

# Developing Rural Career Academies

**Nebraska Career Education**



# Picture of Nebraska

- 1,783,432 People
- Urban: 58.3%
- Rural: 41.7%
- K-12 Students: 338,004
- 466 School Districts
- 500 Miles



## **Vocational Education**

- **Job specific training**
- **Six Disciplines**
- **High School Focused**
- **In Lieu of Academics**
- **Only for Some Students**

## **Career Education**

- **Career Preparation**
- **Six Fields/Sixteen Clusters**
- **K-12 and Postsecondary**
- **Align with and Support Academics**
- **For All Students**

# *Aspects of Career Education:*

## **\* Career and Technical Education**

- knowledge and skill development in career areas

## **\* Career Guidance and Counseling**

- focused on career awareness, exploration and preparation

## **\* Career Awareness Integration**

- Infusing career application into all education

# *New Model*

- **Relevant** to current workplace
- **Aligned** with postsecondary
- **Flexible** responsive to change







# Finance Career Cluster

## ■ Career Field: Business, Marketing, and Management

Nebraska Career Education has identified 8 Career Fields that group 18 Career Clusters into areas of common skill development. The Business, Marketing, and Management Field consists of four clusters: Business Management and Administration, Finance, Hospitality and Tourism, and Marketing.

■ **Cluster Description:** The Finance Cluster includes career opportunities that relate to making strategic decisions to obtain, save, protect, and grow the financial assets of businesses and individuals. Individuals working in finance must have strong computation, analytical, and interpersonal skills.

## ■ Pathway Descriptions

**Accounting** encompasses careers that record, classify, summarize, analyze, and communicate a business's financial information/business transactions for use in management decision-making. Accounting includes such activities as bookkeeping, systems design, analysis, and interpretation of accounting information.

**Banking Services** is primarily concerned with accepting deposits, lending funds, and extending credit. Banking services include cash management, short-term investments, mortgages and other loans, credit cards, and bill payment. Banking services are delivered via a number of different institutions, from commercial banks (the largest group) and other traditional means (savings and loans associations, credit unions, and local banks) to newer ventures through brokerage houses, and the Internet.

**Business Finance** provides policy management and strategy for (and the implementation of) capital structure, budgeting, and acquisition and investment, financial modeling and planning, funding, dividends and taxation.

**Securities and Investments** consists of brokerage firms, investment banks, and stock exchanges, all of which support the flow of funds from investors to companies and institutions. Related services include financial planning, asset management, hedge fund management, and custody services.

**Insurance** is an industry that exists to protect individuals and businesses from financial losses, delivers "products" that transfer risk from an individual or business to an insurance company.



For additional Career Cluster information, visit: [www.NebraskaCareerConnections.org](http://www.NebraskaCareerConnections.org)

Focus on:  
essential  
field  
cluster  
pathway  
specialty

# Cluster: Business, Management & Administration



## Nebraska Sample Personal Learning Plan

School Counseling	Education Levels	GRADE	English/ Language Arts	Math	Science	Social Studies	Nebraska Career Education Program of Study	Requirements and Electives	Extended Learning School/Community Activities	
<p><i>Providing all student for lifelong learning, learning and living.</i></p> <ul style="list-style-type: none"> <li>•Career Development using NCE model</li> <li>•Academic/Career counseling</li> <li>•Assessments of interests, skills, college &amp; career readiness</li> <li>•Goal setting</li> <li>•Personal Learning Plan</li> <li>•Extended learning</li> <li>•Parental involvement</li> <li>•Programs of Study</li> <li>•Postsecondary credit</li> <li>•Seamless transitions to college &amp; careers</li> </ul>	MIDDLE SCHOOL	7	English 7	Math 7	Science 7	Social Studies 7	NCE C4C Curriculum for Careers Keyboarding Applications Computer Applications	World Languages & Cultures Physical Education Health Education Exploration of Entrepreneurship	<p><b>School Activities:</b></p> <ul style="list-style-type: none"> <li>▶ DECA</li> <li>▶ FBLA</li> <li>▶ Manage fundraising activities</li> <li>▶ Mock Trial</li> <li>▶ School yearbook committee</li> <li>▶ Speech team/Debate team</li> <li>▶ Stage manager for school play</li> <li>▶ Student Council</li> </ul> <p><b>Community Activities:</b></p> <ul style="list-style-type: none"> <li>▶ Job shadow professionals</li> <li>▶ Join a committee to plan an event</li> <li>▶ Join Boy &amp; Girl Scouts</li> <li>▶ Join Junior Achievement</li> <li>▶ Organize a fundraising event</li> <li>▶ Participate in Chamber of Commerce</li> <li>▶ Participate in youth leadership programs</li> <li>▶ Volunteer in the community</li> <li>▶ Part-time employment available within this career cluster</li> <li>▶ Internships available within this career cluster</li> </ul>	
		8	English 8	Math 8	Science 8	Social Studies 8				
	SECONDARY	9	English/ Language Arts I	Algebra I	Physical Science	Geography	Three semesters from the following: Accounting (2 semesters) Business Law Management & Leadership Marketing (2 Semesters)	World Languages & Cultures Physical Education Health Education Information Technology Applications I Entrepreneurship Information Technology Applications II Personal Finance Intro to Business, Marketing, & Management International Business Economics Speech		
		10	English/ Language Arts II	Geometry	Biology	World History				
		11	English/ Language Arts III	Algebra II	Chemistry	American History				
		12	English/ Language Arts IV	Intro to Statistics Descriptive Math Pre-Calc	Physics or other science course	American Govt. or Economics				
	<p>A sample of postsecondary courses that may be offered or required is provided as a guide. Required courses vary by postsecondary institution. As Nebraska develops stronger statewide connections between secondary and postsecondary, the options will be updated.</p>									
	POST-SECONDARY	Year 13	English Composition English Literature	Algebra or Calculus	Lab Science	Economics Psychology	Continue courses pertinent to the pathway selected; confer with your college advisor for sequencing.			
		Year 14	Speech/Oral Communications Technical Writing	Dependent on chosen pathway	Dependent on chosen pathway	Dependent on chosen pathway				
		Year 15	Continue courses in the area of specialization							
Year 16		Continue courses in the area of specialization								



