

**Statewide Community College Career Academy Meeting**  
**September 17, 2014**  
**Central Community College, Grand Island**  
**10 – 2:30 PM**

**Rule 47 Q & A Directions:**

On a 3 x 5 card at your table, please write down one question per card. The question could pertain to anything related to Rule 47 – history, development, criticisms, implementation, process, why, etc.

**Questions and Comments on 3 x 5 cards** (may be grouped by like category), *followed by responses from NDE:*

1. Funding available for academy participation as defined by Rule 47. If funding comes through legislation to support career academies and Rule 47, will that then limit the use of Perkin’s funds for academy activities and support? If funding becomes available for career academy high school students, how will resources be shared with the CCs? If no funding is provided from the legislature for Rule 47 do K-12 schools still need to be in compliance? If not, can they still be considered Career Academies?  
*Rule 47 is voluntary, so if a school applies for Career Academy designation they must follow the Rule. If they choose not to apply for Career Academy status they will not have to follow the Rule. Funding is not yet available for Career Academies. Schools will not be penalized for not having an Academy in the current Perkins plan. In the current model, those community colleges offering dual credit will benefit from the tuition required to take the dual credit course. At the time of this meeting there is no funding available for Career Academy programs because we just got a consistent definition in the state. Most Senators are waiting for solid data before funding a program.*
2. What are the concerns of the high school districts about the rule?  
*The main concern is the district level Career Student Organization and how that would look in their school. Many are concerned about the contextualized academic core course, but once it is explained, the concern is alleviated.*
3. The terminology may get confusing between the high school districts and community colleges. Also, if funding becomes available for high schools that have career academies, do the community colleges earn anything extra by being the culminating experience for the high school academy?  
*The Department of Education is referring to Career Academies as Rule 47 Academies. It will be up to the community colleges if they rebrand or rename their programs, or stay the same. NDE has no authority over the community colleges.*
4. What portion/how much of the “core” academic course has to be specific to the career/pathway?  
*One course (Math, Science, Social Studies or English/Language Arts) must provide a career context for the Career Academy. In small schools it could the teacher allows the Career Academy students to focus their research projects or reading on that career area. Schools will be required to upload a course syllabus which outlines how they will be intentional with integrating career themes in the core course. It shouldn’t be just one paper, rather multiple opportunities to integrate the career content.*
5. Is there any recourse by NDE on the school districts to comply with Rule 47 until there is some funding tied to it?  
*Schools will be required to apply and be approved (annually). If they are out of compliance, they will not be a Rule 47 Academy school.*
6. What qualifications will high school students have to meet to be in a career academy at the high school and at the Community College?  
*It will be up to the school district/school staff to determine the student criteria for participation; however, it must be voluntary on the part of the student. NDE, therefore Rule 47, has no*

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*governance over the community college programs, so that will be to the discretion of the community college staff/governance.*

7. Currently the definition or career academy pieces vary greatly by community college, or K-12 district, across the state. Since Rule 47 is now in place, will there be the identification of what is the minimum requirement to be considered a career academy? Is it everything in Rule 47 and is it that every aspect has to be in place before you are considered a career academy, or is there a phase in process?

*Rule 47 does not take place until the 2015-16 school year and schools can choose to apply when they are ready. All components must be in place for schools to apply to become a Rule 47 Academy. Each Academy within a school must apply for the designation.*

8. The career academy initiative statewide seems to be driven by the most part by post-secondary education, the community colleges, and the push for career awareness, early entry to college, or dual credit opportunities, yet Rule 47 is an individual K-12 district requirement, and up to this point the funding options have been to go to K-12, which really suggests that there is a need for consortium of partners – K-12 and higher education to make this work, yet I don't believe the aspect of consortiums is addressed in Rule 47 or any procedures?

*No response.*

9. What about the creation of consortiums, how they would work, do reporting, what boundaries do they follow, who do they report to, etc.? Right now since there is nothing binding Rule 47 to the community colleges, they could walk away from creating career academies, which I believe would hamper the success and future of Rule 47.

*In the 2011 Nebraska Legislative Session, the Legislature required the Nebraska Department of Education to develop a Rule that would identify what a Career Academy was and the basic criteria. Throughout the course of the year and of 2012, NDE and PFI hosted meetings about the Rule; the requirements set forth by the Legislature and garnered participant input. In November 2013 the Governor signed the Rule in to law. NDE has no governance over community colleges therefore could not write them into the Rule, however school districts are strongly encouraged to work with their local community college partner to offer dual credit options when available. Any school district can voluntarily partner with another district to consort (written into the Nebraska Learning Community Law) and offer career programs to all students within a service area.*

10. If a small school participates in a community college career academy – how do they provide a 1. Student Group 2. General Ed Course with CTE imbedded (this may only be 2 students)

*The small school would most likely partner with other small area schools, or provide differentiated instruction for the small number of students. Community colleges could offer online dual credit courses as a supplement as well.*

11. Is "online" or virtual CSO really the best idea? What is the purpose of a CSO or student involvement and can that be met in an online or virtual setting?

