



CAREER EDUCATION RECOMMENDATIONS

Where Are We Going? How Do We Get There?

Presented by the Career Education Department

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Behind most recommendations, the reader will find a correlation of the recommendation to where it aligns to the district Strategic Plan.

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TABLE OF CONTENTS

Introduction	page 3
History	page 6
Curriculum and Programs	
Career Education Programs of Study	page 8
Career Academies	page 10
Unique Learning Opportunities	page 11
Career Center	page 12
Industry Certifications and Dual Enrollment	page 14
General Recommendations	page 15
Business, Industry and Post-secondary Involvement	
OPS Regional Career Education Advisory Council	page 16
Advisory Boards by Career and Post-secondary Sectors	page 17
Staffing	page 18
Branding and Sustainability	page 19
Timeline	page 20
Budget	page 24
Recommendations	page 25
Terminology	page 28

INTRODUCTION

This CAREER EDUCATION RECOMMENDATIONS to support the strategic plan for 2015-19 represents the best thinking from a variety of studies over the course of the past year. This proposal will condense these recent initiatives which evaluate the current status of career education in Omaha Public Schools and make recommendations for providing students and the community with rigorous programs which will prepare students for both college and careers for tomorrow's workforce in Omaha, Nebraska and around the world.

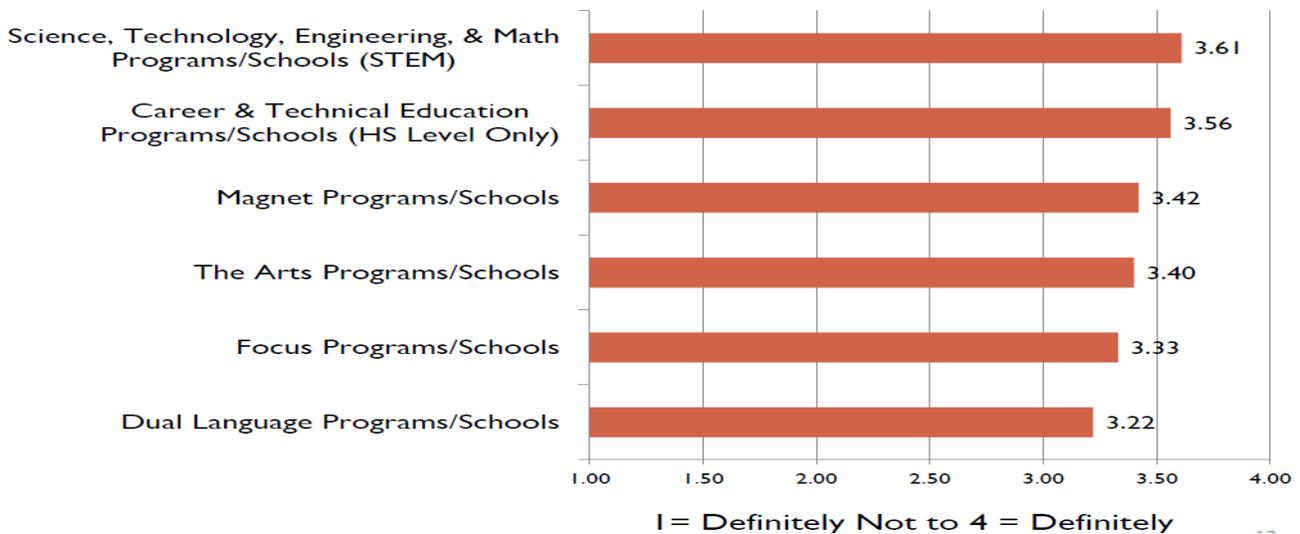
The recent initiatives are:

- **The Nebraska reVISION process:** This year-long process was designed for school districts, along with their broader community, to examine their talent pipeline for economic growth and workforce development, to strengthen the high school Career Education (CE) programs to align with Nebraska post-secondary education entrance expectations and to analyze programs of study and course offerings to better meet local and regional workforce and economic development priorities. Out of the reVISION process came a local OPS plan.
- **The Omaha Public Schools Strategic Planning Process:** This process involved intensive input from parents, civic leaders, educators and administrators who have helped to shape the vision, mission, and goals for the school district through 2018-19. The mission identified is that *“OPS students will graduate from high school prepared for college, careers and life.”* The OPS goals dovetail perfectly with the reVISION plan. The goals are:
 1. Create, implement, and redesign career pathways to meet the demands of the workforce, community, and economy.
 2. Engage and partner with Omaha businesses and community to provide authentic work-based learning experiences for students.
 3. Provide teachers with highly effective professional development to incorporate new and emerging career readiness skills and feedback for continuous growth.
 4. Advocate the critical role of career and technical education in career and college readiness.
- **Career and Technical Education Program Audit:** This audit occurred during the Fall 2014 and was commissioned by CE to assess the current status of the quality of secondary CE programs in the seven high schools and Career Center. The audit was conducted by a former technical school administrator from Pennsylvania. It grew out of discussion around the revision and the OPS Strategic planning processes, offering an objective look at the OPS programs and services where the reVISION and district strategic plans both tended to represent a more internal view.

- **School Assignment Plan Study:** In a survey on “school choice” given in June of 2014 of approximately 4000 parents the following information was found:
 1. 79.5% of our families would consider sending their child to a “specialty” school.
 2. STEM Education and Career Education programs are the top two reasons parents look at placement outside of neighborhood.

Programs & Schools to Encourage Choice

STEM and Career & Tech Ed schools and programs appear the most popular - followed by Magnet schools – all are supported



- **Growing Jobs, Industries and Talent: A Competitive Advantage Assessment and Strategy for Nebraska prepared by Battelle Technology Partnership Practice in 2010:** The state of Nebraska commissioned the study to explore how Nebraska could be competitive in economic and workforce development and to identify niche industries and targeted industry development. It also explored the talent position of Nebraska and future development efforts. Finally, Battelle helped create a strategic plan.
- **Economic and workforce development reports and studies provided by the Nebraska Department of Labor and the Greater Omaha Chamber:** These reports shared valuable information on economic projections for the state and on the greater Omaha talent and work force projections. They included key strategies, hiring projections and correlations with educational attainment levels.
 - ✓ **H3: High Wage, High Skill, and High Demand Occupations in Omaha**
Understanding national influences on the world of work and preparation are important. It is equally important to know the local workforce labor market and employment projections.

