

# Visioning and Standards Revision Process



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A grayscale map of Nebraska serves as the background. It shows major cities including Scotts Bluff, Norfolk, Fremont, Omaha, Lincoln (marked with a star), and Grand Island. Rivers such as the White, Republican, North Platte, and South Platte are also depicted. Surrounding states like South Dakota, Iowa, Missouri, and Kansas are partially visible.

- 1,796,619

- 76,872.41

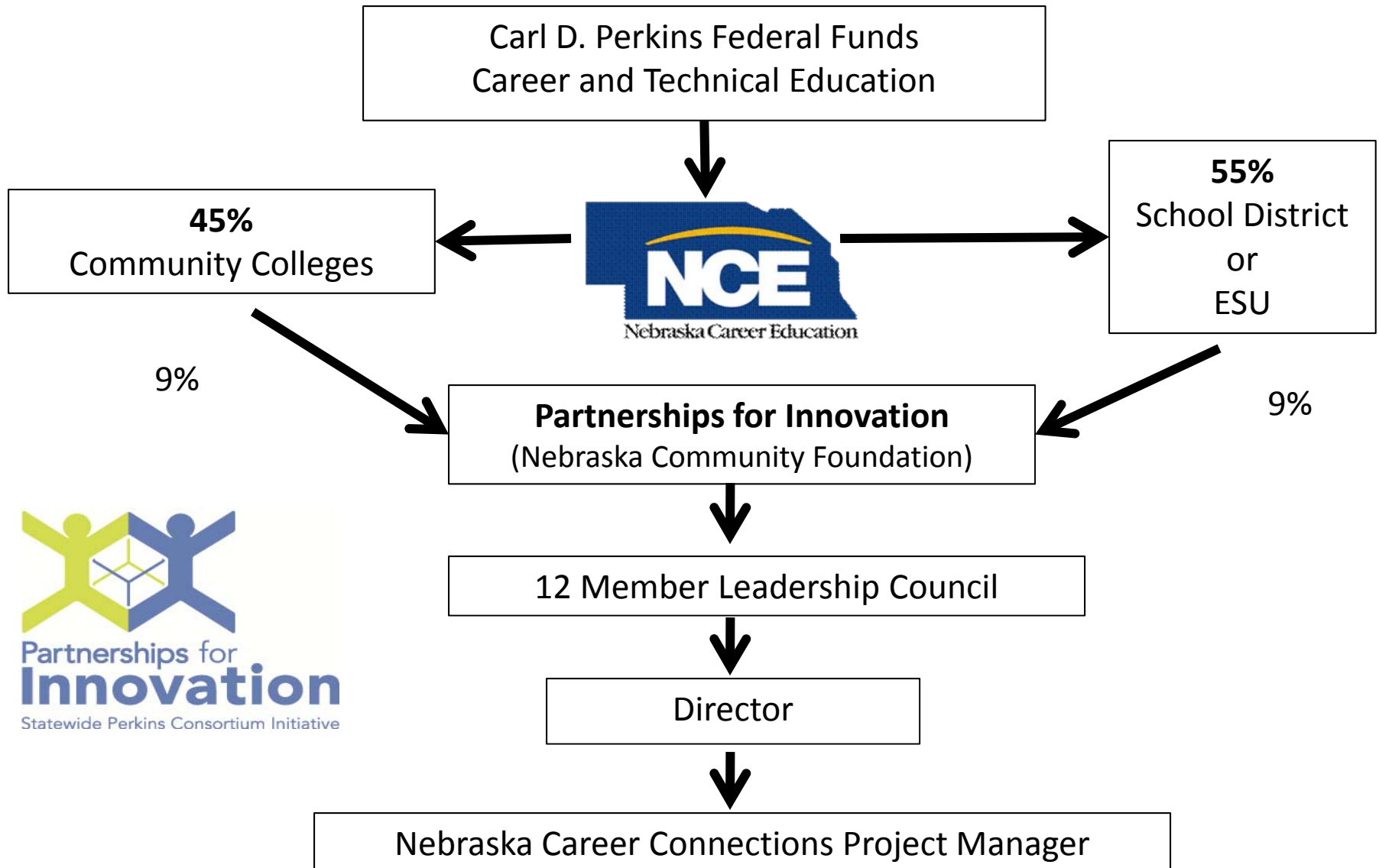
- 22

- \$88,000

- \$49,731

- 18

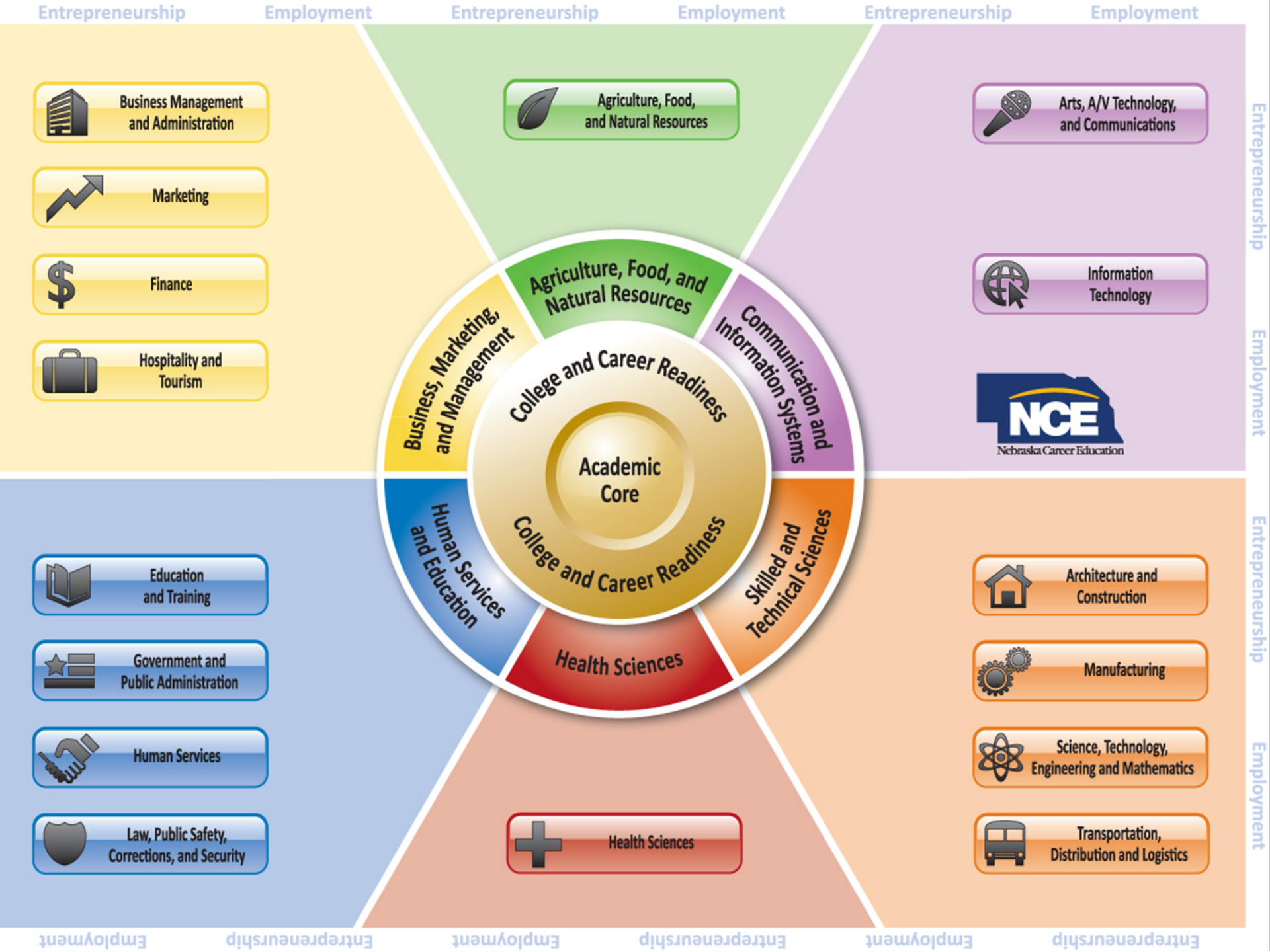
# Funding and Leadership Structure



# Purpose to Provide Statewide:

1. Innovation for CTE Delivery Systems, to include Career Academies
2. Programs of Study with Coordinated Curriculum
3. Professional Development
4. Career Exploration and Planning System





# Visioning Forum Participants

- Business and Industry
- Department of Labor
- Trade Organizations
- Non-Profit Organizations
- High School
- Postsecondary: 2 Year and 4 Year





# Agenda: Visioning Forum

- White Boards: Walk-around & Introductions
- Overview of Purpose
- Round Robin Showcase: Perspectives
  - Business/Industry , Education (Secondary and Postsecondary) , Department of Labor
