



Implementation

Guide: **Rule 47: State Approved Career Academy Program**

Established under Title 92, Nebraska Administrative Code, Chapter 47



Statutory Authority pursuant to Section 79-777 and 79-318 of the Revised Statutes of Nebraska. (R.R.S.)

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Nebraska Career Academy Program



A Career Academy Program is 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.

1

Planning Process

A planning process shall be conducted prior to establishing a Career Academy Program.
[003.01]



2

Required Components

Each Career Academy Program shall include the required program components.
[003.02]



3

Voluntary Participation

Student participation in a Career Academy Program shall be voluntary.
[003.03]



4

Advisory Board Establishment

A Career Academy Program advisory board shall be established.
[003.04]



5

Approval and Operation Process

1. Apply by September 1st for the preceding school year
2. Approval by Commissioner for one school year (July 1-June 30)
3. Complete Annual Report by August 1

[004]



[005]



Introduction.

In 2012, the Nebraska Unicameral passed legislation requiring the ***Nebraska Department of Education*** to establish quality standards and operational guidelines for career academy programs in Nebraska secondary schools.

The intent is to ensure ***quality career academy programs*** across the state and to establish an evaluative process to measure effectiveness of career academies.

Rule 47 defines a career academy program as 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.

Development.

In developing Rule 47, the Nebraska Department of Education researched *best practices* from across the nation. In addition, the requirements addressed in Rule 47 are based on the work of the National Career Academy Coalition and their National Standards of Practice.

I. Defined Mission and Goals

The career academy has a written definition of its mission, goals, and benchmarks. These are developed by, and available to, the administrators, teachers, students, parents, advisory board, and others involved in the academy.

II. Academy Design

An academy has a well-defined design within the high school, reflecting its status as a small learning community.

III. Host Community and High School

Career academies exist in a variety of district and high school contexts, which are important determinants of an academy's success.

IV. Faculty and Staff

Appropriate staff selection, leadership, credentialing, and cooperation are critical to an academy's success.

V. Professional Development and Continuous Learning

An academy places teachers and other adults into roles not normally included in their previous training. Therefore, providing adequate professional development time, leadership, and support is critical.

VI. Governance and Leadership

The academy has a governing structure that incorporates the explicit roles of all stakeholders and the leaders of the advisory board.

VII. Teaching and Learning

Teaching and learning within an academy meets or exceeds external standards and college entrance requirements while differing from a comprehensive high school with theme-focused learning.

VIII. Employer, Post Secondary Education, and Community Involvement

A career academy links a high school to its host community and involves members of the employer, postsecondary education, and civic community in certain aspects of its operation.

IX. Student Assessment

Improvements in student performance are central to an academy's mission. It is important to gather data that reflect student improvement and to report these accurately and fairly to maintain the academy's integrity.

