

part THREE

Community Engagement Checklist

Have you:

- Invited a diverse group representing all the career fields/clusters?
- Inserted the appropriate data/information into the PowerPoint template?
- Prepared (and practiced) the presentation for the community engagement meeting?
- Copied Part 1 handouts (Career Guidance and Counseling activities and Career Field Analyses) for the community engagement meeting?
- Copied the needed Part 3 handouts for each participant?
- Collected student career interest data?
- Gathered the needed supplies (3 x 3 sticky notes, notecards, flip chart paper, markers, participant handouts, etc.)?
- Arranged for snacks/beverages for the meeting participants?

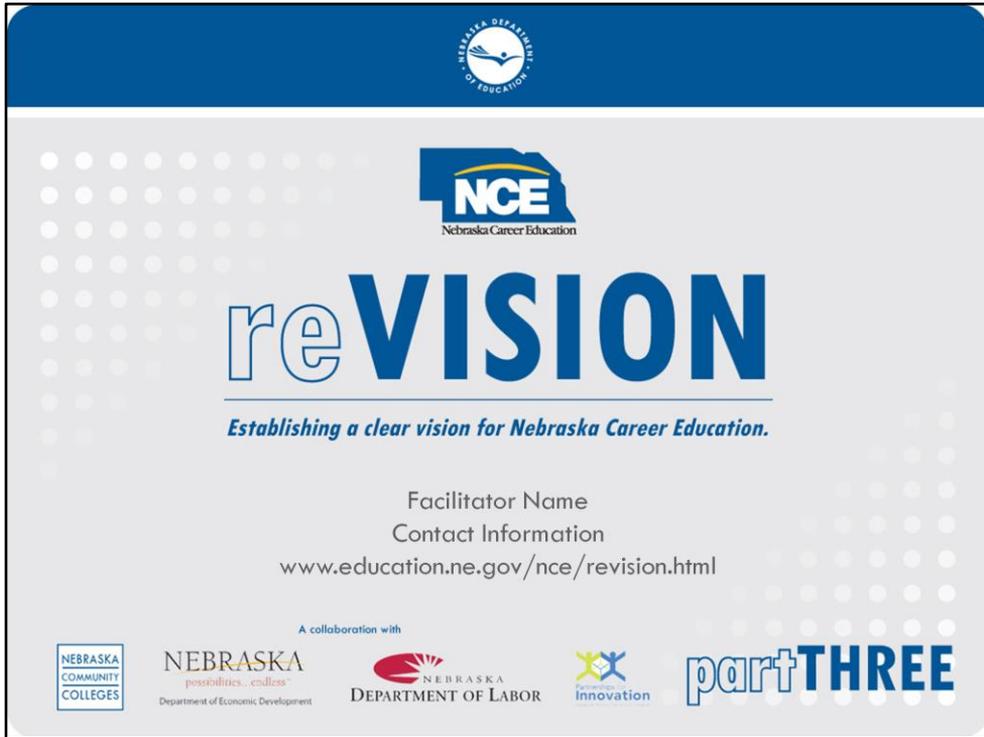
Community Engagement Meeting Template

Facilitator Notes:

A hard copy of the template PowerPoint presentation for the Community Engagement Meeting is included. The electronic template can be downloaded from the reVISION webpage (www.education.ne.gov/nce/revision.html).

Prior to the Community Engagement Meeting, it is necessary to insert appropriate data/slides into the template presentation. In addition, it is important to prepare (and practice) the presentation prior to the meeting. Finally, the following is a suggested agenda for the community engagement meeting. This meeting should last no more than two hours.

- Slide 1: 7 minutes
- Slides 2-10: 10 minutes
- Slide 11: 2-3 minutes
- Slides 12-18: 25 minutes
- Slide 19: 5-7 minutes
- Slides 20-32: 50 minutes
- Slide 33: 5 minutes
- Slide 34: 5 minutes
- Slides 35-37: 2 minutes



The image is a promotional graphic for the 'reVISION' project. At the top, there is a blue header with the Nebraska Department of Education logo. Below this, the NCE (Nebraska Career Education) logo is centered. The main title 'reVISION' is prominently displayed in a large, blue, sans-serif font, with 're' in a smaller, lowercase font and 'VISION' in a larger, uppercase font. Below the title is the tagline 'Establishing a clear vision for Nebraska Career Education.' in a smaller, italicized font. Further down, there are fields for 'Facilitator Name' and 'Contact Information', followed by the website URL 'www.education.ne.gov/nce/revision.html'. At the bottom, there are logos for 'NEBRASKA COMMUNITY COLLEGES', 'NEBRASKA possibilities...endless' (Department of Economic Development), 'NEBRASKA DEPARTMENT OF LABOR', 'Partnerships in Innovation', and 'partTHREE'.

