

**MINUTES OF THE NOVEMBER 16, 2020  
MEETING OF THE  
WASHOE COUNTY SCHOOL DISTRICT  
CAREER & TECHNICAL EDUCATION (CTE)  
ADVISORY TECHNICAL SKILLS COMMITTEE**

November 16, 2020

**1. Opening Items**

**1.01 CALL TO ORDER**

The meeting of the CTE Advisory Technical Skills Committee was called to order at 5:30 p.m. Due to the COVID-19 health emergency declared by Governor Sisolak and consistent with current guidelines and directives, the meeting was conducted virtually.

**1.02 ROLL CALL**

Chair Tiffany McMaster and Committee Members Brooke Barham, Denise Castle, , Angie Hernandez, Matt MacKay, Traci Monserrate, Troy Parks, Jay Rathman, David Shintani, Emily Webb and Jay Williams. Committee Members Brittany Brown and Veronica Frenkel were absent from the meeting. Staff Liaison Kathie Smith and staff were also present.

**1.03 PUBLIC COMMENT**

The Committee received comments from the following: No public comment at this time.

**1.04 ACTION TO ADOPT THE AGENDA**

It was moved by Committee Member Matt MacKay and seconded by Committee Member Jay Rathman that **the CTE Advisory Technical Skills Committee approves the agenda as presented.** The result of the vote was Unanimous: Pass (Yea: Brooke Barham, Denise Castle, Angie Hernandez, Matt MacKay, Tiffany McMaster, Traci Monserrate, Troy Parks, Jay Rathman, David Shintani, Emily Webb and Jay Williams.) Final Resolution: 11-0 Motion Carries.

**2. Items for Presentation, Discussion, Information and/or Action**

**2.01 Approval of the minutes of the January 27, 2020 Career & Technical Education Advisory Technical Skills Committee Meeting.**

Item skipped. Due to technical issues, there are no minutes available to approve.

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**2.02 Presentation and Discussion on current Career and Technical Education (CTE) work in the specific areas of: Work-based Learning, Nevada Career Explorer, Robotics, Quality Program Reviews, Workforce Development, Program Offerings.**

The information was presented by Bett Korinek (Work-based Learning Facilitator), Sindie Read (CTE Program Technician), Dale Payne (Robotics Coordinator), Josh Hartzog (CTE Director).

Work-based Learning is a continuum from career exploration to career training that is embed into high level practice and curriculum. Due to COVID-19, this semester WCSD district offered virtual guest speakers at the middle school level and group internships at the high school level. Internships can be tied to another course or done for separate credit. This semester the group internship options were KUNR, medical and education and training. When individual internships are available, students who participate usually have prior experience that has allowed them to narrow down their interests and placements can be found by the student or CTE Department. Nevada Career Explorer is used district wide as well as for the classroom portion of an internship.

The Robotics programing is driven by Tesla's commitment to supporting K12 education and robotics programming across Nevada. Prior to 2016-2017 robotics was very limited in the northern part of the state as only about 13% of our schools had some sort of robotics program. Early on the primary partners were FIRST Foundation NV and Robotics Education and Competitions Foundation (REC). In the first year that those two partners came on board, the percentage went from 13% to 15% by 2018. Both platforms used to exist as an after-school program or club but in the last three years we've transitioned to electives particularly in the middle school. By the end of 2018 Tesla also added a major partner, Desert Research Institute (DRI), and contracted Robotics Coordinators is Washoe County and Clark County. DRI became the primary training facility. Additional partners that have come on board are EDawn, UNR, and PBS Reno and Fusion IRX. All these partnerships allowed for robotics programs to increase to 23% statewide. Later, by adding extended community such as UNLV, TMCC and JAG NV among others, it all started to grow fast. Washoe County is at 38% while rural counties are at 41% of schools with programs.

Quality Review Programs (QPR) are required for the Perkins 5 funding. The main goal of QPRs is to improve the way Perkins 5 funding is spent. School administration, counselors, and teachers work together to "grade" themselves and the programs by looking at the indicators and school wide program quality standards (total of eight) then submit documentation with evidence to the state. Schools are on a rotation schedule of five years. This school year ACE, AACT, McQueen and Spanish Springs High School are in the process of their QPR. After documentation submission, there is an onsite visit to do a walkthrough and interviews but this year it will all be done virtually. The final step

is for the state to review everything and score the programs. Based on the scoring, the school will receive a Continuous Improvement Plan and a Corrective Actions Plan. These plans are to be developed by the schools and submitted back to the state then worked on for five years until the next QPR. In addition, there are two types of recognition each program could potentially earn: Program of Excellence or Program of Distinction. In some cases, schools can earn CTE School of Excellence. Last year, all three schools who participated in the QPR received recognitions.

