NICE Community Coordinating Council Meeting Agenda

Date: April 28, 2021 Time: 3:30-5:00 p.m. ET

To dial in by phone, dial one of the following numbers, enter the participant PIN followed by # to confirm:+1 (415) 466-7000, PIN 1675270 # | +1 (760) 699-0393, PIN 7500851098 #

I. Introduction and Ground Rules -
Susi Barraza, NICE Program Manager

To dial in by phone, dial one of the following numbers, enter the participant PIN followed by # to confirm:+1 (415) 466-7000, PIN 1675270 # | +1 (760) 699-0393, PIN 7500851098 #

II. Opening Remarks

a. Industry Co-Chair - Jon Brickey, Senior Vice President, Mastercard

b. Academic Co-Chair - Marni Baker-Stein, Chief Academic Officer and Provost, Western Governors University

c. Government Co-Chair - Marian Merritt, Deputy Director of NICE

III. Standing Items

a. Strategy Stories - New Developments that Align to NICE Strategic Plan

Closing the Gap Women Veterans > Cybersecurity Careers

Presented by: Dr. Costis Toregas, Director, Cyber Security and Privacy Research Institute, The George Washington University; and Professor Rachelle Heller

URL: https://womenengineers.seas.gwu.edu/closing-gap-women-veterans-cybersecurity-careers

b. Report Roundup - Learning from Good Ideas

Designing and Delivering Career Pathways at Community Colleges: A Practice Guide for Educators

Presented by: Dr. Hope Cotner, President, CORD

URL: https://ies.ed.gov/ncee/wwc/Docs/PracticeGuide/WWC-PraxGuide-Career-Pathways-full-text-Final-508.pdf

Closing the Gap:

Women Veterans' Re-Entry into Cybersecurity Careers

The George Washington University

Dr. Shelly Heller

Dr. Costis Toregas

Why This Initiative

Closing the gap addresses two crucial needs:

- To understand the barriers women vets face in transitioning to civilian life
- To harness the potential of female U.S. veterans to fill the cybersecurity talent gap

Who attends?

100+ people who can make a difference:

- Change makers, policy makers, decision makers, recruiters, researchers
- Industry, academia, government, military, apprenticeship groups, intermediaries

What will be covered

May 25, 2021 virtual Conference will be an interactive discussion:

- Challenges women service members face
- Transition from military to non-military workforce
- Pathways to cybersecurity
- Organizing for the future

How to Engage & Support

Visit GW Center for Women in Engineering website here:

https://lnkd.in/gq4X4JU

- Apply to attend
- Breakout Leaders needed
- Promote this initiative to your circle of interested parties.

III. Standing Items

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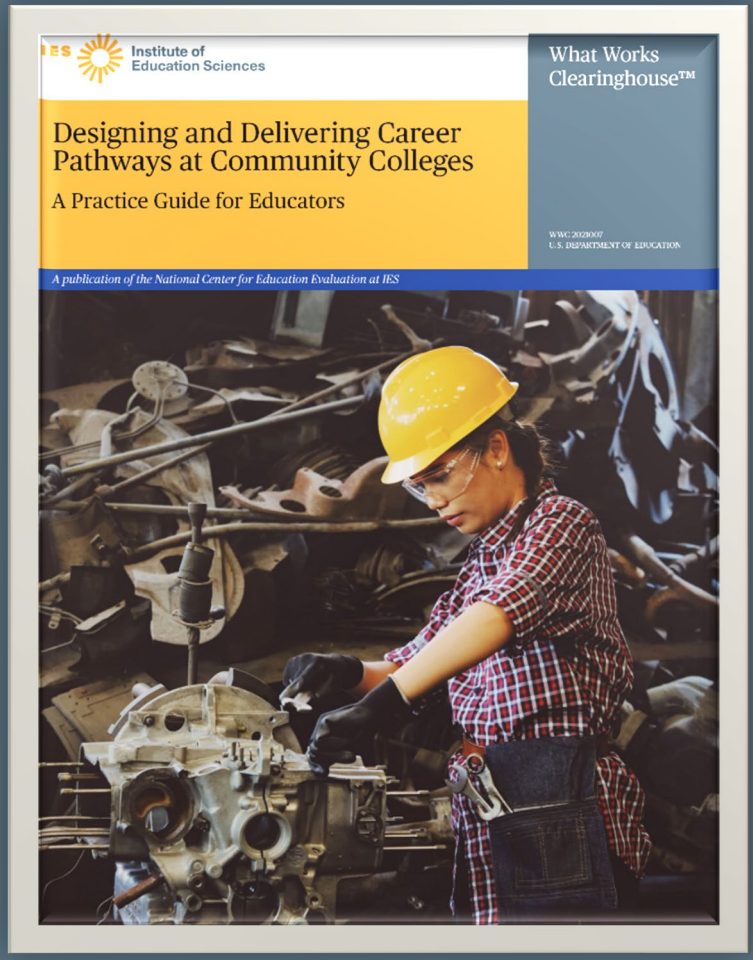
Implications of the What Works Clearinghouse Evidence Review on Career Pathways for Workforce Development

Briefing by

Hope Cotner, Panel Chair
President & CEO
Center for Occupational Research & Development
hcotner@cord.org

IES Institute of Education Sciences

Designing and Delivering Career Pathways at Community Colleges: A Practice Guide for Educators



IES Institute of Education Sciences

Practice Guide Expert Panel

Hope Cotner

Debra Bragg

Grant Goold

Sarah Costelloe

Eric Heiser

Darlene G. Miller

Michelle Van Noy

Table 1. Recommendations and corresponding levels of evidence

Practice Recommendation	Level of Evidence		
	Minimal	Moderate	Strong
1. Intentionally design and structure career pathways to enable students to further their education, secure a job, and advance in employment.		●	
2. Deliver contextualized or integrated basic skills instruction to accelerate students' entry into and successful completion of career pathways.		●	
3. Offer flexible instructional delivery schedules and models to improve credit accumulation and completion of non-degree credentials along career pathways.	●		
4. Provide coordinated comprehensive student supports to improve credit accumulation and completion of non-degree credentials along career pathways.		●	
5. Develop and continuously leverage partnerships to prepare students and advance their labor market success.		●	

Recommendation 1:

Intentionally design and structure career pathways to enable students to further their education, secure a job, and advance in employment.

Figure 1.1. Basic Career Pathway Model

Source: Adapted from Alliance for Quality Career Pathways (2014), Fein (2012), and Wachen et al., (2010).

Pathways to Career Readiness and Advancement

A **CAREER PATHWAY** is a combination of rigorous, high-quality education, training, and other services.

