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# Nevada Initiatives

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Office of Career Readiness, Adult  
Learning, and Education Options

**Nevada Department of Education**



- Nevada's approach to the Comprehensive Local Needs Assessment (CLNA)
  - Simulation and Review Process
- Transition from 3-year programs of study to 2-year
- NDE Collaboration (Licensing and Family Engagement)
- Resources – Data Dashboard



- Comprehensive Local Needs Assessment
  - Required with the passing of Perkins V
  - Completed every 2 years in order to receive Perkins funding
  - In addition to a Local Application for Funding

# CLNA Review Process



## Norming

- Utilized a rubric
- Normed on scores with 4 CLNAs

## Evaluation

- Divided CLNAs across team
- Evaluated and Discussed

## Feedback

- Address in Application
- Resubmit CLNA
- CLNA Action Plans

# What is the purpose of CLNA?



- Empowers districts to meet the needs of learners, educators and employers
  - Identify achievement and enrollment gaps and barriers
  - Identify strategies to close gaps
- Promotes better alignment of CTE programs with state and regional economic needs (high skill, high wage, in-demand)

# Who participates in the CLNA?



- Representatives of businesses and industry
- Representatives of CTE programs including administrators, counselors, teachers, and support personnel
- Representatives of CTE programs at postsecondary educational institutions
- Representatives of the state board or local workforce development boards
- Parents of enrolled CTE students
- Students enrolled in CTE
- Representatives of special populations
- Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth
- Representatives of Indian Tribes and Tribal organizations
- Any other stakeholders not listed above



- Professional Development (8 LEAs)
- Work-based Learning (4 LEAs)
- Retention (4 LEAs – 2 focused on student retention, 2 focused on staff retention)
- Non-traditional students (3 LEAs – all postsecondary)



- GBC – Specific priorities identified to special populations
- Lyon – Special population analysis of IEP, EL, 504 students broken down to school and program level
- Lander – Stakeholder engagement
- TMCC – Responses to the questions to consider





- Analysis of all student populations and programs
- Clear connections between priorities and analysis completed in the CLNA
- Rural LEAs ability to complete the process
- Applications for funding did not match priorities

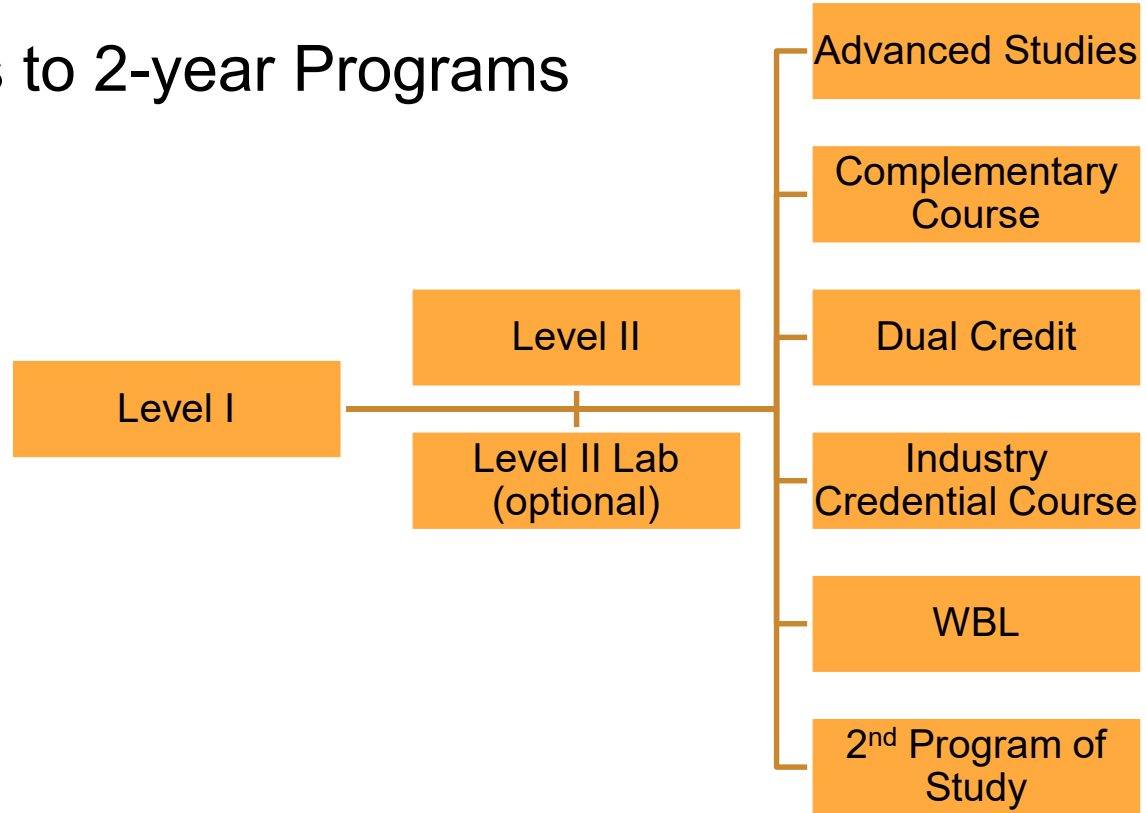


- CLNA is a continuous process and structured advisory technical skills committee discussions should continue throughout the year
- Data analysis - all student populations, program level and school level analysis
- Ensure priorities are aligned to the analysis
- Recommendation for rural LEAs to work in consortias

