

# This & That

Winter Issue, 2006

## Inside this issue:

Think, Ink, and Share.....	2
LB690: Career Education Partnership Act.....	4
Perkins IV Becomes Law.....	4
Hospitality, Restaurant and Tourism Management Careers.....	5
Trends Identified by Business and Industry.....	5
High School of Business.....	6
Line Blurs between High School and College.....	7
Food for Thought - Building Great Leaders at General Mills.....	7
TANN Academy.....	8
A Guide to Internet Lingo and Emoticons.....	9
Speech Recognition Training Workshop.....	9
New Resources.....	9
Dates to Remember.....	11

## STAFF

Bonnie Sibert  
Career Field Specialist  
Business, Marketing and Management  
bonnie.sibert@nde.ne.gov  
402.471.4818

Beverly Newton  
Career Field Specialist  
Communication and Information Systems  
bev.newton@nde.ne.gov  
402.471.4865

Karen Kloch  
Office Associate  
karen.kloch@nde.ne.gov  
402.471.4817

Nicole Coffey  
Program Specialist, Marketing  
nicole.coffey@nde.ne.gov  
402.471.4804



Now that you have enjoyed your holiday break, made and broken at least one New Year's resolution, and gotten back into the swing of school, it time to start planning for the 2007 New Year.

## Making the Case for Financial Education in Nebraska

At the December 2006 Nebraska State Board of Education meeting, Nebraska Department of Education staff presented a report detailing the status of financial education in Nebraska public and nonpublic schools. Data collected through the Nebraska Department of Education and the Nebraska Council on Economic Education was compiled for dissemination. The entire document is available at [www.nde.state.ne.us/BMIT/](http://www.nde.state.ne.us/BMIT/) - select Curriculum, Personal Finance, *Making the Case for Financial Education in Nebraska*.

### Districts Offering Financial Education

Data provided by the Nebraska Department of Education for the 2005-06 school year indicates that 299 out of 341 or 87.7 percent of the public and nonpublic high schools (9-12) offer at least one financial education course. Two to four financial education courses are offered in 64.4% of Nebraska's high schools. Refer to Appendix B in *Making the Case for Financial Education in Nebraska* for additional data referring to financial education courses being offered by Nebraska schools.

### Districts Requiring Financial Education

The Nebraska Council on Economic Education survey identified that from

the 178 high school buildings reporting, 47 public and nonpublic schools require either Personal Finance or Consumer Economics for graduation (see Appendix C in *Making the Case for Financial Education in Nebraska* for the full list of schools requiring Personal Finance or Consumer Economics for graduation). Because every school district is not represented in the survey, social studies, family consumer science and business teachers are asked to contact Bonnie Sibert if their high school/district requires one semester of financial education for graduation, providing they are not already shown on the current listing. Survey results will be periodically updated at [www.nde.state.ne.us/BMIT/](http://www.nde.state.ne.us/BMIT/) - Surveys.

**Financial Education Opportunities** for Nebraska students to receive a solid foundation in financial education are varied and readily available. Many, but not all, Nebraska students are graduating with knowledge that prepares them to make sound financial decisions in their personal and professional lives. As Nebraska educators strive to prepare students to attain 21st Century Skills, financial, economic and business literacy is an emerging content area critical to success in communities and the workplace. A financial and economically literate citizenry will pay big dividends in the state's future. Educators will continue to play an important role in preparing Nebraska students to be financially literate consumers in today's global economy.

## THINK, INK, AND SHARE

### **“Best Practice Strategies for Student Recruitment” Collected at the 2006 NBEA Convention, Tampa, Florida**

The following Think, Ink, and Share ideas were collected from business educators attending the “Best Practice Strategies for Student Recruitment” session at the 2006 NBEA Convention in Tampa, Florida. The contact information provided below each idea was provided by the contributors. Additional promotional strategies for high school, postsecondary and teacher education are available at <http://ffbe.org>.

