

Silver State Connector



Welcome Back Counselors!

Inside this Issue:

CTE	2
Manufacturing Week	3
High School Equivalency	4
SBAC	5
Counselor Corner / ASCA	6

Nevada Department of Education

Office of Career Readiness, Adult Learning & Education Options

755 N. Roop Street, Suite 201
Carson City, Nevada 89701
(775) 687-7300
Fax: (775) 687-8636

Editor: Marina McHatton
mmchatton@doe.nv.gov

Nevada Department of Education

Dale A.R. Erquiaga
Superintendent of
Public Instruction

Steve Canavero
Deputy Superintendent for
Student Achievement

Mindy Martini
Deputy Superintendent for
Business and Support Services

Michael Raponi
Director, Office of Career Readiness,
Adult Learning, & Education Options

Students are now settled in their classrooms, schedule changes are over, and you now hopefully have some room to breathe. Just for a minute though, because now you are off to the next tasks which may include: classroom activities, groups, helping students cope with some of their personal/social issues, college applications and/or financial aid nights. Many of you are diligently guiding students in meeting their graduation and postsecondary goals, or assisting students with credit retrieval. These are just to name a few of the critical tasks that you do to promote student achievement.

This year, I would like to work at building a more active line of communication with elementary and middle school counselors. The Office of Career Readiness would like to promote and encourage classroom discussions and/or activities that are centered on career and technical education. Elementary and middle school years are crucial for students to explore career options and

understand their own academic strengths and abilities, so that they can make appropriate course selections in high school that will lead them directly on to a postsecondary path.

We want to encourage elementary and middle school students to begin thinking about what they like to do and know and understand the different career clusters. Having this depth of knowledge prior to high school will help assist students in selecting courses that will support their postsecondary interests. The majority of students in high school are not certain about what career area they would like to enter. By getting students to explore careers earlier, we will hopefully increase our number of students who graduate with a postsecondary plan or even better, have attained college credits.

We are living in a globally competitive age, in which our students need to be thinking about career choices and be career ready. CTE plays a vital role because it not only gives students an opportunity for career

exploration, it also gives them a foundation when entering college to have prior knowledge.

Any feedback on this subject would be greatly appreciated. I really look forward to hearing more from elementary and middle school counselors! Please send in any comments that you may have in regards to this topic.

For your convenience, I have attached interest inventories for elementary and middle school counselors in case you do not have anything in place.

Please contact:
Marina McHatton at
mmchatton@doe.nv.gov



CTE Testing Dates for 2015:

Workplace Readiness Skills

3/9 –4/17

End-of-Program Technical

4/6—5/14

Retakes

6/1—6/12

- ◆ *Become familiar with the CTE course catalog.*
- ◆ *Students must be enrolled following the program’s pre-requisites or course sequence per the CTE catalog.*
- ◆ *Students need a 3.0 in their program of study, and pass both the Workplace Readiness and End-of-Program Assessments in order to receive the CTE Certificate.*

The Office of Career Readiness, Adult Learning & Education Options is dedicated to developing innovative educational opportunities for students to acquire skills for productive employment and lifelong learning.

CTE Assessment Results

Last year, 2013–2014, was an exciting year for Nevada in career and technical education. Participation rates, pass rates, and certificate earner rates all increased. The total number of End-of-Program and Workplace Readiness assessments that were administered last year totaled nearly 9,900 assessments.

**Assessment Results
2012-2013 vs. 2013-2014**

2012–2013	2013 - 2014
End-of-Program	End-of-Program
State Participation Rate: 2557 (87.4%) State Pass Rate: 1035 (40.5%)	State Participation Rate: 4781 (93%) State Pass Rate: 2712 (56.7%)
Workplace Readiness Skills	Workplace Readiness Skills
State Participation Rate: 4790 (90%) State Pass Rate: 3493 (72.9%)	State Participation Rate: 5091 (94.2%) State Pass Rate: 4235 (83.1%)
Certificate Earners	Certificate Earners
State Certificates Awarded: 706 State Certificate Award Rate: 24%	State Certificates Awarded: 2051 State Certificate Award Rate: 39.9%

Nevada is making tremendous strides in the world of CTE. You can find more information on Nevada’s statewide CTE results at:

http://cteae.nv.gov/Career_and_Technical_Education/Assessments/2013-2014/

New CTE Assessments for 2014-2015

The following **14 new assessments** will be administered this year:

