

Commitment 1: Employer Engagement - Establish a structured, sustainable process through which education and employer communities use real-time labor market data to set priorities to strengthen and scale Career Pathways and programs to prepare students for specific high-skill, high-demand employment opportunities.

Goal: Employer Engagement - Based on the current status of our employer engagement work, what's our objective in taking it to the next level? What new and/or modified policies, mechanisms, or structures must be developed and implemented?

Goal Statements: Identify 3-5 priority sectors and launch Sector Coordinators that will engage employers in these sectors to help: 1) determine target high-demand, high-skill occupations; 2) articulate career ladders; 3) map the competencies required to advance along these career ladders; 4) and inform and validate career pathway curriculum and credentials with value.

Action Plan				
Strategies/Action Steps to Reach the Goal:	Detail - Tasks	Benchmarks/ Milestones	Date	"Owner"
Key Strategy 1) Determine an effective governance structure for the Career Readiness Initiative group.				
Action: 1) Clarify Governance structure of CRI Group as a Consulting Body led by the (Interim) Superintendent and providing recommendations on issues of concern relevant to strategic direction and/or operationalizing of action steps.	Consultation with Governor's Education and Workforce Strategist	Approval of governance structure	December 24, 2015	Interim Superintendent, Ed & Workforce Strategist
Action: 2) Identify or create a structure and process through which to regularly convene the Career Readiness Initiative group of PreK-12, Higher Education, Workforce Development, Economic Development, and Employer Communities for the purpose of overseeing and guiding the work of the CRLC Workforce Engagement steering committee. The CRI Group also serves as liaisons to their own constituencies.	Ongoing meetings with CRI group to review CRI Project Plan and to share progress on implementing CRI project plan are held.	Plan for ongoing meetings with topics aligned to CRI project plan implementation Recommendations for CRI Project plan proposed by CRI CRI Project Plan based on CCSSO Template approved by Interim Superintendent, Ed & Workforce Strategist Schedule of CRI group meetings with draft of topics developed	January 30, 2016 January 30 , 2016 Email to DMM by January 22, 2016 Early February, 2016 By February 05, 2016 January 30, 2016	CRI Plan Lead in consultation with Interim Superintendent CRI Group Interim Superintendent, with support of CRI Plan Lead CRI Group members Interim Superintendent, Ed & Workforce Strategist, CRI Plan Lead in consultation with Interim Superintendent

<p>Key Strategy: 2) Establish a Career Readiness Leadership Committee (CRLC) for Employer Engagement that engages (regional) subordinate groups (sector intermediary committees) of employers and other stakeholders (i.e., PREK – 20, Workforce Development, Economic Development) to identify the needs of relevant existing and developing economic sectors and to create and oversee strategies that align the regional education systems to meet those needs.</p>	<p>Overview:</p> <ul style="list-style-type: none"> Over the next two years, the CRLC for Employer Engagement steering committee oversees the implementation of strategies and actions for the CRI Employer Engagement goal. (Employer Engagement, Quality Career Pathways, Accountability). The CRLC for Employer Engagement coordinates with the NDE and with the Chief Strategist to plan and support the work of subordinate groups such as the sector intermediary committees. The CRLC is a steering committee that reports back to the larger CRI group through a (monthly or quarterly) face-to-face and webex or teleconferenced meetings. 	<p>Identification of the CRLC for Employer Engagement</p> <p>Plan for ongoing engagement/ consultation with CRI</p> <p>Initial Meeting of the CRLC for Employer Engagement</p> <p>Identification of Sector Intermediary Committees</p> <p>Plan for engagement of Sector Intermediary Committees</p>	<p>By February 6, 2016</p> <p>By February 15, 2016</p> <p>By February 28, 2016</p> <p>By February 28, 2016</p>	<p>Interim Superintendent, Governor’s Chief Strategist</p> <p>CRI project manager, Interim Superintendent, Governor’s Chief strategist</p> <p>CRI project manager in collaboration with Interim Superintendent, Governor’s Chief Strategist, Director of CTE</p> <p>(As above)</p>
<p>Action:1) Identify CRLC members, communicating goals and scope of work to them, including projected timeline of two years for Phase 1 (planning), Phase 2 (developing), Phase 3 (initial implementation), and Phase 4 (engaging in evaluation and improvement planning).</p>	<p>Communicate to CRI with intent of drawing upon CRI as well as existing sector intermediary committee leaders for key CRLC Employer Engagement steering committee membership</p> <p>Contact potential CRLC Employer Engagement steering committee members and elicit their agreement to act as steering committee for two or more years</p>	<p>Archived recommendations from CRI about CRLC identification and responsibilities</p> <p>Letter of invitation</p>	<p>By February 28, 2016</p> <p>By March 30, 2016</p>	<p>(As above)</p> <p>Interim Superintendent</p>
<p>Action: 2) Determine strategies and assets against which to evaluate gaps between the current system of aligning education to workforce needs. (For example, identify or generate data to inform understanding of current system and to inform system improvements.)</p>	<p>Meet with CRI group to review analysis of gaps, determine goals, , and generate strategies and actions to reduce gap between education and workforce needs</p>	<p>Meeting Agenda reflecting inclusion of Examination at high level of overall “State of the State”</p> <p>Gaps between current system of education and workforce needs addressed at a high level</p>	<p>By February 28, 2016 (and ongoing)</p>	<p>CRI Plan Lead in consultation with Int. Superintendent</p>

