

# Subcommittee to Study the Effectiveness of Career and Technical High Schools



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**THE LEGISLATIVE COMMITTEE ON EDUCATION**  
**SUBCOMMITTEE TO STUDY THE EFFECTIVENESS OF**  
**CAREER AND TECHNICAL HIGH SCHOOLS**

BULLETIN NO. 07-4

JANUARY 2007



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## **SUMMARY OF RECOMMENDATIONS**

### **LEGISLATIVE COMMITTEE ON EDUCATION**

#### **SUBCOMMITTEE TO STUDY THE EFFECTIVENESS OF CAREER AND TECHNICAL HIGH SCHOOLS**

Assembly Bill 388 (Chapter 309, *Statutes of Nevada 2005*)

Following is a summary of the recommendations adopted by the Subcommittee to Study the Effectiveness of Career and Technical High Schools of the Legislative Committee on Education at its June 6, 2006, meeting. Pursuant to section 23 of A.B. 388, the Subcommittee must submit a report of its findings and recommendations to the Legislative Committee on Education for its consideration. Further, this section provides that the Committee shall submit the report of the subcommittee to the Director of the Legislative Counsel Bureau for transmission to the 74th Session of the Nevada State Legislature. The corresponding bill draft request (BDR) follows each recommendation for legislation.

#### **JOINT FACILITIES AND OPERATIONS**

The members of the Subcommittee to Study the Effectiveness of Career and Technical High Schools adopted the following proposals relating to joint career and technical high school facilities and operations.

1. Amend the statutes to establish the Career and Technical Education Academies Act to authorize two or more school districts in cooperation with community partners to form a compact to establish a career and technical education (CTE) academy for students in high school. An advisory council would consist of members of the participating school district boards of trustees and representatives from the community partners. The compact must provide for the apportionment of expenses, enrollment from each member district, employment of personnel and other operations. **(BDR 34-439)**
2. State in the final report that the school districts and the institutions of the Nevada System of Higher Education (NSHE) should enter into agreements to share facilities designed and equipped to provide instruction in CTE courses. Include in this statement that such agreements should provide for the maximum use of facilities including, but not limited to, establishing separate sessions in the same day for different groups of students.

#### **PROGRAM SUPPORT AND EXPANSION**

The members of the Subcommittee to Study the Effectiveness of Career and Technical High Schools adopted the following proposals relating to support and expansion of CTE programs.

3. A. Amend the statutes to establish a fund to be administered by the Superintendent of Public Instruction to be used to provide grants to school districts and charter schools for the purposes of initiating, maintaining, or expanding CTE programs and of continuing the advisory technical skills committees. To receive a grant a school district or charter school would be required to provide a 50 percent match, which the Superintendent may waive upon evidence of the inability to provide the match. Articulated agreements between school districts and institutions of the NSHE would factor into the allocation calculations. No match would be required to continue grants to advisory technical skills committees.

B. Provide from the State General Fund to the fund a biennial appropriation of \$10 million. **(BDR 34-441)**

4. Send a letter to the members of the Nevada Congressional Delegation, expressing support for CTE programs funded with federal funds and urging the Delegation to maintain the federal appropriations for support of the Carl D. Perkins Vocational and Technical Education Act in the Fiscal Year 2007 budget and in future years.

5. A. State in the final report that the institutions of NSHE and the school districts should work to ensure a seamless transition from secondary to postsecondary education. The P 16 Council, or a successor organization, should develop and recommend policies to ensure that a meaningful transition is implemented, including expansion of CTE course articulation agreements.

B. Request the drafting of a legislative resolution to urge the NSHE institutions and the school districts to collaborate to ensure CTE courses will articulate. Also urge school districts to increase the number of CTE dual credit courses offered to 11<sup>th</sup> and 12<sup>th</sup> graders. **(BDR R-442)**

6. State in the final report that CTE programs, such as health care professions, leading to preparation for licensure should be expanded to increase the number of graduates. State that programs for expansion should address the growing needs of Nevada's expanding population. Some programs could be started at an earlier point in a student's high school enrollment.

### **CAREER ADVISING AND EXPLORATION**

The members of the Subcommittee to Study the Effectiveness of Career and Technical High Schools adopted the following proposal relating to career advising and exploration.

7. State in the final report that career advising should begin in middle school. Each middle school and high school should hold annual career days and provide all children with career exploration activities. Such activities should include interest inventories, alignment of



career interest with clusters of study, and field trips to area businesses. Employers should be invited to participate.

### **PERSONNEL**

The members of the Subcommittee to Study the Effectiveness of Career and Technical High Schools adopted the following proposals relating to school district personnel.

8. State in the final report that guidance counselors should be relieved of administrative duties with regard to test administration. Include that assistance with clerical and coordination activities could be provided by increased support staff, testing facilitators, or paraprofessionals.
9. State in the final report that secondary teachers who teach articulated courses or dual credit courses should be eligible for incentives.

### **ACCOUNTABILITY REPORTING**

The members of the Subcommittee to Study the Effectiveness of Career and Technical High Schools adopted the following proposal relating to reporting of accountability measures and indicators.

10. Amend the statutes to include CTE data measures in the accountability reports of the state, district, and school, where applicable. These data measures should include, but not be limited to, the number of students participating in CTE courses, the percentage of students completing CTE courses, and the graduation rate of students completing CTE courses. **(BDR 34-439)**



**REPORT TO THE 74<sup>TH</sup> SESSION OF THE NEVADA STATE LEGISLATURE BY  
THE LEGISLATIVE COMMITTEE ON EDUCATION'S  
SUBCOMMITTEE TO STUDY THE EFFECTIVENESS OF  
CAREER AND TECHNICAL HIGH SCHOOLS**

**I. INTRODUCTION**

*Nevada Revised Statutes* 281.5352 provides for Nevada's Legislative Committee on Education, a permanent committee of the Nevada State Legislature. Section 23 of Assembly Bill 388 (Chapter 309, *Statutes of Nevada 2005*) requires the Chairman of the Committee to appoint a subcommittee to study the effectiveness of career and technical high schools. The Subcommittee was charged with determining the number of career and technical high schools in Nevada, the current enrollment in those career and technical high schools, and the success of the existing career and technical education (CTE) programs. The Subcommittee was also directed to identify effective practices and determine the need for expanding career and technical high schools in Nevada.

The following legislators served on the Subcommittee to Study the Effectiveness of Career and Technical High Schools during the 2005-2006 interim:

Assemblywoman Bonnie Parnell, Chair, Carson City  
Senator Barbara K. Cegavske, Vice Chair, Las Vegas  
Senator Bernice Mathews, Reno  
Assemblyman Chad Christensen, Las Vegas

Legislative Counsel Bureau staff services for the Subcommittee were provided by Carol M. Stonefield, Principal Research Analyst, and Maryann Elorreaga, Senior Research Secretary, of the Research Division; Joi Davis, Program Analyst, of the Fiscal Analysis Division; and Kristin C. Roberts, Senior Principal Deputy Legislative Counsel, and Sara Partida, Deputy Legislative Counsel, of the Legal Division.

The Subcommittee held five meetings during the 2005-2006 interim. Two meetings were held at the Legislative Building in Carson City and one meeting at the Grant Sawyer State Office Building in Las Vegas. The Subcommittee also met at the Southern Nevada Vocational Technical Center (SNVTC) in Las Vegas and at the IGT Applied Technology Center of the Truckee Meadows Community College (TMCC) in Reno. In addition to the tour of SNVTC, the Subcommittee also visited the Academy for Career Education Charter School and the Regional Technical Institute of the Washoe County School District (WCSD) in Reno.

The Subcommittee gathered data on the current CTE offerings in each school district. It received several reports from the Office of Career, Technical, and Adult Education

(OCTAE), Nevada Department of Education (NDE), including an analysis of performance indicators, a status of technical skills advisory committees formed as part of A.B. 388, and the results of the survey of needs using quality criteria for effective programs.

To gain information, the Subcommittee heard testimony on CTE as a component of *STARS: Nevada's Blueprint for High School Improvement*. The Subcommittee received presentations on Tech Prep and the articulated CTE courses offered between the Clark County School District (CCSD) and the Community College of Southern Nevada and between the WCSD and TMCC. In addition, northern Nevada employers spoke to the Subcommittee about their needs for skilled workers and the president of TMCC discussed the role of the Nevada System of Higher Education (NSHE) in meeting current and projected CTE needs in Nevada. Representatives of Nevada guidance counselors presented information on their role in career advising and exploration as well as the increased demands of test administration. The Subcommittee considered research on options to fund regional CTE high schools and on CTE policies and activities recently implemented in other states.

Findings, resulting from its study, include:

- CTE courses are effective in educating students;
- CTE requires stable funding sources and increased revenues;
- Additional CTE high schools are necessary to meet the needs of employers and the interests of students;
- Articulated courses provide a means for high school students to start a college CTE major while still in high school;
- Guidance counselors, who provide crucial service in academic and career advising, are increasingly assigned non-guidance duties; and
- Schools and employers should make students and parents aware of skills needed to succeed in the 21<sup>st</sup> Century and increase opportunities available to students.

Members of the Subcommittee adopted ten proposals with regard to CTE in Nevada, including joint facilities and operations, program support and expansion, career advising and exploration, personnel, and accountability reporting. In addition to bill draft requests, the Subcommittee adopted several statements to be included in its report and agreed to draft a letter to Nevada's Congressional Delegation concerning continued federal support for CTE. Major recommendations include proposals to:

- Authorize two or more school districts in cooperation with community partners to establish career academies for high school students;

- Establish a fund to provide grants to school districts and charter schools for CTE programs and provide an appropriation; and
- Include CTE data measures in accountability reports.

The Subcommittee was required to report its findings and recommendations to the full Committee by August 1, 2006, pursuant to A.B. 388. The Chairman of the Legislative Committee on Education is required to submit the report to the Director of the Legislative Counsel Bureau for transmission to the 74th Session of the Nevada State Legislature.

The Chairwoman presented a summary of the Subcommittee's activities and the report to the full Committee on August 29, 2006. At that time, a representative of the Reno-Sparks Chamber of Commerce presented a proposal for a workforce development challenge grant program. A copy of the proposal is provided in Appendix E at the direction of the Chairwoman. (For a summary of the testimony, see the minutes of the August 29, 2006, meeting of the Legislative Committee on Education at <http://www.leg.state.nv.us/73rd/Interim/StatCom/Education>.)

Subsequent sections of this report contain detailed descriptions and background information for these recommendations as well as electronic links to material submitted by presenters to the Subcommittee.

## **II. REVIEW OF MAJOR FINDINGS AND SUBCOMMITTEE ACTIVITIES**

### **A. CAREER AND TECHNICAL EDUCATION: BACKGROUND**

#### ***1. Federal***

On August 12, 2006, President George W. Bush signed Public Law 109-270, the Carl D. Perkins Career and Technical Education Improvement Act of 2006. The United States Congress enacted S.250, a measure to reauthorize and revise the federal government's principal programs to assist secondary and postsecondary career and technical education. The Carl D. Perkins Vocational and Technical Education Act (Carl D. Perkins Act) had last been renewed in 1998. With this recent revision, reauthorization of appropriations for career and technical education programs is extended through 2012.

Originally enacted in 1984, the act provided funding for high school vocational programs directed particularly toward those students who were not pursuing postsecondary education and training. Reauthorized in 1990, the act included the Tech Prep Education Act, which focused on articulation between secondary and postsecondary institutions. Curriculum development and in-service teacher training were part of this measure. The reauthorization in 1998 addressed education and training in areas or skills where significant workforce shortages existed. It increased accountability by requiring states to incorporate new data collection and

reporting methods including student attainment, placement, and retention. Local Tech Prep programs were authorized to adapt to meet regional education and business needs.

The proposed federal budget for Fiscal Year (FY) 2007 would have eliminated the Perkins programs, which received approximately \$1.3 billion for FY 2006. The budget would have redirected the funds to a proposed expansion of the federal No Child Left Behind Act of 2001 (NCLB) to high schools. States and school districts would have been authorized to use the money for local priorities, which may include CTE programs.

## **2. State**

The State of Nevada has been accepting federal funds for vocational education since the enactment of Assembly Bill 248 (Chapter 209, *Statutes of Nevada 1917*) to comply with the Smith-Hughes Act, (S.703, Public Law 64-347), which provided for educational programs in agriculture, trades and industry, and home economics. The *Nevada Revised Statutes* 387.050 was amended in 1979 (Senate Bill 539 [Chapter 667, *Statutes of Nevada*]) to reflect the revisions in federal law; this section now provides that Nevada will accept the provisions of the Vocational Education Act of 1963 (H.R. 4935, Public Law 88-210).

Although appropriations for vocational education have been provided in the past only for specific projects or programs, several bills were introduced in the 73<sup>rd</sup> Legislature that related to CTE, including proposals for funding specific construction projects (Senate Bill 286 and Assembly Bill 456), a career and technical advanced high school diploma (A.B. 48), and appropriations to the school districts for CTE programs (S.B. 284 and S.B. 406). In addition to requiring the appointment of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, A.B. 388 also changed the name of the State Board for Occupational Education to the State Board for Career and Technical Education, required the appointment of advisory technical skills committees in a school district that had an established program of CTE, authorized NDE to provide CTE grants, and also required the Department to conduct a public awareness campaign. An appropriation of \$1 million in each year of the biennium was provided for the advisory technical skills committees, pursuant to the provisions of A.B. 580 (Chapter 482, *Statutes of Nevada 2005*).

