These programs have also allowed our graduating students to earn scholarship opportunities in the mining industry, by studying/working at Great Basin Community College and the Newmont/Barrick Mining companies.

FHS Drafting & Design program students will learn through hands on experiences 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 and technical objects in the programs. In Revit they create residential structures. Improved 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.

Silver Stage HS (SSHS) Construction Technology and Furniture & Cabinetmaking programs have incorporated different projects which are aligned to the state standards. These projects will help to give the students a hands on perspective of the bigger picture. Through a variety of projects, students will learn all standards. These hands on units will allow students the chance to build projects in the classroom. The supplies requested will be used for student units.

Yerington HS (YHS) Automation Technology program is new to the CTE offerings in school year 20-21. The Metal working instructor has retired and a new instructor will be starting. With the change in staffing we are able to shift the course offerings from Metalworking to Automation Technology. This will be a 2 year transition as we allow Metalworking students the opportunity to complete the sequence in school year 20-21 and phase out the course in school year 21-22. The addition of Automation Technology is exciting as we will offer robotics to students while still including the use of the metal shop tools and equipment to aid students in the building of the robots. We are requesting robotics kits, computers to help with the design and programming of these robots, and parts and components for the operation of the robots.

Evaluation Methods

Evaluate Dayton High School Construction Technology completer numbers at the end of SY21-22. Fernley High School Furniture & Cabinetmaking L2 in the previous year to L3C in the current year continuation numbers. Fernley High School Welding Technology End of Programs assessment pass rate from SY19-20 to SY20-21. Fernley High School Drafting and Design completer numbers from the previous year vs the current year. Silver Stage High School completer numbers from the previous year vs the current year. Yerington High School Automation Technology L1 and L2 enrollments from two previous years that complete the L3C course in SY22-23.

Outcome(s)

Dayton High School Construction Technology program does not have data on completers as the L3C course will not conclude until the end of SY21-22. Fernley High School Furniture & Cabinetmaking program L2 to L3C continuation numbers were 9 of 29 students (31%). Fernley High School Welding Technology End of Program pass rate decrease from 60.8% to 35.2%. Fernley High School Drafting and Design completer number increased from 3 to (33%). Silver Stage High School Construction Technology and Furniture & Cabinetmaking completer numbers increased from 4 to 7 (75%). Yerington High School Automation Technology data is not available until the L3C course is offered in SY22-23.



Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	Mineral County School District
Name and Title of Person Submitting	Kathy Trujillo, Grants Manager
Award Amount	\$7,463.72
Amount Expended	\$3,306.62
Amount Not Expended	\$4,157.10

Explain the Overall Purpose of Grant (Type response into box)

The overall purpose of the grant was to support the construction, foods, and business classes at Mineral County High School.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

There was significant personnel changes at the district grants management office that presented administrative difficulties in spending the allocation

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

Three

By entering my name below, I acknowledge the information provided is true and correct.

Kathy Trujillo

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Mineral County School District
Name and Title of Person Submitting	Kathy Trujillo, Grants Manager
Project Name (LEA-determined)	CTE Allocation
Award Amount	\$7,463.72

Project Description

To provide ongoing support to Mineral County High School's CTE programming for the FY'21 school year.

Evaluation Methods

Completers: Foods 13; Construction Tech 1 - 19; Construction Tech 2 - 4; Digital Game Development - 10; Business Software Apps 24

Outcome(s)

70 Students completed the above CTE courses during the FY'21 School Year

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	Nye County School District
Name and Title of Person Submitting	Karen Holley, Coordinator of State and Federal Programs
Award Amount	\$95,233.29
Amount Expended	\$91,595.15
Amount Not Expended	\$3,638.14

Explain the Overall Purpose of Grant (Type response into box)

NCS D 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 was used to support the Automotive Technology, Furniture & Cabinetmaking, Early Childhood Education, Culinary Arts, Military Science, 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 usually funded through this grant and much appreciated by the new teachers in NCS D. Support for CTSO's is another important part of the funding. Advisors need to attend the competitions and support student leadership.

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

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

This past year there were many issues with ordering and receiving supplies due to COVID that the district has never experienced before. No matter when the items were ordered, toward the end of the year it became necessary to cancel orders that were not going to be in stock, were not going to ship, or were on backorder until after the end of the fiscal year. This is why there are some unspent funds.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

12

By entering my name below, I acknowledge the information provided is true and correct.

Karen Holley

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Nye County School District
Name and Title of Person Submitting	Karen Holley, Coordinator of State and Federal Programs
Project Name (LEA-determined)	NCSD CTE Support
Award Amount	\$95,233.29

Project Description

Funding was spent to support the following programs; Automotive Technology, Furniture & Cabinetmaking, Cybersecurity, Culinary Arts, Early Childhood Education, and Military Science at Pahrump Valley High School; Furniture & Cabinetmaking at Tonopah High School; Family and Consumer Sciences, Welding Technology and Automotive Technology at Beatty High School; and Agriculture Mechanics Technology at Round Mountain High School. Funding was used to purchase consumables and non-consumables for the engaging work that students do in each CTE classroom.

Evaluation Methods

NCSD focuses mainly on performance outcomes to evaluate the success of the CTE programs in the district. These include student grades, ACT scores, CTE assessment results, and amount of certificates earned. NCSD also looks at data to determine if the Measurable Outcomes listed in the grant application were met or not.

Additional evaluation methods are the number of students participating in Work-Based Learning and the strenght of the programming. During the 2020-2021 school year, there were no students in the WBL program because of COVID. However, that didn't stop the planning for WBL during the 2021-2022 school year and there will be more students in WBL this year than since the inception of the program.

The Technical Skills Committee continued to meet during COVID through the use of ZOOM and participation rates increased. It also allowed teachers, administrators and stakeholders to join from across the 18,400 square miles.

Outcome(s)

Of the 202 students enrolled in CTE in NCSD, 67.33% tested, and 63.97% of those students passed. There was also 57.35% of NCSD students that earned their certificates at the end. Compared to the state, NCSD had a lower percentage of students test, but a higher percentage that passed their test and earned certificates. In Workplace Readiness Skills 65.17% of enrolled NCSD students tested, with a pass rate of 71.55%.

Automotive Technology, Computer Science and Welding Technology at Beatty High School, along with Automotive Technology, Culinary Arts, Early Childhood Education, Furniture & Cabinetmaking, and Military Science at Parhump Valley High School, and Agricultural Science at Round Mountain High School and Furniture and Cabinetmaking at Tonopah High School all had more than 100% increase in the number of students enrolled in the Level 3 class from SY20 to SY21. NCSD's goal was to ensure at least 10% of students continued on from Level 1 to Level 3, so having that many students enroll in Level 3 classes shows that NCSD was able to accomplish that goal.

At the statewide level, more students tested, and there was only a slightly lower passing rate than the past two school years. There was also about a 4% increase in the number of students that earned certificates than did last school year.

Nevada State CTE Grant Performance Report Fiscal Year 2021

Complete and submit this form. Do not print and scan.

Funding Source: CTE Allocation

Name of School District/Public Charter	Pershing County High School
Name and Title of Person Submitting	Jonathan Reynolds PCHS Principal
Award Amount	\$10,864.91
Amount Expended	\$10,864.91
Amount Not Expended	\$0.00

Explain the Overall Purpose of Grant (Type response into box)

The overall purpose of this grant was to improve our existing CTE programs including Agriculture Mechanics Technology as well as create a new program consisting of Foods and Nutrition. In order for students to experience real career-like experiences, it was imperative we update our facilities, equipment, and instructional materials to meet industry standards, as well as enhance leadership skills, and build up program instruction. Through the use of these funds we have been able to improve student learning experiences in our programs, and better equip our classrooms to ensure students are developing career and workplace readiness skills. The Agriculture Mechanics Technology program was able to purchase an Arclight CNC plasma cutting table, and the Foods and Nutrition program was able to purchase many consumables and kitchen equipment in order to successfully start up the program. .

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

N/A

How many projects were approved in this grant? (Type response into box)
 (Submit a Form J for each project along with this report.)

There were 2 projects approved through this grant.

By entering my name below, I acknowledge the information provided is true and correct.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Pershing County School District
Name and Title of Person Submitting	Jonathan Reynolds PCHS Principal
Project Name (LEA-determined)	Ag Mech
Award Amount	\$8,137.85

Project Description

The purpose of this project was to install a new CNC plasma cutting table from the company Arclight. With this new equipment and software technology students are becoming equipped with skills best suited for them to enter their next level of education, or a career/workplace setting. This type of improved technology in the shop is setting students up for success for years to come.

Evaluation Methods

In order to best evaluate the effectiveness of this program students needed to be actively involved in the set up and use of the plasma table. Students were asked to download the drafting software onto their chromebook computers to see what different types of designs they could create to be cut out. Once students were more comfortable in applying their designs to the actual cutting mechanisms they were able to move onto drafting and cutting pieces of metal specific to their irrigation gate building project. The students then collaborated to design and cut the materials necessary to make the irrigation gates being used in the community as high quality as possible. Students were successful in this matter and effectively completed the project.

Outcome(s)

The students involved in this project were able to accomplish creating many sets of irrigation gates in a timely and efficient manner using this equipment and software. Students also were able to learn and navigate this new technology in order to make them more skilled for the workforce they will soon enter. Not only was this project effective in allowing students to

create high quality irrigation gates, it challenged students to learn a new process they were previously not very familiar with in comparison to the previously used TorchMate technology. These students are now more advanced in the program and will be great mentors for future students using the Arclight CNC plasma cutting table. Students involved in the Agriculture Mechanics Technology program here at Pershing County High school had a program completion rate of 3 males and 1 female. 71% of completers at the high school successfully passed the CTE Work Readiness Assessment. There were also no identified performance gaps within the enrolled student population.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: New Program

Project Information

Name of School District/Public Charter	Pershing County School District
Name and Title of Person Submitting	Jonathan Reynolds PCHS Principal
Project Name (LEA-determined)	Foods and Nutrition Program
Award Amount	\$2,727.06

Project Description

The Foods and Nutrition program was a new addition to Pershing County High School during FY21. The Foods and Nutrition Program was able to purchase consumable materials and supplies such as cookie cutters, baking sheets, a pasta making machine, muffin cups, gloves, and other supplies necessary for startup. The Foods and Nutrition program was also proficient in developing an FCCLA chapter to develop student leadership skills while being active in the program. The goal of the Foods and Nutrition program was to increase student CTE enrollment by 25%.

Evaluation Methods

In order to evaluate the effectiveness of implementing this program at PCHS, a goal of increasing CTE enrollment by 25% was set to accomplish.

Outcome(s)

Pershing County High School CTE program enrollment for FY21 showed the following data: Foods and Nutrition 13% of student population; Business Administration 16% of student population; Agriculture Mechanics Technology 32% of student population. A total population of 62% of PCHS students were enrolled in a CTE program. In comparison to the previous data which shows CTE enrollment as nearly unchanged in percentages. This outcome is expected due to the population of the school and already high percentages of existing CTE enrollments.

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	Pinecrest Academy of Nevada
Name and Title of Person Submitting	Huda Hassan, CTE Coordinator
Award Amount	\$19,373.40
Amount Expended	\$8,046.85
Amount Not Expended	\$11,326.55

Explain the Overall Purpose of Grant (Type response into box)

The overall purpose of the grant was the establishment of a college and career center at Pinecrest Academy, Sloan Canyon campus and supporting the establishment of CTSOs at both Pinecrest campuses- Cadence and Sloan Canyon

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

All funds were not spent because of COVID restrictions on in person student attendance for most of the school year as well as travel. All CTSO activities and conferences were held virtually. Several were cancelled.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

1 project was approved in this grant

By entering my name below, I acknowledge the information provided is true and correct.

