NEBRASKA
DEPARTMENT OF
EDUCATION

NCE
Nebraska Career Education

reVISION

Establishing a clear vision for Nebraska Career Education.

School | Consortium

A collaboration with

Partnerships for Innovation
Statewide Perkins Consortium Initiative

NEBRASKA esu Coordinating Council

NEBRASKA COMMUNITY COLLEGES

NEBRASKA DEPARTMENT OF LABOR

NEBRASKA possibilities...endless℠
Department of Economic Development

Revised on 9/7/2012.

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Reflect on current career education system

Transform to meet current demands

Lead to respond to future opportunities

In the early 1900s, vocational education emerged in response to the burgeoning industrial era. Designed to train individuals with job-specific skills, vocational education helped drive our nation's economic engine throughout the 20th century. Today, vocational education is called Career and Technical Education (CTE). To be clear, CTE is not a new label for the same system.

Career and Technical Education is built upon the dynamic demands of the global economy, and CTE programs at the secondary, postsecondary, and adult levels prepare individuals for a wide range of careers, which include health care/bio-medical, renewable energy, hospitality, nanotechnology, engineering, logistics, law enforcement, and information technology. As a result, today's Career and Technical Education programs reflect the modern workplace. Since the majority of careers require a postsecondary credential, high-quality CTE programs incorporate rigorous academic and technical standards, as well as critical workplace skills such as problem solving, communication, and teamwork to ensure career and college readiness for its students.

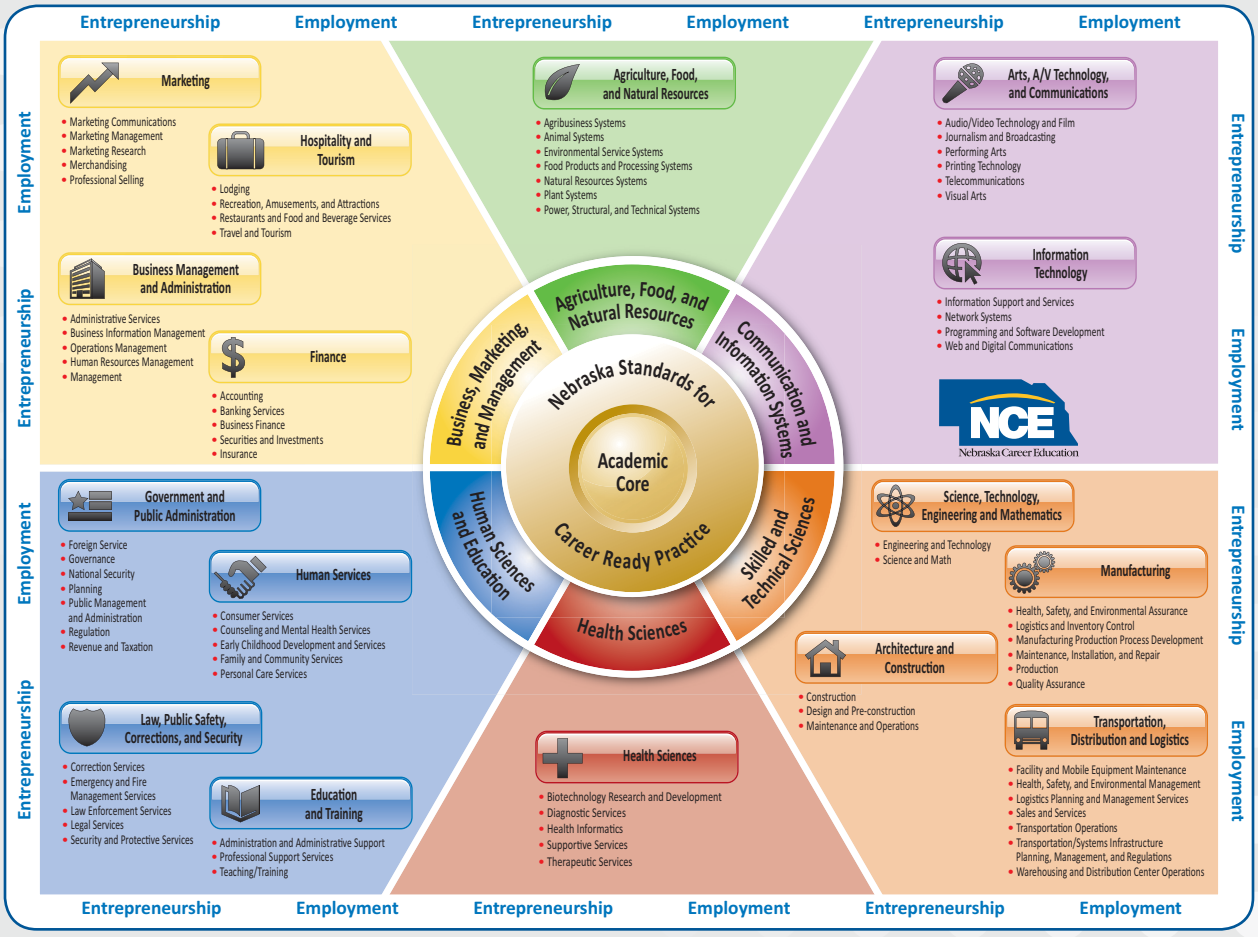
Career and Technical Education has a positive impact on student achievement and transitions. These programs help students find their passion, bolster their confidence, and empower them to succeed. Additionally, CTE programs provide a positive return on investment and are trusted, long-standing partners with community employers. Since CTE programs can be found in rural, suburban, and urban communities in each state, CTE has the capacity and infrastructure to be the vehicle that prepares students of all ages for success in the ever-changing global economy. While many CTE program have evolved in the ways noted above, not all have. We have made much progress, but we can, and must, go further. Excellence in all of our programs is essential.