# Business, Marketing and Management Career Field Nebraska Delivery System

## Elementary Education (K-5)

### Elementary

*Topic areas to be integrated into elementary curriculum*

- Career awareness activities
- Elementary Keyboarding
- Introduction to Technology
- Reinforce workplace readiness skills (responsibility, teamwork, communication, problem solving, etc.)

## Middle Education (6-8)

### Middle School

*Introductory Courses*

- C4C: Curriculum for Careers which includes career exploration activities based on the 16 clusters
- Understanding of the Essential Knowledge and Skills Topics
- Development of Personal Learning Plan

*Other Introductory Courses Options*

- Keyboarding Applications
- Computer Applications

## Secondary Education (9-12)

### Secondary Education

*Foundational Courses*

- Introduction to Business, Marketing and Management
- Information Technology Applications I
- Personal Finance
- Economics

*Cluster Programs of Study*

- Business Management and Administration
- Finance
- Hospitality & Tourism
- Marketing

*Pathway Programs of Study*

- Nineteen model pathways of study are available within the Business, Marketing and Management Career Field

*Extended Learning Activities*

- Career Student Organizations
- Community-based Activities
- Work-based Learning

## Postsecondary Education (2-year, 4-year)

### Postsecondary

*Course Options*

- Continue with courses/majors aligned to the cluster and pathway selected
- Confer with college adviser and career services
- Utilize high school courses that are advanced placement, articulated, dual-credit or concurrent enrollment courses

