

Workforce/CTE Kit

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Discover Your Path

Mapping the Portrait of a Nevada Learner to Career -Connected Futures

The Portrait of a Nevada Learner domains integrate learner -centered concepts that foster future-ready, career-connected learning, bringing academic knowledge to life as students prepare for future success .



Bridging today's learning to tomorrow's opportunities.

Bridging Portrait-Aligned Career and Technical Education Practices



This resource highlights how Portrait -aligned practices and actions naturally connect to Career and Technical Education (CTE) and strengthen students' readiness for real world workforce expectations. It illustrates how daily instructional moves, program design decisions, and community-connected learning opportunities help students build agency, collaboration, problem-solving, resilience, and other essential employability skills.



Portfolio Proof Pack

Showcasing Your Readiness for College, Career, and Community

About this Portfolio

This portfolio highlights how you are preparing for your future .

This portfolio is organized around your local Portrait of a Graduate and highlights how you built future -ready skills through real-world experiences and reflection. By documenting your growth with evidence , your portfolio shows how you are becoming a confident , capable individual ready to continue learning , growing, and contributing. This helps teachers, employers, and colleges see that you are prepared for what comes next .

Skills Demonstrated with Evidence

| | | | |
|------------------------------------|-----------------------------------|---|-------------------------------------|
| Self-Awareness in a Learner | Identity & Responsible Facing | Learning & Critical Thinking | Resilience & Resourcefulness |
| Self-Management & Strategic Use | Communication & Expression | Knowledge Application & Transfer | Adaptability & Flexibility |
| Initiation & Self- Orientation | Collaboration & Teamwork | Contributions & Civic Engagement | Well-Being & Balance |
| Academic Self-Advocacy & Agency | Community Building & Belonging | Solution-Oriented Thinking & Decision-Making | Integrity & Values-Based Choices |

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Discover Your Path

Mapping the Portrait of a Nevada Learner to Career-Connected Futures

The Portrait of a Nevada Learner domains integrate learner-centered concepts that foster future-ready, career-connected learning, bringing academic knowledge to life as students prepare for future success .



Bridging today's learning to tomorrow's opportunities.

Start by finding the Portrait domain that best fits your strengths or interests . Then explore the career areas aligned to that domain, and use the Nevada-based resources at the end to take action , whether that means finding internships, connecting to career hubs, or exploring training programs .

Career Connections

| | Career Alignment | Established Careers | Emerging Careers |
|--|--|---|--|
| EMPOWERING  | Students inspired by EMPOWERING use self-awareness, curiosity, and advocacy to promote decision-making across their community and within a variety of environments. | <ul style="list-style-type: none"> • Education & Teaching • Coaching • Economic and Financial Advancement • Organizational Leadership • Nonprofit and Advocacy Agencies • Entrepreneurship and Business Leadership | <ul style="list-style-type: none"> • Content Creation • Neurotechnology • AI Learning |
| CONNECTING  | Students inspired by CONNECTING tap into empathy, teamwork and communication to build relationships that bring innovative ideas, people, and communities together. | <ul style="list-style-type: none"> • Social Work & Community Outreach • Human Resources • Marketing and Communications • Networking & Event Planning • Customer Success and Sales • Hospitality & Tourism | <ul style="list-style-type: none"> • Equity and Inclusion • Social Media Strategy • User Experience Research |
| IMPACTING  | Students inspired by IMPACTING blend critical thinking, creativity, and problem-solving to design solutions to make a positive difference in the world. | <ul style="list-style-type: none"> • Government & Public Policy • Legal System and Justice • Environmental & Sustainability • Engineering • Art & Design • Science and Research • Product Development & Innovation | <ul style="list-style-type: none"> • Sustainability and Renewable Energy • Ethics and Responsibility • Urban Innovation |
| THRIVING  | Students inspired by THRIVING combine integrity, resilience, and a sense of purpose to learn, build, and sustain growth in themselves, in others, and in the community. | <ul style="list-style-type: none"> • Healthcare & Allied Health • Personal Fitness • Trades & Technical • Military and Protective Services • Behavioral Health • Agriculture & Food Science | <ul style="list-style-type: none"> • Wellness Technology • Robotics • Digital Safety & Cybersecurity |

Expand your horizon. Explore these local and national resources to connect your classroom experience with real-world careers.