*Some national CSO's are looking at offering online chapters to provide more students opportunity and reach them "where they are"; however they are not available yet.*

12. If a career academy is already going (for at least a few years) do they have to redo or do Steps 1, 2 (early steps)?

*No.*

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13. If funding comes through legislation to support Career Academies and Rule 47, will that then limit the use of Perkin’s funds for academy activities and support?  
*Not according to the current Perkins State Plan. Federal legislation may influence future opportunities or challenges.*
14. Comment: Rule 47 and the NDE do not control what the community college can or cannot do. Community Colleges by design meet the needs in their service areas.  
*No response from NDE*
15. Schools see this as an addition to their work without \$ to support the work – how can a community college help schools feel better about moving forward with implementing Rule 47 as their guide to Career Education? How does Rule 47 fit into Career Academies that are in the community colleges? What is the role of community colleges when a school decides to apply to host a career academy? How do the high school districts expect to work with the community colleges with the rule?  
*Each community college should determine how they would like to be involved with Rule 47 Academy programs with their area school districts.*
16. Will information sessions be held for high schools or is that the community colleges’ responsibility?  
*Regional informational sessions are the responsibility of the Nebraska Department of Education and when the Rule 47 application is available within the NDE Portal, NDE will schedule such sessions to assist schools with development and application of Rule 47 Academy programs. Local Community Colleges will be encouraged to be a part of the process.*
17. Comment: need statewide consistency and leadership statewide – Career Academies
18. Implementation of 47 was such a rush job with little info out to the public schools. Now one year later – where are we? What’s happening?  
*NDE and PFI have been leading informational sessions to superintendents and counselors across the state. The application is under development and will be sent to NDE for design.*
19. I would suggest we discuss what the CCs should call “career academies”.
20. When are the opportunities to amend Rule 47?

**Discussion of Online Career Academy Options:**

Concerns are the student organization requirement in Rule 47 and how to deliver work-based learning opportunities to students across the state when the originating school may not have contacts in the student’s community. Having enough community college faculty to offer more online courses and the transferability of credit were additional issues/challenges discussed.

Outcome of conversation: PFI will wait until state and national CSO’s become available online and until transferability of credit is resolved in Nebraska. PFI will investigate the opportunity to link community college online courses with NDE developed introductory CTE courses to promote to students across the state, to make unique Programs of Study available to students who may not have access in their school or community.

**Sharing Session: 10 Minutes each**

Topics could include, but not limited to: funding streams, work-based learning activities and management, student portfolios/personal learning plans, dual credit, course delivery (online, on campus, distance learning, etc.), identifying cooperating faculty, etc.

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Report out:

***MidPlains Community College***

- Funding provided primarily by the College with some classroom materials by ESU 16
- The counselor documents WBL activities in a local file
- PLP – Career outreach in the 8<sup>th</sup> and 11<sup>th</sup> grades program at MPCC, 36 schools eligible to participate
- Dual Credit Instructor pay: 1. Reimburse school per credit hour – 2. 60-40 school/instructor split payment (Adjunct pay scale) 3. Pay instructor entire Adjunct pay rate.
- Primary delivery: 50 – 60 high school instructors offer courses to 50 schools. 60% of college faculty hold Nebraska Teaching endorsement.
- Brochure – CSO's
- High school credit only – for first two courses
- Third course looking for transferable credit or national certification
- PLP offered at the school level
- Dual Credit Payment: 1. High School pays tuition 2. Student pays tuition. Funds can be prorated back to the school for use of their personnel/facility where applicable.
- MPCC offers a lot of Distance learning school to school and has a variety of online courses available

***Metropolitan Community College***

- Career exploration at college campus
- Dual credit available at high school
- Variety of program opportunities to include things like Diesel Mechanic, Automotive, Auto body, welding, criminal justice, early childhood education.
- Have 150 students in the program
- October I meet with the Academic deans for planning the next school year, so that at the end of November the high schools can offer our programs
- Application process, counselors facilitate and are due March 1.
- No separate funding for academies – but could use some Perkins
- In the classroom – all hands on
- No Personal Learning Plans a
- 4 – 8 college courses offered each year, depending on the program
- Dual credit – high school ½ price tuition for all academies
- MCC charges \$40 per course for those dual credit courses offered by the high school with high school qualified faculty.
- Students use the ACE Scholarship and local school foundations to pay the remaining balance
- Sections just available to high school students

