North Las Vegas School Hosts Cyber Challenge

by Melissa Scott

U.S. Cyber Challenge (USCC) held its annual Western Regional Cyber Camp at Cheyenne High School in North Las Vegas this past summer. It was co-hosted by Southern Utah University. The mission of USCC is to identify rising talent in cybersecurity, provide these individuals with further training, and set them on the path to a successful career in cybersecurity and protecting our nation. This was one of four USCC camps held across the country.

Participants qualified for Camp based on their scores from the Cyber Quest competition in April and spent five days entrenched in rigorous instruction by some of the nation’s leading cybersecurity experts. The week ended with a Capture-the-Flag (CTF) competition and Award Ceremony. The competition tested each camper’s individual skills as well as how successfully they perform in a team environment. The camp’s intensive classroom programming included penetration testing, radio frequency hacking, program analysis, and memory forensics. The winners received awards and recognition from the ceremony keynote speaker, former CIO of the Department of Homeland Security, Luke McCormack, and the mayor of North Las Vegas, John Jay Lee.

Cheyenne High School has been a forerunner in cybersecurity education in Nevada under the leadership of Fran Bromley-Norwood, program teacher. She brought CyberPatriot, a competition sponsored by the Air Force Association, to Southern Nevada, worked with business and industry, and has advocated for the development of a Cybersecurity program of study.

U.S. Cyber Challenge (USCC) is a program supported by the Department of Homeland Security Science and Technology Directorate through a contract with the Center for Internet Security, a 501(c)3 organization, and has the mission to significantly reduce the shortage in the cyber workforce by serving as the premier program to identify, attract, recruit and place the next generation of cybersecurity professionals. USCC’s goal is to find 10,000 of America’s best and brightest to fill the ranks of cybersecurity professionals where their skills can be of the greatest value to the nation.

“The workforce gap continues to be one of the greatest hurdles impacting the security of our nation’s networks,” stated National Director Karen S. Evans. “Therefore, our work at USCC to identify and train promising talent, is a vital process in securing our nation’s public and private entities. Our goal is to set these talented individuals on a successful career path by validating their skill sets and networking them with potential employers.”
CTE Director Message
by Kris Nelson

Federal Updates: The Office of Career Readiness, Adult Learning & Education Options (CRALEO) is currently working on the Perkins V one-year transition state plan, which is due to the U.S. Department of Education on or before April 30, 2019. Please refer to the Superintendent of Public Instruction’s Guidance Memo #18-17 for major tenets of the Act as well as the state plan development timeline; throughout 2019, CRALEO will be working with LEAs and stakeholders on the state plan development. Development and work will begin on the Perkins V consolidated four-year state plan in spring of 2019.

2019 80th Nevada Legislature Updates: The Nevada Department of Education submitted its agency request budget for the FY20-21 biennium, which included continued state support for CTE that align with high-skill, high-wage, or in-demand industry sectors and occupations; increased support for career and technical student organizations (CTSOs), and continued state support for the New Skills for Youth initiative to sustain the LifeWorks’ career pathways work. At the time of this publication, Governor Sisolak had not yet presented his State of the State Address (scheduled for January 16, 2019 at 6 p.m.), wherein he will present his Governor recommended executive budget for the FY20-21 biennium.

Nevada Department of Education Updates: On January 3, 2019, the Superintendent of Public Instruction issued guidance regarding FY19 incentive grants for the new College and Career Ready (CCR) High School Diploma. The Nevada Legislature authorized $1.3M to fund the promotion of the CCR Diploma, and local education agencies (districts/public charter schools) have until June 14, 2019 at 5 p.m. to submit an FY19 Request for Funds. Funding priority will be: (1) up to $200 for each CCR Diploma issued in FY 19; and, (2) if funding remains available, the department will consider funding actual reimbursements for any costs incurred in FY19 associated to administer or provide an assessment (e.g., ACT NCRC), credential, certificate, or certification required for a pupil to receive the CCR Diploma.

CRALEO Updates: The 2019 CTE Administrators’ meeting is confirmed for April 5, 2019. Notification for RSVPs have been disseminated to CTE Administrators and staff.

The Nevada ACT Council is holding a Work Smart Nevada – A Conference by ACT and the Governor’s Office of Workforce Innovation for the New Nevada (OWINN) Careers for a New Economy conference on February 8, 2019 at Western Nevada College. Education and workforce professionals will come together to discuss the diverse needs of today’s learners and tomorrow’s workforce. Participants will learn a variety of methods to address these needs. The event will feature breakout sessions on college and career readiness; successful K-12, post-secondary, and business partner- ships; work-based learning; pathway programming; and preparing secondary/postsecondary students for the workforce. Thanks to LifeWorks partnership and collaboration with OWINN, the Nevada Department of Education, and other state agencies focused on connecting young adults to high-demand careers, the event is FREE and open to all.

