

# Nevada Middle School Career Exploration Ecosystem Scan

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# VISION

## State champions, coordination efforts, logic model, public commitments

Vision question	Enabling conditions already visible in Nevada	Limiting / unclear conditions
<p><b>1. Does the state formally define career exploration for middle school students?</b></p>	<p>Nevada <b>does</b> have an official guidance-level description. NDE’s Career Guidance page says Nevada career guidance supports students in <b>academic planning, career exploration, and postsecondary readiness</b>, and calls the <b>CCR Toolkit</b> the state’s primary guidance resource for “developmentally appropriate advising practices.” (<a href="#">Nevada Department of Education</a>) NDE’s 2025 <b>middle school CCR guide</b> goes further: it says middle school is a “<b>crucial period</b>” for exploring academic and career interests and lays out specific grades <b>6–8</b> strands, including <b>interest/aptitude surveys, career exploration platforms, pathway review, and industry tours</b>. Nevada also publishes <b>middle school CTE standards</b> for grades <b>6–8</b> across six program areas. (<a href="#">Nevada Department of Education</a>)</p>	<p>I did <b>not</b> find a standalone <b>statutory or NAC definition</b> of “middle school career exploration.” The strongest language I found sits in <b>NDE guidance</b>, not in a codified statute/rule. Nevada law clearly covers <b>occupational guidance and counseling</b>, but not a separate formal definition of middle school career exploration itself. (<a href="#">Nevada Legislature</a>) NDE’s own page says districts may use the toolkit “<b>in full or in part</b>” and may supplement it locally, which suggests a <b>shared resource</b> but not a single <b>binding statewide definition</b>. (<a href="#">Nevada Department of Education</a>) The middle school CTE standards are available for districts that <b>choose</b> to offer middle school CTE, so this part of the definition/experience is not yet universal statewide. (<a href="#">Nevada Department of Education</a>)</p>
<p><b>2. Does state leadership include career exploration as a valued or prioritized component of students’ middle school experience?</b></p>	<p>Yes—there is now clear evidence of <b>official state commitment</b>. NDE’s 2025 CCR materials explicitly position middle school as an important part of the college/career readiness continuum, not just a high school issue. (<a href="#">Nevada Department of Education</a>) <b>AB 539 (2025)</b> authorizes DETR, to the extent money is available, to place <b>career coaches in middle schools and junior high schools</b>. The bill says the program is to provide students information and guidance for <b>career pathway exploration</b> and development of <b>career readiness</b> skills, and it requires collaboration with entities including <b>state agencies, school districts, chambers of commerce, nonprofits, trade associations, and regional development authorities</b>. (<a href="#">Nevada Legislature</a>) <b>AB 428 (2023)</b> created additional cross-agency infrastructure: it requires the Governor’s Office of Workforce Innovation, in coordination with NDE, to provide <b>paid and unpaid work-based learning opportunities</b> for</p>	<p>The biggest limiter is that <b>AB 539 is permissive and contingent</b>: the law says the Department <b>may</b> establish the middle/junior high career coach program “<b>to the extent that money is available.</b>” That is a strong signal, but not the same as a guaranteed statewide rollout. (<a href="#">Nevada Legislature</a>) I did <b>not</b> find a single official Nevada strategic plan dedicated specifically to <b>middle school career exploration</b> with a universal statewide end-of-grade-8 expectation, required artifact, or mandatory student experience. The commitment is visible, but it is spread across <b>career guidance, career pathways, and work-based learning</b> documents rather than consolidated in one middle-school-specific policy framework. (<a href="#">Nevada Department of Education</a>) I also did <b>not</b> find evidence of a clearly dedicated, recurring state appropriation for a</p>

	<p>students in grades <b>7–12</b>, and it appropriated money to the Office and to NDE for implementation-related costs. It also ties career pathways work to the <b>state economic development plan</b> and requires collaboration with <b>school districts, NSHE, regional development authorities, and industry</b>. (<a href="#">Nevada Legislature</a>) More broadly, GOED/WINN workforce programs are officially administered in coordination with <b>NSHE, OWINN, DETR, and NDE</b>, which is real cross-agency alignment. (<a href="#">Economic Development Office</a>)</p>	<p><b>universal</b> middle school career exploration system; the clearest money I found is related to broader <b>career pathways / WBL</b> infrastructure and the contingent authority in AB 539. (<a href="#">Nevada Legislature</a>)</p>
<p><b>3. Are there organizations within the state that are advocating for middle school career exploration?</b></p>	<p>Yes, though the ecosystem is more <b>distributed</b> than centralized. In the 2025 legislative record, both the <b>Nevada Association of School Superintendents</b> and the <b>Associated General Contractors of America, Nevada Chapter</b> publicly supported AB 539 and explicitly backed middle/junior-high career exploration and coaching. (<a href="#">Nevada Legislature</a>) On the implementation/support side, <b>Junior Achievement of Southern Nevada</b> offers <b>middle school</b> career exploration programming (including <b>JA Here to Career</b> and <b>JA It’s My Future</b>), and <b>Junior Achievement of Northern Nevada</b> reports K–12 career exploration events led by community volunteers and business professionals. (<a href="#">Junior Achievement of Southern Nevada</a>) <b>NV-DCDT</b> (Nevada Division on Career Development and Transition) is a statewide organization explicitly focused on career awareness, career exploration, and transition for students with exceptionalities. (<a href="#">NVD CDT</a>) The <b>Nevada Afterschool Network</b> also has an advocacy role around youth opportunity systems and promotes pathways/STEM mentoring resources tied to future careers. (<a href="#">Nevada Afterschool Network</a>)</p>	<p>The advocacy picture is still <b>fragmented</b>. Some groups are regional (<b>JA Southern Nevada, JA Northern Nevada</b>), some are population-specific (<b>NV-DCDT</b>), and some focus on broader OST/youth opportunity systems (<b>Nevada Afterschool Network</b>) rather than a single, statewide, explicit <b>middle school career exploration policy agenda</b>. (<a href="#">Junior Achievement of Southern Nevada</a>) So the answer is <b>yes, there are advocates and support organizations</b>, but I found less evidence of one <b>formal statewide coalition</b> organized narrowly around middle school career exploration as a distinct policy priority. (<a href="#">Nevada Legislature</a>)</p>

**Key Takeaways for this area:**

- Definition: Nevada has a guidance-defined middle school career exploration concept, but not a clearly codified one.
- State leadership: Nevada has real official commitment and some cross-agency architecture, but the strongest middle-school move (AB 539) is still conditional on available funding, and the state does not yet appear to have a single, mandatory, statewide middle school exploration framework.

