

## Nebraska Statewide Career Academy Standards for Local Implementation

1. **Defined Mission and Goals:** The career academy has a written definition of its mission and goals. These are available to the administrators, teachers, students, parents, advisory board and others involved in the academy. *Criteria include:*
  - Well-defined mission and goals, focusing on careers and college, raising student aspirations and increasing student achievement
  - Clearly identified student and stakeholder code of conduct
  - Impact of the Career Academy on local, regional and/or state economies through high wage, high skill, high demand and/or high interest career pathways

### Five Questions:

1. What is the academy mission and goals?
2. Is the coursework relevant to mission and goals?
3. Do academies meet local and regional economic/employment needs?
4. Is there an increased job placement rate of academy graduates?
5. Does the academy code of conduct improved student attendance, grades, behavior, and graduation rates?

What to measure?	When to measure?	Who should measure?	Accountable to....?	What additional resources are needed to perform this measurement ?
What are the mission and goals?	At the beginning and review yearly	All stakeholders	All stakeholders	Advisory Board
Is the coursework relevant to mission and goals?	At development of academy and review after course	Teacher, student, advisory group	College advisory board	Student surveys and student achievement
Do academies meet local and regional needs?	At beginning and review every 2 years	Director Advisory board	Advisory board	Local workforce needs, department of labor projections, Battelle study
Job placement of academy graduates?	Fall of year after HS graduation	Director	Advisory board	College enrollment data, employment data
Does academy code of conduct improve student attendance, grades, behavior, and graduation rate?	Year to year, value-add	Director and high school personnel	Schools and advisory board	Attendance, behavior, graduation rate, course completion – reports

**DRAFT:** These data points are not yet finalized or complete. Variations will be updated as available. Please DO NOT use these for current reporting or evaluation purposes. For questions, please contact [ErikaVolker@hotmail.com](mailto:ErikaVolker@hotmail.com) or 402-305-9480.



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

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

#### **Five Questions:**

1. What is the make-up of the advisory board?
2. Who often does the advisory board meet?
3. What is the evidence of a healthy partnership?
4. Does student input direct the course of the academy?
5. What topics or issues are discussed at the advisory board and are members active in directing the career academies?
6. Who facilitates the advisory board?

What to measure?	When to measure?	Who should measure?	Accountable to....?	What additional resources are needed to perform this measurement ?

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

- Recruitment and selection process for students, with appropriate exit procedures
- Recognized space, physical and/or virtual, in a school or business setting
- Participation in student organizations and competitions where available
- Identified career or industry cluster(s)/field(s)
- Supportive atmosphere

**Five Questions:**

1. Do you have a recruitment and selection process?
2. How is your academy recognized in your school or business setting?
3. Give examples of student participation in organizations and competitions related to your academy.
4. Does your academy include exploratory components of career fields and clusters?

What to measure?	When to measure?	Who should measure?	Accountable to....?	What additional resources are needed to perform this measurement ?

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

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

### Five Questions:

1. How are you documenting the need to establish your career academy?
2. What kind of written agreement do you have with school administration, faculty, BOE, postsecondary?
3. How are they (business and industry reps) involved in the development of the academy?
4. What does the 'contractual support' look like?
5. How are you tracking the data of 'true' expenses of a current career academy?

What to measure?	When to measure?	Who should measure?	Accountable to....?	What additional resources are needed to perform this measurement ?
How are you documenting the need to establish your career academy?				
A. Interest	Periodic – 3 to 5 years	<ul style="list-style-type: none"> <li>• Industry</li> <li>• Students</li> </ul>	Career academy boards/decision makers	Survey instruments
B. Demand	Periodic – 3 to 5 years	<ul style="list-style-type: none"> <li>• Industry</li> <li>• Students</li> </ul>	Career academy boards/decision makers	Survey instruments
C. Support	Ongoing	<ul style="list-style-type: none"> <li>• Administration</li> <li>• Postsecondary institutions</li> <li>• Teacher/instructors</li> </ul>	Career academy boards/decision makers	Survey instruments

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

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

### Five Questions:

1. What teachers have correct credentials to teach a dual enrollment course? Or how can we help teachers earn the correct certifications?
2. How do we get counselor buy-in? How do we sell the program?
3. What step in Academy development are teacher credentials considered?
4. How do you earn support of the "core" (value of the program)?
5. How do you look outside of academia for qualified instructors?