- Future Forecasting
- Lunch
- Defining Model Programs of Study

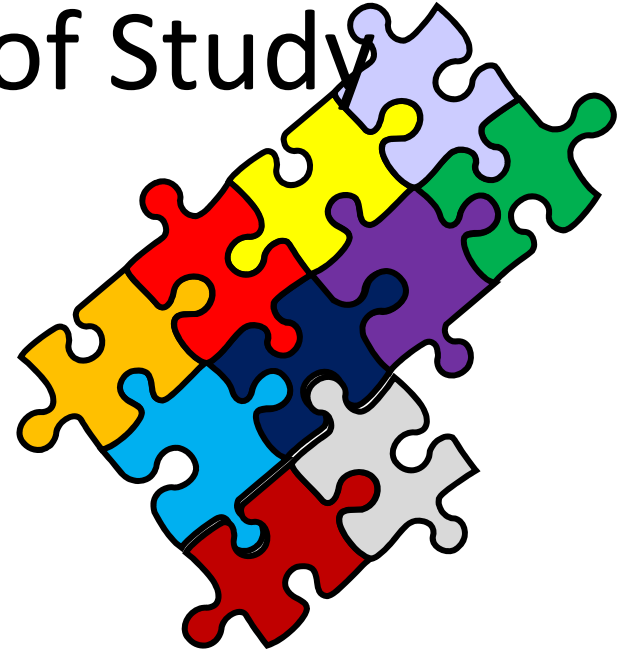






# OVAE's 10 Components of Rigorous Program of Study

1. Legislation & Policies
2. Partnerships
3. Professional Development
4. Accountability & Evaluation
5. College & Career Readiness
6. Standards Course Sequence
7. Transfer Agreements
8. Guidance Counseling & Academic Advisement
9. Teaching & Learning Strategies
10. Technical Skills Assessment



# Nebraska's Nine Components

## **Economic Need**

- Current or future workforce shortage
- Need for more highly qualified professionals
- Emerging industry for state/region
- Great opportunities for entrepreneurs

## **Available post-secondary programs**

- Multiple options in state
- Programs are established and secure

## **Feasibility**

- Schools could access needed equipment and facilities
- Secondary curriculum resources are available



# Nebraska's Nine Components

## **Appropriateness**

- Content is developmentally appropriate for secondary students

## **Technical skills of secondary instructors**

- Content is a match to current secondary endorsements
- Secondary teachers would have adequate technical skills to teach content