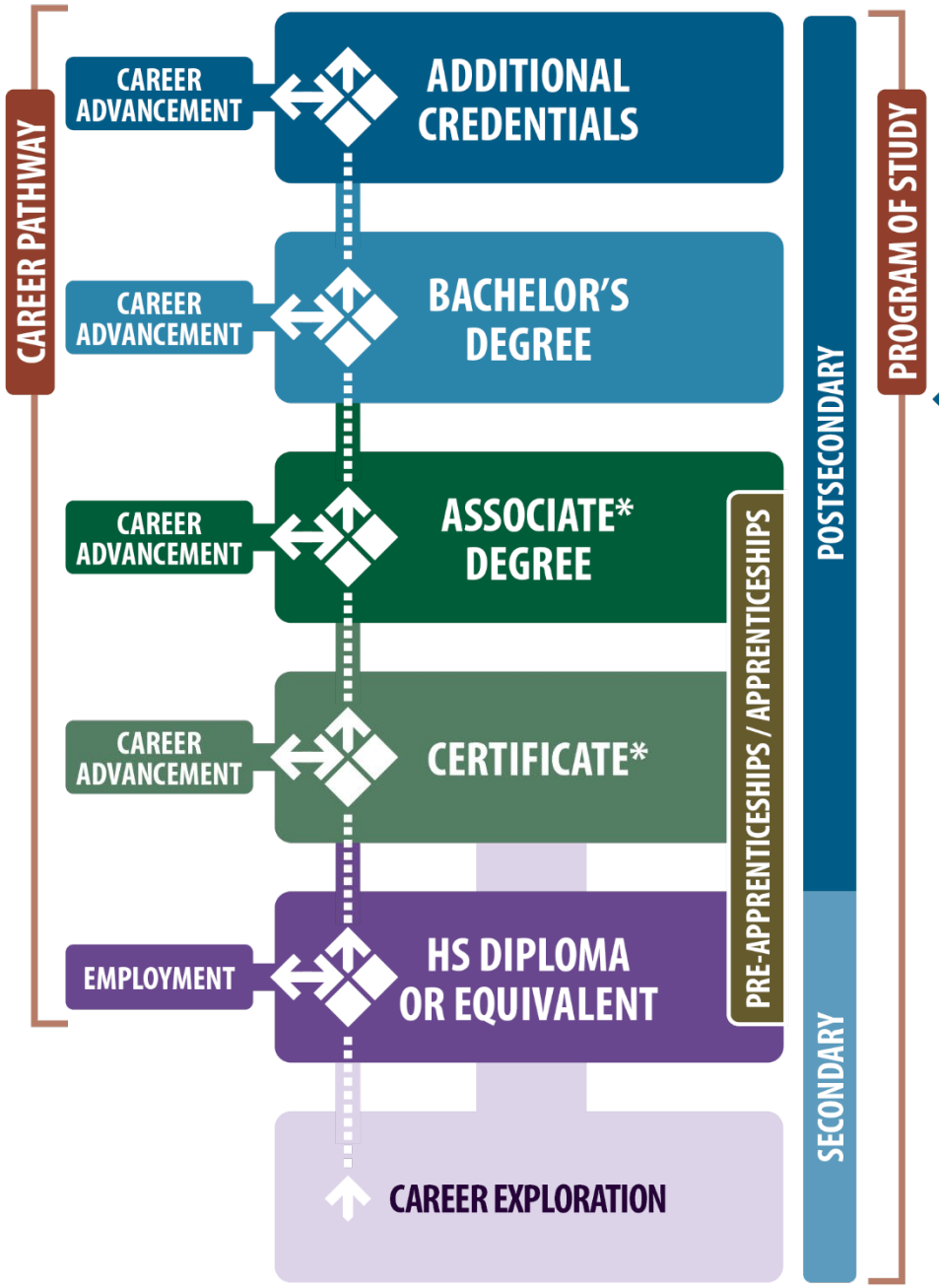
Attributes:

- Industry alignment
- Secondary and postsecondary credential attainment
- Enables entry and advancement in specific occupations or occupational clusters
- Education in the same context as workforce preparation
- Acceleration of educational and career advancement
- Preparation for success in secondary/postsecondary education options and apprenticeships
- Counseling services

A **PROGRAM OF STUDY (POS)** is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level.

Attributes:

- Industry alignment
- Postsecondary credential
- Multiple entry/exit points
- Academic, technical, employability skills
- Challenging standards
- Progressive content specificity
- Career guidance



Programs of Study and *Career Pathways* share many of the same attributes. The two terms are used interchangeably in many state and local applications. Both are defined in Federal Law.

STACKABLE CREDENTIALS

At these milestones the learner may advance to the next-higher-skill job in the sector for which they have trained, and/or continue in or reenter the learning pathway to pursue additional credentials.

*These stackable credentials may:

- Include preparation for industry certifications.
- Articulate to bachelor's degree programs.
- Be obtainable by HS students through dual credit.

CAREER EXPLORATION

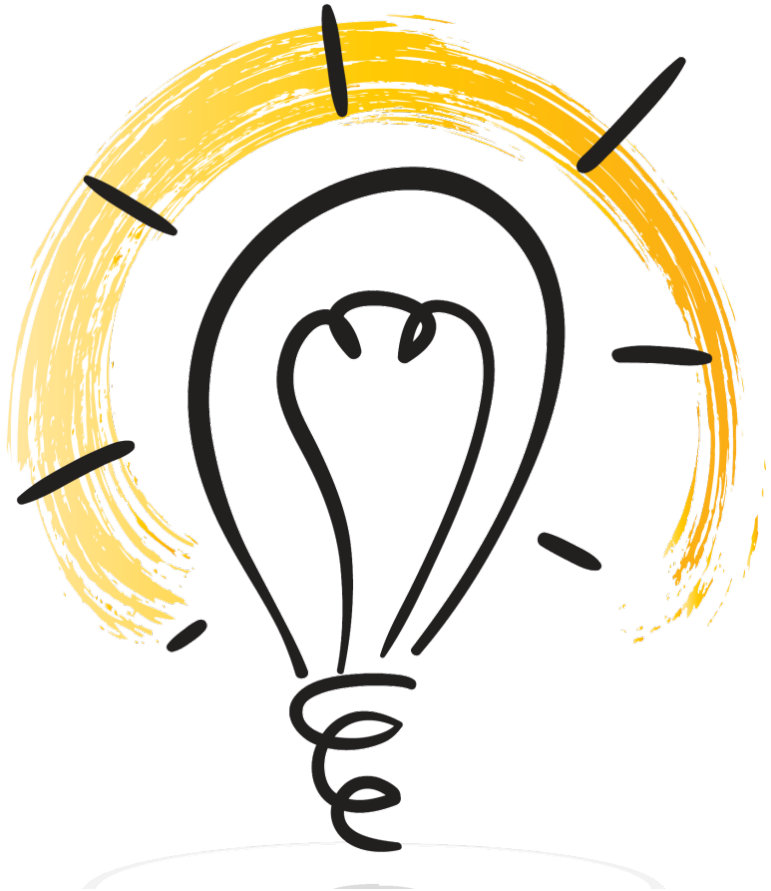
Begins no later than 8th grade and is an integral part of instruction for:

- Career and Technical Education (CTE)
- Integrated Education and Training (IET)
- Adult Basic Education (ABE)
- Adult Secondary Education (ASE)
- English as a Second Language (ESL)

Source: *Introduction to Stackable Credentials*, US Department of Education Office of Career, Technical and Adult Education, 2021

Recommendation 2:

Deliver contextualized or integrated basic skills instruction to accelerate students' entry into and successful completion of career pathways.



Recommendation 3:

Offer flexible instructional delivery schedules and models to improve credit accumulation and completion of non-degree credentials along career pathways.

Highlights from the Field

Competency-Based Education

Through a TAACCCT grant, Salt Lake Community College's School of Applied Technology and Technical Studies converted 20 high priority programs of study (POS) to competency-based education (CBE) with the goal of credentialing students upon their mastery of competencies and completion of POS, and of placing less emphasis on seat-time, clock-hours, and face-to-face instruction.