<p>Action: 4) Develop a map of assets to inform a gap analysis that includes formal and informal bodies and tools/instruments at their disposal.</p>	<p>Design asset map with GOED, DETER, CTE, other relevant agencies' support</p>	<p>High-level (State level) and regional assets to inform gap analysis</p>	<p>By March 30, 2016</p>	<p>GOED with support of other agencies</p>
<p>Key Strategy: 2) Leverage the CRLC as a steering committee to identify 3-5 high-skill, high-demand priority sectors, allowing for regional differentiation.</p>				
<p>Action: 1) Use available labor market information and economic development plans to decide on industry sector priorities develop a systematic and balanced approach to not only identify occupations currently in high demand, but also those that are expected to be in demand based on economic development priorities.</p>	<p>Develop comprehensive analysis of industry sectors, using labor market and economic development projections</p> <p>Vet analysis with key industry employers and regional stakeholders to further inform analysis and include regional differentiation</p> <p>Develop criteria for choosing priority sectors</p> <p>Distill sector analysis and present to CRI and to CRLCs</p> <p>Using sector gap analysis, identify top five sectors statewide for Career Readiness Initiative, including regional differentiation where appropriate</p> <p>In consultation with CRLCs for Workforce Engagement, create a systemic approach to regional focus on aligning needs to current and evolving economic needs (example: use current bodies and enhance existing regulation/ practices of school districts, community colleges for planning to meet student/regional industry sector needs)</p> <p>Develop an ongoing long-term strategy to: 1) analyze real-time labor data on a regular basis to stay abreast of emerging trends in high-demand occupation and required competences; and 2) report the results to relevant stakeholders</p>	<p>Completed sector analysis</p> <p>Survey and responses from key industry employers & regional stakeholders</p> <p>Criteria for identification of priority sectors</p> <p>Economic Sector Analysis</p> <p>Agreement on initial pilot project focus and on next sectors for focus of CRI project</p> <p>Plan with timelines for regional focus</p> <p>Plan for ongoing analysis and reporting of results</p>	<p>Dec 2015</p> <p>April il 2016</p> <p>May 2016</p> <p>Late May 2016</p> <p>Early June 2016</p> <p>Late June, Early July 2016</p> <p>September ember 2016</p>	<p>Bob Potts (partnership between GOED & DETR)</p> <p>GOED/DETR with support of Regional Sector Work Groups</p> <p>GOED/DETR</p> <p>GOED/DETR</p> <p>Interim Superintendent and Governor's Education and Workforce Strategist</p> <p>Interim Superintendent, Governor's Education & Workforce Strategist, GOED</p> <p>GOED/DETR</p>
<p>Key Strategy: 3) Establish sector-focused intermediaries to develop strategies for and oversee the work related to Nevada's priority sectors, including determining occupation priorities, projections, and skill needs</p>				