Any questions should be directed to Kris Nelson, knelson@doe.nv.gov.

Work-based Learning Gets Boost with Regulation
by Melissa Scott
Career and technical education has always considered work-based learning (WBL) as a key component to best prepare students for careers. It serves as an authentic introduction to the workplace and supports employability skills development. In recent years, WBL has been recognized nationally as an important step to college readiness as well.

The 2017 Legislature passed Senate Bill 66 which defined work-based learning as a continuum of activities, which outlined clear requirements for districts, and updated language related to CTE in “cooperation with an employer.” On June 26, 2018, associated regulations were finalized by the Legislative Commission. The passage of SB 66 means that districts will need to take a new look at old practices in CTE and consider how WBL can be offered to a broader group of students.

There are now clear definitions for each type of WBL experience and
a requirement for districts to designate a WBL Coordinator. CTE work experience is defined as a paid experience for CTE students who have completed two years of a program and are employed in a related job. Internships, paid or unpaid, can be any experience over 15 hours related to the student’s career interest. Training plans and training agreements must be in place for experiences over 30 hours in length. Employers must be vetted using a state form that is available on the Department of Education’s website.

OWINN (Office of Workforce Innovations for New Nevada) is a key partner in work-based learning, assisting in spreading the word about WBL, expanding apprenticeship opportunities, and recently has launched a website to serve as the Hub for work-based learning for all stakeholders.

It will take time for work-based learning to take hold again in schools and to develop employer partners; but, it is important to start with a few good experiences and strong placements and expand from there. Attention to detail, clear communication and objectives will ensure a good WBL experience for all parties involved.

Strong Community Partnerships Create Dynamic CTE Public Safety Programs

Excerpts from an article written by: Christopher Batterman in the January 2019 issue of Techniques

RED AND BLUE LIGHTS FLASH; water flows in streams from fire hoses as large plumes of white smoke billow out of a red trailer near the football field: These images are a normal sight at Bonanza High School in Las Vegas, which hosts the state’s only Fire Science Academy. This three-year hands-on program exposes students to the many rigorous operations within the fire service industry. The Bonanza High School Fire Science Academy has successfully graduated more than 800 students interested in opportunities in the career and technical education (CTE) fields of law and public safety. Dual credit agreements with the College of Southern Nevada have helped several students continue their education after high school and obtain their associate degrees within a year after graduation. Numerous students have gone on to obtain careers at local fire departments in Las Vegas, while others have been hired by wildland fire departments on the west coast.

State Curriculum and Standards Committee

Creating state standards that meet industry standards is key in a partnership relationship with a CTE program. Partnering with local stakeholders, business leaders, and public safety administrators enable career and technical education (CTE) programs to build a strong foundation. Input from industry personnel on the state curriculum creation committee can guide programs to align with industry standards more closely, and if community members state, within the program standards, what they must see in future employees it allows students a better workplace experience within the classroom.

The state team for the Fire Science Standards was made up of six individuals, which included a fire chief, firefighters, and a local college program director. The committee crafted a set of standards that was reviewed and adopted by the Nevada Department of Education in October of 2012, and a year later, they met again to create an end-of-course exam that would test students’ knowledge of the material in the adopted standards.

Community Partnerships

Unfortunately, it’s often true that states and school districts cannot fully support funding programs with essential equipment to make the educational experience worthwhile, so proper community partnerships can be the answer. Over the years Bonanza has formed those partnerships with other local fire departments, and fire protection as well as fire equipment companies, to supply the academy with equipment and opportunities for guest speakers. Creating a board of various community and business leaders, including members from local fire departments, ambulance companies, fire protection businesses, and local colleges can guide public safety
programs to success. Consider how each organization will benefit from a successful local public safety academy that supplies educated individuals ready to enter the workforce. Support from partners such as these help nurture CTE programs to become more effective and successful year after year.

**Donations**

Many retail stores have wonderful programs set aside for educational institutions that may be able to supply vital uniforms, equipment, and labor to support your program. For example, Target offers community education donation programs and grants. Costco has programs set aside to donate goods to nonprofit organizations. The Bonanza High School Fire Science Academy was a grateful recipient of more than $21,000 worth of state-of-the-art firefighting equipment from the Firehouse Subs Public Safety Foundation.

Ask store managers if such programs exist in your area. Any donation made to your program can provide needed resources. Even donated equipment that is broken can be turned into a learning opportunity for your students. Everyone loves to see how items work; let them take apart that item to see the inner workings. Remember that all businesses that donate to your program should be included in any appreciation events to show your gratitude.