- Advocacy: Nevada has multiple supportive/advocating organizations, but the ecosystem is not yet unified around one statewide middle-school-specific advocacy agenda.

## POLICY

### Statewide frameworks, accountability systems, clear district and student expectations

Policy question	Enabling conditions already visible in Nevada	Limiting / unclear conditions
<p>Does the state have policies that establish standard practices for career exploration in middle schools?</p>	<p><b>Partial yes.</b> Nevada has a policy/guidance spine for middle-school-to-high-school planning. The 2024–25 NSPF manual states that <b>NRS 388.165 requires all middle school students to have an Academic Learning Plan (ALP) on initial enrollment.</b> Current Nevada law also includes a <b>course of study in occupational guidance and counseling</b>, and Nevada’s current statute search shows <b>NRS 388.205 requires a 4-year academic plan for ninth-grade pupils.</b> On the implementation side, NDE’s Career Guidance page says career guidance supports <b>academic planning, career exploration, and postsecondary readiness</b>, identifies the <b>CCR Toolkit</b> as the state’s primary guidance resource, and says those resources support career exploration, course planning, and family engagement. NDE also publishes <b>middle-school CTE standards for grades 6–8.</b> (<a href="#">Nevada Report Card</a>)</p>	<p><b>But standard practice is not fully statewide or fully standardized.</b> NDE also says Nevada <b>does not prescribe a single statewide template</b> for career advising or individual learning plans; districts may use the CCR Toolkit <b>in full or in part</b> and may supplement it with local tools. And the middle-school CTE standards are provided for districts that <b>choose</b> to offer middle-school CTE. So Nevada has a real guidance structure, but not one binding statewide middle-school career exploration framework with common required experiences, artifacts, or outcomes for every student. (<a href="#">Nevada Department of Education</a>)</p>
<p>Does the state integrate career exploration into its accountability systems?</p>	<p><b>Partially / indirectly.</b> Nevada’s 2024–25 NSPF manual says the NSPF is the state’s accountability system developed under <b>ESSA.</b> In the <b>middle school</b> framework, the Student Engagement indicator includes <b>Academic Learning Plans</b> and <b>8th Grade Credit Requirements.</b> In the <b>high school</b> framework, the <b>College and Career Readiness (CCR)</b> indicator includes <b>Post-Secondary Preparation Participation, Post-Secondary Preparation Completion,</b> and the share of graduates earning an <b>Advanced Diploma or CCR Diploma;</b> CTE participation/completion counts inside that</p>	<p><b>But middle-school career exploration itself is not directly in accountability.</b> In the current NSPF manual, the listed middle-school measures are <b>ALPs</b> and <b>8th-grade credits,</b> not direct measures such as exploration-course completion, portfolio benchmarks, advising-session completion, experience counts, or quality-of-exploration indicators. So Nevada is measuring <b>transition-readiness proxies</b> in middle school and <b>CCR/CTE outcomes</b> in high school, rather than middle-school career exploration as its own accountability measure. (<a href="#">Nevada Report Card</a>)</p>

	<p>high-school CCR measure. (<a href="#">Nevada Report Card</a>)</p>	
<p><b>Does the state have policies that require middle school students to complete career exploration activities?</b></p>	<p><b>Limited yes, but mainly through planning requirements.</b> Nevada does require a student-planning structure that starts before high school: the 2024–25 NSPF manual says <b>all middle-school students are required to have an ALP</b>, and it notes that if an <b>8th-grade student is assigned a high-school plan mid-year</b>, the ALP requirement can be met with that high-school plan. Current Nevada statute search results also show that <b>NRS 388.205 requires a 4-year academic plan for ninth-grade pupils</b>, and that plan may include a <b>career pathway</b>. So Nevada does have a planning bridge from middle school into the high-school experience. (<a href="#">Nevada Report Card</a>)</p>	<p><b>But I did not find a universal middle-school career exploration completion requirement.</b> In the official Nevada sources reviewed, I did not find a current statewide policy requiring every middle-school student to complete a specific <b>career exploration course, career investigations sequence, promotion gate, portfolio benchmark, or end-of-grade-8 artifact</b> tied to graduation. Nevada’s diploma requirements are defined at the high-school level, and the occupational guidance requirement appears to be about making instruction available rather than requiring every middle-school student to complete a specific exploration experience. (<a href="#">Nevada Legislature</a>)</p>

