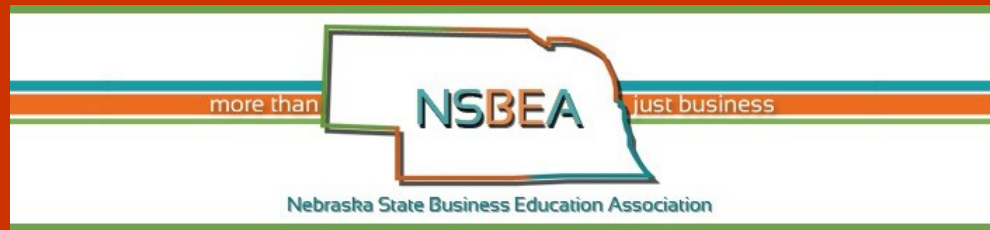


NSBEA TODAY

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NSBEA TODAY

WINTER 2013

Do You See What I See?

Kathleen McCune, NSBEA President

*"Said the night wind to the little lamb:
Do you see what I see?"*

After finalizing a fall semester, weathering a winter break, and now beginning a new semester of schooling you may be thinking a Christmas carol is stuck in my head. Well, this is not about a Christmas carol. This is about you.

The test was taken and the grade was barely a "C". The teacher was disappointed. The student was thrilled. "Oh, but you could do so much better," the teacher said. "Nope," said the student. "I've always been a "C" student." To this the teacher replied, "*Do you see what I see?*"

She walks through the doors of a community college. Her eyes are low, her voice is soft and her confidence... well, it didn't make it into the building this day. The classroom fills with students half her age. Uncertainty builds from within and spills from her eyes—obvious to all. Soon her name would be called and this teacher would strike a mental note... "*Do you see what I see?*"

His student, a business major, is his best student. Her writing is stellar—her insight impressive. This teacher



counsels her and tells her she must graduate and go on. This student can't imagine a future such as this. Frustrated, this political science teacher bursts into the office of a fellow business teacher pleading for help to encourage this mutual student and asks, "*Do you see what I see?*"

Without a *night wind*, students often face a blurred field of vision. Past experiences dominate their nearsightedness. They can't imagine a grade above a "C" because they never achieved one and, sadly, no one ever ignites the notion that it is a possibility. Nontraditional students, with histories of hard knocks, can't imagine an educational experience that will transform them as people. And a student that is blinded to their own success squints to recognize it when it is most obvious to all.

"*Do you see what I see?*" is not about a song, it is about being a visionary. It is about what you see and do every day. You meet a student and help them connect the dots. You see their talents and show them a future. You

(Continued from page 1)

feverishly learn new technologies to prepare them for careers in fields that never existed in your educated past.

As a visionary, you use your words and your actions to bring out the best in students. You encourage, you challenge, you test and you reward students to be more than they ever imagined. You teach in career clusters and career academies creating pathways that would be invisible to students—if not for you. With all your education and life experiences, you take your past and build farsighted futures around you.

You may be the only voice that can create life lessons out of life failures for these students. You may be the first picture of passion that these students see in the field of business. What a wonderful opportunity you are fortunate to have. *“Do you see what I see?”*

As members of NSBEA, you create visions for fellow business educators, as well. By example, by talent, and by professional support you create possibilities for all of us to do more in the classroom and to be more as individuals. Opportunities await you. Consider the visionary experiences of:

NBEA Conference in Atlanta, April 16 – 20, 2013

NCE Conference in Kearney, June 4 – 6, 2013

M-PBEA Regional Conference in Omaha, June 9-12, 2013

According to the 19th century philosopher, Arthur Schopenhauer, “Every man takes the limits of his own field of vision for the limits of the world.” Perhaps it takes others to move the boundaries within. It takes a visionary. In the world of business education, it takes someone like you to be like the *night wind* and to look into the eyes of a student and say... *“Do you see what I see?”*

Grading: A Mass and a Mess!

Deb Wolken, NSBEA President-Elect

If there is a topic that creates more conversation among teachers than grading, I do not know what it could be. Almost all teachers, no matter the discipline or grade level, have an opinion about the grades they give; the grades students earn.

At Lincoln Northeast, teachers have been encouraged to read the book, “A Repair Kit for Grading—15 Fixes for Broken Grades” by Ken O’Connor published by Educational Testing Service. It has raised considerable discussion within the discipline of business teachers as well as within interdisciplinary groups.

Consistency seems to be the driving force behind the changes being made to grading in school systems. In fact, all Lincoln public high schools weigh formative assessments (daily assignments, etc.) 20% and summative assessments (tests, final projects, etc.) 80% (see Fix #13 on page 3).