The college's CBE model used a hybrid delivery approach, incorporating self-paced, online learning modules, and hands-on labs and competency-based assessment. Another important aspect of the project was to enhance Recognition for Prior Learning (PLA), allowing students to progress through their POS in an accelerated manner.

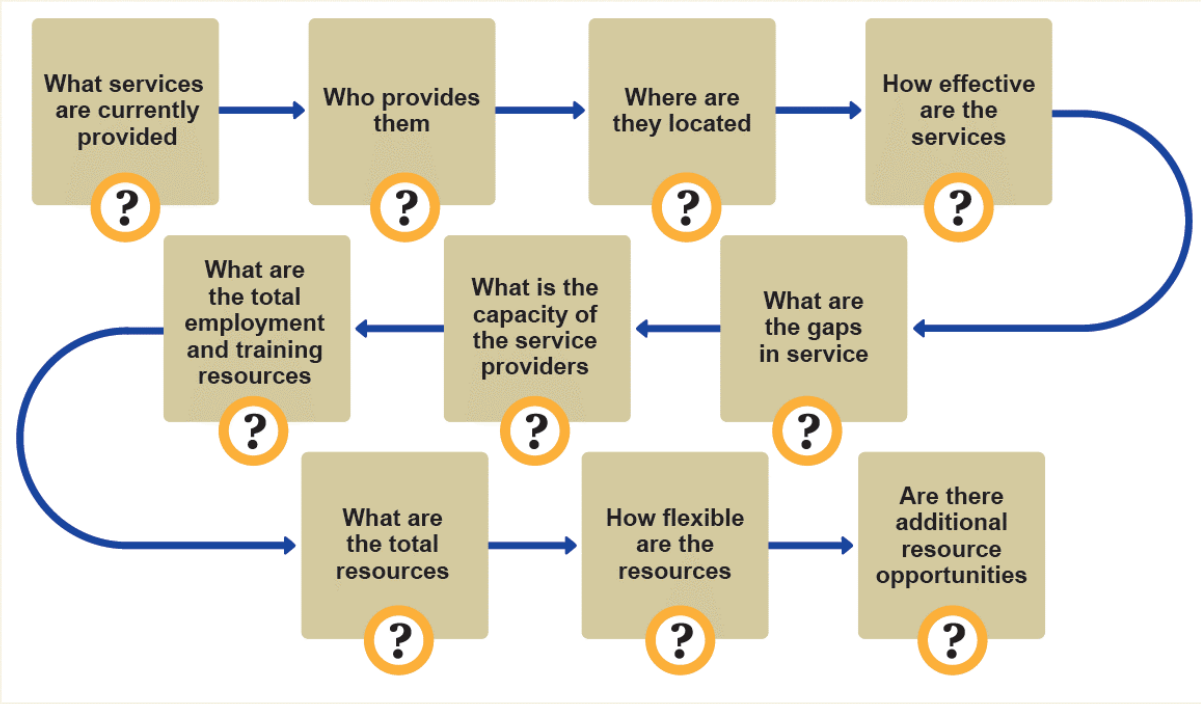
The process of converting POSs to CBE required collaboration between faculty, administration, and instructional designers in the college's Online & eLearning Services Division. Faculty could consult with the Instructional Design unit that employed professionals trained in instructional technology, CBE-instructional design, and assessment to convert applicable portions of their curriculum into the CBE format. The conversion also involved ongoing consultation through Program Advisory Committees, drew upon the experience of an expert in PLA, and provided professional development for faculty and staff.

(Bragg at al., 2018)

Recommendation 4:

Provide coordinated comprehensive student supports to improve credit accumulation and completion of non-degree credentials along career pathways.

Figure 4.1. Resource mapping questions



SOURCE: Alliance for Quality Career Pathways (2014). *Shared vision, strong systems: The Alliance for Quality Career Pathways Framework Version 1.0.* Washington, DC: Center for Law and Social Policy.

Recommendation 5:

Develop and continuously leverage partnerships to prepare students and advance their labor market success.

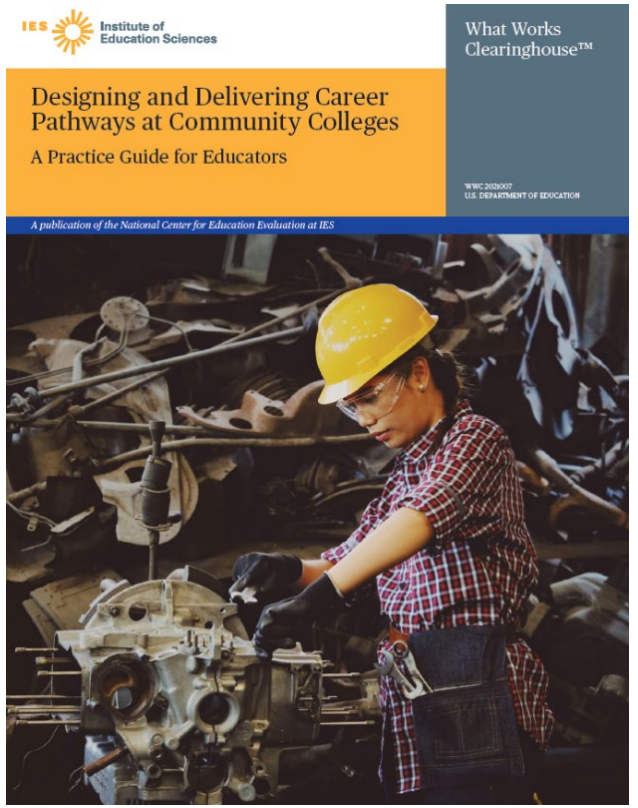
Figure 5.2. Sample Ladder of Employer Engagement

	New Relationship		Working Relationship	Strategic Partnership	
	Level I	**Level II**	**Level III**	**Level IV**	**Level V**
Key employer role	Advising	Capacity-building	Co-designing	Convening	Leading
Stage of relationship	Initial contact / new relationship	Establishing trust and credibility	Working relationship	Trusted provider and collaborator	Full strategic partner
Activity examples	Discuss hiring needs, skills, competencies; advise on curricula; contract training; hire graduates	Job site tours; speakers; mock interviews; internships; needs assessment; loan/donate equipment; recruiting	Curriculum and pathway development; adjunct faculty and preceptors	College-employer sectoral partnerships	Multi-employer / multi-college partnerships

SOURCE: Wilson, R. (2015). A Resource Guide to Engaging Employers. Boston: Jobs for the Future. (https://jfforg-prod-prime.s3.amazonaws.com/media/documents/A-Resource-Guide-to-Employer-Engagement-011315.pdf)

Find Out More!

Access the Practice Guide:
https://ies.ed.gov/ncee/wwc/practiceguide/27



Coming Soon:

- Series of five 30-minute videos on each recommendation
- Practitioners discuss how they have implemented recommendations at their college.

