

Preliminary Nevada CTE Enrollment Overview

HSHD=High Skilled High Demand

	Total Enrollment	Asian	Black	Caucasian	Hispanic	Native American/Alaskan Native	Mixed Races	Pacific Islander	Female	Male	IEP	FRL	ELL
State 9-12 ¹	141,950	9,393	15,130	47,313	58,991	1,296	7,804	2,023	69,121	72,829	14,359	67,113	17,351
		6.6%	10.7%	33.3%	41.6%	0.9%	5.5%	1.4%	48.7%	51.3%	10.1%	47.3%	12.2%
CTE 9-12 ²	63,787	4,387	6,274	21,249	26,938	628	3,400	911	29,248	34,539	5,232	30,803	6,717
%State Enrollment	44.9%	6.9%	9.8%	33.3%	42.2%	1.0%	5.3%	1.4%	45.9%	54.1%	8.2%	48.3%	10.5%
HSHD	22,472	2,429	1,734	7,887	8,761	190	1,171	300	10,167	12,305	1,250	9,475	1,636
%CTE Enrollment	35.2%	10.8%	7.7%	35.1%	39.0%	0.8%	5.2%	1.3%	45.2%	54.8%	5.6%	42.2%	7.3%
Non HSHD	41,315	1,958	4,540	13,362	18,177	438	2,229	611	19,081	22,234	3,982	21,328	5,081
%CTE Enrollment	64.8%	4.7%	11.0%	32.3%	44.0%	1.1%	5.4%	1.5%	46.2%	53.8%	9.6%	51.6%	12.3%

IMPORTANT NOTE: Per NDE’s strategic plan projections with New Skills for Youth/LifeWorks *eta* to complete a crosswalk inventory is **September 2018**.

The inventory of cross-walked CTE HSHD programs of study is **still under development** and this overview is **preliminary data** and does not (at this point) represent all *yet to be identified* CTE HSHD programs of study. This list of CTE HSHD programs of study that the data above does include are:

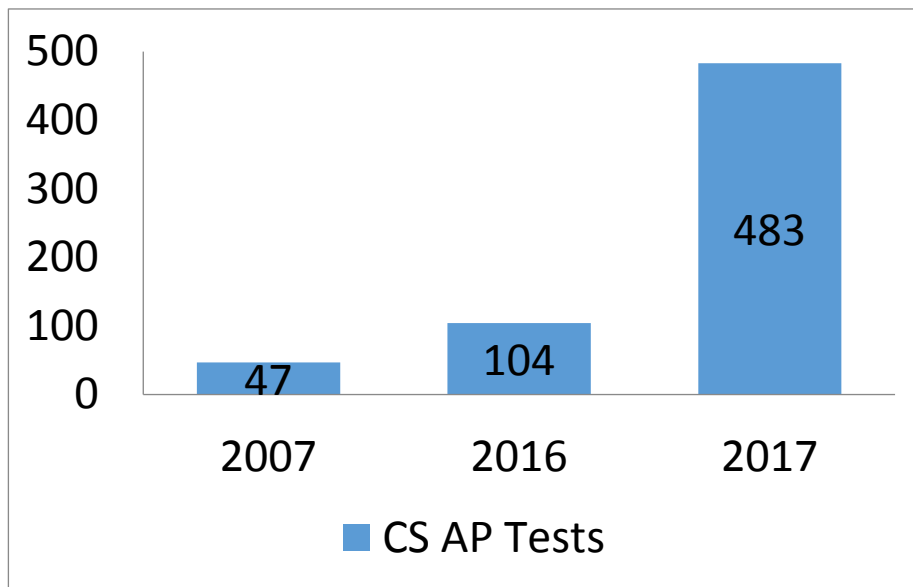
ADVANCED MANUFACTURING	EDUCATION & TRAINING	HEALTH CARE	TECHNOLOGIES	STEM
<ul style="list-style-type: none"> -Metalworking -Manufacturing Technologies -Mechanical Technology -Welding Technology -Automation Technology 	<ul style="list-style-type: none"> -Education & Training -Early Childhood Education 	<ul style="list-style-type: none"> -Biomedical -Community Health Science -Dental Science -EMT -Health Info Management -Medical Assisting -Nursing Assistant -Pharmacy Practice -Respiratory Science -Sports Medicine -Veterinary Science -Animal Science 	<ul style="list-style-type: none"> -Computer Science -Digital Game Development -IT Networking -IT Service and Support -NAF Academy of Info Tech -Web Design & Development -Cybersecurity -Cisco Networking Academy 	<ul style="list-style-type: none"> -Aerospace Engineering -Energy Technologies -Architectural & Civil Engineering -Electrical Engineering -Mechanical Engineering -Environmental Engineering