<p><b>Does the state have policies that incentivize career exploration in middle schools?</b></p>	<p><b>Limited yes, but the levers are broad rather than targeted.</b> NDE says local agencies can access annual <b>state and federal CTE funds</b>, including <b>Perkins Local Formula</b> and <b>Reserve Competitive grants</b>, plus <b>state CTE grants</b>. <b>AB 428 (2023)</b> appropriated General Fund dollars to the Governor’s Office of Workforce Innovation for the <b>Career Pathways Demonstration Program</b> and to NDE for implementation costs, and it requires a <b>grades 7–12 work-based learning</b> program in coordination with NDE. <b>AB 539 (2025)</b> also authorizes DETR, <b>to the extent money is available</b>, to place <b>career coaches in middle schools and junior high schools</b>, prioritize high-unemployment ZIP codes, and <b>accept or award grants</b> related to that program. (<a href="#">Nevada Department of Education</a>)</p>	<p><b>But I did not find a standing, middle-school-specific incentive structure.</b> In the official funding and policy sources reviewed, I did not find a Nevada policy that specifically gives middle schools <b>bonus funding</b> for career-exploration participation/outcomes, rewards the number of teachers/counselors with career-exploration credentials or training, or creates a dedicated competitive grant program solely for <b>middle-school career exploration</b>. The current mechanisms are broader <b>CTE/Perkins/state-grant channels</b>, broader <b>career-pathways/WBL appropriations</b>, or <b>contingent grant authority</b> for career coaches. Because middle-school CTE course names are in the state CTE course catalog, some broader CTE grant funds may be usable for middle-school offerings, but Nevada does not clearly single out middle-school career exploration as its own incentive category. (<a href="#">Nevada Department of Education</a>)</p>
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## INFRASTRUCTURE

Funding sources, professional development, data strategy, partnerships, material supports

Infrastructure question	Enabling conditions already visible in Nevada	Limiting / unclear conditions
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<p><b>Does the state use state and federal funding sources to support career exploration for middle school students?</b></p>	<p><b>Yes, partially.</b> Nevada is using both <b>federal and state</b> channels that can support middle-grades career exploration. On the federal side, NDE administers <b>Perkins</b> through multiple grant applications: <b>Local Formula Funds, Corrections, Reserve Competitive, Non-traditional Training and Employment, and Special Populations</b>. On the state side, <b>AB 428 (2023)</b> appropriated money to the Governor’s Office of Workforce Innovation for the <b>Career Pathways Demonstration Program</b> and to NDE for implementation costs, while also requiring a <b>grades 7–12 work-based learning program</b> in coordination with NDE. <b>AB 539 (2025)</b> further authorizes DETR, to the extent money is available, to establish a <b>career coach</b> program in middle/junior high schools and to <b>accept grants, donations, and other funds</b> and award grants related to that program. (<a href="#">Nevada Department of Education</a>)</p>	<p><b>But the portfolio is not yet clearly dedicated and stable for universal middle school career exploration.</b> The current evidence points to a mix of <b>broad CTE/Perkins funding, broader grades 7–12 pathways/WBL funding, and contingent funding authority</b> for middle-school career coaches, rather than a clearly defined, recurring, braided statewide funding stream specifically for <b>all middle school career exploration programming</b>. <b>AB 539</b> is explicitly contingent on available money, and the <b>Perkins</b> structure is broader than middle school career exploration alone. (<a href="#">Nevada Department of Education</a>)</p>
<p><b>Does the state support the training of school counselors (and other school staff) in career exploration?</b></p>	<p><b>Some support exists, but it is broader than middle school career exploration.</b> Nevada has a statewide professional learning infrastructure: NDE maintains an <b>Approved Continuing Education Providers</b> list for licensure renewal, with both asynchronous and synchronous options. NDE also provides <b>NEPF School Counselor tools</b> and makes state-supported <b>career guidance resources</b> available through the <b>CCR Toolkit</b>. In addition, NDE’s Secondary Transition page includes a <b>Canvas course</b> for Nevada educators and paraprofessionals focused on supporting diverse learners in <b>CTE classrooms</b>, and NDE points staff to professional organizations and external advising resources such as the <b>Nevada School Counselor Association</b> and <b>Advance CTE</b>. (<a href="#">Nevada Department of Education</a>)</p>	<p><b>But I did not find a robust, statewide, middle-school-career-exploration-specific PD system.</b> In the reviewed state sources, the training structure appears to be mainly <b>general licensure PD, school counseling tools, and broader counseling/CTE/transition supports</b>, rather than a standing state-sponsored series of <b>webinars, conferences, in-person trainings, or certification pathways specifically focused on middle school career exploration</b>. Nevada has pieces of the training infrastructure, but the middle-school-specific emphasis is still limited. (<a href="#">Nevada Department of Education</a>)</p>

<p><b>Does the state provide material support for the implementation of middle school career exploration?</b></p>	<p><b>Yes – this is one of Nevada’s strongest areas.</b> NDE’s <b>Career Guidance</b> page identifies the <b>CCR Toolkit</b> as the state’s primary resource for career exploration, academic planning, postsecondary readiness, and family engagement. Nevada also provides a dedicated <b>middle school CTE</b> page with <b>grades 6–8 standards</b> across six program areas, plus linked <b>course descriptions</b> and <b>equipment lists</b>. The state’s <b>Work-Based Learning</b> page gives districts a substantial implementation package, including a <b>User Guide, Application, and Employer Host Vetting Rubric</b>, along with definitions, allowable experience types, roles/responsibilities, required documentation, implementation considerations, and a continuum from <b>career awareness</b> to <b>career preparation</b>. NDE’s broader CTE resource library also includes <b>programs of study, curriculum frameworks, equipment lists, procedural manuals, and quality review documents</b>. (<a href="#">Nevada Department of Education</a>)</p>	<p><b>But the material support is still somewhat fragmented and locally variable.</b> Nevada explicitly allows districts to use the CCR Toolkit <b>in full or in part</b> and to supplement with local tools, and it does <b>not prescribe a single statewide template</b> for advising or ILPs. Likewise, middle school CTE standards are provided for districts that <b>choose</b> to offer middle school CTE. So Nevada has a strong set of tools and guides, but not yet a single universal implementation playbook that guarantees the same middle school career exploration experience statewide. (<a href="#">Nevada Department of Education</a>)</p>
<p><b>Does the state collect data on middle school career exploration opportunities in the state?</b></p>	<p><b>Some related data collection exists.</b> NDE’s CTE <b>Accountability</b> office says it tracks <b>secondary and postsecondary enrollment, performance, and CTE program information</b> and publishes an <b>interactive program directory, assessment data, a CTE data summary, and Perkins reporting materials</b>. The CTE Program Resources page says program listings are built from <b>enrollments reported in the state student information system</b> plus local district reporting. NDE also publicly reported that <b>2,809 middle school students</b> were enrolled in CTE programs of study or middle school courses in <b>2022–23</b>. In WBL, the state requires documentation, evaluations, and review of learning outcomes for approved experiences. (<a href="#">Nevada Department of Education</a>)</p>	<p><b>But I did not find a statewide quality-monitoring system specifically for middle school career exploration.</b> The current data infrastructure appears stronger for <b>CTE/WBL enrollment, performance, and compliance</b> than for tracking the <b>quality</b> of middle school career exploration as a universal student experience. For example, the <b>CTE Program Directory</b> is described as a listing of <b>high school</b> CTE programs, and the current quality review revision is framed around <b>MOA requirements, safety requirements, and Perkins V requirements</b>, not specifically middle school exploration quality. I did not find statewide public evidence of routine tracking for items like exploration artifacts, advising-session completion, portfolio benchmarks, or the quality of middle school exploration experiences across districts. (<a href="#">Nevada Department of Education</a>)</p>