**Explorer Programs**

Due to insurance and school district policies, students are unable to experience live burns within the fire science academy’s teachings. Nevertheless this is a key component to gaining a Firefighter One certification in the state of Nevada. By collaborating with local fire department explorer programs, Bonanza fire science students are able to utilize their academy education while training with fire departments in live burn situations.

**Explorer programs** are based on more than firefighting. Many cities have police, emergency medical, food service, woodworking, and other hands-on CTE explorer programs. Explorer programs are an excellent way to collaborate with community partners in order to receive donations, allow students to build employee rapport, test student skills in the workplace, and keep program standards equal with industry standards and allow students to gain authentic work experience while ensuring they are safe and supervised as well as allowing community partners to see, first-hand, the skill education the students are receiving.

**Showing Appreciation**

Community partnerships are wonderful in many ways, yet programs must provide recognition to keep those relationships strong. Holding an end-of-year banquet to celebrate students’ graduation from a CTE program can be a wonderful way to show gratitude to community partners. Inviting the community partnership board and members who have helped the CTE program throughout the year will create excitement for the following year.

**Final Thoughts**

The largest part of creating an effective public safety program is to remember patience. Success will not come overnight; community partnerships are as important for a fruitful public safety program as an effective instructor in the classroom. The support of a partnership board, staffed with business and community stakeholders, can lead to years of needed sustenance. Donations, guest speakers, field trip opportunities, internships, and community buy-in are all examples that occur from a strong partnership committee.

The creation of a board of leaders who will promote your CTE program and help you outside of the classroom, can make living in the CTE world that much more enjoyable. Businesses will make sure local CTE programs succeed if they see the programs help lead students to community careers, where they know they can have a say in tomorrow’s employees today.
Adapted from the October 29, 2018/in Press Releases 2018 /by jnagurka@acteonline.org

Alexandria, VA – The Association for Career and Technical Education (ACTE) has announced the selection of 21 participants for its National Leadership Fellowship Program, which provides educators with an opportunity to enhance their leadership skills and involvement in professional organizations. The program identifies, trains, and motivates a cadre of leaders who will continue to advance efforts which support an educated, prepared, adaptable and competitive workforce.

The Fellowship Program is a one-year commitment from January 1 through December 31, 2019. Each of ACTE’s five regions and several Divisions are represented in the program. This year’s fellowship class again includes a cohort of new professionals, geared towards those with 2-5 years of CTE experience, in addition to more experienced educators. The 2019 class of fellows includes Nevada’s own Tamra Herschbach from Yerington High School.

Tamra is in her twelfth year of teaching Agriculture Education, six years were in Clark County and six in Lyon, and was just awarded the 2019 ACTE Teacher of the Year award. She applied for the ACTE Fellowship because she believes in the future of Career and Technical Education and what it provides for high school students.

The fellows are required to complete several activities throughout the year, including conducting an in-person visit with a local, state and federal legislator, writing blog posts, attending at least two required events and submitting a final summary of their accomplishments to ACTE’s Board of Directors.

Doug Major will serve as the Fellowship Coordinator for the class of 2019. He is a former ACTE President and the Superintendent/CEO of Meridian Technology Center in Oklahoma. Major’s service as Fellowship Coordinator will continue through 2020.

For more information regarding the application and requirements, please visit the ACTE Fellowship Program page.

As we move into the New Year, I ask you as educators to continue to support all students in pursuit of their educational goals and to recognize that there is no more versatile educational path than Career and Technical Education. What many individuals used to think of purely as vocational training has evolved into dynamic career fields with options as varied as the students who enroll in them. From agricultural and natural resources to business and marketing education, health sciences and public safety, to information and media technologies, hospitality and human services, to skilled and technical sciences, CTE professionals are on the cutting edge of today’s most hands-on careers and making an immediate impact on a global workforce.

As Career and Technical Education programs continue to grow throughout the State of Nevada, the United States and even globally, constant high-tech, economic, and community changes are creating a world that is ever more interconnected. To take advantage of worldwide market opportunities, businesses must hire employees with international capabilities – that is, the personality and capacity to understand and act on issues of global significance. And through your dedicated support, instruction, and guidance to our students, we will continue to fulfill these increasing needs.

The Nevada Association for Career and Technical Education thanks you for all you do for our students. Your tireless, selfless acts of service are inspiring a generation of young adults by challenging and directing them on a journey of discovery and lifelong learning.

Ways to get involved in Career and Technical Education?