The Nebraska Department of Labor Office of Labor Market Information (DOL LMI) collects data from employers throughout the state, with the exception of the railroad, independent farmers and the military. DOL LMI takes the employer submitted data and compiles reports on those occupations that are high wage, high skill and high demand.

- **High wage** is determined when an occupation has wages at or above the median.
- **High demand** is determined by the number of annual openings, the net change in employment, and the growth rate for the specific occupation.
- **High skill** is defined as occupations which require some form of training and education beyond high school.

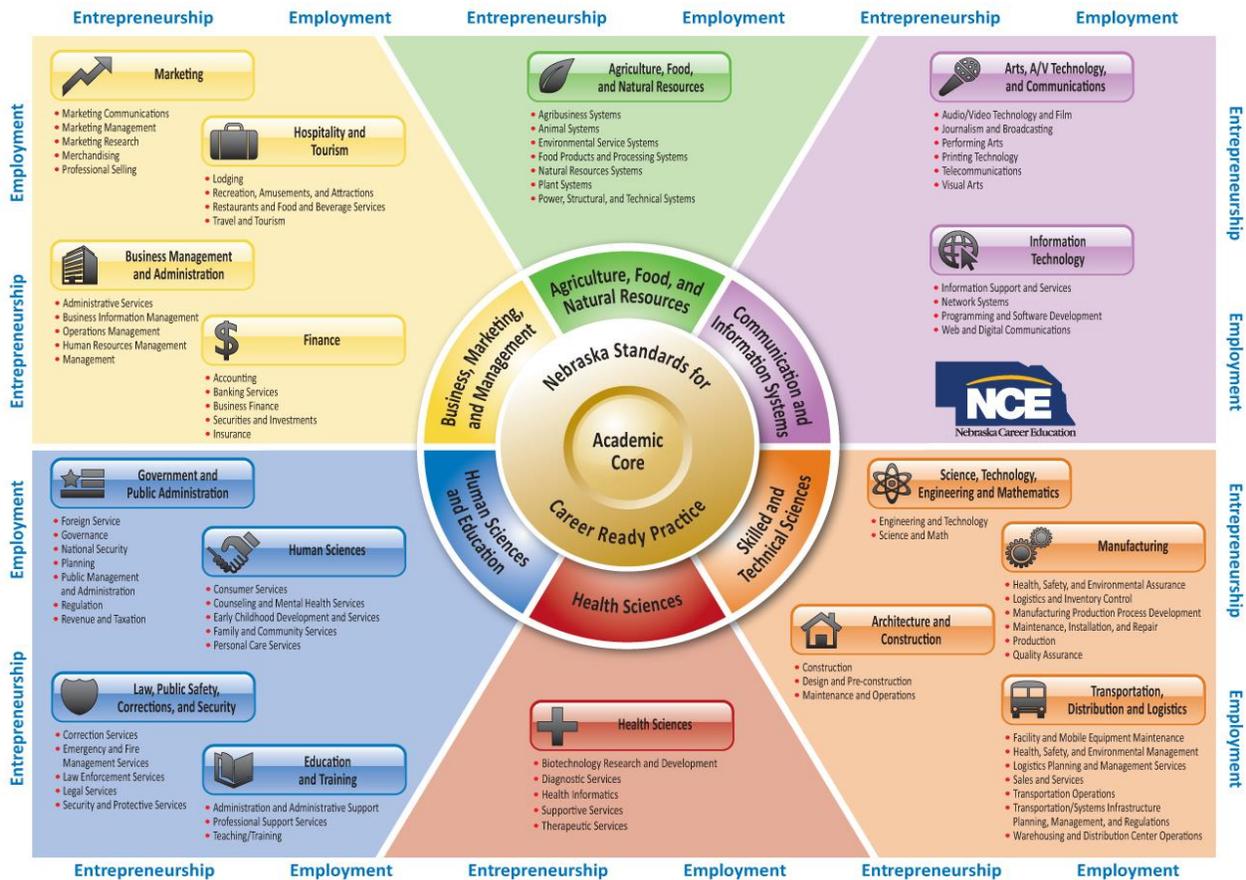
A link to the website for further information is dol.nebraska.gov.

HISTORY: TECHNICAL EDUCATION VS. CAREER/COLLEGE EDUCATION

Omaha Public Schools (OPS) has a history of providing quality technical training. As with most school districts in the state and around the country, the early 1980's was a time of transition. Most educational providers at the secondary and postsecondary levels moved from a mindset of some students go to college and others into the workforce to an "all students go to college philosophy". It was a time that many schools reduced or eliminated technical programming and increased baccalaureate (college-prep) preparation programs.

National and local education communities have renewed their efforts to implement what is now known as "career education" which is the opportunity to provide all students with career exploration, planning and preparation for both college and careers. As outlined below, the differences between technical education from yesteryear and career education of today are striking.

In the late 1990's, the United States Department of Labor and Department of Education created a joint effort to organize and classify the thousands of occupations into a model that would more effectively communicate to job seekers the various occupations with like knowledge and skill sets. This model has transformed into what is now known as the 16 Career Clusters®. The Nebraska Department of Education adopted the 16 Career Clusters® model and modified it to meet the needs of smaller and rural schools. It is known as the Nebraska Career Field Model:



This field model is used to help school districts identify their programs of study and their career academies*. It also assists with the correlation of the academic core subjects with the career education programs.

After several years of heightened emphasis on career education, there is very encouraging data from both the Nebraska Career Education Department and the Omaha Public School District.

- **Nebraska Career Education Data**

Data at the state level is promising. The Nebraska Department of Education Career Education Office collected and analyzed high school senior career education data during the 2010-2011 school year. Students who take one career education course are identified as *participants*. Those who take a sequence of three or more career education courses within a career field or cluster are identified as *concentrators**. In the 2010-2011 school year 34% of Nebraska public high school seniors were identified as *concentrators*. In that same year, Nebraska schools reported an 82% high school graduation rate. The concentrator group of students had a 99% graduation rate. Of the general senior student population, 26% of seniors took an Advanced Placement (AP)* or Honors course, where as 33% of the career education concentrator seniors took one or more AP or Honors course(s). Lastly, Nebraska students who did not participate in any career education course had a 2.9% dropout rate, compared to those who took just one career education course had a 0.4% dropout rate.

