



TO: Scott Swisher, Ed.D.  
Deputy Commissioner of Education

FROM: Donlynn Rice, Senior Administrator, Curriculum and Instruction  
Richard Katt, Administrator, Curriculum and Instruction

SUBJECT: Approval of Rule 47, Nebraska Career Academies

**Proposed Board Action:**

Consider approval of the proposed regulation, Title 92, Nebraska Administrative Code, Chapter 47, Nebraska Career Academies.

**Background Information:**

A hearing was held on July 18, 2013 on the proposed Rule 47, Career Academy Programs.

This Rule is proposed pursuant to Section 79-777, AND 79-318 of the Revised Statutes of Nebraska (R.R.S.). The Rule 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.

A copy of the hearing testimony is attached.

**Estimated Cost:**

The cost of printing of the Rule - paid for by Federal Perkins funds

**Supporting Documentation Included:**

Copy of Rule 47

**For Additional Information on this item:**

Donlynn Rice, 402-471-3240  
Richard Katt, 402-471-4808

08.08.13 State Board of Education Work Session 2.6-1  
& &  
08.09.13 State Board of Education 7.5-1



**Roger D. Breed, Ed.D., Commissioner**  
**Scott Swisher, Ed.D., Deputy Commissioner**

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TO: State Board of Education

FROM: Scott Summers, Legal Counsel III – Commissioner’s Appointed Staff Person to Conduct a Rule Hearing on Title 92, Nebraska Administrative Code, Chapter 47, *Regulations for Career Academy Programs* 

DATE: July 19, 2013

RE: Summary of rulemaking hearing on proposed 92 NAC 47

*On June 7, 2013, the State Board of Education authorized the Commissioner to approve a hearing draft and to set a hearing date and location as well as designate a staff person to conduct a hearing on the adoption of proposed Title 92, Nebraska Administrative Code, Chapter 47. By a memorandum dated June 11, 2013, the Commissioner appointed me to conduct a hearing on this Rule on July 18, 2013, commencing at 9:00 a.m. After the proper legal notice was published, this hearing was held at the Nebraska State Office Building, Nebraska Department of Education, State Board Meeting Room, 301 Centennial Mall South, Sixth Floor, Lincoln, Nebraska. Pursuant to State Board of Education Policy B9, what follows is a written summary of the hearing testimony.*

*An audio recording of the hearing is available if any members of the Board wish to hear the tape.*

### **SUMMARY OF TESTIMONY ON THE PROPOSED REVISIONS TO 92 NAC 47 Regulations for Career Academy Programs**

Scott Summers, staff attorney and the hearing official, called this hearing to order, read into the record the name of the newspaper in which a legal notice of the hearing was published and the date the notice appeared, outlined the procedures for the hearing and introduced **Dr. Cory Epler, Deputy State Director, NE Career Education**, Nebraska Department of Education.

**Dr. Epler** introduced and explained the proposed Title 92, Nebraska Administrative Code, Chapter 47. Mr. Epler testified that Rule 47. A copy of Dr. Epler’s testimony is attached.

**John Neal, Assistant to Superintendent, Lincoln Public Schools**, explained that he is part of a collaborative effort between LPS and Southeast Community College that is working on developing a proposal for a career academy. He described that research has indicated that career academies have become the most durable and best tested component of a high school reform strategy to prepare students for both college and careers.

Mr. Neal testified that LPS is very pleased with the components required of a career academy in proposed Rule 47. However, he stated that there are a few areas that he would like the Board to consider:

- (1) The calendar of dates throughout the rule, such as (a) The target date of July 1<sup>st</sup> for approving academies in their initial year. That approval date comes well *after* the contract approval date for teachers that a district would assign to the facility / academy. Districts could be caught in a situation where they hire teachers for an academy and then not have the academy approved later. July 1<sup>st</sup> also comes very *late* in the budgetary process for districts; and (b) Having a due date for a report of progress on the academy of August 1<sup>st</sup>. Many districts could run career academies through their summer programs which could go through July. A later date in September or the beginning of October would allow those programs to do proper error correction and reporting and not have that work interfere with the start of the fall semester.

Mr. Neal suggests that there be a study group devoted to the issues of due dates and calendaring to address those matters.

- (2) Most literature involving career academies suggests that they require a dual-credit experience for students (courses that award credit at both the high school and post-secondary levels). Proposed Rule 47 only mentions that as a “possibility” for career academies, and a definition of that term was removed from a previous draft.
- (3) While LPS is pleased to see the embedded curriculum pieces in the proposed rule that would require that the “core” classes be taught in the context of careers, with highly qualified certification issues both with industry standards and academic standards, it would appreciate guidance from NDE on how to “reconcile” certification issues and credit issues prior to it being a requirement for approval of an academy.

Prior to the hearing, the attached testimony from **Mr. Rick Painter, Counselor – Bryan High School - Omaha Public Schools**, was submitted and is also part of the record of this hearing.

No other oral or written testimony was received.

## Summers, Scott

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**From:** Epler, Cory  
**Sent:** Thursday, July 18, 2013 9:34 AM  
**To:** Summers, Scott

### TESTIMONY

Career academies continue to grow in popularity across the nation and in Nebraska. To this point, Nebraska has no established guidance to assist school districts in designing and implementing these programs. Rule 47 contains rules and regulations governing the establishment, evaluation, and continuing approval of Career Academy Programs established by any school district in the State of Nebraska pursuant to the provisions of Sections 79-777 and 79-318.