<p>Action: 1) Establish Career Readiness Initiative (CRI) Sector Coordinating Committees to support and oversee career readiness activity within the state, building on existing Sector Coordinating Committees. Engage (CRI) Sector Coordinating Committees to support career pathways development for sectors identified by GOED’s review of current and evolving high-demand occupations. Employer engagement will facilitate the development of Career Pathways at the regional level, and employers will participate in providing workforce experiences for the Career Pathways students and ongoing feedback on the success (or needed improvement) of the Career Pathways programs.</p>	<p>At the regional level, create a CRI Sector Strategy Working Group – which will include K12, Higher Ed, and DETR representatives – to build out sector-focused employer engagement strategy. These CRI Sector Coordinating Committees are under the oversight of the CRLC steering committee.</p> <p>Research best practices for sector-based employer engagement, assess current employer engagement resources and activities), and create a plan for implementing CRI Sector Coordinating Groups in priority sectors, including a list of objectives, functions, and funding options and a strategy for leveraging current activities</p> <p>Review and adapt the CRI Sector Strategy plan, develop a sustainability plan for the CRI Sector Coordinating Committees , and vet with CRI and CRLC</p> <p>Launch first CRI Sector Coordinating Pilot in Advanced Manufacturing/Renewal Energy (AM-RE) sector, which will include Tesla and Faraday as formal partners</p> <p>Engage with regional sector employers in additional priority sectors to share the plan for identification of regional occupation priorities, projections, and skill needs and to formally become part of the Sector Coordinator structure</p> <p>Review the experience of the first Sector Coordinator, generate lessons learned, and a develop an updated implementation plan for additional Sector Coordinators</p> <p>Launch 2-4 additional Sector Coordinators</p>	<p>Draft sector-focused employer engagement plan, including a “menu of options” outlining different ways employers can formally commit to participate</p> <p>Draft CRI Sector Strategy Plan (sector--focused employer engagement plan with sustainability plan)</p> <p>Final CRI Sector Strategy Plan</p> <p>(Draft) CRI Sector Strategy Plan agreed upon by CRI Pilot partners (districts/schools, Tesla/Faraday, (existing) Regional Sector Committee)</p> <p>Signed letters of commitment from employers</p> <p>Report on first Sector Coordinator and updated implementation plan</p>	<p>By early September 2016</p> <p>By early September 2016</p> <p>Mid September 2016</p> <p>Early April 2016 (Note Pilot begins before final Sector Strategy Plan has been fully vetted.)</p> <p>Oct-Dec 2016</p> <p>January 2017</p> <p>Early February 2017</p>	<p>Interim Superintendent, Office of Chief Strategist, CTE Director</p> <p>As above coordinating with CRI Sector Strategy Working Groups</p> <p>As above</p> <p>As above</p> <p>Sector Strategy Working Group</p>
<p>Action: 2) Develop a list of target high-skill, high-demand occupations within the priority sectors</p>	<p>Commission or undertake an analysis of real-time labor data and combine with traditional occupation projections to create a report on occupational trends</p> <p>Engage employers within priority sectors to review,</p>	<p>Draft report on high demand-high skill occupations within priority sectors</p>	<p>February 2016</p> <p>Mar-May 2016</p>	<p>GOED, DETR, Office of Chief Strategist</p> <p>As Above</p>

	validate, update, and build out occupation reports				
	CRLCs for Employer Engagement identify these with support of sector-focused committees (Regional CRI Sector Work Groups) and using GOED and DETR information specific to each region	Occupation Reports on top five (or more) targeted occupations within identified high-demand, high skilled Career Pathways sectors	July 2016	As Above	
Action: 3) Create career and competency maps for target occupations, listing the skills and competencies required to progress along career pathways, basing such decisions on national and regional economic development and workforce preparation data and research as well as input from local and regional employers.	Engage CRI Pilot Partners Tesla and Faraday to inform initial planning for drafts: 1) the creation of career maps that articulate career pathways; and 2) the competencies necessary to advance along career pathways, including on-site visits to observe and interview hiring managers and exemplar employees	Detailed analysis of career ladders and competencies for AM-RE sector	April -May 2016	AM-RE CRI Sector Coordinating Committees	
	Create draft career and competency maps – Challenge: the skills and competencies maps should be generalizable across the state or national plane.	Draft Career and competency maps for target occupations in Advanced Manufacturing-Renewable Energy sector	Late May 2016	CRLC for Employer Engagement and AM-RE CRI Sector Coordinating Committees for Pilot CRI with Tesla/Faraday	
	Engage employers in additional priority sectors to inform: 1) the creation of career maps that articulate career pathways; and 2) the competencies necessary to advance along career pathways, including on-site visits to observe and interview hiring managers and exemplar employees	Detailed analysis of career ladders and competencies for additional priority sectors	Feb-March 2017	Newly launched CRI Sector Coordinating Committees	
	Create career and competency maps	Career and competency maps for target occupations in priority sectors	April 2017	CRI Sector Coordinating Committees	
Action: 4) Establish a structured process whereby Sector Coordinators engage employers to inform and validate career pathway curriculum and credentials and review their relevance on a regular basis over time.	Determine with employers a feasible and effective schedule of in-person check-ins to review: unmet sector needs, emerging industry trends, target occupations, competencies and curriculum, work-based learning modules, and credentials		Upon completion of initial career pathway curriculum	CRI Sector Coordinating Committees	
	Create a process for sharing the data and materials to employers needed to get their feedback, and determine a mechanism for reporting on emerging short- to medium-term needs based on real-time labor data or employer initiative		Upon completion of initial career pathway curriculum	Sector Coordinating Committees	
Will this require legislative	Will this require State Board	Will this require	Can federal programs be	Which stakeholders need to be involved?	