- ✓ Our best recruiting strategy has been 9<sup>th</sup>-grade tours. All 9<sup>th</sup>-grade language arts teachers are asked to participate with their classes in a treasure hunt. Classes are led on a tour through all program areas looking for the treasure of their career-related courses. While on the tours (90 minutes total – about 5-8 minutes in each program area), students see live work from students in classes and watch videos created by students about skills learned and possible careers from taking the courses.  
*Misty Freeman, Winder-Borrow High School, 770-867-4519, mfreeman@barrow.k12.ga.us*
- ✓ Prior to the 10<sup>th</sup>-grade orientation, I sent postcards to all sophomores with a 2.0 and higher GPA inviting them to visit our booth during orientation. If they brought the card with them, they received a key chain. The theme was “spin into a new career with business management.” As the students watched a student-created movie about the business program (using Movie Maker), the students received a bag of cotton candy and the opportunity to be invited into our classroom for a tour conducted by the students.  
*Kristen Ledman, Barberton High School, 330-753-1084, ext. 5174*
- ✓ Our high school is divided into four academies. Each academy holds a Parent Orientation Night to distribute information about the programs we offer and answer questions. To promote our business education department and FBLA, we designed a flier that could be distributed at the event, placing the information in the hands of the parents. To reach the students, we ran an advertisement in our student newspaper providing similar information to the students.  
*Latrice Amparan, Junction City High School, 785-717-4200, ext. 5801, deshannaamparan@usd475.org*
- ✓ Build a constructive partnership with one or two large companies. If these partnerships are successful, executives in these companies will refer our program to other companies. The best way to promote my program in cooperative education has been to provide jobs for my students.  
*Joyce Smith, Rondolph CTO, 313-494-3909, joyce.smith@detroitk12.org*
- ✓ Promote National Business Education Week throughout the campus and in local area high schools. NBEA has some great marketing tools for this purpose, such as posters and pamphlets. Using these materials, develop an event on campus to bring students, faculty, local business leaders and campus administration together to highlight the importance and need for highly educated business professionals and exciting opportunities. This brings more focus to our business programs based on our school model, which often gives opportunities to those students who may not otherwise be able to attend college.  
*Matt White, ITT Technical Institute, 614-771-4888, MCWhite@itt-tech.edu*

- ✓ To promote our Honors Business Program, "The Firm," we host an annual luncheon and invite area business leaders, principals, counselors, business teachers, FBLA and BPA advisors and students and National Honor Society advisors. An exciting program describes the benefits of the honors program.

*Tamra Davis, Tulsa Community College, 918-595-8064, tdavis@tulsacc.edu*

- ✓ Business: Bringing It All Together" is a PowerPoint presentation used for students, parents and administrators. "What Do They Have in Common?" is a presentation to students just before scheduling. Demonstrate to students how each of the other disciplines (English, Fine Arts, etc.) correlate to business. Demonstrate or feature famous business people who have done well (Bill Gates, Warren Buffett, Donald Trump) and use the relationship of business to making money.

*Joyce Hansen, Cedar Springs High School, 616-696-1200, joyce.hansen@csredhawks.org*

- ✓ Promotional activities include the following:

- Distributing business program bumper stickers
- Sponsoring dual enrollment with local colleges
- Preparing survey instruments to determine students' interests, their parents' interests and local business needs
- Conducting hands-on projects that are visible to other students
- Sponsoring a middle school FBLA Chapter
- Hosting a Career Day with local businesses and universities and state-of-the-art presentations by students
- Using the most dynamic teachers at the freshman level
- Showcase success to middle school students

*Cheryl Christensen, Desert Edge High School, 623-923-7500, cchristensen@aguafria.org*

- ✓ Invite the community for free one- to two-hour workshops on Microsoft Word, Excel, or PowerPoint. Distribute fliers and registration material for four-hour workshops on computer applications for a fee or for customized courses. During Administrative Professionals Day, hold an open house and offer free keyboarding certification or 10-key certification and mini-computer workshops. Hold mini-sessions during college career fairs on resume writing and job interview skills.