The purpose of the proposed rule is to define standards and criteria for:

1. The establishment, evaluation, and continuing approval of career academies
2. Career-based curriculum utilized by career academies
3. The necessary data elements and collection of data pertaining to career academies, including and,
4. The establishment of advisory boards consisting of business and education representatives to provide guidance and direction for the operation of career academies.

We are here today to take testimony on your ideas concerning the proposed rule. We welcome your comments.

Thank you!

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Cory Epler, Ph.D.  
Deputy State Director, Nebraska Career Education  
Nebraska Department Of Education  
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## Epler, Cory

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**From:** Rick Painter <Richard.Painter@ops.org>  
**Sent:** Wednesday, July 17, 2013 1:53 PM  
**To:** nderulehearing@nde.ne.gov  
**Subject:** Career Academies

Hello,

I am writing to testify in support of LB 47

We implemented the Urban Agriculture and Natural Resource Career Academy at Bryan High School in Omaha. We currently have 57 students in the academy, and will add another 60 this coming school year. Students who are in the academy are cohorted beginning their Sophomore year. The students take Introduction to Agriculture, Food, and Natural Resources, and this curriculum is then integrated into their Agriculture English, Agriculture Economics, and Agriculture Geography class.

This academy has been a huge success for our students. The students take the same classes together, so they feel like they are a family. We have seen the students grow into leaders by being in the academy.

Rick Painter  
School Counselor  
Coordinator of Urban Agriculture Academy  
Bryan High School  
402-557-3123

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

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Appendix A - Nebraska Career Education Model

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Appendix A - Nebraska Career Education Model

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

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.

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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.

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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.

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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:

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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.

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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.

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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.

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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;

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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 (July 1 – June 30) in which the Career Academy Program is to begin.

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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.

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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

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

<input checked="" type="checkbox"/>	Standard/Benchmark	
<input type="checkbox"/>		<b>Applies appropriate academic and technical skills</b> Academic skills and technical skills complement one another. A career ready individual applies these skills in a strategic manner to accomplish workplace tasks.
<input type="checkbox"/>		<b>A. Academic Attainment</b>
<input type="checkbox"/>		<b>B. Technical Skill Attainment</b>
<input type="checkbox"/>		<b>C. Strategic Thinking</b>
<input type="checkbox"/>		<b>Communicates effectively and appropriately</b> Expressing ideas, providing instruction, informing others, sharing knowledge and providing customer service are critical in a career.
<input type="checkbox"/>		<b>A. Speaking</b>
<input type="checkbox"/>		<b>B. Writing</b>
<input type="checkbox"/>		<b>C. Presentations</b>
<input type="checkbox"/>		<b>D. Professional Etiquette</b>
<input type="checkbox"/>		<b>E. Customer Service</b>
<input type="checkbox"/>		<b>Contributes to employer and community success</b> 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.
<input type="checkbox"/>		<b>A. Personal Responsibility</b>
<input type="checkbox"/>		<b>B. Meets Workplace Expectations</b>
<input type="checkbox"/>		<b>C. Civic Responsibility and Service</b>
<input type="checkbox"/>		<b>Makes sense of problems and perseveres in solving them</b> 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.
<input type="checkbox"/>		<b>A. Perceptiveness</b>
<input type="checkbox"/>		<b>B. Problem Solving</b>
<input type="checkbox"/>		<b>C. Perseverance/Work Ethic</b>
<input type="checkbox"/>		<b>Uses critical thinking</b> 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.
<input type="checkbox"/>		<b>A. Critical Thinking</b>
<input type="checkbox"/>		<b>B. Decision-Making</b>
<input type="checkbox"/>		<b>C. Adaptability</b>

☑	Standard/Benchmark	
☐		<p><b>Demonstrates innovation and creativity</b> The 21st century workplace requires innovation through creative thinking. Successful individuals will be expected to generate and share new ideas.</p>
☐	<b>A. Creativity</b>	
☐	<b>B. Innovation</b>	
☐		<p><b>Models ethical leadership and effective management</b> 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.</p>
☐	<b>A. Leadership</b>	
☐	<b>B. Ethics</b>	
☐	<b>C. Management</b>	
☐		<p><b>Works productively in teams and demonstrates cultural competency</b> 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.</p>
☐	<b>A. Teamwork</b>	
☐	<b>B. Conflict Resolution</b>	
☐	<b>C. Social and Cultural Competence</b>	
☐		<p><b>Utilizes technology</b> 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.</p>
☐	<b>A. Data Gathering, Access and Management</b>	
☐	<b>B. Tools and Applications</b>	
☐	<b>C. Technology Ethics</b>	
☐		<p><b>Manages personal career development</b> 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.</p>
☐	<b>A. Planning</b>	
☐	<b>B. Job Seeking</b>	
☐	<b>C. Résumés, Portfolios and Interviews</b>	
☐	<b>D. Professional Development</b>	
☐	<b>E. Entrepreneurship</b>	
☐		<p><b>Attends to personal and financial well-being</b> The career ready individual recognizes the benefits of physical, mental, social and financial well-being to be successful in a career.</p>
☐	<b>A. Personal Well-being</b>	
☐	<b>B. Financial Well-being</b>	

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.

This project was funded through the Carl D. Perkins Career and Technical Education Act of 2006, administered through the Nebraska Department of Education. However, the contents do not necessarily represent the policy of the United States Department of Education and you should not