What to measure?	When to measure?	Who should measure?	Accountable to....?	What additional resources are needed to perform this measurement ?
Which high school teacher have the correct credentials?	Now/Every fall	High schools	Community colleges	
How many high school counselors know about career academies?	NDE Conference Semi-Annually	High schools, community colleges	High schools, community colleges, Each other	Offer session at conference related to career academies and then see how many follow up with community college
Longitudinal data – track career academy students to see when/where/what they completed	Each year	High schools, community colleges and 4 year universities	Each other	Statewide tracking system between high schools and postsecondary

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### 6. Professional Development: Provide professional development time, leadership and support. *Criteria include:*

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

### Five Questions:

1. Does your district/school have common planning?
  - a. How much time is allocated?
  - b. Do you have goals
  - c. What is measurable?
2. What is your level of support?
3. How do you communicate?

What to measure?	When to measure?	Who should measure?	Accountable to....?	What additional resources are needed to perform this measurement ?
Does your district/school have common planning?	Annually	Local administration of high school and community college	PFI and NDE	Resources to develop criteria (\$ people with expertise structure for monitoring)
How much time is allocated? (Time log)	Each semester	Local administration of high school and community college	PFI and NDE	Resources to develop criteria (\$ people with expertise structure for monitoring)
How much Professional Development took place (time, local/national)	Annually	Instructors, administrators	PFI and NDE	Resources to develop criteria (\$ people with expertise structure for monitoring)
What is the focus of the professional development?	Annually		PFI and NDE	Resources to develop criteria (\$ people with expertise structure for monitoring)

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

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

**Five Questions:**

1. For those students who take dual credit courses, what is student’s achievement success rate at the next level?
2. What are your requirements for job shadowing?
  - a. Number of hours
  - b. How do you evaluate an adequate job shadowing experience?
3. Are online courses accepted?
4. Are online courses effective?

What to measure?	When to measure?	Who should measure?	Accountable to....?	What additional resources are needed to perform this measurement ?
Is the curriculum from local, state or national models?	Spring	District, NDE	NDE, Funding	Current data system works well
Classroom observation, peer review, TAV, develop shared learning rubric	Spring	District	District	\$ to create rubric
Existence of internship programs, real world learning rubric	Spring	District	NDE/Perkins	\$ to create rubric
# of dual enrolled courses offered, how students perform in postsecondary	Fall	District	NDE/Perkins	Longitudinal data
Effectiveness graduation rates, # of student credits, # of completed Personal Learning Plans	Summer	District	NDE/Perkins	

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

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

### Five Questions:

1. How does your academy address local, state, national and global trends?
2. How do you demonstrate that you utilize multiple methods to engage the business and civic communities?
3. What are the work-based learning components in your academy?
4. What are the courses within your academy that are dual credit?
5. What are the courses within your academy that are articulated credit?

What to measure?	When to measure?	Who should measure?	Accountable to....?	What additional resources are needed to perform this measurement ?
How does your academy address local, state, national and global trends? <i>Done by other groups</i>				
How do you demonstrate that you utilize multiple methods to engage the business and civic communities? <i>Identify the outreach activities of your academy program in your community</i>	Annual report	Academy leader	Local advisory board	
What are the work-based learning components in your academy? <i>How many students participated in job shadows, career fairs, internships, etc.</i>	Annual report	Academy leader	Local advisory board	Common electronic assessment form
What are the courses within your academy that are dual credit? <i>List the dual credit courses in your academy</i>	Annual report	Academy leader	PFI/NDE	
What are the courses within your academy that are articulated credit? <i>List the</i>	Annual report	Academy leader	PFI/NDE/Local Board	Common electronic assessment form

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articulated credit courses in your academy				
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### 9. Student Assessment: Collect and report student proficiency data. *Criteria include:*

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

### Five Questions:

1. How many dual credit and career academy students go onto a degree in that career field?
2. How many career academy students graduate from high school?
3. How many career academy students graduate from a postsecondary institution?
4. What certifications exist for high school students? What is acceptable?
5. How can data systems be coordinated across high schools and post-secondary institutions?

What to measure?	When to measure?	Who should measure?	Accountable to....?	What additional resources are needed to perform this measurement ?
Who is taking each career academy class or in career academy?	Annual-semester	High school		
What is high school graduation rate of career academy students?	Annual	Career Academy Coordinator		
How many continue in this career field in postsecondary education?	Annual	Career Academy Coordinator		
How many graduate from postsecondary within the career field?	Annual	Career Academy Coordinator		
How many students receive certification?	Annual/Semester			
How many students are getting dual credit?	Semester			

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

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

### Five Questions:

1. What is the defined process for evaluating?
  - a. Who is involved in the evaluation?
2. How are they involved?
3. When does the evaluation take place?
4. How do you assess the relevance of the academies to business and industry?
5. What is done to implement the findings of the evaluation?

What to measure?	When to measure?	Who should measure?	Accountable to....?	What additional resources are needed to perform this measurement ?

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