## **Perceived student interest**

- Students would have interest in this career pathway and would take courses
- Could be supported by a student organization

## **Availability of dual-credit and/or certification(s)**

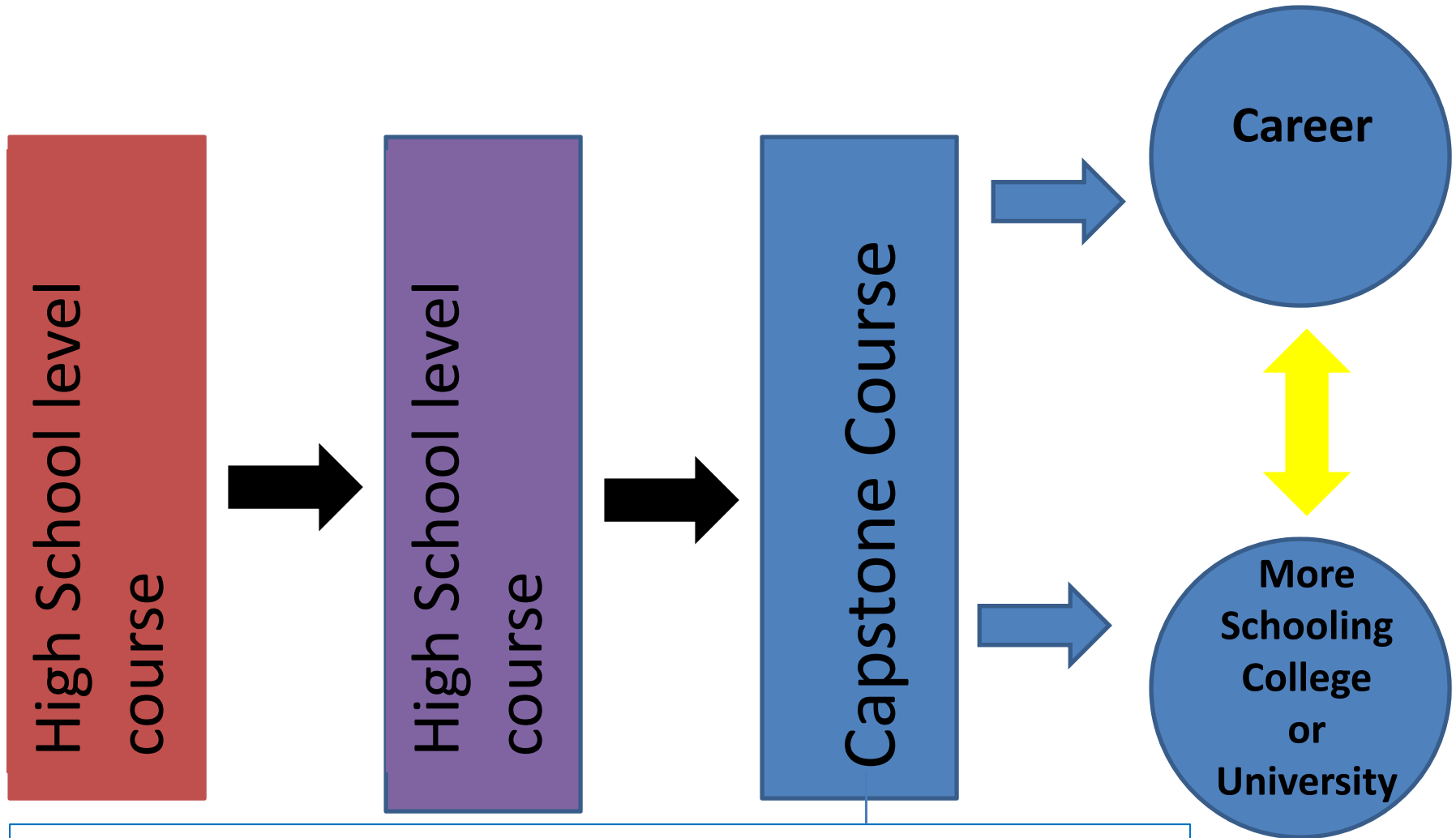
- Related dual-credit courses are available
- Or, professional certification(s) available

# Three options:

- a. Do not create a secondary model Program of Study for this Career Pathway
- b. Create a single Program of Study for this Career Pathway
- c. Create a Program of Study for this Career Pathway with two or more concentrations



# Rigorous High School Program of Study



Dual credit, state/national industry based certification, work place experience, and/or demonstration of learning



