



Work-based Learning and Industry Recognized Credential Earner Report 2018-2020

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Work-based Learning Report: 2018-2020

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Overview

The purpose of this report for school years (SY) 2018-2019 and 2019-2020 is to provide useful information on two items. The first concerns the way work-based learning (WBL) programs have been carried out; this meets the biennial reporting requirements pursuant to Nevada Revised Statutes (N.R.S.) 389.167, sec. 7, which states:

On or before January 15 of each odd-numbered year, the board of trustees of a school district and the governing body of a charter school that offers a work-based learning program shall prepare a report concerning the manner in which the work-based learning program has been carried out and submit the report to the State Board and the Legislature.

This information and associated data on WBL programs are presented in Section I of this report.

The second is to accomplish the goal of the Nevada Administrative Code (NAC) 389.800, which requires local board of trustees of a school district or the governing body of a charter school to report to the State Board of Education the number of industry credentials earned by students. The Governor's Office of Workforce Innovation for the New Nevada (OWINN) prepares and maintains the list of Nevada's Industry Recognized Credentials ([Nevada Eligible Industry Credentialing List](#)). The IRC data is briefly presented in Section II of this report.

Section I: Work-based Learning (WBL)

Work-based Learning Background

In the 2017 Nevada Legislature, Nevada Revised Statute (N.R.S.) 389.167, subsection 7, was amended through the passage of Senate Bill (S.B.) 66 defining work-based learning and the application and reporting requirements concerning such. The bill requires local boards of trustees of a school district or the governing body of a charter school to report back to the State Board of Education and the Legislature the following items:

- The number of students participating in WBL courses; and
- The number of students participating in WBL that was not for credit, imbedded into another course.

In addition, NAC 389.825 requires each district to report a list of participating employers, which if found in Appendix A.

This section of this report provides a compilation of district reports received by the Nevada Department of Education on work-based learning experiences that occurred in school year (SY) 2018-2019 and SY 2019-2020. In order to qualify for participation in work-based learning, districts or public charter schools are required to have a work-based learning plan on file with the department. Currently nine districts (Carson City, Churchill, Clark, Douglas, Elko, Lander, Lyon, Nye, and Washoe) and four charter schools (Beacon Academy, Coral Academy, Pinecrest Academy - Cadence and Sloan, and SLAM Academy) have approved plans.

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In their reports on SY 2018-2019, districts reported aggregate totals; however, for SY 2019-2020, the department created a new data collection process that asked school districts and public charters to provide disaggregated, student-level data for all high school students who engaged in a WBL activity. As a result, SY 2019-2020 data can be disaggregated by gender, Race/Ethnicity, and other key demographic elements. All data provided in this report was provided by districts and public charter schools to the department, and department staff worked with associated individuals to ensure that the data was as accurate as possible. Going forward, the department will continue to work with the school districts and public charter schools to develop tools, business rules, and other technical assistance to ease the process of collecting student-level data.

Data Summary

In SY 2018-2019, seven school districts (Carson City, Churchill, Clark, Douglas, Humboldt, Lander, and Lyon) responded to the department's data request. Those districts reported that there were 3,010 instances of participation in work-based learning opportunities among high school students. Because the reported data provided in SY 2018-2019 provided aggregate totals for each type of work-based learning activity, it is unclear if individual students participated in multiple activities or if each reported record is distinct.

In SY 2019-2020, eight districts (Carson City, Churchill, Clark, Elko, Lyon, Nye, Washoe, and White Pine) and one public charter school (Pinecrest Academy - Cadence) responded to the department's data request. When combined, these entities reported that there were 3,072 unique high school students who participated in one or more work-based learning activities at one or more high schools (amounting to a total of 3,659 work-based learning activities). COVID-19 related closures undoubtedly affected WBL opportunities scheduled for the spring of 2020; as a result, this data must be viewed as partial considering that it is unknown how many scheduled WBL opportunities were canceled or delayed as a result of school closures and the transition to online learning. In the spring of 2020, the department worked with districts to amend WBL plans and the State Board of Education approved the amended WBL plans from two districts to ensure that students could complete their programs.

Participation by Work-Based Learning Opportunity

The following series of charts provide information on participation in individual work-based learning opportunities at the Career Preparation and Career Training levels. Career Preparation activities consist of job shadowing, simulated workplace, school-based enterprise, or school-based Supervised Agricultural Experiences (SAE); and, Career Training experiences are defined as participation in clinicals as a part of a CTE course, SAEs that are based at a worksite/with an employer, or a documented internship or CTE Work Experience for course credit.

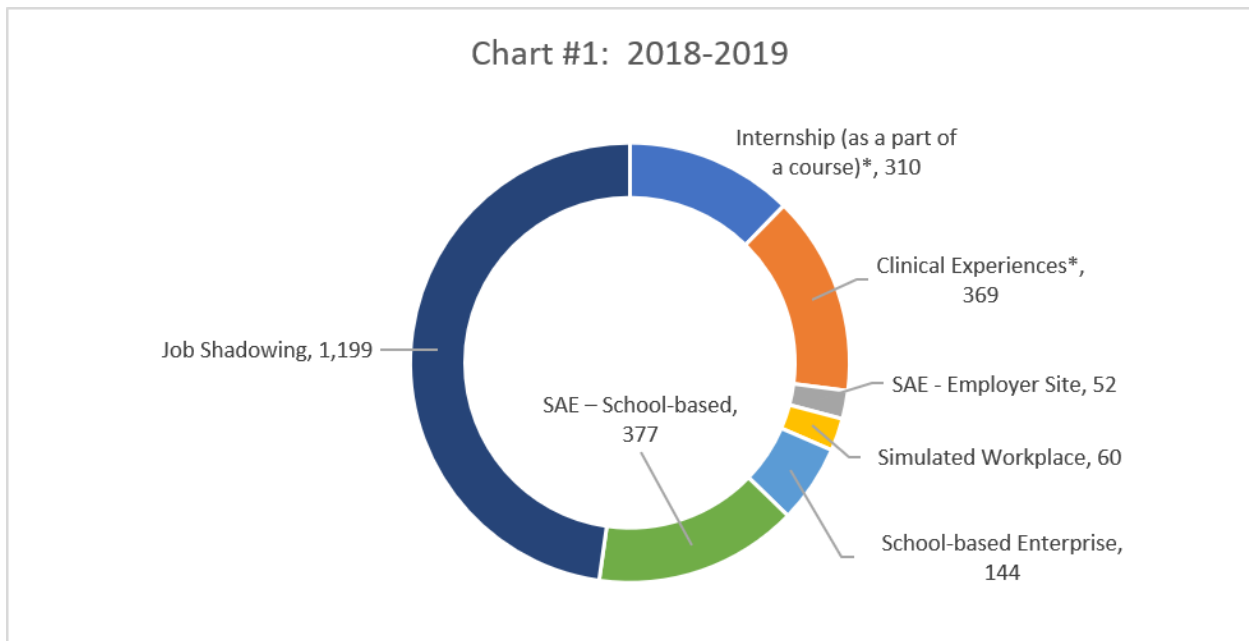
The following short summaries provide a brief description of the work-based learning opportunities addressed here:

- Career Preparation
 - Job Shadowing: These short experiences involve students going to a workplace to "shadow" one or more employees in order to gain insights on the business/industry in question.