X. Sustainability

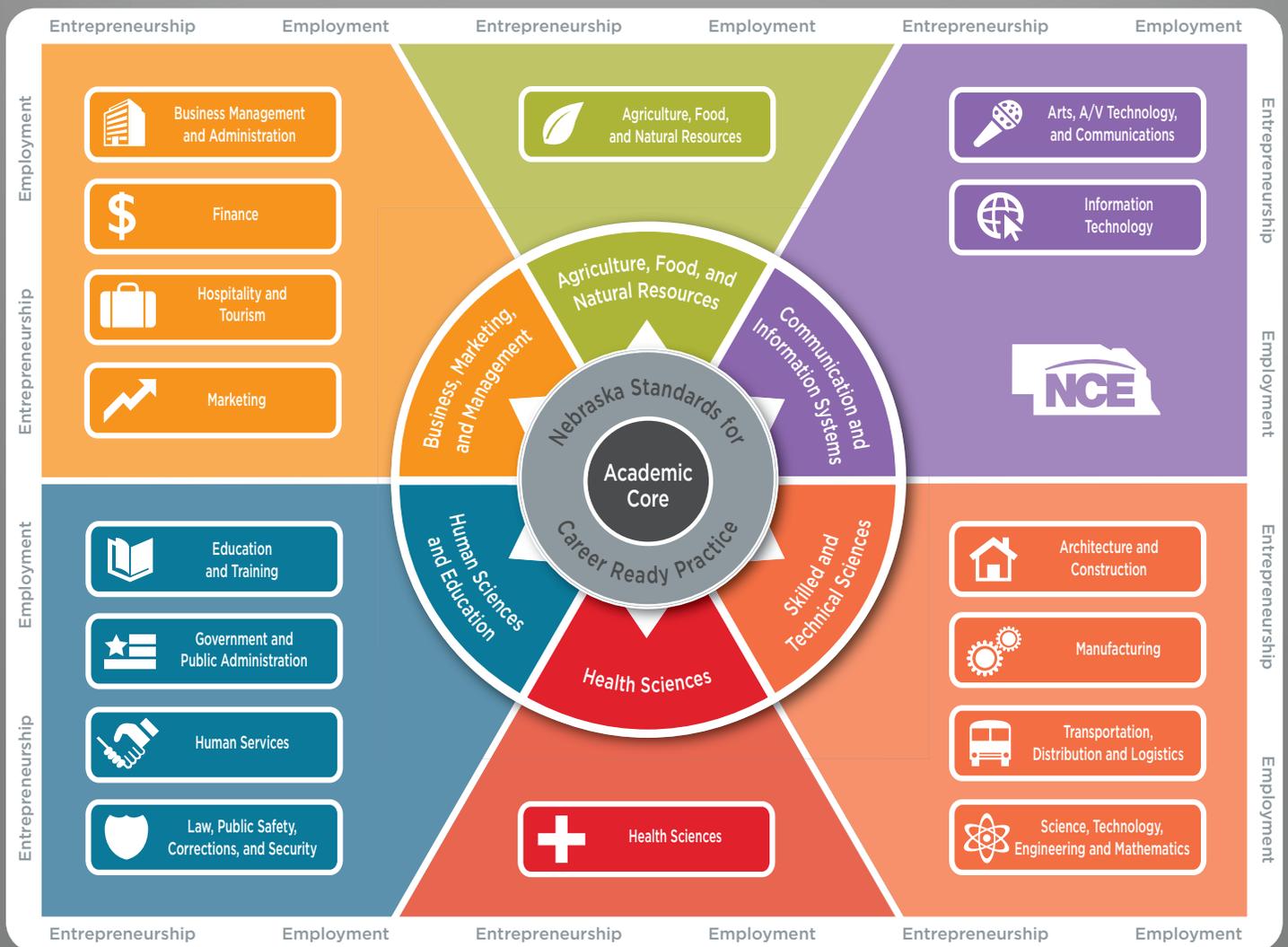
No new academy functions perfectly. Even well-established and highly functioning academies benefit from self-examination and refinement. Ensuring and improving the quality of a career academy requires engaging in a regular cycle of improvement.

To view Rule 47 in its entirety, please visit:

www.education.ne.gov/Legal/webrulespdf/CLEANRule47_2013.pdf

Career Clusters.

Career Clusters are defined by the **Nebraska Career Education Model** as established by the Nebraska Department of Education. Career Clusters represent career pathways and occupations grouped according to similar knowledge and skill.



Let's Get Started.

REQUIREMENTS FOR INITIAL
APPROVAL OF CAREER
ACADEMY PROGRAMS



Planning Process

003.01



A SCHOOL DISTRICT MUST CONDUCT A PROCESS TO ASSIST WITH PLANNING FOR THE CAREER ACADEMY PROGRAM.

THE FOLLOWING STEPS MUST BE FOLLOWED:

- 1) A career academy program *taskforce* must be appointed with representatives from education, business and industry and the community.



If representation is appropriate, as defined in the rule, options for this taskforce include:

- a. A school district's career technical education advisory committee may serve as the career academy program taskforce.
- b. School districts working to establish a career academy program that serves multiple districts may establish one career academy program taskforce.
- c. School districts partnering with postsecondary institutions to establish a career academy program may use an advisory committee at the college level, if there is representation from the local school districts and communities served by the proposed career academy program.