<p><b>Does the state support student participation in career and technical student organizations?</b></p>	<p>Yes, with some middle-school relevance. NDE's CTSO page states that CTSOs are a <b>critical component</b> of an effective CTE program, that students have opportunities to participate in <b>seven CTSOs</b>, and that CTSO activities may count as part of the <b>instructional day</b> when aligned to course competencies. The page also provides Nevada and national links, contact information, and state/national conference resources. Importantly for the middle grades, <b>TSA</b> is explicitly described as serving <b>middle and high school students</b>. NDE also publicly promotes CTSO participation during CTE Month and highlights statewide CTSO-related contests and recognition opportunities. (<a href="#">Nevada Department of Education</a>)</p>	<p><b>But middle-school CTSO support is uneven rather than universal.</b> Most of the CTSO descriptions are framed around <b>secondary students</b> and CTE participation more generally, while <b>TSA</b> is the clearest explicitly middle-school-serving example on the state page. I did not find a distinct Nevada funding or policy structure aimed specifically at growing <b>middle school CTSO participation statewide</b>; opportunities appear to depend heavily on local program offerings and whether schools already run relevant CTE courses. (<a href="#">Nevada Department of Education</a>)</p>
<p><b>Are there organizations within the state that support career exploration in middle schools?</b></p>	<p>Yes – Nevada has a real, if somewhat <b>distributed, support ecosystem</b>. NDE's Career Guidance page points schools to the <b>Nevada School Counselor Association</b> as a professional organization, and NVSCA itself advertises <b>statewide professional development</b> and an <b>annual conference</b>. NDE's Secondary Transition page identifies <b>NV-DCDT</b> as a statewide organization that implements <b>career awareness programs, career exploration, job preparation, and community living</b> supports for students with exceptionalities. NDE also publicly recognizes the role of <b>Nevada ACTE / NACTE</b> in statewide CTE leadership and student opportunities. Beyond those groups, <b>Junior Achievement of Southern Nevada</b> offers K-12 work/career-readiness programming and specific middle-school offerings such as <b>JA Here to Career</b> and <b>JA It's My Future</b>, while the <b>Nevada Afterschool Network</b> provides training, resources, mentoring/STEM career exposure, and youth leadership opportunities that connect to future careers. (<a href="#">Nevada Department of Education</a>)</p>	<p><b>But the ecosystem is still fragmented.</b> Some organizations are <b>regional</b> rather than statewide in reach, some are focused on particular student populations or settings, and some are more focused on <b>OST/STEM/work readiness</b> than on a single, unified middle-school-career-exploration strategy for school districts. I did not find one clearly designated statewide backbone organization responsible for coordinating middle school career exploration implementation across districts. (<a href="#">Junior Achievement of Southern Nevada</a>)</p>

## RELEVANT NRS CHAPTER 388-389 PROVISIONS

<a href="#">NRS 389.041</a>	Establishment of course of study in occupational guidance and counseling. (7-12)
<a href="#">NRS 388.165</a>	Development of academic plan required. (MS)
<a href="#">NRS 388.205</a>	Development of academic plan required for ninth grade pupils. (HS)
<a href="#">NRS 388.208</a>	Annual review of academic plan; requirements for meeting to review academic plan; revision of academic plan for pupils requiring remediation.

### Development of Academic Subjects and Courses of Study

#### **NRS 389.041 Establishment of course of study in occupational guidance and counseling.**

1. The State Board shall, by regulation, establish a course of study in occupational guidance and counseling.
2. The board of trustees of each school district shall establish the curriculum for the course of study in that district. The curriculum must be organized and, with the assistance of teachers, administrators, pupils, parents and the business community, coordinated by licensed school counselors who shall provide instruction and activities designed to:
  - (a) Promote normal growth and development.
  - (b) Promote positive mental and physical health.
  - (c) Provide each pupil with knowledge and skills which permit the pupil to control his or her own destiny.
  - (d) Assist each pupil to plan, monitor and manage the pupil's personal, educational and occupational development.
  - (e) Meet the immediate needs and concerns of each pupil, whether the pupil's needs or concerns require counseling, consultation, referral or information.
  - (f) Provide counselors, teachers and support staff with the knowledge and skills required to maintain and improve the course.
  - (g) Provide such other related assistance and instruction as is deemed necessary.
3. The instruction required by this section must be made available for each pupil in grades 7 to 12, inclusive.
4. The board of trustees in each school district shall organize and offer the curriculum within the limits of money made available to the district by the Legislature for that purpose.

