



NEBRASKA

DEPARTMENT OF EDUCATION

Nebraska's Business, Marketing and Management Standards State Board of Education Update – December 2018

Process Timeline:

November 2016	Futuring Panels identified and ranked current and emerging trends impacting NE business environment; BMIT (Business, Marketing, and Information Technology) Coalition formed <ul style="list-style-type: none"><i>The NE BMIT Coalition is a partnership between business, industry, policy makers, community leaders, and government leaders to promote career pathways in Business, Marketing, and Information Technology, grow a skilled, globally competitive workforce for those occupations that cross all industries, and to advocate for the study of BMIT.</i>
June 2017	Futuring Panel summary (NCE Conference)
January 2018	Program standards/performance indicators identified (MBA Research)
February-March 2018	Writing teams and BMIT Coalition drafted program of study standards <ul style="list-style-type: none"><i>Program of Study – a sequence of at least three, one semester-long career education courses in a given career cluster that prepares students for postsecondary education and entry into a career area of personal choice. These courses are appropriately sequenced (introduction, intermediate, and capstone) and often result in an industry recognized credential and workplace learning experiences.</i>
June– September 2018	Standards finalized (writing teams, lead teachers)
October 2018	Public Review of draft standards; BMIT Fall Workshops
November 2018	Continued collecting public input; integrated feedback; finalized standards

Public Input:

- N = 349 (November update, n = 226)
- “Do the standards reflect the essential knowledge and skills that students need relative to this program of study”?
 - Across all programs of study, average level of agreement = 96.1%
- “Do the standards provide clear and specific learning targets needed for instruction and assessment?”
 - Across all programs of study, average level of agreement = 96.4%
- “Are the standards rigorous and do they encourage advanced skill development?”
 - Across all programs of study, average level of agreement = 94.1%

- Survey responses reflective of PK-12 educators (66%), Postsecondary (15%), District Administration and ESUs (7%), Community Members and Parents (6%), Business & Industry (6%)

Key changes:

- Focus on increasing rigor – ensuring content meets expectations for knowledge/skills needed in the workforce
- Increase in workplace experiences and opportunities to demonstrate leadership
- Intentional reduction in number of programs of study – fewer options with more flexibility in each

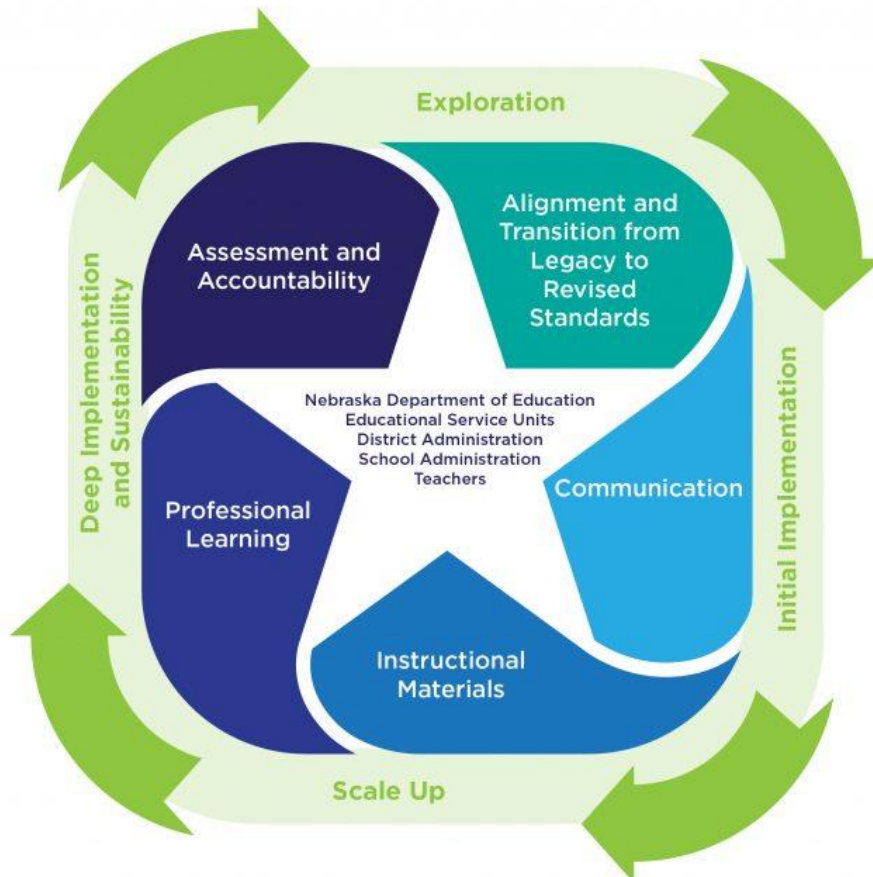
Impact:

- High schools with Business, Marketing, & Management (BMM) Programs of Study = 89%
 - Largest among all career fields
- Percent of seniors who are CTE Concentrators annually = 49% (n = 11,618)
 - Of those, 25% concentrate in BMM (n = 2,955).
 - A CTE Concentrator is a student in grades 9-12 who has earned credit in three or more one semester-long courses within a single career cluster.
- Number of BMM teachers = 767

Next Steps:

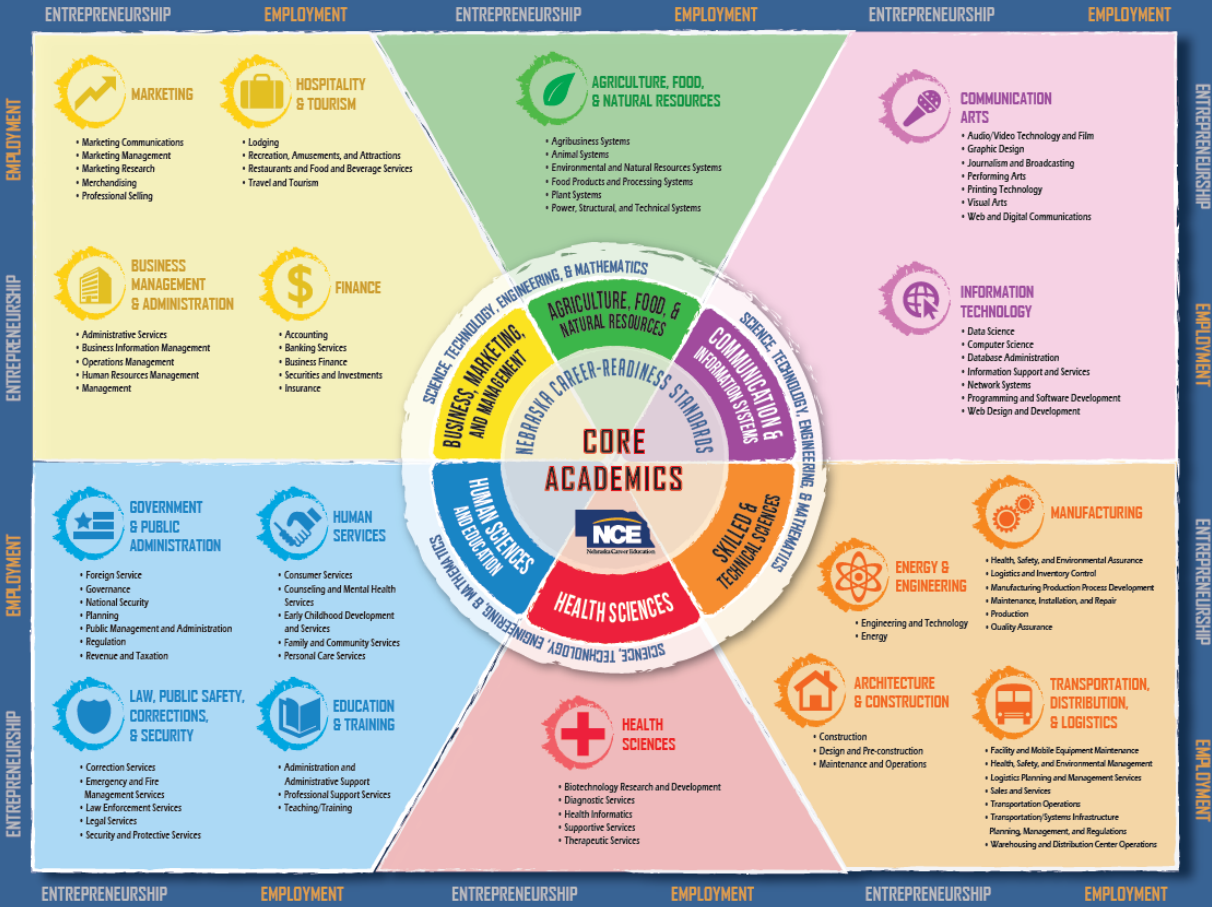


Nebraska Content Area Standards Implementation Framework





NEBRASKA CAREER EDUCATION MODEL



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