III. Standing Items

c. Framework Feature - Applications and Uses of Workforce Framework for Cybersecurity

SkillsEngine

Presented by: Michael Bettersworth, Founder, SkillsEngine

URL: https://skillsengine.com

Our Speaker

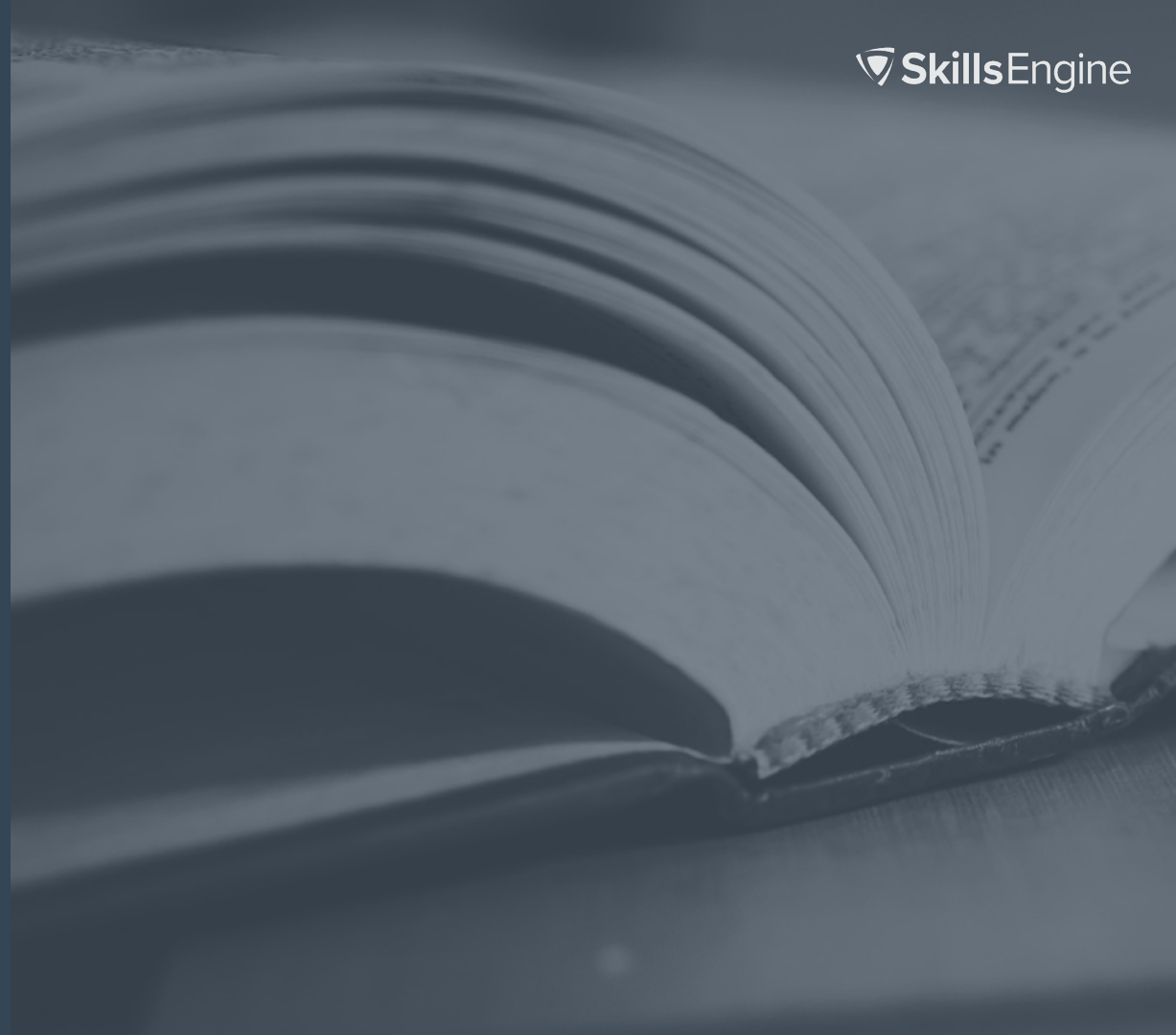
Michael Bettersworth

Vice Chancellor, Texas State Technical College

Founder, SkillsEngine

michael@skillsengine.com

More information at www.skillsengine.com



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Calibrate

TEACH WHAT MATTERS

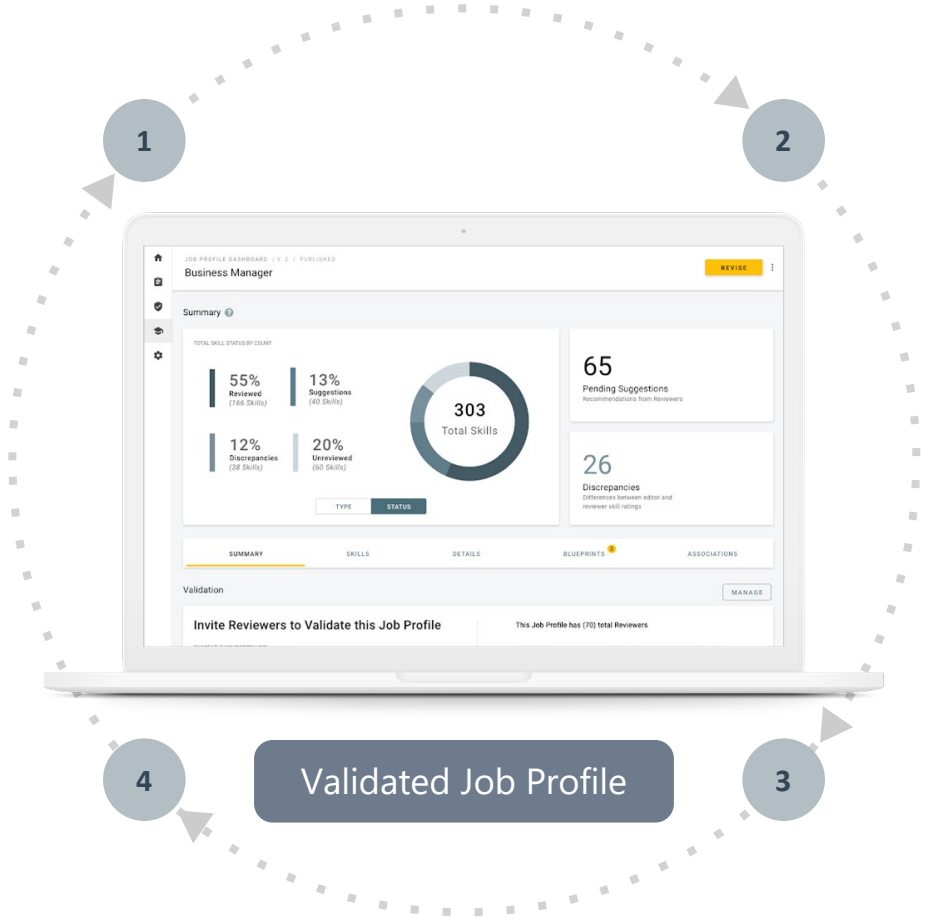
Calibrate | Teach What Matters

Calibrate Job Profiles

Identify the occupations that your curriculum targets and the skills students need to succeed.

Engage Industry

Collect feedback from Industry SMEs about which skills are most critical.