- **OPS Career Education Data**

During the 2013-14 school year, the Omaha Public Schools had 16,843 students enrolled in career education courses, grades 7-12, representing 83% of all OPS high school students. The populations of the CE classes closely mirrors that of the district for ethnicity, special education, ELL learners and for free and reduced lunch. 52% of career education students were concentrators, meaning that they took three or more sequential semesters within career education programs of study. **97% of these concentrators graduated from high school which is higher than the district graduation rate of 80.7%.**

CURRICULUM AND PROGRAMS

Career education (CE) has become an important component of high school reform around the country. President Obama recently spoke of it in his state of the union. In leading high schools across the country, CE has transitioned from an elective program to a major focus that often shows a higher graduation rate than for those students not involved in career education. Where at one time, CE was only associated with studies in areas such as cosmetology, automotive, various trades and nursing, today CE encompasses engineering, transportation and logistics, entrepreneurship, renewable energy and database management, to name a few.

Central to the development and delivery of a 21st Century career education program are high standards, high expectations and continuous improvement. The transition requires informed leadership, a supportive organizational structure, highly qualified staff, involvement of business, industry and post-secondary education, and an uncompromising adherence to well defined processes and policies.

The program audit identified the importance of three core elements of CE curriculum and instruction and these provide the underpinnings of this set of recommendations:

1. CE curriculum and instruction must emphasize rigorous academic courses that bring the application of the highest academic standards.
2. 21st Century skills or “soft” skills or “professional skills” must be required as part of quality CE programs.
3. Curriculum and instruction must focus on the highest attainable industry credentials.

Not mentioned in the audit, but important to the OPS career education plan, is the preparation of our graduates for both college and careers.

There are a variety of recommendations made on the following pages that emanate from all the studies and reports previously cited. In all cases it is the intention that Omaha Public School graduates who are involved in Career Education leave our schools with highly effective training in high wage, high demand and high skill occupations. They will be taught by talented professional and caring educators and they will have as much exposure as possible to dual college credit, certifications and internships. **Most importantly, they will leave us dually prepared for both college and careers to take their place in the talent pipeline in Omaha and in Nebraska.**

- **CAREER EDUCATION PROGRAMS OF STUDY (POS) BY HIGH SCHOOL**

Each high school provides students with career programs of study. While some career programs provide a strong survey of the careers available in the cluster, other programs provide a more in-depth experience culminating in dual enrollment[^] with partnering post-secondary institutions and/or the award of an industry recognized credential. Listed below are the current Nebraska Department of Education approved State Model Programs of Study and where the course content is delivered. Each school is unique in that it has programs of study (CE programs that are sequential over three semesters and that lead to a person being a CE completer). Programs of study include three or more semester courses in a field of

study, which provide a deeper understanding of the knowledge and skills required for the career. At present there are a variety of programs of study occurring across the district:

Current Program Offerings 2014-2015	Location(s) Offered
<i>Agriculture, Food, and Natural Resources (color correlates to NDE chart on page 6)</i>	
• Food Products and Processing Systems	Bryan
• Agriculture, Food and Natural Resources	Bryan
• Zoo Academy	Career Center/Henry Doorly Zoo
<i>Business, Marketing and Management</i>	
• Accounting	All high schools
• Business Technology Applications	All high schools; Blackburn
• Culinary Arts	All high schools except North. Career Center; Blackburn
• Entrepreneurship	All high schools
• Financial Management	All high schools
• Law	Northwest
• Management	All high schools
• Marketing	All high schools; Blackburn
<i>Communication and Information Systems</i>	
• Commercial Design	Career Center
• Digital Photography	All high schools
• Radio Broadcasting	Career Center
• TV Broadcasting	Career Center
• Information Technology	All high schools
• Network Systems	North
• Programming and Software Development	All high schools
• Programming and Software Development/Games	South
• Visual Arts	All high schools
• Web and Digital Design	All high schools
<i>Health Sciences</i>	
• Biotechnology Research and Development	Career Center/Health Alliance
• Diagnostic Services/EMT	Career Center
• UNMC High School Alliance	Career Center/UNMC
• Therapeutic Services/Athletic Training	Burke, Career Center
• Therapeutic Services/Nursing (CNA)	Career Center
<i>Human Services and Education</i>	
• Education	Burke, Central, South, Northwest
• Early Childhood Education	All high schools

• Fashion Design	All high schools
• Food and Nutritional Science	All high schools
• Law, Public Safety, Corrections & Security	Northwest
<i>Skilled and Technical Sciences</i>	
• Aeronautics and Space	Burke
• Automotive Estimating	Blackburn
• Automotive Technology	Career Center
• Automotive Collision Repair	Career Center
• CAD Design Engineering	All high schools
• Construction	Career Center
• Electrical Apprenticeship	Benson
• Engineering Technology	Benson, Bryan, Burke
• Industrial Materials and Processes	All high schools except Central
• Manufacturing	North, Northwest
• Motor Sports and Repair	Career Center
• Project Lead the Way®- Pre-Engineering	North
• Robotics	Benson, Central, North, Northwest

RECOMMENDATIONS:

Using the Nebraksa reVISION process, OPS strategic planning, Career Education program audit, School Assignment plan study, and Omaha Chamber and labor market data as a guide the following recommendations are suggested for the OPS high school career education programs:

1. Phase out high school foods courses unless it aligns with Career Academy or magnet theme, ie. Bryan Food Science lab. Implement 10th grade level culinary course at the Career Center.
2. Phase out CAD Fashion, Computer Fashion, Clothing and Textiles, Computer Design Housing, and Creative Textiles programs
3. Implement additional Intro to Education programs.
4. Convert current Industrial Technology Materials and Processes labs to pre-construction programs.
5. Implement additional Career Student Organizations: FBLA, DECA, HOSA, FEA SKILLSUSA, and FFA (Strategies 1.1.2, 1.1.6, 1.1.3, 2.7.1)

• CAREER ACADEMIES

Career academies are schools within schools with an industry, career or college theme that have a sequential curriculum preparing for college and careers, students and teachers together as a team, a Business Advisory Board and opportunities for hands-on learning. The students are engaged in a personalized environment. Numbering some 7,000 nationally, academy

evaluations show that students are more likely to graduate from high school, engage in college studies and remain in the workforce upon entry. Nashville Public Schools performed a comparative study of student demographics in 2005 (when the district first implemented career academy programs in its high schools) and in 2013. The district's graduation rate was 58% in 2005 compared to 78% in 2013.