According to O’Conner, he wrote the book knowing in many schools grading is a “mass and a mess.” He continues that although teaching has become increasingly standards based, and we know more than we ever knew about how people learn, traditional grading practices persist. He’s concerned that these practices often not only result in ineffective communication about student achievement, but also may actually harm students and misrepresent their learning.

I write this article not to solve or correct problems . . . if it were really that easy! But I write this article to invoke some thought; some conversation among colleagues. I share these 15 “fixes” with the hope that you might be intrigued to read and study more. In O’Conner’s book, he devotes a chapter to each fix.

(Continued on page 3)

(Continued from page 2)

O’Conner’s 15 fixes are organized into four categories:

Fixes for Practices That Distort Achievement

1. Don’t include student behaviors (effort, participation, adherence to class rules, etc.) in grades; include only achievement.
2. Don’t reduce marks on “work” submitted late; provide support for the learner.
3. Don’t give points for extra credit or use bonus points; seek only evidence that more work has resulted in a higher level of achievement.
4. Don’t punish academic dishonesty with reduced grades; apply other consequences and reassess to determine actual level of achievement.
5. Don’t consider attendance in grade determination; report absences separately.
6. Don’t include group scores in grades; use only individual achievement evidence.

Fixes for Low-Quality or Poorly Organized Evidence

7. Don’t organize information in grading records by assessment methods or simply summarize into a single grade; organize and report evidence by standards/learning goals.
8. Don’t assign grades using inappropriate or unclear performance standards; provide clear descriptions of achievement expectations.
9. Don’t assign grades based on student’s achievement compared to other students; compare each student’s performance to preset standards.

10. Don’t rely on evidence gathered using assessments that fail to meet standards of quality; rely only on quality assessments.

Fixes for Inappropriate Grade Calculation

11. Don’t rely only on the mean; consider other measures of central tendency and use professional judgment.
12. Don’t include zeros in grade determination when evidence is missing or as punishment; use alternatives, such as reassessing to determine real achievement or use “I” for Incomplete or Insufficient Evidence.

Fixes to Support Learning

13. Don’t use information from formative assessment and practice to determine grades; use only summative evidence.
14. Don’t summarize evidence accumulated over time when learning is developmental and will grow with time and repeated opportunities; in those instances, emphasize more recent achievement.
15. Don’t leave students out of the grading process. Involve students; they can—and should—play key roles in assessment and grading that promote achievement.

As a school we have adopted some of these fixes; for instance, LNE teachers do not have “bonus” questions on assessments and there are no “extra credit” assignments (see Fix #3). Conversation continues on other fixes to effectively and consistently communicate students’ learning.

Fall Conference Review—Eastern Location

Lori Anderson, NSBEA Past President

The Nebraska State Business Education Association and Delta Pi Epsilon held their Fall Conference in Lincoln, Nebraska on October 20 at Talent Plus. Almost 50 people attended this conference. Kathleen McCune, president of NSBEA and Sheryl Piening-Keller, President of MP-BEA were in attendance at the conference. M-PBEA – Mountain-Plains Business Education Association is the regional association with which NSBEA is associated.

During the conference, Teresa Thomas presented an overview of Talent Plus and why it is *one of the 50 most engaged workplaces in the United States*. Members also enjoyed learning more about themselves and their fellow educators. After the conference, the group went to Fireworks for lunch and the NSBEA Board meeting.

Leadership Development Institute

Lori Anderson, LDI Chair

The Leadership Development Institute (LDI) is offered as a preconference membership event on Monday, June 3 after the FBLA Advisor Workshop at the NCE Conference in Kearney. The LDI is a fantastic way to gain leadership skills, obtain ideas to enhance your organization and network with other business educators. The purpose of LDI is to develop

future leaders while sharing with attendees the importance of networking and professional development.

This is an invitation-only event so if you are a recipient of one, it means that someone thinks enough of you and your leadership abilities to nominate you. Please consider attending.

BEST Award Applications

Have you made your New Year's Resolution yet? Consider adding applying for the BEST Award to your list of must do's for the new year.

Print out a copy of the [BEST application](#) (BMIT web site, NCE Conference, BEST Award) to see if you can qualify to receive this award by earning 100 points from April 15, 2012 to April 14, 2013. You can mail hard copy no later than April 20 or send your completed application to me via email either as a Word document or scanned document by April 20.

Once a business, marketing or information technology (BMIT) educator has received the BEST Award, he/she can continue to re-apply on an annual basis. First-time honorees will receive a special pin. All honorees will receive recognition at the NSBEA/DPE Banquet that will be held at 6 p.m. on Wednesday, June 5 at the Kearney Younes Conference Center. Recipients present at the banquet will receive special recognition and a BEST memento from our BEST sponsor, PKL Software.