Begin the meeting by thanking the participants for attending this meeting. Reiterate that the community engagement meeting is a critical piece of the reVISION process.

If the group is a manageable size, allow time for introductions.

today, WE WILL...



- Identify the knowledge and skills required for jobs in the local and/or regional economy
- Identify potential new or revised Career Education Program(s) of Study and course offerings which could be offered within the Career Education program

As the meeting begins, highlight the overall objectives of the community engagement meeting.

COMMUNITY Engagement Group



- **Why you were asked to participate:**
 - Representative of key industries, employers, and/or stakeholders in our community
 - Awareness of the knowledge and skills needed for employment in our community
 - Commitment to Career Technical Education
- **Tasks ahead**
 - Review of compiled data and CTE program information
 - Feedback on work of our reVISION team
 - Recommendations based on information gathered and your expertise/insights

Next, provide information pertaining to how and why the individuals present were selected.

Explain that based on the data presented and each participant's own experiences/knowledge of the Career Education System, the community engagement group will be conducting an analysis of the Career Education programs of study and courses.

Following that, the group will be “digging in” and identifying where gaps may exist, where new programs of study may need to be added, where curriculum/course content needs to be upgraded, and where career counseling may need enhancements.

Emphasize that feedback is vital to the development of specific, measurable actions that need to be taken to enhance Career Education programs and the total Career Education system to best meet the needs of students, the community, and the local/regional economy.

What is
reVISION?

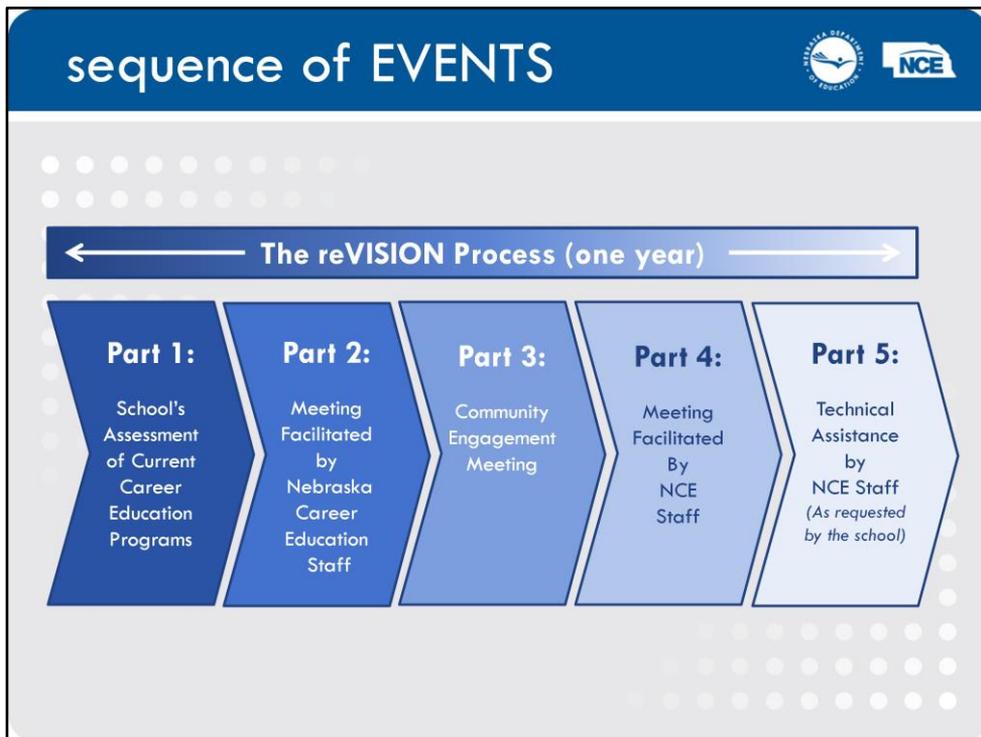
purpose of reVISION



- Align and support Career and Technical Education Systems with Nebraska's Economic Initiatives
- Develop Nebraska's talent pipelines for economic growth and workforce development
- Strengthen high school CTE programs to align with Nebraska postsecondary education entrance expectations
- Create a common language between local employers and education

At this point, highlight the purpose of the reVISION process.

Explain that as we move forward, a major purpose of the reVISION process is to more explicitly link and align Career Technical Education with Nebraska's economic initiatives. This will ensure that our students leave high school with the knowledge and skills required for employment in local/regional businesses and will help develop a talent pipeline for economic growth and workforce development.