National Association of State Directors of Career Technical Education Consortium. (2010). *Reflect, transform, lead: A new vision for Career Technical Education*. Silver Springs, Maryland.

Understanding the Nebraska Career Education Model

The Nebraska Career Education Model is based on the 16 career cluster model created by the U.S. Department of Education. The Nebraska model is an organizational structure for the curricular offerings available in Programs of Study. The model is also useful as a career awareness and exploration tool. It illustrates the diverse career opportunities within each of the career cluster areas. Successful career preparation builds from a strong academic base with the addition of technical skill and career readiness skill development.

For more NCE Model resources visit: www.education.ne.gov/nce/CareerClustersResources.html.



As of the 2012-2013 School Year, Standards Have Been Completed and Revised for all Programs of Study.

about reVISION

Overview

The **reVISION** process provides Nebraska schools with the opportunity to analyze and transform their current career education systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Working in collaboration with postsecondary education and regional workforce/economic development leaders, the **reVISION** process links career educators, school administrators, guidance counselors, and industry professionals. Under the leadership of the Educational Service Unit and the Nebraska Department of Education, the **reVISION** process is a strategic approach for schools to analyze their current career education system and make plans, as needed, for adjustments.

During the **reVISION** process, schools will form a Career Education Leadership Team to help lead the **reVISION** process. This team should consist of at least TWO Career/Technical Education teachers (or all available), at least ONE school counselor, and at least ONE school administrator. Schools may also consider inviting ONE school board member or core teacher. The **reVISION** process involves participating in three face-to-face meetings facilitated by Nebraska Career Education staff. In addition, each school's Career Education Leadership team will complete work in partnership with a community engagement group between each meeting.

Outcomes of reVISION

Evaluate career guidance and exploration

- Availability and quality of K-12 career guidance
- Use of a career information system
- Use of career interest inventories and assessments
- On-going use of Personal Learning Plans
- Awareness of local and regional employment and entrepreneurial opportunities
- Effective college and career guidance based on selecting the right education for the right career choice

Align with local/regional/state workforce and economic development priorities

- Review local/regional/state workforce and economic data
- Create partnerships with workforce and economic development efforts
- Engage local and regional business representatives in career education programs
- Create opportunities for students to experience work in areas of career interest

Analyze and update current CTE programs of study and curricular offerings

- Evaluate current CTE programs of study and classes based on:
    - local/regional/state workforce and economic needs
    - state model Programs of Study
    - extended learning opportunities, such as work-based learning, career student organizations, etc.
    - alignment with postsecondary programs
- Create an action plan to add/change/drop current programs or study and course offerings based on reVISION work.