- ◆ Aerospace Engineering
- ◆ Automotive Service Technician
- ◆ Criminal Justice
- ◆ Diesel Technology
- ◆ Electronic Engineering
- ◆ Foods and Nutrition
- ◆ Forensic Science
- ◆ Interior Design
- ◆ Human Development
- ◆ Law Enforcement
- ◆ Mechanical Engineering
- ◆ Pharmacy Technology
- ◆ Radio Production
- ◆ Theater Technology



Advantages of CTE for Students

- Provides a path to college
- Provides a pathway for high-skill, high-wage, or high-demand careers
- Provides a solid academic foundation
- Provides valuable technical skills
- Provides career focus
- Provides additions for resumes and job applications

Manufacturing Day/Week

By George W. Gussak

Interim Director, Dream It Do It Nevada

Dream It Do It Nevada, in association with the Nevada Manufacturers' Association and the National Association of Manufacturers, has planned numerous events to allow Nevada's manufacturers to demonstrate our industry's value to the U.S. and local economies. The weeklong events will educate our communities about the goods we manufacture, services we provide, and the career opportunities available through our companies.

Manufacturing Day is for students, parents, educators, media, customers, suppliers, and the community at large. Manufacturing Day event attendees will learn about real career opportunities, training, and resources. In addition, manufacturers that participate will learn about business improvement resources and services delivered through manufacturing extension partnerships.

Manufacturing week begins on **Monday, September 29** and ends on **October 3**, the nationally-recognized **Manufacturing Day**. The week includes numerous educational events and plant tours across the state.

Last year, more than 830 events were held nationwide. **In Nevada, 1200 students** learned about careers in manufacturing through tours, in-class presentations, and other events.

This year Dream It Do It Nevada will help organize industry tours, in-class presentations, career workshops, and other educational events for more than **25 middle schools, high schools, colleges, and**

universities, showcasing the exciting operations of dozens of Nevada manufacturers.

Please visit the Manufacturing Day website for more information on all the events, as well as the various social media tools and videos available to highlight our industry. www.mfgday.com

We invite you to help us inspire the next generation to pursue a career in manufacturing by hosting a tour, sponsoring an event or workshop, or by participating in one of the Manufacturing Week activities!

For more information, please contact: George W. Gussak, Interim Director, Dream It Do It Nevada ggussak@dreamitdoitnevada.com (775) 315-6728

The High Sierra Area Health Education Center and Office of Statewide Initiatives at the University of Nevada School of Medicine

By Andrea Gregg
Executive Director

High Sierra AHEC aims to enhance access to quality health care through the provision of education and outreach services throughout Northwestern Nevada. In response to a health care workforce development initiative, High Sierra AHEC has partnered with the Office of Statewide Initiatives at the University of Nevada School of Medicine and DETR to produce the second edition of *Health Care Careers in Nevada*. The second edition of this manual includes information on over 80 health care occupations in Nevada, including an overview of job requirements and activities,

Nevada employment outlook, and average salary data in Nevada for each occupation. The manual also provides a detailed inventory of educational certificate and degree programs in Nevada for each health occupation, as well as information on state boards responsible for licensed health professionals in Nevada.

Click this link to view the manual http://highsierraahcec.org/index_htm_files/2014-15%20HCCN%20Interactive.pdf

Student Opportunities: October Application Deadlines

U.S. Senate Youth Program

Application deadline: **October 27, 2014**
For additional information, please visit our site: http://www.doe.nv.gov/Topic/U_S_Senate_Youth_Program/

U.S. Presidential Scholars Program

Application deadline: **October 29, 2014**
For additional information, please visit our site: http://www.doe.nv.gov/US_Presidential_Scholars_Program/



High School Equivalency Testing in Nevada Undergoes Big Changes

By Jeff Wales
Adult/Alternative/Distance Education

Last October, the Nevada State Board of Education approved multiple High School Equivalency (HSE) assessments to be used in 2014, making Nevada the first state in the nation to approve all three tests leading to a state-issued HSE certificate. Since that time, three other states, including New Jersey, Wyoming and, most recently, California, have followed suit, offering students multiple pathways in High School Equivalency testing.

The three HSE tests in use in Nevada are the new computer-based GED® test, the HiSET™ (or the *High School Equivalency Test*, designed by Educational Testing Services) and the TASC™ (the *Test Assessing Secondary Completion*, from CTB/McGraw-Hill). The HiSET™ and TASC™ allow for computer or paper-based testing. Each state-approved testing center is required to offer at minimum a paper-based and computer-based version of the HSE test. With these changes and the implementation of multiple test vendors, come questions. Some of these include:

Q: Will the HSE certificate be any different depending on which test I take?