The reVISION process is a year long process. The reVISION process begins with an analysis of current Career Education course and Guidance offerings (Part 1). In Part 2, the Nebraska Department of Education staff will share state and local data pertaining to economic development projections, labor market and workforce development initiatives, and local CTE student performance and interest data. Part 3 involves a community engagement meeting (this meeting), which is needed to help secure and analyze the data, review materials and make recommendations for the Program(s) of Study and/or courses the school should offer. In Part 4, schools will attend a second meeting facilitated by NCE staff, and the final Part of the reVISION process is provided to schools on a case-by-case basis. If a school district would like technical assistance with developing their action plan, NDE staff are available.

Once the Action Plan is completed, schools may apply for Innovation Grants to implement the Action Plan. Schools are encouraged to “think big” and create opportunities for students that will positively impact economic and workforce development in their community or region.



First, inform the participants that we will first talk about “Why reVISION?” Explain that reVISION is a new opportunity to analyze current career education systems based on the best data and feedback from key stakeholders.

It may be important to explain that Career Education is a system at the local and state levels that includes:

- Career-Technical Education Courses sequenced in Programs of Study
- Career Technical Student Organizations (CTSOs)
- K-16 Career Guidance and Counseling
- Perkins federal funding
- Career Readiness Standards
- Work-Based Learning



Much of the work being completed within Nebraska Career Education is done with the Pathways to Prosperity report in mind. Prior to the community engagement meeting, it may be helpful to have read (or become familiar with) the report. The report can be located at:

http://www.gse.harvard.edu/news_events/features/2011/Pathways_to_Prosperty_Feb2011.pdf.

In February 2011, the Pathways to Prosperity Project at the Harvard Graduate School of Education released the report “Pathways to Prosperity: Meeting the Challenges of Preparing Young Americans for the 21st Century. The report challenges the excessive focus on the four-year college pathway, arguing a need to create multiple pathways that combine rigorous academics with strong technical education to equip of young people with the skills and credentials to succeed in the increasingly challenging labor market.

pathways to PROSPERITY



- The challenges:
 - The persistence of the “forgotten half”
 - A more demanding labor market
 - Widening skills and opportunity gap
 - Setting the right target

Symonds, W., Schwartz, R., & Ferguson, R. (2011). Pathways to prosperity: Meeting the challenge of preparing young Americans for the 21st Century.

This slide points out the challenges articulated in the Pathways to Prosperity report. Specifically, the report emphasizes that the United States is increasingly failing to prepare young people to lead successful lives as adults. There are four key challenges:

- “Forgotten Half:” Within the US economy, there is growing evidence in which many young adults lack the skills and work ethic needed for many jobs that pay middle-class wage.
- Demanding Labor Market: The labor market is more demanding...over the past 30 years, all of the net job growth in America has been generated by positions that require at least some post-secondary education. For example, 63% of all jobs will require at least some education beyond high school.
- Skills/Opportunity Gap: When young adults fail to successfully complete a post-secondary degree or credential, it is increasingly difficult for them to find an alternative pathway to success through the labor market.
- Right Target: A narrowly defined “college for all” goal – one that does not include a much stronger focus on career-oriented programs that lead to occupational credentials – seems doomed to fail.

for EXAMPLE...