# Transition of Programs of Study



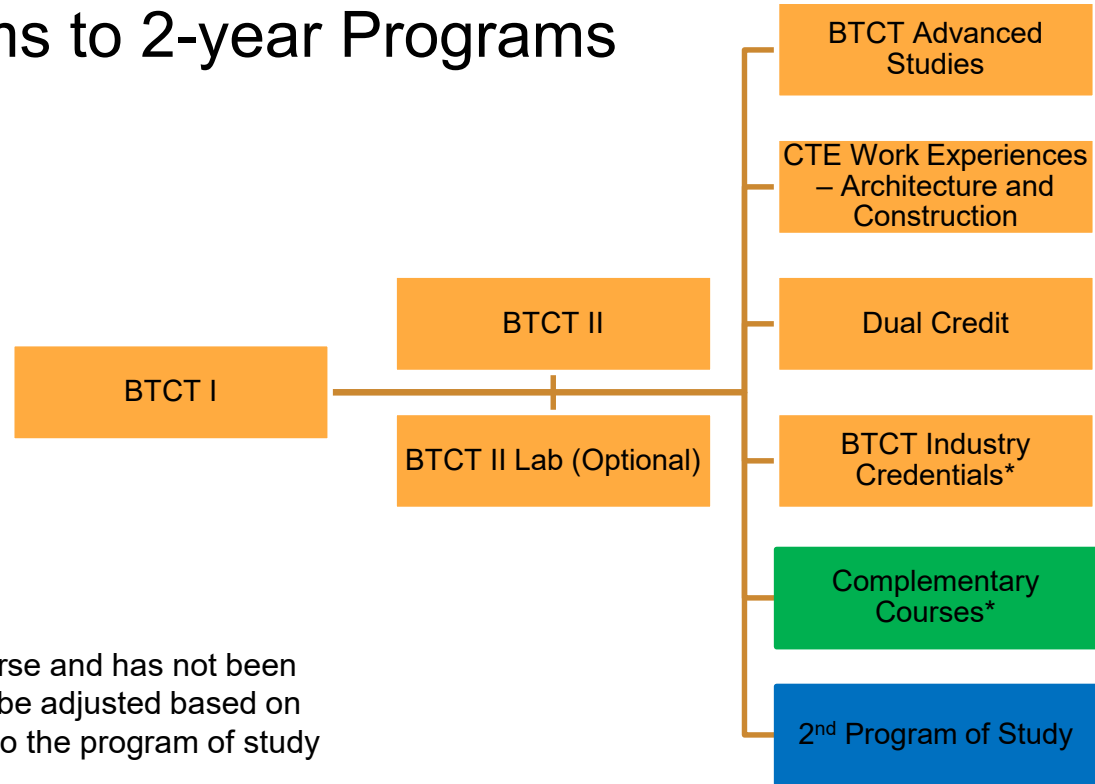
## 3-year Programs to 2-year Programs



# Transition of Programs of Study



- 3-year Programs to 2-year Programs



\* Indicates potential complementary course and has not been developed, complementary courses will be adjusted based on business/industry need and connection to the program of study



- Office of Family Engagement
  - CTE Office presenting at annual Family Engagement Summit
- Office of Licensing
  - Standing monthly meetings with Office of Licensing
- Office of Inclusive Education
  - Braiding of funding for Non-Trad programs



- Teaching and Training Rural Expansion Grant
  - Growing Our Own
- College and Career Readiness Support
  - Capacity Building



- Monthly Support Hours
  - Topics: CLNA, QPR, WBL, MOA, Career Guidance, Data Analysis, Programs
- [Data Dashboard](#)
- [NEPRIS](#)
- [Pathways 2 Careers](#)
- [NPWR](#)



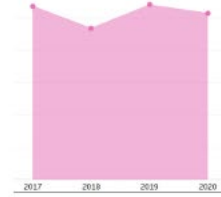
## Dashboard Navigation



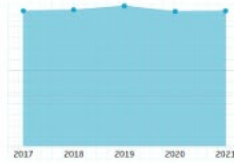
[View Map and Program Data](#)



[View Unduplicated Enrollment Data](#)



[View Career Cluster Trends](#)



[View Concentrator Trends](#)



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One-click data reporting connects local opportunities to your education policy.

Designed for educators, the *Pathway2Careers Labor Market Navigator* provides clear insight into regional high-value career opportunities. By using local labor market data to understand career destinations for students, educators can align education practices and prioritize learning opportunities to prepare all students for high-value career opportunities.



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