

NASDCTEc Conference
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***Strategies to Lead CTE Improvement
Efforts with Limited Resources***





Key Questions for NDE -

- Are we doing our most important work?
- Does Nevada's CTE infrastructure match up to the best of the best?
- Are we doing everything possible to make CTE too important to fail?
- Is our work directed towards impacting the greatest numbers of CTE students in the most meaningful ways?



Most importantly -

- Is career and technical education in Nevada properly structured and organized to –
 - Truly connect to workforce and economic development in the best way possible?
 - Provide students with validated skill sets upon completion of high school while guiding those same students on a career path involving postsecondary education and training?



What CTE can be across the State

Students will -

- Select a program of study aligned to a career path
- Complete a CTE course sequence
 - Design and Drafting I
 - Design and Drafting II
 - Architectural Drafting
- Take a technical assessment upon completion of a sequence and earn a credential/certificate
- Qualify for industry credentials
- Earn college credit through articulation agreements
- Graduate with proficiency in academic, technical, and workplace readiness skills



CTE Improvement Plan

Nine Essential Goal Areas:

1. State CTE Standards
2. Programs of Study
3. Academic Integration
4. Assessments and Credentialing
5. CTE Course and Program Approval System
6. Program Review Process



Essential Goals

7. Accountability and Reporting System
8. Professional Development
9. Business and Industry Partnerships



CTE State Standards

- Develop an annual work plan for standards
- Continue development of new standards
- Renewal of outdated standards
- Establish new format
- Industry validation
- Alignment with Common Core Standards
- Develop curriculum frameworks for all standards



Programs of Study

- Continue development process
- Develop statewide recommended programs of study that lead to student credentials
- Technical assistance



Academic Integration

- Strengthen academic integration in CTE standards and programs
- Identify best practices and models to promote through CTE grants
- Devise clear strategies to improve student performance
- Align CTE standards with Common Core Standards



Technical Skill Assessments

- Prepare standards for assessment development
- Develop assessments for selected standards
- Fully implement a technical assessment process, with pilot tests starting this fall



CTE Course and Program Approval Process

- Develop a statewide catalog for all CTE courses
- Develop a standardized course approval process
- State Board of Education oversight



CTE Program Review Process

- Develop a model for structured CTE program reviews
- NDE staff will conduct program reviews to –
 - Ensure CTE programs are organized in programs of study
 - Ensure state standards are properly taught
 - Provide on-site technical assistance for program improvement and development



CTE Accountability System

- Continue work with the secondary and postsecondary accountability workgroups
- Complete the Statewide CTE Course Catalog
- Complete the data integration with the SAIN
- Develop clear guidelines for accountability that –
 - *Identifies participants, concentrators and completers by district, school, career cluster, program and course*
 - *Supports accountability measures for concentrators*
 - *Measures technical skill attainment through technical assessments*



Professional Development

- Establish professional development plans that are more inclusive for CTE teachers and administrators
- Establish a professional development calendar
- Maintain program integrity by continuing program specific training opportunities for teachers



Business and Industry Partnerships

- Promote greater involvement by business and industry
- Identify models and best practices
- Establish (re-establish) the State CTE Advisory Committee as a more formal council structured to provide the greatest outreach to employers
- Ensure the council is highly connected to economic and workforce development efforts



Summary of Major Components

- Standardized processes used to industry-validate CTE standards
- Item criticality surveys are completed for each performance indicator
- End-of-sequence technical assessments
- Curriculum frameworks and model programs of study developed for all course sequences
- Program level reviews provided by department staff



Summary of Major Components

- Establish a viable CTE Council composed of industry representatives, economic- and workforce development experts, and educators
- Workplace readiness
 - Look at models for workplace readiness (employability skills) to improve standards and instruction
 - Consider credentialing models used in other states and modeled, tested and piloted through CTECS



Progress to date -

- Established Nevada membership to CTECS; assessments are under development
- CTE standards redevelopment process underway
- Statewide CTE Course Catalog is near completion
- State level programs of study under development
- Establishment of the State Council for Career and Technical Education is in progress
- Reorganization of staff assignments partially completed



Increasing Staff Capacity

- Membership with the CTECS
- Contracting of CTSO state management responsibilities
- Streamlining grants management practices



Learning that works for Nevada

CTETM