Sequence of Events

ONE YEAR

Part 1:
School's Assessment of Current Career Education Programs

Outcome(s):
- Examine current Career Guidance activities, Career Education courses and Program(s) of Study in relationship to the Nebraska Career Education Model.

*NOTE: This will occur **BEFORE** the first meeting facilitated by Nebraska Career Education staff.*

Part 2:
Meeting Facilitated by Nebraska Career Education Staff

Outcome(s):
- Describe the need for bridging the gap between education and workforce development
- Discuss the need for educating and training a qualified workforce that meets regional industry needs
- Identify local businesses and industries with high demand, high wage, and high skill jobs
- Analyze student achievement data and Perkins performance data

Part 3:
Community Engagement Meeting #1

Outcome(s):
- Utilize a community engagement group to analyze the Career Education program while taking into account labor market data, high-growth industries in the area, and the knowledge base needed based for the high-growth industries and key business
- Identify potential new or revised Career Education Program(s) of Study which could be offered

Part 4:
Meeting Facilitated by Nebraska Career Education Staff

Outcome(s):
- Report results of the community engagement meeting
- Identify the resources needed to implement the proposed new or revised Career Education Program(s) of Study

Part 5:
Community Engagement Meeting #2

Outcome(s):
- Utilize the community engagement group to provide feedback on the proposed new Career Education Program(s) of Study and provide insight into the resources needed to implement the proposed new or revised Program(s) of Study. This can include helping schools determine the costs associated with equipment and supplies, work-based learning opportunities within the community, and the type of professional development that will be needed).

Part 6:
Meeting Facilitated by Nebraska Career Education Staff

Outcome(s):
- Develop an implementation plan which describes the changes will be made to the Career Education Program as a result of the reVISION process

Career Development Process

Career development is for ALL students, is based on standards, and should be developmentally appropriate. Career development is interdependent with academic and personal/social development. By applying a combination of academic and personal/social skills in their everyday lives, students will be prepared for the demands of living in the 21st Century.

The career development process includes Career Awareness, Career Exploration, Career Preparation, Career Application, and Life-Long Career Management.

Career Awareness Curriculum

At the K-6 level, students will become aware of the six career fields. Students will attain foundational knowledge and skills that will prepare them to be successful in any career field.

Career Exploration

In the middle school curriculum, students will explore all 16 career clusters. Students will understand how foundational knowledge and skills apply to each cluster, have opportunities to practice these skills through career exploration activities, and explore entrance requirements for the wide variety of postsecondary options that are available.

Career Preparation and Application:

According to the NCE model, typical 9th and 10th grade students will be at the Career Preparation phase within the Career Development Process. Career Preparation includes course registration into high school Programs of Study that consider graduation, postsecondary requirements, and career cluster choices. Students will also be continuing the development and refinement of their foundational knowledge and skills. The Career Application phase begins in 11th and 12th grade, and it continues as students enter postsecondary education (2-year, 4-year, industry certifications, apprenticeships, etc). During this time, attention will be focused toward pathways in their chosen cluster and postsecondary Programs of Study or employment within that pathway. Seamless transition into the student's postsecondary choice will be facilitated by the use of a Personal Learning Plan.

partONE

Career Guidance and Counseling

Current Activities | Initiatives

Elementary Level	Middle Level	High School Level
Approximate % of students involved _____ Approximate % of teachers involved _____	Approximate % of students involved _____ Approximate % of teachers involved _____	Approximate % of students involved _____ Approximate % of teachers involved _____

Career Information System Used: _____

Students access the system through:
(identify classes, counseling, homeroom, individually, parents, etc.)

Describe student use of Personal Learning Plans:
(when completed, how often reviewed, parental involvement, etc.)

How are students made aware of local and regional employment and entrepreneurial opportunities?

Describe current emphasis on getting the right education for the right career choice:
(emphasis on 4-year, 2-year, both, etc.)