A: No, the credential granted will still be the Nevada High School Equivalency Certificate approved by the Nevada State Board of Education, issued by the Nevada Department of Education and signed by Superintendent of Public Instruction Dale Erquiaga.

Q: How will people know which test I took?

A: The official transcript will show the scores and which exam the student took.

Q: How old do I have to be to take my HSE exam?

A: Nevada residents at least 18 years of age may register at a state-approved HSE test center without restriction. Students who are 16 or 17 years of age must have permission from their school district's board of trustees and permission from their parent or legal guardian to be eligible to take an HSE test. (NAC 387.190, 389.695)

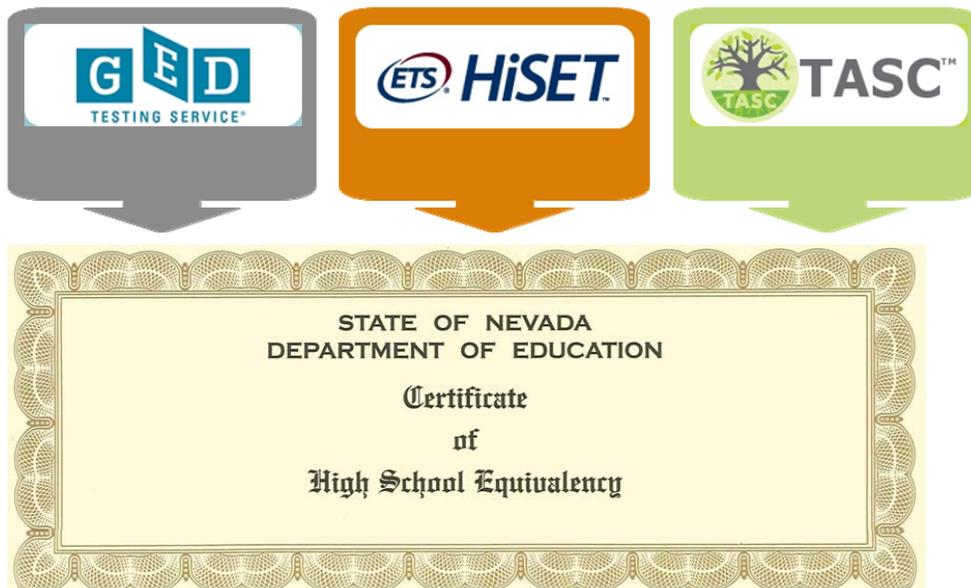
Q: How old do I have to be to enroll in my school district's Adult Education program?

A: Students must be at least 18 years of age to enroll in adult education to work towards an Adult Standard Diploma. Students who are 16 or 17 years of age may only attend an Adult Education program for the purposes of HSE test preparation. However, students enrolled in alternative education programs may continue to work toward an Adult Standard Diploma and waive credits for an HSE test, without having to transfer to an adult education program. (NAC 385.404, 387.190, 389.694, 389.695)

Q: Can I waive credits for any of the three HSE tests toward an Adult Standard Diploma?

A: Yes. Students will be able to waive up to 11 credits, depending upon their score and how many credits they already had, for any of the three approved HSE tests. (NAC 389.694)

If you have further questions, please contact the Office of Career Readiness, Adult Learning & Education Options, Nevada Department of Education, 755 N. Roop St., Suite 201, Carson City NV 89701. Telephone (775) 687-7287.



New Assessments Aligned to English and Math Standards Will Be Administered in Grades 3-8

Judy Osgood
Public Information Officer
Nevada Department of Education

In the 2014-15 school year, new assessments will be administered in grades 3 through 8 for English language arts/literacy and mathematics. Nevada has partnered with other states in the Smarter Balanced Assessment Consortium (SBAC) to develop these assessments to be fully aligned to the Common Core State Standards, which were adopted in Nevada by the State Board of Education in 2010 and became the Nevada Academic Content Standards for English language arts/literacy and mathematics. These improved assessments are a key part of implementing Nevada's new standards and preparing all students for success in college and careers.

Many parents and community members are just learning about the new standards and assessments being implemented in schools. As school counselors, you play an important role in helping parents and community members understand the changes in our classrooms and what they will mean for students.

The Smarter Balanced tests are expected to replace existing Criterion Referenced Tests (CRTs) administered for reading and mathematics in grades 3 through 8 and writing for grades 5 and 8 in all Nevada schools during the 2014-15 school year. The new test system offers significant improvements over Nevada's current CRTs, including: writing at every grade; expanded accessibility features to meet the needs of all students; and performance tasks that ask students to demonstrate an array of research, writing, and problem solving skills.