action?		action?		regulatory changes?		leveraged?			
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> WIOA	<input type="checkbox"/> Perkins	<input type="checkbox"/> Other	
Description: This may require legislative action pending decisions made in action steps.		Description: Unknown at this time.		Description: Unknown at this time.		Description: WIOA?			All committees, councils, boards, etc., Leadership in each of the principle areas: K12, Business/ Industry, Higher Education, Workforce, Economic Development

Commitment 2: Quality Career Pathways - Design and implement policies and related strategies to strengthen and scale Career Pathways that span secondary and postsecondary levels, embed rigorous core academic and career-technical content, include high-quality work-based learning experiences, and culminate in credentials that open doors to high-skill, high-demand jobs.

Goal: Quality Career Pathways - *Based on the current status of our Career Pathways work, what's our objective in taking it to the next level? What new and/or modified policies, mechanisms, or structures must be developed and implemented?*

Goal Statement: Pilot an in-depth career pathway implementation process in the Advanced Manufacturing-Renewal Energy sector with Tesla and Faraday; including curriculum development, teacher development, work experience, and credential validation; and then use funding incentives, technical assistance, and credential validation to expand additional career pathway programs that lead to credentials of value in this sector and 2-4 additional sectors.

Action Plan				
Strategies/Action Steps to Reach the Goal:	Details – Tasks	Benchmarks/ Milestones	Date	“Owner”
<p>Key Strategy: 1) Establish a Career Readiness Leadership Committee (CRLC) for Career Pathways that oversees and guides the work of aligning programs, professional learning, curriculum for Career Pathways.</p>	<p>Over the next two years, the CRLC for Career Pathways oversees the implementation of strategies and actions for the Career Pathways goal.</p> <p>The CRLC for Career Pathways coordinates with the NDE, the CRI Group, and with the Chief Strategist to plan and support the work of developing clear and effective policies and plans to implement a system of Career Pathways statewide.</p> <p>The CRLC for Career Pathways reports back to the larger CRI group through (monthly or quarterly) face-to-face and webex or teleconferenced meetings.</p>			
<p>Key Strategy: 1) Pilot the career pathway development process, with Tesla and Faraday, in the Advanced Manufacturing-Renewable Energy sector</p>				
<p>Action: 1) Develop Career Pathways modules that together</p>	<p>At the outset, base pilot Career Pathways modules on</p>		<p>Ongoing – April 2016</p>	<p>CRLC Group for Career</p>

<p>will make up programs that meet the needs of Tesla and Faraday</p>	<p>existing CTE Programs of Study as already approved in Nevada schools. Anticipate expansion of Career Pathways and research other existing models for career pathways in Advanced Manufacturing (AM-RE) sectors and in other Sectors (such as ConnectEd, Southern Regional Education Board, other states) and through input from employers</p> <p>Create(or leverage CRI Sector Coordinating Groups) will include local and state K12, Higher Ed, and DETR representatives – to build out from pilot career pathways initiative with Tesla/Faraday</p> <p>Leverage career pathway models and competency maps (see Strategy 3 above under Commitment 1) to build out career pathways curricula that: 1) include rigorous and relevant course for both academic and technical competencies and extend across secondary and postsecondary; and 2) end in a credential of value</p>	<p>Plan to draft initial Career Pathways for AM-RD based on Tesla & Faraday pilots</p> <p>Sequenced career pathway modules with necessary competencies (outcomes)</p>	<p>on</p> <p>April 2016</p> <p>April -June 2016</p>	<p>Pathways</p> <p>CRLC for Career Pathways in collaboration with AM-RE Sector Coordinating Committee</p> <p>CRLC for Career Pathways in collaboration with AM-RE Sector Coordinating Committees for Tesla & Faraday pilots</p>
<p>Action: 2) In partnership with Tesla and Faraday, design and institute professional development for educators who will deliver Career Pathway instruction</p>	<p>Create CRLC for Career Pathways Group which will include K12, Higher Ed, and DETR representatives – to develop the strategy for the larger career pathways expansion effort</p> <p>Research best practices for career pathways professional development for educators</p> <p>Present options to Tesla and Faraday for feedback on training strategy options and decide on strategy</p> <p>Work with Tesla and Faraday staff to develop a training curriculum, including teacher externships where appropriate</p> <p>Implement educator professional development for AM-RE Sectors in Pilot</p>	<p>Plan for work of CRLC for Career Pathways Group</p> <p>Report on list of options for career pathways professional development strategy</p> <p>Model for career pathways professional development strategy</p> <p>Professional development plans for AM-RE career pathways teachers (initially base on existing CTE programs of study)</p>	<p>End of February 2016</p> <p>May-June 2016</p> <p>June 2016</p> <p>July August 2016</p> <p>August - November</p>	<p>Interim Superintendent informed by input from CRI Group</p> <p>CRLC for Career Pathways</p> <p>CRLC for Career Pathways Coordinating with AM-RE CRI Sector Coordinating Committees for Tesla & Faraday</p> <p>CRLC for Career Pathways Coordinating with AM-RE CRI Sector Coordinating Committees for Tesla & Faraday</p>