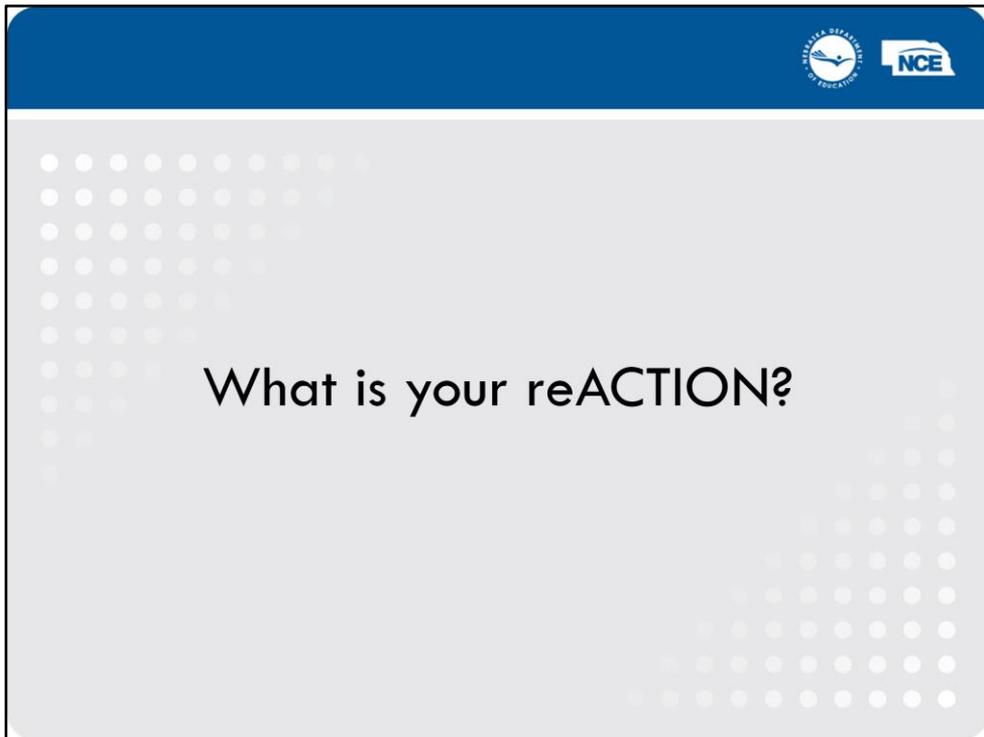
EDUCATION REQUIREMENTS FOR HEALTH CARE OCCUPATIONS IN NEBRASKA

Projections by Education	Annual Openings in Nebraska 2010-2020	Percent of Healthcare Openings
Doctoral or professional degree	420	14%
Master's degree	126	4%
Bachelor's degree	130	4%
Associate's degree	937	32%
Postsecondary non-degree award	863	30%
High school or less	426	15%
Total	2902	100%

❖ Health Care occupations are expected to increase 15% compared to less than 10% for all occupations

Source: Nebraska Department of Labor, Office of Labor Market Information

This slide highlights the point that not all careers require a four-year degree. For Health Care Occupations (one of our state's fastest growing occupations), the majority of jobs require less than a four-year degree. There are many career opportunities in this career area without having a four-year degree.



Ask participants for their reaction to the concepts taking from the Pathways to Prosperity report.

- What does this information mean for our Career Education programs?
- Do these trends reflect our local/regional economies?

potential SOLUTIONS



1. Promoting world-class CTE
2. Developing Career Readiness Skills
3. Expanding work-based learning
4. Forging business-education partnerships



The Pathways to Prosperity report identifies four potential solutions to the challenges we currently face (Slide). They include:

1. Promoting World-class CTE
2. Developing Career Readiness Skills
3. Expanding work-based learning
4. Forging business-education partnerships

The reVISION process allows school districts to analyze their current Career Education system in relation to the potential solutions outline in the Pathways to Prosperity report.

what we've COMPLETED...

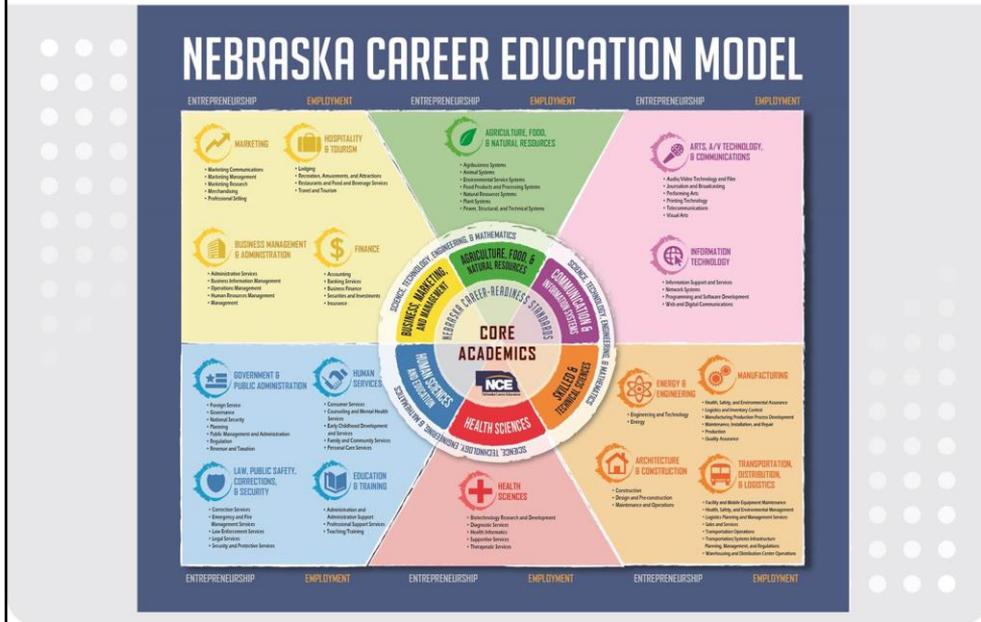


- Part 1:

- Explored the Nebraska Career Education Model
- Examined the courses, programs of study, postsecondary alignment, and extended learning opportunities currently available within our Career Education system.
- Identified the activities associated with the career guidance system

