



reVISION

Establishing a clear vision for Nebraska Career Education.

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

Conducted in cooperation with:



Reflect on current career education system**Transform to meet current demands****Lead to respond to future opportunities**

In the early 1900s, vocational education emerged in response to the burgeoning industrial era. Designed to train individuals with job-specific skills, vocational education helped drive our nation's economic engine throughout the 20th century. Today, vocational education is called Career and Technical Education (CTE). To be clear, CTE is not a new label for the same system.

Career and Technical Education is built upon the dynamic demands of the global economy, and CTE programs at the secondary, postsecondary, and adult levels. These programs prepare individuals for a wide range of careers in fields such as health care/bio-medical, renewable energy, hospitality, nanotechnology, engineering, logistics, law enforcement, and information technology. As a result, today's CTE programs reflect the modern workplace. Since the majority of careers require a postsecondary credential, high-quality CTE programs incorporate rigorous academic and technical standards, as well as critical workplace skills such as problem solving, communication, and teamwork to ensure career and college readiness for its students.

Career and Technical Education has a positive impact on student achievement and transitions. These programs help students find their passion, bolster their confidence, and empower them to succeed. Additionally, CTE programs provide a positive return on investment and are trusted, long-standing partners with community employers. Since CTE programs can be found in rural, suburban, and urban communities in each state, CTE has the capacity and infrastructure to be the vehicle that prepares students of all ages for success in the ever-changing global economy. While many CTE programs have evolved in the ways noted above, not all have. We have made much progress, but we can, and must, go further. Excellence in all of our programs is essential.¹

reVISION is a strategic process that allows local school districts to imagine a reality where all learners:²

- are given the opportunity to reach their full potential.
- have access to a high quality education that leads to rewarding career opportunities in high skills, high wage, high demand occupations.
- gain the skills they need for college and career readiness.
- encounter no barriers between academic and technical instruction, secondary and postsecondary education and the workplace.
- are empowered to map out a flexible pathway that leads to career and life success.

¹ National Association of State Directors of Career Technical Education Consortium. (2010).

Reflect, transform, lead: A new vision for Career Technical Education. Silver Springs, Maryland.

² Adapted from "Putting Learner Success First: A Shared Vision for the Future of CTE" www.careertech.org.vision.

about
re**VISION**

The reVISION process provides Nebraska schools with the opportunity to analyze and transform their current career education systems in order to improve their ability to educate a qualified workforce that meets industry needs. Working in collaboration with postsecondary education and regional workforce/economic development leaders, the reVISION process links career education, school administrators, school counselors, and industry professionals. The reVISION process is a strategic approach for schools to analyze their current career education system and make plans, as needed, for adjustments.

Outcomes of reVISION

1. Identify local and/or regional workforce and economic development priorities.

This includes:

- a. Reviewing local, regional, and statewide workforce and economic data
- b. Engaging local and regional business representatives in career education programs
- c. Creating opportunities for teachers and students to experience work in career areas

2. Analyze and update current CTE Programs of Study and course offerings.

This includes:

- a. Evaluating current CTE Programs of Study and course offerings based on workforce and economic needs, State Model Programs of Study for Nebraska CTE, extended learning opportunities, and career guidance opportunities
- b. Aligning Program of Study with postsecondary institutions
- c. Creating an action plan to modify current Programs of Study and course offerings, as needed, based on reVISION
- d. Investigating the opportunities to enhance CTE Programs of Study through the implementation of career academies
- e. Bridging the gap between education and workforce/economic development

3. Evaluate career readiness.

This includes:

- a. Identifying the availability and use of K-12 career guidance systems
- b. Identifying the use of career information systems, career interest inventories/assessments, the on-going use of Personal Learning Plans, and the strategies used to provide effective career guidance based on the right education based on career choice
- c. Infusing the Nebraska Career Readiness Standards
- d. Recognizing opportunities for workplace experiences including work-based learning
- e. Analyzing how entrepreneurship and innovation/creativity are fostered and infused in the career education system.

4. Develop 3-5 year action plans that identify high priority changes for the career education system.

Sequence of Events



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Nebraska Career Education Standards

[www.cestandards.education.
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