



AB462 (2025): Career Pathways Oversight Committee Report

June 01, 2026

AB 462 (2025): Career Pathways Oversight Committee Report

Date: June 1, 2026

Overview

The Career Pathways Oversight Committee (CPOC) was established by Assembly Bill (AB) 462 (2025) within the Nevada Department of Education (NDE). The committee consists of the following members:

- The Executive Director of the Governor’s Office of Workforce Innovation (OWINN), or a designated representative.
- The Superintendent of Public Instruction, or a designated representative.
- The superintendent of schools for each district required to establish a Teacher Academy College Pathway Program (TACPP) pursuant to Nevada Revised Statute (NRS) 388.223, or a designated representative.
- Four members appointed by the Governor, including:
 - One public school teacher assigned to implement and teach a TACPP offered pursuant to NRS 388.223. This member is nominated by the employee organization representing the plurality of teachers in a large school district.
 - One public school teacher assigned to implement and teach a TACPP offered pursuant to NRS 388.223. This member is nominated by the employee organization representing the plurality of teachers in participating school districts outside of a large school district.
 - One public school administrator from a district required to establish a TACPP pursuant to NRS 388.223, nominated by the Nevada Association of School Superintendents.
 - One representative of the Nevada System of Higher Education (NSHE), nominated by the Board of Regents of the University of Nevada.

Pursuant to AB 428 (2025), the CPOC is tasked with establishing metrics to measure both the short- and long-term success of career pathways programs. The committee is also responsible for evaluating the overall progress of these programs and assessing dual credit programs provided by NSHE institutions. Furthermore, AB 428 (2025) requires the CPOC to issue an annual report detailing the progress and success of career pathways programs and the dual credit programs offered by NSHE.

Evaluation of Progress and Success of Career Pathways Programs

At present, the TACPP is the only career pathways program explicitly specified in statute. The program was initially established by AB 428 (2023) and subsequently clarified by AB 462 (2025). The inaugural cohort of eligible students began the program during the 2024–2025 school year.

To successfully complete the high school portion of the TACPP, students must fulfill the following requirements:

- Successfully complete at least two academic years of career and technical education (CTE)

in teaching, or two academic years (four semesters) of approved dual credit coursework in teaching.

- Participate in a minimum of 15 hours of paid or unpaid work-based learning relevant to the teaching field.

Students who complete the high school program and subsequently enroll in and earn a degree in teacher education from an NSHE institution are eligible for tuition and fee reimbursement. Full reimbursement for accrued NSHE expenses is available after three years of classroom teaching in Nevada, with partial reimbursements available at the conclusion of each teaching year.

Short-Term Metrics

Career and Technical Education Participation

School districts currently have the option to offer two teacher education CTE programs: the Teaching and Training program of study, the Early Childhood Education program of study, or both. The tables below outline comprehensive statewide enrollment figures across Grades 9 through 12 for the 2024–2025 and 2025–2026 school years, mapping cohort progress from Level I to Level II coursework.

Table 1: Early Childhood Education Program of Study Enrollment

District	Grade 9 Level I (24-25)	Grade 9 Level I (25-26)	Grade 10 Level I (24-25)	Grade 10 Level II (25-26)	Grade 11 Level I (24-25)	Grade 11 Level II (25-26)	Grade 12 Level II (25-26)
Carson City	19	18	44	14	32	34	17
Clark County	146	188	127	104	62	71	22
Nye	—	—	73	—	17	38	6
Grand Total	165	206	244	118	111	143	45

Table 2: Teaching and Training Program of Study Enrollment

District	Grade 9 Level I (24-25)	Grade 9 Level I (25-26)	Grade 10 Level I (24-25)	Grade 10 Level II (25-26)	Grade 11 Level I (24-25)	Grade 11 Level II (25-26)	Grade 12 Level II (25-26)
Carson City	13	1	11	4	7	4	3
Churchill County	25	30	8	6	—	3	—
Clark County	1190	1120	589	591	341	304	133
Douglas	—	—	—	4	—	—	1
Elko County	113	104	5	43	10	7	5
Lander County	1	1	4	—	5	—	—
Nye	176	166	18	—	5	2	—
SPCSA	—	—	41	105	50	40	28
Washoe County	116	139	39	61	16	15	4
White Pine County	—	—	2	—	4	1	2
Grand Total	1634	1561	717	810	514	376	176

Currently, active teacher education programs of study are established across participating school districts and the State Public Charter School Authority (SPCSA). Pursuant to AB 428 (2025), Clark County is required to offer this program at all non-specialty high schools. For all other districts, participation remains voluntary, with current programs operating via local district self-selection.