Stay Updated

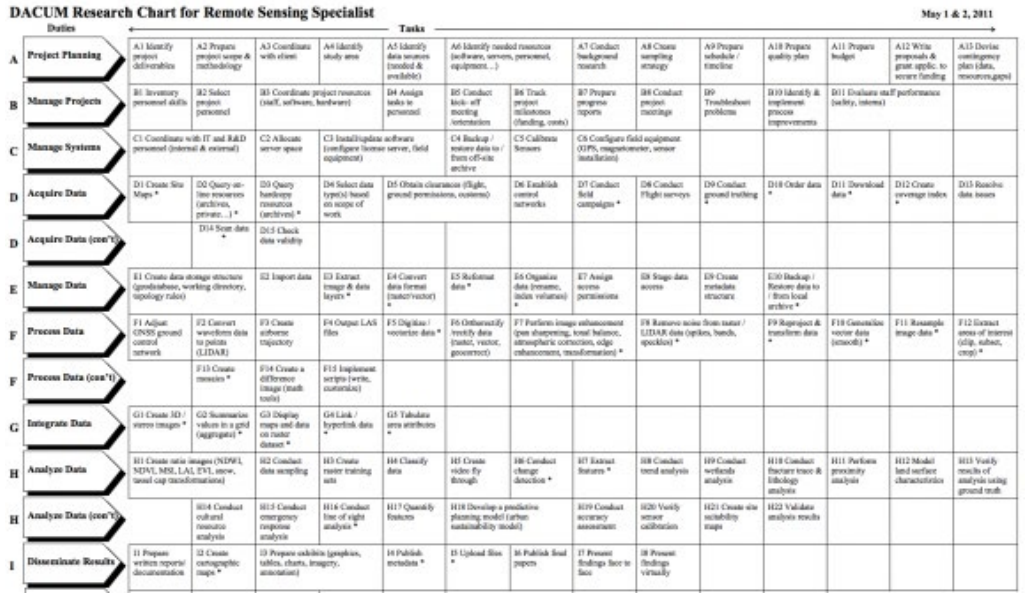
As skill requirements change and occupations evolve, revise and refine Job Profiles to update and keep curriculum relevant.

Align Curricula

Leverage Validated Job Profiles to identify skill gaps and align curriculum with Industry needs.

From DACUM to Calibrate Job Profile

FROM



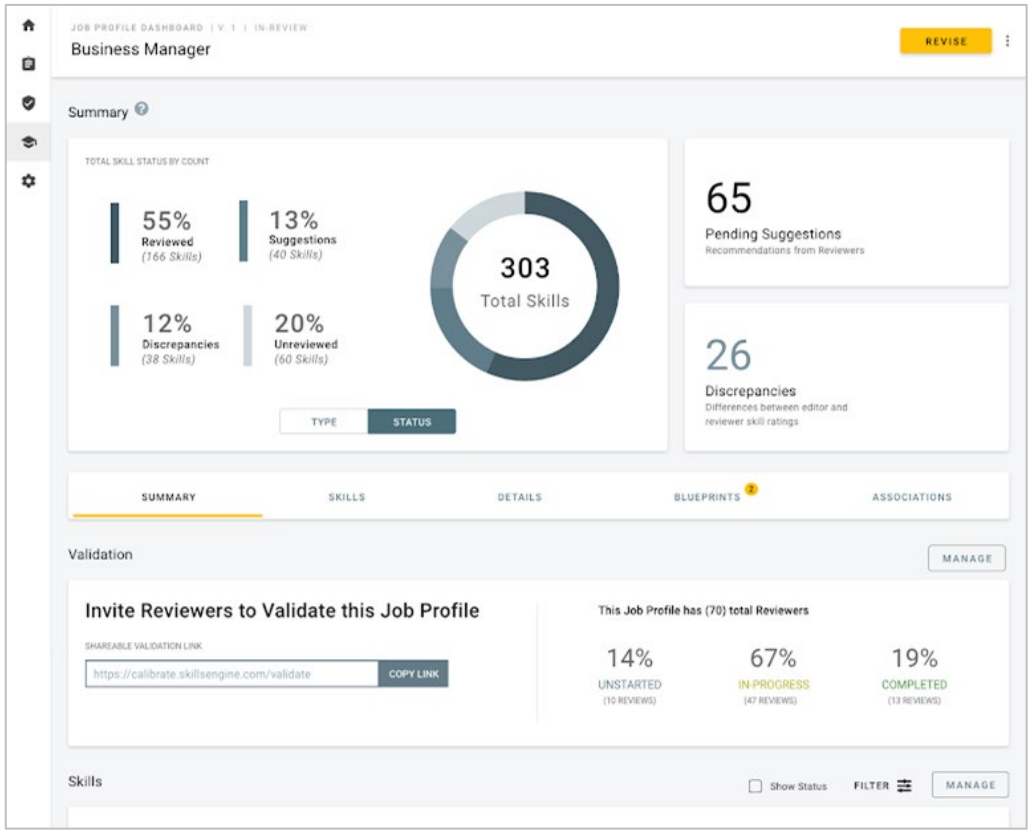
DACUM Research Chart for Remote Sensing Specialist

May 1 & 2, 2011

Duties ← Tasks →

A	Project Planning	A1 Identify project deliverables	A2 Prepare project scope & methodology	A3 Coordinate with client	A4 Identify study area	A5 Identify data sources (needed & available)	A6 Identify needed resources (software, servers, personnel, equipment…)		A7 Conduct background research	A8 Create sampling strategy	A9 Prepare schedule / timeline	A10 Prepare quality plan	A11 Prepare budget	A12 Write proposals & grant applic. to secure funding	A13 Devise contingency plan (data, resources,gaps)
B	Manage Projects	B1 Inventory personnel skills	B2 Select project personnel	B3 Coordinate project resources (staff, software, hardware)		B4 Assign tasks to personnel	B5 Conduct kick- off meeting /orientation	B6 Track project milestones (funding, costs)	B7 Prepare progress reports	B8 Conduct project meetings	B9 Troubleshoot problems	B10 Identify & implement process improvements	B11 Evaluate staff performance (safety, interns)		
C	Manage Systems	C1 Coordinate with IT and R&D personnel (internal & external)		C2 Allocate server space	C3 Install/update software (configure license server, field equipment)		C4 Backup / restore data to / from off-site archive	C5 Calibrate Sensors	C6 Configure field equipment (GPS, magnetometer, sensor installation)						
D	Acquire Data	D1 Create Site Maps *	D2 Query on-line resources (archives, private…) *	D3 Query hardcopy resources (archives) *	D4 Select data type(s) based on scope of work	D5 Obtain clearances (flight, ground permissions, customs)		D6 Establish control networks	D7 Conduct field campaigns *	D8 Conduct Flight surveys	D9 Conduct ground truthing *	D10 Order data *	D11 Download data *	D12 Create coverage index *	D13 Resolve data issues
D	Acquire Data (con't)		D14 Scan data *	D15 Check data validity											
E	Manage Data	E1 Create data storage structure (geodatabase, working directory, topology rules)		E2 Import data	E3 Extract image & data layers *	E4 Convert data format (raster/vector) *	E5 Reformat data *	E6 Organize data (rename, index valuetags) *	E7 Assign access permissions	E8 Stage data access	E9 Create metadata structure	E10 Backup / Restore data to / from local archive *			
F	Process Data	F1 Adjust GNSS ground control network	F2 Convert waveform data to points (LIDAR)	F3 Create airborne trajectory	F4 Output LAS files	F5 Digitize / vectorize data *	F6 Orthorectify /rectify data (raster, vector, geocorrect)		F7 Perform image enhancement (pan sharpening, tonal balance, atmospheric correction, edge enhancement, transformation) *		F8 Remove noise from raster / LIDAR data (spikes, bands, speckles) *	F9 Reproject & transform data *	F10 Generalize vector data (smooth) *	F11 Resample image data *	F12 Extract areas of interest (clip, subset, crop) *
F	Process Data (con't)		F13 Create mosaics *	F14 Create a difference image (math tools)	F15 Implement scripts (write, customize)										
G	Integrate Data	G1 Create 3D / stereo images *	G2 Summarize values in a grid (aggregate) *	G3 Display maps and data on raster dataset *	G4 Link / hyperlink data *	G5 Tabulate area attributes *									
H	Analyze Data	H1 Create ratio images (NDWI, NDVI, MSI, LAI, EVI, snow, tassel cap transformations)		H2 Conduct data sampling	H3 Create raster training sets	H4 Classify data	H5 Create video fly through	H6 Conduct change detection *	H7 Extract features *	H8 Conduct trend analysis	H9 Conduct wetlands analysis	H10 Conduct fracture trace & lithology analysis	H11 Perform proximity analysis	H12 Model land surface characteristics	H13 Verify results of analysis using ground truth
H	Analyze Data (con't)		H14 Conduct cultural resource analysis	H15 Conduct emergency response analysis	H16 Conduct line of sight analysis *	H17 Quantify features	H18 Develop a predictive planning model (urban sustainability model)		H19 Conduct accuracy assessment	H20 Verify sensor calibration	H21 Create site suitability maps	H22 Validate analysis results			
I	Disseminate Results	I1 Prepare written reports/ documentation	I2 Create cartographic maps *	I3 Prepare exhibits (graphics, tables, charts, imagery, annotation)	I4 Publish metadata *	I5 Upload files *	I6 Publish final papers		I7 Present findings face to face	I8 Present findings virtually					