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- School-based Enterprise: Students operate a business from the school/classroom by selling products or services. This is distinct from any fundraising activities.
- Simulated Workplace: In these experiences, classrooms are transformed into business environments where students develop and practice technical and professional skills and are evaluated by industry professionals.
- Supervised Agriculture Experience (SAE) – School-based: SAEs are a required element in agricultural education programs and range from exploratory to immersion level experiences. Immersion level activities are reported.
- Career Training
 - Apprentice Ready/Youth Apprenticeships: These opportunities align to registered apprenticeships in partnership and allow for a direct transition into the aligned apprenticeship. While this category was included in the SY 2018-2019 and SY 2019-2020 data collections, no students were reported by any responding district.
 - CTE Work Experience: These programs involve students enrolled in a CTE Program of Study who have a paid position in their program.
 - Internship (paid) / (unpaid): Internships are typical unpaid, last longer than 15 hours, and may be imbedded into a course such as clinicals or involve earning course credit.
 - Supervised Agriculture Experience (SAE) – Employer-based: SAEs are a required element in agricultural education programs and range from exploratory to immersion level experiences

Charts #1 and #2 provide information on participation in WBL opportunities that were not for credit or that were embedded in another course in SY 2018-2019 and SY 2019-2020. This does contain duplicated data as some students participated two or more distinct events, some students could have participated in both years, and some students were reported as participating multiple times in the same WBL opportunity.



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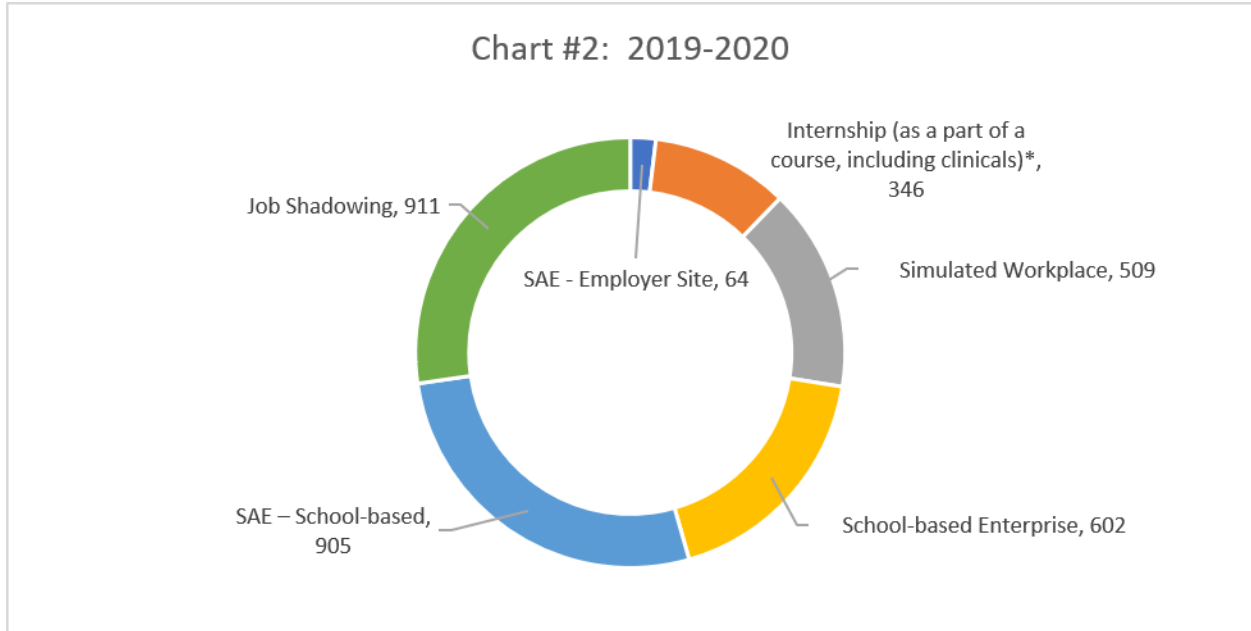
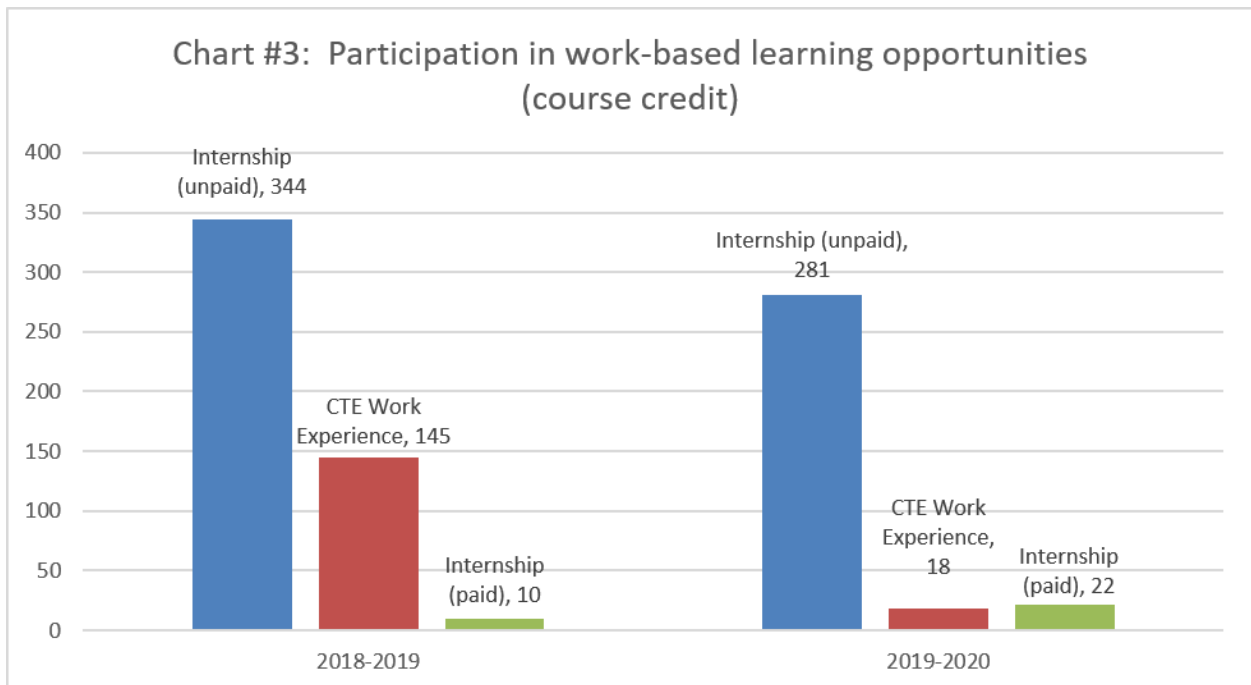


Chart #3 provides a breakdown of WBL opportunities that were 60 hours or more and earned course credit. This chart provides participation for both SY 2018-2019 and SY 2019-2020. This may contain duplicated data as some students could have participated in both years and some students were reported as participating multiple times in the same WBL opportunity.



Directly comparing the data collected for SY 2018-2019 and SY 2019-2020 is problematic for a variety of reasons that include (but are not restricted to) the following:

- COVID-19 related cancelations could have affected the number of WBL offerings in 2020.