Expansion momentum continues into upcoming cycles; Mineral County has formally notified NDE of its intent to implement a Teaching and Training program of study for the 2026–2027

school year. Additionally, Clark County and several charter schools within the SPCSA have outlined plans to introduce or scale up these offerings within additional campus sites beginning in 2026–2027.

Program Retention and Growth Data:

- **Early Childhood Education:** In the 2024–2025 school year, 165 students enrolled in Grade 9 Level I. Of those, 118 students advanced to Grade 10 Level II in 2025–2026, representing a cohort retention rate of approximately 71.5%. Year-over-year baseline enrollment for Grade 9 Level I increased by approximately 24.8% (moving from 165 to 206 students) into the 2025–2026 term.
- **Teaching and Training:** In the 2024–2025 school year, 1,634 students enrolled in Grade 9 Level I. Of those, 810 students advanced to Grade 10 Level II in 2025–2026, reflecting a cohort retention rate of approximately 49.5%. Baseline enrollment for Grade 9 Level I experienced an approximate 4.5% statewide decrease compared to the prior year.

The CPOC will continue to analyze multi-year trend patterns as successive cohorts move through advanced sequences, utilizing these benchmarks to evaluate specific program-of-study performance.

Dual Credit Participation

As an alternative to completing a Career and Technical Education (CTE) program, students may fulfill the high school component of the TACPP by completing two academic years (four semesters) of dual credit courses outside of a CTE program. These students also qualify for tuition reimbursement upon successful completion of the entire pathway. Although participation data regarding non-CTE dual credit students is not currently available for the 2024–2025 and 2025–2026 school years, this information will be tracked and included in future reports.

Long-Term Metrics

Long-term performance metrics are currently unavailable, as the first cohort of eligible students only began the program in the 2024–2025 school year and are still completing their high school coursework. For a student starting the pathway in the ninth grade, successful completion of the program—through to tuition reimbursement—takes approximately 11 years. This timeline includes four years of high school, four years of college to earn a bachelor's degree, and three years of professional teaching in Nevada.

Evaluation of Dual Credit Programs

NSHE and NDE previously collaborated to develop policy recommendations aimed at expanding equitable access to dual enrollment opportunities for high school students across Nevada. A Dual Enrollment Task Force, comprising K-12 and higher education stakeholders, convened from December 2020 through October 2021. The task force's findings and recommendations are detailed in a report available on the NDE website.

Moving forward, the CPOC will review the findings of the Dual Enrollment Task Force and assess the progress made based on its recommendations. The committee may also adopt additional metrics relevant to dual credit for evaluation in future reporting cycles.

Conclusion

The Career Pathways Oversight Committee (CPOC) has successfully initiated its evaluation of Nevada's career pathway programs, as mandated by AB 462 (2025). Initial short-term metrics for the Teacher Academy College Pathway Program (TACPP) reveal promising growth and strong retention (71.5%) within the Early Childhood Education program of study, alongside opportunities to improve retention (49.5%) and enrollment in the Teaching and Training program of study. Although these programs are currently offered in only seven districts statewide, the anticipated expansion into Mineral County, additional Clark County high schools, and further SPCSA charter schools in the 2026–2027 school year signals positive momentum and growing statewide adoption.

Because the complete TACPP pipeline requires approximately 11 years—spanning from initial high school enrollment to post-graduate teaching reimbursement—long-term metrics are not yet available. In the interim, the CPOC remains committed to tracking annual trend data, identifying supplementary short-term metrics as needed, and systematically reviewing NSHE dual credit programs against the foundational recommendations of the Dual Enrollment Task Force. Through continued monitoring and targeted evaluation, the CPOC will ensure these educational pathways effectively support Nevada's students and cultivate a robust future workforce.