	Capture lessons learned and refine training curriculum for career pathways expansion	Updated professional development curriculum for AM-RE career pathways as a model for expansion	2016 August - November 2016	CRLC for Career Pathways overseeing AM-RE CRI Sector Coordinating Committees for Tesla & Faraday (As above)
Action: 3) Develop work-based learning (WBL) components for Tesla & Faraday career pathways	Create a list of criteria for effective WBL based on researched best practices and career pathway learning objectives	List of WBL standards of excellence	May-Jun 2016	CRLC for Career Pathways
	Work with Tesla and Faraday staff to develop WBL modules for career pathways, including student support staff both inside and outside of the workplace	WBL modules, including strategies for competency assessment	July August 2016	CRLC for Career Pathways Coordinating with AM-RE CRI Sector Coordinating Committees for Tesla & Faraday
	Start implementing WBL with a WBL orientation as part of career pathways implementation	Survey analysis with recommendations for improvement and decisions on improvements	September 2016	AM-RE CRI Sector Coordinating Committees for Tesla & Faraday
	Survey WBL stakeholders, including students, on first semester experience and revise WBL accordingly	Survey analysis with recommendations for improvement	December 2016	(As above)
	Survey WBL stakeholders, including students, on first year experience	Pilot Model for WBL	June 2017	CRLC for Career Pathways Coordinating with AM-RE CRI Sector Coordinating Committees for Tesla & Faraday
	Leverage lessons learned to develop a model for WBL as part of statewide Career Pathways expansion		July 2017	(As above)CRLC for Career Pathways
Key Strategy: 2) Use State funding and program approval processes to: 1) scale up Career Pathways in greatest demand; 2) scale down/phase out programs not leading to, certificates, credentials or degrees of value; and 3) ensure career programs meet a sufficient level of academic and technical rigor and meet				

industry expectations				
<p>Action: 1) Develop a list of credentials of value within the priority sectors</p>	<p>Inventory credentials currently being awarded in priority sectors in programs across the state and in what quantities</p> <p>Inventory credentials that are valued by employers to hire for target occupations and establish agreements among employers recognizing Career Pathways certificates, degrees, and credentials as significant benchmarks (criteria) for employment.</p> <p>Create master list of valued credentials for priority sectors and produce gap analysis related to employer needs</p> <p>Establish statewide expectations and process for formal recognition of professional-level attainment of Career Pathways outcomes and student demonstration of competencies (for example, a professional portfolio presentation or other demonstration of competency.)</p> <p>Engage employers in endorsing above expectations so that certificate, credential or degree is transferable and of true value to student and employer.</p>		<p>April -May 2016</p> <p>May-June 2016</p> <p>July -August 2016</p> <p>August - September 2016</p> <p>Oct- November 2016</p>	<p>CRLC for Career Pathways</p> <p>CRLC for Career Pathways</p> <p>CRLC for Career Pathways</p> <p>CRLC for Career Pathways</p> <p>CRLC for Career Pathways with CRI Sector Coordinating Committees</p>
<p>Action: 2) Determine funding and program structure and launch new Career Ready funding incentive, including competitive grants to encourage reform</p>	<p>Research best practices and develop concept paper with a list of options for the funding incentive structure and program elements, including revisiting the Small Learning Communities design as a potential delivery model for Career Pathways programs.</p> <p>Gather input from.... [put here relevant state and local stakeholders]</p> <p>Decide on funding and program structure, including delineating required program components, which might include such elements as: 1) cross-sector teams that include K12, Higher Ed, and Workforce; 2) employer participation in curriculum development; 3) dual enrollment opportunities; and 4) work-based learning and career exploration.</p>		<p>Feb-March 2016</p> <p>April -May 2016</p> <p>June 2016</p>	<p>CRLC for Career Pathways</p>

