

BOARD OF REGENTS
BRIEFING PAPER
Career and Technical Education Articulated Credit Agreement

BACKGROUND & POLICY CONTEXT OF ISSUE:

Under current Board policy (*Title 4, Chapter 16, Section 7*), high school juniors and seniors identified as Vocational Program Completers may be admitted and enroll in three or more credits per semester, based on written, articulated program agreements with designated school districts. For these juniors and seniors only, college credit may also be given for career and technical courses previously completed in the freshman or sophomore year of high school.

Tech prep originated over twenty years ago as a means to bridge the Career and Technical Education (CTE) coursework across secondary and postsecondary education. The first model proposed was known as the 2+2 model, where students would take aligned CTE coursework during the 11th and 12th grades in high school and two years in a community college, all leading to an associate degree. One original name was Technical Preparation Associate Degree Program. A key component of the Tech Prep program is the articulated credit; articulated credit is college credit earned for coursework taught at the high school level.

In 2005 and 2009, the Board of Regents and the State Board of Education approved joint policy statements for the Tech Prep/Associate Degree Program. In February 2014, the State Board of Education approved a new policy agreement for CTE articulated credit as proposed by a statewide steering committee that included representatives of the Nevada Department of Education, school districts, high schools, CSN, GBC, TMCC, and WNC.

The proposed agreement (attached) changes the way articulation agreements will be developed. Under the 2009 joint policy statement, articulation agreements were established between each college and local school district and designated the number of college credits a high school student may earn for coursework completed in high school. Under the new proposal, colleges would develop articulation agreements for the CTE program (at the state level) and would designate the total number of credits a student may earn for completion of the program, regardless of where the student attends school. This would result in statewide articulation agreements and the student who qualifies for the credit may determine which college he/she would like to attend and, once enrolled, the articulated credit would be added to the student's transcript. An example is shown below for the three-credit secondary CTE program in IT Networking. In the example below, the articulated credits awarded by each college may vary based on the course alignment.

Secondary 3-Credit CTE Program Sequence:

IT Networking I
IT Networking II
IT Networking III

Postsecondary Articulation Agreements:

CSN – 12 articulated credits for sequence
GBC – 9 articulated credits for sequence
TMCC – 10 articulated credits for sequence
WNC – 13 articulated credits for sequence

Under the current [joint] policy, each college has separate agreements aligned to individual courses. This proposal, as illustrated in the example above, would streamline the articulation process by “bundling” a number of college credits in the entire program.

SPECIFIC ACTIONS BEING RECOMMENDED OR REQUESTED:

Approval of the attached joint policy statement between the State Board of Education and the Nevada Board of Regents on Career and Technical Education Articulated Credit.

IMPETUS (WHY NOW?):

The State Board of Education approved the policy statement at its meeting on February 28, 2014. Approval of the Board of Regents is required before the new policy is effective.

BULLET POINTS TO SUPPORT REQUEST/RECOMMENDATION:

- Statewide articulation agreements authorized under the new policy will streamline the program for students and ensure the credits may be utilized at any NSHE institution.
- The CTE program provides valuable training for Nevada’s workforce and a clear, expedited path for students to obtain the necessary training and education needed to enter the workforce as quickly as possible.
- Approval of the joint policy between the State Board of Education and the Nevada Board of Regents supports the strong working relationship between the two boards to benefit the students of Nevada and provide for a seamless transition for students in the CTE program from high school into NSHE institutions.

POTENTIAL ARGUMENTS AGAINST THE REQUEST/RECOMMENDATION:

None have been presented at this time.

ALTERNATIVE(S) TO WHAT IS BEING REQUESTED/RECOMMENDED:

Do not approve the joint policy statement and retain the existing policy statement, which is attached for reference.

COMPLIANCE WITH BOARD POLICY:

- Consistent With Current Board Policy: Title #____ Chapter #____ Section #____
- Amends Current Board Policy: Title #____ Chapter #____ Section #____
- Amends Current Procedures & Guidelines Manual: Chapter #____ Section #____
- Other: *Career and Technical Education Articulated Credit Agreement*
- Fiscal Impact: Yes____ No Explain:_____

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Career and Technical Education Articulated Credit

Proposed to the Nevada State Board of Education/State Board for Career and Technical Education Board of Regents of the Nevada System of Higher Education

The Nevada Department of Education and the Nevada System for Higher Education will establish a system of articulated credit, herein referred to as CTE Articulated Credit, for secondary students who complete state-approved programs in career and technical education.