# Transportation, Distribution, and Logistics

## State Model Programs of Study and Course Outline

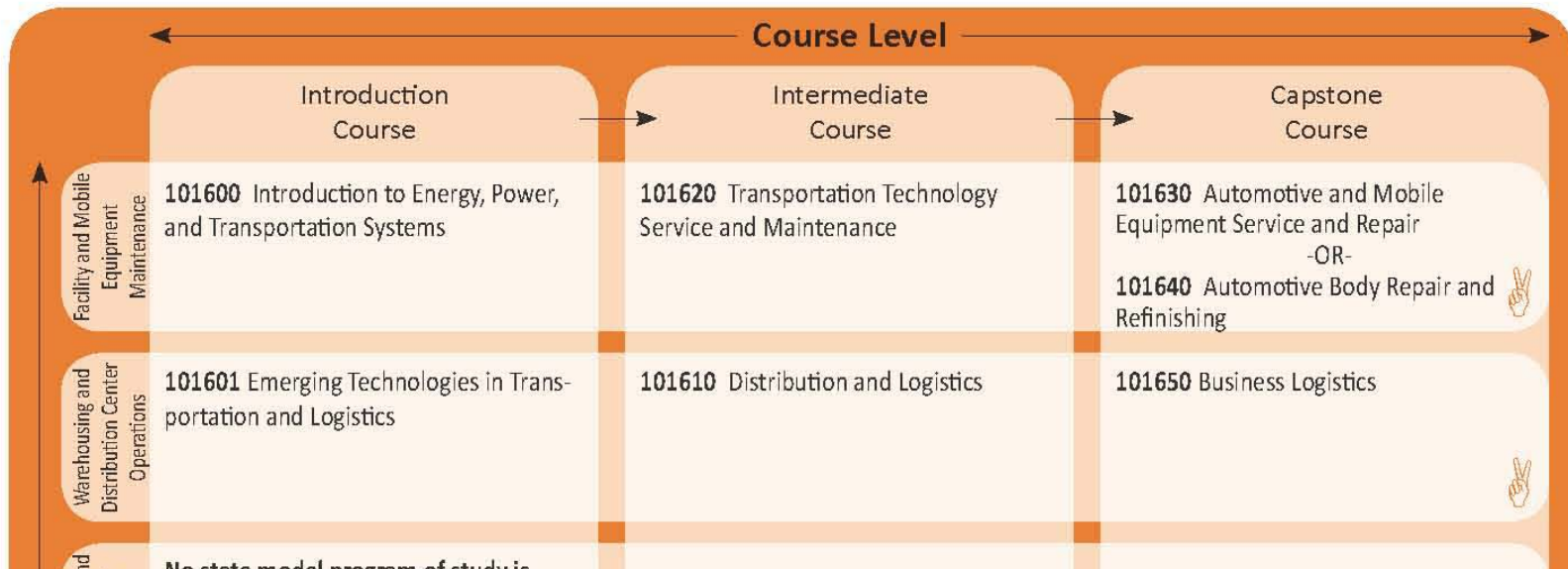
### Cluster Level Program of Study



★ Recommended Program of Study

### Pathway Level Program of Study

✌ Dual Credit

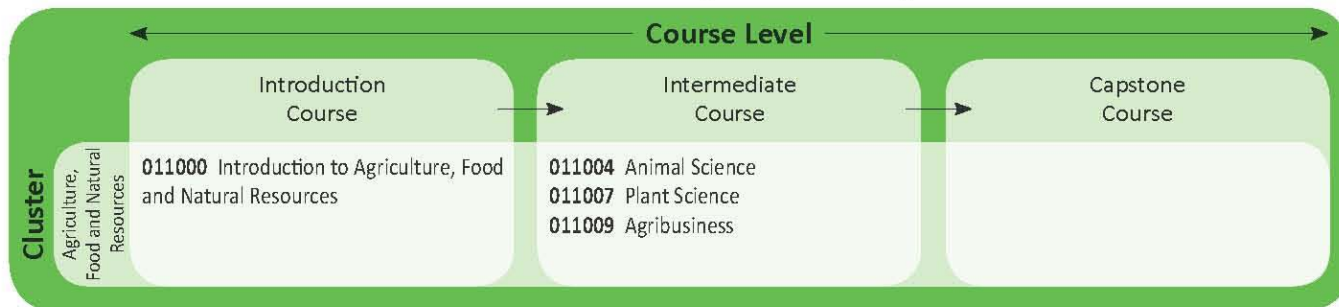




# Agriculture, Food and Natural Resources

## State Model Programs of Study and Course Outline

### Cluster Level Program of Study



★ Recommended Program of Study

### Pathway Level Program of Study

✌ Dual Credit







# Health Sciences

## State Model Programs of Study and Course Outline

★ Recommended Program of Study

### Cluster Level Program of Study

Dual Credit

Cluster	Course Level		
	Introduction Course	Intermediate Course	Capstone Course
	Health Sciences I 077300 Introduction to Health Sciences	077301 Health Science II	077600 Medical Terminology
	Health Sciences II 077300 Introduction to Health Sciences	077301 Health Science II	077402 Emergency Medical Technician - Basic (EMT-B)
	Health Sciences III 077300 Introduction to Health Sciences	077301 Health Science II	077400 Nursing Assistant Certification (CNA)
	Health Sciences IV 077300 Introduction to Health Sciences	077301 Health Science II	077401 Medication Aid
	Health Sciences V 077300 Introduction to Health Sciences	077301 Health Science II	077303 Personal and Community Health Issues
	Health Sciences VI 077300 Introduction to Health Sciences	077301 Health Science II	077302 Advanced Health Sciences
	Health Sciences VII 077300 Introduction to Health Sciences	077301 Health Science II	077800 Health Information Technology
Health Sciences VIII	077300 Introduction to Health Sciences	077304 Exploring Clinical Lab	012004 Biotechnology

# Communication with Visioning Participants

1. Please respond to each statement and provide additional comments below.

	Yes	No	Not Applicable	Response Count
I received enough information about the logistics prior to the day	90.5% (19)	9.5% (2)	0.0% (0)	21
I received enough information about the activities for the day	76.2% (16)	23.8% (5)	0.0% (0)	21
I felt that I contributed to the process	95.2% (20)	4.8% (1)	0.0% (0)	21
I enjoyed the format of the Visioning Forum	85.7% (18)	14.3% (3)	0.0% (0)	21
I learned something new as a result of participating	90.5% (19)	9.5% (2)	0.0% (0)	21
I met someone new	100.0% (21)	0.0% (0)	0.0% (0)	21
The meeting room was comfortable	85.7% (18)	14.3% (3)	0.0% (0)	21
The food and beverage selection was good	85.7% (18)	14.3% (3)	0.0% (0)	21
Comments				10
answered question				21
skipped question				0