Huda Hassan

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: New Program

Project Information

Name of School District/Public Charter	Pinecrest Academy of Nevada
Name and Title of Person Submitting	Huda Hassan, CTE Coordinator
Project Name (LEA-determined)	Pinecrest Academy of Nevada College and Career Counseling Center and CTSOs
Award Amount	\$19,347.36

Project Description

Pinecrest Academy established a College and Career Counseling Center at the new Sloan Canyon campus and supports the establishment of CTSOs through allocation grant funding. Counseling services and support are critical to providing CTE students with navigating the multifaceted nuances in achieving long-term career and college goals. Pinecrest created a College and Career Counseling center with various supplies and equipment 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, we will purchase and equip the center with current and relevant resources. CTE teachers and guidance counselors will integrate career planning opportunities, employability skills instruction, postsecondary education and training options, and provide students with information relevant to career goals. Pinecrest Academy of Nevada has areas of need for growth and development to improve program completion rates and success with post secondary education. While the school is committed to providing students with the highest quality, Cybersecurity, Aviation and Graphic Design program it is currently limited to offering current and relevant resources to support individualized college and career readiness planning and leadership development of our student population. Therefore, it is vital to develop leadership, citizenship, interpersonal, and employability skills through involvement in the respective CTSO and provide students opportunities to travel in order to take part in competitions and events. Travel opportunities will also strengthen membership numbers and help promote the CTSOs at school. By creating a strong career and leadership development program, Pinecrest Academy will be able to strengthen an increase in graduates more

dedicated to entering the school dual enrollment program and completing post secondary education.

Evaluation Methods

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 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:

- 100% of Pinecrest CTE students will develop an education and career plan.
- 100% of Pinecrest CTE students will participate in at least one career guidance program each year.
- 100% of Pinecrest CTE student members will participate in SkillsUSA CTSO.
- 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 credentials

Outcome(s)

All Pinecrest Cadence students complete an Academic Plan starting in middle school. 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.

There are several opportunities for students to be exposed to different college and career options that are shared on the counselor pages online periodically. In class, students are exposed to a variety of career pathways which are part of all CTE teachers' lesson planning and curriculum. Teachers also arrange for guest speakers to engage with the students on

various career options, both virtually and in person. Career exploration programs like Nepris, Career Explorer and Cyberseek are also utilized.

Pinecrest CTE students who became members of SkillsUSA all participated in CTSO activities. The activities, however, were somewhat limited to just monthly meetings and career exploration lessons in class as all competitions were cancelled, travel was restricted and no in person events took place.

100% of students enrolled in the CTE program for Aviation Technology and Cybersecurity completed the program on time. Graphic Design did not have Level III in FY 2021.

Based on the student follow up survey results, 87.5% of completers continued on to a postsecondary program or had full-time employment in the target industry.

100% of students enrolled in the CTE program graduated.

100% of students who took the Workplace Readiness Skills Assessment received a passing score.

Majority of the students enrolled in CTE courses did not opt for an industry recognized credential last year, however, those who did all passed OSHA as well as A+, Network + and Security + exams.

Pinecrest Academy Sloan Canyon has already met or will meet the applicable goals mentioned by the end of the school year. 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.

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.

Pinecrest Academy Sloan Canyon is in the process of establishing a SkillsUSA chapter and a HOSA chapter in an effort to give our students the opportunity to participate in a CTSO that is most closely related to their CTE program of study.

Pinecrest Sloan Canyon's CTE students will not will not be eligible to take CTE End of Program exams or Workplace Readiness Skills Assessments until the spring of 2022. Their cohort will not graduate until the spring of 2023, therefore we will not have any other outcome data to report until that time.



Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	SOMERSET ACADEMY OF LAS VEGAS
Name and Title of Person Submitting	SANDY SMITH-GRANTS MANAGER
Award Amount	\$39,680.59
Amount Expended	\$32,799.30
Amount Not Expended	\$6,881.29

Explain the Overall Purpose of Grant (Type response into box)

To create new programs, program expansion, improvement and support.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

Due to COVID19 supplies were not available or not able to be shipped in a timely manner.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

Two

By entering my name below, I acknowledge the information provided is true and correct.

Sandy Smith

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: New Program

Project Information

Name of School District/Public Charter	SOMERSET ACADEMY OF LAS VEGAS
Name and Title of Person Submitting	SANDY SMITH-GRANT MANAGER
Project Name (LEA-determined)	SKY POINT SPORTS MEDICINE
Award Amount	\$23,241.46

Project Description

Sports Medicine-Health Science I that will provide students the opportunity to explore athletic training and sports medicine related fields and other health occupations.

Evaluation Methods

Completion and graduation

Outcome(s)

N/A Somerset Sky Pointe is currently in the second year of offering this course.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: New Program

Project Information

Name of School District/Public Charter	SOMERSET ACADEMY OF LAS VEGAS
Name and Title of Person Submitting	SANDY SMTIH-GRANT MANAGER
Project Name (LEA-determined)	TEACHING AND TRAINING PROGRAM
Award Amount	\$16,439.13

Project Description

Somerset proposes to address the teacher shortage. 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 21 century college, career and community.

Evaluation Methods

We just currently completed Year 2 of this course.

Outcome(s)

Somerset is just completing Year 2 of this course. We are currently on track to completion and maintaining the percentage for GPA.



Nevada State CTE Grant Performance Report Fiscal Year 2021
 Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	Sports Leadership and Mangement Nevada
Name and Title of Person Submitting	Jennifer Williamson
Award Amount	\$39,491.58
Amount Expended	\$38,067.75
Amount Not Expended	\$1,423.83

Explain the Overall Purpose of Grant (Type response into box)

The purpose of this project is to improve the SLAM Nevada's CTE Programs to hire a CTE Coordinator/CTE Counselor to prepare students for a postsecondary education and employment in various industries.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

The balance of funds remaining was due to employee benefits being lower than anticipated.

How many projects were approved in this grant? (Type response into box)
 (Submit a Form J for each project along with this report.)

1

By entering my name below, I acknowledge the information provided is true and correct.

Jennifer Williamson

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Sports Leadership and Management Nevada
Name and Title of Person Submitting	Jennifer Williamson
Project Name (LEA-determined)	SLAM Nevada CTE Coordinator/Counselor
Award Amount	\$39,491.58

Project Description

SLAM's CTE program has areas of need for growth and development and is currently limited due to lack of funding for a CTE Coordinator who will also serve as the CTE Guidance Counselor that is necessary to operate high quality CTE program. In order to ensure completion of these programs, it is vital to secure funds to hire a CTE Coordinator/CTE Guidance Counselor to accompany the CTE programs, providing CTE Coordination and Career Counseling. By creating program accessibility and increasing stable student enrolment from our middle and high school populations, SLAM will increase graduates and success rates.

Evaluation Methods

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 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 measureable outcomes:

- 1) 90% of students enrolled in CTE programs will complete all coursework and graduate from the program and from high school. All graduation rate, post-secondary placement, skills attainment assessment, and program completion data will be collected and shared annually to OSIT in an annual report.

- 2) 90% of program participants will complete the program on time.
- 3) 95% of seniors enrolled in CTE programs will graduate.
- 4) 75% of students that take the Workplace Readiness Skills Assessment will receive a passing score.
- 5) 95% of students enrolled in the Sports Medicine program will receive a passing score in the CPR/First Aid certification.

Outcome(s)

Data for the above measureable outcomes is as follows:

- 1) 90.5% of CTE Participants completed program componenets on time. 100% of CTE participants graduated from high school on time.
- 2) 90.5% of program participants completed their programs on time.
- 3) 100% of seniors enrolled in CTE programs graduated.
- 4) 56% of students who took the Workplace Readiness Skills Assessment received a passing score.
- 5 4 Sports Medicine students received CPR Certification.

SLAM was able to meet all goals except for four and five. It was difficult to ensure students were as prepared for assessments as usual with the majority of students being virtual. In addition, with COVID restrictions in place CPR Certification trainings and testing were only able to be done at the end of the school year and not many students chose to participate. We anticipate these percentages to increase in the 21-22 school year since all students (with a few exceptions) are attending in-person instruction.

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Allocation

Name of School District/Public Charter	Washoe County School District
Name and Title of Person Submitting	Josh Hartzog, Director
Award Amount	\$863,240.6
Amount Expended	\$833,164.30
Amount Not Expended	\$30,076.29

Explain the Overall Purpose of Grant (Type response into box)

To support WCSD’s strategic objectives, and the workforce development needs of our region as outlined by the Governor’s Office of Workforce Innovation (OWINN), the Governor’s Office of Economic Development (GOED), and the Nevada Department of Education (NDE), WCSD provided 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 (by way of Career and Technical Student Organizations) and work-based learning activities/events.

PURPOSE: WCSD’s CTE Allocated funding was used in the following areas:

- Goal 1 (Student Recruitment and Retention): Develop promotional materials about CTE and Signature Academy pathways and provide engaging career-exploratory activities so middle and high school students can make informed decisions about enrolling in a CTE or Signature Academy pathway, allowing students to plan as early as middle school for a CTE pathway.
- Goal 2 (Program of Study): Develop programs of study in accordance with the state standards that guide students to program completion and provide Professional Learning Community (PLC) time for CTE teachers to review student data and develop program improvements.
- Goal 3 (CTSO Engagement): 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.

- Goal 4 (Equipment and Instructional Materials): 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.
- Goal 5 (Professional Development): Provide professional development and staffing needed to fulfil scope of work for each CTE pathway.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

Only 3.6% of funds went unspent. \$3,600 Salaries & Benefits; \$5,700 Computers; \$2,000 Tech Equipment; \$12,600 Staff Registraton; \$5,900 Student Travel; and \$399 Supplies. These unspent funds were due primarily to COVID-19 closures, as well as difficulties associated with being able to purchase supplies and equipment due to low or non-existent inventory. Further, delivery was delayed because of the nation-wide transportation issues.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

1 - Program Improvement & Support

By entering my name below, I acknowledge the information provided is true and correct.

Josh Hartzog

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Allocation

Funding Purpose: Support (Allocation Only)

Project Information

Name of School District/Public Charter	Washoe County School District
Name and Title of Person Submitting	Josh Hartzog, CTE Director
Project Name (LEA-determined)	Program Improvement & Support
Award Amount	\$863,240.62

Project Description

To support WCSD’s strategic objectives, and the workforce development needs of our region as outlined by the Governor’s Office of Workforce Innovation (OWINN), the Governor’s Office of Economic Development (GOED), and the Nevada Department of Education (NDE), WCSD is 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 (by way of Career and Technical Student Organizations) and work-based learning activities/events.

PURPOSE: WCSD’s CTE Allocated funding will be used in these areas:

- Goal 1 (Student Recruitment and Retention): Develop promotional materials about CTE and Signature Academy pathways and provide engaging career-exploratory activities so middle and high school students can make informed decisions about enrolling in a CTE or Signature Academy pathway, allowing students to plan as early as middle school for a CTE pathway.
- Goal 2 (Program of Study): Develop programs of study in accordance with the state standards that guide students to program completion and provide Professional Learning Community (PLC) time for CTE teachers to review student data and develop program improvements.

- Goal 3 (CTSO Engagement): 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.
- Goal 4 (Equipment and Instructional Materials): 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.
- Goal 5 (Professional Development): Provide professional development and staffing needed to fulfil scope of work for each CTE pathway.

Evaluation Methods

Evaluation method consisted of collecting and analyzing outcomes pertaining to student enrollment, program completion rates, assessment uploads, teacher attendance logs, student and teacher registration records, CTSO membership lists, student retention rates, and equipment purchase records.