2) The career academy program taskforce shall assist with the *planning* for the career academy program including, but not limited to:

- a. Evaluating current career technical education offerings including:
 - i. Alignment with state model programs of study as defined by the Nebraska Department of Education.
 - ii. Student course taking patterns and enrollment history of the career technical education courses.
 - iii. Alignment with projected labor market needs as defined by the Nebraska Department of Labor, Labor Market Information data.
 - iv. Alignment with Nebraska's economic development priorities as defined by the Battelle study.
- b. Identification of needed Career Academy Program's Program(s) of Study based on regional and state workforce and economic development priorities.
 - i. Districts that have completed the reVISION process will have met this requirement.
 - ii. Professionals from the Nebraska Department of Labor and Department of Economic Development are available for assistance.
 - iii. The H3 website provides needed data for this analysis. The website may be found at: <http://h3.ne.gov/H3/>



- c. An analysis of the district’s career guidance program including:
 - i. Middle school career guidance. Middle school career guidance programs should provide assessments and programming to help students make appropriate course selections to prepare them for their career aspirations.
 - ii. Ninth and tenth grade career guidance. Ninth and tenth grade career guidance programs should assist students in making informed decisions about career academy program participation.
- d. Identification of career academy program components that enrich the student experience including:
 - i. Identifying potential industry certifications and technical skill assessments for students participating in the career academy program.
 - ii. Identifying the career student organizations aligned to the career academy program offerings that provide extended learning opportunities for students in the career academy program.
 - iii. Identifying work-based learning opportunities including, but not limited to:
 - 1. Meaningful interaction with business and industry individuals.
 - 2. Career tours of business and industry.
 - 3. Job shadowing experiences.
 - 4. Paid or unpaid internships.
- iv. Other extended learning opportunities that enhance the student experience such as:
 - 1. Career fair.
 - 2. Mock interview.
 - 3. Postsecondary campus visits.
- e. Identification of the potential for alignment of career academy program programs of study to postsecondary education institutions.
- f. Identification of needed staffing including fully endorsed and qualified instructors.
- g. Identification of partners that could provide resources.
- h. Identification of the potential for collaboration with other entities.

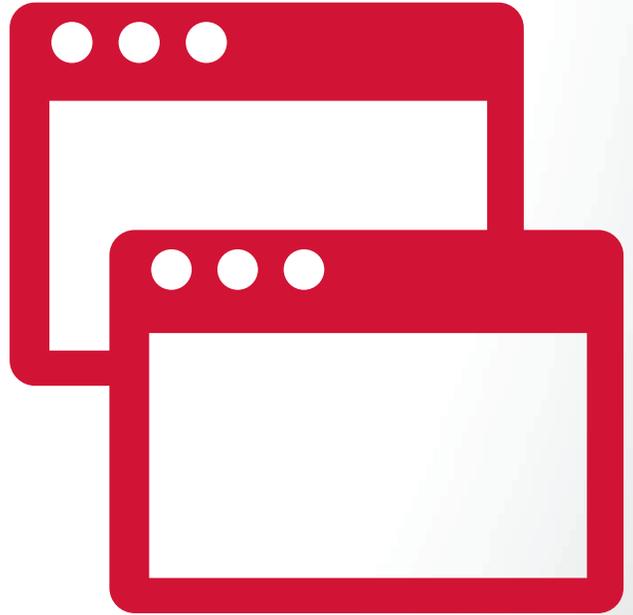
In addition to the planning process, the taskforce must assist with the *development* of plans for the career academy program to meet the required career academy program components.

*Required
Career
Academy
Program
Components*

003.02



1) The *curriculum* of the career academy program must include the following:



- a. A credit-bearing career exploration course that introduces the NCE model in preparation for participation in the career academy program.
 - i. The course must include an exploration of the 16 career clusters as defined by the Nebraska Department of Education and information about the career academy program offerings.
 - ii. The course may be offered at the middle school or high school level.
 - iii. The course may be a one semester or a year-long course.
 - iv. The C4C curriculum, as provided by the Nebraska Department of Education, illustrates appropriate content for the exploration course.