Alignment with the Nebraska Career Education Model

Agriculture, Food and Natural Resources | Communication and Information Systems | Health Sciences

The **reVISION** process begins with an analysis of current Career Education course offerings. Using the chart below, list the current Career Education courses that your school offers. This includes courses offered through an Educational Service Unit or community college, on-line courses, career academy courses, distance learning courses, etc. All courses (including one-semester courses) must be aligned to the NDE Appendix D: Course Codes and Clearing Endorsements, which can be found at: www.education.ne.gov/nce/documents/2012-2013_Course_Code_Clearing_Endorsements_4_0_0.pdf.

	Career Cluster			
	Agriculture, Food and Natural Resources	**Arts, A/V Technology and Communications**	**Information Technology**	**Health Sciences**
Current Courses Offered (Grades 9-12)				

CTE courses offered that do not fit into a Career Cluster	Middle school/junior high CTE courses offered

Alignment with the Nebraska Career Education Model

Business, Marketing and Management

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	Career Cluster			
	Business Management and Administration	**Finance**	**Hospitality and Tourism**	**Marketing**
Current Courses Offered (Grades 9-12)				

CTE courses offered that do not fit into a Career Cluster	Middle school/junior high CTE courses offered

Alignment with the Nebraska Career Education Model

Human Sciences and Education

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	Career Cluster			
	Education and Training	Government and Public Administration	Human Sciences	Law, Public Safety, Corrections and Security
Current Courses Offered (Grades 9-12)				

CTE courses offered that do not fit into a Career Cluster	Middle school/junior high CTE courses offered

Alignment with the Nebraska Career Education Model

Skilled and Technical Sciences

The **reVISION** process begins with an analysis of current Career Education course offerings. Using the chart below, list the current Career Education courses that your school offers. This includes courses offered through an Educational Service Unit or community college, on-line courses, career academy courses, distance learning courses, etc. All courses (including one-semester courses) must be aligned to the NDE Appendix D: Course Codes and Clearing Endorsements, which can be found at: www.education.ne.gov/nce/documents/2012-2013_Course_Code_Clearing_Endorsements_4_0_0.pdf.

	Career Cluster			
	Architecture and Construction	**Manufacturing**	**Science, Technology, Engineering and Mathematics**	**Transportation, Distribution and Logistics**
Current Courses Offered (Grades 9-12)				

CTE courses offered that do not fit into a Career Cluster	Middle school/junior high CTE courses offered

Current CTE Program(s) of Study in Our School

Using the courses listed on pages 11-14, identify the CTE Program(s) of Study your school offers.
For course codes, please see *Appendix D: Course Codes and Clearing Endorsements*:
www.education.ne.gov/nce/documents/2012-2013_Course_Code_Clearing_Endorsements_4_0_0.pdf.
For official NCE Programs of Study, please visit: www.education.ne.gov/nce/ProgramsofStudy.html.

CTE Sequence of Courses within Program of Study:

Program of Study Title:	Introduction Course	Intermediate Course	Capstone Course
	Course Code:	Course Code:	Course Code:
	Course Title:	Course Title:	Course Title:
			Dual Credit: ☐ Yes ☐ No

Career Field:
- ☐ Agriculture, Food and Natural Resources
- ☐ Business, Marketing and Management
- ☐ Communication and Information Systems
- ☐ Health Sciences
- ☐ Human Sciences and Education
- ☐ Skilled and Technical Sciences

Level:
- ☐ Cluster
- ☐ Pathway

CTE Sequence of Courses within Program of Study:

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- ☐ Skilled and Technical Sciences

Level:
- ☐ Cluster
- ☐ Pathway

Current Extended Learning Opportunities

Career Student Organizations: www.education.ne.gov/nce/CSOs.html

Middle Level	High School Level

Work-Based Learning Opportunities (job shadow, virtual, internships, Co-Op, etc.):

www.education.ne.gov/wbl

Middle Level	High School Level

Career Readiness Standards Initiatives: www.education.ne.gov/nce/Standards.html

Elementary Level	Middle Level	High School Level

part TWO

Economic and Labor Market Analysis

The purpose of Nebraska Career Education is to provide career-based instruction and experiences that guide students through the cycle of career awareness, exploration, and preparation. Specifically, Career and Technical Education courses at the secondary level are offered through Programs of Study that prepare students for entry into postsecondary education, and ultimately, a successful career. State Programs of Study are aligned with the economic and workforce development needs of Nebraska.

