



Nebraska's Career Academy Programs

*Bringing together Nebraska's
education, workforce and economic
development efforts*

Status Report, 2012



The career academy movement has been in existence for over 40 years in our nation's schools. The Philadelphia Edison High School in conjunction with the Philadelphia Electric Company started the first known career academy in 1969.

Nebraska's earliest career academies were offered by Metropolitan Community College in Omaha in the mid-1990's. Today all six Nebraska community colleges offer career academies for high school students. In addition, several Nebraska school districts have developed their own career academy programs.

The Nebraska Department of Education with the support of the Nebraska Community Colleges and the Partnership for Innovation Statewide Perkins Consortium have addressed some of the barriers to delivery such as teacher certification; however, several issues still exist that may hinder the further development of Nebraska Career Academies.

- According to data from the LB637 Study of Dual Enrollment and Career Academies in Nebraska, nearly 6,000 high school students were enrolled in career academies during the 2010-2011 school year. This statistic is based on survey data with 164 districts responding out of the 251 school districts in Nebraska. Expanded career academy programs would provide opportunities for more students to be college and career ready.
- There is no common definition of a career academy that has been adopted in Nebraska. This hinders accurate data collection on career academies; such as high school graduation rate, college going rate, improved academic performance, attendance rate, income earning potential, and employment within the field of study. The lack of common definition may also be a factor in determining the quality of the career academy offered.
- While the Nebraska State Board of Education adopted the Nebraska Statewide Career Academy Quality Indicators (see page __), these are only guidelines with no enforcement or incentive for improvement. Ensuring a quality experience for all students with rigorous coursework, aligned academics, work-based learning experiences and student leadership opportunities is paramount to the growth and effectiveness of career academies.
- Geography continues to be an issue in the delivery and accessibility of career academies. Expansion of virtual academies, using distance learning or on-line courses could enhance the opportunities for rural students and alternative learning situations.
- Career academy programs have the opportunity to be catalysts for regional and state economic development if managed properly, providing more just-in-time employees for the workforce.

Current status of career academies during the 2011-2012 school year

Individual Schools Offering Career Academies

(limited academic alignment present)

Lincoln Public Schools

Career Academies Offered:

Information Technology	Science (Zoo School)
Entrepreneurship	Health Science
Arts and Humanities	

Millard Public Schools

Career Academies Offered:

Culinary Skills	Finance
Education	Health Science
Entrepreneurship	Distribution and Logistics Management

Omaha Public Schools

Career Academies Offered:

Automotive Technology	UNMC High School Health Alliance
Automotive Collision	Motor sports Repair
Commercial Design	Photography
Construction	Sports Medicine/Athletic Training
Culinary Skills	Radio Broadcasting
Health Occupations (CAN)	TV Broadcasting
Emergency medical Technician	Zoology

Papillion-La Vista Public Schools

Career Academies Offered:

Athletic Training/Sports Medicine	Law, Public Safety and Security
Associate to Bachelors (A2B)	Leadership
Education	STEM
Health Systems	Zoo

Academy programs under consideration or development

Columbus Area, focusing on:

Manufacturing	Engineering
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Grand Island Public Schools, focusing on:

Manufacturing	Transportation/Logistics
Drafting	Information Technology

Career Academy Programs facilitated by Educational Service Unit

(no academic alignment present)

Educational Service Unit #4

Career Academies Offered:

Energy

Career Academies facilitated by Nebraska's Community Colleges

(no academic alignment present)

Central Community College

Career Academies Offered:

Business Mgmt and Administration

Health Science

Schools Participating:

Alma

Anselmo-Merna

Cedar Rapids

Clarkson

Columbus

Cross County

Doniphan-Trumbul

Gibbon

Greeley-Wolbach

Hampton

Harvard

Holdrege

Lawrence-Nelson

Northwest (G.I.)

Ord

Pleasanton

Ravenna

Shelton

Spalding Public

Wood River

Metropolitan Community College

Career Academies Offered:

Auto Collision

Auto Tech

Certified Nursing Assistant

Criminal Justice

Data Center

Diesel Technology

Digital Cinema/Filmmaking

Early Childhood Education

Electrical Technology

Emergency Medical Technician

Intro to Trades/Manufacturing

Residential Energy Management

Theatre Technology

Welding Technology

Schools Participating

Arlington

Bellevue

Bennington

Blair

Elkhorn

Fort Calhoun

Fremont

Gretna

Gross Catholic

Millard

Omaha

Papillion-LaVista

Platteview

Plattsmouth

Ralston

Westside

MidPlains Community College

Career Academies Offered:

Health Science
Education
(will add Agriculture, Food and Natural Resources in cooperation with NCTA in 2012)