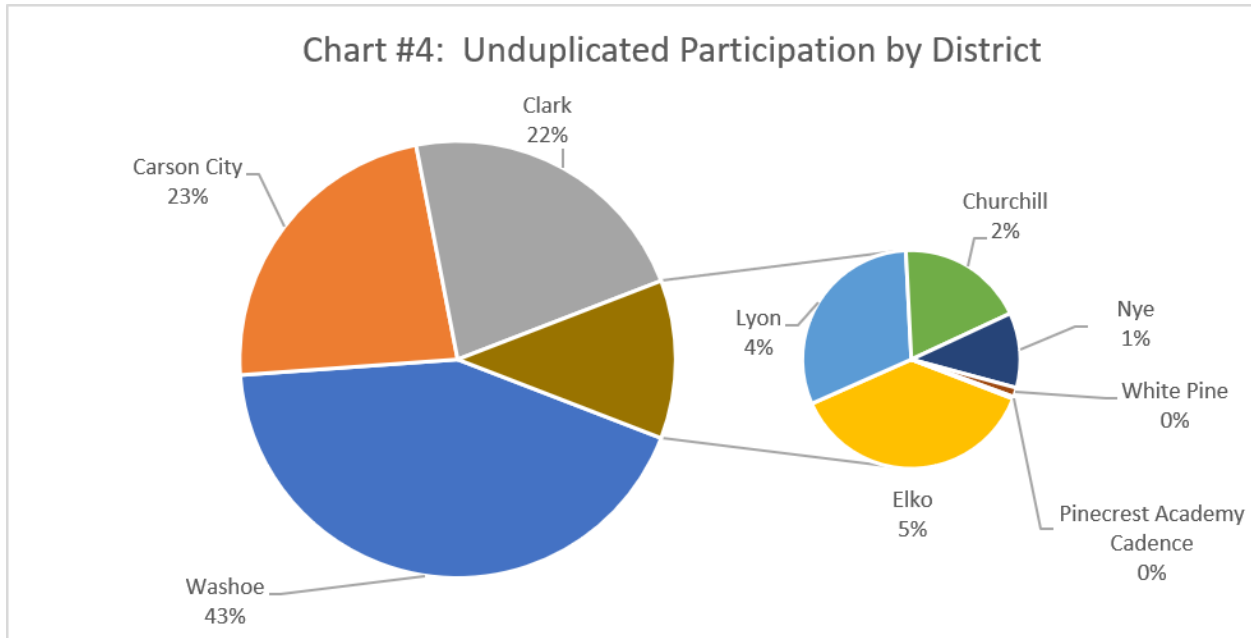
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- Some changes could be the result of changes in the data collection process; for example, In the collection for SY 2018-2019, “Internship (as a part of a course)” and “Clinical Experiences” were two distinct reporting categories. In the collection for SY 2019-2020, those categories were combined into “Internship (as a part of a course, including clinicals)”. In the above charts, these categories have been noted with an asterisk.
- Efforts to refine the definitions of work-based learning opportunities as well as changing offerings at the school level could result in opportunities being defined, redefined, or reported in new ways. For example, the rise in “Simulated Workplace” is driven entirely by Carson City’s reported data, while the decline in “CTE Work Experience” is primarily driven by a decline in reported participation from Clark County.
- A varying cohort of respondents is problematic. The lack of Washoe data from 2018-2019 means that we could be missing a large amount of data.

With the department’s new data collection procedures and a new Work-Based Learning Handbook, the department is striving for uniformity in our definitions and business rules for data collection.

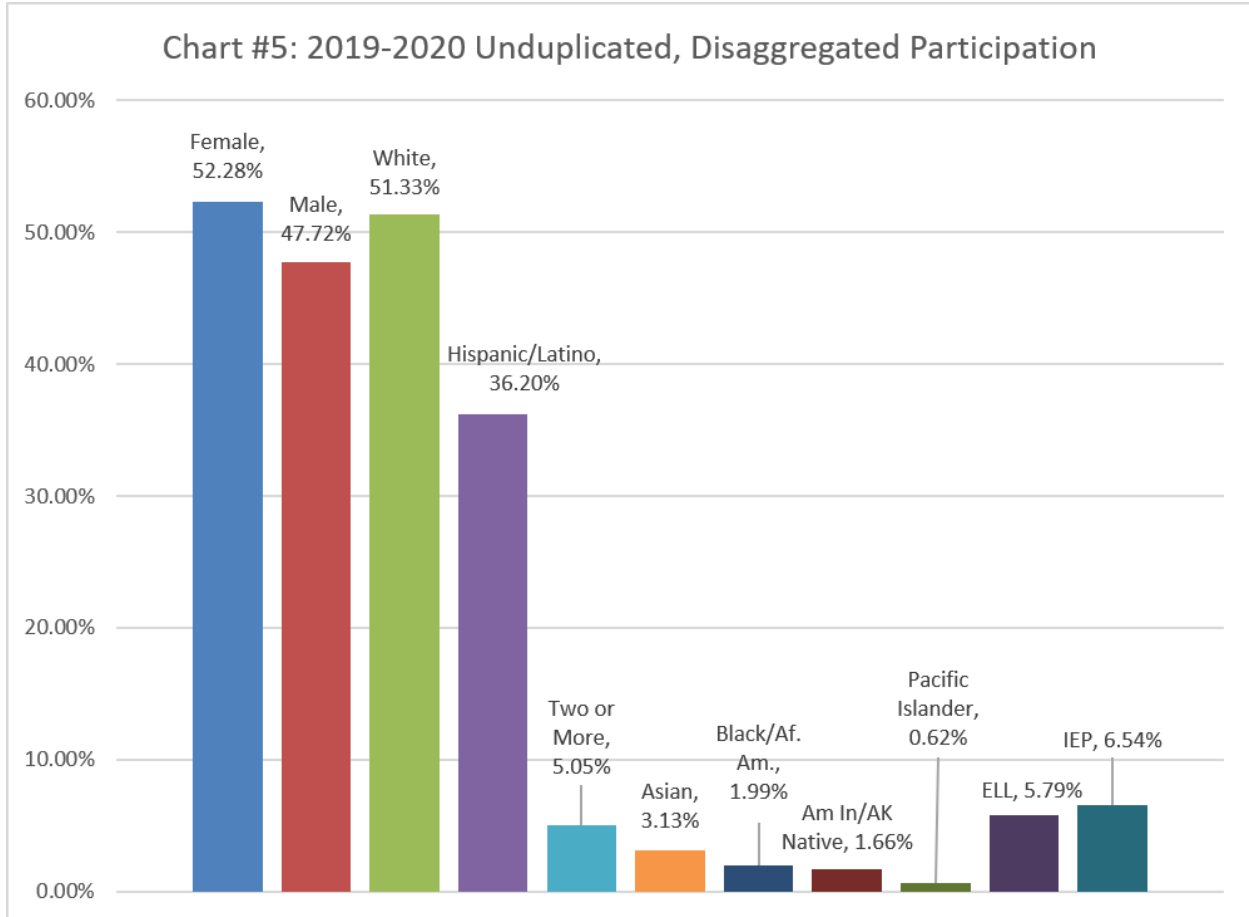
2019-2020 Work-based Learning, Disaggregation

Because the 2019-2020 data was a student-level data request, the data can be disaggregated by a variety of data points. As provided in Chart #4 below, most data came from the Washoe County (43%) and Carson City (23%) school districts. Clark County provided 22% of the statewide total, and the other districts, combined, provided 12% of the overall participation.