Outcome(s)

Goal 1: Student Recruitment – Increase overall enrollment in CTE courses through targeted promotional efforts to improve awareness and understanding of the positive impact CTE programs have on students and the community.

- Outcome 1.1: As a result of promotional efforts, by the end of SY 2020-21, CTE program enrollment in introductory, intermediate, and completion level courses will increase throughout the District by a minimum of 10% overall, compared to SY 2019-20.

- Not Met: Due to attendance impacts by the COVID-19 pandemic, SY 2020-21 CTE enrollments in introductory, intermediate, and completion level courses throughout the District dropped by approximately 5% compared to SY 2019-20.

- Outcome 1.2: By the end of SY 2020-21, completion rates for students completing CTE programs aligned with Nevada’s Pathway Target industries will increase by 5%, while completion rates for all other CTE programs will increase by 10%.

- Not Met: The completion rates for students completing CTE programs aligned with Nevada's Pathway Target industries (business, construction, manufacturing, education, computer science, medical) remained mainly unchanged from 81% completion in SY 2019-20 to 79% in SY 2020-21. For all other CTE programs, the completion rate increased by 8% from SY 2019-20 to SY 2020-21.

Goal 2: Program of Study Development – Continue to develop programs of study and provide off-contract time for teachers to analyze student achievement and develop program improvements.

- Outcome 2.1: By the end of SY 2020-21, 100% of common course finals will be written and updated as needed to maintain alignment with CTE program standards.

- Met: With the exception of the newly implemented program Military Science, 100% of common course finals for all complete CTE pathways were updated and uploaded into WCSD's assessment system, in alignment with CTE program standards.

- Outcome 2.2: By the end of SY 2020-21, at least 80% of CTE teachers in WCSD will have engaged in a Professional Learning Community or Program Level Industry Committee during off-contract hours.

- Not Met: While 100% of CTE teachers engaged in a Professional Learning Community and/or Program Level Industry Committee during regular hours, about 40% of teachers engaged in these meetings after contract hours.

- Outcome 2.3: By the end of SY 2020-21, WCSD will hire 100% of requested staff to improve program delivery and student outcomes.

- Met: 100% of requested staff were hired to improve program delivery and student outcomes by the end of SY 2020-21.

- Outcome 2.4.: In courses where a teacher aide or additional supervision is provided, class enrollment in introductory, intermediate and completion level courses will be expanded by at least 10% and may expand beyond the quality program standard recommendation by up to 35%.

- Not Met: This metric is in relation to the Baking and Culinary programs at the Academy of Arts, Careers & Technology. In that school's Culinary program, enrollment in introductory, intermediate and completion level courses decreased by 3.5%, 40%, and 80% respectively. In the school's Baking program, enrollment in introductory, intermediate and completion level courses decreased by 3.5%, and remained static in the next two levels.

Goal 3: CTSO Engagement – Develop and sustain activities and services to support student involvement in CTSOs.

- Outcome 3.1: By the end of SY 2020-21, there will be a 10% increase in the number of students participating in a CTSO as compared to SY 2019-20.

- Not Met: While precise data on this metric is currently unavailable, it is known with certainty that the COVID-19 pandemic resulted in a drastic decrease in CTSO membership and participation in SY 2020-21 compared to the previous year.

- Outcome 3.2: By the end of SY 2020-21, there will be a 10% increase in the number of students participating in a CTSO regional competition as compared to SY 2019-20.

- Not Met: Precise data on this metric is currently unavailable. It is known however that as a result of the COVID-19 pandemic, student participation in CTSO state/regional competitions in SY 2020-21 was at a decrease compared to SY 2019-20.

Goal 4: Equipment and Instructional Materials – WCSD will purchase and install 100% of requested equipment by the conclusion of the grant period.

- Outcome 4.1: All requested equipment will be installed and instructional materials purchased by the end of Semester 1, SY 2020-21.

- Met: 100% of requested equipment was purchased and installed by the end of SY 2020-21.

Goal 5: Professional Development – CTE staff will receive professional development in their area of study as needed.

- Outcome 5.1: By the end of SY 2020-21, at least 80% of CTE teachers in WCSD who requested a professional development training and who can show a demonstrable need for training will have their requests approved.

- Met: 100% of CTE teachers in WCSD who requested a professional development training were funded to engage in National CTSO competitions virtually as advisors, and to attend the NACTE conference in the summer of 2021.

Part III: Competitive Funds

Competitive State CTE grant funds were awarded to 17 school districts and public charter schools. 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.

Of the total funds available \$4,063,137.59 (30 percent) was awarded for competitive grants for the purposes described in Part II: State Allocation Funds. Multiple school districts and public charter schools attributed their inability to expend the entirety of their grant funds to challenges associated with the COVID-19 pandemic.

School District/ Charter School	Amount Requested	Amount Awarded	Amount Expended
Carson City	\$176,889.43	\$42,970.00	\$42,953.97
Churchill County	\$431,347.23	\$63,373.37	\$53,403.14
Clark County	\$3,791,957.70	\$2,268,495.06	\$2,074,593.11
Coral Academy (SPCSA)	\$51,595.00	\$51,595.00	\$24,179.74
Doral Academy (SPCSA)	\$249,313.87	\$249,313.87	\$207,428.55
Douglas County	\$139,555.59	\$22,670.60	\$22,670.60
Elko County	\$137,892.00	\$100,000.00	\$97,172.79
Lander County	\$34,600.00	\$27,100.00	\$27,100.00
Lyon County	\$83,880.30	\$43,500.00	\$43,408.00
Mater Academy (SPCSA)	\$97,485.00	\$97,485.00	\$91,739.68
Mineral County	\$80,630.00	\$80,630.00	\$65,607.89
Nye County	\$136,082.46	\$136,082.46	\$132,580.00
Pershing County	\$112,663.00	\$112,663.00	\$106,390.72
Pinecrest Academy (SPCSA)	\$377,289.99	\$275,314.99	\$268,858.99
Somerset Academy (SPCSA)	\$392,139.98	\$161,840.00	\$142,679.57
Washoe County	\$383,048.00	\$278,058.00	\$264,414.54
White Pine County	\$75,000.00	\$52,046.24	\$48,657.51
Totals:	\$6,751,369.55	\$4,063,137.59	\$3,713,838.80

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 SB 544 (2019). Unexpended funds are accounted for in the FY21 reports for each school district and charter school.

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	Carson City School District
Name and Title of Person Submitting	Candi Ruf, CTE Coordinator
Award Amount	\$42,970.00
Amount Expended	\$42,953.97
Amount Not Expended	\$16.03

Explain the Overall Purpose of Grant (Type response into box)

The purpose of the FY21 Competitive Grant was upgrade the technology in the Engineering classroom, specifically to Dell Precision 3431 Small Form Factor Desktop Computers and Dell 27" Ultra HD 4K monitors, so that they had the functional capacity to industry standard digital programs such as AutoCad that are integral to the curriculum and instruction process. In addition, funds were used to purchase CareerSafe OSHA10 curriculum so that students in the Skilled & Technical Sciences programs of study could earn an Nevada Industry Recognized Credential aligned to the programs of study.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

Only\$16.03 was not spent. The award amount was not fully expended because a fractional expense difference in the purchase of the Dell27 Ultra HD 4K Monitors.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

One project was funded by a FY21 Competitive Grant-Engineering/Manufacturing.

By entering my name below, I acknowledge the information provided is true and correct.

Candi Ruf

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Carson City School District
Name and Title of Person Submitting	Candi Ruf, CTE Coordinator
Project Name (LEA-determined)	Engineering/Manufacturing
Award Amount	\$42,970.00

Project Description

The purpose of the FY21 Competitive Grant was upgrade the technology in the Engineering classroom, specifically to Dell Precision 3431 Small Form Factor Desktop Computers and Dell 27" Ultra HD 4K monitors, so that they had the functional capacity to industry standard digital programs such as AutoCad that are integral to the curriculum and instruction process. In addition, funds were used to purchase CareerSafe OSHA10 curriculum so that students in the Skilled & Technical Sciences programs of study could earn an Nevada Industry Recognized Credential aligned to the programs of study.

Evaluation Methods

he following goals were set for SY2020-2021:

Academic Goals: 80% of Level I students will receive a B or better; 80% of Level II students will receive a B or better; Student pass rate for WPR and EOP will meet or exceed the state average; the Carson City School District will meet or exceed the state requirement.

Each CTE Department Professional Learning Community (PLC) meeting focused on these goals. All teachers were tasked with providing evidence of intervention, differentiation and enrichment to support all learners. Department-wide data was collected monthly using Infinite Campus and shared with teachers for review and reflection. Teachers wrote short-term and long-term goals, monitored, reflected, and collaborated on strategies to enhance student mastery of the content. Short term and longitudinal data was collected for goal setting to ensure maximum opportunity for students to meet program of study level grades which would

enable them to achieve completer status. Data was reported at the end of the first quarter, first semester, second quarter and second semester.

At the end of Semester 2, teachers worked to identify Gaps in Learning for Level I and Level II students, and begin lesson planning and preassessment plans for SY2021-2022.

Outcome(s)

In Semester 1 Level I classes, 52.7% of students earned a B or better. In Semester 2, 77.7% of Level I students earned a B or better.

In Semester 1 Level II classes, 47.6% of students earned a B or better. In Semester 2, 92.8% of students earned a B or better.

Technical Skills Assessment Data is as follows: Architectural and Civil Engineering-54% pass rate; Mechanical Engineering-100% pass rate. 82.05% of Carson High School students passed the Workplace Readiness Skills Assessment. Based on the criteria and eligibility to earn the Certificate of Skill Attainment, 73% of Architectural and Civil Engineering students, and 86.7% of Mechanical Engineering students earned the Certificate of Skill Attainment.



Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: CTE Competitive

Name of School District/Public Charter	Churchill County School District
Name and Title of Person Submitting	Dr. Summer E. Stephens
Award Amount	\$63373.37
Amount Expended	\$53403.14
Amount Not Expended	\$9970.23

Explain the Overall Purpose of Grant (Type response into box)

To expand the health science offerings at ChurchillCSD

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

Some of the planned events did not expend all that we had allocated due to COVID restrictions. In addition, shipping delays put some of the materials' arrival after the finalization of the grant.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

One

By entering my name below, I acknowledge the information provided is true and correct.

Dr. Summer E. Stephens

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: CTE Competitive

Funding Purpose: Health Science Expansion

Project Information

Name of School District/Public Charter	Churchill County School District
Name and Title of Person Submitting	Dr. Summer E. Stephens, Superintendent
Project Name (LEA-determined)	Health Science Expansion
Award Amount	\$63373.37

Project Description

The Health Science expansion allowed us to create the in-person EMT course and encourage additional students to take the CNA pathway in the 20-21 school year. the project was to support students to finish one of those two pathways, purchase all of the start up supplies and equipment for EMT and CNA, and to pay for the textbooks and the licensure exams for these students.

Evaluation Methods

Number of completers in the areas with the HS Pathway exams, number of students earning licensure, checklist of supplies

Outcome(s)

#1: All equipment will be purchased and available for student use in fall semester 2020--much of the equipment and supplies were purchased and used in the 2020-2021 school year.

#2: At least 50% of the completers will earn industry credential--in CNA, 50% earned industry credential and we did not hit that benchmark in the EMT course as many of the students were not yet old enough to take the exam and three students take the licensure exam and did not pass.

#3: At least 70% of the freshman/sophomores that attend the state conference matriculate to the next level--due to COVID and the type of conference state, this was not an appropriate measure for the year. We have 64% of Level I Health Science students matriculating to Level II Health Science. We also have some students who did not take any Health pathways last

year and are now coming back to complete--we had 17 students in Health Science II last year and we have 13 now in the EMT completer course, 11 in the Medical Assisting completer course, and several students who are planning to enroll in CNA as their completer course in our partnership with WNC.