	<p>Create draft RFP</p> <p>Seek feedback on draft RFP from [put relevant stakeholders/decision-makers here], integrate lessons learned from AM-RE sector experience, and finalize RFP</p> <p>Launch RFP for new funding approach for 2017-2018 to expand career pathways development in priority sectors</p> <p>Award funding to grantees</p>		<p>July 2016</p> <p>August - October 2016</p> <p>November 2017</p>	
Action: 3) Create system of oversight to assure rigor and relevance for Career Pathways programs (end-to-end: secondary schools through higher education).				
Key Strategy: 3) Develop a technical assistance support strategy with tools and resources that will help schools/districts design Career Pathways articulated end-to-end across secondary and postsecondary institutions in additional priority sectors				
Action: 1) For each identified relevant Career Pathway, develop a model articulated pathway from (at least) 9 th grade to post-secondary employment, community college or certifying body (1 or 2 year), or 4 year college.	<p>Leverage career pathway models and competency maps (see Strategy 3 above) to build out career pathways curricula in additional priority sectors that: 1) include rigorous and relevant course for both academic and technical competencies; 2) extend across secondary and postsecondary; and 3) end in a credential of value</p> <p>For each career, solicit employer feedback so that Career Pathways are both aligned with current needs and “branded” consistently with current economic sector terminology.</p> <p>Create resources and tools that will enable schools/districts to customize these career pathways based on their local context</p>	Sequenced career pathway modules with necessary competencies	<p>February -March 2017</p> <p>April 2017</p> <p>April -June 2017</p>	<p>CRLC for Career Pathways with Sector Coordinating Committees</p> <p>Sector Coordinating Committees</p>
Action: 2) Assist grantees in establishing Career Pathways programs	Develop career pathway development training, based on best practices and lesson learned from AM-RE sector		January -March 2017	<p>CRLC for Career Pathways</p> <p>CRLC for Career Pathways</p>

	<p>Deliver career pathway development training, in-person and/or through webinars on such topics as employer engagement, career pathway curriculum development, and work-based learning</p> <p>Leverage Sector Coordinator relationships to expand work-based learning opportunities for students of grantees (expose students to career options, connect classroom learning to “world of work” through job-shadowing, internships, apprenticeships).</p>		<p>March -June 2017</p> <p>April -August 2017</p>	Sector Coordinators				
Key Strategy: 4) Employ a communications strategy to build buy-in across relevant stakeholders in support of career readiness implementation								
Action: 1) Develop a communication plan for engaging and prioritizing Career Pathways throughout the stakeholder community (parents, students, education community, business/ industry/ economic sector leaders, employers and other workforce participants) (Enlist communications sector support for this action.)		Hire a communication sector professional firm.		CRLC with support of CRI Project Manager				
Action: 2) Engage Career Readiness Initiative group to communicate publicly and to constituent stakeholders the need to align our educational system to workforce needs.		CRI group members are Public Face and Voice of the Career Readiness Initiative, and elicit support of communication sector and NDE Public Information Officer to message the goals, mission, and progress of the CRI		CRLC with support of CRI Project Manager				
Action: 3) Engage Career Readiness Initiative group to seek feedback from constituent stakeholders to identify needs, and elicit agreement on Career Ready competencies and outcomes to inform design of Career Pathways.		(See above) CRI members act as liaisons to regional sector groups, proving process for and conducting sessions to elicit (statewide) agreement per Career Pathways on competencies and outcomes, contextualized by existing models such as referenced in Task list for Key Strategy 3, Action 3		CRLC with support of CRI Project Manager.				
Action: 4) Develop an outreach campaign (as part of the CRI Communication Plan) so that students (and the public) are aware of the availability of Career Pathways and their importance in attaining employment in their chosen Career Pathways.								
Will this require legislative action?		Will this require State Board action?		Will this require regulatory changes?	Can federal programs be leveraged?	Which stakeholders need to be involved?		
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> WIOA	<input type="checkbox"/> Perkins	<input type="checkbox"/> Other
Description:		Description:		Description:		Description:		

Commitment 3: Accountability - Make career readiness a higher priority in state accountability systems by incorporating a more robust set of career-focused indicators that measure and value successful completion of meaningful pathways, work-based learning experiences, and credentials.

Goal: Accountability - Based on the current status of our formal accountability work, what's our objective in taking it to the next level? What new and/or modified policies, mechanisms, or structures must be developed and implemented?