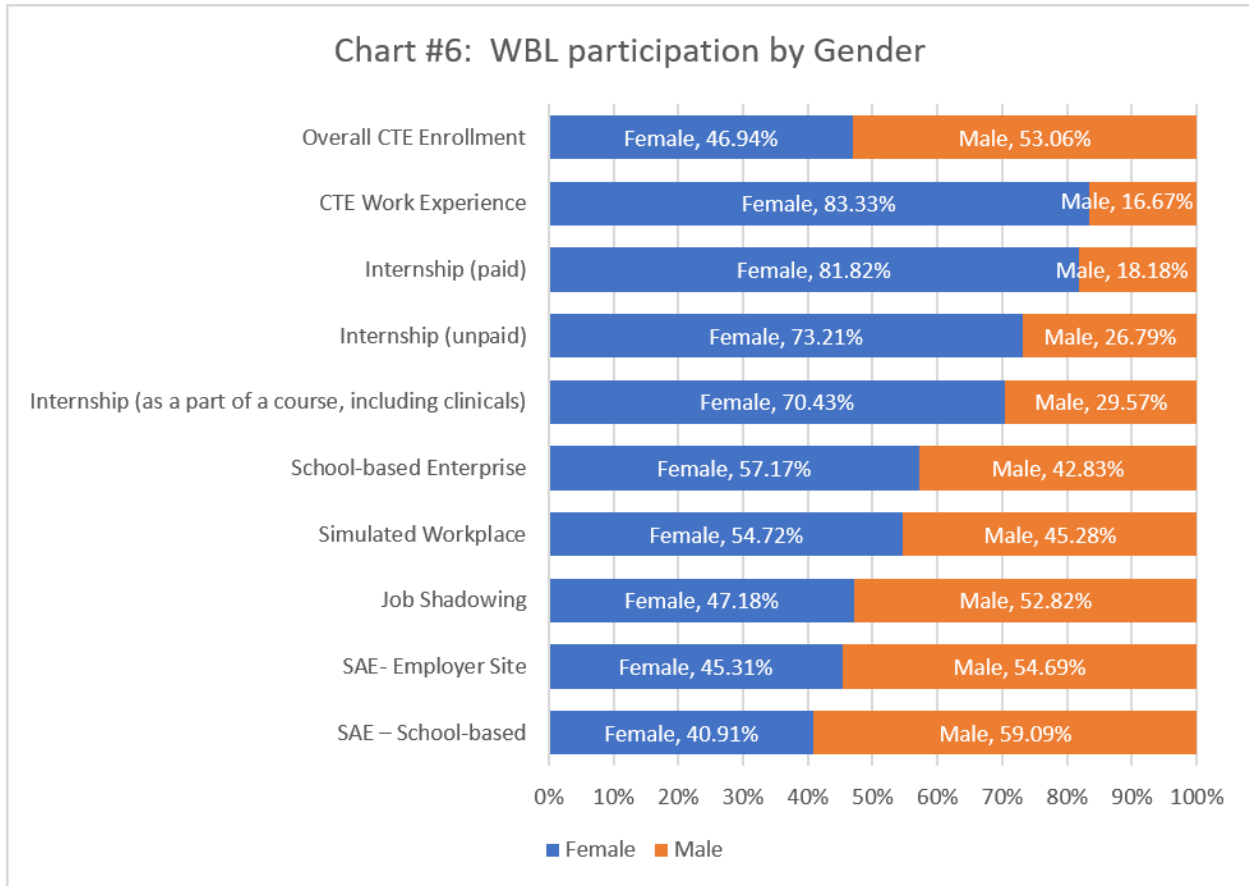
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Chart #5 provides a statewide breakdown of unduplicated participation by overall participation, reported gender and ethnicity. Statewide, most students who participated in a work-based learning opportunity were identified as either White or Hispanic/Latino. The percentage of students reported as English Language Learners and the percentage of students reported as having an Individualized Education Program are included here.

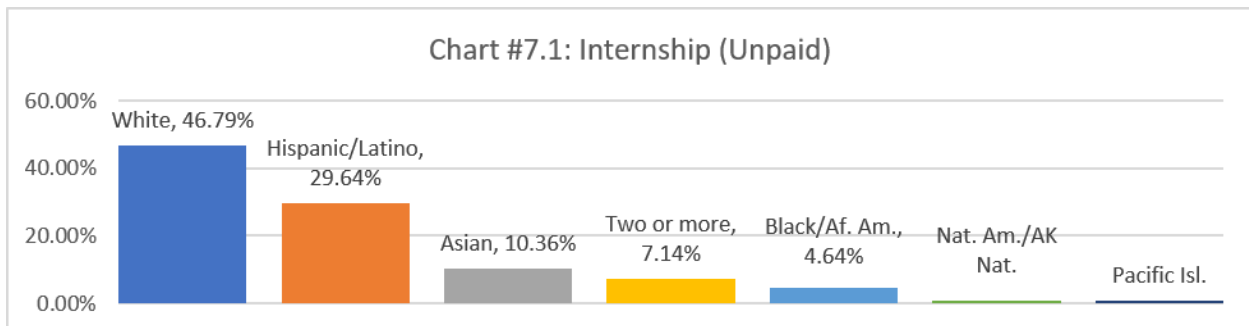


In Chart #6, the WBL programs are broken down by gender. For the majority of the programs, students identified as female made up the majority of the participating population. Because this is broken down by individual program, some students may appear multiple times if they participated in multiple opportunities; however, students who appeared multiple times within the same WBL opportunity have only been counted once. Overall CTE participation has been added for comparative purposes, but not all students who participated in WBL were involved in CTE.