Currently, the following OPS career academies are in various stages of development. All are centered around a CE program of study and are linked to core academics:

- Benson: Business and Entrepreneurship; Health Professions; Construction and Design
- Bryan: Transportation, Distribution and Logistics; Urban Agriculture and Food Science
- Burke: Aeronautics and Space Technology
- Central: Hospitality and Tourism Management (*proposed*)
- North: PLTW Engineering and Bio-Medical; Finance; Manufacturing
- Northwest: Global Industries and Trade; Forensic Science; Law, Government and International Diplomacy
- South: Finance; Information Technology

RECOMMENDATION: Ensure that every school has at least one career academy that meets the requirements of NDE Rule 47 (Nebraska's career academy rule) and the National Standards of Practice (NSOP)* for career academies. (Strategies 1.1.5, 1.1.2, 1.1.4)

- **UNIQUE LEARNING OPPORTUNITIES**

Unique learning opportunities fall into three categories:

1. ***Magnet schools*** have themes that encompass programs of study and that draw students to those schools. In each case, the theme reflects complete programs of study in which students specialize.

- Benson: Business and Entrepreneurship; Health Professions; Construction & Design
- North: Science, Technology, Engineering and Mathematics (STEM)
- Northwest: Pre-Law, Government and International Diplomacy
- South: Information Technology; Dual Language & Visual/Performing Arts

RECOMMENDATION: Maintain magnet schools as is and incorporate academies within their magnet themes (Strategies 1.1.5, 1.16)

2. ***Specialized*** programs provide specialty programming for a select group of students: These include:

- Burke: Focus Program-Leadership Through Communications/Technology
- Central: International Baccalaureate

3. **Community partnerships** are being created through collaborations with Omaha businesses and institutions. While these are expanding rapidly, several current examples include:

- UNMC High School Alliance is a partnership between the Med Center (UNMC) and 19 high schools in ten school districts. The UNMC program offers classes for high school juniors and seniors interested in health science careers on the UNMC campus.
- The Zoo Partnership between Henry Doorly Zoo, OPS and Papillion-Lavista Schools offers unique and innovative science courses to high school juniors and seniors on the Zoo campus
- The Mastercraft building has welcomed North High as a creative partnership using the human and technical resources in that building.

- **CAREER CENTER**

In most urban areas with broad CE offerings, it is common to find a Career Center. Expensive equipment and labs, the specialization needed and the dearth of highly qualified trained instructors willing to leave industry to teach high school has made delivering CE instruction more manageable and cost effective through Career Centers. In Omaha's situation, there is a mixed picture. The program audit summarizes many of those positives and negatives.

Currently housing about 700 students coming from all OPS High schools for 90-minute programs, the Career Center provides a wonderful opportunity for students to be housed in the school district headquarters. There are some excellent programs (several are cited as exemplary in the program audit) and experienced instructors that have been at the school for years, along with a rich history of graduates who have moved on to be industry leaders in Omaha and around the country. There is support from highly engaged advisory councils.

On the flip side, the audit points out that the Career Center is located in an early 1900s facility that was designed as a vocational school, lacking many of the design efficiencies of a modern Career Center. Parking is a challenge. The appearance of the building does not compare to the other seven high schools and sets an expectation even before one enters the building that is less than inviting. New and attractive signage is needed. Many labs need updating or expansion and some, like the automotive area, cannot be expanded because of limited street access. The building does not offer a modern technology or security infrastructure. Finally, the building also houses alternative programs that are not CE programs. These distort the perception of the building and its offerings.

RECOMMENDATIONS: The following programs are in the Career Center. Programs will either **Remain @** the Career Center, **Be Added, Moved** to the school level, **Eliminated**, or **Coordinated for programming at the 12th grade level with MCC** (Strategies 2.7.3, 2.7.5)

Program	Remain	Add	Move	Eliminate	MCC
Communication and Information Systems					
• Radio Broadcasting				X	
• TV Broadcasting				X	
• Cyber Security #		X			
• Network Systems #		X			
• Photography			X (16-17)	X	
Health Sciences					
• Diagnostic Services/EMT	X				
• Therapeutic Services/Athletic Training	X				
• Therapeutic Services/Nursing CAN	X				
Arts and Design					
• Culinary	X				X
• Commercial Design				X	
Skilled and Technical Sciences					
• Automotive Technology	X				X
• Automotive Collision Repair	X				X
• Construction (11 th and 12 th grade only)	X				X
• Construction Academy			To Benson	X (16-17)	
• Motor Sports and Repair	X				
• Manufacturing #		X			X
• Construction: Heating, Ventilation & Air Conditioning (HVAC) #		X			X
• Construction: Electrical #		X			X
• Construction: Plumbing #		X			

#-new facility will be needed to accommodate new program

CAREER CENTER PROGRAMS AND FACILITY RECOMMENDATIONS:

The following are recommendations:

1. Evaluate the list of which program offerings will remain at the Career Center, those that will return to another high school building or those that are targeted to be eliminated.
2. Communicate the results of a feasibility study during May-August 2015 to determine the cost of a new Career Center facility.
3. Create a capital campaign in tandem with future/potential bond funding for a new facility.

4. Convene a small group to look at revising the Career Center schedule to consider moving to a ½ day block schedule. This responds to the suggestion in the program audit indicating that seat time at the Career Center should be increased to enhance rigor.
 - a. This would assist in maximizing seat and instructional time.
 - b. New schedule become effective August 2016.
 - c. A pilot of blocking the Career Center for two 90 minute periods will begin in the fall session of 2015 with the EMT program.
(Strategies 2.7.3, 2.7.5,6.2.3)

- **INDUSTRY CERTIFICATIONS AND DUAL ENROLLMENT**

Certifications and dual enrollments are important fairly new components of Career Education programs. As career education gained stronger endorsement from the business community, a demand grew for an industry certification that could be recognized nationally in a given field so certifications like OSHA, Forklift, ServeSafe, CNA and A+ began to emerge. During the 2013-14 school year, certifications were offered in the Omaha Public Schools. Challenges with certification include identifying the fees associated for students to take each certification test.