TO



DISCREPANCIES | Utilize Criticality Ratings

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Critical
Highly relevant, required, and central to this job. Candidates are disqualified if these skills are missing or deficient.

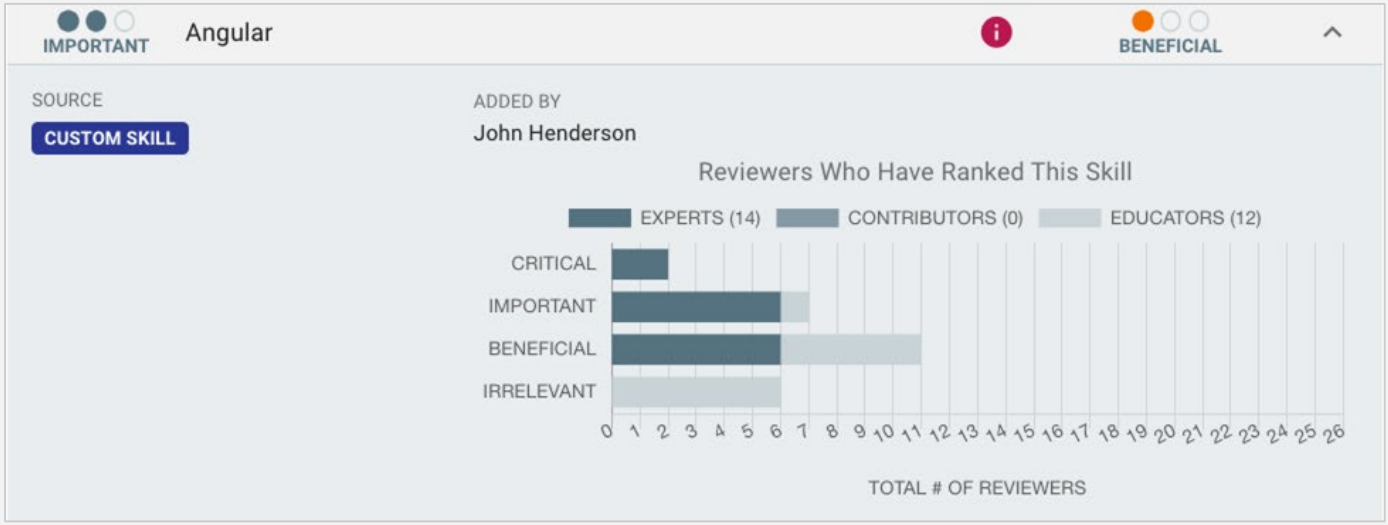
Important
Complementary and frequently performed within this job, but not required. Candidates can acquire or become proficient in these skills while on the job.

Beneficial
Supplementary and helpful, but not necessary for the job. Candidates will benefit from having these skills but are qualified without them.

Irrelevant
Not relevant to this job. Candidates gain no benefit or advantage in this job from having these skills.

REAL WORLD EXAMPLE

Software Developer/Engineer (Full Stack) Job Profile



Industry: Generally agree this technology *SHOULD* be taught

Educators: Generally agree this technology *SHOULD NOT* be taught

This discrepancy surfaces a disconnect between employers and educators and provides actionable data about an industry need and a specific technology that should probably be added to curriculum.

CURRICULUM ALIGNMENT | Resolve Skill Gaps

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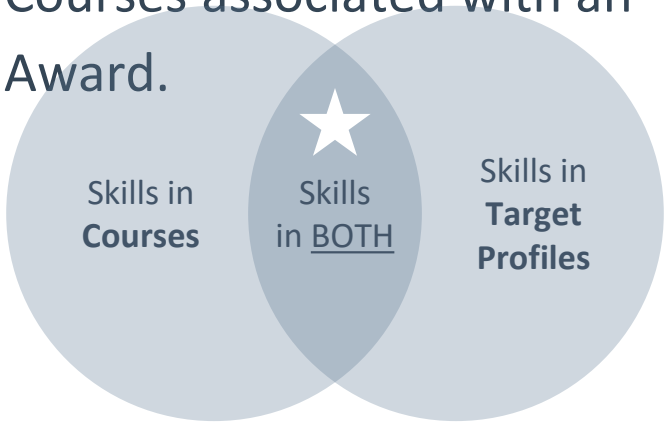
Skill Gaps exist when the skills
in the Target Job Profiles are not represented in the Courses associated with an Award.



The objective is a high degree of alignment with industry, but not necessarily perfect alignment.

Skills from the Industry

ALL SKILLS

SKILL LEGEND	CDEC 1356	CDEC 1359	GOVT 2305	EDUC 1300	CDEC 1319	CDEC 1313	CDEC 1358	TECA 1354	TECA 1318	TECA 1303	SOCI 2301	CDEC 1323	CDEC 2380	CDEC 2307	ENGL 1301	SOCI 1301	PSYC 2301	CDEC 2326	Target Profile 1	Additional	Unassigned	Omitted
● Assigned Skill																						
⚑ Added, pending Course Editor approval																						
⚐ Removed, pending Course Editor approval																						
✱ Not included in any Course (Unassigned)																						
✱ Not included in any Target Profile (Additional)																						
✱ Omitted Skill																						
ASSISTING AND CARING FOR OTHERS																						
Discuss student progress with parents or guardians		⚑								●		⚑						●	2			
Conduct parent conferences to review student or child behavior, development, or progress		●			●							●						●	2		✱	✱
Motivate student behavior and performance					●							●						⚐	2			
Provide constructive feedback					●				●			●						⚐	2		✱	✱
Assist individuals with dressing, undressing, grooming, bathing, or other daily activities		⚑							●				●					⚑	2			
Provide care for children or adolescents									●				●					⚑	3		✱	✱
Assist students with special educational needs		●			⚑					●		●							3			
COACHING AND DEVELOPING OTHERS																						
Mentor individuals in the workplace																		●	2			
Mentor parents in educational setting									●	●		⚑	●					●	3			
COMMUNICATING WITH SUPERVISORS, PEERS, OR SUBORDINATES																						
Discuss problems or issues with supervisors									●			●	●					●	3			
Discuss student needs and programs with school personnel												●	●					●	–	✱		
Discuss student needs or programs with parents		⚑			⚑	⚑			⚑	⚑		⚑	⚑					⚑	3			
Report physical or emotional abuse					●			●	●	●		●	●					●	3			
Resolve academic learning or discipline problems										●									–	✱		
Resolve behavioral problems in educational settings					●				⚐			●	⚐					●	2			
Respond to concerns from parents and students		⚑			●							●	●					⚑	2			
DOCUMENTING/RECORDING INFORMATION																						
Maintain educational or training-related records, reports, or files												●	⚑					●	2			
Prepare reports detailing student activities or performance		●						●				●						●	2			
Record student progress												●						●	2			
ESTABLISHING AND MAINTAINING INTERPERSONAL RELATIONSHIPS																						