#4: The Health Science teacher will participate in at least two professional job shadow days in a community healthcare facility, documenting observations and learning. Due to COVID restrictions, the staff member could not do this, but engaged with ride alongs and other training with the local EMT group.



Nevada State CTE Grant Performance Report Fiscal Year 2021
 Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Award Amount	\$2,268,495.06
Amount Expended	\$2,074,593.11
Amount Not Expended	\$193,901.95

Explain the Overall Purpose of Grant (Type response into box)

Availability of funding from the Career and Technical Education State Competitive Grant gave the Clark County School District an opportunity to open new CTE programs and expand existing programs. The programs identified for funding are considered high skilled, high wage and in-demand programs. For FY'21, CCSD requested funding for new programs in the areas of Automation Technology, Cybersecurity, and Teaching and Training. Additionally, funding was requested for program expansion in the area of Manufacturing Technologies. The purpose of these requests was to obtain resources for use in the opening and expansion of high quality programs. Funding received from this grant was utilized to ensure support for program standards 2.0 Program and Instruction, 4.0 Educational Personnel and 6.0 Facilities, Equipment, and Instructional Materials and Supplies.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

There were some remaining funds in this grant upon its completion. Specifically, the Automation project had approximately \$23,000 remaining, the Cybersecurity project had approximately \$113,000 remaining and the Teaching and Training project had approximately \$57,000 remaining at completion. In this unprecedented school year (which we have never seen before), expenditure of some funds was unable to be completed.

How many projects were approved in this grant? (Type response into box)
 (Submit a Form J for each project along with this report.)

4



By entering my name below, I acknowledge the information provided is true and correct.

Kimberly De Lemos, Coordinator, Career & Technical Education, Clark County, NV

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: New Program

Project Information

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Project Name (LEA-determined)	Automation New
Award Amount	\$451,879.99

Project Description

This project was designed to support new program development for Automation Technology at Legacy and Sierra Vista High Schools. Funding was utilized to ensure that the start-up of the programs met quality standards 2.0 Program and Instruction, 4.0 Educational Personnel and 6.0 Facilities, Equipment, Instructional Materials and Supplies.

Evaluation Methods

Evaluation methods may include the measurement of student enrollment, results of technical skills assessments and the workplace readiness assessment, obtainment of CTE Certificates of Skill Attainment, earning of CTE articulated college credits and/or dual enrollment credits, and in obtaining approved industry certifications and/or credentials.

Outcome(s)

1. 60% or more of the students enrolled in Automation Technology will continue on to the second year pathway course in the subsequent year. **(was met with 62.2%)**
2. 50% of the pathway students will become a member of a Career & Technical Student Organization (CTSO) and participate in CTSO competitions. **(participation not met for FY'21)**
3. 75% or more of the students enrolled will earn the OSHA 10 certification. **(535 students total earned an OSHA certification)**

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: Program Expansion

Project Information

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Project Name (LEA-determined)	STS Improvement
Award Amount	198,432.57

Project Description

This project was designed to support the improvement of STS programs specifically for Automation Technology and Manufacturing Technologies at Centennial, Sierra Vista, Southeast CTA (SECTA) and Sunrise Mountain HS. Funding was utilized to ensure that the expansion of the programs met quality standards 2.0 Program and Instruction, 4.0 Educational Personnel and 6.0 Facilities, Equipment, Instructional Materials and Supplies.

Evaluation Methods

Evaluation methods may include the measurement of student enrollment, results of technical skills assessments and the workplace readiness assessment, obtainment of CTE Certificates of Skill Attainment, earning of CTE articulated college credits and/or dual enrollment credits, and in obtaining approved industry certifications and/or credentials.

Outcome(s)

1. 60% or more of the students enrolled in Automation Technology and Manufacturing Technologies will continue on to the second year pathway course in the subsequent year. **(not met but increase in all Automation and Manufacturing classes was 39.2%)**
2. 50% of the pathway students will become a member of a Career & Technical Student Organization (CTSO) and participate in CTSO competitions. **(participation not met for FY'21)**
3. 75% or more of the students enrolled will earn the OSHA 10 certification. **(535 students total earned an OSHA certification)**

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: New Program

Project Information

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Project Name (LEA-determined)	Cybersecurity
Award Amount	\$656,350.00

Project Description

This project was designed to support new program development for Cybersecurity at ATA, Basic, Bonanza, Canyon Springs, Cheyenne, Cimarron-Memorial, Clark, Del Sol, Eldorado, Foothill, Indian Springs, Legacy, Liberty, Rancho, Shadow Ridge, Spring Valley, SECTA, SWCTA, Valley, VTCTA, and WCTA. Funding was utilized to ensure that the start-up of the programs met quality standards 2.0 Program and Instruction, 4.0 Educational Personnel and 6.0 Facilities, Equipment, Instructional Materials and Supplies.

Evaluation Methods

Evaluation methods may include the measurement of student enrollment, results of technical skills assessments and the workplace readiness assessment, obtainment of CTE Certificates of Skill Attainment, earning of CTE articulated college credits and/or dual enrollment credits, and in obtaining approved industry certifications and/or credentials.

Outcome(s)

1. 50% or more of students enrolled in the Level I class will advance to the Level II class in the subsequent year. ***(not met but overall increase in all Cybersecurity classes was 43.2%)***
2. 60% or more of students enrolled in the level II class will advance to the Level III class in the subsequent year. ***(not met but overall increase in all Cybersecurity classes was 43.2%)***
3. 65% of all eligible students in the Cybersecurity classes will take the A+ and/or Net+ certification exams. ***(not met but 27 students did take the A+ or Net+ certification exam)***

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: New Program

Project Information

Name of School District/Public Charter	Clark County School District
Name and Title of Person Submitting	Edward T Goddard, Grant Evaluator
Project Name (LEA-determined)	Teaching and Training
Award Amount	\$961,832.50

Project Description

This project was designed to support new program development for Teaching & Training at Basic, Centennial, Cimarron-Memorial, Desert Oasis, Desert Pines, East Career & Technical Academy, ECTA, Foothill, Indian Springs, Liberty, Shadow Ridge, Southeast Career & Technical Academy (SECTA), Sunrise Mountain and West Prep Academy. Funding was utilized to ensure that the start-up of the programs met quality standards 2.0 Program and Instruction, 4.0 Educational Personnel and 6.0 Facilities, Equipment, Instructional Materials and Supplies.

Evaluation Methods

Evaluation methods may include the measurement of student enrollment, results of technical skills assessments and the workplace readiness assessment, obtainment of CTE Certificates of Skill Attainment, earning of CTE articulated college credits and/or dual enrollment credits, and in obtaining approved industry certifications and/or credentials.

Outcome(s)

1. 50% or more of students enrolled in the Level I class will advance to the Level II class in the subsequent year. ***(not met as enrollment in all Teaching and Training classes decreased by 3.8%)***
2. 40% or more of students enrolled in the level II class will advance to the Level III class in the subsequent year. ***(not met as enrollment in all Teaching and Training decreased by 3.8%)***

3. 65% of all eligible students in the Teaching % Training classes will earn dual credit from a Nevada College or University. ***(268 unique students participated in 565 courses, of which 506 dual enrollment credits were earned)***

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	Doral Academy of Nevada Red Rock
Name and Title of Person Submitting	Karlye J Mattie, Assistant Principal
Award Amount	\$249,313.87
Amount Expended	\$207428.55
Amount Not Expended	\$41,885.32

Explain the Overall Purpose of Grant (Type response into box)

Doral Academy Red Rock MS/HS is currently serving students in grades 6-12, with our first graduating class in May 2020. Our current student population in grades 6-12 is 1000 students, with projected growth to reach 1800 students when at full capacity. To meet the needs of our growing student population, Doral Academy Red Rock MS/HS is creating a new CTE program that will incorporate arts integration with technology design and development. The Doral Academy of Technology and Design CTE program will provide creative and artistic technology programs in Digital Game Development, Computer Science, Video Production, and Middle School Media Technologies. Rooted in Doral's educational philosophy of arts integration, Doral Academy of Technology and Design will provide opportunities for students to think critically and analytically, utilize problem-solving skills, work collaboratively with their peers, and to become imaginative and creative thinkers in the area of information and media technology. The CTE pathways of Digital Game Development, Computer Science, and Video Production will allow student completers of the Doral Academy of Technology and Design to fill high-skill and high demand jobs in Southern Nevada. Doral Academy of Nevada Red Rock seeks this grant to build viable CTE pathways for our students that blend information technology and creative design which will contribute to STEAM career expansion.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

One of our CTE teachers is retired and not collecting PERS. PERS benefits in the amount of \$19145.27 could not be paid. Additional funds were unable to be spent, with the reasoning listed below:

Salaries (\$5,136.72)

Benefits	(\$19,145.27) one employee was LLC
Professionals Services	(\$603.00)
Text Books	(\$802.00) additional books were not needed and there was not a teacher addition to purchase as written in the grant
Supplies/Tech/Software	(\$9,679.06) the software in this grant was way over priced on some items and higher quantities were not needed
Tech of Value	(\$2,934.27) everything plus extra quantities were ordered off this list
Travel	(\$3,585.00) no travel due to COVID

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

Doral Academy of Technology and Design at Red Rock MS/HS-Digital Game Development

By entering my name below, I acknowledge the information provided is true and correct.

Karlye J Mattie

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: New Program

Project Information

Name of School District/Public Charter	mentDoral Academy of Nevada Red Rock
Name and Title of Person Submitting	Karlye J Mattie, Assistant Principal
Project Name (LEA-determined)	Doral Academy of Technology and Design at Red Rock MS/HS-Digital Game Development
Award Amount	\$249,313.87

Project Description

Doral Academy Red Rock MS/HS is currently serving students in grades 6-12, with our first graduating class in May 2020. Our current student population in grades 6-12 is 1000 students, with projected growth to reach 1800 students when at full capacity. To meet the needs of our growing student population, Doral Academy Red Rock MS/HS is creating a new CTE program that will incorporate arts integration with technology design and development. The Doral Academy of Technology and Design CTE program will provide creative and artistic technology programs in Digital Game Development, Computer Science, Video Production, and Middle School Media Technologies. Rooted in Doral’s educational philosophy of arts integration, Doral Academy of Technology and Design will provide opportunities for students to think critically and analytically, utilize problem-solving skills, work collaboratively with their peers, and to become imaginative and creative thinkers in the area of information and media technology. The CTE pathways of Digital Game Development, Computer Science, and Video Production will allow student completers of the Doral Academy of Technology and Design to fill high-skill and high demand jobs in Southern Nevada. Doral Academy of Nevada Red Rock seeks this grant to build viable CTE pathways for our students that blend information technology and creative design which will contribute to STEAM career expansion.

Evaluation Methods

Evaluation methods included utilizing the Quality Program Review (QPR) Self Assessment completed by each pathway teacher, including administration and counselors. Additional

methods included student enrollment in all three pathways, as well as student retention in each pathway, from year 1 to year 2.

Outcome(s)

From the QPR, we have identified areas of strength which includes increased student engagement and passion for each pathway through daily instruction. Areas of improvement include pathway retention between year 1 and 2. We have placed a greater emphasis on helping students and families understand that these classes are not individual electives, but serve as a pathway sequence that must be completed successfully. We will utilize a CTE Pathway Contract, production of individual student portfolios, and each pathway will be entered into the students Academic Plan. We will also seek the expansion of CTSO using Skills USA.