As background, the OCTAE in the NDE provided to the Subcommittee the CTE State plan. Titled *Career and Technical Education Skills for Employment and Lifelong Learning Initiative*, the plan was adopted in 2004. It proposes to improve the quality of CTE by implementing program quality criteria. (The plan is available on the Web site of the NDE at [http://www.doe.nv.gov/edteam/ndeoffices/octae.attachment/301353/cte\\_stateplan.doc](http://www.doe.nv.gov/edteam/ndeoffices/octae.attachment/301353/cte_stateplan.doc).)

According to the plan, the development and implementation of State skill standards are providing the basis for program improvement. Included in program improvement are professional development, facilities and equipment, business and industry involvement, and student-teacher ratios. To support a more comprehensive approach to improve CTE programs,

the Program for Quality Criteria has been developed as an assessment tool to measure the implementation by a CTE program of the elements necessary to ensure quality.

At the January 18, 2006, meeting of the Subcommittee, Phyllis Dryden, Director, OCTAE, explained the quality criteria and the CTE skills for employment and lifelong learning, developed in the State plan. The quality criteria for a CTE program include the following:

1. Standards and instruction: The CTE program has been organized around career paths with clear performance standards and performance-based instruction, integrating academic knowledge and skills;
2. Leadership and citizenship: Students will develop leadership skills and citizenship by participating in community service projects and Career and Technical Student Organizations;
3. Practical application of occupational skills: Classroom simulation and work-based learning opportunities are directly related to regular classroom instruction;
4. Qualified and competent personnel: Teachers exhibit appropriate occupational proficiency and are involved in on-going professional development designed to enhance quality of instruction;
5. Facilities, equipment, and materials: Instructional materials and facilities reflect industry standards, meet safety standards, and are of sufficient quality and quantity;
6. Community, business and industry involvement: Representatives serve on advisory committees to provide guidance which is used by the staff to design and develop program areas;
7. Career guidance: Resource personnel provide guidance to ensure that students enroll in CTE programs that are consistent with their goals and abilities;
8. Program promotion: A systematic plan exists to inform students, parents, counselors, subject-matter teachers, administrators, and others about options in CTE programs;
9. Program accountability and planning: Systematic program assessment ensures that the programs meet objectives and is used to develop an improvement plan; and
10. Student-teacher ratio: The ratio ensures effective instruction and safe working conditions.

(For a copy of the *Advisory Technical Skills Committee Manual*, see the minutes of the January 18, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and

Technical High Schools, Exhibit D, at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060118-1248.pdf>.)

Michael Raponi, Consultant, OCTAE, presented information on funding sources for CTE in Nevada at the January 18 meeting of the Subcommittee. According to Mr. Raponi, CTE federal funding for secondary and postsecondary education is received through the Carl D. Perkins Act and the Workforce Investment Act (WIA). Slightly more than \$9 million was provided for FY 2006. In addition, the State appropriated a total of \$2.1 million, including allocations for administration at the NDE level. Total federal and state funding equaled \$11.1 million; of that amount, \$9.5 million was disbursed directly to the local education agencies, which includes school districts and community colleges. (For a copy of Mr. Raponi's presentation, see the minutes of the January 18, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, Exhibit B, at: <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060118-1248.pdf>)

As part of the introduction to the study of CTE, David Smith, Evaluation Consultant, OCTAE, provided a series of education accountability briefs, summarizing the impact of CTE on student performance. Mr. Smith presented data relating to dropout rates, graduation rates, enrollment in Tech Prep programs, high school proficiency examination performance, and attendance rates. (See Appendix B for copies of Education Accountability Briefs 1 through 11.)

Finally, James Barbee, Consultant, OCTAE, submitted a document titled *Nevada Department of Education Quality Criteria Survey of Needs*. He said the purpose of the survey was to assist the NDE in obtaining information about CTE programs in Nevada, thereby identifying the areas in need of improvement. The schools were asked to provide information reflecting performance on the quality criteria. (For a copy of Mr. Barbee's presentation and the *Survey* instrument, see the minutes of the January 18, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, Exhibit E, at: <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060118-1248.pdf>.)

At the June 6, 2006, meeting of the Subcommittee, Mr. Barbee reported on the results of the survey. CTE instructors were asked to assess the performance level of CTE programs currently. On each of the ten *Quality Criteria*, Mr. Barbee reported that CTE instructors rated the overall performance as approaching the standard. On a scale where 2 equates to "below standard" and 3 equals "meets standard," the performance levels ranged between 2.36 for student-teacher ratios to 2.75 for qualified and professional personnel. (For a copy of Mr. Barbee's Microsoft PowerPoint presentation, titled *Report on the Quality Criteria Survey of Needs*, see the minutes of the June 6, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, Exhibit C, at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060606-1248.pdf>.)



## **B. COMMITTEE STUDY: FINDINGS**

Section 23 of Assembly Bill 388 required the Subcommittee appointed pursuant to the measure to study career and technical high schools in Nevada. The Subcommittee was to determine the number of school districts with at least one career and technical high school and the number of students enrolled in them, the successful and effective practices of career and technical high schools, and the need for expanding the availability of such high schools. During its investigation, the Subcommittee received information about conditions or occurrences that were beyond the scope of its statutory charge, which were included in its findings.

The Subcommittee was required to submit its findings and recommendations to the Legislative Committee on Education by August 1, 2006. The full Committee approved the report of the Subcommittee at its meeting on August 29, 2006. This section presents a summary of the major issues and findings of the Subcommittee in the course of its study.

### ***1. Career and technical education courses are effective in educating students.***

Nearly 50 percent of high school students enroll in one or more CTE courses. Among students enrolled in CTE courses, the dropout rate was less than 2 percent in 2003-2004, while the overall dropout rate that year was slightly less than 6 percent. In the Class of 2004, 89 percent of students enrolled in terminal CTE courses earned a high school diploma; that year, 83 percent of all 12<sup>th</sup> graders attained a high school diploma. Within six months of graduation, 97 percent of CTE completers obtained employment, continued in postsecondary education, or joined the military. (For a copy of David Smith's Microsoft PowerPoint presentation, see the minutes of the January 18, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, Exhibit C, at: <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-2000118-1248.pdf>.)

At the Southern Nevada Vocational Technical Center (SNVTC), in the 2003-2004 academic year, African-American and Hispanic students comprised 56.5 percent of the student body. The Accountability Report Card indicates the following proficiency rates on each section of the Nevada High School Proficiency Examination for these two demographic groups as well as the overall proficiency rate.

**Percent Proficient on Sections of the High School Proficiency Examination, 2003-2004**

	Overall		Hispanic		African-American	
	State	SNVTC	State	SNVTC	State	SNVTC
Reading	77.2	91.0	62.0	91.1	65.9	90.6
Writing	83.4	92.9	72.1	96.8	75.4	86.9
Mathematics	57.7	68.3	38.9	67.2	35.5	57.8

(Source: *Education Accountability Brief #6*, Office of Career, Technical, and Adult Education, Nevada Department of Education, March 2005)

At its March 1, 2006, meeting, the Subcommittee heard testimony on CTE as a component of *STARS: Nevada's Blueprint for High School Improvement* (the plan is available at <http://www.doe.nv.gov/schoolimprovement/blueprint.html>). According to Phyllis Dryden, Director, OCTAE, the CTE standards were cross-walked with the academic standards. Gloria Dopf, Deputy Superintendent, Office of Instruction, Research and Evaluative Services, NDE, reported that CTE high schools are effective in recovery of dropouts. She said that three indicators support this: students at career and technical high schools show improvement in achievement in all assessments, graduate at a higher rate, and drop out at a lower rate. (For a summary of the testimony of Ms. Dryden and Ms. Dopf, see the minutes of the March 1, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060301-1248.pdf>.)

## ***2. Career and technical education requires stable funding sources and increased revenues.***

In FY 2006, total federal funding was \$9,029,668; of that, \$8,054,441 was provided under the Carl D. Perkins Act. The proposed federal budget for FY 2007 would have eliminated CTE funding.

In FY 2006, total State funding for CTE, including funding for apprenticeships and career and technical student organizations, was \$2,109,589. Assembly Bill 580 (Chapter 482, *Statutes of Nevada 2005*) appropriated \$1 million in each year of the biennium to provide grants to form and support technical skills advisory committees in school districts with secondary schools. All eligible districts applied for and received grants in the first fiscal year. (For a copy of Michael Raponi's presentation, see the minutes of the January 18, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, Exhibit B, at: <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060118-1248.pdf>.)

At the Subcommittee hearing on April 13 in Reno, advisory technical skills committee members testified that additional funds are needed for facilities upgrade and expansion, equipment compatible with industry standards, professional development for CTE teachers, and recruitment of students. (For a summary of comments by advisory technical skills committee members in Washoe County, see the minutes of the April 13, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060413-1248.pdf>.)

## ***3. Additional career and technical education high schools are necessary to meet the needs of employers and the interests of students.***

Clark County School District and Washoe County School District are the only Nevada districts to provide career and technical high schools. In Clark County, SNVTC is a career and technical magnet school, enrolling approximately 1,750 students. Additional academies are

proposed to open in northwest Las Vegas in 2007 and in eastern Clark County in 2008. Three more regional academies are proposed for 2009.

Washoe County School District's Vision 2015 plan envisions a degree-granting career and technical high school with a projected opening in 2009, organized around nine career clusters. The vision calls for the existing Regional Technical Institute (RTI) to be incorporated into the new Career and Technical Academy. Currently, about 500 students in 11<sup>th</sup> and 12<sup>th</sup> grades enroll both full-time and part-time in RTI classes. (Source: *Preliminary Evaluation of Space Requirements for a Career and Technical Academy*, Final Report, Washoe County School District, October 2005)

Technical skills advisory committee members testified that opportunities for collaboration with industry should be provided. They also testified that assistance with financing for facilities, equipment upgrades, professional development for career and technical education instructors, and recruitment of students is needed. (For a summary of comments by advisory technical skills committee members in Washoe County, see the minutes of the April 13, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060413-1248.pdf>.)

**4. *Tech Prep provides a means for high school students to start a college career and technical education major while still in high school.***

Tech Prep programs allow 11<sup>th</sup> and 12<sup>th</sup> graders to earn college credit for career and technical education courses completed in high school. In Tech Prep programs, students begin their study in high school with a particular sequence of courses and continue the same program in college. To be eligible, students must earn a grade of A or B in an articulated class with a community college. According to testimony, the typical fee is \$10 per credit hour and the maximum number of credits that may be earned is 15 college credits.

Further testimony informed the Subcommittee that a shortage of teachers in career and technical education fields exists. The Subcommittee was told there is a need to increase the number of pre-service teachers as well as to recruit retirees or individuals who change careers.

A statewide Tech Prep coordinator is critical if the program is to expand, according to testimony. (For a copy of the Microsoft PowerPoint presentation by Andrea Anderson, Site Manager, Boulder City Site, Community College of Southern Nevada, and Kathleen Frosini, Director, Career and Technical Education, Clark County School District, see the minutes of the March 1, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, Exhibit D, at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060301-1248.pdf>, and for a summary of the comments by Janet Hay, Site Administrator and Coordinator, Career and Technical Education, Washoe County School District, and Jowell Laguerre, Vice President for Academic Affairs, Truckee Meadows Community

College, see the minutes of the April 13, 2006, meeting of the Subcommittee, at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060413-1248.pdf>.)

***5. Guidance counselors, who provide crucial service in academic and career advising, are increasingly assigned non-guidance duties.***

Representatives from the Nevada Department of Education, Clark County School District, and Washoe County School District presented information on the results of a survey of guidance counselors. The American School Counselor Association recommends a ratio of students to counselors at 250 to 1. The survey found that in the elementary schools ratios could reach as high as 877 to 1. Six districts reported ratios between 400 and 600 students per counselor, while 5 districts report ratios of more than 600 to 1. In middle schools, 6 districts reported ratios of more than 300 to 1, but 8 districts reported ratios of more than 400 students per counselor. Thirteen of the 16 districts with high schools reported ratios of more than 300 students per counselor. Further, one district reported that one counselor serves all schools and several districts reported the sharing of counselors among schools.

In addition, the Subcommittee received information that at the high school level the average counselor spends 355 total hours per year acting as the testing coordinator. Testing duties for counselors at all school levels include attending district training sessions, organizing proctor meetings, setting up testing logistics, picking up and delivering test booklets, securing the tests in locked cabinets, organizing and administering make-up testing, and submitting all returned materials correctly.

Counselors suggested testing facilitators or proctors to relieve the counselors of some testing administration duties so that they would have more time to work with students on test results interpretation. (For a summary of the testimony of Garry Wyatt, Career Education Consultant, NDE; Jane Kadoich, Director, Curriculum and Professional Development, Clark County School District; and Suzy Rusk, Counseling Coordinator, Washoe County School District, and for a copy of the *Nevada School Counselor Task and Assignment Survey Results*, see the minutes of the May 9, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, Exhibit B, at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060509-1248.pdf>.)

***6. Schools and employers need to make students and parents aware of opportunities available and skills needed to succeed in the 21<sup>st</sup> Century.***

Reno area employers testified to the Subcommittee that the area is experiencing a shortage of qualified workers. An advisory technical skills committee member suggested that career and technical education must recruit students in middle school and raise public awareness. A guidance counselor testified that advisement at the transition to high school is crucial and students need help to understand the consequences of their choices. Students need meaningful

exposure to various careers. Representatives of the Department of Education testified that some federal funds will be used to develop advising materials for students. Financial assistance is needed to help teachers sponsor career and technical student organizations. (For a summary of comments by advisory technical skills committee members in Washoe County, see the minutes of the April 13, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060413-1248.pdf>.)