*Jean Hara, Leeward Community College, 808-455-0346, jhara@hawaii.edu*

- ✓ To promote a new course to a target audience of students, prepare business-card-sized publications advertising a new course. Distribute ten copies to each student currently taking a business course. Have them print their names on the backs of the cards. Their goal is to distribute as many of these cards to "non-business" students in the school as possible. Non-business students will hopefully read the ad, write their name on the back of the card and return the card to a business teacher. Once a currently enrolled student has had a pre-determined number of cards returned, that student may take out more cards to distribute. On a pre-determined date, all returned cards are counted and prizes are given to business students who had the greatest number of cards returned.

*Faye Alfano, W. F. Herman Secondary School, 519-944-4700, faye-alfano@gecdsb.on.ca*



### LB 690: Career Education Partnership Act

The Nebraska Legislative session created an opportunity for the passage of LB 690, The Career Education Partnership Act. The legislative bill, championed by Senator Elaine Stuhr, is now in the process of becoming Rule 46. The rule has been approved by the Nebraska State Board of Education and is now in the hands of the State's Attorney General's office. Once it is approved, signed by the Governor of Nebraska, and the Secretary of State, a RFP will be provided for responding to the grant competition. A web page with updates and information of the process has been created and is accessible through <http://www.nde.state.ne.us/nce/Rule46.htm>.

### Commissioner of Education Recognizes Nebraska Career Education Students

Nebraska Career Education students from around the state were recognized, November 27, for competing and placing in the top three in the nation in leadership and skills contests at their respective CTE National Leadership Conferences. Commissioner of Education Doug Christensen and Governor Dave Heineman gave a welcome address to the seventy recipients and guests at the Capitol Rotunda. The Commissioner and Governor also recognized and presented Certificates of Award to these outstanding student members. The students recognized were members of DECA, FBLA, FCCLA, FFA and SkillsUSA, all Nebraska Career Education Student Leadership Organizations.

DECA award members were Lindsey Kaiser of Lincoln East HS; Kellie Stopak of Omaha Bryan HS; and Kelsey Maynard of Bellevue West HS.

FBLA award members were Alice Reynolds of Wood River HS; Charles Burns, John Zegers, and Jim DeBoer of York HS; Jake Hirz and Ian Parrish of Bellevue West HS; Jaime Williams of Westside HS; Lucas Kahnk of Tecumseh HS; Kyle Harris, Trent Shrader and Marcus Winter of Elmwood-Murdock HS; Amanda Wall of Heartland HS; Chelsey Brandt, Mark Houser and Mallory Wolfe of Meridian HS; Derrick Vest, Justin Albers and Kevin Ripp of Pleasanton HS.

Congratulations to each of these students and their advisers!



### Perkins IV Becomes Law

Congress passed the reauthorization of the Perkins legislation and President Bush signed the bill on August 5, 2006. The bill authorized Perkins for an additional six years and now requires the development of a new state plan for Nebraska.

Some of the key highlights that must be considered during the writing process include:

- The purposes of the new law include: Develop challenging academic and technical standards and related challenging, integrated instruction. There is heavy emphasis on rigor, academics support and alignment with the content standards and student achievement standards consistent with No Child Left Behind (NCLB) legislation.
- Perkins now fully recognizes careers for which a baccalaureate degree is required. This significant change supports the increased emphasis on building programs of study that lead to a degree or a certification.
- A non-duplicative sequence of study (program of study) that leads to an industry-recognized credential or degree is required.
- There is a significantly increased emphasis on accountability to the new law.
- Entrepreneurship education is identified as a specifically allowed area for which Perkins funding may be used.
- Career student organizations are identified as an allowable use of funds and approved career education programs must be aligned to rigorous technical standards that address all aspects of the industry.
- Professional development may be funded if demonstrating a substantive, continuous process.
- Tech Prep must be integrated into the state Perkins plan and states must determine approaches to operations that may merge the funding streams.

More information on the planning process to develop of the new state plan is available from Rich Katt, [rich.katt@nde.ne.gov](mailto:rich.katt@nde.ne.gov).