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	Douglas County School District
Name and Title of Person Submitting	Cade Baligad
Award Amount	\$22,670.60
Amount Expended	\$22,670.60
Amount Not Expended	\$0.00

Explain the Overall Purpose of Grant (Type response into box)

The overall purpose of the State CTE Competitive Grant was to (1) Improve the Computer Science program of study at Douglas High School, (2) Improve the Engineering Design and Development program of study at Douglas High School. All requested materials and supplies for these projects have been aquired and put into place. All elidgible students were required to participate in the CTE Workplace Readiness Skills and CTE End of Program Technical Skills Assessments. The district goal is to have 100% participation in both assessments and improve pass rates in the Technical Skills Assessments.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

N/A

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

2

By entering my name below, I acknowledge the information provided is true and correct.

Cade Baligad

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Douglas County School District
Name and Title of Person Submitting	Cade Baligad
Project Name (LEA-determined)	Competitive Program Support
Award Amount	\$22,670.60

Project Description

Program Improvement funds were provided to improve the Computer Science courses to a higher level of instruction and student outcomes. The Computer Science program requested funding to help students meet state and industry standards.

Evaluation Methods

A more concentrated effort will be needed to ensure recruitment and retention takes place. All stakeholders such as teachers, counselors, and administrators will have to work together to ensure that students are encouraged to complete all levels and encourage more students to participate.

Outcome(s)

End of Program Assessments 2020-2021

Workplace Readiness Skills Assessment Participation Rate - 100%

Workplace Readiness Skills Pass Rate - 100%

End of Program Technical Assessment Participation Rate - 100%

End of Program Technical Assessment Pass Rate - 100%

Obviously there is plenty of room for improvement with encouraging more students to participate; however, the End of Program Technical Assistance Participation Rate and EOP Pass Rates are both 100%. Likewise, the Workplace Readiness Skills participation and pass rate is 100% as well. For the past two consecutive school years we have had to deal with COVID-19 and the challenges which have come with it. There is little doubt that COVID-19 has impacted education and optimistically we will expect to see our enrollment numbers improve as we move out of the pandemic.

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	Elko County School District
Name and Title of Person Submitting	Cassandra Stahlke, Grant Manager
Award Amount	\$100,000.00
Amount Expended	\$97172.79
Amount Not Expended	\$2827.21

Explain the Overall Purpose of Grant (Type response into box)

Elko County School District (ECSD) used CTE Competitive funding to start a new Food Science Technology lab at Spring Creek High School. Spring Creek is a remote school in Northeast Nevada. Opportunities are limited for students to gain entry-level employability skills in the food science area. Due to its rural location, big game hunting and sole proprietorship meat fabrication are a large part of the economic base of the area. The facility will complete the two-year project the District has initiated.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

Elko County School District expended 97.17% of the CTE Competitive grant. The remaining \$2,827.21 was not spent as Elko did not have enough time to submit a revision at the time of the last purchase.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

One project

By entering my name below, I acknowledge the information provided is true and correct.

Cassandra Stahlke

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: New Program

Project Information

Name of School District/Public Charter	Elko County School District
Name and Title of Person Submitting	Cassandra Stahlke - Grant Manager
Project Name (LEA-determined)	Spring Creek High School Food Science Technology
Award Amount	\$100,00.00

Project Description

Elko County School District (ECSD) used CTE Competitive funding to start a new Food Science Technology lab at Spring Creek High School. Spring Creek is a remote school in Northeast Nevada. Opportunities are limited for students to gain entry-level employability skills in the food science area. Due to its rural location, big game hunting and sole proprietorship meat fabrication are a large part of the economic base of the area. The facility will complete the two-year project the District has initiated.

Evaluation Methods

Outcomes projected from the ability to offer rigorous programs with enhanced instructional capabilities will allow for the development of three new completion pathways at Spring Creek High School, including Food Science Technology, Natural Resources/Wildlife Management, and Floriculture. With projected student enrollment in the Agriculture Science program to remain stable over the next two years, the program should have an increase of pathway completion by 15 students each in the three pathways, bringing the current student completion average from 35 (Veterinary Science, PlantScience/Greenhouse Mgt.) students to 95 in three years.

Outcome(s)

ECSD delayed the construction of the Ag Science building at Spring Creek High School until at least Summer 2022, so not all the equipment is in place for students to use. In addition, until all the equipment is accessible for the students, to meet the standards of the Food Science

Technology program, we are not implementing the CTE pathway at Spring Creek until we have a full facility. We are hoping that the building will go out to bid in Summer 2022 and be constructed and ready for students to use in Fall 2023, this all depends on voter approval of ECSD funding streams. Currently, the Ag Instructor in Spring Creek is utilizing some of the equipment to teach the introductory skills of Food Science Technology in his Ag Science I, II courses, and FFA activities.

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	Lander
Name and Title of Person Submitting	Sandy Ayers, CTE Coordinator
Award Amount	\$27,100.00
Amount Expended	\$27,100.00
Amount Not Expended	\$0.00

Explain the Overall Purpose of Grant (Type response into box)

This project provides students with the opportunity to earn the state Certificate of Skill Attainment in Agricultural Technology. Postsecondary credit opportunities exist at Great Basin College (11 credits), Western Nevada College (10 credits), and Truckee Meadows Community College (9 credits). Agricultural Mechanics Technology students will be prepared and able to obtain Industry Credentials in several of OWINNS Targeted Industries noted on their Industry Credentialing list including Mining & Minerals, Construction, Career Readiness, or Manufacturing & logistics.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

N/A

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

1

By entering my name below, I acknowledge the information provided is true and correct.

Sandy Ayers

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Lander
Name and Title of Person Submitting	Sandy Ayers, CTE Coordinator
Project Name (LEA-determined)	Agriculture Mechanics Technology
Award Amount	\$27,100.00

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. This lack of continuity resulted in an enrollment decline last year, with participation dropping 30% 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 began in the 19-20 school year which has helped to 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 enhancing the availability of current classroom technology and equipment which meets current standards and affords simulated work-based learning opportunities. 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. Funding from this program will be used to purchase a CNC Plasma Machine, a TIG Square Wave, a MIG Welder, and expendable materials and supplies. A CNC plasma system is a machine that carries a plasma torch and can move that torch on a path directed by a computer. The term "CNC" refers to Computer Numerical Control, which means that a computer is used to direct the machines motion based on numerical codes in a program. This technology will help students' stay

current with industry standards in the welding and metal fabrication industries in addition to preparing them for the local mining workforce. The TIG Square Wave is a tungsten inert gas welder used for aluminum, stainless steel, and other alloys. The MIG Welder will replace two existing units, one which is nonfunctioning and irreparable and the other is so old that replacement parts are no longer available. Each of these units will improve our programs and ensure our students are receiving industry- recognized experience and credentials.

Evaluation Methods

This project includes four measurable objectives:

Increase Equity and Student Access - By the end of school year 20-21, the Agricultural Mechanics Technology program will increase student enrollment by 25% 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 20-21, 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 25%. 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 20-21 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 19-20 to the end of school year 20-21.

Outcome(s)

Enrollment increased by 15%. The college-ready endorsement and/or a career-ready endorsement increased 140%.

* Information was edited to protect personally identifiable information (PII)

Nevada State CTE Grant Performance Report Fiscal Year 2021
 Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	Lyon County School District
Name and Title of Person Submitting	Jennifer Apgar
Award Amount	\$43,500.00
Amount Expended	\$43,408.00
Amount Not Expended	\$91.20

Explain the Overall Purpose of Grant (Type response into box)

Expand the Information & Media Technologies pathways at Dayton High School.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

The unspent portion was a result of prices changing and not adding up to the penny of what was awarded.

How many projects were approved in this grant? (Type response into box)
 (Submit a Form J for each project along with this report.)

1 project.

By entering my name below, I acknowledge the information provided is true and correct.

Jennifer Apgar



Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: Program Expansion

Project Information

Name of School District/Public Charter	Lyon County School District
Name and Title of Person Submitting	Jennifer Apgar - Grant Coordinator
Project Name (LEA-determined)	Dayton High School (DHS) Information Technology - Project #3
Award Amount	\$43,500.00

Project Description

Lyon County School District is requesting funding in order to support both Nevada regional and statewide demand for workforce in the Information Technology Pathway Target Industries. Dayton High School is going to help meet this demand with the expansion and improvement of their CTE Computer Science program in school year 2020-2021 by adding the level 2 course in the program area. In order to bring this program to its full potential and completion level in school year 2021-2022, the purchase of new hardware is essential. Providing students with industry standard equipment that supports both the teaching and the learning of Computer Science principals and the Nevada CTE state standards for this program.

The standards will be met in the following areas:

Computer Science:

CONTENT STANDARD 1.0: UNDERSTAND ALGORITHMS AND PROGRAMMING

PERFORMANCE STANDARD 1.1: APPLY ALGORITHMS

PERFORMANCE STANDARD 1.2: IMPLEMENT CONTROLS

PERFORMANCE STANDARD 1.3: UTILIZE VARIABLES

PERFORMANCE STANDARD 1.5: DEMONSTRATE PROGRAMMING AND DEVELOPMENT

1.5.8 Develop programs for multiple computing platforms

CONTENT STANDARD 3.0: UNDERSTAND DATA AND ANALYSIS

PERFORMANCE STANDARD 3.2: CREATE USING COLLECTION, VISUALIZATION, AND TRANSFORMATION

3.2.2 Use data analysis tools and techniques to identify patterns in data representing complex systems

CONTENT STANDARD 5.0: UNDERSTAND NETWORKS AND THE INTERNET

PERFORMANCE STANDARD 5.1: EVALUATE NETWORK, COMMUNICATION, AND ORGANIZATION

PERFORMANCE STANDARD 5.2: DESCRIBE CYBERSECURITY

To further support the demand for workforce in the Information Technology Pathway Target Industries, we are developing a complimentary program of study in Digital Game Development. The additional program offering will provide students with multiple opportunities to complete a sequence within the Information Technology Pathway Target Industries and transferrable skills that meet the ever growing demands of the industry.

Standards to be addressed:

Digital Game Development

CONTENT STANDARD 3.0: CREATE ASSETS FOR GAME DEVELOPMENT

CONTENT STANDARD 5.0: BUILD A GAME

PERFORMANCE STANDARD 5.3: UTILIZE GRAPHICAL USER INTERFACE (GUI)

PERFORMANCE STANDARD 5.4: DESIGN CUSTOM MECHANICS

PERFORMANCE STANDARD 5.5: INTEGRATE MEDIA TYPES

Dayton High School is improving the Information Technology pathway as we have a new teacher and are increasing enrollment and participation in those program areas. Dayton High School utilizes software that is free of charge through Code.Org and will be able to implement additional software that is free to download as well, allowing students to successfully complete

both program areas of study. Ultimately the increase of both concentrators and completers is a goal, attainable through the improvement of hands on practical application and learning.

As a new program, the retention of students will be 33% from level 1 in school year 2019-2020, this is due to the other 66% of the class being comprised of graduating seniors. We have a 200% increase in students interested in Computer Science next year and a significant number of students interested in the entry level (level 1) course in Digital Game Development. Students surveyed consist of current DHS students and do not include incoming freshmen that will be registering for courses later this spring. With the incoming freshmen, we expect a higher interest rate in these programs of study, especially when considering the direct tie to STEM and Project Lead the Way (PLTW) Automation and Robotics offerings at Dayton Intermediate School. Dayton Intermediate School currently houses the 8th grade students that will be promoting to DHS this coming summer.

Our timeline for the purchase of the computers will take place in July, putting them in place in August, and the instruction taking place in the 20/21 school year. The evaluation method will be accomplished based on increased enrollment, as well as the build out of a third year of the program. Should we not meet enrollment numbers as projected, we will increase recruitment efforts at the Middle School level to draw students into the program and career opportunities.