The Subcommittee received testimony from one community college president that a lack of communication exists between secondary and postsecondary education. A lack of communication also exists among educators, policy makers, and business and industry. This results in a fragmentation of career and technical education. Employers have needs for highly skilled technicians. New technologies and economic growth will require training and retraining of currently employed workers. Academic instruction must be integrated with career and technical education. A career pathway is a sequence of academic and career courses, beginning in 9<sup>th</sup> grade and leading to an associate degree, an industry-recognized certificate or license, or a baccalaureate degree and beyond. (For a copy of the Microsoft PowerPoint presentation of Dr. Philip Ringle, President, Truckee Meadows Community College, see the minutes of the April 13, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, Exhibit B, at: <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060413-1248.pdf>).

### **III. RECOMMENDATIONS**

The Subcommittee to Study the Effectiveness of Career and Technical High Schools held its work session on June 6, 2006, to consider recommendations for bill draft requests and other actions. Members of the Subcommittee adopted ten proposals geared toward the support and expansion of career and technical education in Nevada.

#### **A. PROPOSALS RELATING TO JOINT FACILITIES AND OPERATIONS**

In an age of increased accountability, due in part to the Nevada Education Reform Act of 1997 and the federal No Child Left Behind Act of 2001, the higher graduation rate and lower dropout rate for CTE students are indicators of adequate yearly progress. In addition, completing CTE programs such as communications and graphic design, computer applications, information technology, computer-assisted drafting, robotics and digital electronics, and biomedical and health sciences improves the likelihood that students will be prepared to enter the workforce or pursue CTE programs at the postsecondary level.

Nevada school districts offer CTE courses within the traditional high school setting. In addition, both Clark County School District (CCSD) and Washoe County School District

(WCSD) have focused CTE curricula by establishing career and technical high schools. Both school districts currently make the CTE programs available to all students.

Because many CTE programs are expensive to equip and operate and qualified instructors are in short supply, some school districts are unable to offer as many opportunities as their students may desire. Establishing regional multi-district facilities may be a means to provide CTE opportunities to a greater number of students. Sharing existing facilities and equipment between secondary and postsecondary programs would also make the most efficient use of CTE resources.

As it considered the concept of joint facilities and operations, the Subcommittee received information about the existing authority, pursuant to NRS 387.531 to 387.591 enacted in 1971 (A.B. 469 [Chapter 296, *Statutes of Nevada*]), to establish joint facilities and projects. The Subcommittee also reviewed the Interlocal Cooperation Act, pursuant to NRS 277.080 to 277.180. The Subcommittee received information on recent state policies and activities compiled by the Education Commission of the States (ECS). (For a copy of *Concepts to Establish Regional Career and Technical High Schools*, prepared by the Subcommittee staff, which provides a link to the ECS compilation, see the minutes of the May 9, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, Exhibit D, at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060509-1248.pdf>).

In addition, the Subcommittee expressed interest in the Vocational Academies Act, enacted by the Illinois General Assembly in 2005 (House Bill 3646, Public Act 094-0220). The measure authorizes a school district in partnership with a community college, local employers and community organizations to establish a vocational academy, which may receive a grant if it is a two-year school organized around a career theme and meets other learning standards. (For a copy of *Recent State Policies and Activities*, prepared by the Subcommittee staff, which provides links to relevant legislation from other states, see the minutes of the May 9, 2006, meeting of the Subcommittee to Study the Effectiveness of Career and Technical High Schools, Exhibit E, at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/Minutes/IM-EdCarTech-20060509-1248.pdf>).

#### 1. Career and Technical Education Academies Act

A review of the existing statutes and model legislation in other states led the Subcommittee to conclude that specific authorization to form joint facilities for CTE high schools was needed. Therefore, the Subcommittee recommends that the 2007 Legislature:

- **Amend the statutes to establish the Career and Technical Education Academies Act to authorize two or more school districts in cooperation with community partners to form a compact to establish a CTE academy for students in high school. An advisory council would consist of members of the participating school district boards of trustees and representatives from the community partners. The compact must provide for the**



**apportionment of expenses, enrollment from each member district, employment of personnel and other operations. (BDR 34-439)**

## **2. Sharing of CTE facilities and equipment**

At the May 9, 2006, meeting, technical skills advisory committee members urged that assistance with financing for facilities and equipment upgrades is needed. In addition, at the same meeting TMCC President Phil Ringle commented that one of the problems facing CTE is the costly duplication of effort. Subsequently, members of the Subcommittee discussed the most efficient use of public resources for CTE instruction. To address the need for additional facilities and equipment at the secondary and postsecondary levels, the Subcommittee voted to:

- **State in the final report that the school districts and the institutions of the Nevada System of Higher Education (NSHE) should enter into agreements to share facilities designed and equipped to provide instruction in CTE courses. Include in this statement that such agreements should provide for the maximum use of facilities including, but not limited to, establishing separate sessions in the same day for different groups of students.**

## **B. PROPOSALS RELATING TO PROGRAM SUPPORT AND EXPANSION**

In December 2005, the Fiscal Analysis Division of the Legislative Counsel Bureau conducted a survey of school districts to determine if students are waiting or are unable to enroll in desired CTE courses. According to the results, three districts (Carson City, Clark, and Lyon) reported waiting lists for enrollment in CTE courses. Other districts reported that, when more students apply than there is capacity, upper class students receive priority. (Source: Quick Poll, December 8, 2005, Fiscal Analysis Division)

Even though the demand exists among students for CTE opportunities and testimony was received that resources to support CTE instruction are limited, the Subcommittee was aware that the Bush Administration had proposed to eliminate the Carl D. Perkins Act. The FY 2007 budget proposed to redirect the funds to grants to the states to be used for elementary and secondary education programs.

Further, as it considered program support and expansion, the Subcommittee expressed interest in model legislation enacted by the Wyoming Legislature in 2003. Enrolled Act No. 63 (Senate File No. 0059) provides for the establishment of a fund to which school districts could apply for grants for CTE programs. (A copy of Wyoming S.F. 0059 may be obtained at the following site: <http://legisweb.state.wy.us/2003/enroll/sf0059.pdf>.)

The Subcommittee discussed the benefits of the Tech Prep programs, which enable 11<sup>th</sup> and 12<sup>th</sup> grade students to get started on college credits through sequenced programs articulated between high schools and community colleges. The Subcommittee received testimony that a fragmentation of career and technical education exists. This results from a lack of

communication between secondary and postsecondary education and among educators, policy makers, and business and industry. Changing technologies and expanding economies will demand that workers be trained and retrained. Employers informed the Subcommittee that they have needs for highly skilled technicians. Yet students and their parents are unaware of opportunities and teachers are in short supply. Moreover, integration of high academic standards at the secondary level is necessary to ensure articulation with postsecondary courses.

### 3. Establishment of a fund for CTE grants

To meet demand for increased CTE opportunities while maintaining the commitment of local school districts and charter schools to providing CTE instruction, the Subcommittee voted to recommend that the 2005 Legislature:

- **Amend the statutes to establish a fund to be administered by the Superintendent of Public Instruction to be used to provide grants to school districts and charter schools for the purposes of initiating, maintaining, or expanding CTE programs and of continuing the advisory technical skills committees. To receive a grant a school district or charter school would be required to provide a 50 percent match, which the Superintendent may waive upon evidence of the inability to provide the match. Articulated agreements between school districts and institutions of the NSHE would factor into the allocation calculations. No match would be required to continue grants to advisory technical skills committees;**

And

- **Provide from the State General Fund to the fund a biennial appropriation of \$10 million. (BDR 34-441)**

### 4. Continuation of federal funding

Because federal funding available through the Carl D. Perkins Act provided most of the earmarked revenues used to support CTE in Nevada secondary and postsecondary education, the Subcommittee voted to:

- **Send a letter to the members of the Nevada Congressional Delegation, expressing support for CTE programs funded with federal funds and urging the Delegation to maintain the federal appropriations for support of the Carl D. Perkins Vocational and Technical Education Act in the Fiscal Year 2007 budget and in future years.**

### 5. Seamless transition between secondary and postsecondary education

A seamless transition between high school and college depends on quality instruction and accurate information. To ensure that students, parents, teachers, and secondary and



postsecondary schools implement the most efficient and accessible system, the Subcommittee voted to:

- **State in the final report that the institutions of NSHE and the school districts should work to ensure a seamless transition from secondary to postsecondary education. The P-16 Council, or a successor organization, should develop and recommend policies to ensure that a meaningful transition is implemented, including expansion of CTE course articulation agreements.**

**And to**

- **Request the drafting of a legislative resolution to urge the NSHE institutions and the school districts to collaborate to ensure CTE courses will articulate. Also urge school districts to increase the number of CTE dual credit courses offered to 11<sup>th</sup> and 12<sup>th</sup> graders. (BDR R-442)**

#### 6. Expansion of programs

Throughout its study, the Subcommittee received information on the CTE and Tech Prep programs that generated the most interest and the ones for which employment opportunities are plentiful. To ensure that adequate numbers of graduates eligible to obtain certification and licensure are produced by Nevada's secondary and postsecondary institutions, the Subcommittee voted to:

- **State in the final report that CTE programs, such as health care professions, leading to preparation for licensure should be expanded to increase the number of graduates. State that programs for expansion should address the growing needs of Nevada's expanding population. Some programs could be started at an earlier point in a student's high school enrollment.**

### **C. PROPOSALS RELATING TO CAREER ADVISING AND EXPLORATION**

The Subcommittee received testimony at its meeting in Reno in April that the schools should promote career awareness more than they do. It was suggested that adolescents should begin to explore careers at a much earlier age. The Subcommittee also heard testimony at its May meeting on activities mandated in other states that would increase career awareness.

#### 7. Career advising

To support a more systematic exploration of careers and to increase the involvement of employers in the promotion of career awareness, the Subcommittee agreed to:

- **State in the final report that career advising should begin in middle school. Each middle school and high school should hold annual career days and provide all children**

**with career exploration activities. Such activities should include interest inventories, alignment of career interest with clusters of study, and field trips to area businesses. Employers should be invited to participate.**

#### **D. PROPOSALS RELATING TO PERSONNEL**

The Subcommittee received testimony on several occasions about the important role that professionals play in advising and instructing students to complete CTE programs. At its May 9 meeting, representatives from the OCTAE and the school districts reported on the changing duties of guidance counselors, who are an instrumental link in career advising. According to their presentation of the results of a survey of Nevada guidance counselors, due to the increase in standardized testing counselors are devoting more time to test administration, which leaves less time for academic and career advising. Counselors suggested testing facilitators or proctors to relieve the counselors of some testing administration duties so that they would have more time to work with students on test results interpretation.

In addition, at the April 13, 2006, meeting, representatives of advisory technical skills committees and area employers emphasized the need for instructors. They informed the Subcommittee that many instructors can earn more income by working in a technical field than by teaching it to secondary or postsecondary students.

##### **8. Guidance counselors**

Although the Subcommittee was advised that proposing legislation to require additional resources and to limit administrative duties of guidance counselors was most likely beyond the scope of the charge to the Subcommittee, the members wanted to raise awareness of the increasing obligations to administer tests that are encroaching on the guidance counselors' role to advise students about academic preparation and career selection. To accomplish this, the Subcommittee voted to:

- **State in the final report that guidance counselors should be relieved of administrative duties with regard to test administration. Include that assistance with clerical and coordination activities could be provided by increased support staff, testing facilitators, or paraprofessionals.**

##### **9. Instructors**

To encourage an adequate supply of instructors who teach courses articulated for transfer from high school to college, the Subcommittee voted to:

- **State in the final report that secondary teachers who teach articulated courses or dual credit courses should be eligible for incentives.**

## **E. PROPOSALS RELATING TO ACCOUNTABILITY REPORTING**

Throughout the interim, the Subcommittee received statistical data showing the success of CTE programs in increasing the graduation rate, decreasing the dropout rate, improving attendance, and promoting postsecondary education and employment. In order to ensure that such data continue to be collected, evaluated, and publicized, the Subcommittee recommends that the 2007 Legislature:

- **Amend the statutes to include CTE data measures in the accountability reports of the state, district, and school, where applicable. These data measures should include, but not be limited to, the number of students participating in CTE courses, the percentage of students completing CTE courses, and the graduation rate of students completing CTE courses. (BDR 34-439)**

#### IV. SELECTED REFERENCES

*Career and Technical Education Skills for Employment and Lifelong Learning Initiative*, Office of Career, Technical and Adult Education, Nevada Department of Education

- [http://www.doe.nv.gov/edteam/ndeoffices/octae.attachment/301353/cte\\_stateplan.doc](http://www.doe.nv.gov/edteam/ndeoffices/octae.attachment/301353/cte_stateplan.doc)

Carl D. Perkins Career and Technical Education Act of 2006

- <http://www.ed.gov/policy/sectech/leg/perkins/index.html>

Education Commission of the States

- <http://www.ecs.org>

Regional Technical Institute, Washoe County School District

- <http://rtihigh.net/>

Southern Nevada Vocational Technical Center

- <http://ccsd.net/schools/snvtc/index.htm>

*STARS: Nevada's Blueprint for High School Improvement.*

- <http://www.doe.nv.gov/schoolimprovement/blueprint.html>

Tech Prep Education

- <http://www.ed.gov/programs/techprep/index.html>

## **V. ACKNOWLEDGEMENTS**

The Legislative Counsel Bureau would like to acknowledge those educational institutions that hosted meetings of the Subcommittee to Study the Effectiveness of Career and Technical High Schools during the 2005-2006 interim. We extend special thanks:

- To the Clark County School District, especially Walt Rulffes, Superintendent; Richard Arguello, Principal, and the students and staff of the Southern Nevada Vocational Technical Center; and Craig Kadlub, Director, Government Affairs.
- To the Washoe County School District, especially Paul Dugan, Superintendent; Lezlie Porter, President of the Board of Trustees; Marcel Durant, Principal, and the students and staff of the Regional Technical Institute; Juanita Jeanney, Senior Director, Department of Secondary Education; and Anne Loring, Lobbyist.
- To the Truckee Meadows Community College, especially Philip Ringle, President; and the students and staff of the IGT Applied Technology Center.
- To the Academy for Career Education High School, especially Leigh Berdrow, Assistant Principal, and the students and staff.

