NEBRASKA DEPARTMENT
OF EDUCATION

RULE 47

REGULATIONS FOR CAREER ACADEMY PROGRAMS ESTABLISHED BY SCHOOL DISTRICTS

TITLE 92, NEBRASKA ADMINISTRATIVE CODE,
CHAPTER 47

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State of Nebraska
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TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 47 - REGULATIONS FOR CAREER ACADEMY PROGRAMS ESTABLISHED BY SCHOOL DISTRICTS

NUMERICAL TABLE OF CONTENTS

	STATUTORY AUTHORITY	CODE SECTION
General Provisions	79-777, 79-318	001
Definitions	79-777, 79-318	002
Specific Requirements for Career Academy Programs Established by School Districts	79-777, 79-318	003
Career Academy Program Approval Process	79-777, 79-318	004
Career Academy Program Continued Operation	79-777, 79-318	005

Appendix A - Nebraska Career Education Model

Appendix B - Nebraska Standards for Career Ready Practice Checklist

TITLE 92 - NEBRASKA DEPARTMENT OF EDUCATION
CHAPTER 47 - REGULATIONS FOR CAREER ACADEMY PROGRAMS ESTABLISHED BY SCHOOL DISTRICTS

ALPHABETICAL TABLE OF CONTENTS

	STATUTORY AUTHORITY	CODE SECTION
Career Academy Program Approval Process	79-777, 79-318	004
Career Academy Program Continued Operation	79-777, 79-318	005
Definitions	79-777, 79-318	002
General Provisions	79-777, 79-318	001
Specific Requirements for Career Academy Programs Established by School Districts	79-777, 79-318	003

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001 General Provisions

001.01 Statutory Authority. This Chapter is adopted pursuant to Section 79-777, and 79-318 of the Revised Statutes of Nebraska (R.R.S.).

001.02 Scope and Application of this Rule. This Chapter governs the (a) establishment, evaluation and continuing approval of Career Academy Programs; (b) career based curriculum utilized by the Career Academy Programs; (c) necessary data elements and collection of data pertaining to Career Academy Programs including but not limited to, the number of students enrolled in a Career Academy Programs and their grade levels; and (d) the establishment of advisory boards consisting of business and education representatives to provide guidance and direction for the operation of Career Academy Programs under the provisions of Sections 79-777, and 79-318 R.R.S.

001.03 Intent. This Chapter provides for the approval and continued operation of any Career Academy Program that is established by a school district.

001.04 Related Regulations. In addition to the requirements of this Chapter, public school districts are also governed by regulations contained in Title 92, Nebraska Administrative Code (NAC), Chapter 10, dealing with the accreditation of schools; 92 NAC Chapters 21 and 24 dealing with teacher certification and endorsement; and 92 NAC Chapter 51 dealing with special education programs.

002 Definitions.

002.01 Academic Courses include Language Arts, Mathematics, Science and Social Studies/History.

002.02 Advisory Board means a group of business and education representatives who provide guidance and direction for the operation of Career Academy Programs.

002.03 Career Academy Program means a sequence of credit bearing academic and career technical courses which reflect a Career Cluster selected in response to local, regional or state employment needs and demand for expertise.

002.04 Career Cluster means a grouping of career pathways and occupations identified by the Nebraska Career Education Model contained in Appendix A.

002.05 Career Readiness Standards means the Nebraska Standards for Career Ready Practice adopted by the Nebraska State Board of Education on December 8, 2011 Checklist (contained in Appendix B).

002.06 Career Student Organization(s) means an organization for individuals enrolled in a career and technical education program that engages career and technical education activities as an integral part of the instructional program. The following organizations are recognized as Career Student Organizations: Family Career and Community Leaders of America (FCCLA); Future Business Leaders of America (FBLA); Future Educators of America (FEA); HOSA | Future Health Professionals (HOSA); Nebraska Association of DECA; Nebraska FFA Association and Nebraska SkillsUSA.