First, explain that prior to beginning the reVISION process, pre-work was completed. This slide highlights the pre-work activities. You will want to provide copies of Part 1 materials for each participant. This includes the analysis for career guidance and counseling and the career field analyses. In addition, you may add content to the slides that follow.

key findings: PART 1



First, show the participants the Nebraska Career Education Model. Be sure to emphasize the following:

1. At the foundation of the model is the Academic Core – everyone must have some basic foundational knowledge to gain and maintain employment in all employment sectors.
2. The next ring is the Nebraska Standards for Career Ready Practice – in other words, what does it take to get and keep a job: Showing up to work on time, teamwork, personal accountability, etc. We’ll talk more about that later in our time together.
3. This model is based off the National 16 Career Clusters. The Clusters are a way to organize the 10’s of thousands of occupations available. In Nebraska, to make the delivery of career education more manageable, we’ve organized them into six broad sectors of entrepreneurship and employment. The sectors are referred to as “career fields.” They include:
 - Agriculture, Food, and Natural Resources
 - Business, Marketing, and Management
 - Communication and Information Systems
 - Health Sciences
 - Human Sciences and Education
 - Skilled and Technical Sciences

4. Each career field is composed of “career clusters.” The clusters are more specific segments of the labor market.
5. Listed below each cluster are “career pathways.” Career pathways further define the specific career opportunities within the clusters. The further from the center of the model, the more specific the knowledge and skills required for the careers.

This model provides a framework for programs and courses schools can offer within their Career Education system.

Local Application – share with the participants how your school is utilizing the Nebraska Career Field Model.

key findings: PART 1



- *Facilitator Note: Insert highlights of key findings from Part 1*

Insert highlights of the key findings from Part 1. It's important to really provide a clear picture of the courses that are being offered, the Program(s) of Study offered within each Career Field, and the postsecondary connections. If possible, also provide the course enrollment information.

If necessary, insert additional slides and provide hard copies of the information. This should include:

1. Career Guidance and Counseling Activities (Taken from Part 1 reVISION pages).
2. Career Field Analyses including courses, programs of study, postsecondary alignment, and extended learning opportunities currently available within the Career Education system. (Taken from Part 1 reVISION pages).

what we've COMPLETED...



- Part 2:
 - Discussed the relationship between education and workforce development and economic development
 - Evaluated if our current Career Education programs reflect what is happening locally in terms of economic and workforce development
 - Analyzed student career interest data
 - Reviewed opportunities for work-based learning and the infusion of the Nebraska Career Readiness Standards

Following the discussion of Part 1 activities, share the outcomes from Part 2. This slide highlights the outcomes from Part 2. You may insert information on the following slides. In addition, be prepared to share hard copies of:

- Regional economic industry cluster reports (from H3 website)
- Regional career cluster reports (from H3 website)
- Student career interest data

key findings: PART 2



- *Facilitator Note: Insert highlights of key findings from Part 2*

Provide each participant with a copy the “Data Analysis” handout (P. 3.1). This will be used to capture notes during this part of the discussion.

On this slide (and additional slides), insert key data from the Part 2 reVISION meeting. This should include:

- Key Findings of the Battelle Study
- Economic Industry & Career Cluster Analysis (taken from Part 2 reVISION pages)
- Local and Regional Business Analysis (taken from Part 2 reVISION pages)

Key Questions to consider answer for the group:

- What is the Battelle Study? What were its findings? – **Provide key information in the PowerPoint for the participants to write on their handout.**
- Based on regional economic industry cluster reports from the H3 website, which clusters are projected to have the most jobs? – **Provide key information in the PowerPoint for the participants to write on their handout.**
- Based on regional career cluster reports from the H3 website, which clusters are projected to have the most jobs? – **Provide key information in the PowerPoint for the participants to write on their handout.**
- Who are the key businesses in our community?
- Using the student career interest data, which career areas are students most interested in? – **Provide key information in the PowerPoint for the participants to write on their handout.**

