

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

Programs	Progress			Course Plan	
Nursing Assistant	<u>Course Sequence</u>	<u>Credit</u>	<u>Grade</u>	<u>Grade Taken</u>	<u>Course Sequence</u>
	Health Science I	1.0	B	9	Health Science I (required)
	Health Science II	1.0	A	10	Health Science II (required)
	Nursing Assistant	In progress		11	Nursing Assistant (required)
	Nursing Assistant LAB	In progress		11	Nursing Assistant LAB (required)
				12	Medical Anatomy (optional)
				12	Human Diseases (optional)
	<u>Assessment Exams</u>	<u>Score</u>	<u>Cut Score</u>		<u>Required Assessments</u>
	Nursing Assistant	83	75	11/12	End of Program (Nursing Assistant)
	Workplace Readiness	90	75	11/12	Work Place Readiness
	CTE Skill Certificate Earned	Yes	Pass		<u>Industry Certifications/Licenses</u>
	Articulated/Dual Credit	Yes	TMCC	Optional	Certified Nursing Assistant
	<u>Industry Certifications/Licenses</u>	<u>Issuing Organization/Provider</u>		Optional	Blood Borne Pathogens
Certified Nursing Assistant	Nevada State Board of Nursing		Optional	CPR / AED	
Nontraditional Student	Yes		Optional	Community Emergency Response Training (CERT)	
	<u>GPA</u>	<u>Required GPA</u>			
CTE Course GPA	3.5	3.0			

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Program Improvement Process for Equity™



Implementation Plan

- 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.

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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

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Program Improvement
Process for Equity™



Implementation Plan



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.

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Program Improvement
Process for Equity™



Implementation Plan



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

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Program Improvement
Process for Equity™



Implementation Plan



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)

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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>