***Northeast Community College (NCC)***

- 4 active career academies – 47 schools participating in the Health Science, Ag, STS and Business, about half have more than 1 academy
- Funding – NENCAP Board created from ESU 1, 2, 8,17, South Sioux City, Norfolk and Northeast CC, each consortia member pays a membership fee (base amount)

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- NCC staff coordinates work-based learning experiences such as field trips to Yankton, Omaha, O’Neill, Norfolk – NENCAP pays for the transportation/buses
- Teachers on their own to do WBL
- Dual credit – online and face to face, distance learning - reduced tuition to \$69/credit hour or about 30% reduced rate
- 100% to schools pay schools for offering dual credit courses
- Cooperative faculty – identify qualified instructors in high school
- NENCAP provides professional development training in the summer

***Western Nebraska Community College***

- Health sciences focus with Phlebotomy and C.N.A
- General funds and Perkins to pay for equipment
- WBL – clinical component for health sciences programs
- No Personal Learning Plan
- Dual credit, some college credit only – ½ price tuition plus fees for high school students in service area
- Course delivery – on campus, with the exception of Chadron High School which offers the C.N.A program

***Central Community College***

- Two Models, Career Academies and Career Pathways. They both can be dual credit– Grand Island Public Schools Career Pathways Institute (partnership) and Dual Credit Program
- Courses taught on campus and taught online: Articulated courses and dual credit courses
- No discounted tuition
- PLP’s coordinated through the high school
- WBL – Job shadowing, registered in a free online Moodle class where they have assignments and record experiences
- Dual credit – NDE Teacher certification
- General funding – consortium of schools and ESU’s and a percentage of their Perkins funds are sent to the consortium.

***Southeast Community College (SENCAP: Southeast Nebraska Career Academy Program)***

- Have 300 students in the programs
- 40 courses all dual credit
- 80% of the courses are available online – no courses on campus
- Trained 7 high school instructors to teach welding 2 – 3 job shadows a semester
- Early Childhood 1 observation a week
- 2 Field Trips per semester (Salt Dogs, Medical Center, Madonna, Bryan LGH, Pinnacle Arena, etc.)
- “Big Event Day” - career readiness day, leadership, networking, self-branding, marketing, dos and don’ts of interviewing.
- Technical Math course and a reading focus related to careers
- Funding: Perkins, SCC – General fund, high schools have been giving their Perkins
- 7 part time coordinators, each with 5 – 6 schools that they are in charge of

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- Students have an online portfolio within the Moodle LMS – students are required to complete an assignment a week such as do research on a career and to be better prepared for a career.
- 25 – 30% of instructors are high school teachers
- \$59/credit hour which is ½ price SCC tuition, in the academies – the school picks up the remainder of the tuition

***The Career Academy Program (partnerships with Lincoln Public Schools and SCC)***

- 16 Career Pathways
- AM and PM Session, space for 529 students
- Pay full tuition – Learn to Dream scholarship available for all free & reduce lunch students
- Project Lead the Way included as one of the pathways
- Just available for LPS students in the AM and PM sections, conversations open to a second morning and second afternoon program for area schools and possibly an evening session

**Postsecondary Career Exploration Models**

- Early College Model
- Middle College Model
  - Gateway to College\* (national program for at risk students earning high school diploma and college credit concurrently)
- Dual Credit/Dual Enrollment
- Early Entry
- Jump Start
- Career Pathways
- Career Institute
  - Microsoft Institute

**Exit Ticket:** To exit the meeting, using the 3 x 5 card(s) identify how the Partnerships for Innovation can support your community college program(s) and/or how PFI can support career education in the state.

***Responses:***

1. Meetings are beneficial are discussions on what other are doing is very good. An eventual uniformity of career academies will enhance student opportunities even though not be accomplished “overnight”.
2. Continue to add to the message that a 4 year BS/BA is not a necessity to success
3. Set up meeting at least 1 time per semester, the communication is vital!
4. Help change the “face” of career education and what the jobs in certain career fields really look like – with school administration, parents and students.
5. I think PFI/NDE can help us by talking to our superintendents group at ESU 13 meetings, good meeting, probably need more
6. Continue just CC meetings, PFI Support discussion
7. Continue to be a conniver of conversation for all parties