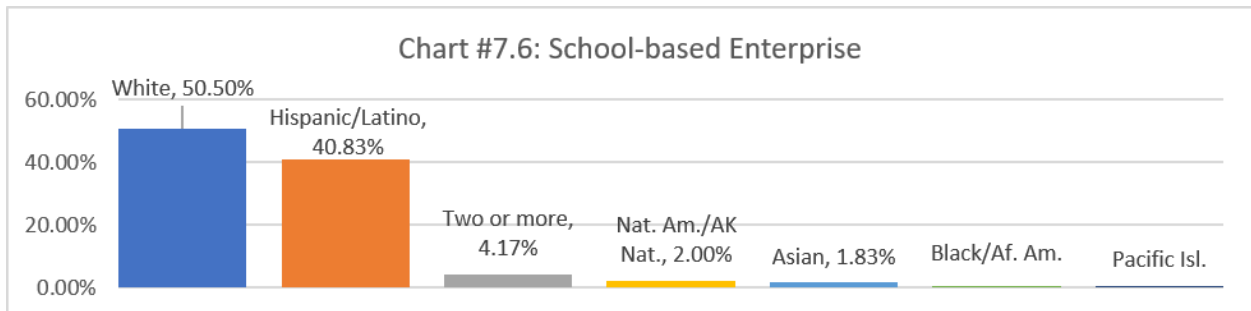
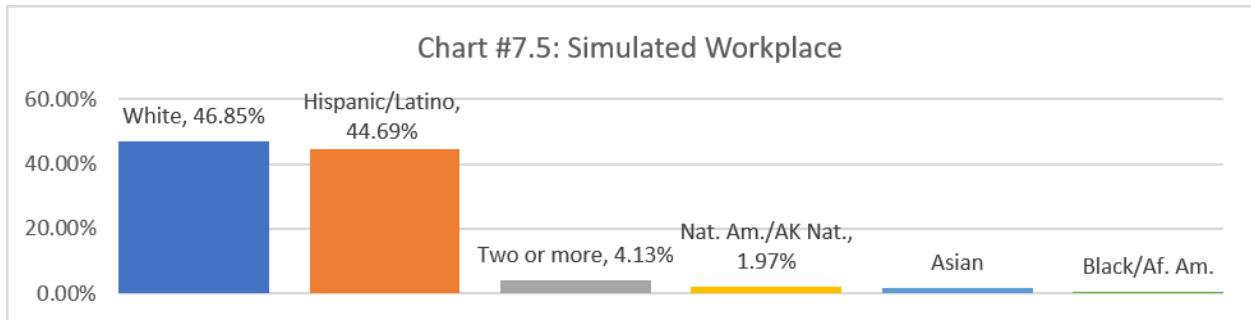
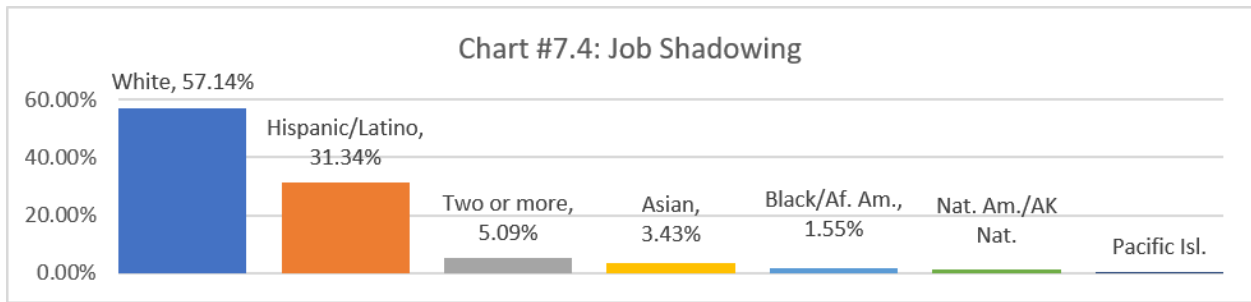
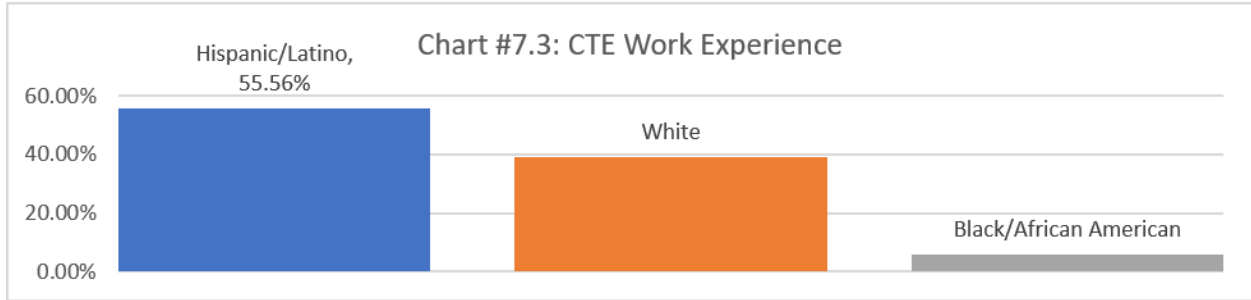
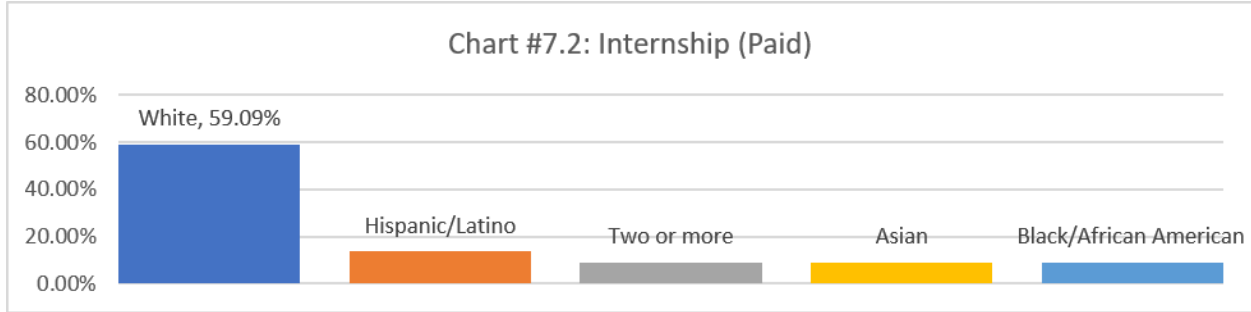
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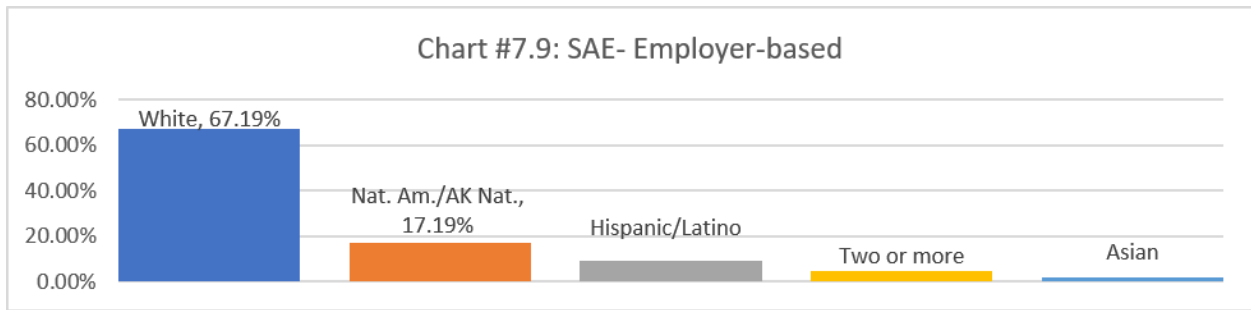
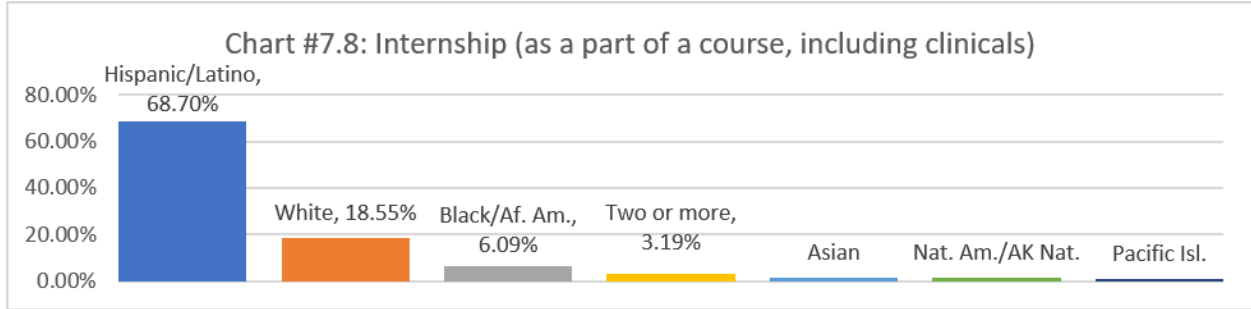
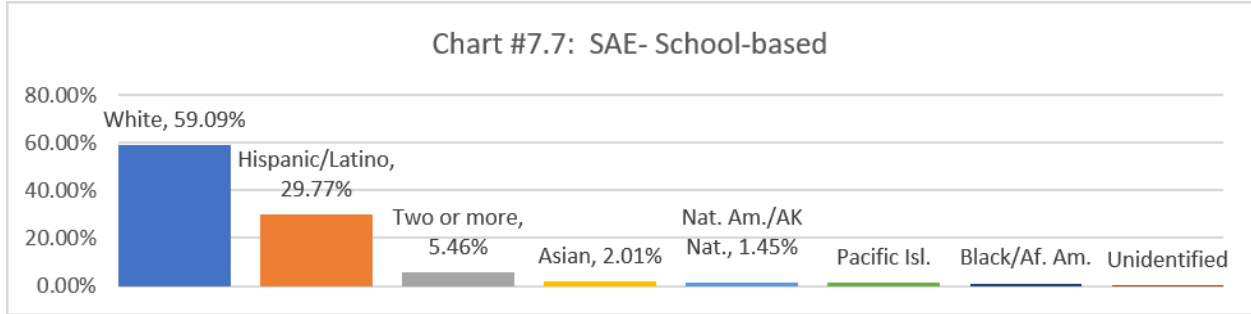
When looking across the reported ethnicity of those enrolled in work-based learning programs, students identified as White and those identified as Hispanic made up the majority of the reported participants in most work-based learning program. Charts #7.1 through 7.9 are a series that uses the same logic as the previous and the break down by WBL opportunity. Some students may appear multiple times if they participated in multiple opportunities; however, students who appeared multiple times within the same WBL opportunity have only been counted once. Because some of these programs enroll very small numbers of students, the following breakdowns remove population percentages for student populations below the department’s normal reporting size (10).