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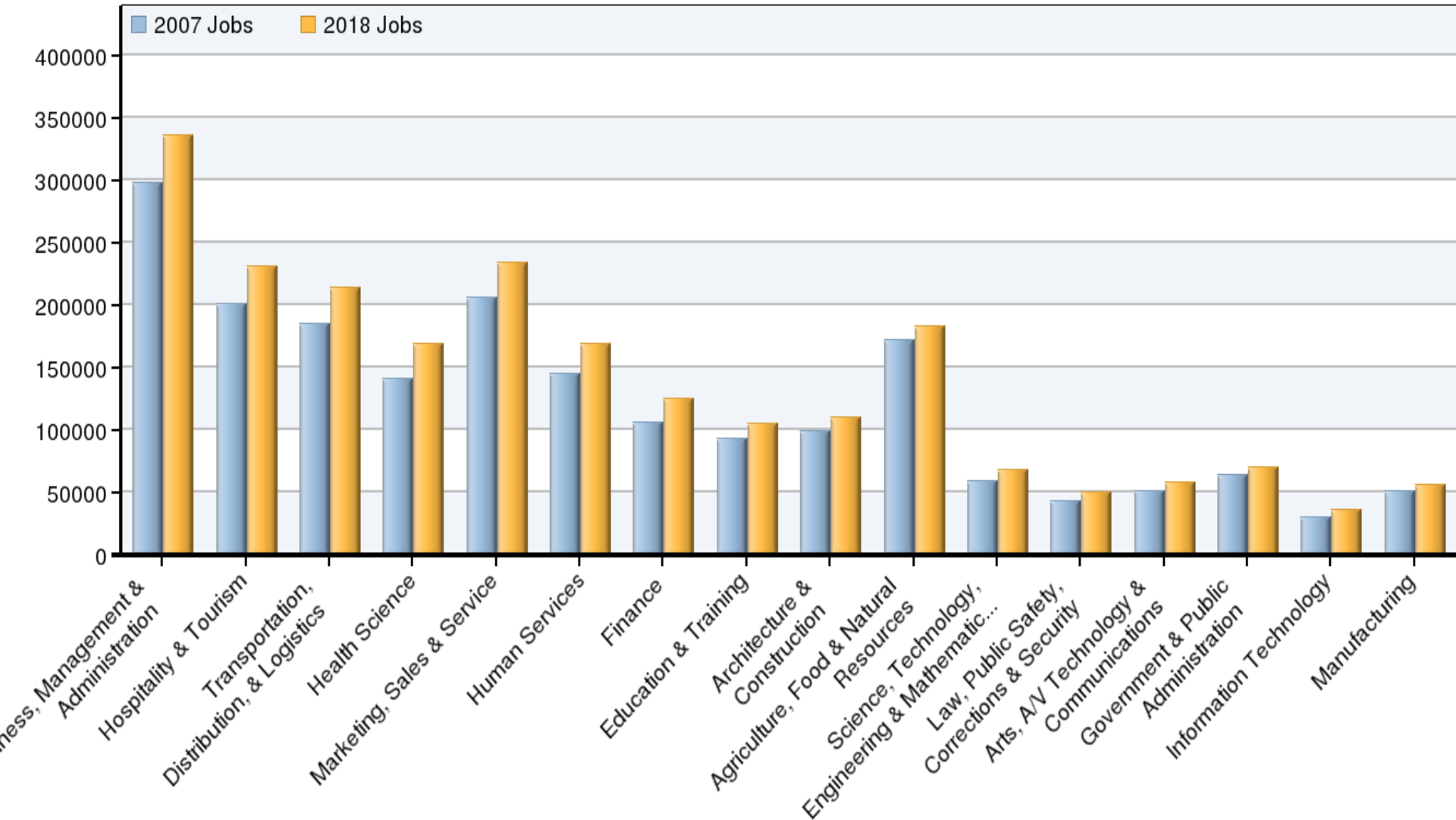