In 2010, Nebraska completed a study of the economic drivers for our state. According to the Battelle Study, the following areas should be emphasized for Nebraska to remain economically viable and competitive. Local schools should consider the results of this study as well as local economic and workforce data when determining the Programs of Study to offer.

Key Findings of the Battelle Study

Battelle
The Business of Innovation

Nebraska has a diverse set of twelve primary industries that are driving the state's economic base. It is particularly important to focus on those industries that address the "wealth-creating" sectors of the state's economy. Specifically, the most effective way to advance the economic development of primary industries is to focus on industry clusters found within a state's economic base industries. The Battelle Study found that Nebraska is well-positioned in the fundamentals driving economic development in today's global knowledge-based economy. This includes Nebraska's current strengths, emerging strengths, and retention targets.

The Nebraska Department of Economic Development has targeted five primary industry clusters:

Agriculture & Food Processing
Financial Services & Insurance
Information Technology
Precision Manufacturing
Transportation, Warehousing, & Distribution Logistics.

Current Programs of Study offered at the local level should be reviewed based on a number of factors:

- Current labor market and employer information
- Projected employment opportunities in high skill, high wage, high demand occupations

The Nebraska Department of Economic Development website, Data and Research section, located at: **http://neded.org/business/data-a-research**, includes links to the Battelle Study: Nebraska Competitive Advantage Assessment and also other data you may want to consider.

Industry Cluster Analysis

Notes:

Local Career Cluster Analyses

Industry Cluster	Local and Regional Businesses	Career Cluster

Student Data Analyses

Based on the information provided, what are areas of concern?
What can be done to address these concerns?

Notes	Concern	Strategy

Academic intervention strategies designed to improve NeSA student achievement

What are the interventions | strategies currently in place designed to improve student achievement?

Interventions	Strategy

Postsecondary Partnership

Providing students with a learning bridge from secondary to postsecondary is crucial to student success. The Programs of Study were designed to provide students with a 'value-add' course which could be available for state/national industry-based certification (employment) or dual credit with community colleges.

Nebraska has offered many articulated courses from high schools to area community colleges; unfortunately, there is a limited amount of research to support the benefit. On the other hand, dual credit has been identified as beneficial for high school students. Students that earn nine or more semester-based hours of college credit (academic or CTE) while in high school are more likely to graduate high school, matriculate into a postsecondary institution (2-year or 4-year), have a higher grade point average than their non-dual credit peers, and are more likely to return for their second year of college. Community College Research Study, Dual Enrollment Students in Florida and New York City: Postsecondary Outcomes (CCRC Brief No. 37)

Schools are encouraged to partner with their local postsecondary institutions in order to increase the offerings of dual credit courses within a Program of Study. Just as high schools operate under "local control," so do Nebraska colleges and universities. In addition, they have to abide by accreditation bodies, similar to K-12 schools. Each postsecondary institution has the right to refuse to offer dual credit to any secondary institution or instructor for any reason.

Key Requirements and Concepts relating to Dual Credit Courses:

Dual Credit: The opportunity for high school students to take one course for both college and high school credit. High schools count these students in their average daily attendance. – Coordinating Commission for Postsecondary Education, Dual Enrollment Definition

Instructor Qualifications:

Academic and Transfer Content: A teacher must have a Master's degree and 18 graduate hours in their content area. For example, teachers teaching Business, Marketing, and Management or Human Sciences and Education courses may have a Master's degree in Curriculum and Instruction, but they must have an additional 18 graduate hours in their content area to be able to offer dual credit. In some instances, it is preferred for teacher to have a master's degree in their content area. In the area of Business, Marketing, and Management, some community colleges require teacher's to have an MBA in order to offer a dual credit course. Please contact your local community college representative for more information.