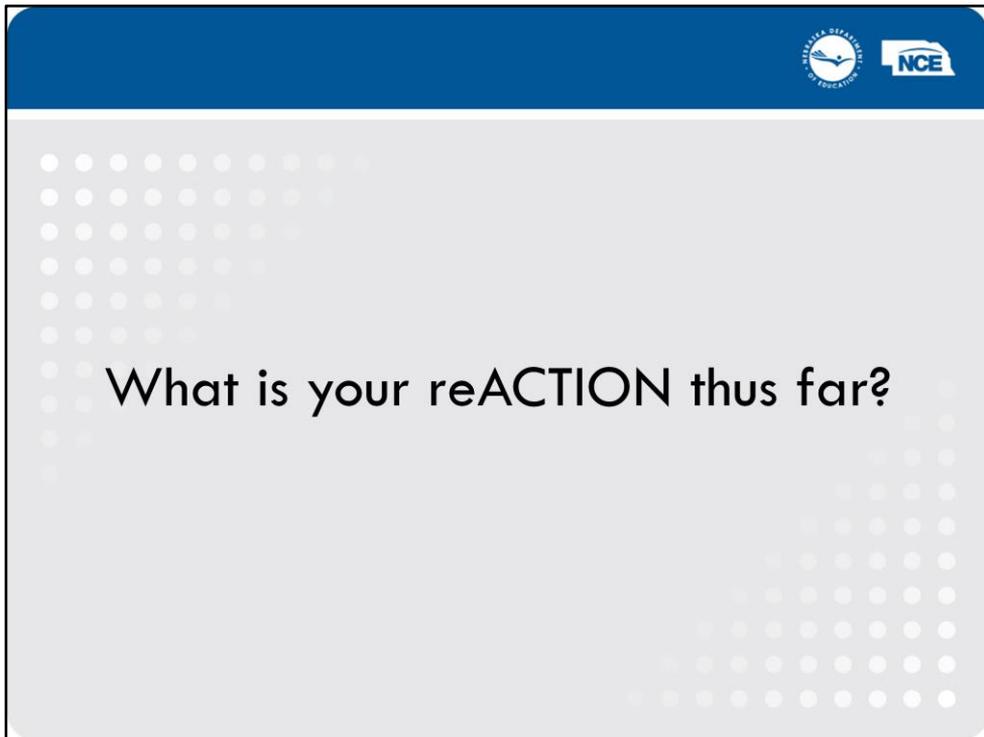
Note: If desired, use additional slides from the Part 2 reVISION presentation. It’s important to highlight the data was the analyzed during the Part 2 meeting.

key findings: PART 2



- *Facilitator Note: Insert highlights of key findings from Part 2 (cont.)*

Continued from previous slide.



Direct participants to the questions at the bottom of handout 3.1 and facilitate a conversation regarding the findings.

Questions:

- Using the information above, what trends do you notice?
- Do the Program(s) of Study and course offerings our school provides reflect the above information? If no, what is missing?

now...YOUR BEST THINKING!



What: A Facilitated Conversation

Why: To Get Every Voice in the Room
To Organize and Record Your Ideas
To Efficiently Use Your Time

How: 3 Steps

The next part of the meeting includes a facilitated conversation regarding that is needed within the school's Career Education system. This process will allow us to thinking about what must be done to transform Career Education in our school(s) to educate a qualified workforce, with the career readiness skills and knowledge that will meet industry needs within an ever-changing economy.

Prior to beginning the activity, offer a brief overview of the process that will be used. First, place the large group into smaller groups of 4-5 participants per group. In this process each person will individually brainstorm responses to a question that is provided in the PowerPoint presentation. Following that, the each person in the group will share their responses. As that is happening, the group will create categories for all of the participants. This procedure will happen four times in order to get everyone's thoughts to four questions.

This is a timed process. While it may feel rushed, this will allow the group to generate many ideas while being efficient with time.

If educators (teachers/administrators) are sitting at the small group tables, encourage them not to comment on the responses of the community members. It may be helpful to have the educator take an active role as a timer or recorder for the group, so they can hear the feedback from the community members but not have the opportunity to respond to it.

now...YOUR BEST THINKING!



Step 1

- Silently brainstorm your personal answer to the following question.
- Write one idea per sticky note.
- You will get one minute to complete as many sticky notes as possible.

Explain the directions on the slide.

now...YOUR BEST THINKING!



What strategies can we use to help students master the Nebraska Career Readiness Standards?

1 Minute

Before having participants answer the question, provide the Nebraska Career Readiness Standards checklist. This checklist lists the Nebraska Career Readiness Standards. The Nebraska Career Readiness Standards were adopted by the Nebraska State Board of Education in 2011. The Nebraska Career Readiness Standards were derived from extensive input from business and industry representatives expressing the most critical skills needed for employee and/or entrepreneur success. For more information, participants can be directed to: <http://www.education.ne.gov/NCE/Standards.html>.

now...YOUR BEST THINKING!



The Procedure

- First, one person will select one of their sticky notes and place it on the giant sticky note. Provide a **BRIEF** explanation if needed.
- If anyone else has written something similar, add those sticky notes to same row providing a **BRIEF** explanation if needed.
- Next, a second person will select one of their sticky notes and place it on the giant sticky note. Provide a **BRIEF** explanation if needed.
- If anyone else has written something similar, add those sticky notes to same row providing a **BRIEF** explanation if needed.
- Continue the process until all sticky notes are placed.