**2. Please respond to the following statements if you stayed in the Hampton Inn. If you did not stay at the hotel, please skip this section.**

	Yes	No	Not applicable	Response Count
Reservations were easy to make	41.7% (5)	0.0% (0)	58.3% (7)	12
The room was comfortable	41.7% (5)	0.0% (0)	58.3% (7)	12
The location was convenient	41.7% (5)	0.0% (0)	58.3% (7)	12
Check-in and check-out were easy	41.7% (5)	0.0% (0)	58.3% (7)	12
Comments				3
answered question				12
skipped question				9

**3. As a result of Visioning Forum's activities I am going to....**

	Response Count
	13
answered question	13
skipped question	8

**4. I want you to know....**

	Response Count
	9
answered question	9
skipped question	12

# Standards Revision Process

- Open Enrollment – Application
- Contracts Generated
- Communication Disseminated
- Reminder Email
- Logistics
  - Summer and Federal Holidays
  - Format: Computer & Projector
  - 5 people per group

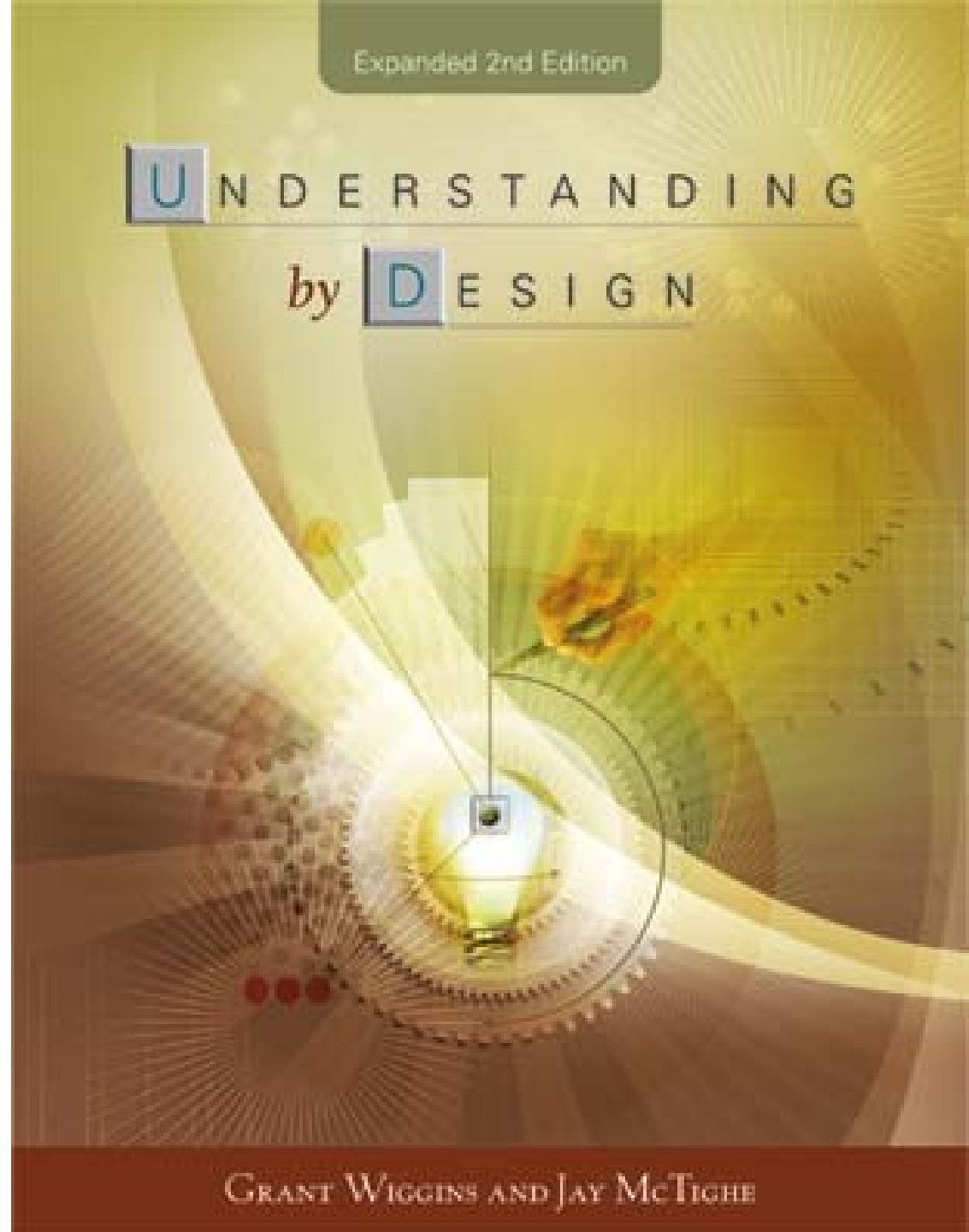
# Agenda: Standards Revision Workshops

- Review of Visioning Process
- Expected Outputs of Workshop
- Review of Programs of Study and Modification
- Review of materials available
- Overview of Entrepreneurship Standards
- How to....
- Start with Capstone Course