Project Alignment to Economic Workforce Needs and Collaboration/Data:

The project is aligned to the state's priorities for economic and workforce development as found in the GOED High Demand Occupation Analysis and is supported by meeting the demands of the regional (Northern Nevada) and Statewide occupations in Software Developers, Applications (ranked number 1). The Nevada Education Pathways to Employment Final Report also names Information Technology as one of the 4 Nevada Pathway Target Industries.

Project Alignment to Postsecondary or Industry Credentials:

This project aligns with and provides college credit toward the following Postsecondary Credentials for the program certificate earners:

Computer Science

- Truckee Meadows Community College - Associate of Applied Science (AAS) - Computer Information Technology, Computer Programming

CE 201: Workplace Readiness (3 Credits)

CIT 130: Beginning Java (3 Credits)

CIT 134: Beginning C# Programming (3 Credits)

- Great Basin College - AAS Computer Programming or AAS Network Specialist CIT 110 A + Hardware (3 CR)

CIT 112 Network + (3 CR)

CIT 151 Beginning Web Development (3 CR)

BUS 110 Human Relations for Employment (3 CR)

- College of Southern Nevada – AAS Software – Database, AAS Software – Programming or AAS Software – Web Development

CIT 130 - Beginning Java (3 CR)

IS 115 - Intro to Programming (3 CR)

Evaluation Methods

Evaluate Dayton High School Computer Science enrollment number from the previous year vs current year. Dayton High School Digital Game Development enrollment number in L1 course in current year.

Outcome(s)

Dayton High School Computer Science enrollment increased from 8 to 14 (175%). Dayton High School Digital Game Development enrollment in L1 was 54 students, which was 90% of the projected enrollment.



Nevada State CTE Grant Performance Report Fiscal Year 2021
 Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	Mater Academy of Nevada - Mater Academy East
Name and Title of Person Submitting	Renee Fairless, Lead Principal
Award Amount	\$97,485.00
Amount Expended	\$91,739.68
Amount Not Expended	\$5,745.32

Explain the Overall Purpose of Grant (Type response into box)

The purpose of the grant was to provide Teaching & Training I curriculum, lab supplies for student learning, and supporting our licensed teacher salary.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

Funds were allocated to Salaries/100 and Benefits/200. The Benefit total did not max out the amount budgeted for that object code. Funds were also allocated to Staff Travel/580 to the NACTE Conference. However, the conference fell outside the grant period for FY21 and could not be used for travel for the July 2021 Conference. Funds were allocated to the approved Teaching & Training curriculum/641; however, the final cost of the curriculum for Mater Academy East was less than budgeted. The remaining Textbook funding was not allowed for use to purchase supplemental workbooks. There are also small amounts remaining in Supplies/610 and IT Equipment 652, which were the result of price or shipping cost changes.

How many projects were approved in this grant? (Type response into box)
 (Submit a Form J for each project along with this report.)

This grant funded one project, Mater Academy East's Teaching & Training program.

By entering my name below, I acknowledge the information provided is true and correct.

Renee Fairless

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: New Program

Project Information

Name of School District/Public Charter	Mater Academy of Nevada - Mater Academy East
Name and Title of Person Submitting	Renee Fairless, Lead Principal
Project Name (LEA-determined)	Teaching & Training Program
Award Amount	\$97,485.00

Project Description

Mater's approved enrollment plan projects that Mater will be serving 868 high school students by the 2023-24 school year when it will be graduating its first CTE completers. Students who have the potential to be excellent educators will be encouraged to explore this career. This region of our city is home to families and individuals who are disadvantaged both in economic and educational terms. Schools throughout this region typically see large populations of minority students and educational subgroups such as English Language Learners (ELL) and those students who qualify for Free and Reduced Lunch (FRL) services.

Evaluation Methods

The CTE team will provide information on the program to all stakeholders and work with secondary teachers to determine student interest through surveys, interviews, and retention of program.

Data will be collected on students to document a GPA at 3.0 or above in all CTE courses and retention of students in Teaching and Training I to Teaching and Training II.

Increase of the program's growth from Year 1, Year 2, Year 3, and so on. After the first year, we added a new section of Teaching and Training.

Documenting the results of Teaching and Training End-of-Course exam and Workforce Readiness Skills exam.

Outcome(s)

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 Mater students seeking licensure/education degree by 2024 and be CTE Teaching and Training completers. Currently there are 0 CTE courses being offered.

Outcome 2: We expect that 30-40 students will be on track to be CTE completers by Aug. 2021. Mater intends to retain 90% of CTE student participants, as measured by student enrollment Aug. 2021.

Outcome 3: 90% of CTE students will pass End-of-Program and Workplace Readiness Skills assessments.

Outcome 4: 90% of Quality Program Standards will be rated “highly effective” and/or “Meets Standards.”

Outcome 5: 90% of CTE students will earn an ACT composite score of 21 or higher.

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.

Outcome 7: 100% of students will maintain a 3.0 GPA average in all CTE classes.

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	Mineral County School District
Name and Title of Person Submitting	Kathy Trujillo, Grants Manager
Award Amount	\$80,630.00
Amount Expended	\$65,607.89
Amount Not Expended	\$15,022.11

Explain the Overall Purpose of Grant (Type response into box)

The primary purpose of the grant was to purchase essential equipment to create a Fire Science Program at Mineral County High School

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

There was significant personnel changes at the district grants management office that presented administrative difficulties in spending the allocation

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

ONE

By entering my name below, I acknowledge the information provided is true and correct.

Kathy Trujillo

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: New Program

Project Information

Name of School District/Public Charter	Mineral County School District
Name and Title of Person Submitting	Kathy Trujillo, Grants Manager
Project Name (LEA-determined)	Fire Science
Award Amount	\$80,630.00

Project Description

To support the creation of a Fire Science program in collaboration with the Mineral County Fire Department and Mineral County High School.

Evaluation Methods

Completers - First semester 9, second semester 3 . .total 12.

Outcome(s)

Program was put on hold for the FY'22 school year until prerequisites and foundational structure could be established.



Nevada State CTE Grant Performance Report Fiscal Year 2021
 Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	Nye County School District
Name and Title of Person Submitting	Karen Holley, Coordinator of State and Federal Programs
Award Amount	\$136,082.46
Amount Expended	\$132,580.00
Amount Not Expended	\$3,502.46

Explain the Overall Purpose of Grant (Type response into box)

The purpose of the CTE Competitive grant this year was to provide program expansion at the district's remote, rural schools; Beatty High School, Tonopah High School, Round Mountain High School and Gabbs High School. NCSD was able to expand the Community Health Science sequence to add Level 1 and Level 2 classes at Tonopah and Round Mountain, add Level III classes at Round Mtn. and Beatty and create programming for Gabbs HS to start a Level I course. The Community Health Science sequence is now in the third year of being taught from Beatty and broadcasted to three other schools in the district.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

It was the intention of NCSD to hire a paraprofessional at Tonopah High School and at Round Mountain High School to aide the students learning virtually. There was no interest or availability to be able to fill those positions, so paraprofessionals already hired at the schools were brought in during those class periods to supervise the students, and NCSD was left to revise the grant budget. The district worked with the state and received approval to purchase the required supplies to start up the Gabbs classroom instead, and were able to spend almost all of the reallocated funding in developing an additional classroom.

How many projects were approved in this grant? (Type response into box)
 (Submit a Form J for each project along with this report.)

1

By entering my name below, I acknowledge the information provided is true and correct.

Karen Holley

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: Program Expansion

Project Information

Name of School District/Public Charter	Nye County School District
Name and Title of Person Submitting	Karen Holley, Coordinator of State and Federal Programs
Project Name (LEA-determined)	NCSD CTE Program Expansion
Award Amount	\$136,082.46

Project Description

The purpose of the CTE Competitive grant this year was to provide program expansion at the district's remote, rural schools; Beatty High School, Tonopah High School, Round Mountain High School and Gabbs High School. NCSD was able to expand the Community Health Science sequence to add Level 1 and Level 2 classes at Tonopah and Round Mountain, add Level III classes at Round Mtn. and Beatty and create programming for Gabbs HS to start a Level I course. The Community Health Science sequence is now in the third year of being taught from Beatty and broadcasted to three other schools in the district.

Evaluation Methods

NCSD focuses mainly on performance outcomes to evaluate the success of the CTE programs in the district. These include student grades, ACT scores, CTE assessment results, and amount of certificates earned. NCSD also looks at data to determine if the Measurable Outcomes listed in the grant application were met or not.

NCSD is also working to get two students in Level III into a Work-Based Learning opportunity in Amargosa Valley, working at the local medical clinic.

Outcome(s)

Of the 202 students enrolled in CTE in NCSD, 67.33% tested, and 63.97% of those students passed. There was also 57.35% of NCSD students that earned their certificates at the end. Compared to the state, NCSD had a lower percentage of students test, but a higher percentage

that passed their test and earned certificates. In Workplace Readiness Skills 65.17% of enrolled NCSD students tested, with a pass rate of 71.55%.

At the statewide level, more students tested, and there was only a slightly lower passing rate than the past two school years. There was also about a 4% increase in the number of students that earned certificates than did last school year.

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	Pershing County School District
Name and Title of Person Submitting	Jonathan Reynolds - Principal
Award Amount	\$112,663.00
Amount Expended	\$106,390.7
Amount Not Expended	\$6,272.28

Explain the Overall Purpose of Grant (Type response into box)

The overall purpose of this grant was to address the workforce needs of rural Pershing County by improving our existing CTE Business & Marketing program at PCHS. In order for students to express the entry-level job training needed, it was vitally important that our facilities, equipment, and instructional materials be updated to meet industry standards, as well as enhance leadership skills while promoting instruction. Using these grant funds, we have been able to improve student learning experiences in our programs, and better equip our classrooms to ensure students are developing career and workplace readiness skills. The Business program was able to purchase web based instructional programs, FBLA memberships and gear, a smart board for classroom instruction, and extra supplies. It also paid the teacher's salary.

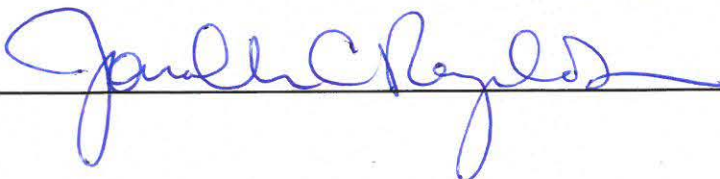
If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

The amount of funds not expended (\$6,272.28) was due to the teacher resigning in July of 2021 and due to covid restrictions, the travel funds that were budgeted for were not used.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

Project approved for the CTE Competitive Grant: Business, Marketing, & Fiscal Program Continuation/ Expansion

By entering my name below, I acknowledge the information provided is true and correct.



Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: Program Expansion

Project Information

Name of School District/Public Charter	Pershing County School District
Name and Title of Person Submitting	Jonathan Reynolds - Principal
Project Name (LEA-determined)	Business, Marketing, & Fiscal Program Continuation/ Expansion
Award Amount	\$112,663.00

Project Description

Second year continuance of Business & Marketing at Pershing County High School, funded by the CTE Competitive Grant . Being regionally specific to rural Nevada, the workforce needs are being implemented in this CTE B&M program through the instruction and guidance of the teacher.

Evaluation Methods

The Business and Marketing Program is monitored by PCHS Principal Jonathan Reynolds and Teacher Mrs. Peters at the end of semester intervals and at the end of the school year. The effectiveness of this program was evaluated through multiple avenues including B and M enrollment continuation, Number of students on track to completion status, keeping program on par with industry standards (making modifications where needed), and being actively involved in managing the Athletics' department concessions stands for home sporting events. Through the latter, students participated in scheduling workers, monitoring inventory, ordering and merchandising products for various events.