The Smarter Balanced assessments make use of computer adaptive technology, which is more precise and efficient than fixed-form testing. The new assessments will go beyond multiple-choice questions and include short constructed response, extended constructed response, and performance tasks that allow students to complete an in-depth project that demonstrate analytical skills and real-world problem solving. The SBAC tests will not be timed, but it is estimated that the English language arts/literacy assessment will take about 3.5 hours and the mathematics assessment will take 3.0 hours. In addition, students will have a brief classroom activity to

introduce the topic of the performance task. Testing will occur in multiple sessions, so students will typically spend 1 to 2 hours per day on the assessments over several days.

Because the new tests are based on higher expectations, the state may see a decline in the percentage of students scoring at a proficient level. "Nevada is hitting the reset button on teaching and learning," said Superintendent of Public Instruction Dale Erquiaga. "A dip in test scores next year should not be viewed as a decline in student learning or educator performance."

Important information about the Smarter Balanced assessments is available on the Smarter Balanced website (www.SmarterBalanced.org). Practice and training tests for each grade and both subject areas (English language arts/literacy and mathematics) are available to schools and the general public at <http://www.smarterbalanced.org/practice-test/>. I also encourage you to check out the new nevadaready.gov website, where you can find communication tools and resources that answer some of the hard questions you may be hearing from parents and the public about Nevada's new English language arts/literacy and mathematics standards based on common core and the new assessments aligned to these standards.

The Nevada Department of Education will be providing additional communication and information throughout this school year to help answer parents' questions about the new assessments.





REPORTING SUSPECTED ABUSE/ NEGLECT

<http://www.schoolcounselor.org/school-counselors-members/legal-ethical/legal-ethical-faq>

What do I do with families that resist getting much-needed mental health care for their children? At what point does it become a neglect issue?

What constitutes neglect is governed by state child abuse laws. For example, Virginia law defines neglect as the “willful act or omission in the care of such child [that] was so gross, wanton and culpable as to show a reckless disregard for human life.” Louisiana law defines neglect as “the refusal or unreasonable failure of a parent or caretaker to supply the child with necessary food, clothing, shelter, care, treatment or counseling for any injury, illness or condition of the child, as a result of which the child’s physical, mental or emotional health and safety are substantially threatened or impaired.” Although these laws seem to define neglect differently, consulting the local child protection office for its interpretation of state law is your wisest move in these situations.

Recently a student’s mother called me and told me her son had shared with her that one of his friends was being physically abused. When I met with the boy in question, however, he denied being abused. Am I required to pursue this situation further? If something happens in the future, will I held liable because I did not report it to the authorities?

The action you must take related to reporting suspected child abuse is governed by state law. Most state laws require school personnel to report the suspicion of child abuse. It is not your job to investigate the suspected abuse. If you’ve been told of potential child abuse and don’t report the alleged abuse, even if the child denies the abuse, you can be fined or even sent to jail in some states. The safest course of action is to call the local child protection service and report the information (including the other child’s parent’s concerns and the child’s denial).

School counselors also need to be aware of ASCA’s 2003 [position statement on child abuse and neglect prevention](#). ASCA takes the position that school coun-

selors have a “legal, ethical and moral responsibility to report suspected cases of child abuse/neglect to proper authorities.” School counselors are also expected to provide appropriate services to abused or neglected children. Continuing education and consultation will be helpful for school counselors as they work with students who may be being abused or neglected.

Read more about reporting suspected abuse: [Child Abuse: Who Must Report?](#) (ASCA School Counselor, November/December 2011)

[Child Abuse Reporting: Advocacy vs. Interference](#) (ASCA School Counselor, January/February 2009)

[Join Now!](#)

Professional school counselors across the country and abroad all share the same vision – to do the best job they can for the students under their guidance and care. Academic success alone isn’t enough to ensure today’s students are prepared to be tomorrow’s adults. They also need to focus on social/personal and emotional development.

Professional school counselors are a vital part of helping children develop into well-rounded individuals. And ASCA is a vital part of helping school counselors develop the programs necessary to meet students’ needs.

An ASCA membership offers you more than just periodicals, professional development and peer networking. Although it offers that too! Joining the only organization dedicated to furthering the needs and mission of school counselors helps you grow professionally as well as personally. You’ll learn about best practices in school counseling. You’ll benefit from others’ experience and research. Most of all, you’ll know you’re joining with thousands of other professional school counselors to share a common vision – that of turning today’s youth into tomorrow’s leaders.