In addition, the Legislative Counsel Bureau would like to acknowledge the efforts of the following persons and entities for assisting the Subcommittee during its deliberations, and for providing information contained in this report:

- The Nevada Department of Education, including Keith Rheault, Superintendent of Public Instruction; Gloria Dopf, Deputy Superintendent, Office of Instructional, Research and Evaluative Services; and with special thanks to Phyllis Dryden, Director, Office of Career, Technical and Adult Education and her staff of consultants: James Barbee, Michael Raponi, David Smith, and Garry Wyatt.
- Tech Prep Program administrators, including Andrea Anderson, Community College of Southern Nevada; Kathleen Frosini, Clark County School District; Janet Hay, Washoe County School District; and Jowell Laguerre, Truckee Meadows Community College.
- Guidance counselors, including Jane Kadoich, Clark County School District; and Susan Rusk, Washoe County School District.
- Representatives from Nevada's business and industry, including Advisory Technical Skills Committee Members John Kukulica, Lee Roberts, and Sony Volce; and with special thanks to Norman L. Dianda.



## VI. APPENDICES

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APPENDIX A

Section 23 Assembly Bill 388 (Chapter 309, *Statutes of Nevada 2005*)



## Appendix A

### Assembly Bill No. 388–Committee on Education CHAPTER 309

AN ACT relating to education; changing the name of the State Board for Occupational Education to the State Board for Career and Technical Education; changing the term “occupational education” to “career and technical education”; requiring under certain circumstances that an advisory technical skills committee be appointed for a program of career and technical education in a school district; authorizing the Department of Education to provide grants, to the extent money is available, for distribution to school districts and charter schools for career and technical education; requiring a subcommittee of the Legislative Committee on Education to study career and technical high schools; requiring the Department of Education to conduct a public awareness campaign regarding career and technical high schools; and providing other matters properly relating thereto.

THE PEOPLE OF THE STATE OF NEVADA, REPRESENTED IN SENATE AND ASSEMBLY, DO ENACT AS FOLLOWS:

**Sec. 23** 1. The Chairman of the Legislative Committee on Education shall appoint a subcommittee of the members of the Committee to study the effectiveness of career and technical high schools in this State.

2. The subcommittee appointed pursuant to subsection 1 shall:

(a) Determine the number of school districts in this State that include at least one high school designated as a career and technical high school that provides a program of career and technical education for pupils enrolled in grades 9 to 12, inclusive.

(b) Determine the number of pupils enrolled in each career and technical high school, identified by school district.

(c) Determine the success of each career and technical high school in this State, including, without limitation, a determination of whether each career and technical high school operated by a school district increases within the school district:

(1) The graduation rate from high school; and

(2) The percentage of pupils who remain enrolled in high school.

(d) Identify effective practices carried out by school districts regarding the development, enrollment and operation of career and technical high schools and the feasibility of carrying out those practices statewide.

(e) Identify the need, if any, for expanding the availability of career and technical high schools in this State.

3. The subcommittee appointed pursuant to subsection 1 shall submit a report of its findings and any recommendations for legislation to the Legislative Committee on Education on or before August 1, 2006. The Legislative Committee on Education shall consider the recommendations of the subcommittee and on or before February 1, 2007, submit the report of the subcommittee to the Director of the Legislative Counsel Bureau for transmission to the 74th Session of the Nevada Legislature.



## APPENDIX B

### Education Accountability Briefs 1 through 11





# Career & Technical Education

*Skills for Employment & Lifelong Learning*

## EDUCATION ACCOUNTABILITY BRIEF #1

September, 2004

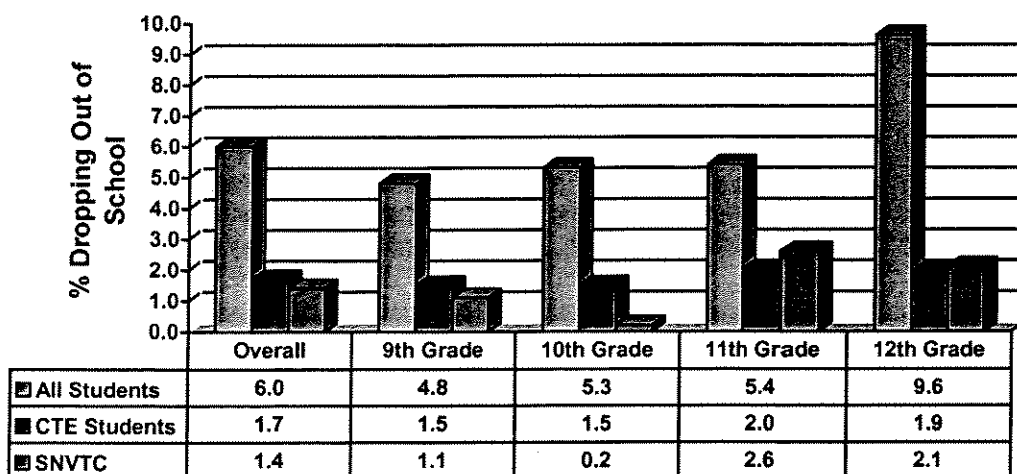
### Impact of Participating in Nevada Career and Technical Education Programs on High School Dropout Rates

Career and Technical Education (CTE) programs serve the needs of a large number of high school and community college students in Nevada. In the fall of 2002, 44,141 secondary students and 30,587 community college students enrolled in CTE programs. Although CTE programs serve a number of functions for students, there are four primary areas of focus for CTE:

- the attainment of academic and occupational skills;
- the successful completion of secondary or postsecondary diplomas, credentials, and certificates;
- facilitating student placement and retention in occupations, further educational programs, and the military; and
- offering students the opportunity to study and complete training programs in areas where their gender is underrepresented in the field.

To attain such goals, students must stay in school. Fortunately, participation in CTE programs in Nevada secondary schools has a strong impact on reducing dropout rates. The figure below illustrates the impact in Nevada by comparing the overall 2002-2003 school year dropout rates of all high school students with the dropout rates of CTE students and students in a career and technical high school.

**Nevada High School Dropout Rates Overall and by Grade  
for All Students, CTE Students, and Southern Nevada Vocational Technical Center  
Students, School Year 2002-03**



For further information, contact:

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Office of Career, Technical, and Adult Education  
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# Career & Technical Education

*Skills for Employment & Lifelong Learning*

## EDUCATION ACCOUNTABILITY BRIEF #2

October, 2004

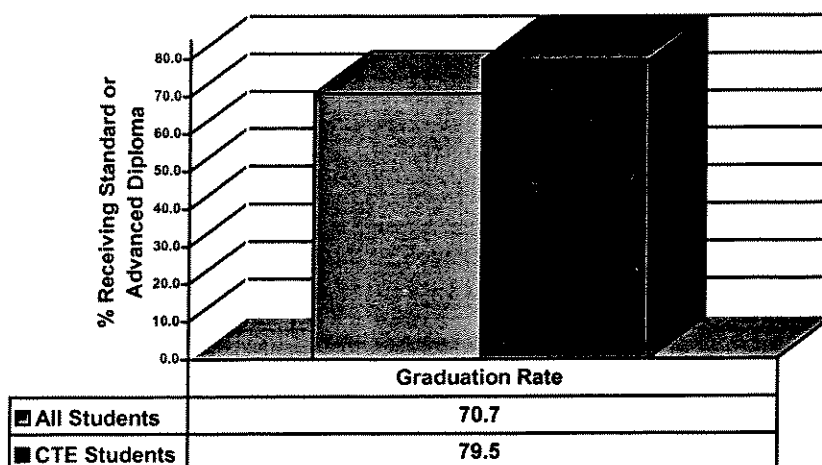
### Career and Technical Education Students Graduate at Higher Rates

In addition to providing students with valuable occupational skills and facilitating employment and further education and training, Career and Technical Education (CTE) programs focus on academic skill attainment and improve the likelihood of students successfully completing secondary and postsecondary diplomas, credentials, and certificates.

Previous data from the 2002-03 school year indicates that the dropout rate for students participating in CTE programs in Nevada secondary schools is 1.7 percent, considerably lower than Nevada's overall high school dropout rate of 6 percent. The present findings indicate that, for the 2003 graduating class, Nevada's CTE students' graduation rate of 79.5 percent is higher than the overall graduation rate of 70.7 percent for all Nevada students.

The graduation rates here are restricted to students receiving standard or advanced diplomas. In addition to standard and advanced diplomas, students can complete high school with an adult diploma, adjusted diploma, or a certificate of attendance. CTE students also complete high school education in some fashion at a higher rate (90.1 percent) than the rate for all high school students (84 percent).

#### Nevada High School Standard or Advanced Diploma Graduation Rate for All Students and for CTE Students, Graduating Class of 2003



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# Career & Technical Education

*Skills for Employment & Lifelong Learning*

## EDUCATION ACCOUNTABILITY BRIEF #3

February 2005

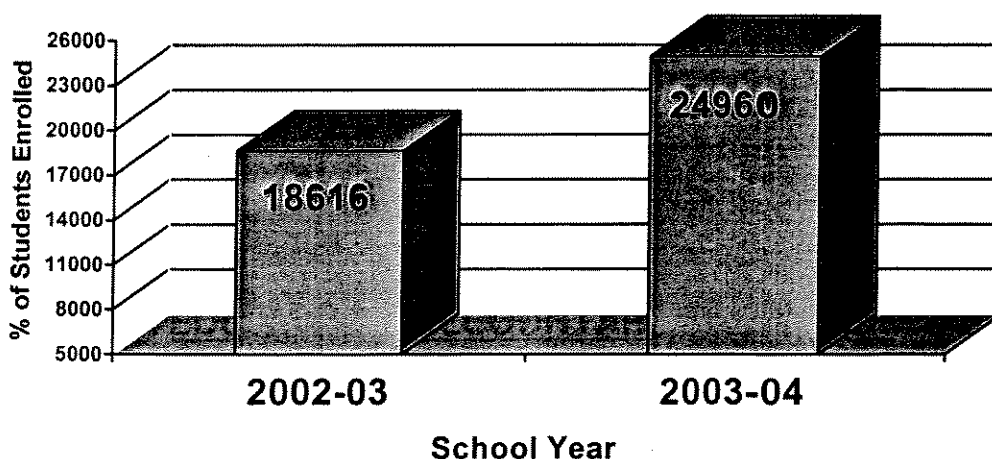
### Nevada CTE Students Prepare for Postsecondary Education and Careers: 34% Increase in Secondary Students Enrolled in Tech Prep Programs

Nevada's Tech Prep programs illustrate one way that Career and Technical Education (CTE) programs serve the needs of Nevada high school students in attaining academic and occupational skills and the successful completion of secondary and postsecondary diplomas, credentials, and certificates.

Tech Prep programs provide junior and senior high school students with a way to start a college technical major while still in high school and an opportunity to earn up to 15 college credits for successful completion of the Tech Prep courses taken. In a Tech Prep program, students begin their course of study in high school and can continue the later stages in college culminating in a postsecondary degree or technical certificate in the career field. Juniors or seniors that earn a grade of A or B in articulated high school Tech Prep courses are eligible to receive college credits for those courses. Nevada colleges participating in Tech Prep programs are Community College of Southern Nevada, Great Basin College, Truckee Meadows Community College, and Western Nevada Community College.

*Participation in Nevada's secondary Tech Prep courses increased 34 percent from 18,616 students in the 2002-03 school year to 24,960 students in the 2003-04 school year, compared to the nine percent increase in the overall number of juniors and seniors in Nevada public schools.*

Number of High School Students Enrolled in Nevada Tech Prep Programs  
School Years 2002-03 & 2003-2004



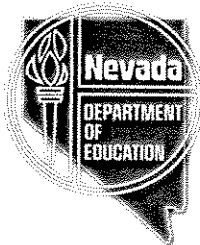
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# Career & Technical Education

*Skills for Employment & Lifelong Learning*

## EDUCATION ACCOUNTABILITY BRIEF #4

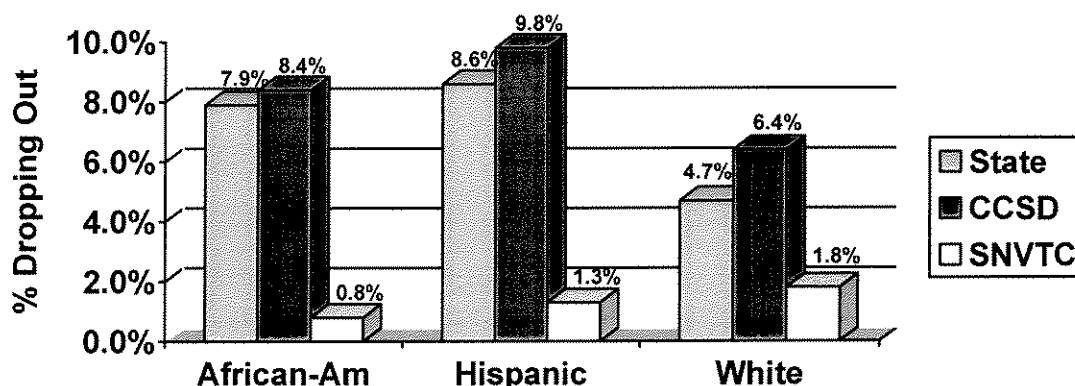
March 2005

### Impact of a Comprehensive Career and Technical Education High School on Minority Dropout Rates in Nevada

Dropout rate is a major concern in Nevada education, especially the high dropout rates of African-American and Hispanic students. A previous Career and Technical Education (CTE) brief indicated that Nevada's CTE students drop out at a lower rate (1.7 percent) than the overall state figure (6 percent) for high school students. The present brief illustrates the impact of a comprehensive CTE high school, Southern Nevada Vocational Technical Center (SNVTC) on African-American and Hispanic students' dropout rates.