www.education.ne.gov/nce/c4c/index.html

- b. The career academy program curriculum includes:
 - i. Implementation of a Nebraska Department of Education state model program of study.
 - 1. If no state model program of study exists, the school district may request NDE approval of the proposed career academy program to be recognized as a state model program of study.
 - 2. If the proposed coursework differs from the state model programs of study, the district may request NDE approval of the course sequence.
 - ii. A credit-bearing introductory career technical education course within the scope of the career academy program.
 - 1. The course may be a one semester or a year-long course.
 - 2. The course may be offered by the school district or postsecondary institution. It may be offered for dual-credit by a postsecondary institution.
 - 3. As this is the introductory course and students may make decisions about further participation in the career academy program, it is preferred that it not be a dual-credit program with a tuition fee.
 - iii. 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.
 - 1. The academy program must contain a minimum of two courses in addition to the introductory course. It may contain three, four or more courses.
 - 2. Courses may be semester or year-long courses.
 - 3. Courses may be offered by the school district or postsecondary institution. Courses may be offered for dual-credit by a postsecondary institution.
 - iv. One or more credit-bearing core academic courses with the course content taught in the context of the career academy program.
 - 1. Several options are available for the contextual core academic course:
 - a. A core academic course could be taught in context of the career academy program. Examples would be: a biology class taught in context of Health Science for a Health Science career academy or taught in context of agriculture for an AFNR career academy program.
 - b. Taught in context means examples, class assignments, or laboratories are related to the content of the career academy program.
 - c. A less ideal but workable example would be to have a class serve multiple career academy programs. This could be accomplished by individualizing the class assignments, labs, etc.



- to the career academy program the student is enrolled. In an English/ Language Arts class, AFNR students would read/write about agriculture and food production, manufacturing students would read/write about relevant subject matter, etc.
- d. A dual-credit core academic class taught in context of the career academy program would also count.
 - e. The course may be one semester or a year long. More than one academic course may be offered as a part of the career academy program.
 - v. Career exploration and planning activities such as watching NECareerTours, workplace visits, research of potential businesses and industries to explore career options. www.necareertours.com
 - vi. Completion of a personal learning plan at the completion of middle school that identifies the courses required to graduate and allow participation in the career academy program of their choice.
 - vii. Career guidance to assist students in exploring the appropriate career academy program and postsecondary options for the career of their choice.



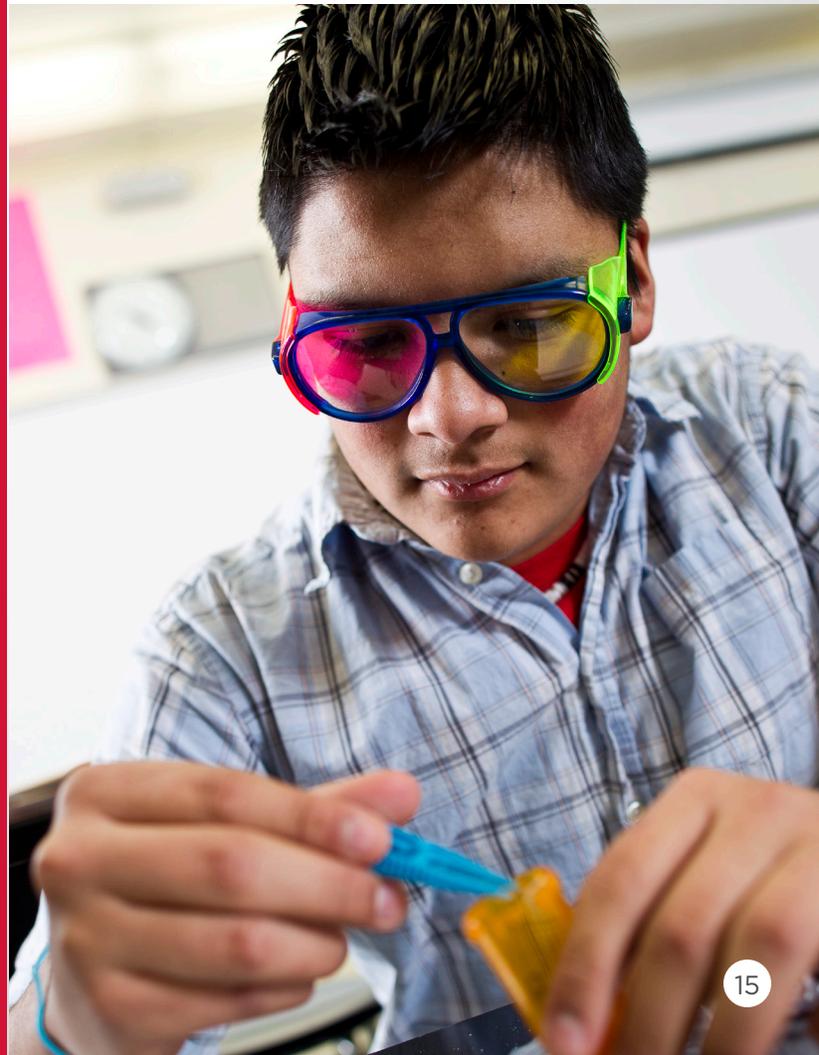
2) The career academy program must offer a school district level chapter of the ***career student organization*** aligned to the focus of the career academy program.