002.07 Career Technical Education means educational programs that support the development of knowledge and skill in the following areas: agriculture, food, and natural resources; architecture and construction; arts, audiovisual, technology, and communication; business management and administration; education and training; finance; government and public administration; health science; hospitality and tourism; human services; information technology; law, public safety, and security; marketing; manufacturing; science, technology, engineering, and mathematics; and transportation, distribution, and logistics; organized by the Nebraska Career Education Model, which includes career student organizations, career guidance, and work-based learning. Career Technical Education may begin in middle grades continuing through secondary education and may include postsecondary education.

002.08 Commissioner means the State Commissioner of Education.

002.09 Course means a particular subject, subject area or defined sequence of learning experiences scheduled during the school day with a certified teacher assigned and with one or more students enrolled and in attendance.

002.10 Department means the State Department of Education, which is comprised of the State Board of Education and Commissioner.

002.11 Extended Learning means activities and programs that expand opportunities for students to participate in educational activities outside the normal classroom.

002.12 Industry Certification means a credential awarded by an industry association or independent agency that requires passage of an examination benchmarked to predetermined occupational or professional standards.

002.13 Learning Community means a political subdivision which shares the territory of member school districts and is governed by a Learning Community Coordinating Council and which is established pursuant to Section 79-2102 R.R.S.

002.14 Middle Grades means grade(s) designated by the school district as middle and may include any grades from four through nine. The middle grades typically include at least grades seven and eight. Common middle grade configurations are grades six through eight or seven through nine.

002.15 Nebraska Career Education Model is the organizing structure of occupational knowledge and skills adopted by the Nebraska Department of Education (see Appendix A).

002.16 Personal Learning Plan means a student tool used to identify coursework and activities for the purpose of high school and postsecondary planning.

002.17 Private Entity means a business, industry, nonprofit organization or individual.

002.18 Program of Study means a coordinated non-duplicative sequence of courses within a career cluster that aligns secondary academic and career technical education with postsecondary education and that are listed as a Nebraska State Model Program of Study by the Department at http://cestandards.education.ne.gov/.

002.19 Postsecondary Education includes apprenticeship, workforce or employment training programs, community colleges, baccalaureate and post-baccalaureate opportunities.

002.20 Postsecondary Educational Institution means an accredited community college, state college, university or non-profit private postsecondary institution.

002.21 School District means the territory under the jurisdiction of a single public school board as authorized in Chapter 79 of the *Revised Statutes of Nebraska*.

002.22 Teacher means a person who is certificated pursuant to 92 NAC 21 to teach.

002.23 Work-Based Learning means an educational strategy that provides a range of experiences that are intentionally designed to help students to extend and deepen classroom instruction through experiences in the employment sector.

003 Specific Requirements for Initial Approval and Continued Operation of Career Academy Programs Established by School Districts.

003.01 Planning for Initial Approval. Each school district establishing a Career Academy Program shall conduct a planning process to be completed prior to submitting the application for initial approval. The planning process shall include the following:

003.01A Establish a Career Academy Program Taskforce consisting of representatives of education, business, industry and the community to assist in conducting the planning process which shall include but is not limited to:

003.01A1 Evaluation of the applicant district's current career technical education Program of Study offerings, career guidance, and extended learning opportunities.

003.01A2 Identification of needed Career Academy Program's Program(s) of Study based on regional and state workforce and economic development needs.

003.01A3 Identification of technical skill assessment, industry certifications, work-based learning, career student organization and extended learning opportunities that could be available through a Career Academy Program's Program of Study.

003.01A4 Identification of the potential for alignment of career academy Programs of Study to postsecondary educational institution(s) offering instruction in the same Career Cluster.

003.01A5 Identification of needed staffing and professional development.

003.01A6 Identification of private entity partners and potential resources.