Once again this year any business teacher who has received the BEST Award for **ten** consecutive years will be recognized.

But I don't know if I'm qualified?

The BEST award recognizes those outstanding educators who have been actively involved in professional associations, community and school activities, professional/leadership development, and/or service to the business profession. The acronym BEST represents the four areas of emphasis: Belong, Excel, Study, and Travel. Only three conditions need to be met in order to apply for the award: (1) Must join a minimum of NBEA and NSBEA **OR** MEA & NAME **OR** ACTE/ACTEN with membership in either NAME or NSBEA; (2) Must be a business, marketing or information technology teacher in a secondary, postsecondary or four-year institution; and (3) Must be able to compile 100 points on the application form.

Kearney is the Place to Be on June 4-6, 2013!

The BMIT portion of **the 2013 NCE Conference** features 7 full-day workshops and 16 excellent sessions, designed to keep business, marketing and information technology teachers up to date with the latest trends in technology, teaching strategies and course content. Many other cross-field workshops and sessions will also be available. A preliminary program for Business, Marketing and Management and Communication and Information Systems is posted on the BMIT web site and provides session and workshop descriptions as well as complete details for the NSBEA and DPE functions.

Rotational sessions by featured speakers include:

- Leslie Fisher, leslifisher.com, CA
 - A Gadget Freak's Favorite Gadgets
 - The iPad Application Class
 - Google Docs
 - Evernote
- Molly Skold, Marketing Director for Omaha's Midtown Crossing
 - Social Media
 - Marketing on a Dime
 - Marketing through an Effective Web Site
- Jim Schultz, Pretty Good Consulting, Inc., CO
 - Help Your Students ACE Their Job Interviews
 - Thinking Out of the Template: Cover Letters and Resumes that Tell a Story
- Perry Edwards, PKL Software, Web-based Accounting Simulations – No More Copying or Cheating!

Rotational sessions by Nebraska teachers include:

- Mona Schoenrock, NBEA President, Taking Care of Business
- Middle School Business in Action, Shawna Koger, Arlington Public Schools
- Interactive White Boards on a Dime, Shawn McIlroy, Bennington High School
- Hats Off to the Newest Technology Tools for Teaching Personal Finance, Mary Lynn Reiser, Nebraska Council on Economic Education UNO Center Director; Megan Manning, Kansas City Federal Reserve Bank – Omaha Branch
- LiveBinders as a Teaching Tool, Mickie Mueller, Norfolk Public Schools

On **Monday, June 3**, all career student organization advisors are encouraged to participate in a joint CSO training. More details will be shared at a later date through the FBLA listserv.

Deciding **which June 4 preconference workshop** you plan to attend may prove difficult. Pick from the following choices and register early as many of the workshops are limited in size. Unless otherwise indicated, the workshops will be held at the Younes Conference Center from 9:30 a.m. to 4 p.m. If you plan to register for any of the following workshops, please let Bonnie Sibert know if you are interested in facilitating a specific workshop. It's one way to guarantee that you'll get to be a participant in the workshop!

Rockin' and Rollin' with Google Apps, Mickie Mueller, Norfolk High School
UNK-College of Education PC Lab Room C104

Beginning iMObiles in Education, Jamey Boelhower, Deanna Stall, ESU 10

Hats Off to the Newest Technology Tools for Teaching Personal Finance, Mary Lynn Reiser, Jennifer Davidson, Nebraska Council on Economic Education; Erin Redemske, Megan Manning, Kansas City Federal Reserve Bank – Omaha Branch

Marketing Tools for Success, Molly Skold, Marketing Director, Omaha's Midtown Crossing

Photoshop Elements and Premiere Elements, Leslie Fisher
ESU 10 Computer Lab, 76 Plaza Boulevard

iIntegrate New Tools and iTeach Business...with iPads, Shelly Mowinkel, Milford Public Schools

Accounting Education for the 21ST Century, Sharon Garvin, Wayne State College
UNK – College of Education MAC Lab Room C112



Legislative Update—2012 Year in Review

Crystal Bolamperti, Legislative Chair

Election 2012

President Barack Obama emerged from the hard-fought campaign of 2012 with a second term in the White House. Arne Duncan is expected to stay on as the head of the Department of Education.

On Capitol Hill, a huge freshman class of newly elected lawmakers will join the 113th Congress. The House of Representatives will welcome 84 freshman Representatives (49 of them Democrats, 35 Republicans) and the Senate will add 12 new members (8 Democrats, 1 Democratic caucusing Independent, and 3 Republicans). Among the current members of the congressional committees that oversee education and workforce policy, only Rep. Judy Biggert (R-IL) of the House Committee on Education and the Workforce was defeated on Election Day.