In the 2002-2003 school year, the statewide dropout rates were 8.6 percent for Hispanic students and 7.9 percent for African-American students. Dropout rates in Clark County School District (CCSD), Nevada's largest school district where SNVTC is located, were 9.8 percent for Hispanic students and 8.4 percent for African-American students. Dropout rate for Hispanic students at SNVTC was a very low 1.3 percent and the rate for African-American SNVTC students was less than one percent (0.8 percent). These dropout rates are considerably lower than the overall dropout rates for white students and are lower than the white student dropout rates at SNVTC. African-American and Hispanic students comprise 56.5 percent of students enrolled in SNVTC, with 42.5 percent Hispanic and 14 percent African-American students.

**2002-2003 Annual Dropout Rates Among African-American, Hispanic, and White Students in Nevada, in Clark County School District, and at Southern Nevada Vocational Technical Center**



For further information, contact:

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# Career & Technical Education

*Skills for Employment & Lifelong Learning*

## EDUCATION ACCOUNTABILITY BRIEF #5

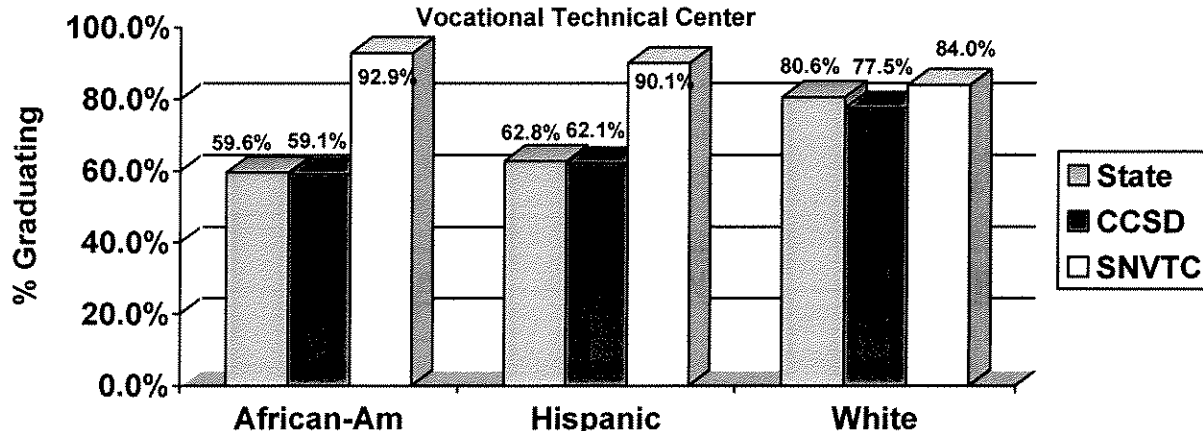
March 2005

### Minority Graduation Rates in a Comprehensive Career and Technical Education High School in Nevada

Dropout rates and graduation rates are significant concerns in Nevada education, especially the high dropout rates and the low graduation rates of African-American and Hispanic students. Previous Career and Technical Education (CTE) briefs have indicated that Nevada's CTE students drop out at a lower rate and graduate with a standard or advanced diploma at a higher rate than the overall state rates for high school students. Another CTE brief showed extremely low dropout rates for Hispanic and African-American students at Nevada's only comprehensive CTE high school, Southern Nevada Vocational Technical Center (SNVTC) in Nevada's largest school district, Clark County School District (CCSD). The present brief illustrates the corresponding impact of a comprehensive CTE high school, SNVTC, on African-American and Hispanic students' graduation rates.

Graduation rates are based on diploma numbers and dropout rates over previous years and estimate the percentage of ninth graders who will receive a standard or advanced diploma as high school seniors. In 2002-2003, the statewide graduation rate for Hispanic students was 62.8 percent and 59.6 percent for African-American students, with similar numbers in CCSD. In contrast, the graduation rate for Hispanic students at SNVTC was a very high 90.1 percent and the rate for African-American SNVTC students was even higher at 92.9 percent. These graduation rates are considerably higher than the overall graduation rates for white students and are higher than the white student graduation rate at SNVTC. African-American and Hispanic students comprise 56.5 percent of students enrolled in SNVTC, with 42.5 percent Hispanic and 14 percent African-American students.

2002-2003 Graduation Rates Among African-American, Hispanic, and White Students in Nevada, Clark County School District, and Southern Nevada Vocational Technical Center

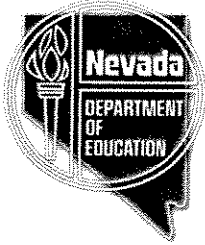


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Carson City, NV 89701-5096







# Career & Technical Education

*Skills for Employment & Lifelong Learning*

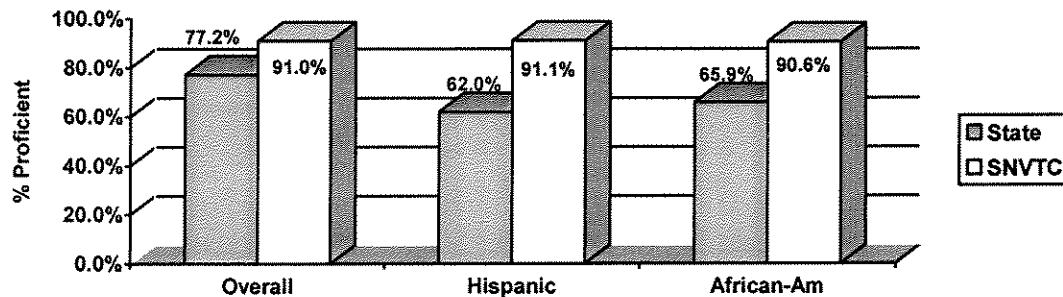
## EDUCATION ACCOUNTABILITY BRIEF #6

March 2005

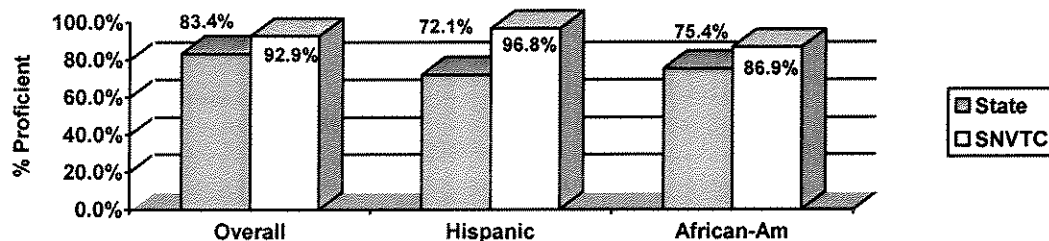
### Nevada High School Proficiency Examination Performance in a Comprehensive Career and Technical Education High School

The present brief looks at academic proficiency at Southern Nevada Vocational Technical Center by comparing proficiency rates on each section of the Nevada High School Proficiency Examination. While Asian and American Indian students comprise a small number of students at SNVTC, African-American and Hispanic students comprise 56.5% of SNVTC students. The 2003-2004 Accountability Report Card indicates:

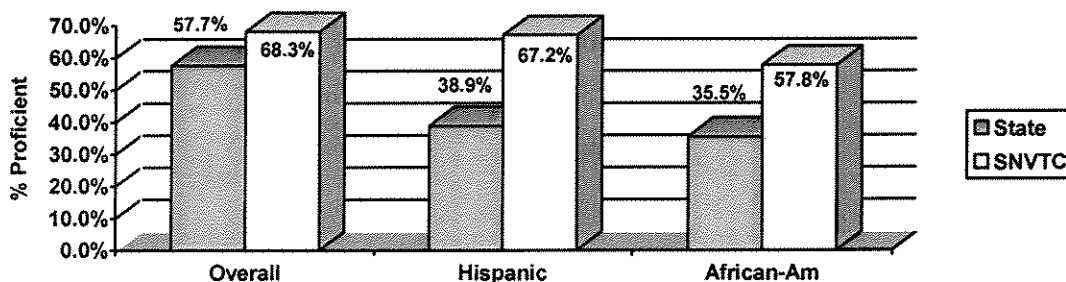
- For reading, 77.2% of Nevada students were proficient compared to 91% at SNVTC. Increases for African-American and Hispanic students rose from around 60% to above 90%.



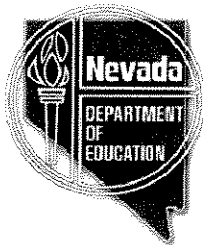
- For writing, 83.4% of Nevada students were proficient compared to 92.9% at SNVTC. Percentages rose by about 25% for Hispanic students and about 12% for African-American students.



- For mathematics, 57.7% of Nevada students were proficient compared to 68.3% at SNVTC. Proficiency percentages rose by over 26% for Hispanic students and over 22% for African-American students.







# Career & Technical Education

*Skills for Employment & Lifelong Learning*

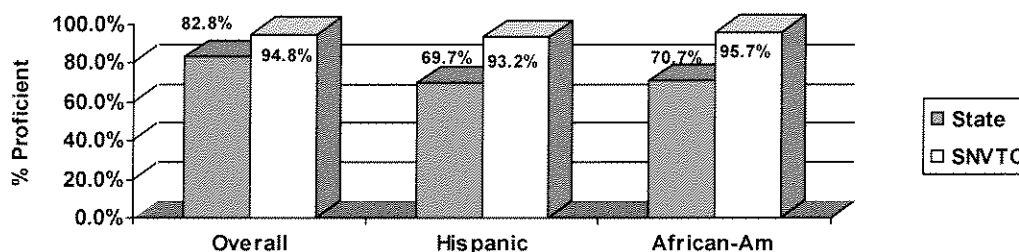
## EDUCATION ACCOUNTABILITY BRIEF #7

November 2005

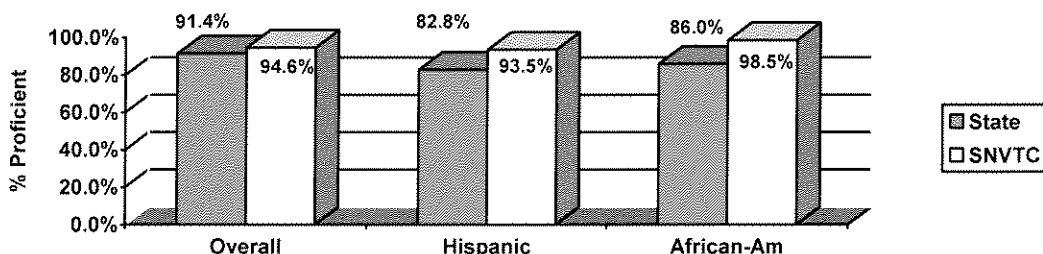
### An Update on Nevada High School Proficiency Examination Performance in a Comprehensive Career and Technical Education High School

The present brief looks at academic proficiency at Southern Nevada Vocational Technical Center by comparing proficiency rates on each section of the Nevada High School Proficiency Examination (HSPE). While Asian and American Indian students comprise a small number of students at SNVTC, African-American and Hispanic students comprise 57.8% of SNVTC students. While students have five additional opportunities to pass the HSPE in grade 12, the percentages here are percentage of 10<sup>th</sup> and 11<sup>th</sup> graders that are proficient in each area. The 2004-2005 Accountability Report Card indicates:

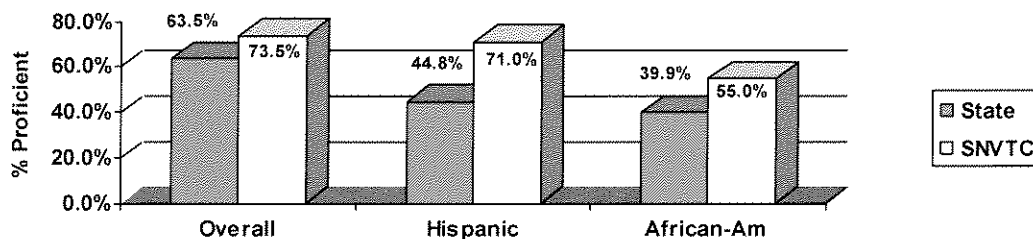
- For reading, 82.8% of Nevada students were proficient compared to 94.8% at SNVTC. Increases for African-American and Hispanic students rose from around 70% to well above 90%. At SNVTC the percentages proficient for each of the two minority groups were very similar to the overall percentages proficient at the school.



- For writing, 91.4% of Nevada students were proficient compared to 94.6% at SNVTC. SNVTC percentages rose from the state average by over 10% for Hispanic students and over 12% for African-American students.



- For mathematics, 63.5% of Nevada students were proficient compared to 73.5% at SNVTC. Considerably large gains in proficiency percentages occurred in the two minority groups. Proficiency percentages rose by over 26% for Hispanic students and over 15% for African-American students.