003.01A7 Identification of the opportunities for collaboration with other district(s), Educational Service Unit(s), Learning Community, postsecondary educational institution(s) or private entity(s) in the establishment and operation of the Career Academy Program.

003.02 Required Career Academy Program Components.

003.02A Curriculum. Career Academy Program curriculum shall include the following courses:

003.02A1 A credit-bearing career exploration course which introduces students to the Nebraska Career Education Model in preparation for a Career Academy Program, and

003.02A2 A Program of Study that includes:

003.02A2a A credit-bearing introductory course within the scope of the Career Academy Program's Program of Study, and

003.02A2b A minimum of two credit-bearing career technical education courses to develop the appropriate knowledge and skill in preparation for employment or entrepreneurship in the Career Academy Program's Program of Study, and

003.02A2c One or more academic courses offered for credit with the course content taught in the context of the Career Academy Program's Program of Study.

003.02B Career Development. A Career Academy Program shall include a program of career development including but not limited to:

003.02B1 Career information including career interests and aptitude assessments, labor market data, and postsecondary education and training options.

003.02B2 Career exploration and planning activities.

003.02B3 Personal Learning Plans.

003.02B4 Opportunities to learn and practice the Nebraska Standards for Career Ready Practice as standards adopted by the Nebraska State Board of Education.

003.02C Career Student Organizations. A Career Academy Program shall include a district level chapter of the career student organization aligned to the focus of the Career Academy Program's Program of Study.

003.02D Work-Based Learning. Career Academy Programs shall include work-based learning that provides a range of experiences that are intentionally designed to help students to extend and deepen classroom instruction through experiences in the employment sector that may include but are not limited to internships, apprenticeships, job shadowing, or business/industry visits and explorations.

003.02E Recruitment of Students. The school district, collaborating with identified Career Academy Program's partners, shall develop a process for the recruitment of students. The process shall include the following components:

003.02E1 Communication and marketing efforts in the district to parents, students, community members and non-academy teachers;

003.02E2 Student career interest and aptitude surveys or assessments; and

003.02E3 Student application and acceptance policies determined by the school district.

003.02F Instructors. The school district shall secure the services of teachers who meet the requirements of Nebraska Department of Education, Title 92, Chapters 21 and 24. Teachers shall hold a valid Nebraska Teaching Certificate.

003.03 Participation. Participation of students in any Career Academy Program approved under this Chapter shall be voluntary.

003.04 Advisory Board. A local Career Academy Program advisory board shall be established with membership representing key stakeholders from education and business.

003.04A The advisory board shall be comprised of no less than fifty-one percent (51%) business members not currently employed by the school district.

003.04B The advisory board shall meet a minimum of one time during a school year.

003.04C The advisory board shall provide guidance and direction for the operation of the Career Academy Program including but not limited to:

003.04C1 Aligning the Career Academy Program to economic and labor market needs;

003.04C2 Identifying external partners;

003.04C3 Securing and allocating financial, material and personnel resources;

003.04C4 Aligning curriculum and instruction including, but not limited to coursework, graduation requirements; career academy program exit requirements, and postsecondary educational institution(s) entrance requirements;

003.04C5 Securing work-based learning opportunities;

003.04C6 Identifying needed professional development; and

003.04C7 Evaluating the Career Academy Program's effectiveness;

004 Career Academy Program Initial Approval Process.

004.01 Career Academy Program Initial Application. Each school district establishing a Career Academy Program under this chapter shall submit an application electronically via the Department portal by September 1 of the school year preceding the start of the Career Academy Program. The Career Academy Program application must document each of the following components:

004.01A Planning as required in 003.01A1 – 003.01A7;

004.01B Curriculum as required in 003.02A;

004.01C Career Development as required in 003.02B;

004.01D Career Student Organization as required in 003.02C;

004.01E Work-Based Learning as required in 003.02D;

004.01F Recruitment of Students as required in 003.02E;

004.01G Instructors as required in 003.02F; and

004.01H Advisory Board as required in 003.04.