- Damonte Ranch: Computer Science–Program of Distinction, Foods and Nutrition–Program of Excellence
- Reno: Graphic Design–Program of Excellence
- Reed: Programs of Distinction: Automotive Technology, Biomedical, Energy Technology, Foods and Nutrition, Human Development, and Metalworking

### **2.03 Presentation and Discussion on the design process and development of the new Debbie Smith Career and Technical Education Academy.**

Presented by Josh Hartzog, CTE Director. The Debbie Smith Career and Technical Education Academy campus will be where the current Proctor Hug High School sits off of Sutro and McCarran. The total enrollment capacity will be 950 students. The design team began meeting in fall of 2019 and continued to meet through Spring to develop ed specs and determine programing for the school. The operating principles of the team were to balance with programs at AACT and relocate programs as needed, leverage facility upgrades already in place at current Hug campus, minimize redundancy with other Signature Academies and CTE programs and ground programming decisions in Labor Market information. In additions, stakeholder feedback forums were held with staff in Spring 202 and with students and families in Fall 2020. The design team arrived at seven academies comprised of 10 CTE programs. The academies are Natural Resources and Animal Science, Culinary and Nutrition, Engineering: Manufacturing and Robotics, Marketing, Medical Professions: Nursing and Biomedical, Skilled Trades: Construction Technology and Welding, and Teaching and Training: Primary. The Natural Resources academy will be a straight migration form AACT High School. This will allow for more space to expand the program and build another green house facility. The current AACT Engineering program will also be migrating to the new CTE academy. The Culinary and Nutrition academy will leverage the upgrades that have already been done to the current program on campus. The [Educational specifications document](#) for Debbie Smith was submitted to the board of Trustees (BOT) on 9/30 and was subsequently approved. The process is moving into the schematic design portion and an approved schedule for constructions. The design focuses on modernization of facilities and campus, more “community college” than typical high school, access and opportunity for local industry and organizations to engage with programs, learning spaces that encourage collaboration, communication and creativity and flexible facilities to accommodate changes and evolutions of programs. In the design there is also a plan to accommodate Rise Academy and a new boardroom.

## **2.04 Presentation and Discussion on Career and Technical Education (CTE) Engagement and Recruitment Efforts at the Middle School Level in the Washoe County School District.**

The following overview information was shown on a slide.

- Full-Time Middle School Career Exploration Facilitator –Julie Henderson
- Annual Career Expo (cancelled for 2020)
- Passport to High School Success Family Virtual Nights via Zoom
- Collaboration & Planning w/ the Middle School Counselor Group
- CTE Department Support of MS Events –Career Fairs/Open House
- Training / Support for Use of Nevada Career Explorer at MS Level
- Ongoing Support for Robotics & Computer Science Programs at MS
- Virtual Classroom Guest Speakers
- \*Virtual MS Industry Tours
- \*Signature Academies & CTE Promotional Materials will Continue to be Developed
- \*Annual Survey of Students Completing CTE Programs to Collect Feedback on Recruitment
- \*Career Planning Map for Grades 6-12th-In Collaboration with Counseling
- \*Alignment Planning w/ Relevant MS Teachers, Counselors, and Admin

\* Denotes efforts still in development

## **2.05 Presentation and Discussion on Strengthening NV's CTE Program Plan, a plan from the State of Nevada to increase interest in CTE programming in schools.**

The Nevada Department of Education (NDE) has two major planned changes to CTE programs that are set to take effect in the 2022-2023 school year: convert the bulk of the Nevada's 3-year CTE Programs down to 2-year pathways and compress the current catalog of statewide CTE offerings from 74 down to somewhere around 50. With converting programs from three to two years, students will be able to, as they're available, remain with their programs in Advanced Studies Courses, take complementary course in year three or four, take related Dual-Enrollment Courses and/or possibly start another program. We have held virtual WCSD listening sessions where feedback was collected and submitted to the state. There are several reasons why NDE is planning these changes. Nevada is an outlier when compared to other states, where CTE programs are mostly two years in length. This will allow students to start a program as a junior and be able to complete the pathway. Perkins funding is focused on students who "concentrate" in their respective programs meaning they continue to level 2. Dropping down to 2-year programs would allow students to be both concentrators and completers. In additions, Perkins requires the state to continually align programs across Nevada with high skill, high demand industries and compressing the state's CTE catalog by combining

or discontinuing programs is how NDE intends to carry out the mandate. The CTE Department recognizes that this represents major changes for CTE in our district and there are several questions that have already been collected and considered such as how it this will affect honors credit and the impact of CTE-articulated credit agreements with TMCC. NDE will take all the feedback received and put it into a finalized plan that will be proposed to the Nevada Board of Education as soon a February.

### **3. Closing Items**

#### **3.01 PUBLIC COMMENT**

The Committee received comments from the following: No public comment.

#### **3.02 NEXT MEETING ANNOUNCEMENT**

The next meeting of the CTE Advisory Technical Skills Committee would take place on February 1, 2021 at 5:30 p.m.

#### **3.03 ADJOURN MEETING**

There being no further business to come before the members of the Committee, Chair McMaster declared the meeting adjourned at 6:58 p.m.

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**Tiffany McMaster**