



NOCTI Provides Your Best Solution for Perkins Legislation

New Perkins Legislation	NOCTI can help by . . .
<p>I. Section 113 (Accountability), Core Indicators for Secondary CTE Students</p>	<ul style="list-style-type: none"> • providing measures that are nationally validated, reliable, and established by industry • providing proof that states are meeting challenging academic standards by aligning skill proficiencies to national academic standards • simultaneously aligning end of program assessment and industry recognized certifications to benefit your students • assessing all aspects of the student; cognitive, affective, and psychomotor domains • customizing assessments to reflect technical competency differences within your state • providing the vehicle that facilitates the filling of high skill, high wage, and high demand occupations within your state
<p>II. Section 113 (Accountability) Core Indicators for Post-Secondary CTE Students</p>	<ul style="list-style-type: none"> • maintaining quality services including item banks containing questions validated by 40 years of industry interaction • reporting from multiple secure databases containing secondary and post-secondary norms of these two populations • providing the same services at the post-secondary level as those described for secondary level
<p>III. Section 113 (Accountability) Local Levels of Performance (Locals must accept state adjusted levels of performance)</p>	<ul style="list-style-type: none"> • providing cost-effective solutions to your state's need for consistent technical assessment • providing the vehicle for measuring what matters; standardized accepted competency levels across your state • applying decades of experience in designing, developing, and delivering occupational competency assessments • identifying occupational skills required for your state or providing customized reports which are benchmarked to the national mean
<p>IV. Section 113 (Accountability) Local Reporting Content</p>	<ul style="list-style-type: none"> • implementing pre and post test combinations which will enable your state or school to show technical performance competency gains • implementing a branded web site which would enable seamless sharing of competency levels with the public • utilizing our demographic reports to provide disaggregated data • utilizing powerful score reports that can be used by administrators, coordinators, and instructors for continuous program improvement • providing basic local, state, and national comparative score reporting for each student • offering both specialized and customized reports which will provide even more detailed information for your constituents

<p>V. Section 122 (State Plan) Alignment of secondary to post-secondary coursework and industry certification</p>	<ul style="list-style-type: none"> • employing our tests as the vehicle for determining competency of a test taker and subsequent awarding of post-secondary credit and/or advanced placement within a post-secondary program • translating skills gained at the secondary level to a post-secondary apprenticeship or industry certification • assessing curriculum gaps and overlaps between secondary and post-secondary curriculum • aligning educational, labor and commerce standards for improved student outcomes
<p>VI. Section 122 (State Plan) Academic content, rigorous academic standards, and continuous improvement</p>	<ul style="list-style-type: none"> • providing both written and performance technical competency tests, which also assess academics from beginning to complex cognitive levels • customizing test reports to isolate academic scores by showing the percentage correct of items related to language arts, math, or science standards • cross-correlating our assessments to state as well as national academic standards
<p>VII. Section 122 (State Plan) Professional development and teacher certification</p>	<ul style="list-style-type: none"> • providing formative assessment reports for programs and diagnostic information for teachers and students • transforming longitudinal student data into actions that will assist with curriculum improvement • translating knowledge and skills from individuals coming from business and industry and helping to translate those skills into quality technical teacher certification through NOCTI's Area Test Centers
<p>VIII. Section 124 (State Leadership Activities) Required Activities</p>	<ul style="list-style-type: none"> • developing, improving, or expanding the use of technology in your state by implementing a branded state assessment site • providing in-person or online professional development programs in topics like; data-driven decision making, performance assessment design, or continuous curriculum improvement • assisting with assessment of the effectiveness of the integration of challenging academics • assessing effective teaching skills • effectively using scientifically-based data • improving student achievement • supporting partnerships in higher education, with associations, and/or employers
<p>IX. Section 124 (State Leadership Activities) Allowable Activities</p>	<ul style="list-style-type: none"> • generating ideas for initiatives to facilitate the transition of sub-baccalaureate into baccalaureate programs • improving or developing new CTE courses or initiatives • developing mechanisms for awarding incentive grants • supporting entrepreneurship programs • providing valid and reliable assessment development • enhancing your existing data systems