004.02 Career Academy Program Approval. Career Academy Programs established by the school district shall be approved by the Commissioner for initial and continued operation pursuant to this Chapter.

004.03 Approval Requirements. Approval requires compliance with the requirements identified in Sections 003.01 through 003.04 of this Chapter.

004.04 Initial Career Academy Program Approval. Initial Career Academy Program approval may be granted by the Commissioner for one school year beginning on July 1 of the school year (July1 – June 30) in which the Career Academy Program is to begin.

005 Career Academy Program Approval for Continued Operation.

005.01 Career Academy Program Annual Report. An Annual Career Academy Program Report Form shall be submitted electronically via the Department portal by the district by August 1.

005.01A The report shall include the following information from the prior school year:

005.01A1 Compliance with Career Academy Program required components as defined in Section 003.02 of this Chapter.

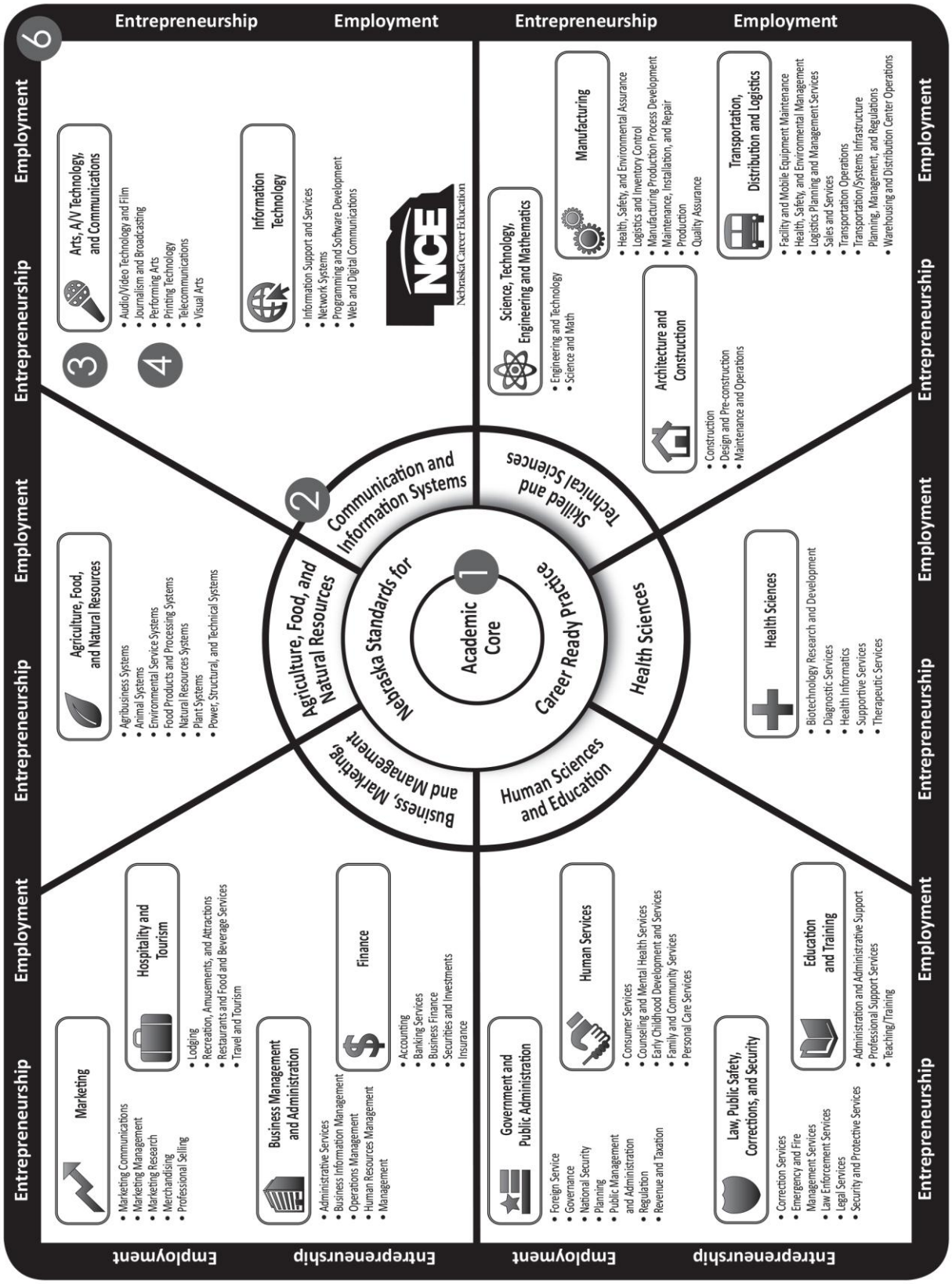
005.01A2 Description of Career Academy Program accomplishments that may include student and stakeholder satisfaction.