RECOMMENDATION: Explore all certifications available within each program of study and career academy. By the 2016-17 school year, every POS and career academy will have identified and started working on all available certifications (Strategy 2.7.3)

The CE Regional Advisory Council (defined in the next section) will help explore the costs that would be associated with certification tests and the identification of potential funds. (Strategy 6.2.1)

Likewise, dual enrollments provide an opportunity for students to earn high school and college credit simultaneously. In 2013-14, the district had over 390 career education students participate in dual enrolled courses earning 2,400 credits towards post-secondary education. Dual enrolled courses saved OPS families \$108,000 in tuition costs and helped students understand the rigor of college. Students who earn nine or more college credits while in high school are more likely to have a higher high school graduation rate, higher grade point average than their non-dual credit peers, and more likely to matriculate to a post-secondary institution. Students are more likely to return for their sophomore year of college, which other studies indicate is a strong predictor for program completion.

RECOMMENDATION: Ensure that by the 2016-17 school year, every POS and career academy has a minimum of one course offered for dual credit. Relationships with Metro Community College, UNO and others will be expanded for more dual credit potential. (Strategy 2.7.3)

GENERAL CURRICULUM AND PROGRAM RECOMMENDATIONS:

1. Utilize Perkins funds specifically for emerging programs or revitalizing old programs
 - a. District will absorb the rotation of obsolete technology into their general budget.
 - b. Funds will be designated by schools' needs and programs.
 - c. Each school will be individually reviewed the prior calendar year to determine what expenditures will be needed to continue to make their program cutting edge.
2. Begin discussions with Guidance staff for a Career Academy Counselor for each designated career academy.
3. Prepare a process for development of new academies or POS. (Strategy 2.7.1)
4. Refine the curriculum model to include scope and sequence, content standards, rubrics, proficiency scales and crosswalks to Nebraska course codes and standards, along with textbooks, materials and resources. (Strategy 2.2.2)

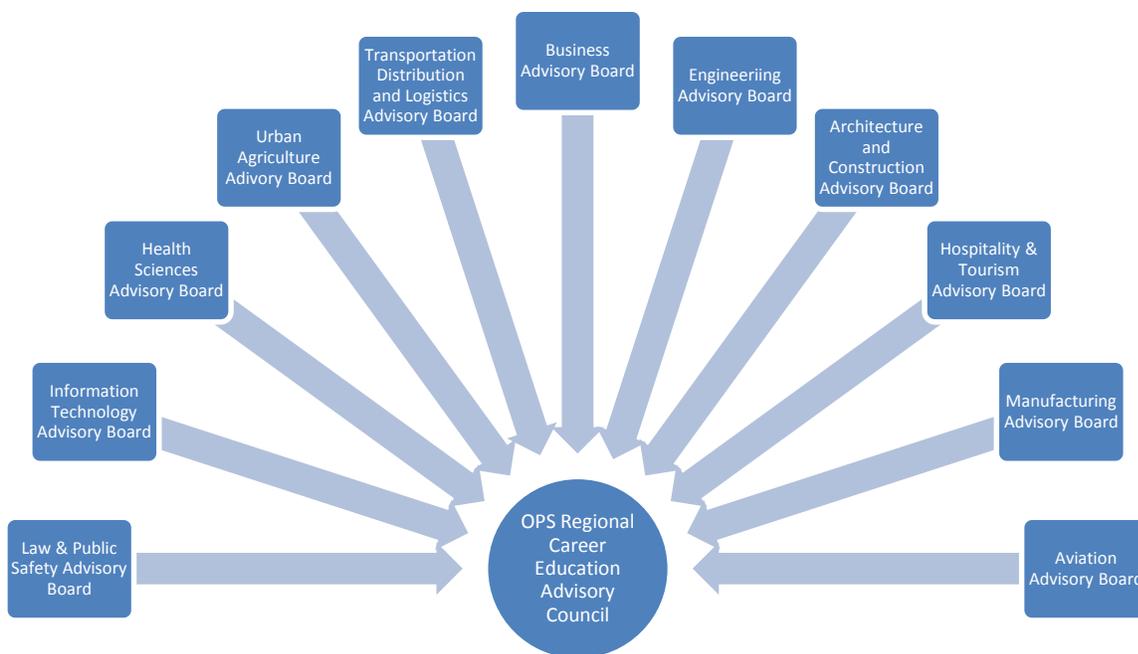


BUSINESS, INDUSTRY AND POST-SECONDARY INVOLVEMENT

Critical to the success of Career Education programs is the involvement of persons from business and industry and area colleges. Career Education does not exist in a vacuum. It is important to meet the interests of the students while also addressing the industry and workforce needs in Omaha and in the state of Nebraska. Effective CE efforts around the country are based on a system of advisory boards and councils and are mandated by Perkins federal law.

RECOMMENDATION: Continue with the expansion and refinement of the advisory network already underway in Omaha with the support needed from both the Superintendent of Schools and the Greater Omaha Chamber of Commerce. (Strategy 6.2.1)

OPS Career Education currently has some 220 business, industry and post-secondary persons involved with its programmatic efforts. Plans are proposed to strengthen and create more of a systematic network that would look like:



- **OPS REGIONAL CAREER EDUCATION ADVISORY COUNCIL**

This group of individuals has been meeting for several years providing direction and guidance to the CE office. They were involved in the development of the reVISION plan and will be reviewing this Recommendations Plan. Meeting quarterly, the group will be expanded to include representation from all of the individual advisory boards and from key area colleges and corporations. Co-chair persons will be selected. Their role will continue to be vital in charting the future course of CE and in helping to secure resources.

- **ADVISORY BOARDS BY CAREER AND POST-SECONDARY SECTORS**

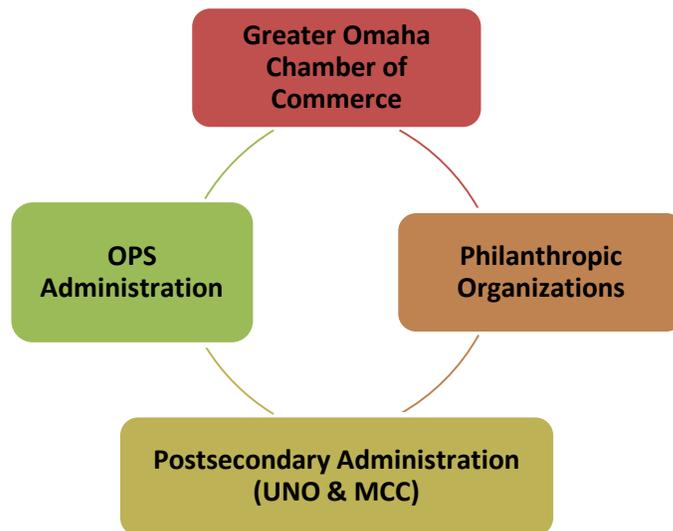
Persons on the OPS Regional Career Education Advisory Council will be asked to recommend persons for the advisory boards by career and college sectors. To date many of these advisory boards already exist. They will be expanded and additional new ones created. Per the program audit recommendation, no vendors will be allowed to participate.