- a. For maximum student benefit, the chapter should be at the building level of the school district.
- b. If multiple school districts are collaborating on a career academy program, a career student organization chapter may serve more than one school district. The activities of the chapter should be conducted during the career academy instructional time to allow for maximum student participation.
- c. Individual career student organization policies and guidelines govern the eligibility of career academy participants to participate in activities above the chapter level.

3) The career academy program must conduct ***work-based learning*** that includes but is not limited to:

- a. Paid or unpaid internships or work experiences.
- b. Apprenticeships.
- c. Job shadow.
- d. Business/industry visits and interactions.

Nebraska Career Education is currently developing a new Work-Based Learning Guide for Nebraska schools and career academy programs.



4) The career academy program must conduct a process for the ***recruitment*** of students that may include but is not limited to:

- a. The school district must conduct communication and marketing efforts within the district to parents, students, community members and non-academy teachers.
- b. The district must conduct career interest, aptitude surveys and assessments to determine student potential for participation in the career academy program.
- c. The district must provide adequate information to all students about the career academy program, requirements for participation and completion of the program.
- d. An application and interview process is recommended to determine student potential for success in the career academy program.
- e. The actual process for application and acceptance into the career academy program is determined by the local school district.

- 5) The career academy program must employ appropriately certified and endorsed teachers with valid ***Nebraska teaching certificates***.



Participation

003.03



Participation of students
in an approved Rule 47
Career Academy
program shall be
voluntary.

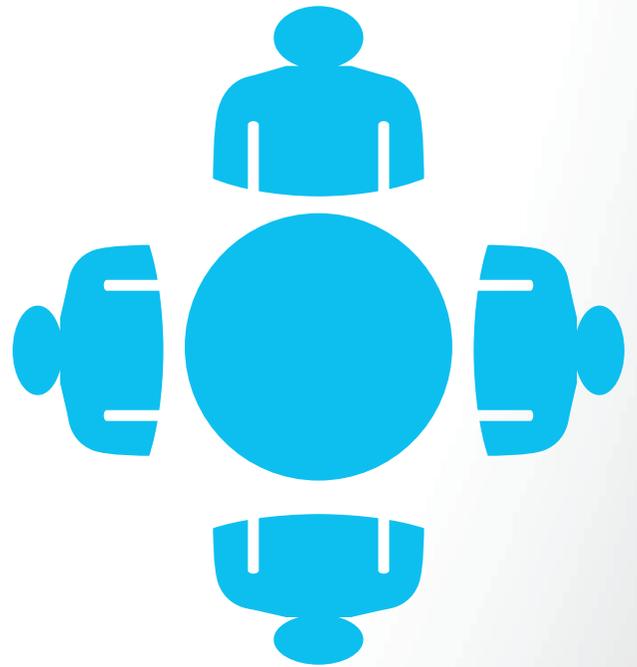


*Advisory
Board*

003.04



1) An established career academy program shall have an advisory board with membership representing ***key stakeholders*** from education and business.



- a. The advisory board shall be comprised of no less than 51% of business members not currently employed by the school district.
- b. The advisory board shall meet at least once during the school year.
- c. The advisory board shall provide guidance and direction for the operation of the career academy program, including but not limited to:
 - i. Aligning the career academy program to Nebraska labor market projections and economic priorities.
 - ii. Assisting in identifying partners.
 - iii. Securing resources (e.g. financial, equipment, materials, personnel, etc.).
 - iv. Reviewing and updating career academy program curriculum and instructional materials. Assisting with alignment of curricula to postsecondary entrance requirements.
 - v. Securing work-based learning opportunities.
 - vi. Identifying needed professional development.
 - vii. Evaluating career academy program effectiveness.