005.02 Improvement Plan. When the Annual Career Academy Program Annual Report reflects failure to comply with the requirements of Section 003.02, (as required in Subsection 005.01A1) it shall be accompanied by an improvement plan submitted electronically via the Department portal. The Improvement Plan must detail the actions and timeline that are planned to bring the Career Academy Program back into compliance with Section 003.02,

005.03 Loss of Approval for Continued Operation. A Career Academy Program not in compliance with the requirements of this Chapter may be subject to loss of Career Academy Program approval for continued operation. The Commissioner may, at his or her discretion, deny Career Academy Program approval.

005.03A Notification When the Commissioner intends to deny program approval or continued operation, notice shall be given by certified mail to the head administrator of the school district prior to the effective date of the denial. The notice shall specify the basis for the Commissioner's decision.

005.04 Appeal. The school district will have a maximum of thirty (30) calendar days from receipt of the certified letter to appeal the decision of the Commissioner to the State Board of Education. Denial of Career Academy Program approval or continued operation by the Commissioner, pursuant to Section 005 of this Chapter, may be appealed to the State Board of Education under 92 NAC 61. All hearings arising under this Chapter shall be conducted in accordance with the hearing procedures of 92 NAC 61, including provisions of that Chapter relating to evidence.


Understanding the Nebraska Career Education Model
Entrepreneurship
Employment
Entrepreneurship
Employment
Entrepreneurship
Employment

Understanding the Nebraska Career Education Model

Nebraska Career Education is depicted by the NCE model, a visual map of "career fields" and "career clusters/pathways". The model organizes the 16 National Career Clusters into six broad sectors of entrepreneurship and employment:

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

These fields break down into more specific Career Clusters, Pathways and Occupational Specialties. The model provides a way for:

- Students to explore the diversity of career options available to them
- Students to begin to prepare for their career with plans for secondary and postsecondary education
- Schools to organize curriculum into Programs of Study that prepare students for opportunities in Nebraska's economy

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1 Academic Core/College and Career Readiness

At the center of the NCE Model is the expectation for all students to develop a solid academic core. The next ring identifies specific college and career readiness standards and practices that prepare students for success in postsecondary education as well as entrepreneurship/employment.

2 Career Fields

The six career fields represent broad sectors of the job market on which students may choose to focus.

3 Career Clusters

Each career field is composed of career clusters radiating out from it. The clusters are more specific segments of the labor market. Each cluster is a grouping of careers that focus on similar subjects or similar skills. A basic understanding and exploration of each of the clusters will provide students with a solid foundation for career decision-making to conceptualize the entire world of work.

4 Career Pathways

Listed below each cluster, career pathways (indicated with red bullets) further define the specific types of career opportunities within the cluster. Each career pathway within a cluster requires mastery of a more specific set of knowledge and skills related to that pathway.