The 113th Congress

Democrats will retain majority control in the Senate, while Republicans hold a slightly diminished majority in the House of Representatives.

In the House, Rep. John Kline (R-MN) will continue to serve as chairman of the Education and the Workforce Committee, with Rep. George Miller (D-CA) as ranking Democrat. Rep. Hal Rogers (R-KY) will stay on as leader of the Appropriations Committee, which oversees discretionary funding for programs like Perkins, along with the newly-selected Ranking Member, Nita Lowey, (D-NY). The Labor, Health and Human Services, and Education Appropriations Subcommittee will see Rep. Jack Kingston (R-GA) become the new chairman, with Rep. Rosa DeLauro (D-CT) returning as ranking Democrat. Though many rank and file committee slots and subcommittee assignments have not yet been announced, there will be 13 new members of the Education and the Workforce Committee and 12 new appropriators.

Sen. Tom Harkin (D-IA) will continue to chair both the Health, Education, Labor and Pensions Committee and the Labor, Health and Human Services, and Education Appropriations Subcommittee—overseeing CTE funding and authorizing legislation in the Senate.

Sequestration

Throughout 2012, the looming threat of sequestration was a major concern for the CTE community. In 2011, the Budget Control Act created the “Super Committee” of Members of Congress who were tasked with creating a plan to cut \$1.2 trillion from the federal budget in the next 10 years. Their failure to reach an agreement triggered a provision in that law, known as sequestration, which was designed to institute an automatic across-the-board cut to the federal budget at the beginning of 2013. Under the sequestration threat, CTE could lose \$92 million from the July 2013 Perkins funding allocation—a cut that would impact the 2013-14 school year.

On New Year’s Day, the Senate finally voted (89-8) to approve a deal that would temporarily delay the across-the-board sequester cuts until March 1. Then, the House passed (257-167) the measure and the bill was sent to the White House for final approval. This provides short-term relief and will only postpone the problem for a couple of months. Congress and the White House must now find a permanent solution to stop the cut to CTE!

Fiscal Year 2013 Appropriations

Following the release of President Obama’s Fiscal Year (FY) 2013 budget request, House and Senate appropriators began the annual process of allocating funding for federal agencies and programs. Appropriations subcommittees are assigned the task of overseeing funding for specific areas of the budget—Perkins falls under the purview of the Labor, Health and Human Services, and Education Appropriations Subcommittees. ACTE has worked extensively with congressional appropriators to produce a funding bill that continues to provide a necessary federal investment in CTE. With strong grassroots support from ACTE members, despite a continued emphasis on fiscal austerity and budgetary cutbacks, committees in both the House and Senate put forward bills to continue current levels of funding for CTE. However, partisan wrangling over the budget prevented these funding bills from reaching a floor vote in either chamber of Congress.

With no resolution in sight at the end of September (the deadline to approve the FY 2013 budget), Congress was forced to pass a short-term Continuing Resolution (CR)

(Continued on page 9)

Teaching Digital Citizenship: Get a “Digital Driver’s License”

Pat Arneson, Membership Director/State Rep. to M-PBEA Board



A first-year teacher recently emailed me with a suggestion for my Business

Methods class: “Please teach your student teachers how to teach ‘digital citizenship.’” Although we discuss copyright laws and digital etiquette in a variety of classes, it is apparently not enough, so I began researching available curriculum. The content and creativity of the **Digital Drivers License** project, first introduced primarily for high school students in 2011, impressed me as curriculum that other educators would find of interest! And best of all, it is FREE!

Why is Digital Citizenship Important? As more and more schools utilize iPads and other tablets, laptops and computers as supplements or replacements for textbooks in the classroom, it is more important than ever to discuss “digital citizenship” in all classes. Digital citizenship is not simply reserved for Information Technology and Computer Applications courses, but *every* course in which technology is used as an instructional tool.



The Digital Citizenship Project. According to authors Gerry Swan and Marty Park in their article, “Students Need a Digital Driver’s License Before They Start Their Engines,” printed in the December-January 2012-13 publication Learning and Leading with Technology, access to expanded technology also brings additional responsibilities for Schools (ppg. 26-28, 2012). The authors remind us that recent legislation, specifically the U.S. Children’s Internet Protection Act (CIPA) and Protecting Children in the 21st Century acts, emphasize schools’ responsibility to educate students about internet safety” (p. 26, 2012).