CTE Content: Most community colleges require a bachelor's degree in the content area and years of experience.

Postsecondary Partnership

Transferability: While dual credit is more transferable than articulated (Tech Prep) credit, it is ultimately the responsibility of the student to contact his/her receiving institution to confirm if the dual credit will transfer.

Costs: Colleges and universities set their own price for dual credit.

Service Areas: The Nebraska Legislature determines the service area of postsecondary institutions. If the local cooperating postsecondary institution does not have a program or course available to offer for dual credit, please work with your local contact person to coordinate with another postsecondary institution which does.

Community College Contact Persons

Central Community College

Dr. Deb Brennan
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308-398-7305
3134 West Hwy 34
Grand Island, NE 68802

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308-398-7574

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Omaha, NE 68103-0777

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1601 E 27th Street
Scottsbluff, NE 69361

Dr. Jim Schmucker
schmucke@wncc.edu
308-630-6542

NOTE: Nebraska Department of Education is working with Nebraska's four-year postsecondary institutions to develop dual credit opportunities.

Postsecondary Alignment

Using the Program(s) of Study listed on page 15, identify the Program(s) of Study that align with Postsecondary Institutions.

Program of Study:	Postsecondary Institution Aligned With:
	✌ Dual Credit: ☐ Yes ☐ No
Program of Study:	Postsecondary Institution Aligned With:
	✌ Dual Credit: ☐ Yes ☐ No
Program of Study:	Postsecondary Institution Aligned With:
	✌ Dual Credit: ☐ Yes ☐ No
Program of Study:	Postsecondary Institution Aligned With:
	✌ Dual Credit: ☐ Yes ☐ No
Program of Study:	Postsecondary Institution Aligned With:
	✌ Dual Credit: ☐ Yes ☐ No

partTHREE

Community Engagement

Why?

The success of any action plan depends on having the right people at the table to contribute to the development of the plan. A community focus group is needed to help secure and analyze the data, review materials and make recommendations for the Programs of Study the school should offer. The group should also be involved in making recommendations for any changes to be made in current Programs of Study to align to local needs.

Who?

The initial community engagement group is not intended to be a long-term commitment for participants but rather an ad-hoc committee that meets to accomplish the task and then disbands.

Suggested representatives for community engagement include the following:
Community Members • Employers • Business Organizations • Chamber of Commerce • Local School Board • Students • Power Brokers • Postsecondary Partners • Local Government Organizations • Trade/Union Organizations • Parents • Economic Development Groups • Concerned Citizens

Name	Representing

Note: This is a great start to a career education advisory committee!

Community Engagement

Conducting a SWOT Analysis

A SWOT analysis is used to highlight and identify Strengths, Weaknesses, Opportunities, and Threats. A SWOT analysis can be used as a part of community engagement meetings, focus group discussions, or follow-up to advisory committee meetings. This process is especially helpful in gaining honest perspectives from community members in order for schools to analyze their current career education system and make plans, as needed, for adjustments.

The process is simple and straightforward, yet powerful. The following is an example of how a SWOT analysis can be conducted at a community engagement meeting:

1. Have each community representative complete a SWOT analysis detailing their personal input on each of the quadrants in relation to the Career Education program.
2. Next, place the participants into small groups (4-6 per group) and have the small group merge their feedback into one list. Each group can do this on a flip chart.
3. After the small groups have created their lists, ask each group to share. While this is occurring, capture each group's responses on one SWOT chart. This creates a list of the Strengths, Weaknesses, Opportunities, and Threats in relation to the Career Education program.
4. Finally, recognize and celebrate strengths of the career education program while also "owning" the weaknesses or challenge areas. Using the weaknesses that were identified, generate a list of new opportunities that can drive future Program of Study enhancements and additions.

Community Engagement Results

Internal Factors	**Strengths**	**Weaknesses**
External Factors	**Opportunities**	**Threats**
	Positive Factors	Negative Factors

Community Engagement "Focus" Results

Strengths	Opportunities – Next Steps

Program of Study Gap Analysis

Use these pages to summarize proposed modifications or changes based on the work of reVISION. This could include changes in the career guidance programs, alignment to postsecondary, community | business engagement, implications of student data and | or changes to your current Programs of Study. Changes to Programs of Study should include ideas for adding new or eliminating current Programs of Study, modifications to Programs of Study or courses being offered as well as curricular content of courses offered.