#### Watch Your Bottom Line: Income Statements

Learn more about the nature of income statements, as well as how businesses analyze them. Discover income statement aliases and main categories, who looks at them, and why they are "the main attraction." LAP FI-004-SP is a new resource made available through the MarkED Resource Center. For further details and pricing information, visit [www.Mark-ED.org](http://www.Mark-ED.org).

## BUSINESS, MARKETING AND MANAGEMENT CAREER FIELD

### Hospitality Restaurant and Tourism Management Careers

UNL is offering a new program that is a combined effort from the College of Agricultural Sciences and Natural Resources and the College of Education and Human Sciences. The Hospitality Restaurant and Tourism Management program prepares students for management or entrepreneurial hospitality industry careers through a foundation in leadership, hospitality and business. Students can select one of the following areas: Ecotourism, Parks & Recreation, Food & Beverage, Lodging, Convention & Meeting Planning, Human Resources, Public Relations, or Journalism and Mass Communication. For more information contact Dr. Dan Wheeler, 402.472.4749 or Dr. Fayrene Hamouz, 402.472.1582 or visit <http://cehs.unl.edu>.

### Marketing Career Update

In a recent study of marketing executives, 68% reported that they expected their firm to increase advertising and marketing staffing levels within the year. Average starting salaries (ranges):

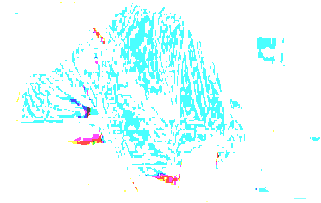
- Agency-based:
  - ✓ Account Manager (5+ years): \$49,750 – \$72,750
  - ✓ Account Coordinator (<4 years): \$30,750 – \$39,250
  - ✓ Assistant Marketing Manager: \$35,000 – \$49,500
- Corporate-based
  - ✓ Marketing Director: \$68,250 – \$108,000
  - ✓ Marketing Manager: \$51,500 – \$81,500
  - ✓ Assistant Marketing Manager: \$35,000 – \$48,750

*The Creative Group 2006 Salary Guide*

### Trends Identified by Business and Industry

MarkED Resource Center has conducted business and industry focus groups across the country during the past year to identify trends that are impacting how businesses “do business.” A group of Nebraska business representatives met in Lincoln on December 6 and 7 to provide additional input for the Banking pathway and the Insurance pathway, which are a part of the Finance Career Cluster. A summary of the trends identified during the past year includes:

- Technological savvy-ness of incoming employees
- Decreased opportunities for entry-level jobs due to technology
- Technology viewed as a way to do business rather than as a tool to do business
- Clients expect or demand 24/7 access to marketers due to technology
- Increased opportunities for entrepreneurial activities due to technology



- Loss of human touch due to reliance on technology; need to balance high tech with high touch
- Bridges need to be built across generational differences in the workforce
- Increased ethnic diversity; employees are now citizens of the world; equipment being modified to be in English and Spanish versions
- Pace/speed with which everything happens in business
- Increased numbers of people working for small-to-medium sized businesses
- Employees need to be able to relate to others throughout an organization—functional silos are a thing of the past; employees must be cross-functional workers
- “Lean” operations have become the mantra of management
- The need for critical, analytical thinkers has increased
- The regulatory environment has become a drain on business resources
- Personal financial literacy is becoming more important due to business’s use of credit scores in making hiring and promotion decisions and in using company credit cards
- Organizational skills, such as project management, are more needed due to the speed with which things happen and the multitude of responsibilities each person has
- Problem solvers are in demand at all level of employment
- Increased emphasis placed on accountability in the workplace; Generation Y employees lack creativity, “fire-in-the-belly” ambition and communication skills; much work time spent by managers pampering these employees



## High School of Business

More U.S. college freshmen major in business than any other major. In 2005, 18.3 percent or 237,900 students chose to major in business at four-year colleges or universities. And that doesn't take into consideration students that chose two-year colleges. The High School of Business™ experience is a series of accelerated business administration courses that prepare high school students to excel in a college business program. Developed by the Marketing Education Resource Center, the academy-style program consists of six core business administration courses of near-college-level content, two pre- and/or co-requisites and two freshmen-level courses. High School of Business utilizes a project and problem-based learning environment. Students will challenge their minds by using the academic skills gained in math, English and social sciences courses to solve business problems. High School of Business™ graduates will have the skills to do more than succeed in college—they will excel.