Just as motorists take driver’s education before driving, Swan and Park believe “digital age students need a course in how to recognize and react to precarious situations online, such as cyber bullying and copyright infringement.” An outgrowth of their concern led to the creation in 2011 of the “**Digital Driver’s License (DDL) Project**” in Kentucky. This project consists of a set of five self-paced modules, plus a final cumulative ‘digital driver’s license’ case that captures the skill sets of digital citizenship, as

outlined in the book *Digital Citizenship in Schools* by Mike Ribble and Gerald Bailey (Swan and Park, pg 27, 2012). Since the DDL program was introduced just one year ago, over 14,000 students from the United States, Australia and Hong Kong have participated in the program.

The five modules of digital citizenship include:

- Digital Communications, Etiquette and Security
- Digital Access, Health and Wellness
- Digital Commerce
- Digital Law, Rights and Responsibilities
- Digital Media Fluency

Assessments--How students get their ‘digital license’: In order to obtain a ‘digital driver’s license,’ the project utilizes two types of assessments:

“Practice-Its” – students are introduced to a concept within the module and must respond and justify their answer. For example, students may be asked to identify whether or not a scenario is copyright infringement; their response must confirm or justify their answer or offer some type of corrective advice

“Prove-Its” – students receive an overall score, but do not know which questions are incorrect. Students can retake a ‘prove-it’ any time and are notified if they have passed. An 80% or higher score is required for each of the five modules.

Incorporate Digital Citizenship in YOUR high school! How could YOU utilize a digital citizenship program in YOUR program or school? One possibility is to require students to first obtain a ‘digital driver’s license’ before they get access to the network. Another option is to require students to pass all five modules before they are able to use the school-provided iPads or laptops.

To learn more about the DDL project, you can find it and use it for free at www.idrivedigital.com



NSBEA Scholarships Available

John Schultz, Scholarship Chair

NSBEA will have two scholarships available again this year to qualified applicants.

The **Gordon F. Culver Scholarship** worth \$500 is awarded to a business education student who will be student teaching in either the first or second semester of the 2013-2014 school year. In order to apply for this scholarship, a student must be a member of both NSBEA as well as NBEA. The deadline for submission of this scholarship information is April 13, 2013.

****Please encourage any perspective student teacher to apply for this scholarship.****

The **Kids of NSBEA Member Scholarship** worth \$250 is awarded to a child of an NSBEA member who is currently enrolled or will be enrolled in an undergraduate program of study. The deadline for submission of this scholarship information is March 2, 2013.

Criteria for this scholarship:

Only undergraduate students may apply.

The student may already be enrolled in any post-secondary school or preparing to attend a post-secondary school during the following year.

The student may major or be majoring in any area (please indicate major in your essay and what college you are or will be attending)

This scholarship may only be won once by a child of an NSBEA member.

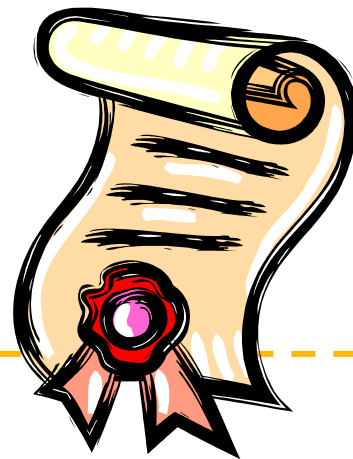
The parent must have been a member of NSBEA for the last two years.

For more information about these scholarships, please go to the NSBEA Scholarship page at <http://www.nsbea.org/scholarships.html>.

Electronic submissions are welcome and encouraged; letters of recommendation may be sent separately and noted on the application materials.

Please mail/email all application materials to:

John J Schultz
13958 Sahler St.
Omaha, NE 68164-5068
E-Mail john-schultz@cox.net



(Continued from page 6)

that will essentially keep federal funding on autopilot for six months. As part of that CR, Perkins will receive level funding through March or until a full-year funding bill is approved.

WIA Reauthorization

Originally passed in 1998, the Workforce Investment Act has been due for reauthorization since 2003. While the Senate continued to take no action on reauthorization during 2012, the House Education and the Workforce Committee did pass a highly partisan bill out of committee on a party line vote. The *Workforce Investment Improvement Act* (H.R. 4297) proposed to consolidate 47 federal job training programs into a single “Workforce Investment Fund.” The fund would largely be in control of the state governor, who could decide funding levels for each program and therefore program existence.

The bill had originally included all Perkins funding in the consolidated “Workforce Investment Fund.” ACTE, working in conjunction with members of the committee, was successful in having Perkins removed from the bill.