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Section II: Industry Recognized Credentials (IRCs)

Overview

This section of the report provides a compilation of district reports received by the Nevada Department of Education on Industry-Recognized Credentials (IRCS) earned by students in SY 2018-2019 and SY 2019-2020. For SY 2018-2019, districts were asked to report aggregate totals; however, for SY 2019-2020, the department created a new data collection process that asked school districts and public charters to provide disaggregated, student-level data for each student who earned an IRC along with the name of the IRC that was earned. Some districts and individual schools were able to provide disaggregated data. However, for many districts, this was not possible for a variety of reasons (the current lack of data infrastructure for recording IRCS, an inability for teachers to return to their classrooms to retrieve data on individual students who earned an IRC due to COVID-19 related lockdowns, and other reasons). As a result, only a small portion of the 2019-2020 data can be disaggregated by gender, Race/Ethnicity, and other key demographic elements.

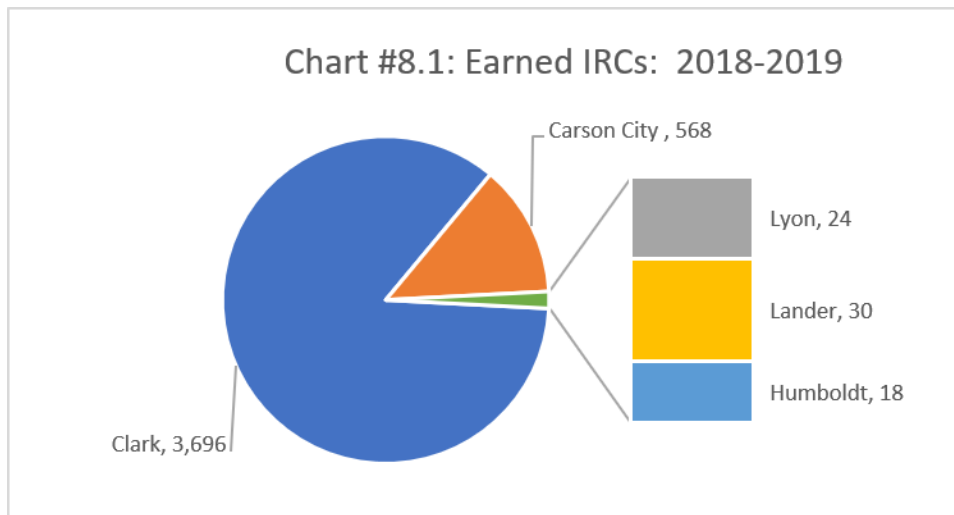
All data provided in this section was provided by districts to the department, and department staff worked with our district partners to ensure that it was as accurate as possible. It is important to note that

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information on IRC earners is typically collected at the school level by teachers (the mechanism here is not standardized and could be potentially via students reporting their results). Independently verifying the results of IRC credential exams at the department level is not possible at this time. Going forward, the department will continue to work with the school districts and public charter schools to ensure that IRC data is collected in as accurate and detailed a method as possible. However, until IRC results can be independently verified, the data will continue to be self-reported.

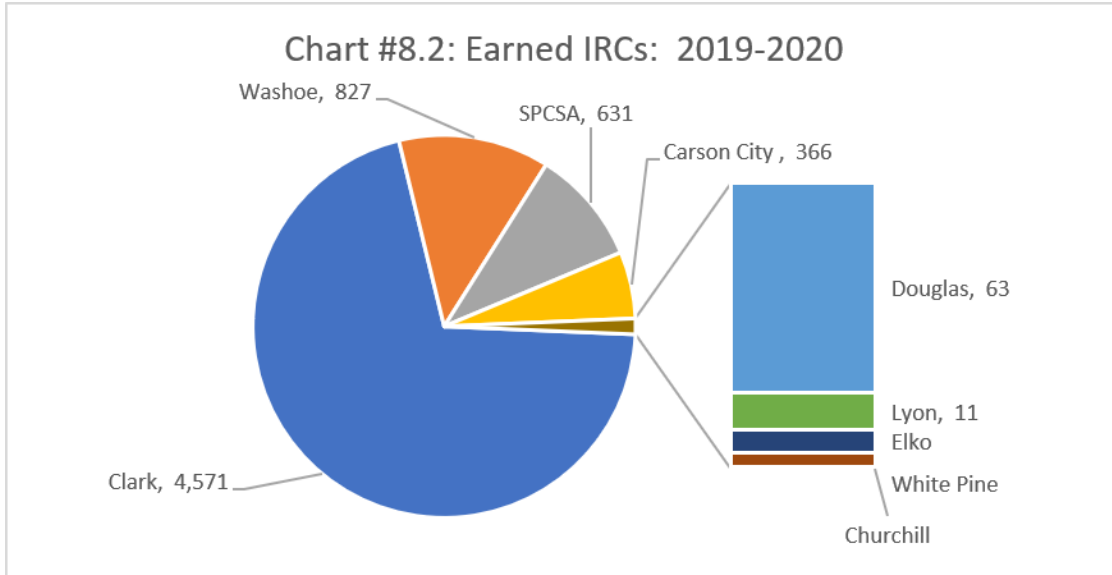
Data Summary

In SY 2018-2019, seven school districts (Carson City, Churchill, Clark, Douglas, Humboldt, Lander, and Lyon) responded to the department's data request. Those districts reported that 4,335 IRCs were earned (Douglas and Churchill responded but noted that no students had earned an IRC). In all cases, these districts provided aggregate totals. Because it is impossible to determine if students earned multiple credentials or only one credential, it is not possible to report on the exact number of students who earned an IRC in SY 2018-2019. In addition, based on the way the data was submitted, comparing the data beyond the total number of IRCs is challenging. Chart 8.1 provides a breakdown, by district, of the reported data.