The Foundation of High School of Business™ has been paved by several successful educational studies and programs. These include Project Lead the Way, Ford Partnership for Advanced Studies, National Academy Foundation, Partnership for 21<sup>st</sup> Century Skills and High Schools that Work.

High School of Business™ is designed much like a college business administration program. Students take approximately one course per semester, beginning in the freshman year. The courses begin with an introduction to business, followed by courses in various business functions and concluding with the capstone course Business Strategies that requires implementation of the principles addressed throughout the High School of Business program. The following chart shows the program design by high school year.

	1 <sup>st</sup> Semester	2 <sup>nd</sup> Semester
Grade 9	Leadership	Wealth Management
Grade 10	Principles of Business	Business Economics
Grade 11	Principles of Marketing Adv. Math with business focus	Principles of Finance Adv. English with business focus
Grade 12	Principles of Management	Business Strategies

Participating schools agree to offer the program's six core courses and two pre/co-requisites over a period of three years to ensure each student has the opportunity to complete the program. Suggested prerequisite skills and knowledge include Microsoft Word, Excel and PowerPoint as well as enrollment in the school's college preparatory courses.

High School of Business™ is a high-level program that conveys excellence and rigor in education. If you are interested in learning more about this new program, contact Lisa Berkey, MarkED Resource Center, 614.486.6708 Ext. 222 or send an email request for additional information to [BerkeyL@Mark-ED.org](mailto:BerkeyL@Mark-ED.org).

### Complete NCE Conference details available in the special NCE Issue of This & That

Join in the fun by attending the Business, Marketing and Information Technology (BMIT) Social on Monday, June 4, 2007, 7-10 pm



The Nebraska State Business Education Association (NSBEA) and South-Western Publishing Company invite all business, marketing, and information technology teachers to network with their peers at Barista's, 2400 Central Avenue, downtown Kearney.



“Never bend your head. Hold it high.  
Look the world straight in the eye.”

- Helen Keller

### Food for Thought—Building Great Leaders at General Mills

Jodi Gehr, Lincoln Southeast, attended the Building Great Leaders session at the MarkED Conclave last summer. She provides some good food for thought as we each think about how we can provide more “leadership” training for our business and marketing students.

“Great leaders are not defined by an absence of weakness but rather the possession of a few profound strengths.” Kevin Wilde, Vice-President and Chief Learning Officer of General Mills, believes that leaders who focus on improving a few of their strengths to a “great level” can improve their overall rating as a leader. This strategy is far more effective than the traditional method where managers focus on and attempt to improve one’s weaknesses. Leadership includes having integrity (engendering trust and doing the right thing), being innovative (having vision), working with people (inspiring teamwork and motivation), and achieving results (commitment to goals).

With better leadership, turnover is lower, net income is higher, customer and employee satisfaction goes up. There is a big difference between good and great managers. Those managers that achieved in the top ten percent of leaders had a 9 percent employee turnover rate compared to 19 percent for average managers. Employee turnover is increasingly important as companies lose the training investment applied to that employee, the company connection and the technical skills those employees provided, ultimately impacting the bottom line. The top 10 percent of leaders also made double the income of average leaders. General Mills attempts to develop great leaders by encouraging leaders to find their “sweet spot,” the intersection between their talents, their passions and their opportunities.

### Line Blurs between High School and College

Last spring Nebraska high school students got the chance to learn college credit from the University of Nebraska–Lincoln – all before setting foot on campus. A new program, Advanced Scholars, allows high school students to take online classes taught by UNL faculty. These classes count as college credit for the students taking them, and sometimes double as high school credits as well. Last spring, 19 students enrolled in Advanced Scholars courses, representing seven Nebraska high schools. Now in its second semester, Advanced Scholars is attracting more students and new schools. This fall, 44 students applied to the program from 16 Nebraska schools. As more students become familiar with the program, the enrollments are expected to increase rapidly. Created to form partnerships between the University and Nebraska high schools, Advanced Scholars is bringing UNL to high school students throughout the state.