Perkins Reauthorization

In April, the Department of Education unveiled a blueprint document outlining the Obama Administration’s proposal for reauthorizing the Carl D. Perkins Career and Technical Education Act (this is only a proposal that has no force or effect on the current law).

ACTE agrees with the principles of alignment, collaboration, accountability and innovation in the Administration’s Blueprint, but has serious concerns about the details of the proposal (e.g. use of competitive funding, mandatory consortia, a private sector matching requirements, and only providing funding for specific program areas identified by states).

ACTE has released its own guiding principles for the reauthorization of Perkins. These guiding principles are designed to inform initial policy discussions and help shape the foundation of future Perkins efforts. They represent key areas that ACTE believes must be considered as any new legislation. The principles include:

- Redefine the Federal Role in CTE
- Target Expenditures
- Define Program Quality Elements
- Ensure Relevant & Consistent Data
- Offer Incentives for Innovation
- Provide the Infrastructure to Support the System

Additionally, we have developed reauthorization priorities that expand on these principles, emphasizing a clear goal of building the capacity of secondary and postsecondary educational institutions to prepare all students for success in current and emerging in-demand career pathways.

Congressional CTE Caucus

The Congressional CTE Caucus, Reps. Jim Langevin (D-RI) and Glenn Thompson (R-PA), spearheaded a “dear colleague” letter on funding for Perkins in the FY 2013 appropriations bill. This letter urged appropriators to support Perkins funding.

Common Core

In May, ACTE worked in partnership with Achieve, the project management partner of PARCC, to develop a report, “Common Core State Standards & Career and Technical Education: Bridging the Divide Between College and Career Readiness.” The report lays out a blueprint for increased engagement between state education leaders and the career and the technical education (CTE) community.

Career Readiness

ACTE worked with Achieve and PARCC to develop a joint statement to provide clarity regarding the meaning of the College and Career Ready Determinations (CCRD) policy that was produced by PARCC in early November. The CCRD policy will be used by PARCC states to determine which students are able to enter directly into certain entry-level, credit-bearing courses without having to take placement tests and remedial coursework.

Earlier in the year, ACTE joined nearly 30 organizations as part of the Career Readiness Partner Council to develop a broad career readiness statement. Building off of ACTE’s “What is Career Ready?” definition, the statement sought to bring varied points of view around a common understanding about career readiness. ACTE also supported states as they worked on various career readiness definitions and related activities.

Source: ACTE Public Policy, publicpolicy@acteonline.org

Realistic Budget Project for Personal Finance

Dawn Friedrich

I have been teaching Personal Finance to seniors for several years and take pride in helping students learn realistic applications that can be used in their lives. Trying to teach students how to put together a budget has never been easy. Students never seemed to be able to relate because they weren't really making any money yet. Nothing seemed realistic to my students.

I have been using an online budget simulation for the past five years or so. In this simulation, students would role-play using fictitious information. For example, a student could be earning \$150,000 a year. The unrealistic part of this for me was if a student was interested in a career that would be earning \$30,000 a year, they weren't really learning how to manage a budget that would be realistic to them. So this year I

decided to change up the simulation. Instead of students drawing a character from the simulation, I had them be themselves. They researched information about a career that interested them. They found out how much money they would make at their career and then used that as their income. Students would then draw to see if they were married or single. If they were married, then they combined the income from the other student. If a student wasn't sure about their career plans, then a character from the online simulation would be used.

I finally feel like I have been able to make this whole budget project realistic for the students. My [Budget Project handout](#) is on page 11 in case anyone would like to give it a try.

NSBEA Award Nominations

Lori Harding, State Awards Committee Co-Chairperson

The second semester of this school year is underway, and one thing is sure; May will be here before we know it. Second semesters have a way of flying by as they are filled with student projects, conferences, testing, and all types of activities.

I'd like to encourage everyone to use these somewhat long days of January to submit nominations for one or more of the nine awards NSBEA presents at the state level. It is important to recognize those who work diligently in and for business education. Go to the NSBEA website and download one or more of the following award categories:

- Outstanding Contributions to Business Education by a Middle School Business Teacher
- Outstanding Contributions to Business Education by a Secondary Business Teacher
- Outstanding Contributions to Business Education by a Post-Secondary Business Teacher
- Outstanding Contributions to Business Education by a College/University Business Teacher
- Rookie-of-the-Year Business Teacher
- Outstanding Contributions to Business Education by an Administrator or Supervisor
- Outstanding Contributions to Business Education by an Institution, Organization, Business Firm, Government Agency, or an Individual associated with any of these groups
- Student Teacher of the Year Award
- Service Award

What are you waiting for? Nominate someone today! It would be wonderful if everyone submitted at least *one* nomination. Don't delay! The **deadline** for nominations is **April 1, 2013**.