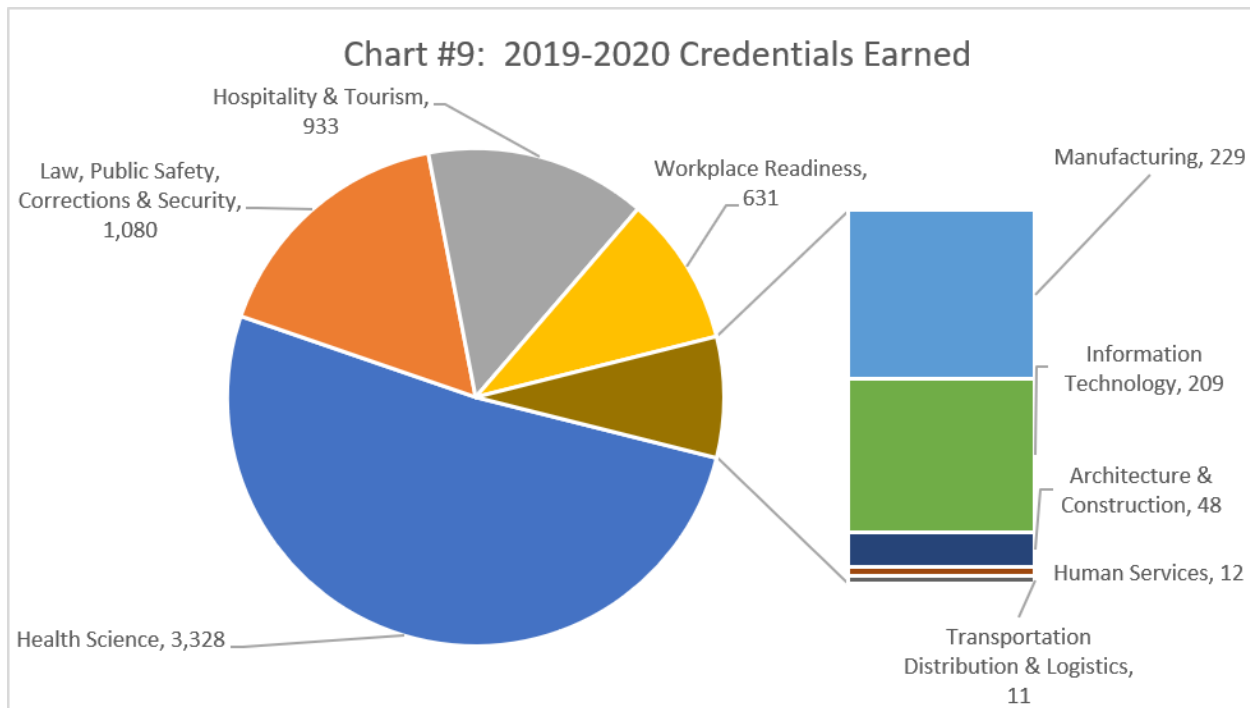
In SY 2019-2020, eight districts (Carson City, Churchill, Clark, Douglas, Elko, Lyon, Washoe, and White Pine) and six campuses of the Nevada State High School responded to the department's data request (other public charters and districts responded but did not have data to report). In total, these institutions reported that 6,481 Industry Recognized Credentials were earned. Chart 8.2 provides a breakdown, by district, of the reported data. Because aggregate totals were provided by some districts, it is not possible to provide an unduplicated count of IRC earners for SY 2019-2020 or demographic information. In total, 1,123 unique students can be identified within the data set. This is only a small portion of the overall IRC earner population, and it is unclear how representative of the whole the sample is. As a result, the department is not providing disaggregated data at this time.

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Earned Industry Recognized Credentials (IRCs) by CTE Career Cluster

Chart #9 provides the total number of IRCs earned broken down by career cluster and includes the Workplace Readiness certificates earned in SY 2019-2020. In this collection, to simplify the reporting requirements, the department only requested National Career Readiness Certificate Assessment (NCRC) certificates and did not request ASVAB results. Some individual schools did provide those results, but because it was not requested, those results are not included here.



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The large number of Health Science IRCs is driven primarily by CPR and Stop the Bleed certificates, and while a large number of Law, Public Safety, Corrections, and Security IRCs were reported, that appears to have been driven by FEMA certificates earners in Clark County. Since Clark County was unable to provide student-level data, it is probable that those certificates were earned by a single group of students rather than being spread out across the district. The reported Workplace Readiness certificates primarily come from the Nevada State High School.

Reported IRCs SY 2018-2019 and SY 2019-2020

The following provides a brief sample of the credentials reported in SY 2018-2019 and SY 2019-2020. Not all the credentials were reported in both years, but this does attempt to provide a broad overview of the type of credentials earned.

The first table below shows IRCs earned in High Skill, High Wage, and In Demand pathways that were included in the official list of State Approved Credentials created and updated by the Governor’s Office of Workforce Innovation (OWINN). The connection between Credential/Certificates and Career Cluster matches the OWINN list where possible. This list is condensed slightly as each respondent referred to individual credentials using slightly different names and terminology, and it includes certificates earned in SY 2018-2019 and SY 2019-2020. As the department continues to work with districts in order refine this reporting, standardizing the reported certificate names is necessary in order to ensure consistency of reporting.

Career Cluster	Credentials/Certificates
Architecture & Construction	OSHA 10 for Construction
Health Science	Certified Nursing Assistant
	Cardiopulmonary Resuscitation (CPR)
	Emergency Medical Responder (EMR)
	Emergency Medical Technician (EMT)
	First Aid
	Pharmacy Technician Certification
Hospitality & Tourism	Certified Fundamentals Cook
	Certified Fundamentals Pastry Cook
	ServSafe Manager
Information Technology	Adobe Certified Associate (ACA)
	Certified Ethical Hacker
Manufacturing	Siemens Mechatronics
	OSHA 10 for General Industry
	Welding (AWS - Limited and Unlimited 3G 7018)
	Welding (GMAW .035 3g)
	Welding (SMAW 7018 3g)
Transportation, Distribution & Logistics	Certificate of Achievement - Diesel General Service Technician

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Career Cluster	Credentials/Certificates
Workplace Readiness	National Career Readiness Certificate (NCRC)
	ASVAB

The following table provides a list of certificates that were earned but do not appear on the official list of State Approved Credentials. Separating these into a separate table is not a comment on the value of these certificates, it simply reflects the fact that they are not currently on the OWINN list. As with the previous list, these names have been condensed and corrected slightly in order to create consistency.