Summary | Target Profiles and Courses | All Skills | Unassigned Skills | Assigned Skills | Course - CDEC1356 Outcomes | Course - CDEC1356 Skills | +

Courses from the Award

Assignments showing connections

Sample Review

Texas State Technical College

Digital Forensic Examiner

REVIEWER LINK

http://bit.ly/tstc-cyber-analyst

Example

Colorado Community College System

Cybersecurity Job Profiles in Flight

Job Roles

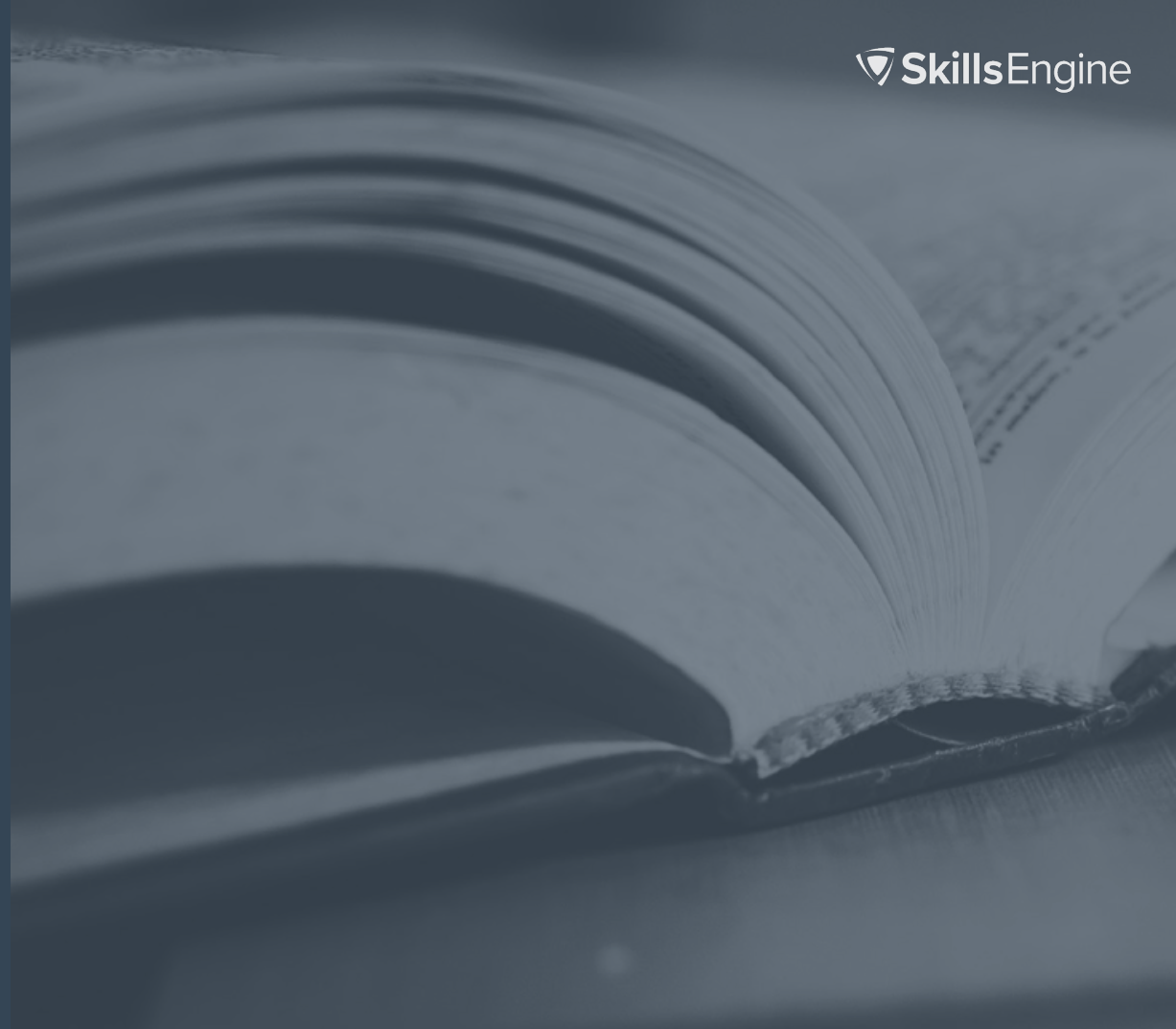
Cybersecurity Specialist/Technician
Cyber Defense Infrastructure Support Specialist
Incident Analyst/Responder
Penetration & Vulnerability Tester
Cyber Defense Analyst
Cyber Defense Incident Responder
Vulnerability Assessment Analyst
Threat/Warning & Exploitation Analyst
Cyber Operator

Thank You

Michael Bettersworth

Vice Chancellor, Texas State Technical College
Founder, SkillsEngine
michael@skillsengine.com

Schedule demo at www.skillsengine.com



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SkillsEngine is an affiliate of Texas State Technical College. Our vision is to link people, educators, and businesses through a shared understanding of skills.

Calibrate

TEACH WHAT MATTERS

Our flagship product, Calibrate® enables instructional designers, faculty, and industry experts to efficiently get aligned about the skills that graduates need to succeed.