# Three Rules

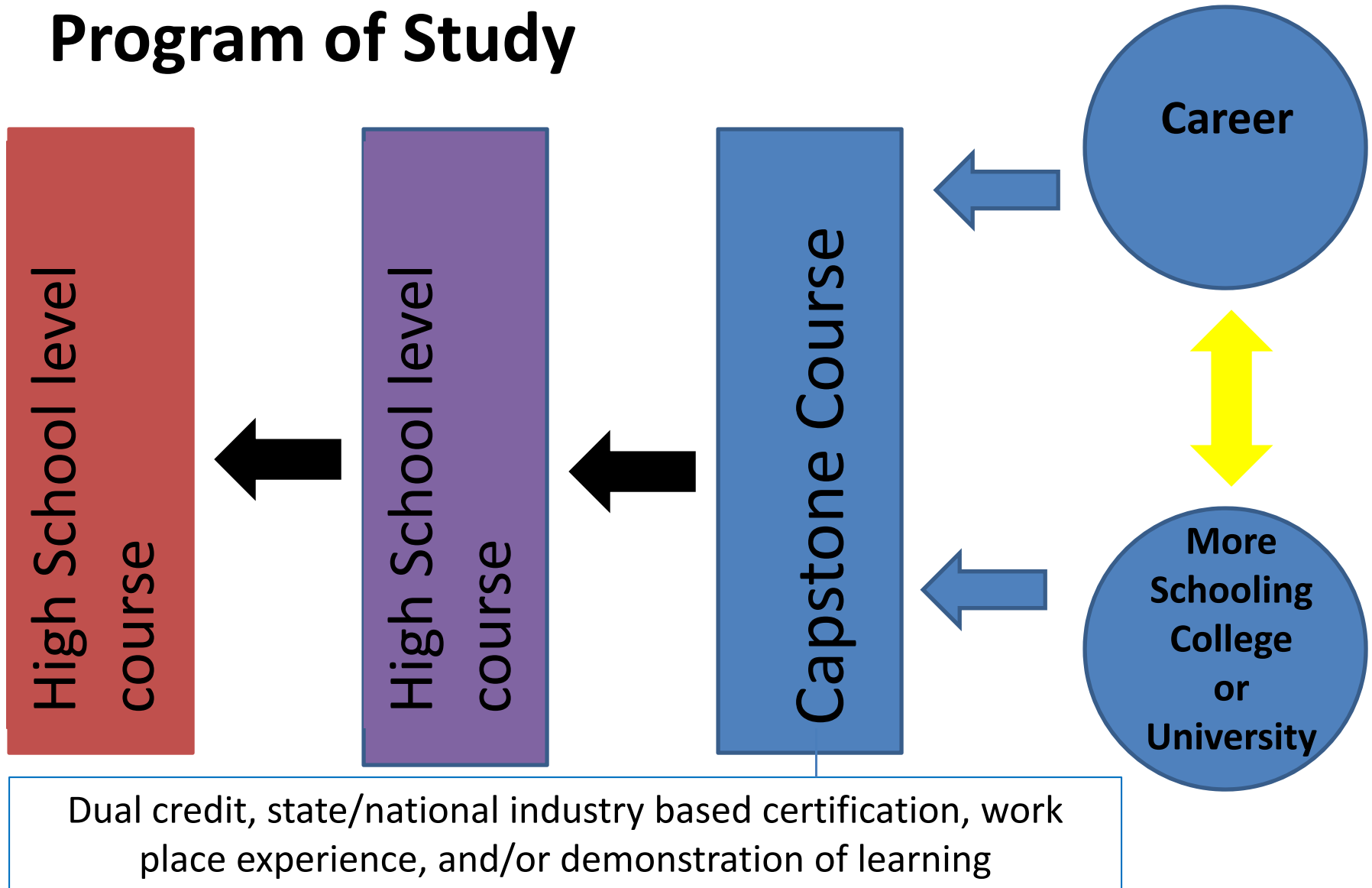
- Date it don't marry it
- Choose your hill
- Get on the bus

# Designing with the End in Mind





# Standards Development Process: Program of Study



## Health Science II

### Course Description

This course is designed to experience health careers at a personal level. Instruction includes anatomy and physiology, medical terminology, medical ethics and law, diseases and disorders, positive and negative health and wellness behaviors, first aid. Skills learned will be applicable to students continuing in the medical science field.