Career Cluster	Credentials/Certificates
Architecture & Construction	HVAC/R Skills Certificate
Health Science	ACE Certified Personal Trainer
	Advanced Emergency Medical Dispatcher
	Basic Life Support
	Community Emergency Response Team (CERT)
	Stop the Bleed
Hospitality & Tourism	American Culinary Federation Education Foundation
	Food Handler (SNHD)
	Health Card (Clark County Health District)
	Hospitality & Tourism Management Program (HTMP)
	Lifeguard Certification
	ServSafe Food Handler
Human Services	Cosmetology Master Professional License
	Cosmetology Practical License
Information Technology	IT Fundamentals
Law, Public Safety, Corrections & Security	FEMA Building for the Earthquakes of Tomorrow
	FEMA Effective Communication
	FEMA Household Hazardous Materials
	FEMA ICS for Single Resources and Initial Action Incidents
	FEMA Intro to Hazardous Materials
	FEMA Introduction to CERT
	FEMA Introduction to Incident Command System
	FEMA National Response Framework
	FEMA Wildfire Mitigation Basics
Manufacturing	Certificate of Achievement - CNC Machining
	Certificate of Achievement - Industrial Maintenance
	Certificate of Achievement - Welding Technology
	CNC Turning Skills Certificate
	Welding Skills Certificate FCAW/GTAW
	Welding Skills Certificate SMAW/GMAW

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Appendix A: Participating Employers

District/County	Employer	
Carson City	Bureau of Land Management - Firefighting	
	Carson City Human Resources	
	Carson City Library	
	Carson City Sheriff's Office	
	Carson Tahoe Regional Medical Center	
	CGI, Inc.	
	ClickBond	
	Greater Nevada Credit Union	
	Green House Garden	
	Legislative Council Bureau	
	Nevada Department of Employment, Training and Rehabilitation	
	Nevada Division of State Parks	
	PCC Structural	
	Renown	
	Southwest Gas	
	Starbucks Roasting Plant	
	Clark	Allegiant Airlines
		Anderson Dairy
		Bank of America
		Bank One of Nevada
Barrett Jackson Auction Company		
Berry Global Inc.		
Big Horn Law Office		
Blaze Pizza		
Blind Center of Nevada		
Buffalo Wild Wings		
City Hall Office Administration		
City of Las Vegas		
Clark County Commissioner's Office		
Clark County Detention Center		
Clark County School District		
Culinary Academy of Las Vegas		
Discovery Children's Museum		
Downtown Summerlin		
Emergency Roadside Assistance		
Empower Fitness & Performance		
Ethel M Chocolate Factory		
Express Auto Care		

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District/County	Employer
	Extreme Cube Manufacturing
	Family Dental
	Final Source IT Support
	Google
	Henderson Executive Airport
	Henderson Police
	Hollywood Recreation Center
	House of Blues
	Juan's Fajitas
	KLAS Channel 8/KSNV Channel 3
	Laborers' International Union
	Las Vegas-Clark County Library District
	Mater Academy (Bonanza)
	Metl-Span
	Mob Museum
	National Hot Rod Association
	National Kitchen and Bath Association
	Natural History Museum
	Nevada Career Explorer Headed2.com
	North Vista Hospital
	Ohana Adult Care
	Pro-Health Therapeutic & Empowerment Services
	Professional Multiservices
	ReliaQuest
	SeaQuest
	Shelby American
	Southern Nevada Health District
	Southern NV Laborers - Local 872
	Specialty Equipment Market Association Show
	Springs Preserve
	Studio Barber Shop
	Sunrise Hospital
	UNLV Preschool
	Walmart
	Xtreme Manufacturing
Churchill	Banner Churchill Community Hospital
	Core Physical Therapy
	Fallon Dental Associates
	Fallon Physical Therapy
	Fallon Veterinarian Clinic

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District/County	Employer
	Heck's Meat
	Lahontan Valley Veterinarian
	Nevada Dental Arts
	Ott's Farm Equipment
	Robertson and Koenig Optometry
	The Dentist's Office
	Western Nevada Veterinary Services
Douglas	Carson Valley Inn
	Carson Valley Veterinary Hospital
	Cristek Interconnects, Inc
	Valley Eyecare and Eyewear
Elko	Aikenhead Physical Therapy
	Aspen Quick Care
	Aspen Vet Clinic
	Barrick
	Bureau of Land Management
	Country Financial - Mike Dolen
	Dr. Draper
	Dr. Patton
	Dr. Price Dental
	Dr. White Dental
	Elko County Ambulance
	Elko Family Dental
	Elko Federal Credit Union
	Elko Garage Door
	Elko Vet Clinic
	Empower Fitness
	Great Basin College Child Center
	Hampton Inn and Suites
	Head Start of Northeastern Nevada
	HECLA
	Ignite Life Chiropractic
	IGT
	Knights Cabinet
	Little Red Caboose
	Maggie Creek Ranch
	Micron
	Microsoft
	Nevada Department of Wildlife
	Newmont Gold Corporation

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District/County	Employer
	Northeastern Nevada Regional Hospital
	PACE Coalition
	Pet Spa
	Pill Box Pharmacy
	Pioneer Urgent Care
	RAM Enterprise
	Riverton Chevrolet
	Ruby Mountain Chiropractic
	Ruby View Veterinary Clinic
	St. Mark's Lutheran Preschool
	State Farm Insurance - Shaboyna Dutton
	Taylor Chiropractic
	Tesla
	The Performance Athletic Club
	Total Eye Care
	Wells Auto
	Wells Rural Electric Company
Lyon	Cottonwood Ranch
	Greenfield Animal Hospital
	Huntley Motor and Trailer Sales
	Lyon County School District
	Manor Care Wingfield (Clinical
	Raley's
	Renner Equipment
	Smith Valley Cattle Feeders
	Snyder Livestock
	True Value
Nye	Nye Communities Coalition
	Nye County School District
	Pahrump Valley Times
	Spring Mountain Motor Sports
	Valley Electric Association
Pinecrest Academy of Nevada	Intellatek
SLAM Nevada	Efe News Services (now operating as Freelance Figure)
	Greater Youth Sports Association
Washoe	Active Physical Therapy
	Assemblywoman Krasner
	Baring Blvd Veterinary Hospital
	City of Sparks
	Comstock Equine

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District/County	Employer
	Concordia University
	Desert Research Institute
	DJ Trivia Nevada
	E. L. Cord Child Care Center
	Fairgrounds Animal Hospital
	Five Star Premier Residency of Reno
	Great Basin Orthopedic
	High Desert Montessori
	Klaich Animal Hospital
	KUNR Public Radio
	Life Changes Inc.
	Little Christian Learning Center
	Little Hands Learning Center
	Moana Nursery
	National Interscholastic Cycling Association
	Orthodontic Partners
	PBS Reno
	Premier Physical Therapy and Sports Performance
	Ranshu Inc.
	Reno Dance Co.
	Reno Little Theatre
	Reno Orthopedic Clinic
	Renown Regional Medical Center
	Rosewood Rehabilitation Center
	Sierra Oral Surgery
	Small Strides Daycare
	Speedy Burritos
	St. Mary's Regional Medical Center
	Suncrest Builders
	University of Nevada Reno
	Washoe County School District
	Western Surgical Group
	Wood Rodgers, Inc