8 Minutes

Highlight the next step of the process. The directions are explained very clearly in this slide.

now...YOUR BEST THINKING!



- Finally, as a table, write a label that best describes each row of sticky notes.

2 Minutes

Following this step, have each smaller group report out to the larger group. During this report out, encourage the participants to write down overall themes in the appropriate box on Handout 3.3.

now...YOUR BEST THINKING!



Step 2

- Silently brainstorm your personal answer to the following question.
- Write one idea per sticky note.
- You will get one minute to complete as many sticky notes as possible.

The same process will be used for a second question.

now...YOUR BEST THINKING!



Reflecting on the Nebraska Career Education Model and the data presented, what programs (or courses) should our school offer to prepare our students for careers in our future economy?

1 Minute

The participants will brainstorm responses to this question.

The Procedure

- First, one person will select one of their sticky notes and place it on the giant sticky note. Provide a **BRIEF** explanation if needed.
- If anyone else has written something similar, add those sticky notes to same row providing a **BRIEF** explanation if needed.
- Next, a second person will select one of their sticky notes and place it on the giant sticky note. Provide a **BRIEF** explanation if needed.
- If anyone else has written something similar, add those sticky notes to same row providing a **BRIEF** explanation if needed.
- Continue the process until all sticky notes are placed.

8 Minutes

now...YOUR BEST THINKING!



- Finally, as a table, write a label that best describes each row of sticky notes.

2 Minutes

Following this step, have each smaller group report out to the larger group. During this report out, encourage the participants to write down overall themes in the appropriate box on Handout 3.3.

now...YOUR BEST THINKING!



Step 3

- Silently brainstorm your personal answer to the following question.
- Write one idea per sticky note.
- You will get one minute to complete as many sticky notes as possible.

Again, the same process will be used for the last question.

now...YOUR BEST THINKING!



What are the strategies/programs
our school and/or community need
in order to prepare our students
for careers in our future economy?

1 Minute

Encourage participants to think about specific examples of strategies and/or programs that related to:

- work-based learning
- mastering the Nebraska Career Readiness Standards
- career guidance and counseling
- entrepreneurship awareness and exploration

The Procedure

- First, one person will select one of their sticky notes and place it on the giant sticky note. Provide a **BRIEF** explanation if needed.
- If anyone else has written something similar, add those sticky notes to same row providing a **BRIEF** explanation if needed.
- Next, a second person will select one of their sticky notes and place it on the giant sticky note. Provide a **BRIEF** explanation if needed.
- If anyone else has written something similar, add those sticky notes to same row providing a **BRIEF** explanation if needed.
- Continue the process until all sticky notes are placed.

8 Minutes

now...YOUR BEST THINKING!



- Finally, as a table, write a label that best describes each row of sticky notes.

2 Minutes

Following this step, have each smaller group report out to the larger group. During this report out, encourage the participants to write down overall themes in the appropriate box on Handout 3.3.

in LIGHT OF THIS...



- What are the strengths of our Career Education system?
- What are the weaknesses of our Career Education system?
- What are our opportunities to improve our Career Education system?

Finally, have the participants react to the information shared during the meeting. Specifically, have them identify the strengths, weaknesses, and current opportunities for the Career Education system. This should also be written on Handout 3.3.

reFLECTING on today



- What were your “a-ha’s?”
- What has inspired you to action?
- What is your level of interest and support in helping move forward?

Ask the participants to hand in their worksheets to the table monitor or group facilitator to collect all thoughts and input - possibly not expressed in the small or large group setting.

reVISION Part Four: Next Steps



We will be:

- Compiling and reporting results of the community engagement meeting
- Developing an action plan for implementing proposed changes
- Identifying the resources needed to implement the proposed new or revised Career Education Program(s) of Study and/or course offerings
- Following-up with you via (letter/email/district website) by (specific date) with a progress report

Highlight the next steps that will be completed during Part Four of reVISION that will be based on the work completed during parts 1, 2 and 3 (this Community Engagement Meeting) of the reVISION process.