Advisory boards serve a vital role in program development and implementation. Persons identify current industry trends, needed equipment and curriculum and the most effective use of facilities. Their knowledge of the industry helps with identifying internship and field experience sites for students and in equipping students with the knowledge necessary for certification exams. They often help in securing human, financial and technical resources for the CE programs and career academies.

Advisory boards meet anywhere from monthly to quarterly. Leadership of the advisory board is from a businessperson with the CE coordinator sending out the meeting summaries. Many advisory boards often include a student, parent, school administrator and district administrator.

Two things are significant to note:

1. Both the OPS Regional Career Education Advisory Council and the various industry sector advisory boards meet the Nebraska Department of Education CE requirements, meet the Perkins federal legislative requirements, meet the NDE Rule 47 requirements and meet the National Standards of Practice (NSOP) guidelines for career academies.
2. Both the OPS Regional Career Education Advisory Council and the various industry sector advisory boards meet the second goal of the revision Strategic Plan for CE as submitted to OPS and to the Nebraska Department of Education in August 2014. That goal is to *“increase engagement and partnerships with Omaha businesses and industries.”*



STAFFING

For highly effective implementation of POS and career academies to occur, there must be talented, highly skilled and sufficient staff. Programmatically, career education has expanded significantly in the Omaha Public Schools and the CE staff has not. To expect high quality, an investment needs to be made in planning and supervising all of the components.

RECOMMENDATIONS:

At District Level

1. Reassign Common Sense Media responsibilities from current OPS Dual Enrollment/Common Sense Media lead teacher position. Common Sense Media responsibilities would be assigned elsewhere. This would be effective July 1, 2015. The full-time Dual Enrollment Lead Teacher would be jointly shared between OPS and Metro Community College. (Strategy 2.7.3)
2. Hire a staff member for a 10-month lead teacher to supervise new and emerging CE curriculum programs (aerospace, agriculture, health, education, travel and tourism, internships, and competitions) This would be effective July 1, 2016. (Strategy 2.7.5)
3. Transition all Curriculum Supervisors in the Career Education office to 12 month positions. There are currently only two that remain as 10 month positions, including all the Curriculum Supervisors in the school district. It is a matter of equity that these two move to 12 month positions. This would be effect July 1, 2016 (Strategy 2.7.5)

At Building Level

1. Hire or realign a Career Academy Curriculum Specialist for each high school to provide oversight of all programs of studies in the high school, including all curriculum, equipment and materials, certifications, etc. This position would be effective July 1, 2016 and would be paid for by the OPS. (Strategy 2.7.5)

and/or

2. Add or realign an Assistant Principal in each high school with at least two career academies. The position would give oversight to the career academies, including coordination, programming, advisory boards, experiential components, internships, relationships with area businesses and colleges, personnel, etc. This position would be effective July 1, 2016 and would be paid for by the OPS. (Strategy 2.7.5)

BRANDING AND SUSTAINABILITY

As Career Education expands its scope with the business and college communities in Omaha, its efforts to impact economic and workforce development should increase considerably. Critical to the expansion and high quality delivery of Career Education services are two areas that need attention: branding and sustainability.

BRANDING:

The image of Career Education needs to continue to improve and the service delivery system needs to be better communicated. These recommendations are made:

RECOMMENDATIONS:

1. Identify OPS internal assistance and/or assistance from a marketing firm to determine the branding best needed to deliver the message of what CE services are available and the benefits of what is offered. Place particular emphasis on college and career readiness and the development of a talent pipeline for Omaha and Nebraska.
2. Identify messages to be sent through an improved website and through such social media vehicles as Twitter and You Tube.
3. Consider advertisements on movie theater screens, in college newspapers and through other creative outlets.
4. Develop a marketing committee of the OPS Regional Career Education Advisory Council.
5. Increase the focus and information targeted to the OPS middle school students.
(Strategy 7.1.4, 7.1.1)

SUSTAINABILITY:

Sustainability directly relates to the data that is collected to show the positive effects of CE on students and it relates to the pipeline of available CE teachers to deliver quality instruction. It also addresses concerns from representatives of businesses, colleges and other interested organizations who worry about their Return on Investment. These recommendations are made:

RECOMMENDATIONS:

1. Gather data required by the state of Nebraska, Perkins and OPS and determine if it is sufficient to tell the Career Education story. Ask the question of the OPS Regional Career Education Advisory Council.
2. Develop a plan and timeline for gathering the needed data and publicize such. Include longevity studies of OPS Career Education graduates.
3. Consider a brief study to determine where there will be openings over the next five-ten years for high quality CE teachers within OPS and create a plan with the assistance from Human Resources for filling those positions. It is well-known nationally that there is or will be a shortage of instructors in some key CE areas and there is a need to be proactive now.
4. Develop a CE middle school exploratory committee to discuss CE curriculum approaches in the middle schools.
5. Create an annual report on the status of CE in Omaha. (Strategy 7.1.1)