Outcome(s)

Program continuation anticipation of students from Level #1 to Level #2 has been established. Student enrollment in PCHS CTE programs increased and an FBLA chapter was established for PCHS students.

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	Pinecrest Academy of Nevada
Name and Title of Person Submitting	Huda Hassan, CTE Coordinator
Award Amount	\$275,314.99
Amount Expended	\$268,858.99
Amount Not Expended	\$6,456.00

Explain the Overall Purpose of Grant (Type response into box)

The overall purpose of the grant was the expansion of Cybersecurity programs at Pinecrest Academy Cadence and Sloan Canyon campuses and the development of the new EMT program at Pinecrest Academy, Sloan Canyon campus.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

Funding for Benefits was not completely expended due to not having any salary left to request. Staff Travel funding was not expended due to COVID related cancellations. Other minimal amounts were left in 610, 612, 650, and 652 due to prices on allocated items coming in lower than budgeted.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

3 Projects were approved in this grant

By entering my name below, I acknowledge the information provided is true and correct.

Huda Hassan

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: Program Expansion

Project Information

Name of School District/Public Charter	Pinecrest Academy of Nevada
Name and Title of Person Submitting	Huda Hassan, CTE Coordinator
Project Name (LEA-determined)	Pinecrest Cadence Institute of Computer Science - Cybersecurity
Award Amount	\$76,470

Project Description

With technology being a key focus of PAN's educational program and in light of regional and national demand PAN launched its Cybersecurity program in 2018/19. It is now offering Cybersecurity I and II to our high school students. However, we are currently limited to adding more level I classes in order to build a strong Cybersecurity concentrator base and to expand the program despite industry needs and a high level of student interest due to lack of funding for qualified instructors. Moreover, the purpose of the proposed project is to expand the Cybersecurity Pathway to also include, Cybersecurity III, and Cybersecurity Advanced Studies in order to complete the Program of Study. This proposal is requesting funding for a teacher in order to expand the Cadence campus's CTE Cybersecurity program, for students enrolled in and completing the CTE program.

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.

Evaluation Methods

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 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

Outcome(s)

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.

100% of students enrolled in the Cybersecurity Program completed the program on time

100% of completers who were seniors continued on to a postsecondary program

100% of seniors enrolled in the Cybersecurity Program graduated

100% of students who take the Workplace Readiness Skills Assessment received a passing score.

Majority of the students enrolled in Cybersecurity did not opt for an industry recognized credential last year, however, those who did passed all A+, Network + and Security + exams.



Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: New Program

Project Information

Name of School District/Public Charter	Pinecrest Academy of Nevada
Name and Title of Person Submitting	Lora Flitton, Fiscal Manager
Project Name (LEA-determined)	Pinecrest Sloan Canyon Emergency Medical Technician Institute
Award Amount	\$122,374.99

Project Description

Sloan Canyon proposed to utilize grant funds to establish a new Emergency Medical Technician (EMT) Institute. The EMT Institute will provide students with innovative and challenging coursework to a diverse, traditionally underserved student population, and students traditionally at risk academically with its comprehensive program in Health Science. The institute is committed to providing students with innovative and challenging coursework. The courses of study will be inquiry-based, rigorous, and will 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 courses. With the support of grant funding, Pinecrest Sloan Canyon will be able to establish comprehensive Health Care and Sciences programs.

The courses will be aligned to the Employability Skills for Career Readiness Standards and the Career and Technical Education standards adopted by the Nevada State Board of Education and follow the Nevada Career and Technical Education pacing and curriculum programs of study. The program will include work-based learning experiences including job shadowing, internships, career days, career fairs, field trips, and guest speakers. EMT completers will be proficient in the twenty-one Employability Skills for Career Readiness Standards in the three areas of personal qualities and people skills, professional knowledge and skills, and

technology knowledge and skills and will pass the Workplace Readiness Skills Assessment. Completers will be prepared for postsecondary education and employment in the EMT industry, will take the End-of-Program Technical Assessment, and will receive Certificates of Skills Attainment along with a CTE Endorsement on their High School Diploma. Students in the program will have the opportunity to obtain CTE college credit as well.

Evaluation Methods

The following timeline clearly delineates the major project, activities and tasks of the grant, and milestones. This document will serve as the road map for the duration of the grant.

Pre-Planning Milestones

Spring-Fall 2020

Hire a highly qualified EMT / EMS certified instructor with a business and Industry endorsement on the teaching license.

Communicate to all school stakeholders proposed grant objectives

Enroll students in EMT Institute

Year 1 Milestones

Summer 2020

Installation of all program equipment to establish industry-standard EMT classroom for immediate use with currently enrolled students

EMT Administrator and Advisory Committee establish program partners for job shadowing, internship, career days, career fairs, and field trips

Fall 2020

Obtain program and instructor approval from Southern Nevada Health District

Winter 2020-21

(Dec.- Feb.)

EMT Teacher Leadership Development Meeting

Establish program partners for job shadowing and internships

Career Day Planning

Monthly Guest Speaker Symposiums

Spring 2021

(March-May) Career Day Event

Monthly Guest Speaker Symposiums

Recruit highly qualified instructors for program expansion

End-of-course exams and Industry Certification Assessments

Summer 2021

(June-Aug.) Program Expansion and Planning

Leadership Team attends Nevada and national CTE conferences

Year 2-4 Milestones

Fall 2021-Spring 2025

Grade 10, 11, 12 program expansion and full rollout

College or career post-graduation placement assistance

End-of-course exams Industry Certification Assessments

EMT first cohort graduation

Outcome(s)

Final outcomes of the evaluation suggest that Pinecrest Academy of Nevada Sloan Canyon was able to meet nearly all of its Pre-Planning and Year 1 milestones. A highly qualified instructor was hired to head the program and industry standard equipment was installed in a new classroom for enrolled students. Sloan Canyon exceeded expectations in this area as they were able to obtain a working ambulance for students and our head instructor was invited to serve on the team that will be responsible for updating Health Science standards for the state of Nevada. Pinecrest Academy Sloan Canyon was also recognized as an official training center for Emergency Medical Technicians by the Southern Nevada Health District. While the pandemic forced us to make many events virtual, the program was also able to establish industry partners and have career related speakers and workshops.

The program was able to expand at the end of this past year. The program hired a second Health Science instructor, which has allowed us to have more students enrolled in our Health

Science courses. Our instructors were able to attend professional development conferences over the summer, with another conference scheduled for the winter. The program has grown in step with our school's enrollment and is now offering Health Science courses at all three levels, and will have students completing End of Course Exams and Industry Certifications in the next two years. The Emergency Medical Technician program is well on its way to meeting its future year goals.



Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: Program Expansion

Project Information

Name of School District/Public Charter	Pinecrest Academy of Nevada
Name and Title of Person Submitting	Lora Flitton, Fiscal Manager
Project Name (LEA-determined)	Pinecrest Sloan Canyon Institute of Computer Science - Cybersecurity
Award Amount	\$76,470

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, 236 students in grades K-9 in its first year, and eventually growing to serve 2,025 students. The Sloan Canyon Campus currently serves grades K-11 and will be adding a grade each school year until it reaches full expansion in Grade 12 during the 2022-23 school year.

The purpose of the proposed project is to establish 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 requested funding for a teacher in order to expand the Sloan Canyon campus’s CTE Cybersecurity program, and to fund a CTE coordinator that will offer post secondary guidance and counseling support to students enrolled in and completing the CTE program along with assisting site principals and CTE teachers in administering, monitoring and implementing the requirements for a quality CTE program and grant requirements.

The courses will be aligned to the Employability Skills for Career Readiness Standards and the Career and Technical Education standards adopted by the Nevada State Board of Education and follow the Nevada Career and Technical Education pacing and curriculum programs of

study. The Cybersecurity curriculum will include computer maintenance and repair, cybersecurity life cycle, incident handling and networking, CompTIA's A+, and Networking + certifications. The program will include work-based learning experiences including job shadowing, internships, career days, career fairs, field trips, and guest speakers. 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.

Evaluation Methods

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 computer science/healthcare related student learning experiences, and develop dual enrollment articulation 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

Outcome(s)

Final outcomes of the evaluation of Pinecrest Academy of Nevada Sloan Canyon have yet to be determined. Sloan Canyon has developed a partnership with the technology company Intellatek, whose managers are active members of the Advisory Committee. Plans are in place for CTE work based learning experiences to allow cybersecurity students to join as tech experts at the Sloan Canyon campus. Further partnerships with the business and industry still need to be established.

The grant funds for the cybersecurity program have allowed Pinecrest Academy Sloan Canyon to expand the program beyond just Level I, as it has assisted in the hiring of qualified instructors. Pinecrest Academy Sloan Canyon will have Cybersecurity completers in the spring

of 2022 and the school will have its first seniors graduate in 2023. Cybersecurity students will take the Workplace Readiness Assessment and End of Program exam in the spring of 2022. Our students are passionate about the program and are looking forward to attaining industry certifications and exploring employment opportunities in the field.



Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	SOMERSET ACADEMY OF LAS VEGAS
Name and Title of Person Submitting	SANDY SMITH-GRANT MANAGER
Award Amount	\$161,840.00
Amount Expended	\$142,679.57
Amount Not Expended	\$19,160.43

Explain the Overall Purpose of Grant (Type response into box)

Create new programs, program expansion, and improvement.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

With COVID19 we were unable to attend conferences. We were unable to purchase textbooks and we are currently working with other charter schools and the district to select appropriate textbooks for this course. Employees were able to choose their own package as far as benefits and we are working on improving the calculations for those benefits to be more precise.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

One

By entering my name below, I acknowledge the information provided is true and correct.

Sandy Smith

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: New Program

Project Information

Name of School District/Public Charter	SOMERSET ACADEMY OF LAS VEGAS
Name and Title of Person Submitting	SANDY SMITH-GRANT MANAGER
Project Name (LEA-determined)	TEACHING AND TRAINING PROGRAM
Award Amount	\$161,840.00

Project Description

Somerset proposes to address the teacher shortage. 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 21 century college, career and community.

Evaluation Methods

We are just completing Year 2 of this course.

Outcome(s)

Somerset is just completing Year 2 of this course. We are currently on track with maintaining a 3.0 GPA in CTE classes and other items

Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	Washoe County School District
Name and Title of Person Submitting	Josh Hartzog, Director
Award Amount	\$278,058.00
Amount Expended	\$264,414.54
Amount Not Expended	\$13,643.46

Explain the Overall Purpose of Grant (Type response into box)

To support the goals of Washoe County School District's Strategic Plan and the workforce development needs of our region as outlined by the Governor's Office of Workforce Innovation for the New Nevada (OWINN) and the Governor's Office of Economic Development (GOED), the District's Career Technical Education (CTE) Department is seeking to expand programs and enhance work-based learning opportunities in Construction Technology.

The goals for Project 1 of this Grant were as follows:

- Construction Technology (CT) Goal 1: Improve program completion and certification attainment, develop workforce readiness skills, expand work-based learning opportunities, and support student transitions to postsecondary training and jobs in Construction Technology at the Academy for Career Education High School (ACE HS).
- Construction Technology (CT) Goal 2: Support student recruitment, retention, completion and expansion of a Construction Technology program to a full 3-level pathway at Sparks High School (Sparks HS).

The goals for Project 2 of this Grant were as follows:

Skilled & Technical Sciences (STS) Goal 1: To provide teaching staff support in the expansion of Manufacturing Technologies in Level 3 at Sparks High School (Sparks HS).

