Guidance Division Meeting

NACTE 2017
School Counselor NEPF

• Piloting 2017-18

• Updating NAC

• Nevada School Counseling Standards
• **College and Career Ready Diplomas (AB 7)**
  – Students need to leave high school with a plan and broad understanding of career options.
  – College and Career Ready Diplomas

• **Academic Plans (AB 117)**
  – Statewide implementation using IC

• **Expanding Dual Enrollment Opportunities (SB 19)**
  – Academic and CTE

• **Graduation Plan (SB 132)**
  – Up to 3 semesters

• **AB 64**
  – Allows student with disabilities to receive a standard diploma
  – Demonstrated through the portfolio of the pupil’s work
Resources:

• Traitify Assessment:
  http://nvworkforceconnections.org

• Nevada STEM Hub
  http://www.stemhub.nv.gov/

• ASAB Career Exploration Program
  http://www.asvabprogram.com/media-center-article/38
NTACT

• Increase students with disabilities in CTE and BVR programs

• 8.4% and goal is to meet national average at 10%

• Cross-disciplinary training (SPED, CTE, counselors & VR)

• By 2025, goal is 60% in postsecondary – increase high skilled workforce
Student outcomes:

• Have proper information and guidance and clear direction

• Students leave high school better prepared for college and career

• Helps students choose majors aligned to their personality and interests

• Develop reasonable career expectations
### Infinite Campus CTE Tab

#### CTE Data Tab

**Student:** Jaden Smith

<table>
<thead>
<tr>
<th>Programs</th>
<th>Progress</th>
<th>Course Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td>Nursing Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Course Sequence</strong></td>
<td><strong>Credit</strong></td>
<td><strong>Grade</strong></td>
</tr>
<tr>
<td>Health Science I</td>
<td>1.0</td>
<td>B</td>
</tr>
<tr>
<td>Health Science II</td>
<td>1.0</td>
<td>A</td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>In progress</td>
<td></td>
</tr>
<tr>
<td>Nursing Assistant LAB</td>
<td>In progress</td>
<td></td>
</tr>
<tr>
<td><strong>Assessment Exams</strong></td>
<td><strong>Score</strong></td>
<td><strong>Cut Score</strong></td>
</tr>
<tr>
<td>Nursing Assistant</td>
<td>83</td>
<td>75</td>
</tr>
<tr>
<td>Workplace Readiness</td>
<td>90</td>
<td>75</td>
</tr>
<tr>
<td><strong>CTE Skill Certificate Earned</strong></td>
<td>Yes</td>
<td>Pass</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Articulated/Dual Credit</strong></td>
<td>Yes</td>
<td>TMCC</td>
</tr>
<tr>
<td><strong>Industry Certifications/Licenses</strong></td>
<td>Issuing Organization/Provider</td>
<td>Nevada State Board of Nursing</td>
</tr>
<tr>
<td>Certified Nursing Assistant</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Nontraditional Student</td>
<td>Yes</td>
<td></td>
</tr>
<tr>
<td><strong>CTE Course GPA</strong></td>
<td>GPA 3.5</td>
<td>Required GPA 3.0</td>
</tr>
</tbody>
</table>
National Alliance Partners in Equity

- Year long professional development targeting postsecondary nontraditional program improvement.
- 4 years of disaggregated nontraditional participation/completion data by gender, race/ethnicity, special populations.
- Identified key gaps in nontraditional performance for targeted interventions.
Outcomes/Goals:

• More effectively target middle school students
  – Outreach (STEM Nights, campus tours, focus on high tech labs)
  – Non-traditionnel mentors/role models (Professional & students)
  – Pre/post interest surveys with follow up
Outcomes/Goals:

• Out reach to high school counselors
  – Early interventions to offer key information about opportunities in postsecondary CTE program pathways
  – Provide student support system for key coursework that prepares CTE students for postsecondary training.
  – Focus on “Learning how to Learn” study/reading skills, expanding exploration skills/transferability skills to postsecondary.
Outcomes/Goals:

• Continue recruitment of females into nontraditional career pathways
  – Hosting women’s open house events
  – Identifying interest via surveys/follow up for recruitment
  – Classroom environments that are nonbiased (gender) and use a variety of learning approaches
Outcomes/Goals:

• Outreach through avenues young adults prefer
  – Posters on walls, pamphlets, informative brochures are less effective with the current generation of youth
  – Young adults prefer information from centralized, easy to navigate websites
  – Social media is increasingly one of the most viable avenues for student outreach (connecting where student attention resides)
TMCC example video:

- Outreach to females for welding program
  - Opportunities for high demand/high wage welding career
  - Caters to sense desire for creativity/expression through art
  - Caters to sense of belonging to a family of peers
  - Presented in movie theatres, social media, YouTube, TMCC web
    - YouTube: https://www.youtube.com/watch?v=nkrCXVfxsY