Mail applications to: Lori Harding, NSBEA Awards Committee Co-Chairperson, 802 Highland Street, Wakefield, NE 68784 or submit by e-mail to harding@esu1.org

(If you have any questions or problems downloading any of the applications from the NSBEA website, send me an email and I will email the forms directly to you.)

Dawn Friedrich
Personal Finance
Wausa Public School

BUDGET PROJECT

Final Project—should be prepared as a report or presentation. This will be your semester test.

1. Opening paragraph explaining the budget process as well as the seven components of a financial plan.
2. Introductory paragraph explaining your career information
 - a. career and responsibilities at that career
 - b. income (gross/net)
 - c. estimated budget info (maybe include a chart)
 - d. financial goals (list elements that should be included in a financial plan)
3. Housing information
 - a. building vs. buying
 - b. advantages/disadvantages of each
 - c. include pictures (floor plan, actual exterior/interior/etc.)
 - d. include general specifics about the houses
 - sq. foot
 - features
 - neighborhood info
 - etc.
 - e. cost of house (how you decided you could afford these houses)
 - f. monthly payment (based on 3.5% interest and 30- or 15-year term)
 - g. show some information from the amortization chart (you decide how many months, etc. to include in chart)
4. Purchase new appliances for your kitchen
 - a. show pictures, prices, and location of purchase
 - b. this will be a loan that you will need to include in your budget
 - c. what will the monthly payment be (remember loan payments should not be more than 20% of your net income)
5. Plan meals for a month
 - a. include a calendar showing what you are eating and a chart showing how much you will be spending for food for the month
 - b. go to an online grocery store to find your amounts
6. Buy a car
 - a. include the make/model/year
 - b. include specifics about the car (mileage, etc.) and where you bought it from
 - c. include the price of the car and what your monthly payment will be
7. Write a closing paragraph. Include an updated budget and make a chart illustrating these percentages. Probably a pie chart.



Hit a Grand Slam for Business Education

June 10-12, 2013

M-PBEA 2013 Conference in Omaha, Nebraska

Start planning now! You won't want to miss the 2013 Mountain-Plains Business Education Association conference.

Convention details: Hosted at the **Omaha Regency Marriott**. Room rate: **\$112** per night.

Stay for the NCAA Men's College World Series with a community celebration on June 15 and the Series running June 16-26!

Omaha Area Family-Friendly Attractions

- Henry Doorly Zoo
- Historic Old Market shops, restaurants
- Durham Heritage Museum
- Omaha's Lauritzen Botanical Gardens
- Omaha Children's Museum
- Joslyn Art Museum
- Boys Town
- Great shopping!
- Much more! For more information, visit www.visitomaha.com

For more information, please contact:
DeLayne Havlovic, Convention Chairperson
delayne.havlovic@ops.org Phone 402.557.2610

For information about presenting, please contact:
Kelly Means, Program Chair
kelly.means@ops.org Phone: 402.557.3343

			
Omaha's Regency Marriott	Omaha's Downtown Skyline	Desert Dome at Omaha's world class Henry Doorly Zoo	TD Ameritrade Park, host site of NCAA Men's College World Series

Tentative Schedule of Events

Monday, June 10

- Noon – 1:30 pm
- 2 – 5:30 pm
- 6:30 pm - ?

Tuesday, June 11

- Tuesday Evening

Wednesday, June 12

Awards Luncheon hosted by NSBEA NSBEA Award presentations
Business tour - Henry Doorly Zoo and Aquarium...with behind the scenes tours
 and presentations by various zoo departments including Finance, Marketing, and IT
Social activity - "tail gate" party/cook out on hotel patio
Corrinne Hoisington – Keynote speaker and concurrent sessions
 Past President's Reception and Awards Banquet
 Concurrent sessions

JOIN NSBEA - NBEA !

Name _____
 Home Address _____
 City, State, and Zip _____

School _____
 School Address _____
 School City, State, and Zip _____
 School Phone _____ Home Phone _____
 E-mail Address _____

NSBEA Geographic District: Capitol Elkhorn Metro
 Panhandle Sandhills Tri-Valley

If you don't know your NSBEA district, please indicate the County in which your school is located _____

In addition, check if you are: Post-Secondary community college
 Collegiate-University faculty

Check if you are applying for Student Membership:
 Indicate College/University: _____

Mail dues (check made payable to NSBEA) to:
 Dr. Patricia Arneson, NSBEA Membership Director
 Wayne State College, 1111 Main Street - Gardner Hall 206F
 Wayne, NE 68787 paarnes1@wsc.edu 402-375-7255

NSBEA 2012-2013



Check here to join or renew your membership in these professional business associations!