- Skilled & Technical Sciences (STS) Goal 2: To provide teaching staff for the expansion of Manufacturing Technologies and Automotive Technology to Level 2 at McQueen High School (McQueen HS).
- Skilled & Technical Sciences (STS): Goal 3: To provide technical support in curriculum development and maintenance of facilities and equipment for all Skilled & Technical Sciences programs, with special emphasis on Manufacturing Technologies.

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

Only 4.9% of funds went unspent \$5,870 Salaries & Benefits; \$1,590 Supplies; \$2,185 Equipment; and \$3,998 Web Based Programs. Substitutes were not needed by teachers, and there was an unexpected price decrease of supplies and equipment.

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

2 - Construction Technology; Skilled & Technical Sciences (Manufacturing & Automotive Technologies)

By entering my name below, I acknowledge the information provided is true and correct.

Josh Hartzog

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Washoe County School District
Name and Title of Person Submitting	Josh Hartzog, CTE Director
Project Name (LEA-determined)	Construction Technology
Award Amount	\$95,491.10

Project Description

To support the goals of Washoe County School District’s Strategic Plan and the workforce development needs of our region as outlined by the Governor’s Office of Workforce Innovation for the New Nevada (OWINN) and the Governor’s Office of Economic Development (GOED), the District’s Career Technical Education (CTE) Department is seeking to expand programs and enhance work-based learning opportunities in Construction Technology.

The goals for this project are as follows:

- Construction Technology (CT) Goal 1: Improve program completion and certification attainment, develop workforce readiness skills, expand work-based learning opportunities, and support student transitions to postsecondary training and jobs in Construction Technology at the Academy for Career Education High School (ACE HS).
- Construction Technology (CT) Goal 2: Support student recruitment, retention, completion and expansion of a Construction Technology program to a full 3-level pathway at Sparks High School (Sparks HS).

Evaluation Methods

Evaluation method consisted of collecting and analyzing outcomes pertaining to student job placement, CTE program retention rates, whole number of employer host pledges, course semester pass rates, and student enrollment numbers.

Outcome(s)

CT 1.1: By the end of SY 2020-21, 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 2020-21 Job Placement Data; Staff: Work-Based Learning Facilitator at ACE HS; Timeline: SY 2020-21.

- Met: By the end of SY 2020-21, ACE HS secured job placements for 96% of its students who chose direct entry into the workforce after graduation.

CT 1.2: By the end of SY 2020-21, the number of employers available to host internship and/or apprenticeship opportunities for ACE HS will increase by 30% compared to SY 2019-20. Measurement: Employer Host Agreements; Staff: Work-Based Learning Facilitator at ACE HS; Timeline: SY 2020-21.

- Met: By the end of SY 2020-21, the number of employers available to host job shadow, internship, and/or apprenticeship opportunities for ACE HS increased by 40% compared to SY 2019-20.

CT 2.1: By the end of SY 2020-21, all Construction Technology courses at Sparks HS will have a retention rate of 50% or higher between Levels 1 and 2, and Levels 2 and 3 respectively. Measurement: Student Enrollment; Staff: Construction Technology Instructor at Sparks HS; Timeline: SY 2020-21.

- Partially Met: Level 1 to Level 2 retention in SY 2020-21 was 31%, while Level 2 to Level 3 retention was 77%.

CT 2.2: By the end of SY 2020-21, Level 1 Construction Technology students will have an average pass rate at Sparks HS of 80% or better, including students designated as IEP and EL. Measurement: SY 2020-21 Course Grades; Staff: Construction Technology Instruction at Sparks HS; Timeline: SY 2020-21.

- Met: Level 1 Construction Technology students at Sparks HS had a pass rate of 86% for the year, including for students designated as IEP and EL.

CT 2.3: At the beginning of SY 2020-21, there will be at least 30 students enrolled in Level 1 of the Construction Technology program at Sparks HS. Measurement: Course Enrollment; Staff: Construction Technology Instructor at Sparks HS; Timeline: SY 2020-21.

- Not Met: At the beginning of SY 2020-21, there were 26 students enrolled in Level 1 of the Construction Technology program at Sparks HS.

Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: Improvement

Project Information

Name of School District/Public Charter	Washoe County School District
Name and Title of Person Submitting	Josh Hartzog, CTE Director
Project Name (LEA-determined)	Skilled & Technical Sciences (Manufacturing Technologies & Automotive Technology)
Award Amount	\$182,567.00

Project Description

To support the goals of Washoe County School District’s Strategic Plan, and the workforce development needs of our region as outlined by the governor’s Office of Workforce Innovation (OWINN), the Governor’s Office of Economic Development (GOED), and the Nevada Department of Education (NDE), the WCSD Career Technical Education (CTE) Department is seeking to continue its expansion of local programs in advanced Manufacturing and Automotive Technologies.

The goals for this project were as follows:

- Skilled & Technical Sciences (STS) Goal 1: To provide teaching staff support in the expansion of Manufacturing Technologies in Level 3 at Sparks High School (Sparks HS).
- Skilled & Technical Sciences (STS) Goal 2: To provide teaching staff for the expansion of Manufacturing Technologies and Automotive Technology to Level 2 at McQueen High School (McQueen HS).
- Skilled & Technical Sciences (STS): Goal 3: To provide technical support in curriculum development and maintenance of facilities and equipment for all Skilled & Technical Sciences programs, with special emphasis on Manufacturing Technologies.

Evaluation Methods

Evaluation method consisted of reviewing outcomes pertaining to postsecondary placement, student enrollment / retention, course pass rates, and assessment pass rates.

Outcome(s)

STS 1.1: By the end of SY 2020-21, Sparks HS's Manufacturing Technologies program will demonstrate at least a 40% or higher retention rate of students from Level 2 to Level 3. Measurement: Student enrollment; Staff: Sparks HS Manufacturing Technologies Teacher; Timeline: SY 2020-21.

- Met: Level 2 students in the SY20-21 Manufacturing Technologies at Sparks High School continued to Level 3 in SY21-22 at a retention rate of 60%.

STS 1.2: By the end of SY 2020-21, all Manufacturing Technologies students at Sparks HS will have an average pass rate of 80% or better, including IEP and EL students. Measurement: L1, L2, L3 Student Pass Rates; Staff: Sparks HS Manufacturing Technologies Teacher; and Timeline: SY 2020-21.

- Met: The average pass rate for L1 of Manufacturing Technologies was 77%, including IEP and EL students. For L2 and L3, the pass rate was 100%.

STS 1.3: By the end of SY 2020-21, Sparks HS students who complete the Manufacturing Technologies program and take the End of Program Assessment will pass the assessment at a rate of 70% or higher. Measurement: End of Program Assessment Pass Rates; Staff: Sparks HS Manufacturing Technologies Teacher; and Timeline: SY 2020-21.

- Not Met: The pass rate for this assessment in SY 2020-21 was 40%.

STS 2.1: By the end of SY 2020-21, McQueen students enrolled in Level 1 and Level 2 Automotive Technology will have an average pass rate of 80% or better, including IEP and EL students. Measurement: L1, L2 Student Pass Rates; Staff: McQueen HS Automotive Technology Teacher; and Timeline: SY 2020-21.

- Met: The pass rate for students enrolled in Level 1 of Automotive Technology at McQueen High School in SY 2020-21 was 83%, including IEP and EL students. For Level 2, the pass rate was 100%.

STS 2.2: By the end of SY 2020-21, McQueen HS's Automotive Technology Program will demonstrate at least a 40% or higher retention rate of students from Level 1 to Level 2. Measurement: Student enrollment; Staff: McQueen HS Automotive Technology Teacher; Timeline: SY 2020-21.

- Not Met: Level 1 students in the Automotive Technology program at McQueen High School continued to Level 2 in SY 2021-22 at a retention rate of 36%.

STS 2.3: By the end of SY 2020-21, McQueen students enrolled in Level 1 and Level 2 Manufacturing Technologies will have an average pass rate of 80% or better, including IEP and EL students. Measurement: L1, L2 Student Pass Rates; Staff: McQueen HS Manufacturing Technologies Teacher; and Timeline: SY 2020-21.

- Met: The pass rate for students enrolled in Level 1 of Manufacturing Technologies at McQueen High School in SY 2020-21 was 88%, including IEP and EL students. For Level 2, the pass rate was 100%.

STS 2.4: By the end of SY 2020-21, McQueen HS's Manufacturing Technologies Program will demonstrate at least a 40% or higher retention rate of students from Level 1 to Level 2. Measurement: Student enrollment; Staff: McQueen HS Manufacturing Technologies Teacher; Timeline: SY 2020-21.

- Not Met: Level 1 students in the Manufacturing Technologies program at McQueen High School continued to Level 2 in SY 2021-22 at a retention rate of 34%.

STS 3.1: By the end of SY 2020-21, curriculum pacing guides and common equipment lists will have been developed for all Level 1, Level 2, and Level 3 Manufacturing Technologies courses in the District. Measurement: Pacing Guide & Equipment List Documents; Staff: Skilled & Technical Sciences Teacher; Timeline: SY 2020-21.

- N/A: This portion of the project was not funded.

STS 3.2: By the end of SY 2020-21, all Skilled & Technical Sciences CTE programs with lab/shop areas (Automotive Technology, Construction Technology, Metalworking, Manufacturing Technologies, Welding Technology) will demonstrate evidence of "Meets Standard" or "Highly Effective" ratings across 90% or more of the components under the Nevada Department of Education's CTE Quality Program Standard 6.0 (Facilities, Equipment, and Instructional Materials & Supplies). Measurement: Skilled & Technical Sciences Lab Inspection Sheets; Quality Program Standards Self-Assessment Ratings; Staff: Skilled & Technical Sciences Teacher; Timeline: SY 2020-21.

- N/A: This portion of the project was not funded.



Nevada State CTE Grant Performance Report Fiscal Year 2021
Complete and submit this form. Do not print and scan.

Funding Source: Competitive

Name of School District/Public Charter	White Pine County School District
Name and Title of Person Submitting	Catalina Jones, Grants
Award Amount	\$52,046.24
Amount Expended	\$48,657.51
Amount Not Expended	\$3,388.73

Explain the Overall Purpose of Grant (Type response into box)

.60 FTE for Health Science Teacher and supplies to enhance the program

If all funds were not spent, explain why. Enter N/A if all funds were expended. (Type response into box)

Funds approved in May 2021 and it was too late to purchase supplies

How many projects were approved in this grant? (Type response into box)
(Submit a Form J for each project along with this report.)

1 - Health Science

By entering my name below, I acknowledge the information provided is true and correct.

Catalina Jones



Nevada State CTE Allocation Grant Fiscal Year 2021 Project Form J
Project outcomes and evaluation results.

One Form J must be completed for each approved project.

Funding Source: Competitive

Funding Purpose: Program Expansion

Project Information

Name of School District/Public Charter	White Pine County School District
Name and Title of Person Submitting	Catalina Jones, Grants
Project Name (LEA-determined)	Health Science EMT
Award Amount	\$52,046.24

Project Description

Health Science position to begin new program of study EMT

Evaluation Methods

- 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).
- 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).

Outcome(s)

- Conduct CTE showcase assemblies through the school year (2S1)
Still in progress.
- Meet with students and parents individually through the registration process emphasizing the importance of these programs during spring Advisory conferences (2S1, 6S1, 6S2).
Will take place in March 2022.
- Conduct social media blitz, parent and student information night, and produce showcase in June (2S1).
Accomplished September 2021.
- Examine preregistration numbers in July (2S1).
Accomplished.
- Conduct recruiting fair and home recruiting visits July (2S1).
In progress.
- Examine preregistration numbers in August (2S1).
Accomplished.
- 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).
In progress.
- Provide students with individual tutoring as they approach end of program assessments (2S1).
In progress