# Career & Technical Education

*Skills for Employment & Lifelong Learning*

## EDUCATION ACCOUNTABILITY BRIEF #8

April, 2006

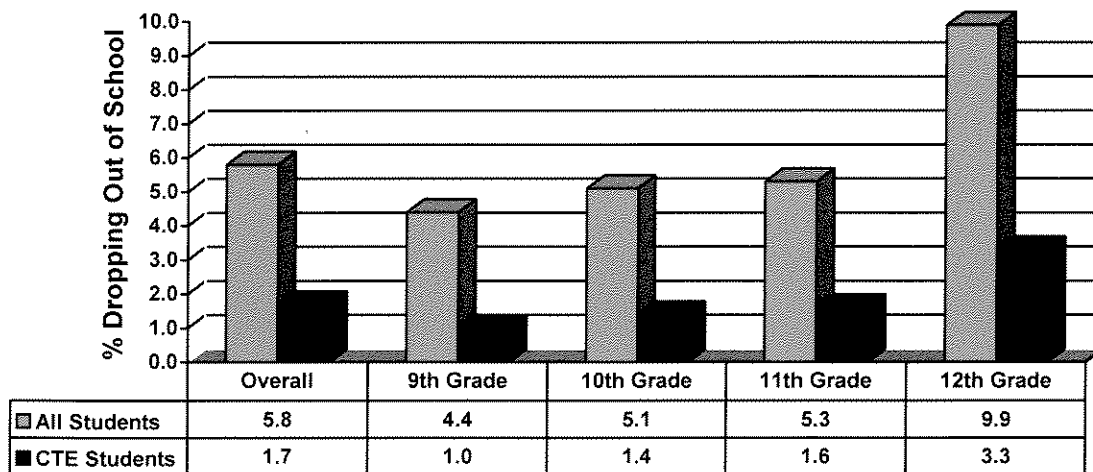
### High School Dropout Rates Remain Low for Students Participating in Nevada Career and Technical Education Programs

The primary areas of focus for Career and Technical Education (CTE) programs are to help students attain academic and occupational skills, including completing secondary education and obtaining technical proficiency credentials. To attain such goals, students must stay in school. Fortunately, participating in CTE programs in Nevada public secondary schools has had a strong impact on reducing dropout rates. In the 2002-2003 school year, Nevada's high school CTE students' dropout rate was 1.7 percent compared to the 6 percent dropout rate for all high school students in Nevada.

In the 2003-2004 school year, the overall high school dropout rate for Nevada's CTE students remained at the low 1.7 percent (actually, 1.65 percent). The figure below illustrates the impact in Nevada at each grade by comparing the 2003-2004 school year dropout rates of all high school students with the dropout rates of CTE students.

Nevada CTE programs serve a large number of Nevada students. In the fall of the 2004-2005 school year, 54,682 secondary students and 29,080 community college students were enrolled in CTE programs.

**Nevada High School Dropout Rates Overall and by Grade  
for CTE Students and for All Students, School Year 2003-04**



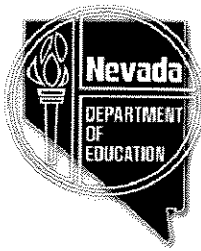
For further information, contact:

David L. Smith  
Office of Career, Technical, and Adult Education  
Nevada Department of Education  
700 East Fifth Street  
Carson City, NV 89701-5096

Keith Rheault  
Superintendent of Public Instruction

Phyllis Dryden  
Director, Career, Technical, and Adult Education





# Career & Technical Education

*Skills for Employment & Lifelong Learning*

## EDUCATION ACCOUNTABILITY BRIEF #9

April, 2006

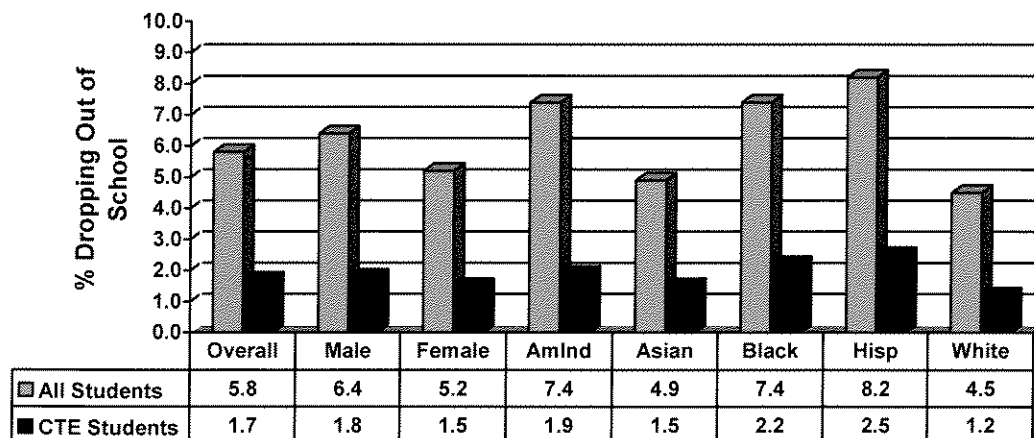
### Impact of Career and Technical Education Programs on High School Dropout Rates for Minority Students in Nevada

High school dropout rates reported for students participating in Career and Technical Education (CTE) programs in Nevada public secondary schools have traditionally been very low. In both of the 2002-2003 and 2003-2004 school years, Nevada's high school CTE students' dropout rate was 1.7 percent, compared to overall high school rates of 6.0 percent in the 2002-2003 school year and 5.8 percent in the 2003-2004 school year.

High dropout rates among minority students, especially African-American, Hispanic, and American Indian students, have been a major area of concern in Nevada. The figure below illustrates the impact of participation in CTE programs on dropout rates by gender and race/ethnicity.

The data shows that the dropout rate in each category of CTE students is lower than the corresponding rate for all students in the same category. Furthermore, the highest dropout rate for a category of CTE students (i.e., 2.5 percent for Hispanic CTE students) is considerably lower than the lowest dropout rate in a general population (i.e., 4.5 percent for all white students).

**Nevada High School Dropout Rates by Gender and Demographic Category for CTE Students and for All Students, School Year 2003-04**



For further information, contact:

David L. Smith  
Office of Career, Technical, and Adult Education  
Nevada Department of Education  
700 East Fifth Street  
Carson City, NV 89701-5096

Keith Rheault  
Superintendent of Public Instruction

Phyllis Dryden  
Director, Career, Technical, and Adult Education







# Career & Technical Education

*Skills for Employment & Lifelong Learning*

## EDUCATION ACCOUNTABILITY BRIEF #10

May, 2006

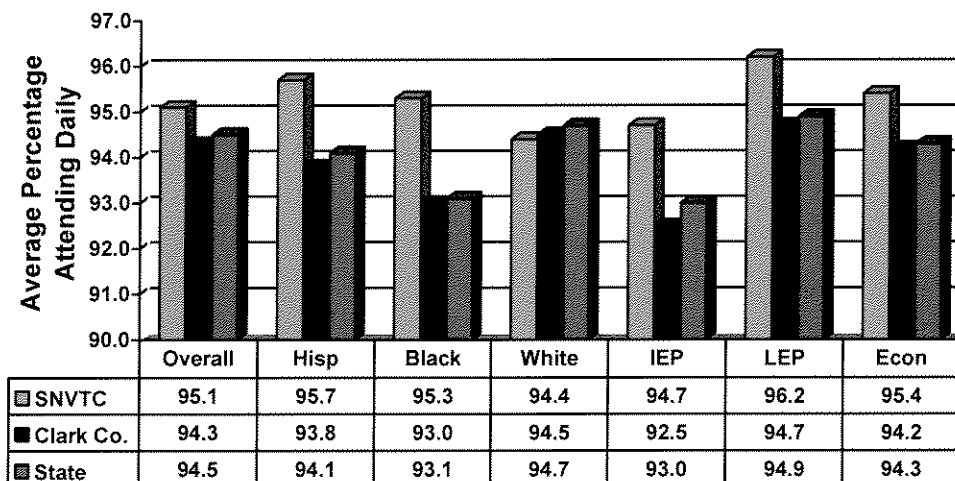
### Daily Attendance Rates High at a Comprehensive Career and Technical Education High School

In order to succeed in school, students must have relatively high attendance. The average daily attendance rate for students at Nevada's comprehensive career and technical education high school, Southern Nevada Vocational Technical Center (SNVTC), exceeds the average student attendance rate for its urban district, Clark County School District, and for the state as a whole. Results for the 2004-05 school year are illustrated here.

Two relatively at-risk populations of students, Hispanic and black students, combine for a majority of students at SNVTC (57.8 percent), with Hispanic students comprising the highest percentage of students of any race/ethnic group. The average daily student attendance rates for SNVTC's Hispanic students and black students are higher than any Clark County School District or state average daily student attendance rates for Hispanic or black students.

Further, the average daily attendance rates for special populations of students are higher at SNVTC than for the Clark County School District or for the state. The three special population groups shown below are students with disabilities (IEP), students with limited English Proficiency (LEP), and economically disadvantaged students (Econ).

Nevada Average Daily Attendance Rates for SNVTC, Clark County School District, and the State, School Year 2004-05



For further information, contact:

David L. Smith  
Office of Career, Technical, and Adult Education  
Nevada Department of Education  
700 East Fifth Street  
Carson City, NV 89701-5096

Keith Rheault  
Superintendent of Public Instruction

Phyllis Dryden  
Director, Career, Technical, and Adult Education





# Career & Technical Education

*Skills for Employment & Lifelong Learning*

## EDUCATION ACCOUNTABILITY BRIEF #11

May, 2006

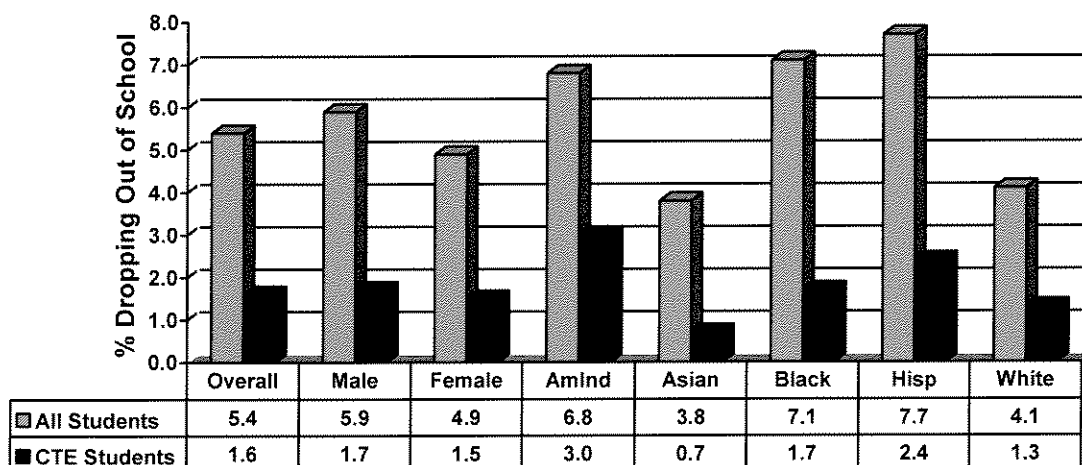
### Lower Dropout Rates for Career and Technical Education Students in the 2004-05 School Year

Dropout rates are traditionally low for high school students who participate in Career and Technical Education (CTE) programs. In the 2002-03 and 2003-04 school years, Nevada's CTE students' dropout rate was stable at 1.7 percent. Although it is difficult to reduce such a small rate, the dropout rate for Nevada's CTE students fell slightly below 1.6 percent in the 2004-05 school year. The overall high school students' dropout rate in Nevada was slightly over 5.4 percent in the same school year. The overall dropout rate is influenced by the low CTE students' rate since nearly half of the public high school students (over 49 percent) participate in CTE programs, suggesting a considerably high dropout rate for non-CTE students.

The impact of CTE programs on lower dropout rates among minority students, especially black, Hispanic, and American Indian students, continued in the 2004-05 data. The figure below also illustrates gender dropout rates for CTE high school students.

The data shows that the dropout rate in each category of CTE students is lower than the corresponding rate for all students in the same category. Further, no dropout rate in any of the general population categories fell below the highest dropout rate for CTE students (3.0 percent for American Indian CTE students).

**Nevada High School Dropout Rates by Gender and Demographic Category for CTE Students and for All Students, School Year 2003-04**



For further information, contact:

David L. Smith  
Office of Career, Technical, and Adult Education  
Nevada Department of Education  
700 East Fifth Street  
Carson City, NV 89701-5096



## **APPENDIX C**

### **Career and Technical Education Quick Poll**



STATE OF NEVADA  
LEGISLATIVE COUNSEL BUREAU

LEGISLATIVE BUILDING  
401 S. CARSON STREET  
CARSON CITY, NEVADA 89701-4747  
Fax No.: (775) 684-6600



LEGISLATIVE COMMISSION (775) 684-6800  
BARBARA E. BUCKLEY, *Assemblywoman, Chair*  
Lorne J. Malkiewicz, *Director, Secretary*

INTERIM FINANCE COMMITTEE (775) 684-6821  
WILLIAM J. RAGGIO, *Senator, Chairman*  
Gary L. Ghiggeri, *Fiscal Analyst*  
Mark W. Stevens, *Fiscal Analyst*

LORNE J. MALKIEWICH, *Director*  
(775) 684-6800

PAUL V. TOWNSEND, *Legislative Auditor* (775) 684-6815  
DONALD O. WILLIAMS, *Research Director* (775) 684-6825  
BRENDA J. ERDOES, *Legislative Counsel* (775) 684-6830

MEMORANDUM

DATE: May 22, 2006

TO: Assemblywoman Bonnie Parnell, Chairman  
Subcommittee on the Effectiveness of Career & Technical High Schools

FROM: Joi Davis, Program Analyst  
Fiscal Analysis Division

SUBJECT: **Waiting Lists for Career and Technical Education Courses in Nevada's High Schools**

The following is in response to your request regarding waiting lists at Nevada's high schools for Career and Technical Education (CTE) courses. A quick poll was performed on December 8, 2005, of all 17 school districts and charter schools in the state.