- NSBEA only 20.00
- (*student) 5.00
- NBEA only 80.00
- (*student) 40.00
- (Dues include membership in Mtn Plains Business Education regional association, M-PBEA)
- NBEA/ISBE 110.00
- (NBEA membership required to join ISBE)
- NBEA/DPE 140.00
- (NBEA membership required to join DPE)
- NBEA/ISBE/DPE 170.00
- (NBEA membership required)
- ACTE/ACTEN 110.00
- (*students are free!) 0.00

Total \$ _____
 Check # _____
 Cash _____
 Date: _____

***Students MUST join both NSBEA and NBEA to be eligible for NSBEA Culver Scholarship and/or Outstanding Student Teacher recognitions.**

We're on the Web!
www.nbea.org
www.mpbea.org
www.nsbea.org

NSBEA Executive Board

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Fall Conference – Lincoln	Lori Anderson Josh Hinrichs Lindsay Tillinghast	Public Relations	Jean Condon Matt Maw Sue Sydow
Association of Career and Technical Educators of Nebraska (ACTEN) Business	DeLayne Havlovic Janelle Stansberry	Photographer	Jane Blum
Association of Career and Technical Educators of Nebraska (ACTEN) Marketing	Brittany McPhillips	LDI—June Conference	Lori Anderson
Nebraska Association of Marketing Educators (NAME)	Lynn Hill	Department of Education	Bonnie Sibert
		State FBLA	Bev Newton
		State DECA	Nicole Coffey
		Delta Pi Epsilon	DeLayne Havlovic

NSBEA Today

E-mail: blue16@charter.net



Delta Pi Epsilon

DPE — ALPHA UPSILON

WINTER 2013

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chitticka@mpcc.edu
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College

DPE Outstanding Educator Award Nominations

Pat Olson

It is time for nominations for the 2013 DPE Outstanding Educator Award. Please think about a business educator you could nominate for this prestigious award. There are so many deserving DPE members who should be nominated. Think of someone who is a leader and possesses innovative ideas, effective teaching techniques, and creative teaching approaches and nominate that person for the 2013 DPE Outstanding Educator of the Year Award.

Pat Olson is serving as the 2013 DPE Outstanding Educator Awards Chairperson and would like to receive many nominations. All you need to do to nominate a deserving DPE member is email that person's name and contact information to Pat Olson. Pat will verify that the nominee is a current DPE member, gather the necessary information from the nominee, and present that information to the awards selection committee.

Please don't delay; nominate that person TODAY! Just send the name of your nominee and their contact information to Pat Olson at pat.olson@blairschools.org by **March 1, 2013**.

After March 1, 2013, current and previous nominees will receive instructions on completing and/or updating award applications.

The new recipient will be announced at the NSBEA/DPE Banquet during the NCE Conference in Kearney in June. Past recipients of the DPE Outstanding Educator Awards are:

- | | |
|---------------------------|-----------------------|
| 1986—Joe Nebel | 2000—Margene Holtze |
| 1987—Donna Holmquist | 2001—Lisa Boulier |
| 1988—Jackie Cink | 2002—Sheryl Piening |
| 1989—Donna Kizzier | 2003—Wanda Samson |
| 1990—Joan Anderson | 2004—Sue Sydow |
| 1991—Carla Gries | 2005—Colleen Lenner |
| 1992—Bev Newton | 2006—Carol Andringa |
| 1993—Birdie Holder | 2007—Bonnie Sibert |
| 1994—Kurk Shrader | 2008—Donna Harr |
| 1995—Marilyn McGahn | 2009—DeLayne Havlovic |
| 1996—Mona Schoenrock | 2010—Pat Olson |
| 1997—Mary Schroper | 2011—Jean Condon |
| 1998—Jan Barton-Zimmerman | 2012—Kristin Gaebel |
| 1999—Murleen Bellinger | |

**Nomination Form
DPE Outstanding Educator Award
Alpha Upsilon Chapter**

This form is to be completed by the nominator to recommend a colleague for the 2013 DPE Outstanding Educator Award. Only DPE members are eligible.

Name			
Home Address		E-mail Address	
City	State NE	ZIP	Home Phone
School Address		E-Mail Address	
City	State NE	ZIP	Phone
Nominating Person			
Home Address		E-Mail Address	
City	State NE	Zip	Phone

Please return the above completed form **by March 1, 2013**, to:

Pat Olson
pat.olson@blairschools.org OR to
 14229 County Road 23
 Blair, NE 68008