Nebraska Career Education  
and the  
Nebraska Department of  
Education

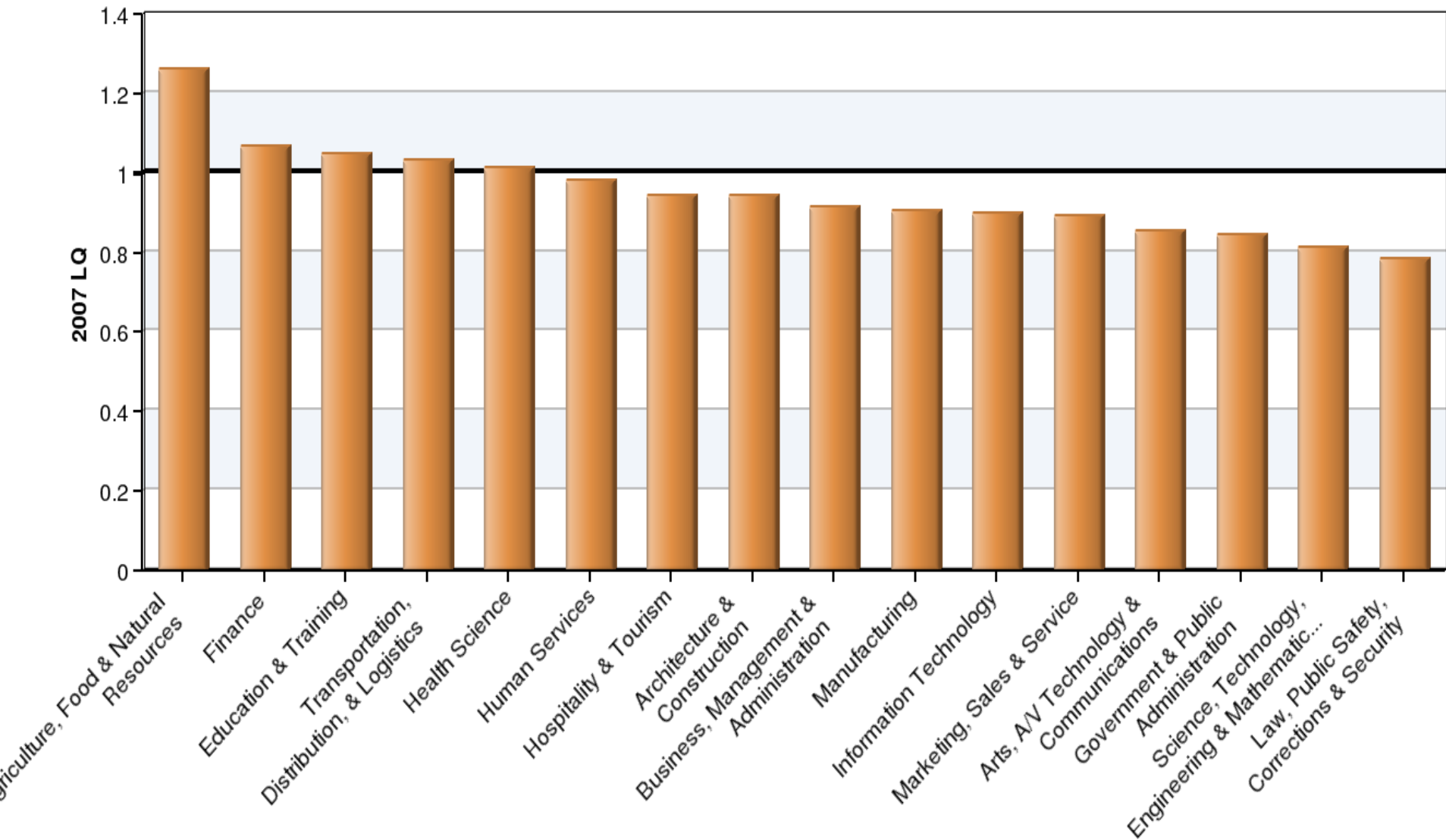
# *Data Collections*

- Economic Modeling Specialist, Inc.
- Local Chambers of Commerce
- State Economic Development Data
- Workforce Development Data
- US Census Data

# EMSI Data



# EMSI Data: Location Quotient





*Career Academy Standards for  
Local Implementation*

**Defined Mission and Goals:** The career academy has a written definition of its mission and goals. These are available to the administrators, teachers, students, parents, advisory board and others involved in the academy. *Criteria include:*

- Well-defined mission and goals, focusing on careers and college, raising student aspirations and increasing student achievement
- Clearly identified student and stakeholder code of conduct
- Impact of the Career Academy on local, regional and/or state economies through high wage, high skill, high demand and/or high interest career pathways



**Leadership: The academy has a leadership structure that incorporates the views of stakeholders. *Criteria include:***

- Representation on advisory board from aspects of the industry and stakeholders to include, but not limited to: faculty, administrators, counselors, advisors, parents, students, at both secondary and postsecondary levels
- Holding of regular advisory meetings
- Evidence of a healthy partnership between the school and the community
- Opportunity for student input

**Academy Structure: An academy has a well-defined structure within the high school or consortium, reflecting its status as a small learning community.**

*Criteria include:*

- Recruitment and selection process for students, with appropriate exit procedures
- Recognized space, physical and/or virtual, in a school or business setting
- Participation in student organizations and competitions where available
- Identified career or industry cluster(s)/field(s)
- Supportive atmosphere

**Host District and High School: Career academies exist in a variety of consortia, district and high school contexts which are important determinants of an academy's success. *Criteria include:***

- Support from the local Board of Education and the superintendent
- Support from the principal and high school administration
- Support from the local high school teaching faculty, counselors, and postsecondary faculty
- Visible and contractual support from partnering postsecondary and business/industry leadership
- Funding, facilities, equipment and materials available

**Faculty and Staff: Teacher selection, leadership, credentialing and cooperation are critical to an academy's success. *Criteria include:***

- Identified leader (teacher leader, team leader, coordinator, directors, etc.)
- Credentialed teachers in their field and by partnering institution(s) who are committed to the mission and goals
- Supportive counselors and non-academy teachers

## **Professional Development: Provide professional development time, leadership and support.**

*Criteria include:*

- Common planning time for academy staff, either face-to-face or by electronic means such as telephone and/or online
- Professional development for secondary and postsecondary Career Academy teacher
- Orientation for parents, students and other district employees not directly involved in the Career Academy

**Curriculum & Instruction:** The curriculum and instruction within an academy meets or exceeds external standards and college entrance requirements, while differing from a regular high school by focusing learning around a career cluster/field. *Criteria include:*