Area	Results of reVISION Analysis	Proposed Changes or Modifications

Program of Study Gap Analysis

Use these pages to summarize proposed modifications or changes based on the work of reVISION. This could include changes in the career guidance programs, alignment to postsecondary, community | business engagement, implications of student data and | or changes to your current Programs of Study. Changes to Programs of Study should include ideas for adding new or eliminating current Programs of Study, modifications to Programs of Study or courses being offered as well as curricular content of courses offered.

Area	Results of reVISION Analysis	Proposed Changes or Modifications

Proposed Modifications to Programs of Study

Use this page to describe modifications (add new, change courses, etc.) to Program(s) of Study.

CTE Sequence of Courses within Program of Study:

Program of Study Title:

Introduction Course	Intermediate Course	Capstone Course
Course Code:	Course Code:	Course Code:
Course Title:	Course Title:	Course Title:
		Dual Credit: ☐ Yes ☐ No

Career Field:

- ☐ Agriculture, Food and Natural Resources
- ☐ Business, Marketing and Management
- ☐ Communication and Information Systems
- ☐ Health Sciences
- ☐ Human Sciences and Education
- ☐ Skilled and Technical Sciences

Level:

- ☐ Cluster
- ☐ Pathway

Making it Real

Topic Area	Details	Who Can Help?
Equipment Needed		
Equipment Costs		
Re-occurring Costs		
Space Requirements		
Staffing Needs		
Industry Certifications		
Dual Credit Options		
Career Student Organization(s)		
Instructor Credentialing		
Entrepreneurship Connections		
Work-Based Learning Opportunities		

What professional development is needed to implement this Program of Study?

For assistance, please contact the Nebraska Career Education field specialist for this curricular area. A list of specialists is included at the end of this document.

Proposed Modifications to Programs of Study

Use this page to describe modifications (add new, change courses, etc.) to Program(s) of Study.

CTE Sequence of Courses within Program of Study:

Program of Study Title:

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Making it Real

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Equipment Costs		
Re-occurring Costs		
Space Requirements		
Staffing Needs		
Industry Certifications		
Dual Credit Options		
Career Student Organization(s)		
Instructor Credentialing		
Entrepreneurship Connections		
Work-Based Learning Opportunities		

What professional development is needed to implement this Program of Study?

_____

_____

For assistance, please contact the Nebraska Career Education field specialist for this curricular area. A list of specialists is included at the end of this document.

partFOUR

Resources to Implement Programs of Study

Based on the results of reVISION, what resources are needed to implement the proposed changes?

- What programs do your local community colleges offer?
- Which courses could your school offer?
- Which courses are available online?
- Who are the main points of contact to establish partnerships?
- What teacher qualifications are required to offer dual credit through your local community college? Which teachers meet those qualifications?
- What other partners are needed to implement changes?

Resource	Local Information
Community College	
Programs | Courses	
Contact(s)	
Career Academy	
Contact Persons	
College | University	
Programs | Courses	
Contact(s)	
Business and Industry Connections	
Contact	
Contact	
Contact	
Trade/Professional Organization(s)	
Contact	
Contact	
Contact	
Community	
Contact	
Contact	
Nebraska Department of Education	
Contact	
Other	
Contact	

Program of Study Alignment to School Curriculum

Sample

Program of Study: Health Science I
Cluster: Health Science

Sample

Level	Grade	English/ Language Arts	Math	Science	Social Studies	CTE Sequence of Courses within Program of Study	Requirements and Electives
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
	8	English 8	Math 8	Science 8	Social Studies 8		
Secondary	9	English/ Language Arts I	Algebra I	Biology	Geography	Introduction to Health Sciences Health Science II Medical Terminology *Other Capstone Courses:* Emergency Medical Technician - Basic (EMT-B) Nursing Assistant Certification (CNA) Medication Aid Personal and Community Health Issues Advanced Health Sciences Health Information Technology	World Languages & Cultures Physical Education Health Education Information Technology Applications I Entrepreneurship Human Development Nutrition & Food Safety and First Aid/CPR Strength Training
	10	English/ Language Arts II	Geometry	Chemistry	World History		
	11	English/ Language Arts III	Algebra II	Physics	American History		
	12	English/ Language Arts IV	Intro to Statistics/Descrete/ Finite Math Pre-Calc	Anatomy or Physiology	American Govt. Economics		