Nevada-based Resources:

- Nevada Office of Workforce Innovation
- Nevada Department of Employment, Training and Rehabilitation
- Nevadaworks
- Workforce Connections
- EmployNV Career Hub
- Nevada Partners, Inc.
- Nevada System of Higher Education
- Local District Library

National Resources:

- Youth.Gov
- US Department of Labor's Employment and Training Administration
- CareerOneStop
- World Economic Forum

Bridging Portrait-Aligned Career and Technical Education Practices



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The Portrait of a Nevada Learner is a collective vision of the mindsets and skills that bring academic knowledge to life for Nevada students. It anchors the state's move toward learner-centered, future-ready implementation so that every student is equipped to thrive in learning, career, and life.

Portrait-aligned CTE means

- Real-world audiences for student work
- Career-connected reflection
- Scaffolds for communication and collaboration
- Opportunities for students to own their learning

These elements ensure that CTE programs not only teach technical knowledge but also cultivate the workforce mindsets and habits that help students navigate and succeed in Nevada's evolving economy.

How Leaders can use this resource

This guide is designed to support district-level decision-making in CTE, teaching and learning, and Portrait implementation. Leaders can use this resource to:

- **Strengthen** alignment between Portrait competencies and CTE course sequences, ensuring that each cluster and pathway explicitly builds the mindsets and skills outlined in Nevada's Portrait.
- **Guide** conversations with CTE teachers and instructional coaches about embedding employability skills, SEL, and real-world problem-solving into daily instruction.
- **Support** transitions across middle and high school by mapping Portrait domains to CTE clusters and helping teams identify natural entry points for workforce-connected learning.

EMPOWERING

How will I grow in my learning?



PRACTICES AND ACTIONS

Design learner-centered experiences where students take ownership of their learning, build upon current skills, and integrate career exploration. Examples:

- **Build** student agency through choice-based projects
- **Allow** students to earn skill points or badges when they demonstrate portrait-aligned competencies
- **Encourage** students to write “I can” statements that are centered on workforce skills

INCLUSION MOVE

Provide model communication samples or scripts and allow students to rehearse presentations with assistive or recording technology before engaging with career-connected partners.



STUDENT IMPACT

Students grow in self-motivation and adaptability, while recognizing, building, and demonstrating:

- Self-directed learning
- Student agency
- Focus and organization
- Self-advocacy
- Readiness for learning
- Self-awareness



WORKFORCE CONNECTIONS

How the **EMPOWERING** domain aligns to foundations for CTE and career readiness:

- **Builds** skills like problem-solving, time management, decision-making, and taking initiative
- **Teaches** students to set goals and reflect on areas of strength and growth
- **Provides** students with experience in increasing responsibility

EDUCATOR REFLECTION

Where can students make one additional decision in this unit that matters?



STUDENT EXAMPLE

Digital Media & Design

Students develop a short branding package for a Nevada small business, choosing the color palette, fonts, and message strategy. They justify each design decision using an “I can...” statement connected to workforce communication skills.



Shows: Student Agency, Self-Advocacy, Goal-Setting, and Reflection

CONNECTING

How do I build and sustain relationships and community?



PRACTICES AND ACTIONS

Create opportunities for students to build external relationships with community members, mentors, local college and university alumni, and workforce advisors.

- **Host** career-connected events and panels with diverse members of the community
- **Build** career role-playing or exploration activities to practice workplace communication
- **Create** buddy pairings or small groups for “think-pair-share” activities that relate to career explorations

INCLUSION MOVE

Partner with community mentors, including representatives from historically marginalized yet resilient groups, to broaden relational experiences and provide multiple role models for students.



STUDENT IMPACT

Students grow in communication and collaboration while recognizing, building, and demonstrating:

- Relational confidence to share ideas
- Empathy and understanding others’ perspectives
- Collaboration
- Navigating low-stakes conflicts



WORKFORCE CONNECTIONS

How the **CONNECTING** domain aligns to foundations for CTE and career readiness:

- **Gives** students strategies for team-building
- **Equips** students with skills for navigating relational conflict
- **Identifies** new ways for students to support and work with others
- **Introduces** networking opportunities to students
- **Increases** students’ emotional awareness

EDUCATOR REFLECTION

Which partnership, even a small one, could deepen relevance of learning?