Three school districts from the 16 districts that responded reported waiting lists for CTE courses: Carson City School District, Clark County School District and Lyon County School District.

The Carson City School District reported the following waiting lists: Auto Technology – 50 students; Auto Body – 80 students, Welding – 25 students, Culinary Arts – 50 students, Photography – 50 students, and 3D Computer Animation – 8 students. The Carson City School District also reported that students are usually on a waiting list one year, and addressing the waiting lists would require new facilities to be built but there is no space for additional classes.

In Clark County, many of the CTE courses are offered through learning opportunities at magnet schools. The district's response regarding waiting lists follows:

Students from across the district may apply to a magnet school regardless of the region in which they reside. If there are more qualified applicants than there are seats available, seats are assigned to students utilizing a computerized random

selection program (the lottery). Any qualified student applicants not selected during this initial lottery are placed into an alternate pool. An alternate pool is used to fill vacant seats. Vacant seats are filled using the alternate pool until the second week of each school year. Applicants not selected by the second week of the school year attend their zoned school and may reapply to a magnet school the following year. Magnet schools are theme based. Students apply to magnet schools based on the school's theme, not a specific course.

In Lyon County, Fernley High School reported that approximately 10-15 students were unable get into Woods I, Welding I and Photography. Dayton High School in Lyon County reported that approximately 5-10 students were unable to get into the Woods and Culinary courses. When a waiting list exists, both Lyon County schools reported that students are given top priority for the next semester and that the average wait time was one semester. Lyon County School District did not see this as a significant problem since the students were accommodated within one semester and the number of students on waiting lists was minimal.

Regarding the charter schools in the state, only one charter school reported offering CTE courses, The Academy for Career Education (ACE). The ACE indicated it offered eight different CTE courses, but had no waiting list for these courses. None of the other charter schools that responded to the quick poll indicated CTE courses were offered.

Below is a summary of additional responses received from the December 8, 2005, quick poll:

School District	Number of CTE Courses Offered (high schools)	Enrollment in CTE courses	Comments
Carson School District	16	1,957	
Churchill County	47	1,467	
Clark County	1,227	56,466	
Douglas County	35	914	
Elko County	190*	2,372	
Esmeralda County	0	n/a	
Eureka County	10	98	
Humboldt County	6	612	
Lander County	11	433	
Lincoln County	36*		Incomplete response
Lyon County	104	1,994	
Mineral County	23*		Did not respond
Nye County	79	1,992	
Pershing County	26	277	
Storey County	8	52	
Washoe County	256	39,215	
White Pine County	8	310	

\*Number supplied by the Department of Education, not the school district.



Assemblywoman Bonnie Parnell

May 22, 2006

Page 3 of 3

Please note that many of the CTE courses offered include multiple sections. For instance, one high school might offer two sections of Computer Applications, Auto Technology, etc., which is why the enrollment numbers do not always coincide with the number of courses offered. Additionally, the number of courses offered includes every high school in each district. For example, Lyon County School District has five high schools, and four out of the five high schools offer Woodworking. Therefore, the total number for courses offered shown in the table above counts Woodworking four times. Multiple classes are also offered such as Woodworking I, Woodworking II and Woodworking III, and each of those classes are included in the above numbers as individual classes.

I hope this information is helpful to you. I have enclosed copies of the responses received on the quick poll for your files. Please let me know if I can provide you with any additional information.

Enclosures

cc: Mark Stevens, Assembly Fiscal Analyst  
Bob Atkinson, Senior Fiscal Analyst  
Mindy Martini, Program Analyst  
Kristin Roberts, Senior Principal Deputy Legislative Counsel  
Carol Stonefield, Principal Research Analyst (includes enclosures)



## **APPENDIX D**

### Letters to the Members of Congress



BONNIE PARNELL  
ASSEMBLYWOMAN  
District No. 40



COMMITTEES:  
Chairman  
Education  
Member  
Government Affairs  
Health and Human Services

DISTRICT OFFICE:  
804 Saratoga Way  
Carson City, Nevada 89703-3656  
Office: (775) 883-4234

# Nevada Assembly

SEVENTY-THIRD SESSION

September 25, 2006

LEGISLATIVE BUILDING:  
401 S. Carson Street  
Carson City, Nevada 89701-4747  
Office: (775) 684-8825  
Fax No.: (775) 684-8533  
[www.leg.state.nv.us](http://www.leg.state.nv.us)

The Honorable Shelley Berkley  
United States House of Representatives  
1505 Longworth House Office Building  
Washington, D.C. 20515-2801

Dear Congresswoman Berkley:

On behalf of the Subcommittee to Study the Effectiveness of Career and Technical High Schools of the Nevada Legislative Committee on Education (*Nevada Revised Statutes* 218.5352), I want to thank you for reauthorizing the Carl D. Perkins Career and Technical Education Improvement Act of 2006. As Chair of the Subcommittee, I think that I speak for all members when I urge you to continue the funding of this program so vital to our public schools. A similar letter has been sent to the other members of the Nevada Congressional Delegation.

With the enactment of Assembly Bill 388 (Chapter 309, *Statutes of Nevada* 2005), the Subcommittee was charged to study career and technical high schools and to report its findings and recommendations to the Legislative Committee on Education for submission to the 74<sup>th</sup> Legislature. In the course of our study, the Subcommittee came to appreciate just how important career and technical education (CTE) is in the lives of our high school students. Nearly 50 percent of all Nevada high school students enroll in one or more CTE courses. In the 2003-2004 school year, CTE students graduated at a higher rate than the overall student population. Indeed, they show higher pass rates on the high school proficiency examination required to complete high school.

The Subcommittee also realized the importance of stable funding sources and increased revenues. In State Fiscal Year 2006, total funding in support of CTE programs was slightly more than \$11 million. Of that, \$9 million was provided by federal appropriations, nearly 90 percent of which was received in Nevada from Perkins grants. Without these funds, our schools and school districts would strain to continue these programs.

The Honorable Shelley Berkley

Page 2

September 25, 2006

Yet, the Subcommittee also found that area employers need more trained and skilled technical workers. Moreover, many students report that CTE courses offer them a real-world relevance that is often missing in other academic courses. Some students credit CTE with helping them to stay in school until they graduate. Other students endorsed Tech Prep as a viable path to begin their college careers early through articulated courses with community colleges.

In this era of proficiency testing, if CTE were folded into a block grant to the states, the Subcommittee is concerned that its funding would be reduced or lost as state and local education agencies struggle to provide services with the goal of achieving adequate yearly progress. For that reason, the Subcommittee agreed at its meeting on June 6, 2006, to request that the Nevada Congressional Delegation continue to support funding for the Carl D. Perkins.

Should you have any questions or concerns with regard to this matter, please let me know, or contact the Committee staff person, Carol M. Stonefield, Principal Research Analyst, Research Division of the Legislative Counsel Bureau, at (775) 684-6825. Information related to the work of the Subcommittee may be found on the Web site of the Legislative Counsel Bureau at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/>.

Sincerely,



Assemblywoman Bonnie Parnell

Chair, Subcommittee to Study the Effectiveness  
Of Career and Technical High Schools

BP/me:W64107-2

cc: The Honorable Harry Reid  
The Honorable John Ensign  
The Honorable Jim Gibbons  
The Honorable Jon C. Porter

BONNIE PARNELL  
ASSEMBLYWOMAN  
District No. 40



COMMITTEES:  
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[www.leg.state.nv.us](http://www.leg.state.nv.us)

September 25, 2006

The Honorable John Ensign  
United States Senate  
364 Russell Senate Office Building  
Washington, D.C. 20510

Dear Senator Ensign:

On behalf of the Subcommittee to Study the Effectiveness of Career and Technical High Schools of the Nevada Legislative Committee on Education (*Nevada Revised Statutes* 218.5352), I want to thank you for reauthorizing the Carl D. Perkins Career and Technical Education Improvement Act of 2006. As Chair of the Subcommittee, I think that I speak for all members when I urge you to continue the funding of this program so vital to our public schools. A similar letter has been sent to the other members of the Nevada Congressional Delegation.

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The Honorable John Ensign

Page 2

September 25, 2006

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Sincerely,

A handwritten signature in cursive script that reads "Bonnie Parnell".

Assemblywoman Bonnie Parnell  
Chair, Subcommittee to Study the Effectiveness  
Of Career and Technical High Schools

BP/me:W64107-1

cc: The Honorable Harry Reid  
The Honorable Shelley Berkley  
The Honorable Jim Gibbons  
The Honorable Jon C. Porter



BONNIE PARNELL  
ASSEMBLYWOMAN  
District No. 40



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The Honorable Jim Gibbons  
United States House of Representatives  
100 Cannon House Office Building  
Washington, D.C. 20515-2802

Dear Congressman Gibbons:

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The Honorable Jim Gibbons

Page 2

September 25, 2006

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Assemblywoman Bonnie Parnell  
Chair, Subcommittee to Study the Effectiveness  
Of Career and Technical High Schools

BP/me:W64107-3

cc: The Honorable Harry Reid  
The Honorable John Ensign  
The Honorable Shelley Berkley  
The Honorable Jon C. Porter

BONNIE PARNELL  
ASSEMBLYWOMAN  
District No. 40



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September 25, 2006

The Honorable Jon C. Porter, Sr.  
United States House of Representatives  
218 Cannon House Office Building  
Washington, D.C. 20515

Dear Congressman Porter:

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The Honorable Jon C. Porter, Sr.  
Page 2  
September 25, 2006

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In this era of proficiency testing, if CTE were folded into a block grant to the states, the Subcommittee is concerned that its funding would be reduced or lost as state and local education agencies struggle to provide services with the goal of achieving adequate yearly progress. For that reason, the Subcommittee agreed at its meeting on June 6, 2006, to request that the Nevada Congressional Delegation continue to support funding for the Carl D. Perkins.

Should you have any questions or concerns with regard to this matter, please let me know, or contact the Committee staff person, Carol M. Stonefield, Principal Research Analyst, Research Division of the Legislative Counsel Bureau, at (775) 684-6825. Information related to the work of the Subcommittee may be found on the Web site of the Legislative Counsel Bureau at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/>.

Sincerely,



Assemblywoman Bonnie Parnell  
Chair, Subcommittee to Study the Effectiveness  
Of Career and Technical High Schools

BP/me: W64107-4

cc: The Honorable Harry Reid  
The Honorable John Ensign  
The Honorable Shelley Berkley  
The Honorable Jim Gibbons

BONNIE PARNELL  
ASSEMBLYWOMAN  
District No. 40



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Education  
Member  
Government Affairs  
Health and Human Services

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# Nevada Assembly

SEVENTY-THIRD SESSION

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September 25, 2006

The Honorable Harry Reid  
United States Senate  
528 Hart Senate Office Building  
Washington, D.C. 20510

Dear Senator Reid:

On behalf of the Subcommittee to Study the Effectiveness of Career and Technical High Schools of the Nevada Legislative Committee on Education (*Nevada Revised Statutes* 218.5352), I want to thank you for reauthorizing the Carl D. Perkins Career and Technical Education Improvement Act of 2006. As Chair of the Subcommittee, I think that I speak for all members when I urge you to continue the funding of this program so vital to our public schools. A similar letter has been sent to the other members of the Nevada Congressional Delegation.

With the enactment of Assembly Bill 388 (Chapter 309, *Statutes of Nevada* 2005), the Subcommittee was charged to study career and technical high schools and to report its findings and recommendations to the Legislative Committee on Education for submission to the 74<sup>th</sup> Legislature. In the course of our study, the Subcommittee came to appreciate just how important career and technical education (CTE) is in the lives of our high school students. Nearly 50 percent of all Nevada high school students enroll in one or more CTE courses. In the 2003-2004 school year, CTE students graduated at a higher rate than the overall student population. Indeed, they show higher pass rates on the high school proficiency examination required to complete high school.

The Subcommittee also realized the importance of stable funding sources and increased revenues. In State Fiscal Year 2006, total funding in support of CTE programs was slightly more than \$11 million. Of that, \$9 million was provided by federal appropriations, nearly 90 percent of which was received in Nevada from Perkins grants. Without these funds, our schools and school districts would strain to continue these programs.

The Honorable Harry Reid

Page 2

September 25, 2006

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In this era of proficiency testing, if CTE were folded into a block grant to the states, the Subcommittee is concerned that its funding would be reduced or lost as state and local education agencies struggle to provide services with the goal of achieving adequate yearly progress. For that reason, the Subcommittee agreed at its meeting on June 6, 2006, to request that the Nevada Congressional Delegation continue to support funding for the Carl D. Perkins.

Should you have any questions or concerns with regard to this matter, please let me know, or contact the Committee staff person, Carol M. Stonefield, Principal Research Analyst, Research Division of the Legislative Counsel Bureau, at (775) 684-6825. Information related to the work of the Subcommittee may be found on the Web site of the Legislative Counsel Bureau at <http://www.leg.state.nv.us/73rd/Interim/StatCom/EdCarTech/>.

Sincerely,

A handwritten signature in black ink that reads "Bonnie Parnell". The signature is fluid and cursive, with the first name "Bonnie" written in a larger, more prominent script than the last name "Parnell".