(Added to NRS by [1991, 2087](#))—(Substituted in revision for NRS 389.180)

### MIDDLE SCHOOLS AND JUNIOR HIGH SCHOOLS

#### **NRS 388.165 Development of academic plan required.**

1. The board of trustees of each school district shall adopt a policy for each middle school and junior high school in the school district to develop an academic plan for each pupil enrolled in the grade level at which the middle school or junior high school initially enrolls pupils. The academic plan must set forth:
  - (a) The specific educational goals that the pupil intends to achieve before promotion to high school;
  - (b) An identification of the courses required for promotion to high school;
  - (c) An identification of all honors courses, career and technical education courses and other educational programs, courses and pathways available to the pupil which will assist in the advancement of the education of the pupil; and
  - (d) A description of the expectations of the teachers of pupils who are enrolled in middle school or junior high school.
2. The policy must require each pupil enrolled in his or her initial year at the middle school or junior high school and the pupil's parent or legal guardian to:

(a) Have sufficient opportunities to work in consultation with a school counselor to develop an academic plan for the pupil;

(b) Review the academic plan; and

(c) Review the academic plan at least once each school year until the pupil is promoted to high school in consultation with the school counselor and revise the plan as necessary.

3. If a pupil enrolls in a middle school or junior high school after the initial year of enrollment for that middle school or junior high school, an academic plan must be developed for that pupil with appropriate modifications for the grade level of the pupil.

4. An academic plan for a pupil must be used as a guide for the pupil and the pupil's parent or legal guardian to plan, monitor and manage the pupil's educational development and make determinations of the appropriate courses of study for the pupil. If the pupil does not satisfy all the educational goals set forth in the academic plan, the pupil is eligible for promotion to high school if the pupil otherwise satisfies the requirements for promotion to high school.

(Added to NRS by [2009, 1332](#); A [2011, 3504](#))

## HIGH SCHOOLS

### **NRS 388.205 Development of academic plan required for ninth grade pupils.**

1. The board of trustees of each school district shall adopt a policy for each public school in the school district in which ninth grade pupils are enrolled to develop a 4-year academic plan for each of those pupils. Except as otherwise provided in subsection 4, the policy must require each public school to provide each pupil with an academic plan at the beginning of the pupil's ninth grade year. The academic plan must set forth the specific educational goals established pursuant to subsection 7 each year and the steps that the pupil intends to take in order to achieve those goals. The plan may include, without limitation, the designation of a career pathway and enrollment in dual credit courses, career and technical education courses, advanced placement courses and honors courses.

2. The policy must ensure that each pupil enrolled in ninth grade and the pupil's parent or legal guardian are provided with, to the extent practicable, information regarding:

(a) The advanced placement courses, honors courses, international baccalaureate courses, dual credit courses, career and technical education courses, including, without limitation, career and technical skills-building programs, and any other educational programs, pathways or courses available to the pupil which will assist the pupil in the advancement of his or her education;

(b) The requirements for graduation from high school with a diploma and the types of diplomas available;

(c) The requirements for admission to the Nevada System of Higher Education, including, without limitation, the average score on the college and career readiness assessment administered pursuant to [NRS 390.610](#) of students admitted to each community college, state college or university in the Nevada System of Higher Education, and the eligibility requirements for a Governor Guinn Millennium Scholarship;

(d) The Free Application for Federal Student Aid and advice concerning how to finance enrollment in an institution that provides postsecondary and vocational education; and

(e) The charter schools within the school district.

3. The policy required by subsection 1 must require each pupil enrolled in ninth grade and the pupil's parent or legal guardian to:

(a) Be notified of opportunities to work in consultation with a school counselor to develop and review an academic plan for the pupil;

(b) Sign the academic plan; and

(c) Review the academic plan at least once each school year in consultation with a school counselor and revise the plan if necessary.

4. If a pupil enrolls in a high school after ninth grade, an academic plan must be developed for that pupil as soon as reasonably practicable with appropriate modifications for the grade level of the pupil.

5. If an academic plan for a pupil includes enrollment in a dual credit course, the plan must address how the dual credit course will enable the pupil to achieve his or her postgraduation goals.

6. An academic plan for a pupil must be used as a guide for the pupil and the parent or legal guardian of the pupil to plan, monitor and manage the pupil's educational and occupational development and make determinations of the appropriate courses of study for the pupil. If a pupil does not satisfy all the goals set forth in the academic plan, the pupil is eligible to graduate and receive a high school diploma if the pupil otherwise satisfies the requirements for a diploma.

7. Except as otherwise provided in subsection 4, a school counselor shall establish specific educational goals for each pupil in consultation with the pupil and the parent or legal guardian of the pupil, to the extent practicable, at the beginning of each pupil's ninth grade year and as a part of the review conducted pursuant to paragraph (c) of subsection 3.

8. The policy adopted pursuant to subsection 1 must require each public school in the school district to:

(a) Develop a procedure to identify a homeless pupil, unaccompanied pupil or pupil who lives in foster care; and

(b) Review the academic plan for each such pupil and adjust the plan as appropriate to maximize the accrual of credits by the pupil and the progress of the pupil towards graduation.

9. As used in this section:

(a) "Foster care" has the meaning ascribed to it in 45 C.F.R. § 1355.20.

(b) "Homeless pupil" has the meaning ascribed to the term "homeless children and youths" in 42 U.S.C. § 11434a(2).

(c) "Unaccompanied pupil" has the meaning ascribed to the term "unaccompanied youth" in 42 U.S.C. § 11434a(6).