According to Laura Wiese, Advanced Scholars program coordinator, this program eases the transition for high school students who are planning on attending college. “High school students are able to earn credits in classes typically taken by college freshmen.” Several courses that would be of interest to business, marketing and information technology students include:

- ACCT 201 – Introduction to Accounting I
- ACCT 202 – Introduction to Accounting II
- BSAD 150 – Business Computer Applications

In addition to the access students have to UNL’s renowned faculty, perhaps the biggest draw to the program is the value. This fall the cost of taking an Advanced Scholars course remains at \$100 per credit hour, “almost one-half of the current UNL resident tuition rate, once the additional University fees are factored in,” Wiese said.

With Advanced Scholars, high school students go through many of the same processes and use the same systems as on-campus students. Eligible students first apply to UNL – high school students must have a grade point average of a “B” or higher, ACT composite score of 22 or higher, and approval of their counselor and principal. Students then use the online UNL system eNRoll to register for their course and can order books and materials through the University Bookstore’s website. Students begin their class with the regular UNL schedule and access their course through Blackboard, a course management software used for many of the on-campus classes.

To see a complete listing of course offerings and for more information about the Advanced Scholars program, visit <http://AdvancedScholars.unl.edu> or contact Laura Wiese at (402) 472-1131 or lwiese4@unl.edu.

### The Postsecondary Educational Experiences Of High School Career And Technical Education Concentrators

is the latest release from the National Center of Education Statistics (NCES) and uses the results from the National Education Longitudinal Study (NELS): 88/2000 postsecondary education transcript study. This study followed high school graduates from the class of 1992 and includes data on postsecondary enrollment, patterns in course taking, degree attainment patterns and types of institutions attended. The study found:

- 20% of the class of 1988 was CTE concentrators and one-fourth of those were dual concentrators (CTE and college prep courses).
- 82% of CTE concentrators focused on the following courses: trade and industry; business; and agriculture and natural resources.
- Demographically, 6 out of 10 students in the study were male although college prep dual concentrators were more likely to be female; students were typically from a lower socioeconomic group; and typically began high school with weaker academic preparation as measured by the 8th grade reading and math tests.
- By the year 2000, 65% of CTE students had enrolled in postsecondary (which is comparable to the general education students), while 82% of college prep dual concentrators had enrolled in postsecondary.
- Three-fourths enrolled in postsecondary within 7 months of high school graduation.
- 56% began at a community college, 37% began at a four-year institution and 7% at another type of postsecondary education.
- 26% percent earned bachelor's degrees or higher and 50% earned a type of postsecondary certification or degree.

## INFORMATION TECHNOLOGY CAREER CLUSTER

### TANN Academy

The Technology Academy of Northeast Nebraska is a joint program between Norfolk Senior High, Battle Creek High School, Madison High School, Pierce High School, Stanton High School, Northeast Community College and Wayne State College to offer advanced level technology training to high school juniors and seniors. The lab is located in the Lifelong Learning Center on the NECC campus. During first semester, they offered four classes: Web Page Design I and II, Digital Media and PC Support and Maintenance. Visit the TANN web site at <http://tann.nebraska.org/>. You will see a listing of classes taught as well as samples of student work. For example, check out some of the projects completed by students in the Digital Media class. You'll find them under the Projects section.

Now this creative solution to provide high-level technology instruction through the sharing of resources is being spread across Nebraska and hopefully the country. Regional sites are in the planning stages to see how local institutions might maximize the use of teacher resources through the sharing of instructors and students. The O'Neill region began their technology academy in the fall of 2006. South Sioux City, Wayne and West Point regions, through their Northeast Community College and Wayne State College connections, are planning during the 2006-07 school year with a vision of beginning classes in the 2007-2008 school year.