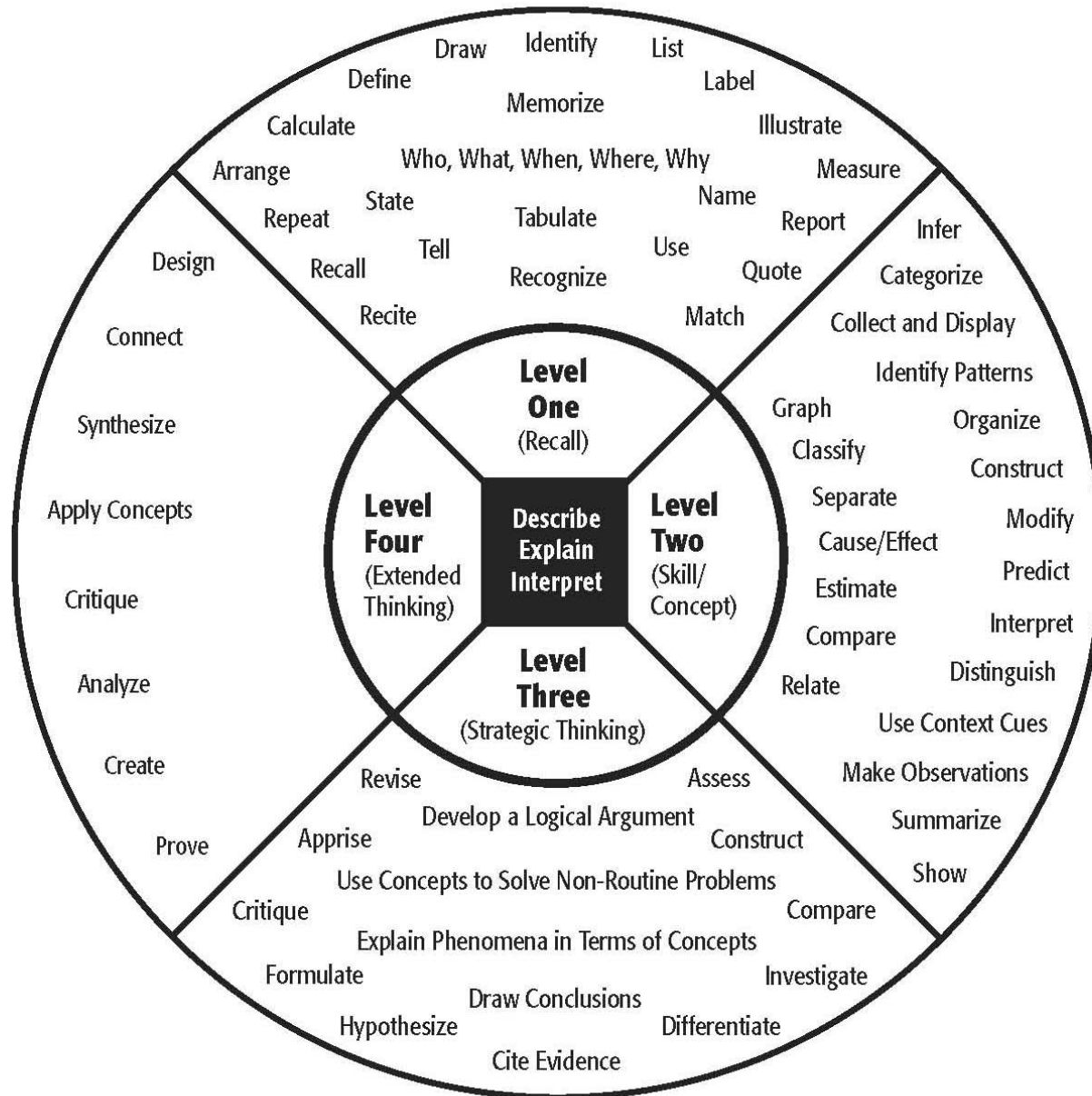
### Course Code:

### Program(s) of Study to which This Course Applies

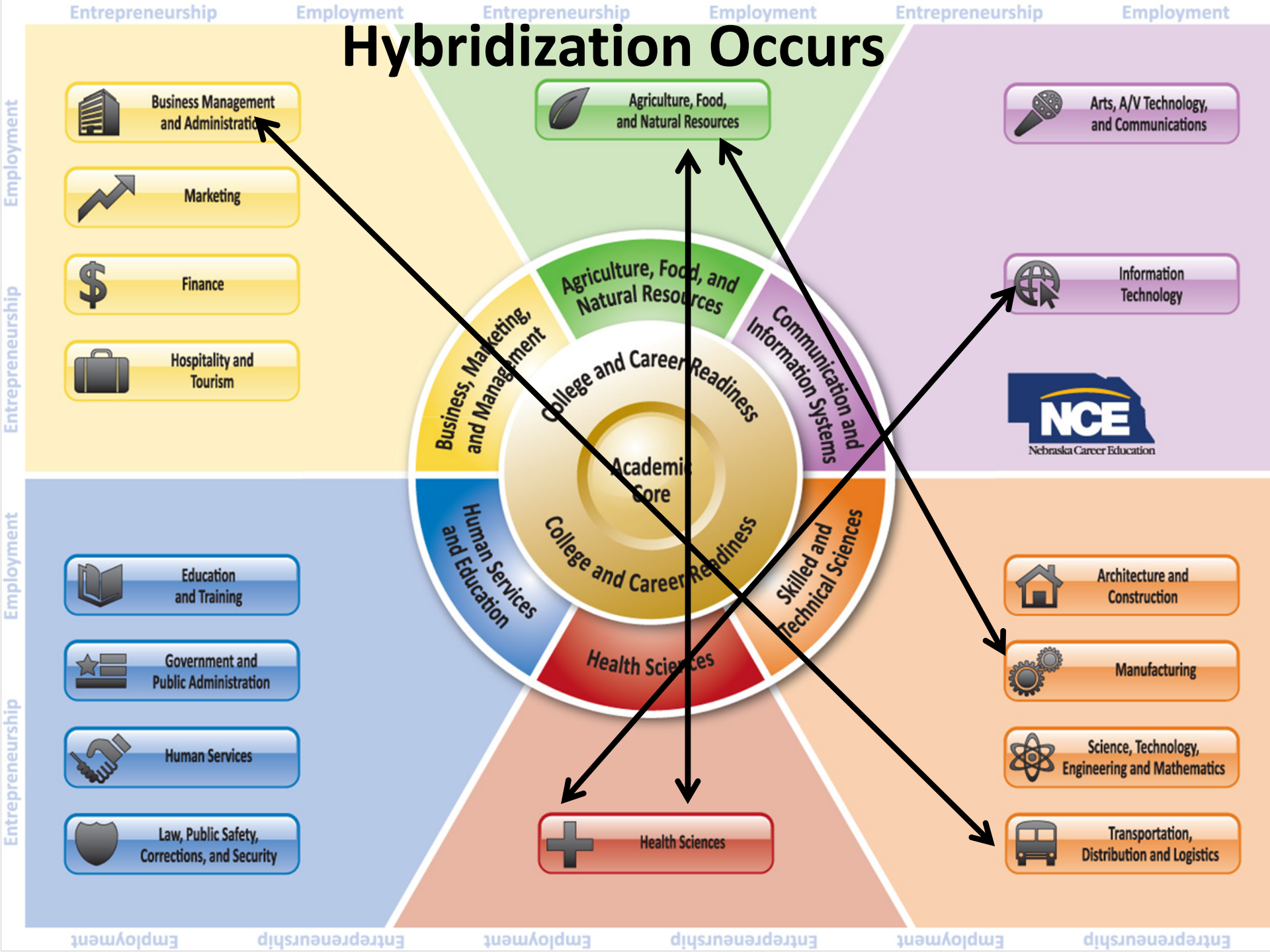
- Health Science

Course Framework	Reference Standards	Academic Crosswalk
<b>Standard 1. Students will explore and experience the wide variety of Health Professions.</b>	NHFSAC 4.31	[TBD by NDE]
Benchmark 1.1 Students will compare and contrast at least 15 health careers.  <u>Sample performance indicators:</u> <ul style="list-style-type: none"> <li>• Create a presentation for a specific health profession that is of their interest.</li> <li>• Interview and report on a health care professional.</li> <li>• Attend a professional presentation.</li> <li>• Explore specific health professions via online career exploration programs.</li> <li>• Investigate the local needs in the health care field.</li> <li>• Assemble a portfolio of at least 2 colleges that offer a degree program of their interest including cost of tuition and a plan for financing their education.</li> </ul>	NHFSAC 4.11	[TBD by NDE]
Benchmark 1.2 Students will job shadow a health science professional or student for a minimum of 3 hours.		

# Depth of Knowledge (DOK) Levels



# Hybridization Occurs









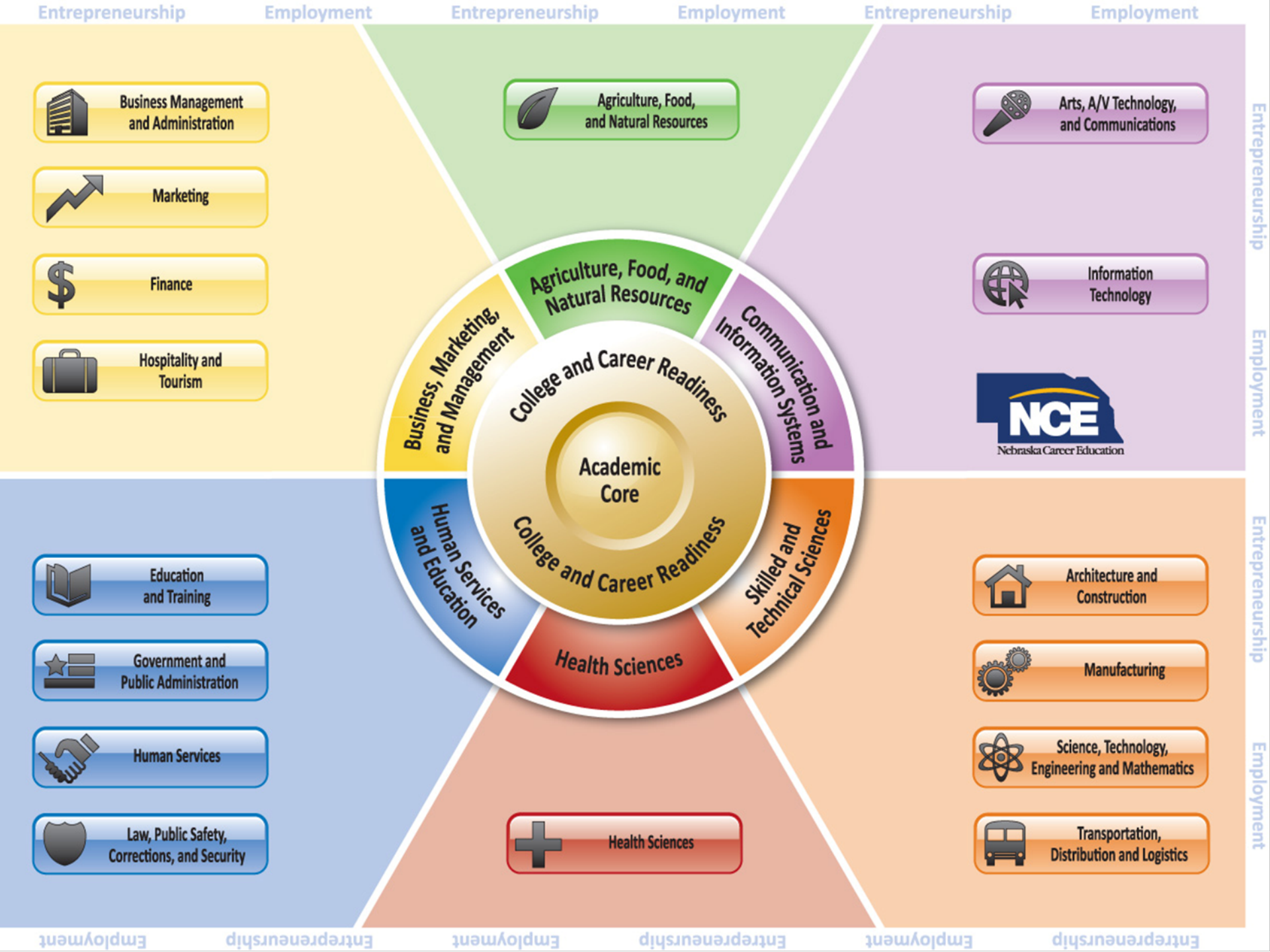
**Next Steps ...**

# Next Steps ...

- ❖ Identify academic and college & career readiness standards
- ❖ Professional development for faculty
- ❖ Dual credit and career academy legislative study
- ❖ Establish statewide transfer agreements
- ❖ Database cross referenced with statewide student data/records system
- ❖ Create consistent statewide marketing









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