STUDENT EXAMPLE

Health Science

Students participate in a “patient-care role-play” where they rotate through taking vitals, communicating needs, and documenting notes. They practice perspective-taking by reflecting on how communication style influences trust and teamwork .



Shows: Collaboration, Empathy, Relational Confidence

IMPACTING

How will I contribute to make an impact?



PRACTICES AND ACTIONS

Embed real-world problem-solving initiatives, scenarios, or examples into school-based themes, projects and classroom activities. Examples:

- **Form** student leadership teams for event planning and problem-solving.
- **Develop** industry-relevant projects for diverse student contributions (writing, drawing, voice recordings).
- **Invite** local employers and community members to attend student-led presentations.

INCLUSION MOVE

Model sample products or solutions (e.g., annotated exemplars, captioned demonstration videos) so all students can analyze what high-quality real-world impact looks like before beginning their own work.



STUDENT IMPACT

Students interact with ideas, problems, and evidence to create meaningful solutions while recognizing, building, and demonstrating:

- Analysis and comparison processes
- Civic contributions
- Critical Thinking
- Knowledge application



WORKFORCE CONNECTIONS

How the **IMPACTING** domain connects to foundations for CTE and career readiness:

- **Integrates** critical thinking and innovation
- **Encourages** students to consider the social, economic, and environmental impacts of their work
- **Provides** students with experience in building solutions to meet workplace expectations



EDUCATOR REFLECTION

Where is there a real-world audience for this product or solution?



STUDENT EXAMPLE

Culinary Arts

Students design a cost-effective catering menu for a real community partner, analyzing environmental impact, budgeting constraints, and cultural considerations. They present solutions to the client and justify their choices with evidence .



Shows: Critical Thinking, Knowledge Application, Civic Contribution

THRIVING

How will I navigate challenges and growth with resilience, purpose and well-being?



PRACTICES AND ACTIONS

Create environments where students feel supported to adapt to change, take risks, and learn from mistakes. Examples:

- **Encourage** students to build a career-readiness portfolio that highlights their growing skills and accomplishments
- **Teach** strategies for managing stress and navigating challenges
- **Share** industry-related stories about perseverance or resilience, and discuss how the individuals or teams overcame challenges

INCLUSION MOVE

Provide structured goal-setting and reflection supports (checklists, sentence frames, or guided prompts) that help students articulate well-being strategies, identify stress triggers, and plan next steps in their learning or career exploration.



STUDENT IMPACT

Students adapt to change and stress, maintain their values and focus on long-term growth by recognizing, building and demonstrating:

- Emotional awareness
- Positive habit-building
- Values-based decision-making
- Purpose
- Integrity



WORKFORCE CONNECTIONS

How the **THRIVING** domain connects to foundations for CTE and career readiness:

- **Encourages** students to adapt to workplace challenges
- **Reinforces** students' confidence
- **Identifies** strategies for navigating through ambiguity and uncertainty
- **Empowers** students to use new tools or processes
- **Helps** students maintain a focus on well-being



EDUCATOR REFLECTION

How are we modeling healthy risk-taking and learning from mistakes?



STUDENT EXAMPLE

Automotive Technology

Students diagnose a complex system failure on a vehicle and document their repair process. They reflect on their stress-management strategies during troubleshooting and identify how their perseverance affected the outcome .



Shows: Positive Habit-Building, Resilience, Values-Driven Decisions



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| Self-Management & Strategy Use | Communication & Expression | Knowledge Application & Transfer | Adaptability & Flexibility |
| Reflection & Goal Orientation | Collaboration & Teamwork | Contribution & Civic Engagement | Well-Being & Balance |
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Student Name _____

School _____

Course _____

Year _____



My Career + My Future

When picking career goals, focus on a direction that excites you. Your goals are about more than what you want to do; they are about how you will set up for a strong start, giving you the readiness that employers look for and demonstrating the impact you can make in any workplace.

My Career Goals

Write a short statement, draw a picture, or make a vision board about your dream career.

Something I do well

Existing skills or qualities I have that will help me achieve my career goals

Something I want to get better at

Skills or qualities I could build to achieve my goals



MY GOAL

What am I working towards?



Step 1

What I'll do



Step 2

What I'll do



Step 3

What I'll do



MY MENTOR

Who can help, guide or encourage you?

This plan can change as you learn and grow!