*Mickie Mueller, Norfolk High School*



### Google, Spyware Added to Dictionary

The eleventh edition of Merriam-Webster's Collegiate Dictionary is set to officially bring 100 new words into the English lexicon, including a handful from the world of technology. "Google" is now a full-fledged verb that means using the Google search engine to retrieve information.

"Spyware" and "ringtone" are also new entrants into the dictionary, as well as "mouse potato," which means a person spending a great deal of time on the computer. Merriam-Webster lexicographers scour magazines, newspapers and Web sites in order to discover new phrases that are being used everyday. Also new to the dictionary: "supersize" and "bling."



## 2006 The Year of Cyber Crime

The volume of targeted cyber-crime attacks has reached its highest ever level, a security firm has claimed. Network Box said that small firms are the most vulnerable to online attack as they have the lowest levels of IT security protection in place. The vendor noted that, although virus levels are dropping month by month and made up just 30 percent of all malware in June, this danger is being replaced with a "much more sinister threat." Cyber-criminals are using **worms**, **Trojans** and **spyware**, which now make up to 70 percent of all malware, to target the most vulnerable sectors of PC users—smaller businesses and home users who do not have sophisticated antivirus packages. For further details refer to <http://www.vnunet.com/2160495>.

@ (\*O\*) @

## LOL :) A Guide to Internet Lingo and Emoticons

Are you tired of trying to figure out just exactly what your children and/or students are text messaging? To bring yourself up to speed with the lingo being used by teenagers, visit <http://www.pcworld.com/article/id.88686/article.html>. l8tr!

## NEW RESOURCES

### NebraskaCareerConnections.org

In September, the first of several segments of the online NebraskaCareerConnections.org website portal was unveiled. ESU workshop participants had a chance to explore the new online resource that integrates career information, education, personal learning plans, college planning and other resources based on the common framework of career fields and clusters of the NCE model. The website and tools are free to all Nebraskans. The first round of training for schools to access and use a tool in the career development process occurred in September and October. More sessions are planned for second semester including personalized school trainings and ESU-based workshops. For more information, contact Donna Vrbka, [donna.vrbka@nde.ne.gov](mailto:donna.vrbka@nde.ne.gov) or to find out more about training contact Pat Madsen, [madsen@visions-unltd.com](mailto:madsen@visions-unltd.com).

## Speech Recognition Training Workshop

A Speech Recognition Instructor Methods and Training Course will be held on the Peru State College campus on Monday, June 25, 2007 from 8:30 a.m. to 4:30 p.m. The trainer will be Bonnie Brockman, a Dragon certified trainer. The Seminar/Course Director will be Dr. Judy A. Grotrian, Associate Professor of Business at Peru State College.

The cost of the workshop will be \$275 which includes seven hours voice-on training by a Dragon certified trainer, new Dragon NaturallySpeaking 9.0 Preferred software, Plantronics noise-canceling headset, new Speaking Solutions Nifty 59 with 108 Speech Activities textbook, methods CD and instructional handouts (BEST VALUE); or \$150 which includes training and all materials/products above but WITHOUT SOFTWARE.

Also, Peru State College will offer the course for undergraduate credit (\$124.50 per credit hour) or graduate credit (\$151.75 per credit hour) for 1-3 credit hour(s). Contact Judy Grotrian at [jgrotrian@oakmail.peru.edu](mailto:jgrotrian@oakmail.peru.edu).

### *Work Right: Ethical Work Habits*

Discover the characteristics of ethical employees and how behaving ethically benefits everyone. Learn the steps for developing ethical work habits. LAP EI-004-PQ SP is a new resource made available through the MarkED Resource Center. For further details and pricing information, visit [www.Mark-ED.org](http://www.Mark-ED.org).