(Added to NRS by [2007, 2178](#); A [2011, 647, 805](#); [2013, 3265](#); [2017, 442, 3131](#); [2019, 1160](#))

**NRS 388.208 Annual review of academic plan; requirements for meeting to review academic plan; revision of academic plan for pupils requiring remediation.**

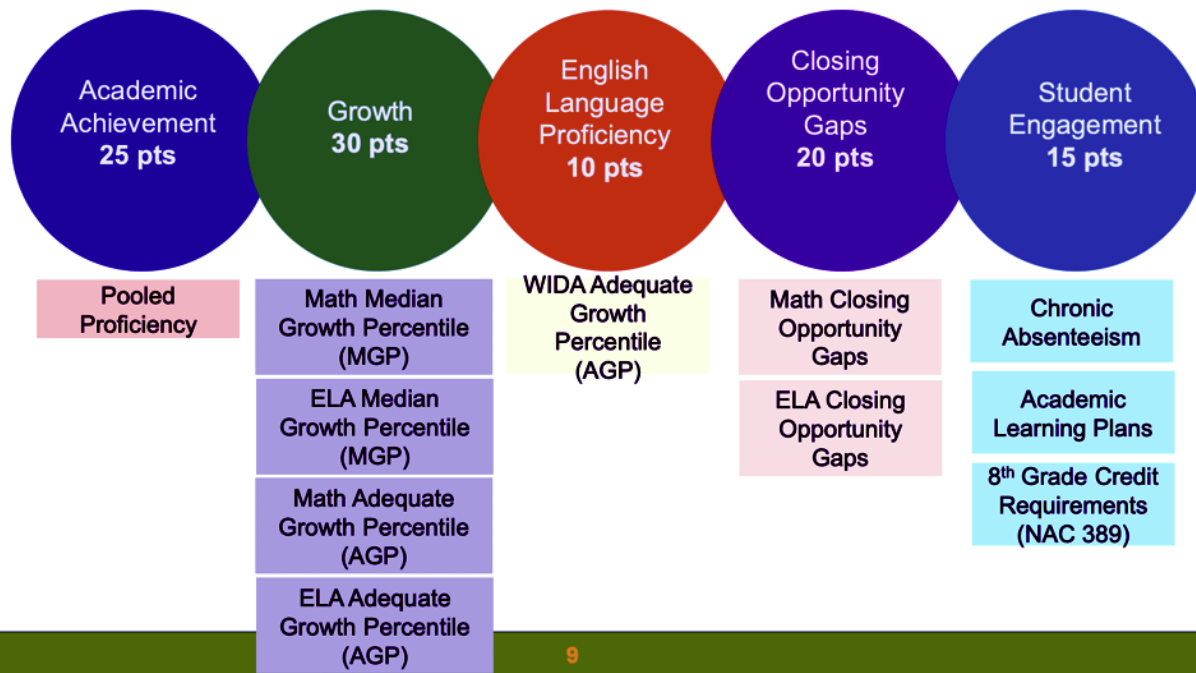
1. Except as otherwise provided in this subsection, the board of trustees of each school district shall adopt a policy for each public high school in the school district to ensure that a counselor, administrator or other licensed educational personnel from the public high school meets individually at least once each school year with each pupil enrolled in grades 9, 10, 11 and 12 in the public high school to review with the pupil the academic plan developed for the pupil pursuant to [NRS 388.205](#). The parent or guardian of a pupil may elect to waive the requirements of this subsection on behalf of the pupil.

2. At a meeting conducted pursuant to subsection 1, the counselor, administrator or other licensed educational personnel must use the results of the pupil's college and career readiness assessment administered pursuant to [NRS 390.610](#), if the results of the assessment are available at the time of the meeting, the results of a preliminary National Merit Scholarship Qualifying Test, if the results of the test are available at the time of the meeting, and the pupil's academic records, to review with the pupil the areas of his or her academic strengths and weaknesses, including, without limitation, areas where additional work in the subject areas tested on the assessment or test, as applicable, is necessary to prepare the pupil for college and career success without the need for remediation.

3. If it is determined that the pupil requires remediation, the counselor, administrator or other licensed educational personnel must coordinate with the pupil and the pupil's parent or legal guardian to revise the academic plan for the pupil to ensure that the pupil is prepared for college and career success before he or she graduates.

(Added to NRS by [2017, 617](#))