*Career
Academy
Program
Initial
Approval
Process*

004



An *application* for initial approval of a career academy program must be submitted by a school district through the Nebraska Department of Education portal.



The application will be submitted electronically. Applications should be submitted no later than September 1 for career academy programs that are to begin operation during the next school year.

The application will document each of the required components for initial approval. The Nebraska Department of Education will review the application and grant the approval.

*Career
Academy
Program
Approval
for
Continued
Operation*

005



- 1) A career academy program ***annual report*** must be submitted using the Nebraska Department of Education portal by August 1 each year. The report shall document compliance with required components of Rule 47 and accomplishment of the career academy program.



- 2) When the annual report indicates a career academy program's failure to comply with the requirements of the Rule, it must be accompanied with an improvement plan outlining the plan to bring the career academy program back into compliance.
- 3) If the career academy program is not in compliance with Rule 47, it may be subject to the loss of approval for continued operation.

Frequently Asked Questions.

Can a school district operate or participate in a career academy without seeking Rule 47 approval?

Yes, a school can participate in a career academy type program that does not meet the Rule 47 guidelines. The Rule 47 State Approved Career Academy is a designation of quality and compliance with state and national standards of operation for career academies.

How do current community college career academies impact Rule 47 State Approved Career Academies?

The current community college dual credit offerings should be easily merged into school district career academy programs. Current offerings could offer required courses, especially capstone courses that launch the student's postsecondary career.

What advantages are there for seeking Rule 47 State Approved Career Academy designation?

The state-approved designation is an indication that the career academy meets state and national standards. NDE will be collecting data on student performance in state approved academies to be used to justify potential funding. NDE will continue to seek to create opportunities for incentive funding from state and federal sources for Rule 47 approved career academy programs.

Frequently Asked Questions.

How extensive is the annual report?

Both the application and annual report are submitted electronically through the NDE portal. The annual report will be as succinct as possible to approve continued operation and gather best practice information to share.

How will data be collected on Rule 47 State Approved Career Academies?

Student data will be collected using NSSRS and P-20 data systems. We do not anticipate any additional student data to be submitted by school districts.



Nebraska Career Academy Program Checklist



To view NDE Rule 47 in its entirety, please visit: www.education.ne.gov/Legal/webrulespdf/CLEANRule47_2013.pdf

Has your Career Academy Program Taskforce...

[003.01]

1

- Evaluated current CTE course offerings and Program(s) of Study?
- Identified needed Career Academy Program's Program(s) of Study based on local/regional workforce and economic needs?
- Identified industry certifications, work-based learning and career student organizations available through the Career Academy Program?
- Identified the potential alignment of the Career Academy Program to postsecondary institutions?
- Identified the staffing and professional development needs?
- Identified private partners and potential resources?
- Identified possible collaboration opportunities?

Does the curriculum in your Career Academy Program include...

[003.02]

2

- A credit-bearing career exploration course in preparation for the Career Academy Program?
- A credit-bearing introductory course within the Career Academy Program's Program of Study?
- A minimum of two credit-bearing CTE courses within the Career Academy Program's Program of Study?
- One or more academic courses offered for credit taught in context of the Career Academy Program's Program of Study?

Does your Career Academy's career development program include...

- Career information including career interest assessments, labor market data, and postsecondary options?
- Career exploration and planning activities?
- Personal Learning Plans?
- Opportunities to demonstrate the Nebraska Standards for Career Ready Practice?

Does your Career Academy Program include...

- A district level chapter of the Career Student Organization aligned to the focus of the Career Academy Program?
- Work-based learning opportunities?
- A process to recruit students?
- Teachers who meet the requirements of the Nebraska Department of Education, Title 92, Chapters 21 and 24?

3

Does your Career Academy Program include...

[003.03]

- Voluntary participation of students?

4

Does your Career Academy Program include...

[003.04]

- An established advisory board comprised of no less than 51% business members?

5

Have you...

[004] [005]

- Submitted the application for approval?
- Conducted an annual evaluation?
- Submitted the annual report?

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 assume endorsement by the Federal Government.

Rule 47 **State Approved Career Academy Program**

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