CTE Articulated Credit will enable students to qualify for postsecondary credit while in high school through the establishment of articulation agreements for secondary career and technical education programs that align to postsecondary programs. Such programs must:

1. Lead to a postsecondary credential or a nationally-recognized industry credential earned through course work aligned to industry standards and employment. Programs must lead to placement in employment, further education or training, or military service.
2. Provide preparation in career pathways that include, but not limited to, agriculture, business administration and management, health and human services, public safety, hospitality and tourism, information technology, and other skilled areas related construction, manufacturing, engineering and transportation; such pathways must align to local, regional and/or state economic- and workforce-development priorities;
3. Build student competence through a rigorous program of study that includes core academic requirements, aligns secondary and postsecondary coursework, and is validated by business and industry. To do so, each college will commit to the alignment of postsecondary CTE courses to the state-approved secondary CTE standards and the course sequences in the Nevada Career and Technical Education Course Catalog and determine an eligible number of postsecondary credits eligible for articulation;
4. Through the articulation process, provide for the earning of college credit to high school students that earn the State Certificate of Skill Attainment by: (1) maintaining at least a 3.0 grade point average on a 4.0 grading scale, weighted or unweighted, for all units of credit applicable to the course of study in career and technical education; (2) passing the state end-of-program technical assessment according to the established cut score; and (3) passing the state assessment for employability skills according to the established cut score;
5. Transcript college credit according to the approved articulation agreement to students who meet the criteria in item 4 and upon admission to the postsecondary institution.

A primary educational goal in Nevada is to prepare high school students through a sequence of career and technical education courses leading to employment and/or postsecondary education or training. By earning CTE Articulated Credit, students will be equipped to enter postsecondary education and the workforce with technical skills needed for existing and emerging careers.

The Department of Education and the Nevada System of Higher Education agree to work together to maintain an active statewide committee, herein referred to as the Steering Committee for CTE Articulated Credit to maintain, further develop, and promote the program of CTE Articulated Credit as a viable option for students who may or may not seek a four-year degree.

In addition, the two state boards agree that:

1. The framework for career and technical education programs of study at the secondary level must include:
 - a. All core courses and requirements for a high school diploma;
 - b. State CTE standards that include content standards and performance indicators that show what students should know and be able to do to demonstrate proficiency;
 - c. Course sequences that guide students from entry-level to advanced coursework, culminating wherever possible in state end-of-program assessments; and
 - d. Preparation in employability skills defined by state standards and measures to demonstrate student proficiency.

2. The framework for career and technical education programs of study at the postsecondary level must include:
 - a. Alignment and articulation to secondary education CTE course sequences, wherever such alignment is possible, and to ensure any repetition of similar coursework is minimized;
 - b. Course sequences that provide students with academic and technical skills aligned to local, regional and state employment opportunities;
 - c. Preparation in employability skills based on state or national standards, and measures to demonstrate student proficiency;
 - d. Employer input to identify current skill sets needed for immediate and advanced employment;
 - e. State, regional, and national standards and/or accreditation requirements for the curriculum;
 - f. Accreditation/certification by the appropriate agency when required as a condition of curriculum offerings or employability of the graduate; and

3. In collaboration with the Department of Education and representatives from secondary and postsecondary education, colleges shall establish and maintain state-level articulation agreements according to the following standards:
 - a. Articulation agreements will be based on the alignment of postsecondary CTE courses to the state-approved secondary CTE standards and the course sequences in the Nevada Career and Technical Education Course Catalog;
 - b. Postsecondary institutions will determine the number of credits for each course sequence based on the relative postsecondary course alignment;
 - c. Each postsecondary institution will annually publish its approved articulation agreements to include the number of credits represented by each agreement. The Department of Education will publish and disseminate a complete listing of articulation agreements to all school districts annually;
 - d. The articulation agreements will be binding for all schools and school districts which offer the full career and technical education program, providing such programs maintain the level of quality required for continued eligibility;
 - e. Articulation agreements must be approved by the lead administrators of the secondary school districts and postsecondary institutions;

- f. Articulation agreements include sequences of courses leading to a postsecondary credential or a nationally-recognized industry credential earned through course work aligned to industry standards and employment.

The Nevada State Standards for a Comprehensive Guidance Program K-12 (NAC 389.187) will, for the area of career development, provide the foundation for the development of skills, attitudes and knowledge necessary for the student to successfully transition from school to his or her career, as demonstrated by the student's ability to:

- Develop an awareness of career choices and acquire information relating to those careers;
- Develop and implement employability skills;
- Identify the career goals of the student and acquire the knowledge necessary to achieve those goals; and
- Apply the skills necessary to achieve the student's career goals.

A Memorandum of Understanding (MOU) signed by the president of the college and the state superintendent of public instruction, is the document that permits coordination of courses and programs to occur. The MOU shall authorize the implementation of policies and procedures to support the provisions of this statewide policy. The Nevada State Board of Education and the Board of Regents of the Nevada System of Higher Education are jointly responsible for carrying out a successful program for credit awarded through program articulation.

Articulation agreements will be developed by each college to designate the number of credits to be awarded to qualifying students for the completion of each eligible CTE program, according to the requirements set forth in this policy.

A college may develop a local articulation agreement for career and technical education that applies to a school or school district provided (1) the CTE program is approved by the State and (2) a state end-of-program assessment is not available, whereby through no fault of his or her own, the student cannot meet the criteria to earn articulated credit in Section 4 on page 1.

A college may develop a local articulation agreement for career and technical education that includes additional credits for those students who earn state-approved articulated credit according to the criteria in Section 4 on page 1.