# Middle School Performance Framework



## Middle School Indicator and Measure Weights

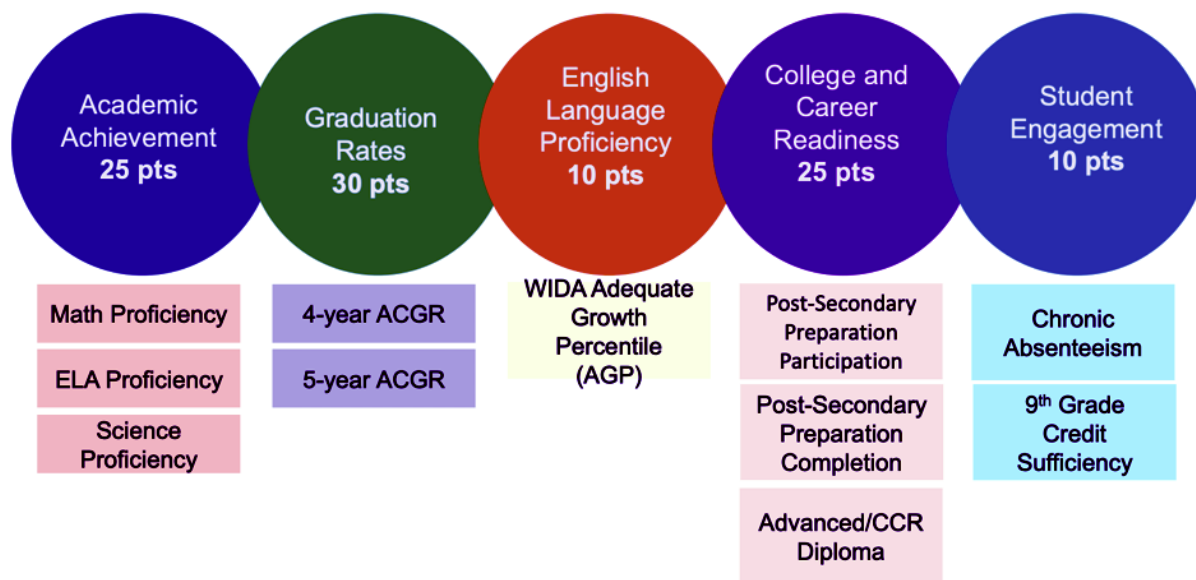


INDICATOR/MEASURES	POINTS
<b>Academic Achievement Indicator</b>	<b>25</b>
Pooled Proficiency Measure *	25
<b>Growth Indicator **</b>	<b>30</b>
Math Median Growth Percentile (MGP) Measure	10
ELA MGP Measure	10
Math Adequate Growth Percentile (AGP) Measure	5
ELA AGP Measure	5
<b>English Language Proficiency Indicator</b>	<b>10</b>
WIDA AGP Measure	10
<b>Closing Opportunity Gaps Indicator</b>	<b>20</b>
Math Closing Opportunity Gaps Measure	10
ELA Closing Opportunity Gaps Measure	10
<b>Student Engagement Indicator</b>	<b>15</b>
Chronic Absenteeism Measure	10
Academic Learning Plans Measure	2
8 <sup>th</sup> Grade Credit Requirements (NAC 389)	3

\* **The MS Pooled Proficiency** measure combines a school's Math, ELA, and Science results based on student performance on the state CRTs (summative and NAA) for a total proficiency rate and measures the percentage of students who are proficient over the Math, ELA, and Science content areas.

\*\* **Growth** is determined for all MS grade configurations. For most MS, this results in two to four grade levels of SGP data that are incorporated into the growth Measures described above. Growth is not calculated for students who assessed with the NAA.

# High School Performance Framework



## High School Indicator and Measure Weights



INDICATOR/MEASURES	POINTS
<b>Academic Achievement Indicator *</b>	<b>25</b>
Math Proficiency Measure	10
ELA Proficiency Measure	10
Science Proficiency Measure	5
<b>Graduation Rates Indicator</b>	<b>30</b>
4-year ACGR Measure	25
5-year ACGR Measure	5
<b>English Language Proficiency Indicator</b>	<b>10</b>
WIDA AGP Measure	10
<b>College and Career Readiness Indicator</b>	<b>25</b>
Post-Secondary Preparation Participation Measure	10
Post-Secondary Preparation Completion Measure	10
Advanced/CCR Diploma Measure	5
<b>Student Engagement Indicator</b>	<b>10</b>
Chronic Absenteeism Measure**	5
9th Grade Credit Sufficiency Measure	5

**\* Academic Achievement:** Student proficiency for HS will be determined through the state administered American College Test (ACT) subtest scores in Math and ELA (11<sup>th</sup> grade), the Nevada High School Science Assessment (10<sup>th</sup> grade) and the NAA in Math, ELA and Science (11<sup>th</sup> grade). The NAA results are combined with ACT and the Nevada High School Science assessment results for proficiency calculations and reporting.

**\*\* Chronic Absenteeism:** Only students who have been enrolled in a given school for 91 days or more of the current school year at any point in the year will be included in this Measure. A chronically absent student is a student who has missed 10 percent or more of the days they were enrolled for any reason, including excused, unexcused, or disciplinary absences. A school's chronic absenteeism rate is the percentage of chronically absent students in Kindergarten through grade 12.

[Source A](#) (NSPF presentation, slides 9-12)

[Source B](#) (NSPF Manual, p. 37)

## NAC CHAPTER 389 PROVISIONS

[389.195](#) Elementary school. Prescribed Courses.

[389.445](#) Required units of credit; pupils with disabilities; pupils who transfer between schools; recognition of certain programs of homeschool study.

### PREKINDERGARTEN, ELEMENTARY SCHOOL, MIDDLE SCHOOL AND JUNIOR HIGH SCHOOL

#### Prescribed Courses

**NAC 389.195 Elementary school.** ([NRS 385.080](#), [385.114](#), [389.021](#), [389.520](#))

1. The State Board of Education prescribes the following courses of study for elementary schools:

- (a) Reading.
- (b) Language.
- (c) Social studies.
- (d) Mathematics.
- (e) Science.
- (f) Visual arts.
- (g) Music theory and practice.
- (h) Health.
- (i) Physical education.
- (j) Computer education and technology.
- (k) Dance theory and practice.
- (l) Theater.
- (m) Media arts.

2. In addition to the courses prescribed by subsection 1, a course of study in academic achievement, career exploration, and personal and social development is prescribed for pupils in seventh or eighth grade.

3. A local school board may offer:

- (a) A course in a world language as an elective course for pupils in kindergarten through the eighth grade.
- (b) A course in home and career skills as an elective course for pupils in seventh and eighth grades.

(Added to NAC by Bd. of Education, 8-26-85, eff. 8-1-86; A 5-27-92; R065-97, 12-10-97; R010-03, 10-30-2003; R063-14, 10-24-2014; R041-18, 6-26-2018; R043-18, 12-19-2018)

#### Requirements for Promotion to High School

**NAC 389.445 Required units of credit; pupils with disabilities; pupils who transfer between schools; recognition of certain programs of homeschool study.** ([NRS 385.080](#), [392.033](#))

1. Except as otherwise provided in subsection 4, a pupil must earn at least the following units of credit during the seventh and eighth grades for promotion to high school:

- (a) One and one-half units of credit in English with a passing grade;
- (b) One and one-half units of credit in mathematics with a passing grade;
- (c) One unit of credit in science with a passing grade; and

**(d) One unit of credit in social studies with a passing grade.**

2. A pupil may apply units of credit toward promotion to high school if the pupil earned the units of credit:

(a) At a public or private junior high or middle school located in this State.