Assemblywoman Bonnie Parnell  
Chair, Subcommittee to Study the Effectiveness  
Of Career and Technical High Schools

BP/me: W64107

cc: The Honorable John Ensign  
The Honorable Shelley Berkley  
The Honorable Jim Gibbons  
The Honorable Jon C. Porter

## **APPENDIX E**

### **Workforce Development Challenge Grant Program**





August 23, 2006

TO: The Honorable Bill Raggio, Chairman  
Legislative Education Committee

FROM: Michael D. Pennington, Public Policy Director

RE: Proposed Legislative Bill Draft Request Outline

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## **Workforce Development Challenge Grant Program**

### Preamble

The Workforce Challenge Grant Program is focused on the integration and partnership between business and education by identifying and training a workforce for high demand industries in northern Nevada. Through the matching dollar requirement business invests financially in the successful outcomes. The outcomes include:

- A trained workforce meeting requirements of rapidly diversifying and changing economic base.
- Programs providing training, re-training opportunities for the new workforce, existing employees and the under-employed.
- Programs designed to meet the diverse needs of workers within the context of the workforce's changing demographics.
- Participating businesses must collaborate in the development and design of training program scope.
- Participating employers guarantee positions to individuals who successfully complete the program.
- Innovation and creativity to fill gaps and needs that don't already exist in state sponsored programs.

### Rationale

The Reno-Sparks Chamber of Commerce has heard for the past year from members and business leaders that workforce development is a key issue facing our community. A recent survey conducted of chamber members demonstrates that this is the case.

- Ninety percent of Reno-Sparks Chamber of Commerce members said workforce development and training is an "important" issue for their company or business with 51 percent ranking it "very important."
- Fifty three percent of members have established workforce training programs and 52 percent are seeking new and alternative ways to partner with education

institutions to assist workforce development needs with 79 percent stating that they would seek alternative ways to partner to serve the demand.

- Ninety percent of the Reno-Sparks Chamber of Commerce members would support a Workforce Development Challenge Grant Program and would encourage state policy leaders and the Reno-Sparks Chamber of Commerce to support and advocate for the creation of the proposal.
- Sixty five percent of the members would support the creation of the program and would utilize the program. Most would like to establish company programs twice annually under the proposal (37%), while others would utilize it once annually (23%), once quarterly (21%), and 16 percent would utilize the program once during a state budgetary biennium.
- Twenty nine percent of Reno-Sparks Chamber of Commerce members said they would privately invest up to \$25,000 annually if the program was established and most of the remainder was uncertain and wanted to learn more specifics as to how they could utilize the program to serve their specific needs.
- Response results are calculated on a four percent return with eight percent expected by the survey completion. Current survey dates are August 18 through August 23, 2006 and expected survey completion is August 25, 2006.

These results and future labor market projections emphasize the need for significant changes in the agility and responsiveness of our workforce investment system and the creation of viable partnerships between education, government and the private sector that recognizes the symbiotic relationship between economic development and workforce development systems.

Today economic development is increasingly reliant on a supply of skilled workers. Companies making site location or expansion decisions want to know about the existing pool of potential workers and the responsiveness of higher education training providers. The workforce development system needs not only to provide assistance for the underemployed and unemployed, but needs to connect the world of education, training, and work for all workers and employers. This need was stated eloquently by the National Governors Association in the 2002 A Governors Guide to Creating a 21<sup>st</sup> Century Workforce. They stated, "Our businesses need skilled workers to continue producing goods and services marked by innovation, knowledge and quality – characteristics that give U.S. firms a competitive edge in the global marketplace. If we are to sustain this advantage, we must build a workforce enterprise that:

- improves the productivity and competitiveness of all workers and employers;
- builds the skills needed for quality jobs;
- provides lifelong learning opportunities;
- supports workers in managing their careers; and
- is supported by public and private investment."

The Reno-Sparks Metropolitan Service Area has seen dramatic workforce shifts and trends over the past 15 years as the community has economically diversified. These

shifts point to a new direction to address the employment needs for both existing employment and future employment growth and expansion opportunities.

Hospitality services have decreased dramatically over the past 15 years according the Nevada Department of Employment, Training and Rehabilitation (DETR). While total employment grew over the 15 year time span from 139,200 to 215,900, casino hotel employment actually decreased by 2,900, dropping from 21,400 in 1991 to 18,500 in January of 2006. This represents a 13.6% decline. More significantly, casino hotel employment went from 15.4% of the workforce to 8.6% of the workforce, so its relative significance to the northern Nevada economy fell by nearly half. Gaming employment followed a similar pattern. It went from representing 2.4% of total employment in 1991 to only 1.6% of total employment today.

The casino hotel and gaming segments are of particular significance because they represented northern Nevada's key primary industry in 1991. While these sectors are still very significant, the combined employment of the manufacturing sector and transportation, warehousing and utilities sector now exceeds the combined employment of casino hotels and gaming. Professional business services, as a single employment category, exceeds the combined employment of casino hotels and gaming.

Manufacturing enjoyed a 78.5% increase in employment over the last 15 years (as compared to the 55.1% gain in total employment), so it shifted from representing 5.7% of total employment to 6.5% of total employment. This is particularly significant in the face of declining manufacturing jobs in the United States.

Professional and business services had the greatest relative growth. Employment in this sector grew from 9,800 jobs in 1991 to 27,600 jobs in 2006, which is a 181.6% increase, and takes this sector from 7.0% of total employment to 12.8% of total employment. A real surprise is that employment in the information sector decreased by 20% over the 15 year period, from 3,500 jobs in 1991 to 2,800 jobs in 2006, taking this sector from 2.6% of total employment down to 1.3% of total employment. The implication is that the economy no longer has dedicated Information sector employees, but rather that nearly all employees must now have skills in information technology.

The Economic Development Authority of Western Nevada's (EDAWN's) Target 2010 Study examined workforce development and education assessment. Preliminary findings conclude that the Reno-Sparks area will continue to have a growing labor force. Northern Nevada's educational attainment (the percentage of residents with a bachelor's degree or higher) is below the national average and has shown little improvement over the past 15 years. Only 13 percent of the region's residents have a bachelor's degree compared to the national average of 16.9 percent. The study warns that the low level of educational attainment will have a high impact on the types of industries the area will be able to attract. High growth, high wage paying industries will require an increasingly skilled and educated workforce.

According to the Target 2010 Study, the young professional demographic (residents age 25-44) is the most important age group from a site selection and economic development perspective. This age group provides the supply of innovation and creative workers for tomorrow's growing businesses. The study purports to warn that this group has minimized, and thus this shift has and may limit opportunities for economic growth and diversification. Further, the shift is likely to place higher demands on the needs for the community to train non-traditional workers, re-entry workers and new career professionals to meet the existing needs and gaps in workforce.

The Target 2010 report further found that area employers increasingly have challenges finding and keeping qualified workers in lower and entry-level positions. In a recent survey of area employers, 59 percent of employers ranked the workforce as "fair." The study further determined that there is underutilization of workforce development programs and resources in the region but those workforce training programs were strong assets. The linkage between business and the education institutions was determined to be a highlighted opportunity of the findings of the Target 2010 Study among others. A workforce development challenge grant is a logical opportunity to bridge the gap for both existing employers and future employers identified in the Target 2010 Study.

These conclusions and statistics from DETR and EDAWN represent interesting shifts in the employment sectors in the Reno-Sparks MSA as well as the economy at large, now and into the future. Additionally, within each sector, skill sets needed are rapidly shifting as new technologies are employed. To stay competitive, northern Nevada must continually upgrade its education and training infrastructure to meet the changing needs of employers and workers. The Workforce Development Challenge Grant proposes to take important steps in developing a workforce enterprise through a partnership between University of Nevada Reno, Truckee Meadows Community College, the Washoe County School District, and the business community to meet the rapidly changing economy of the area. This business and education connection will be a vital partnership to grow a sustainable economy and address existing workforce development challenges.

#### The Workforce Development Challenge Grant Program Proposal

- Design education and training programs to engage business and industry in demand driven occupations as full partners in design and execution that is accessible and responsive to meet the community's needs by customizing sector programs.
- Use existing data such as the EDAWN Target 2010 Study and Nevadaworks' Occupational Outlook Report to demonstrate existing and future needs.
- Promote lifelong learning, reskilling, and upgrading of the workforce.
- Provide new and or additional skill sets that meet the in demand occupations.
- Design and expedite various programs to meet the immediate needs of employers.

- Direct businesses seeking newly skilled employees to interview potential trainees along with the educational institution administering the program, and upon successful completion of the program the business agrees to commit to hire the trainee.
- Direct the employer to provide additional incentives to current employees for successful completion of the program based upon commitment of the employee.
- Establish a business-led oversight committee with collaboration from the Reno-Sparks Chamber of Commerce, Nevadaworks, Economic Development Authority of Western Nevada, regional business representatives, University of Nevada, Reno, Truckee Meadows Community College, Washoe County School District and others to provide guidance to the program, which is organized by the Reno-Sparks Chamber of Commerce.
- Create the Workforce Development Challenge Grant to be instituted with funding allocated to and administered by Nevadaworks in the amount of \$2,500,000 for a period of 2 years with funds being rolled over if unspent rather than returned to the state general fund ensuring funds are maximized for results.
- Award and administer grants on a dollar for dollar match by direct private sector investment.
- Establish guidelines for incumbent worker training designed to increase the skills of existing employees necessary for their job retention and/or advancement.
- Provide for unique and innovative opportunities and programs that are not already development or funded by the State of Nevada.
- Establish guidelines to customize job training designed to prepare emergent workers for employment within the applying company.
- Require training to advance or maintain the competitiveness of the company.
- Establish the development and offering of curricula and training to a sector of employers facing similar skill development concerns.
- The committee will develop an application process and challenge grant criteria to ensure an equitable process for awarding grant funds.
- The committee would also be responsible for reporting to the legislature and the governor with regards to the progress of the program.
- Allow no more than 4 percent of the state allocation to be expended and utilized by Nevadaworks as the fiduciary agent for administration contingent upon a direct match by that organization.

### Conclusion

The National Alliance of Business summed up the role education plays as the cornerstone of workforce development. They stated, "Education represents the foundation on which individual, company, and economic growth and development will depend. Increasing educational attainment is an important step up the ladder of economic and social

opportunity for everyone. Increased investments in education and training boost business productivity and the bottom-line. Individuals with more education not only earn more and have improved employment prospects, but they are less likely to receive public assistance, are generally healthier, are more likely to vote and participate in civic affairs and are less likely to be involved in criminal activity. Ultimately, national, state and regional economic growth will also depend on the knowledge and skills of the workforce.”

The employment trends of the past 15 years reflect rapidly diversifying and growing employment demands in the Reno-Sparks area. The Workforce Development Challenge Grant Program provides the ability of northern Nevada’s education system to become a more integral part of the workforce development solution and assist in advancing economic development and diversification as well as increasing the productivity and competitiveness of our businesses. Further, it drives the business community directly to the education systems to partner with them in establishing and refining training needs necessary to current and future demands. It places ownership and accountability directly on business to develop the necessary training for the skill-set demands of the business and industry. Evidence for this strong partnership has been reported both officially and anecdotally. A public/private partnership challenge grant at this level with measurable results will not solve all the workforce challenges of the community but it will lead to potential innovations in how business and education work together to address the issue.

Workforce Development Initiative Think Tank Council and Partner Institutions

Jim Annis, Applied Staffing Solutions  
Lynn Atcheson, Nevada P-16 Council Consultant  
Dick Bartholet, Nevada Small Business Development Center, UNR  
Fred Boyd, WSCD Education Foundation  
Kathy Carter, Washoe County  
Donna Crooks, EDAWN  
Kendyl Depoali, Washoe County School District  
Bob Dickens, University of Nevada, Reno  
Paul Dugan, Washoe County School District  
Tom Fitzgerald, Nevadaworks  
Lisa Foster, Nevada Governor's Office  
Jason Geddes, EDAWN & NSHE Board of Regents  
Valerie Glenn, Rose/Glenn Group  
Andrew Heilman, Rose/Glenn Group  
Fred Holman, University of Nevada, Reno  
Karen Hruby, Truckee Meadows Tomorrow  
Jaunita Jeanney, Washoe County School District  
Dan Klaich, Nevada System of Higher Education  
Jowel Laguerre, Truckee Meadows Community College  
Anne Loring, Washoe County School District  
Tim Maland, Formerly of the Reno Hilton  
Denny Martindale, Reno-Sparks Chamber of Commerce  
Heather Murray, WCSD Regional Technical Institute  
Larry O'Brien, St. Mary's Regional Medical Center  
Bonnie Parnell, Nevada State Assembly  
Michael D. Pennington, Reno-Sparks Chamber of Commerce  
Mike Reed, University of Nevada, Reno School of Business  
Phillip Ringle, Truckee Meadows Community College  
Bobby Rojas, Reno-Sparks Chamber of Commerce & UNR Student  
Dee Schafer, Corporate Solutions Inc.  
Debbie Smith, Nevada State Assembly  
Casey Sullivan, Tamarack Junction  
Michael Thomas, EDAWN  
Harry York, Reno-Sparks Chamber of Commerce





## **APPENDIX F**

### **Suggested Legislation**



## Appendix F

### Suggested Legislation

The following Bill Draft Requests will be available during the 2007 Legislative Session, or can be accessed after “Introduction” at the following Web site:  
[http://www.leg.state.nv.us/74th/BDR\\_List/page.cfm?showAll=1](http://www.leg.state.nv.us/74th/BDR_List/page.cfm?showAll=1)

**BDR 34-439:** Revises Provisions Governing Career and Technical Education.

**BDR 34-441:** Creates Fund for Career and Technical Education.

**BDR R-442:** Urges Nevada System of Higher Education and School Districts to Collaborate Regarding Career and Technical Education.