5 Career Specialties (not shown)

Career Specialties (not shown on the model) are the specific occupation/job titles within a cluster and pathway. With changes in technology, the labor market, and international economy, new job titles will be created while others decline or disappear.

6 Employability and Entrepreneurship

Career education provides the opportunity to gain the knowledge and skills for both employment AND entrepreneurship. The reality for Nebraska and the United States is that entrepreneurship will help ensure our economic growth and vitality. By infusing entrepreneurship competencies, career education is helping to create the next generation of America's innovators and entrepreneurs.

NEBRASKA STANDARDS FOR

career ready practice checklist

☑	Standard/Benchmark
☐	**Applies appropriate academic and technical skills** Academic skills and technical skills complement one another. A career ready individual applies these skills in a strategic manner to accomplish workplace tasks.
☐	A. Academic Attainment
☐	B. Technical Skill Attainment
☐	C. Strategic Thinking
☐	**Communicates effectively and appropriately** Expressing ideas, providing instruction, informing others, sharing knowledge and providing customer service are critical in a career.
☐	A. Speaking
☐	B. Writing
☐	C. Presentations
☐	D. Professional Etiquette
☐	E. Customer Service
☐	**Contributes to employer and community success** Career ready means more than attending to self-interest. It also means the ability to see the bigger picture of playing a role in the success of the employer and community through personal, civic and community actions.
☐	A. Personal Responsibility
☐	B. Meets Workplace Expectations
☐	C. Civic Responsibility and Service
☐	**Makes sense of problems and perseveres in solving them** Recognizing and solving problems is a daily requirement of nearly every American worker and entrepreneur. From small technical issues, to group dynamics, to design of overall systems, opportunities abound for the career ready individual to solve problems in the workplace.
☐	A. Perceptiveness
☐	B. Problem Solving
☐	C. Perseverance/Work Ethic
☐	**Uses critical thinking** Nearly all careers now require interaction with complex systems of technical components, complex dynamics of people or both. Many decisions are not simple and straightforward; rather, they require the ability to intelligently reason through and make complex decisions.
☐	A. Critical Thinking
☐	B. Decision-Making
☐	C. Adaptability

☑		Standard/Benchmark
☐		**Demonstrates innovation and creativity** The 21st century workplace requires innovation through creative thinking. Successful individuals will be expected to generate and share new ideas.
☐		A. Creativity
☐		B. Innovation
☐		**Models ethical leadership and effective management** The ability to influence others relies on leadership. Today's workplace provides greater transparency and accountability where the ability to ethically lead and manage is essential.
☐		A. Leadership
☐		B. Ethics
☐		C. Management
☐		**Works productively in teams and demonstrates cultural competency** Teams of individuals with diverse cultural backgrounds have become the new norm of operation in the American workplace. The career ready individual is prepared to collaborate with colleagues representing various backgrounds.
☐		A. Teamwork
☐		B. Conflict Resolution
☐		C. Social and Cultural Competence
☐		**Utilizes technology** The career ready individual has an understanding of how to use technology and apply it successfully in the workplace. Advances in technology require individuals to quickly learn and use many tools and applications.
☐		A. Data Gathering, Access and Management
☐		B. Tools and Applications
☐		C. Technology Ethics
☐		**Manages personal career development** Managing a personal career includes exploration, preparation and participation. Each person is responsible for creating and maintaining their own career. Career management includes understanding and meeting the expectations for behavior and skills in the workplace.
☐		A. Planning
☐		B. Job Seeking
☐		C. Résumés, Portfolios and Interviews
☐		D. Professional Development
☐		E. Entrepreneurship
☐		**Attends to personal and financial well-being** The career ready individual recognizes the benefits of physical, mental, social and financial well-being to be successful in a career.
☐		A. Personal Well-being
☐		B. Financial Well-being

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

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NEBRASKA DEPARTMENT OF EDUCATION

NCE Nebraska Career Education