Postsecondary

Visit Nebraska Career Connections for postsecondary options.
Postsecondary institutions that offer this Program of Study:

NEBRASKA Career Connections

Central Community College
Mid-Plains Community College
Southeast Community College
Metropolitan Community College
Northeast Community College
Western Nebraska Community College

Work-Based Learning	School Activities	Community Activities
Job shadow professionals Participate in internships Secure part-time employment Volunteer in this career area	Athletics SkillsUSA FCCLA HOSA Medical Explorers Science Club Service Learning Wellness Club	Take First Aid Courses Health Science camps Volunteer with Red Cross Certified CPR classes EMT certification NE Safety Patrol-Mock Disasters

Program of Study Alignment to School Curriculum

Program of Study:

Cluster:

Level	Grade	English/ Language Arts	Math	Science	Social Studies	CTE Sequence of Courses within Program of Study	Requirements and Electives
Middle School	7						
	8						
Secondary	9						
	10						
	11						
	12						

Postsecondary

Visit Nebraska Career Connections for postsecondary options. www.nebraskacareerconnections.org

Postsecondary institutions that offer this Program of Study:

Work-Based Learning	School Activities	Community Activities

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Resources

Important Websites and Documents:

Organization	Website
Nebraska Career Education	www.education.ne.gov/NCE/
NCE Data, Research & Analytics Website	www.education.ne.gov/nce/DRAW/index.html
Partnerships for Innovation	www.partnershipsforinnovation.org
Nebraska Career Connections	www.nebraskacareerconnections.org
Appendix D: Course Codes and Clearing Endorsements	www.education.ne.gov/nce/documents/2012-2013_Course_Code_Clearing_Endorsements_4_0_0.pdf
NCE Programs of Study Sequences	www.education.ne.gov/nce/ProgramsofStudy.html
Nebraska Career Education Model	www.education.ne.gov/nce/CareerClustersResources.html
Ag, Food & Natural Resources Career Field Website	www.neaged.org/main.html
Business, Marketing & Management and Communication & Information Systems Career Field Website	www.education.ne.gov/BMIT/
Health Sciences Career Field Website	www.education.ne.gov/healthscience/index.html
Human Sciences & Education Career Field Website	www.education.ne.gov/HSE/index.html
Skilled & Technical Sciences Career Field Website	www.education.ne.gov/STS/
H3 Website	h3.ne.gov/H3
NDE Work-Based Learning & Internships Website	www.education.ne.gov/WBL/index.html
Nebraska Department of Labor	neworks.nebraska.gov/analyzer/default.asp
National Career Clusters Initiative	www.careertech.org
The Midwest Challenge	www9.georgetown.edu/grad/gppi/hpi/cew/pdfs/midwest-challenge.pdf
Developing a Local Advisory Committee	www.education.ne.gov/nce/documents/AdvisoryHandbook.pdf
Other: _____	_____
Other: _____	_____

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Final Plan of Action

Activity One:

Activity	Timeline	Who's Responsible?
Description: Action Steps:		

Evaluation

Final Plan of Action

Activity Two:

Activity	Timeline	Who's Responsible?
Description: Action Steps:		

Evaluation

Final Plan of Action

Activity Three:

Activity	Timeline	Who's Responsible?
Description: Action Steps:		

Evaluation

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NEBRASKA
DEPARTMENT OF
EDUCATION

NCE
Nebraska Career Education

We want to hear from you!

Please share the results of your local action planning process with us. Together, we can strengthen all Nebraska Career Education programs.
Email: **nde.nce@nebraska.gov**

It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age or national origin in its education programs, administration, policies, employment or other agency programs.

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