- Sequenced, integrated and relevant curriculum framed around state or national standards which incorporates academics and career education when applicable
- Shared learning environment where students learn from and instruct one another with faculty, business/industry, and the community
- Provide “real-world” work experiences using problem and project-based teaching strategies



## Curriculum & Instruction: (cont)

- Rigorous learning meeting college requirements
- Integration of 21st Century learning and skills in all areas of the curriculum
- Dual credit and articulation options available by a variety of means; for example but not limited to: face-to-face, distance learning, blended, team-taught, and online
- Utilize Personal Learning Plans that highlight multiple entrance and exit points along the career pathway which include certificates, 2-year, 4-year and professional degree options

**Business, Postsecondary Education & Community Involvement: A career academy links high school to its host community and involves members of the business, postsecondary education and the civic community. *Criteria include:***

- Address the needs of the local and regional economy
- Utilize multiple methods to engage the business and civic communities
- Provide a work- based learning component that may include internships, job shadowing (virtual or face-to-face), entrepreneurship, etc.
- Provide postsecondary credit by way of articulation, dual or concurrent enrollment/credit and/or state and national certifications
- Create experiential components such as field trips, mentoring, and guest speakers (virtual or face-to-face)

## **Student Assessment: Collect and report student proficiency data. *Criteria include:***

- Collection and analysis of student achievement data including assessment of both academic and technical knowledge and skills.
- Use of multiple measurements which include items such as student attendance, retention, credits, grade point averages, state test scores, graduation rates, authentic assessment and college going rates
- Accurate and transparent reporting of Career Academy data to stakeholders

**Cycle of Improvement: An academy will engage in a regular, well-defined, objective self-examination.**

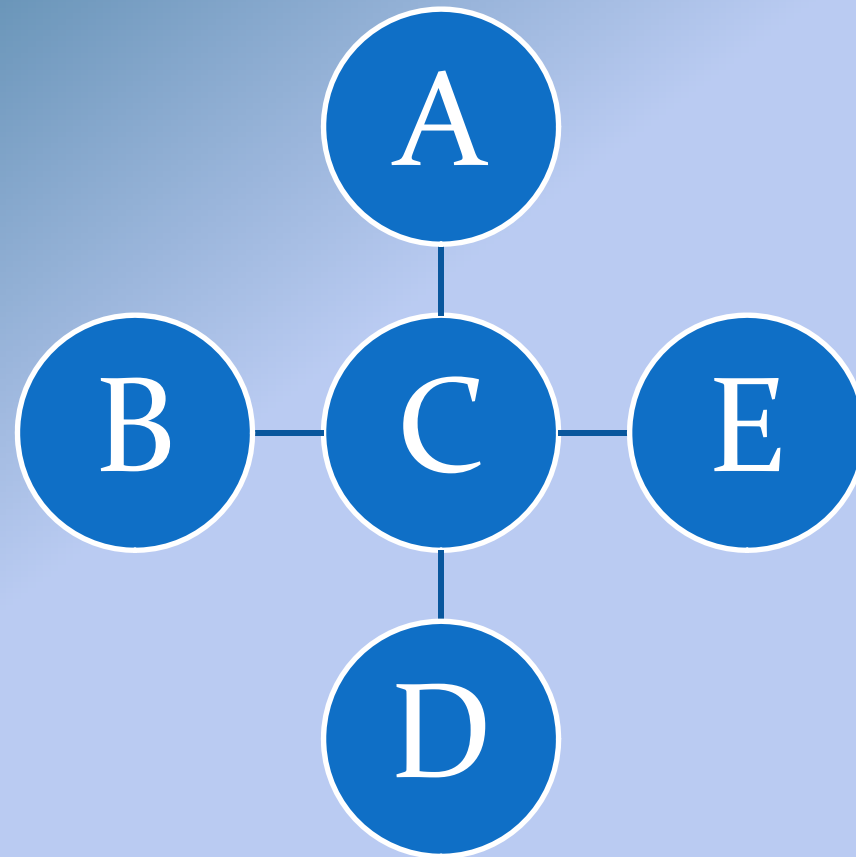
*Criteria include:*

- Systemic and planned assessment of the academy's mission and program conducted by students, parents, academy faculty and staff, partnering organizations and stakeholders
- Systematic review of the academy's design and implementation
- Planned refinements for the academy which include timetables and measurable outcomes based on data to address strengths and weaknesses

# *Career Academies and Focus Schools*

- **Stand alone school districts**
- **All Community Colleges**
- **Variety of Delivery Models**
  - **Online, Distance Learning, Virtual experiences,**
- **Internships/ Work-based Learning**
- **Regional – “Larger Learning Communities”**

# *Larger Learning Communities*





# Questions?

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