TIMELINE

<i>Timeframe</i>	<i>Activity</i>	<i>Funding</i> <small>()-already funded</small>
2013-2014		
	reVISION process occurred	
	Career academies continued to develop	
	CE best practices explored	
	Dual enrollment expanded	
August-January, 2015		
	Curriculum audit occurred	
	CE regional advisory council met to review curriculum audit	
	Information gathered from the Omaha Chamber on economic and workforce development needs	
February, 2015		
	Discuss CE audit report with CIA	
	Conduct retreat with CE supervisors to share report	(Perkins- \$100)
	Share report with CE OPS regional advisory council	(Business partnerships-\$500)
March, 2015		
	Begin feasibility study to address usage of Career Center and recommended programs of study	(OSF- \$5000)
	Assemble team to visit Oklahoma City Francis Tuttle Career Centers	(Perkins- \$7500)
April, 2015		
	Present CE recommendations to Executive Council	
	Share updated CE recommendation report with CE OPS regional advisory council	(Business partnership-\$500)
	Meet with CE curriculum specialists to share CE recommendation report	N/A
	Evaluate the list of programs recommended for the high schools and the Career Center (CIA, OPS Regional Advisory)	N/A
	Present CE recommendations to school board	N/A
	Move forward with CE recommendations if approved	N/A
	Continue work on feasibility study of Career Center	Private- \$15,000
May, 2015		

	Process staff requisition to reassign duties of current dual enrollment/common sense media lead teacher	District- \$25,000
	Continue work on feasibility study of Career Center	OSF-private
	Complete feasibility study to develop optimal facility guide for Career Center	OSF-Private
July, 2015		
	Refine curriculum model to include scope and sequence, content standards, rubrics, proficiency scales and cross walks to NDE course codes and standards	Perkins/NDE grants- \$15,000
	Continue to support high school's implementing, planning career academies	Perkins/NDE grants- \$300,000
	Create a capital campaign in tandem with future/potential bond funding for a new Career Center	
August, 2015- Jan, 2016		
	Pilot ½ day Career Center program	N/A
	Work with marketing firm to create capital campaign for Career Center renovation and new build and to promote existing programs (twitter, You Tube, social media)	OSF/Perkins-\$15,000
	Meet with HS and Career Center leadership teams to create timeline for high school programs being phased out or implemented (teacher availability, facilities, funding, data, school focus, etc...)	N/A
	Meet with HS and Career Center leadership teams to identify additional Career Education Student Organizations to implement into schools/Career Center	N/A
	Meet with HS/Magnets leadership teams to review career academy status	N/A
	Meet with HS and Career Center leadership team to	

	identify additional certifications Meet with HS and Career Center leadership team to identify dual enrollment opportunities for students	
	Assemble a small taskforce of CE and Research staff to develop a plan and timeline for gathering the needed data and publicize such. Including the longitudinal studies of OPS Career Education graduates	N/A Research
	Pilot Home Builders Institute curriculum at Benson High Magnet to replace Materials and Processes	Private funding MOBA/NDE grants- \$15,000
	Continue to add/enhance OPS Career Education regional advisory council	N/A
	Conduct study to determine availability of CE staff to sustain OPS CE programs	HR/NDE N/A
	Create middle level career education task force to determine middle school foundational courses and length of programs (T&L, Comp Apps, NDE course, etc...)	N/A
	Continue to seek CE teachers for the district (alternative certification, tuition assistance, Metro partnerships)	Private funding- \$25,000
	Meet with Career Center leadership staff to create timeline for CC programs being phased out (teacher availability, H3 careers, facilities)	Perkins
	Seek private funding for new or renovated Career Center	Private- \$35,000,000 est.
	Create capital campaign to raise funds for Career Center	N/A
	Create OPS regional career education advisory marketing committee	N/A
	Complete process for implementing new career academies, programs or courses (CIA)	N/A

January, 2016		
	Work with IMS to develop an technology update process for secondary schools	IMS- \$300,000
	Research and identify one industry certification that will be offered at all of the high schools in each of the six career fields.	Private- \$15,000 student certifications
	Research and identify a minimum of one dual enrollment course for each program of study at the high school	Private- \$10,000 tuition assistance
	Explore the contents, format and costs of an annual CE plan that reports pertinent data to the district and the broader community.	Perkins/NDE grant \$15,000
	Establish a timeline for phase out of selected high school and Career Center programs.	N/A
March, 2016		
	Begin discussions with schools to realign current guidance staff to support career academies	District- \$60,000 (7 HS- \$420,000)
	Create or add career academy curriculum specialist for each high school with at least one career academy	District- \$60,000 (7 HS- \$420,000)
	Create or realign school administrative staff to support career academies	District-\$75,000 (7 HS- \$525,000)
	Implement building and CC leadership program timelines (programs for 2016-2017 at both the HS and CC)	N/A
July, 2016		
	Process staff requisition to move current CE 10-month supervisors to 12-month.	District- \$25,000
	Process staff requisition for 10 month lead teacher to supervise new and emerging CE curriculum (aerospace, agriculture, health, education, travel and tourism, internships, and competitions)	District- \$50,000
	Implement additional ½ day programs at the Career Center	N/A
August, 2016		

	Ensure every OPS high school has at least one Rule #47 career academy	Perkins/NDE grants \$350,000
	Implement high school career education programs	N/A
	Implement Career Center program recommendations	N/A
	Continue capital campaign in tandem with future/potential bond funding for a new Career Center	N/A
	Share CE recommendation plan with CE teaching staff (Curriculum Day)	N/A
	Begin new career academy administrative positions at the high school	

ANTICIPATED BUDGET

District	Perkins	Private
\$1,465,000	\$695,000	\$35,080,000
(IMS) \$300,000		
\$1,765,000	\$695,000	\$35,080,000

RECOMMENDATIONS

In order as presented in the document

Using the Nebraska reVISION process, OPS strategic planning, Career Education program audit, School Assignment plan study, and Omaha Chamber and labor market data as a guide the following recommendations are suggested for the OPS high school career education programs:

1. Phase out high school foods courses. Implement 10th grade level culinary course at the Career Center. (Strategy 2.7.1)
2. Phase out CAD Fashion, Computer Fashion, Clothing and Textiles, Computer Design Housing, and Creative Textiles programs. (Strategy 2.7.1)
3. Implement additional Intro to Education programs. (Strategy 2.7.1)
4. Convert current Industrial Technology Materials and Processes labs to pre-construction programs. (Strategy 2.7.1)
5. Implement additional Career Student Organizations: FBLA, DECA, HOSA, FCCLA, SKILLSUSA, and FFA. (Strategy 2.7.5)
6. Ensure that every school has at least one career academy that meets the requirements of NDE Rule 47* (Nebraska's career academy rule) and the National Standards of Practice (NSOP)* for career academies. (Strategy 1.1.5, 1.2.1,1.1.4)
7. Maintain magnet schools as is and incorporate academies within their magnet themes.(Strategy 1.1.5, 1.1.6)
8. Evaluate the list of which program offerings will remain at the Career Center, those that will return to another high school building or those that are targeted to be eliminated. (Strategy 2.7.3, 2.7.5)
9. Communicate the results of a feasibility study during May-August 2015 to determine the cost of a new Career Center facility.(Strategy 2.7.3, 2.7.5)
10. Create a capital campaign to raise funds for a new building or include it in the second phase of the OPS bond campaign. Convene a small group to look at revising the Career Center schedule to consider moving to a ½ day block schedule. This responds to the suggestion in the program audit indicating that seat time at the Career Center should be increased to enhance rigor. (Strategy 2.7.3, 2.7.5)
11. Explore all certifications available within each program of study and career academy. By the 2016-17 school year, every POS and career academy will have identified and started working on all available certifications. The CE Regional Advisory Council will help explore the costs that would be associated with certification tests and the identification of potential funds. (Strategy 2.7.3)
12. Ensure that by the 2016-17 school year every POS and career academy will have a minimum of one course offered for dual credit. Relationships with Metro Community College, UNO and others will be expanded for more dual credit potential. (Strategy 2.7.3)
13. Utilize Perkins funds specifically for emerging programs or revitalizing old programs
 - a. District will absorb the rotation of obsolete technology into their general budget.
 - b. Funds will be designated by schools' needs and programs.
 - c. Each school will be individually reviewed the prior calendar year to determine what expenditures will be needed to continue to make their program cutting edge.
14. Begin discussions with Guidance staff for a Career Academy Counselor for each designated career academy.
15. Prepare a process for development of new academies or POS . (Strategy 2.7.1)



16. Refine the curriculum model to include scope and sequence, content standards, rubrics, proficiency scales and crosswalks to Nebraska course codes and standards, along with textbooks, materials and resources. (Strategy 2.2.2)
17. Continue with the expansion and refinement of the advisory network already underway in Omaha with the support needed from both the Superintendent of Schools and the Greater Omaha Chamber of Commerce. (Strategy 6.2.1)
18. Hire a staff member for a 10-month lead teacher to supervise new and emerging CE curriculum programs (aerospace, agriculture, health, education, travel and tourism, internships, and competitions) This would be effective July 1, 2016. (Strategy 2.7.5)
19. Reassign Common Sense Media responsibilities from current OPS Dual Enrollment/Common Sense Media lead teacher position. Common Sense Media responsibilities would be assigned elsewhere. This would be effective July 1, 2015. The full-time Dual Enrollment Lead Teacher would be jointly shared between OPS and Metro Community College. (Strategy 2.7.3)
20. Transition all Curriculum Supervisors in the Career Education office to 12 month positions. (Strategy 2.7.5)
21. Hire or realign a Career Academy Curriculum Specialist for each high school to provide oversight of all programs of studies in the high school, including all curriculum, equipment and materials, certifications, etc. to be effective July 1, 2016 **OR**
22. Hire or realign an Assistant Principal in each high school with at least two career academies. The position would give oversight to the career academies, including coordination, programming, advisory boards, experiential components, internships, relationships with area businesses and colleges, personnel, etc. (Strategy 2.7.5) to be effective July 1, 2016
23. Identify OPS internal assistance and/or assistance from a marketing firm to determine the branding best needed to deliver the message of what CE services are available and the benefits of what is offered. Place particular emphasis on college and career readiness and the development of a talent pipeline for Omaha and Nebraska. (Strategy 7.1.4, 7.1.1)
24. Identify messages to be sent through an improved website and through such social media vehicles as Twitter and You Tube. (Strategy 7.1.4, 7.1.1)
25. Consider advertisements on movie theater screens, in college newspapers and through other creative outlets. (Strategy 7.1.4, 7.1.1)
26. Develop a marketing committee of the OPS Regional Career Education Advisory Council.
27. Increase the focus and information targeted to the OPS middle school students. (Strategy 7.1.4, 7.1.1)
28. Gather data required by the state of Nebraska, Perkins and OPS and determine if it is sufficient to tell the Career Education story. Ask the question of the OPS Regional Career Education Advisory Council.
29. Develop a plan and timeline for gathering the needed data and publicize such. Include longevity studies of OPS Career Education graduates.
30. Consider a brief study to determine where there will be openings over the next five-ten years for high quality CE teachers within OPS and create a plan with the assistance from Human Resources for filling those positions. It is well-known nationally that there is or will be a shortage of instructors in some key CE areas and there is a need to be proactive now.
31. Develop a CE middle school exploratory committee to discuss CE curriculum approaches in the middle schools.
32. Create an annual report on the status of CE in Omaha. (Strategy 7.1.1)

TERMINOLOGY

Advanced Placement (AP): These are college level courses that students can take in high school that follow a college syllabus. Students complete a proficiency exam at the conclusion of the course for possible college credit based on the score and the institution.

Career Academy: These are schools within schools with a career and/or college theme that have a sequential curriculum preparing students for college and careers, students and teachers cohorted together as a team, a Business Advisory Board and opportunity for hands-on learning, such as internships, shadowing, mentoring and capstone projects.

Certifications: Also often referred to as industry certifications, these are national exams testing the skills and knowledge within an industry that can be administered to high school students upon completion of a program of study.

Concentrator: This is a student who takes and passes a sequence of three or more career education courses within a career field or cluster.

Dual Enrollment: Similar to AP, students can earn high school and college credit simultaneously. No AP test is given, but students earn college credit and the requisite high school credit if the course is passed.

National Academy Foundation (NAF): A national organization based in New York City that supports career academies in Finance, Information Technology, Hospitality & Tourism, Health Sciences and Engineering.

National Career Academy Coalition (NCAC): The national umbrella organization for career academies and, as the stewards for the NSOP, the organization conducting career academy reviews and designating model academies.

Nebraska Department of Education (NDE) Rule 47: This is the new ruling in support of career academy programs statewide.

National Standards of Practice (NSOP): These are the ten standards for career academies developed by all the national organizations supporting career academies that provide direction for how high quality career academies are developed and sustained.

Perkins funds: These are federal funds, named for Francis Perkins, from the US Department of Labor that flow through each state to support career education.

Program of Study (POS): This is a career education program that is sequential over three semesters leading to students becoming completers. Additionally, a POS usually includes possible industry certifications, dual enrollments and linkages to post-secondary options.