III. Standing Items

c. Framework Feature - Applications and Uses of Workforce Framework for Cybersecurity

SkillsEngine

Presented by: Michael Bettersworth, Founder, SkillsEngine

URL: https://skillsengine.com

IV. Working Group Updates

a. Promote Career Discovery
   James “Jimmy” Baker, Cybersecurity Evangelist and Author; or Roland Varriale II, Cybersecurity Analyst, Argonne National Laboratory

b. Transform Learning Process
   Dr. Aurelia T. Williams, Interim Vice Provost for Academic Administration, Norfolk State University: or Richard Spires, Instructor, Learning Tree

c. Modernize Talent Management
   Karen Jensen, Saaby Consulting; or Kevin Perry, Chief Cyber Training, DoD Cyber Crime Center/Cyber Training Academy; or Melissa Woo, Executive Vice President for Administration, Michigan State University

V. Community of Interest Updates

a. Apprenticeships in Cybersecurity
   Tony Bryan, Executive Director, CyberUp; or Jennifer Oddo, Executive Director, Strategic Workforce Education and Innovation, Youngstown State University

b. Cybersecurity Skills Competitions
   Amelia Phillips, Highline College; or Brad Wolfenden, EmberSec

c. K12 Cybersecurity Educators
   Terrance Campbell, CCTE Cybersecurity Teacher, Shelby County Schools; or Laurin Buchanan, Secure Decisions

d. NICE Framework Users
   Karen Wetzel, Manager of the NICE Framework

VI. Project Progress Reports

a. NICE Conference and Expo
   Presenter: Randy Pestana, Florida International University
   URL: https://niceconference.org/

b. NICE K12 Cybersecurity Education Conference
   Presenter: Felicia Rateliff, Director of Operations & Programs, iKeepSafe
   URL: https://www.k12cybersecurityconference.org/

c. Centers of Academic Excellence (CAE) in Cybersecurity Community
   Presenter: Tony Coulson or Amy Hysell, Cybersecurity Center, California State University, San Bernardino
   URL: https://www.caecommunity.org/

SAVE THE DATE

2021 • VIRTUAL

NICE K12

CYBERSECURITY EDUCATION CONFERENCE

DECEMBER 6-7, 2021

k12cybersecurityconference.org

THE CONFERENCE FOR K12 CYBER EDUCATORS

#NICEK12

THEME SELECTION

2021 • VIRTUAL
NICE K12
CYBERSECURITY EDUCATION
CONFERENCE

2021 NICE K12 Cybersecurity Education Conference:

"Broadening the Path to Cybersecurity Careers Through K12 Education"

UPDATED TRACKS

2021 • VIRTUAL
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CONFERENCE

Track 1: Increasing Cybersecurity Career Awareness

Track 2: Engaging Students Where Disciplines Converge

Track 3: Stimulating Innovative Cybersecurity Educational Approaches

Track 4: Promoting Cybersecurity Career Pathways

Track 5: Promoting Cyber Awareness

2021 • VIRTUAL

NICE K12

CYBERSECURITY EDUCATION CONFERENCE

DEC 6-7, 2021

CALL FOR SPEAKER PROPOSALS

SUBMISSIONS OPEN APRIL 13, 2021

SUBMISSION DEADLINE JUNE 18, 2021

k12cybersecurityconference.org

SPEAKING SESSION TYPES

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CYBERSECURITY EDUCATION
CONFERENCE

Session types:

- Live-Virtual Concurrent session presentation – 30-40 minute talk + audience Q&A
- Live-Virtual Concurrent session panel – 30-40 minute panel + audience Q&A
- Hybrid TedX-Style Talk – scheduled 15-20 minute video + live-virtual audience Q&A
- Hybrid Poster Session – on-demand 10 minute video + audience Q&A @ scheduled times
- Pre-recorded Video Session – on-demand presentation with option to answer Q&A anytime

CALL FOR PROPOSALS INFO

2021 • VIRTUAL
NICE K12
CYBERSECURITY EDUCATION
CONFERENCE

FOR CALL FOR PROPOSALS INFO, FREQUENTLY ASKED QUESTIONS, AND TO SUBMIT:

K12cybersecurityconference.org

QUESTIONS/IDEAS

2021 • VIRTUAL
NICE K12
CYBERSECURITY EDUCATION
CONFERENCE

FOR QUESTIONS, COMMENTS, IDEAS..

CONTACT FELICIA RATELIFF

conference@ikeepsafe.org

VI. Project Progress Reports

a. NICE Conference and Expo
   Presenter: Randy Pestana, Florida International University
   URL: https://niceconference.org/

b. NICE K12 Cybersecurity Education Conference
   Presenter: Felicia Rateliff, Director of Operations & Programs, iKeepSafe
   URL: https://www.k12cybersecurityconference.org/

c. Centers of Academic Excellence (CAE) in Cybersecurity Community
   Presenter: Amy Hysell, Cybersecurity Center, California State University, San Bernardino
   URL: https://www.caecommunity.org/

SAVE THE DATE

SAVE THE DATE

October 18-23, 2021

VII. Featured Topic

a. *US Cyber Games*

Presented by: Jessica Gulick, CEO, Katzcy

URL: https://www.uscybergames.com/

b. *Cyberstates*

Presented by: Tim Herbert, Executive Vice President, Research & Market Intelligence, COMPTIA

URL: https://www.cyberstates.org/

US Cyber Games

Seeking the Best in Cybersecurity

NICE
NATIONAL INITIATIVE FOR CYBERSECURITY EDUCATION

PLAY CYBER
powered by Katzcy

Train. Compete. Win.

Our mission is to bring talented cybersecurity athletes, coaches, and industry leaders together to build an elite US Cyber Team for global cybersecurity competition.

In this multi-staged program, we will select the 20 Cyber Athletes of the Official 2021 US Cyber Team ages 18-26 to represent the US at the International Cyber Security Challenge (ICSC) in Athens, Greece in December 2021. The US Cyber Games is designed to apply the NICE Framework from the start to identify, assess, select, and form the US Cyber Team.

Train. Compete. Win.

US Cyber Open
Apply By June 10

Cybersecurity obsessed? Test your skills and abilities in a two-week-long open capture-the-flag competition. Compete for the chance to be one of the 60 cyber athletes in the US Cyber Combine Invitational.

US Cyber Combine
By Invite Only

Got cybersecurity GOAT potential? As a cohort of 60, you will train, compete and perhaps win a spot on the official US Cyber Team. Over eight weeks' time, you will interview, undergo skills testing, and evaluate your aptitude.

US Cyber Team
Top 10 Draft

Only the best will compete for the Gold. Elite cyber athletes on the very first US Cyber Team will receive coaching and train for the International Cyber Security Challenge in Athens, Greece.

Anyone can enter the US Cyber Open. To qualify for the US Cyber Combine and the US Cyber Team, you must be 18-26 years old, a US citizen with an active passport by September 2021, and be able to travel abroad (complying with any travel restrictions).

US Cyber Games Timeline

April 20	Launched & Open Call for coaches and athletes
May 18	BrightTalk Informational Webinar @11 AM
May 28	Virtual US Cyber Open Kick-off @11 AM–2:30 PM
May 28–June 11	US Cyber Open Capture-the-Flag
June 7	Coach Application Deadline
End of June	Invite Top 60 to US Cyber Combine
July 5	US Cyber Combine begins
October 5	Announce US Cyber Team (20 players)
December 7–12	ICSC Game in Athens, Greece

Get Involved

- Apply to Compete as a Cyber Athlete
- Apply to Coach the US Cyber Team
- Subscribe to be a Fan
- Become a Sponsor

★ Find out more at UScybergames.com

Become an Offical Sponsor

of the 2021 US Cyber Games

Program costs are partially supported by NIST NICE

All sponsorship funding will go through Cyberjutsu 501(c)3 account

Funding priorities include travel expenses, equipment, and training

The remaining funding will roll over to continue the program in 2022 and beyond

The US Cyber Games

Find out more at UScybergames.com/sponsors

★ Get Started at UScybergames.com

VII. Featured Topic

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VIII. Closing Remarks and Next Meeting Reminder

The next NICE Community Meeting will be on May 26, 2021 at 3:30 p.m. ET

To dial in by phone, dial one of the following numbers, enter the participant PIN followed by # to confirm:+1 (415) 466-7000, PIN 1675270 # | +1 (760) 699-0393, PIN 7500851098 #