(b) At a public or private junior high or middle school located outside of this State if the school district approves a transfer of the units in accordance with the procedure adopted by the board of trustees of the school district pursuant to subsection 3 of [NRS 392.033](#).

(c) At the Nevada Youth Training Center or the Caliente Youth Center.

(d) During summer school in courses offered by a public or private junior high or middle school. Such units must be earned in courses which are equivalent to the courses offered in the programs of the junior high or middle school in which the pupil is enrolled.

(e) While being homeschooled in this State or homeschooled outside of this State if the school district approves the units in accordance with [NRS 392.033](#).

3. If a pupil earns units of credit for sectarian religious courses, he or she may not apply those units toward promotion to high school.

4. A pupil with a disability who is enrolled in a program of special education may be promoted to high school if the pupil meets the requirements for promotion to high school that are prescribed in his or her individualized educational program.

5. If a pupil transfers to a junior high or middle school from a junior high or middle school in this State or from a school outside of this State, the courses of study and units of credit completed by the pupil before transferring must be evaluated by the school district that the pupil transfers to in accordance with the procedure adopted by the board of trustees of the school district pursuant to subsection 3 of [NRS 392.033](#).

6. For purposes of paragraph (a) of subsection 5 of [NRS 392.033](#), the board of trustees of a school district may consider recognition of the programs of homeschool study accredited by a national or regional accrediting association recognized by the board of trustees of the school district.

(Added to NAC by Bd. of Education by R064-98, eff. 9-9-98; A by R076-99, 11-4-99; R015-06, 9-18-2007; R154-07, 1-30-2008; R037-12, 9-14-2012)

## Open questions for legislative counsel / regulatory experts / NDE data staff

### A. ALP / NSPF / data mechanics

1. Who sets **ALPMet = 1** in the ADAM03 ALP/Credits file, and what local documentation is required before a student can be coded as meeting the ALP requirement?
2. Is **ALPMet** a manual flag, an Infinite Campus workflow output, or generated from another local record?
3. Does NDE currently audit or sample ALP content, or does it only validate the submitted data file?
4. What documentation must districts retain to support the **ALPMet = 1** flag?
5. When an IEP is used as an ALP, who determines whether it “satisfies the requirements of NRS 388.165”?
6. Could NDE add component-level fields to ADAM03, such as **CareerNavigationComponentMet**, **InterestInventoryCompleted**, **PathwayOptionsReviewed**, or **FamilyAdvisorReviewCompleted**?
7. Would adding such fields require regulation, statute, an ADAM data governance process, Infinite Campus changes, or all of the above?
8. Could Nevada add a non-rated public reporting metric before changing the NSPF point structure?
9. Would modifying the NSPF ALP measure require ESSA/state accountability plan review, State Board action, or federal approval?

### B. NRS 388.165 / 388.205 planning requirements

10. Does the current language in NRS 388.165 allow NDE or the State Board to define minimum ALP components through regulation or guidance?
11. Would adding a required career navigation component to every middle school ALP require amending NRS 388.165?
12. Could a grade-8 career navigation artifact be treated as an “appropriate course of study” planning element under existing NRS 388.165?
13. Can the middle school ALP be formally linked to the ninth-grade four-year academic plan under current law?
14. Would a required grade-8 transition meeting, family sign-off, or counselor/advisor review require statutory amendment?
15. Are charter schools and alternative schools covered in the same way under these planning provisions, or would additional authority be needed?

### C. Course-of-study / experience guarantee authority

16. What is the legal difference in Nevada between a **course of study** that must be prescribed or made available and a **course/completion requirement** that every student must complete?
17. Does NRS 389.041, combined with NAC 389.187 and NAC 389.195, give the State Board authority to define a minimum grade-7/8 career exploration experience?
18. Could State Board regulation define a common career exploration experience set without new statute?

19. Could regulation define “approved equivalent delivery,” such as advisory, embedded modules, CTE, career coach programming, partner programming, or virtual modules?
20. If the state requires every student to complete an experience but allows flexible delivery, what documentation must districts keep?

#### **D. Course / course-equivalent model**

21. If Nevada creates a middle school career exploration course or course-equivalent, does it need a new course code in the NDE Academic Course Catalog?
22. What is the timeline for creating or revising a course code and patching it into district SIS systems?
23. What licensure or staffing rules apply if the course is taught by a teacher, counselor, career coach, or external partner?
24. Because NRS 389.041 says the course of study is coordinated by licensed school counselors, what role must counselors play if non-counselors deliver the experience?
25. If the course is delivered virtually or through hybrid modules, what distance education approval rules apply?
26. If the course is CTE-coded or delivered through middle school CTE, what CTE approval, standards, or program requirements apply?
27. If the requirement is tied to promotion to high school, would NAC 389.445 need amendment?
28. Would a promotion-linked career exploration requirement require statutory authority, given that current NAC 389.445 promotion credits are English, math, science, and social studies?

#### **E. Accountability, quality, and capacity**

29. What is the least burdensome way to verify quality: district attestation, component flags, sample audit, local board policy review, or student artifact review?
30. Can NDE require districts to submit or retain a local ALP/career navigation template showing alignment to NRS 388.165?
31. What would trigger corrective action if a district has high ALP completion but weak evidence of meaningful career navigation?
32. Would a statewide guarantee create an unfunded mandate concern without implementation funding, staffing, or professional learning?
33. What accommodations or alternative evidence models are needed for students with disabilities, students with IEPs/504 plans, highly mobile students, foster youth, homeless/unaccompanied youth, and students in alternative settings?
34. What supports would rural and small districts need: virtual modules, common templates, counselor/career coach support, regional intermediaries, or partner-provided experiences?
35. What is the role of the Commission versus NDE, State Board, districts, and the Legislature in carrying each piece?