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Perkins V State Plan Revision

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Education



- Federal career and technical education (CTE) funds for eligible secondary and postsecondary education agencies
- FY 24 allocation ~ \$12.8M
 - 85% goes to eligible recipients
 - 10% for state leadership
 - 5% for state administration



Nevada's career and technical education serves as the foundational on-ramp to a connected and integrated education-to-workforce system that promotes seamless transition for students in relevant and effective career pathways from middle school through postsecondary education and training programs that align to high-skill, high-wage, or in-demand occupations and industry sectors in Nevada.



The mission of Nevada's career and technical education is to prepare students in quality and industry aligned programs that provide students with the necessary skills, academic preparations, experiences, and credentials of value that lead them on career pathways toward success in education, the workplace, and in life.



- Part of a larger statewide CTE strategic plan
- Systematic career pathways exploration
- Definitions and measurement of strategic goals
- Improved reporting



- Revision of goals that are well-defined, measurable, and hold stakeholders accountable
- Revision and addition of performance indicators
- Collaboration between districts, community colleges, and regional workforce development boards for regional CLNAs



Perkins V State Plan Revisions – Goals

- New 4-a V CTE Strategy Goal 1: Improve the quality and alignment of career and technical education programs.
- Strategy CR 1.1: Identify which career and technical education programs are high performing, and determine those programs and/or personnel in those schools that are doing the right things to make those programs successful and/or person in those schools that are doing the right things to make those programs successful.
- Strategy CR 1.2: Assess the quality of the alignment of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- Strategy CR 1.3: Review career and technical education programs that are high performing, and identify which local, state, and federal agencies, institutions, or organizations are doing the right things to make those programs successful and/or person in those schools that are doing the right things.
- Strategy CR 1.4: Develop strategies with local education agencies to address gaps in workforce preparation, including but not limited to: career pathway, workforce development, and workforce training.
- Strategy CR 1.5: "Identify ways that local education agencies can use data to improve career pathway and CTE programs and align with the state's needs."
- New 4-a V CTE Strategy Goal 2: Encourage employers to provide career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- Strategy CR 2.1: Identify the number of career and technical education programs that are high performing, and determine those programs and/or personnel in those schools that are doing the right things to make those programs successful.
- Strategy CR 2.2: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- Strategy CR 2.3: Review CTE program models that are high performing, and identify which local, state, and federal agencies, institutions, or organizations are doing the right things to make those programs successful and/or person in those schools that are doing the right things.
- Strategy CR 2.4: Offer technical education and workforce training (e.g., New and Advanced Program Models) to students who are not currently enrolled in a career and technical education program.
- New 4-a V CTE Strategy Goal 3: Ensure employer satisfaction with the quality of career and technical education programs.
- Strategy CR 3.1: "To work with Centers of Excellence to increase the number of students who are high performing in career and technical education programs, and to ensure that those programs are high performing."
- Strategy CR 3.2: Identify the CTE program strategies that are high performing, and determine those programs and/or personnel in those schools that are doing the right things to make those programs successful.
- Strategy CR 3.3: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- New 4-a V CTE Strategy Goal 4: Ensure program quality and alignment with the state's needs.
- Strategy CR 4.1: Review the professional development for CTE teachers during their first three years of teaching in a career and technical education program, and determine those programs and/or personnel in those schools that are doing the right things to make those programs successful.
- Strategy CR 4.2: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- Strategy CR 4.3: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- Strategy CR 4.4: Identify the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- Strategy CR 4.5: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- Strategy CR 4.6: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- New 4-a V CTE Strategy Goal 5: Increase the number of high-quality career and technical education programs that are high performing, and determine those programs and/or personnel in those schools that are doing the right things to make those programs successful.
- Strategy CR 5.1: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- Strategy CR 5.2: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- Strategy CR 5.3: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- New 4-a V CTE Strategy Goal 6: Increase the number of high-quality career and technical education programs that are high performing, and determine those programs and/or personnel in those schools that are doing the right things to make those programs successful.
- Strategy CR 6.1: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- Strategy CR 6.2: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- New 4-a V CTE Strategy Goal 7: Increase the number of high-quality career and technical education programs that are high performing, and determine those programs and/or personnel in those schools that are doing the right things to make those programs successful.
- Strategy CR 7.1: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- Strategy CR 7.2: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- Strategy CR 7.3: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.
- Strategy CR 7.4: Review the quality of career and technical education programs through a variety of methods and data, including but not limited to: student success, employer satisfaction, and alignment with local and state needs.



Focus on 3 areas:

1. High-quality CTE programs of study aligned to high-skill, high-wage, and in-demand occupations
2. Systematic approach to ensure access for all students to career pathways (Pre-K – 16)
3. Ensure employers have a pipeline of skilled talent.



Required Indicators for CTE Concentrators:

- Four-year graduation rate
- Academic proficiency in Reading Language Arts
- Academic proficiency in Mathematics
- Academic proficiency in Science
- Post-program placement
- Non-traditional program concentration
- **Attained postsecondary credits**



Potential program quality additional indicators:

- Work-based learning (29 states)
- Industry credentials
- Career ready endorsements



- Improved alignment with postsecondary and workforce
- Buying power of smaller districts

Perkins V State Plan Revised Timeline



- May 2024 – State Plan Submitted to US Department of Education (USED)
- April 2024 – Approval from Governor Lombardo
- March 2024 – Approval from State Board of Education
- February 2024 – Finalize Perkins State Plan
- December 2023 – February 2024 – Public Comment (60 days) (required by USED)
- November/December 2023 – Public Hearing #2 (required by USED)
- October 2023 – Draft Perkins State Plan
- September 2023 – Public Hearing #1 (required by USED)
- August 2023 – Meeting with Governor’s Office of Workforce Development Board
- ~~July 2023 – Initial Meeting with secondary/postsecondary CTE directors and educators~~
- ~~June 2023 – Initial Meeting with community college academic vice presidents~~

Stakeholder Engagement



- Representatives of business and industry in the community or region
- School district employees with experience in career and technical education
- Pupils and parents of pupils enrolled in career and technical education
- Representatives of postsecondary career and technical education
- Members of the Governor's Workforce Investment Board
- Representatives of special populations
- Representatives of regional or local agencies serving out of school youth, homeless children and youth, and youth who are at risk
- Representatives of Indian tribes and tribal organizations where applicable
- Other interested stakeholders as prescribed by State Board regulation



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