### Numeracy

A host of new resources were shared with teachers attending the Fall BMIT ESU workshops. Participants received a packet of lesson plans developed by Dr. Patricia Arneson and her graduate students in the **Wayne State College BUS 630 Workshop in Business Education Curriculum Development for Economic Education**. WebCT class participants included Mary Bartak, Elgin Pope John XXIII High School; Diana Davis, Wayne High School; Jane Dexter, Chamber High School; Deb Ehrlich, Winnebago High School; Lisa Fox, Hitchcock County High School; Mickie Mueller, Norfolk High School; Stacy Otten, Andes Central School in South Dakota; Sara Petty, Abraham Lincoln High School in Council Bluffs; Patricia Puls, Sterling High School and Leslie Ziska, Humphrey St. Francis High School. These teachers developed curriculum unit plans to develop economic education curriculum that incorporated higher-level math applications. Their lesson plans are available on the BMIT web site in the Curriculum section.

## Course Outlines

Thanks to each of the following teachers for sharing course outlines at the Fall BMIT ESU Workshops. Their good work has been posted in the Curriculum section of the BMIT web site. All the postings are linked through Computer Applications except for Introduction to Business, which is linked through Personal Finance.

<b>Murleen Bellinger</b> , Waverly High .....	Computer Applications Course
<b>Treva Dostal</b> , Pierce High.....	Computer Science Courses
<b>Teresa Hansmire</b> , Fairbury High .....	Introduction to Business
<b>Billy Wilson</b> , Raymond Central High .....	Advanced Computer Applications Course

U.S. Small Business Administration



### New Online Resources for Teen Business Start-Up launched by SBA and JA Worldwide

The U.S. Small Business Administration recently announced the launch of new online resources for young entrepreneurs at the **Mind Your Own Business** teen web site [www.mindyourownbiz.org](http://www.mindyourownbiz.org), to help young entrepreneurs succeed in the world of business.

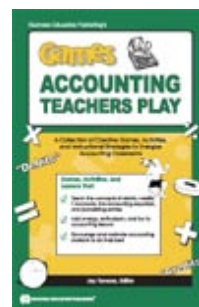
The SBA and JA Worldwide™ (Junior Achievement) have teamed up to develop three new **Mind Your Own Business** resources—a student activities guide, a volunteer guide and an assessment tool, “Start it, Grow it, Own it!” that serves as a companion tool to the student activities and volunteer guides. Each of these resources is available at [www.mindyourownbiz.org](http://www.mindyourownbiz.org), and is cosponsored by JA Worldwide.

Entitled *Make It Your Business*, the student activities guide includes an interest inventory and group activities designed to teach teens the fundamentals of business ownership. The *Make It Your Business* volunteer guide instructs group leaders through student business sessions that can be implemented in the classroom, in student clubs or in an after-school setting.

The SBA and JA Worldwide introduced the **Mind Your Own Business** teen web site to provide support to the growing interest in entrepreneurship among teens and to serve as a small business portal for youth entrepreneurs.

The **Mind Your Own Business** web site introduces five easy-to-navigate steps on business ownership for the entrepreneurial-minded teen, each with helpful information for young entrepreneurs who want to start, run or grow their own businesses.

### NEW! Games Accounting Teachers Play



#### A Collection of Creative Games, Activities, and Instructional Strategies to Energize Accounting Classrooms

Games Accounting Teachers Play includes a fantastic collection of creative games, activities and strategies that will add a new dimension to the way you teach accounting.

From debits and credits and T-accounts to journalizing entries and the accounting equation, this book will spark new energy and spirit in your accounting classroom. The activities have been carefully selected to offer students a variety of methods in which to learn accounting. From beach balls to doughnuts, your students will be more engaged in the hands-on learning environment this book will help you create in your classroom. See <http://bepublishing.com> for pricing information.

**DATES TO REMEMBER**

- February 2007..... National Career and Technical Education Month
- April 4-7, 2007..... NBEA Conference, New York Marriott
- April 26-27, 2007..... Nebraska Education Technology Association (NETA) Conference, Omaha
- June 4-6, 2007..... Nebraska Career Education (NCE) Conference, Kearney



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 newsletter was funded by the Carl D. Perkins Vocational and Applied Technology Educational Act, Grant #V048A1002700 with the State of Nebraska.

Products mentioned in this newsletter are not necessarily endorsed or recommended by the Nebraska Department of Education staff; products are mentioned for your information and review.