Goal Statement: Incentivize and prioritize Career Readiness throughout the educational system (end-to-end) by making publically available performance ratings on numerous measures of success, and by including Career Readiness measures in accountability ratings.
 Develop and consistently communicate to all stakeholders a set of Balanced Scorecard metrics that measure the progress and outcomes of Career Readiness and the ability to meet industry workforce needs, including longitudinal information about portability and national recognition of employability value of Career Readiness certificates, credentials, degrees.

Action Plan				
Strategies/Action Steps to Reach the Goal:	Details – Tasks	Benchmarks/Milestones	Date	“Owner”
Key Strategy: 1) Establish a Career Readiness Leadership Committee (CRLC) for Accountability to evaluate the current system of Accountability and increase its effectiveness as a means of holding districts and schools accountable for prioritizing career readiness.				Accountability Team of Office of Assessment, Data and Accountability Management. (ADAM)
Action 1: Over the next two years, the CRLC Accountability Committee oversees the implementation of strategies and actions for the CRI Accountability Engagement goal. The CRLC Accountability Steering Committee coordinates with the NDE and with the Chief Strategist to plan and support the work of The CRLC Workforce Engagement steering committee reports back to the larger CRI group through a (monthly or quarterly) face-to-face and webex or teleconferenced meetings.	Leverage existing Nevada School Performance Framework (NSPF) to promote value of College and Career Readiness by engaging existing NSPF team in updates to NSPF for those measures Assure updates are consistent with stakeholder recommendations as derived from Accountability Advisory Committee standard-setting initiative of 2015-2016	Identification of ADAM Accountability team as CRLC for Accountability.. Agreement on career-focused indicators. Evaluation of improvement needs of existing accountability system (Nevada School Performance Framework or NSPF) to more closely focus on career-readiness. Action plan for improving accountability to prioritize career readiness.		
Key Strategy: 2) Incentivize accountability for Career Readiness by increasing the value of Career Readiness measures in the Nevada School Performance Framework.				
Action: 1) Decide on Student-, school-, district- and higher education-level measureable outcomes (Key Performance	Create CRLC for Accountability , which will include K12, Higher Ed, and DETR representatives – to	Action plan for CRLC for Accountability with purpose, goals ,strategies, actions, outcomes,	End pf February 2016	NDE ADAM Accountability Team

<p>Indicators (or KPIs) for college and career readiness relevant to workforce needs, which may include accountability-specific indicators such as number of students enrolled/ completing state-approved Career Pathways, earning business/ industry/ economic sector-recognized certificates, credentials, and degrees in high demand, high skill job sectors; dual-enrollment college credit; employability or work-readiness certificate; completion of competency-based opportunities such as work-based learning and capstone projects; enrollment in college or gaining employment in high-skill, high-demand work sector within 18 months of HS graduation .</p>	<p>develop strategy for career readiness accountability</p> <p>Inventory career-oriented accountability measures across K12, Higher Ed, and Workforce Development; research best practices for K12 career-readiness accountability strategies; engage technology team to determine data capabilities; and develop a concept paper with options for the accountability system</p> <p>Review and amend concept paper before seeking stakeholder feedback Gather input from.... [include relevant state and local stakeholders], and then produce analysis of accountability system options and stakeholder feedback</p> <p>Review analysis and decide on optimal accountability system strategy</p>	<p>timelines, ownership</p> <p>Inventory of existing accountability measures To identify assets and needs</p> <p>Concept paper with accountability options</p> <p>Reviews with “Thought Partners” (CCSSO, Technical Advisory Group – NV specific, Technical Advisory Committee (national experts in assessment, accountability)</p> <p>Improve Concept Paper based on above input & propose optimum strategies/actions for implementation</p> <p>Propose optimum plan to NDE leadership</p> <p>Present optimum plan to CRLC for Accountability For final review</p> <p>Present optimum plan to CRI for their final review</p>	<p>Mar-September 2016</p> <p>September 2016</p> <p>Ongoing from March 2106</p> <p>May-Jul 2016</p> <p>September 2016</p> <p>September 2016</p>	<p>CRLC for Accountability</p> <p>CLRC for Accountability ADAM Accountability Workgroup</p> <p>ADAM Accountability Work Group</p> <p>ADAM Accountability Work group CRLC for Accountability & ADAM Work Group</p>
<p>Action: 2) Set strong performance goals within the Nevada School Performance Framework (NSPF) for all students that value career-focused courses, experiences, certificates, credentials, and degrees by reporting on indicators chosen above.</p>	<p>Design operational updates to NSPF based on work codified in Concept Paper</p> <p>Test and initially implement the updated NSPF</p> <p>Review results of NSPF “test runs” for final evaluation of proximity to desired results (outcomes for students, schools, districts. Publish NSPF reports on LEAs and schools based on above revisions</p>	<p>Plan for operationalizing ng Concept Paper (increasing focus on Career Pathways in NSPF)</p> <p>Input from TAG, TAC, NDE Leadership on planned updates per Career Pathways focus</p> <p>Beta Testing plan and results</p> <p>Evaluation of NSPF results</p> <p>Repeat cycle of consultation with TAG, TAC, NDE leadership and retrofit NSPF if needed</p>	<p>October 2016</p> <p>(Ongoing)</p> <p>October 2016</p> <p>October 2016- November 2016</p>	<p>ADAM Accountability Work Group</p> <p>As above</p> <p>As above in collaboration with vendor</p> <p>As above in collaboration with vendor</p> <p>As above in collaboration with vendor</p>