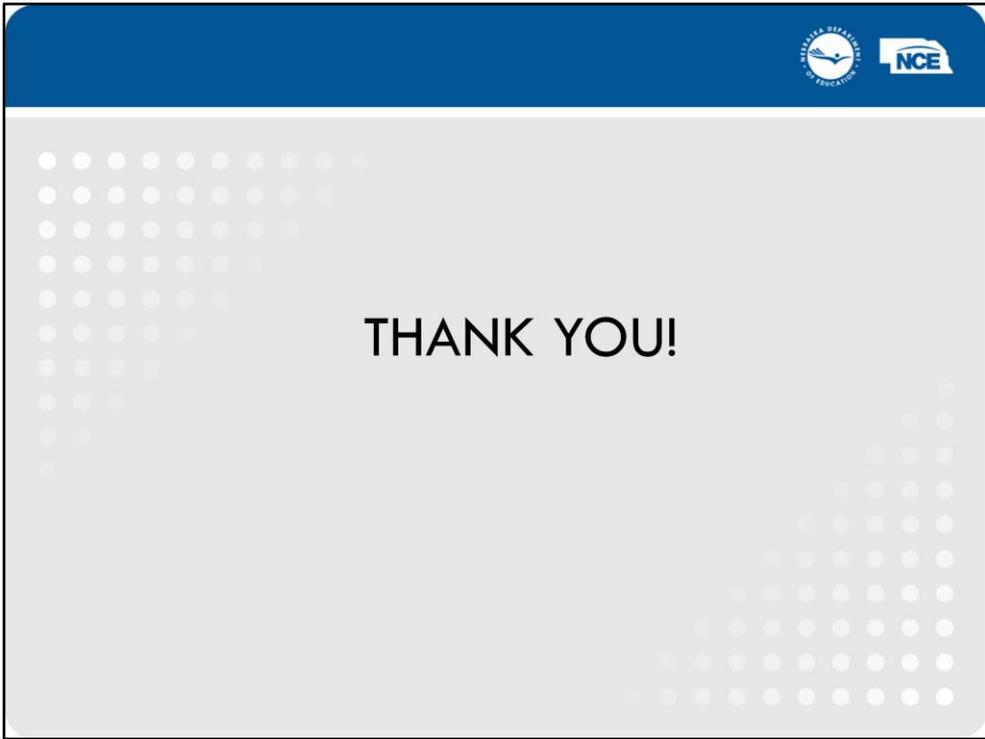
The district or school will provide follow-up information to the community members by letter, email, posting on the district website, or other means of communication. Communication will include how the district utilized the community input and how and where they will apply it.

Ticket-Out-the-Door



- Using a blank notecard or your business card, please provide:
 - Your name
 - Your contact information (email or phone)
 - Your level of interest in helping advance the work of reVISION. Specifically, what are you interested in helping with?

For their “ticket-out-the-door,” ask participants to indicate their level of interest in helping advance the reVISION process. Specifically, ask them to identify what they might be interested in helping with. This can be giving their time for consultation, working the career guidance/awareness, providing internships/externships, donations, etc.



Thank the participants for their attendance and participation!

Data Analysis

What were the key findings of the Battelle Study?

Based on regional economic industry cluster reports, which clusters are projected to have the most jobs?

Based on regional career cluster reports, which clusters are projected to have the most jobs?

Using the student career interest data, which career areas are students most interested in?

Using the information above, what trends do you notice?

Do the Program(s) of Study and course offerings our school provides reflect the above information? If no, what is missing?

Our Future Economy

What strategies can we use to help students master the Nebraska Career Readiness Standards?

Reflecting on the Nebraska Career Education Model and the data previously presented, what programs (or courses) should we offer to prepare our students for careers in our future economy?

What are the strategies/programs our school and/or community need in order to prepare our students for careers in our future economy?

In light of this information...

What are the strengths of our Career Education system?

What are the weaknesses of our Career Education system?

What are our opportunities to improve our Career Education system?

Career Readiness Standards

www.education.ne.gov/nce/Standards.html

checklist

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

<input checked="" type="checkbox"/>	Standard/Benchmark	
<input type="checkbox"/>		Demonstrates innovation and creativity The 21st century workplace requires innovation through creative thinking. Successful individuals will be expected to generate and share new ideas.
<input type="checkbox"/>		A. Creativity
<input type="checkbox"/>		B. Innovation
<input type="checkbox"/>		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.
<input type="checkbox"/>		A. Leadership
<input type="checkbox"/>		B. Ethics
<input type="checkbox"/>		C. Management
<input type="checkbox"/>		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.
<input type="checkbox"/>		A. Teamwork
<input type="checkbox"/>		B. Conflict Resolution
<input type="checkbox"/>		C. Social and Cultural Competence
<input type="checkbox"/>		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.
<input type="checkbox"/>		A. Data Gathering, Access and Management
<input type="checkbox"/>		B. Tools and Applications
<input type="checkbox"/>		C. Technology Ethics
<input type="checkbox"/>		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.
<input type="checkbox"/>		A. Planning
<input type="checkbox"/>		B. Job Seeking
<input type="checkbox"/>		C. Résumés, Portfolios and Interviews
<input type="checkbox"/>		D. Professional Development
<input type="checkbox"/>		E. Entrepreneurship
<input type="checkbox"/>		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.
<input type="checkbox"/>		A. Personal Well-being
<input type="checkbox"/>		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.

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.