• Join the Nevada Association for Career and Technical Education (NACTE) - https://web.acteonline.org/ACTE/Join/Join_ACTE.aspx
• Apply for a NACTE Excellence Award (Must be a NACTE member) - https://acte.secure-platform.com/a/organizations/NV/home
• Attend a professional development or advocacy event (Must be a NACTE member):
  o National Policy Seminar / Washington DC / March 25-27, 2019
  o Region V Conference / Bozeman, MT / April 11-13, 2019
  o NACTE Summer Conference / Lake Tahoe, NV / July 23-26, 2019
• Nominate a colleague to be recognized during CTE Month in February 2019 (nomination information will be sent soon).
November 5, 2018 marked a special day for the Silver Sage FFA Chapter’s Western Rangeland Team. Team members, Zachary Glenn, Matt Wines, Elena Petersen, Lindey Smith, and Lillie Potts, competed in the Western National Rangeland Career Development Event (CDE) in Logan, Utah.

This event prepares students for a career in rangeland sciences by actively engaging students in management practices and demonstrating the importance of protecting rangelands. There are five main components of the contest:

- Plant Identification and Site Description,
- Rangeland Management and Habitat Improvement,
- Habitat Evaluation for Domestic Grazers,
- Habitat Evaluation for Wildlife, and
- Stocking Range and Management Recommendations.

“This competitive event gives participants a unique opportunity to become more aware of the environment and the way it interacts with agriculture as a whole.” said team member Elena Petersen.

The team received expert help on rangeland plants identification from Chuck Peterson, a range conservationist with Natural Resources Conservation Security and practice paid off for the students. Everyone on the team felt good about their performance at the close of the competition on the 5th. At the awards ceremony, Elena Petersen was awarded Top Plant Identification score and Lindey Smith was awarded Top Grazing Management Score and received Second Place High Individual. For the first time ever, Silver Sage FFA was awarded First Place Team at the National Western Rangeland Competition!

“Taking part in the Western Rangeland CDE for the past three years and winning at the national level this year has been an amazing opportunity for me. Not only have I gained knowledge about our rangelands, but it has given me the ability to educate others about the importance of rangelands and how vital they are for us to maintain and manage correctly for many generations to come.” said competitor Zachary Glenn.

After winning the state competition held in Yerington, NV, on September 25, the team studied hard in hopes of placing in the top five at the national competition in Logan, Utah. Agriculture teacher and FFA advisor Ty Smith, gave them some encouraging words: “If you take this competition seriously and give it your all, you have favorable chances at nationals. Study hard.”

Note: The Western National Rangeland Career Development Event includes many of the skills and lessons taught within Nevada’s Natural Resources and Wildlife Management program of study standards. This high school course and competitive event provides opportunities for students to learn about the many career areas related to managing Nevada’s public and private lands. To learn more about Nevada Agricultural Education and FFA, go to www.nvaged.com.
HOSA- Future Health Professionals
by Samuelle Beltejar

HOSA is the premier Career and Technical Organization (CTSO) for middle school, high school, postsecondary, and collegiate students, which prepares its members for all health careers and leadership positions. Nevada HOSA is proud to say that they are part of the fastest growing CTSO in the United States. Nevada HOSA Staff and the State Officer Team have been working on many projects to improve HOSA. One exciting project that has been released for its first year is Sister Chapters. The State Officers pair chapters from all across the state and the paired chapters complete tasks, such as hosting a joint video meeting or sending each other fun HOSA gift baskets. These tasks help develop connections and friendships among members. Nevada has also been improving its Chapter Visit process so that each chapter has a personalized meeting with the State Officers. Online calls are a priority this year to make sure all members are informed and connected at the state level.

Nevada has also been trying innovative ways to increase their membership. State Officers, Shealyn Kelley and Samuelle Beltejar had the privilege of educating eighth graders about Career and Technical Education and CTSOs at Northern Nevada’s Career Expo. They explained the benefits of being part of a CTSO like HOSA, encouraging eighth graders to join in high school. They also helped recruit members by conducting a simulation of a practical skill. Nevada HOSA has made it a priority to increase their middle school division and alumni divisions. During the first full week of November, HOSA had one of its largest events- National HOSA Week where all members celebrate being a part of HOSA. The State Officers created social media posts that engaged members during that week by asking Health and HOSA questions on every post. Many chapters did a variety of things to celebrate this occasion. Banquets, meetings, games, dress-up days, and more were executed that week.

Overall, the State Officers are anticipating a successful year ahead! There are many exciting events ahead as well. With the State Leadership Conference in a little over a month, in Las Vegas, we are planning to make sure it is an engaging and memorable event. The International Leadership Conference in Disney World is a grand occasion where Nevada will send its top competitors from the SLC to represent Nevada and bring home a medal for each members’ Battle Born pride. Nevada HOSA only strives to improve. Therefore, it is certain that this will be the most successful year yet.
CTE Mission Statement:
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.

Jonathan P. Moore, Ed.D.
Acting Superintendent of Public Instruction

Kristine Nelson
Director, Office of Career Readiness, Adult Learning & Education Options

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