Source: Nevada Department Education

Agenda Item V A-7 (EDUCATION)
Meeting Date: 06-21-18

Why should Nevada address the opportunity gaps in Nevada school districts now? As the Nevada continues to roll out the education reforms to bring equity to our education system, opportunity and access gaps may be difficult for some to face, but if we're to truly live up to the high standards we've agreed in Nevada's ESSA Plan and strategic priorities, we must continue to face the facts and shift policy and procedures that achieve our education goals for every Nevada student. We should be courageous enough to ensure that students historically under represented do not continue to be left out as we build the New Nevada. Here is an example of one career path where Nevada has an opportunity to drastically reduce an existing opportunity gap. Recently Brett Barley, Esq., Deputy Superintendent, Student Achievement, Nevada Department of Education provided data in his recent report titled Current Landscape Report – Computer Science Education in Nevada and included the following slides. This data is being provided with permission from the author.

Computer Science AP Growth in Nevada (+4.6%)

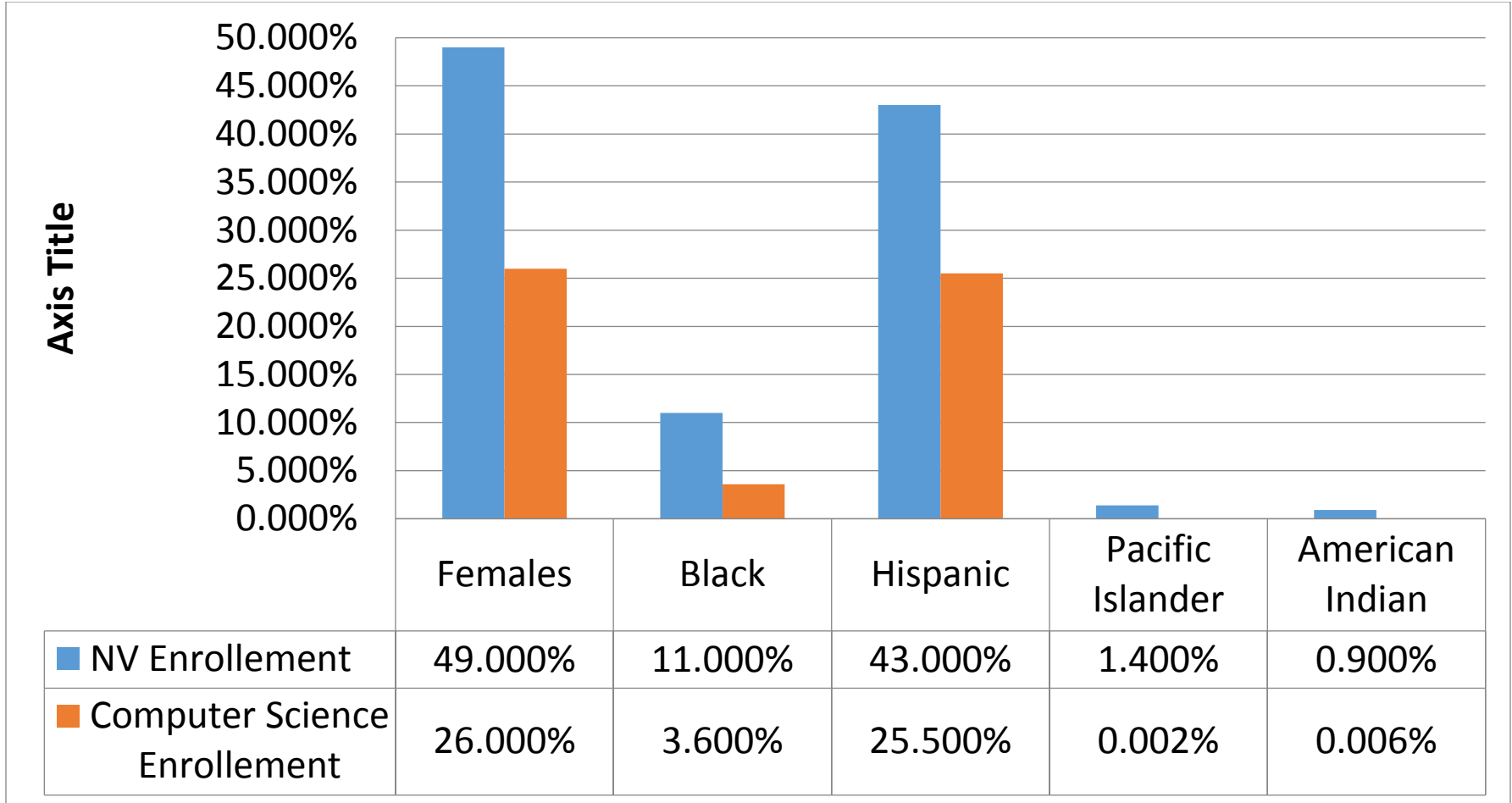


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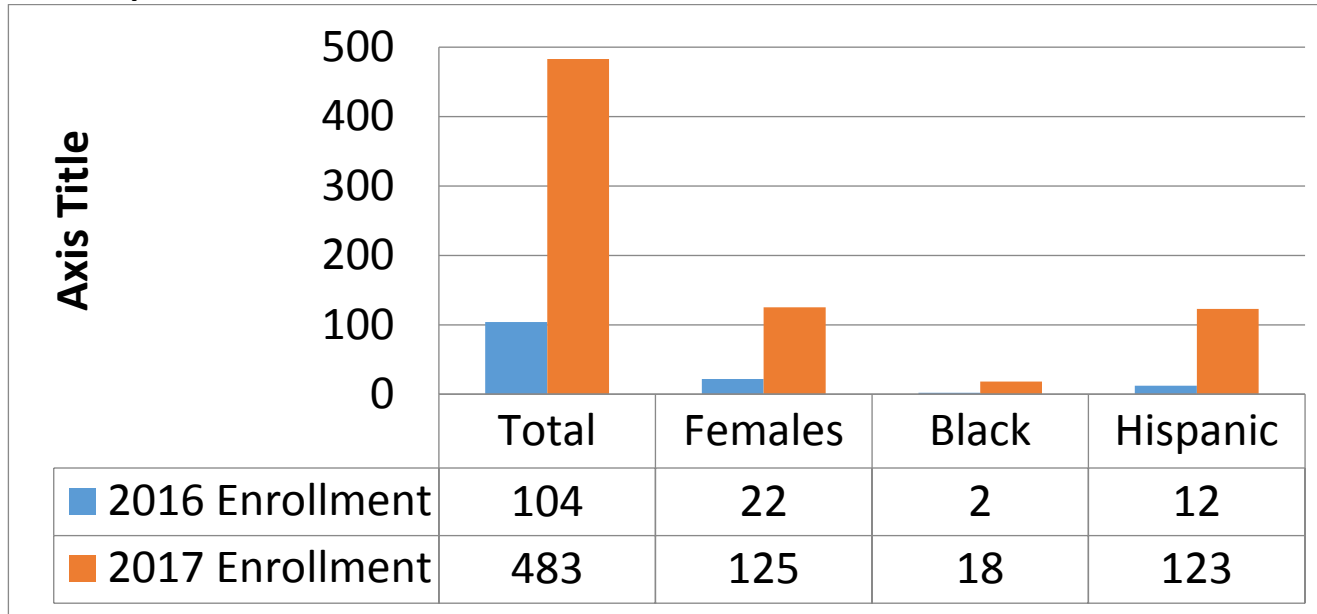
- **2015** - Nevada establishes the K-12 Computer Science Task Force
- **2016** - Nevada participates in the development of the K-12 Computer Science Framework
- **2016** - Nevada partners with the College Board and Code.org to expand AP Computer to all school districts
- **2016** - Nevada joins the National ECEP Alliance (Expanding Computing Education Pathways)
- **2017** - Senate Bill 200, expanding K-12 Computer Science, is signed into law

Let's look at these opportunity gaps as an opportunity for us as a state, as a district, as a community to change the lives of historically marginalized students and offer them an opportunity to participate and achieve success in courses (AP/CTE), programs (Magnet/CTA), high skilled and high demand pathways such as apprenticeships and internships that lead to a college and career ready diploma or advanced diploma, recognizing that segregation exists between minority and nonminority students as well as among students of different minority groups. With the diverse cultures that make Nevada home, it's important that all communities rise, while lifting up our students with greatest needs.

Computer Science AP Exams Taken – 2017 Nevada



AP Computer Science Growth 2016 vs 2017



Black students experienced growth at a factor of 9 or an increase of 800%

Hispanic students experienced growth at a factor of 10.25 or an increase of 925%

Female students experienced growth at a factor of 4.64 or an increase of 364%

This success is a perfect example of closing proficiency/opportunity gaps when concerted efforts by all stakeholders focus on access and targeted supports and re