Business Mgmt and Administration
Information Technology

Schools Participating:

Ansley	Chase County	Medicine Valley
Arnold	Dundy County	Mullen
Brady	Hersey	North Platte
Broken Bow	McCook	Paxton

(Schools to begin in fall of 2012, Hayes Center, Ogallala, Sutherland, Wauneta-Palisade)

Northeast Community College

Career Academies Offered:

Agriculture, Food and Natural Resources
Health Science
Skilled and Technical Sciences, (focus on drafting)

Schools Participating:

Allen	Newman Grove	Stanton
Bancroft-Rosalie	Norfolk Senior High	Stuart
Battle Creek	Oakland-Craig	Verdigre
Creighton	O'Neill Public	Walthill
Cody-Kilgore	O'Neill St. Mary's	Wausa
Elgin Public	Orchard	Wayne
Elkhorn Valley	Osmond	West Boyd
Ewing	Pender	West Point-Beemer,
Hartington Public	Pierce	Wheeler-Central
Laurel-Concord	Santee	Wisner-Pilger
Lyons-Decatur	Scribner-Snyder	
Madison	South Sioux City	

Logan View and North Bend will join in 2012-2013

Southeast Community College

Career Academies Offered:

Agriculture, Food and Natural Resources
Business Mgmt and Administration
Education

Health Sciences
Information Technology
Manufacturing – Welding

Schools Participating:

Ashland-Greenwood	Fillmore Central	Seward
Bruning- Davenport	Freeman	Shickley
Cedar Bluffs	Friend	Southern
Centennial	Heartland	Thayer Central
Crete	Malcolm	Tri County
Deshler	McCool Junction	Wahoo
Diller-Odell	Mead	Weeping Water
Dorchester	Meridian	Waverly
Elmwood-Murdock	Milford	Wilber-Clatonia
Exeter-Milligan	Norris	York
Fairbury	Raymond Central	

Western Nebraska Community College

Career Academies Offered:

Criminal Justice
Early Childhood
Emergency Medical Technician
Health Aide

Health Informatics
Information Technology
Phlebotomy

Schools Participating:

Scottsbluff

Nebraska Statewide Career Academy Quality Indicators
Adopted by the Nebraska State Board of Education, November 3, 2010
Approved by the Nebraska Community College Chief Instructional Officers 2010

The **Nebraska Career Academy Quality Indicators**, adopted from the National Career Academy Coalition Standards, are intended to provide statewide uniformity and consistency of program development while affording the flexibility of local implementation.

Career Academy: A plan of study created for high school students from a Career Cluster area which outlines a pathway for career exploration. The course(s), within the plan of study, may be for high school credit, dual credit or college credit. Each course will include a component that explores the career field associated with that course. This plan of study may lead to employment or continued education. The academy is typically a partnership between a K-12 entity and a post-secondary institution. *(developed by Nebraska Community Colleges Chief Instructional Officers)*

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

Criteria include:

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

2. Leadership: The academy has a leadership structure that incorporates the views of stakeholders.

Criteria include:

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

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

Criteria include:

- Recruitment and selection process for students, with appropriate exit procedures
- Recognized space, physical and/or virtual, in a school or business setting

- Participation in student organizations and competitions where available
- Identified career or industry cluster(s)/field(s)
- Supportive atmosphere

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

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

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

Criteria include:

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

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

Criteria include:

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

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

Criteria include:

- Sequenced, integrated and relevant curriculum framed around state or national standards which incorporates academics and career education when applicable

- Shared learning environment where students learn from and instruct one another with faculty, business/industry, and the community
- Provide “real-world” work experiences using problem and project-based teaching strategies
- Rigorous learning meeting college requirements
- Integration of 21st Century learning and skills in all areas of the curriculum
- Course delivery methods such as, but not limited to, face-to-face, distance learning, blended, team-taught, online, or other possible distance delivery means.
- Utilize Personal Learning Plans that highlight multiple entrance and exit points along the career pathway which include certificates, 2-year, 4-year and professional degree options

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

Criteria include:

- Address the needs of the local and regional economy
- Utilize multiple methods to engage the business and civic communities
- Provide a work- based learning component that may include internships, job shadowing (virtual or face-to-face), entrepreneurship, etc.
- Provide post-secondary college courses which could be approved by the high school/district as a dual credit course for high school credit
- Provide opportunities for high school courses to be evaluated for possible post-secondary articulated credit
- Create experiential components such as field trips, mentoring, and guest speakers (virtual or face-to-face)

9. Student Assessment: Collect and report student proficiency data.

Criteria include:

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

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

Criteria include:

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