	Reporting on LEAs (Districts and State Public Charter School Authority) as part of existing Nevada School Performance Framework, aggregating data from districts and schools under existing NSPF rating/reporting.	NSPF reports on NDE website	September 15, 2018 (dependent on whether Pause will be repeated for 2017 – in that case, report for informational purposes only – not accountability)	ADAM Accountability Team in collaboration with vendor
Action: 3) Explore strategies for reporting on indicators of Career Pathways effectiveness that track student success rates beyond high school graduation (that is, for all post-secondary institutions granting certificates or degrees).	<p>Review commonly used college and career metrics and develop a short list of preferred metrics for a more thorough stakeholder review, including definitions for how the metrics will be counted</p> <p>Propose reporting options for post-secondary Career Pathways to NDE leadership</p> <p>Consult with Legislative Council Bureau and Attorney General’s office on needed changes to Nevada statutes, etc. re: public reporting of Career Pathways data and re: including such data in NSPF (now limited to K-12 system)</p> <p>Engage the tech and legal teams to discuss the requirements for connecting data systems to track post-graduation success and develop feasible options for implementation</p> <p>Gather input from.... [include relevant state and local stakeholders], and then produce analysis of options for college and career metrics</p>	<p>Report on CC metrics used in other states</p> <p>Approval of optimum options from leadership</p> <p>Analysis and advice from LCB and AG office</p> <p>Plan for implementing post-secondary metrics</p> <p>Survey of relevant stakeholders re: need for increased focus on post-secondary results/success rates for Career Pathways students</p>	<p>September - November 2016</p> <p>November 2016-February 2017</p> <p>February 2017 – March 2017</p> <p>January -March 2017</p> <p>March – April 2017</p> <p>April– May 2017</p>	<p>Accountability WG</p> <p>Accountability WG with tech and legal teams</p> <p>Accountability WG</p> <p>ADAM Accountability Work Group</p> <p>As above with support of Public Information Officer</p>
Key Strategy: 2) Increase value of Career Readiness as criteria for diploma and for scholarship-earning.				
Actions: 1) Adapt graduation requirements and scholarship criteria to give students credit for meeting rigorous career				

readiness options									
Actions: 2) Revisit and redefine existing Millennium Scholarship or create Career-Focused scholarship, including long-term success and employment rates tracked to certificate-granting, credential-granting, degree-granting institutions of higher learning.									
Action: 3) Leverage existing District and School Performance Plans so that districts/schools include goal-setting, strategies, and actions for Career Readiness.									
Key Strategy: 3) Enhance accountability through publicly transparent reporting on key Career Readiness indicators									
Action: 1) On the NDE website publish further information relevant to school and district and postsecondary institutions' success (completion rates, employment rates over time) / fiscal responsibility.									
Action: 2) Redesign website as a more graphic interface (see Kentucky) so that several sources of information are readily accessible – “one stop shop” for schools and districts, and postsecondary institutions).									
Action: 3) Include in published information indicators such as use of fiscal resources and attainment of goals under federal and state initiatives, information about staff such as number of Highly Qualified (Highly Effective) teachers, etc.									
Action: 4) Collect and distribute data on the number of work-based learning opportunities (internships, apprenticeships, capstone projects, etc.) provided by employers in particular Career Pathways.									
Action: 5) Engage student completers and employers in periodic review of success rates for Career Pathways completers (employment rates both short- and long-term, surveys of employees and employers).									
Will this require legislative action?		Will this require State Board action?		Will this require regulatory changes?		Can federal programs be leveraged?		Which stakeholders need to be involved?	
<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> YES	<input type="checkbox"/> NO	<input type="checkbox"/> WIOA	<input type="checkbox"/> Perkins	<input type="checkbox"/> Other	
Description:		Description:		Description:		Description:			

DRAFT of 01/17/2016