



**2014
Applications
Forms
Grant Management**

**Carl D. Perkins
Career and Technical Education
Improvement Act of 2006**

Guiding Assumptions—used in the development of the State Plan for Career and Technical Education

Perkins IV maintains much of the program improvement emphasis of Perkins III but requires Nebraska Career Education to focus on new areas. The following *guiding assumptions* are instrumental in moving Perkins IV forward.

- **Federal Perkins IV funding for Nebraska Career Education (NCE) is NOT an entitlement at either the state or local level.**
- **The use of Perkins IV funds must be focused on school improvement and increased student achievement outcomes and NOT on regular maintenance of career education. Perkins IV is very clear that these funds are not to be used to supplant local effort.**
- NCE and core academic education must be integrated in a comprehensive way emphasizing the academic content of career education courses.
- NCE must include comprehensive career guidance as an integral component at all levels of education.
- The skill set needed for success in postsecondary education and for success in a career are closely related.
- NCE must be strategically placed within the broader vision, mission and goals for education within the state of Nebraska.
- NCE must be aligned with Nebraska’s workforce needs and economic development priorities.

Nebraska Career Education/Perkins IV Areas of Emphasis

The implementation of the Nebraska Career Education (NCE) model and Perkins IV requires emphasis in areas designed to result in program improvement and increased student achievement. These areas are:

Student Achievement

- Perkins IV funds must be used to improve student achievement as reflected in the performance measure data required in the Perkins Act.
- Quality data and performance measure accountability results must drive decisions about use of Perkins IV funds that results in improved student achievement and program improvement.
- Emphasis will be placed on developing a new system of measuring technical skill attainment that is consistent with industry certifications and degree/certificate requirements.

Programs of Study and Curriculum Development

- State model Programs of Study are based on the NCE model and align curriculum at the secondary and postsecondary level, creating opportunities for dual-credit where possible.
- Programs of Study focus on academic and technical rigor in both secondary and postsecondary NCE courses.
- Programs of Study and curriculum development supports new and emerging occupations that align with labor market information, economic development priorities and high skill, high demand, high wage careers.

Secondary/Postsecondary Alignment

- Both secondary and postsecondary are required to demonstrate alignment of courses for seamless transition between secondary and postsecondary NCE programs of study.
- The Partnerships for Innovation statewide consortium will provide leadership and funding for the development of statewide alignment and articulation of secondary and postsecondary NCE courses to improve opportunities for student transition.
- Continue to develop and strengthen partnerships among secondary schools, postsecondary institutions (both 2- and 4- year), workforce development, economic development and Nebraska business and industry.

Alignment to High Skill, High Wage and High Demand Careers

- NCE course offerings are reviewed to align to Nebraska's workforce needs. Labor market information is used to inform decisions about programs of study offerings and areas of emphasis for the use of Perkins funds.
- Target Perkins funds for programs of study that lead to high skill, high wage and high demand occupations.
- Support the instruction, preparation and resources of entrepreneurs and the opportunities to support innovation in business startups and acquisition.

Innovative Delivery Models and Equity of Access to Instruction

- All students have access to quality NCE courses and programs of study; to highly qualified instructors; and to facilities and technologies that ensure quality NCE is available regardless of location and size of institution.
- Innovative delivery strategies, supported through collaboration among schools, institutions and business and industry partnerships ensure access for Nebraska students to NCE instruction.

Professional Development

- Professional Development should promote leadership, disseminate current research and best practice and enhance knowledge and skills of NCE instructors, administrators and counselors resulting in improved quality of NCE.
- Professional development must be more than a one-day workshop experience; the emphasis is on a sustained and focused professional development program.
- Support the recruitment and retention of highly qualified professionals to deliver effective and engaging instruction in all areas of career education.

Special Populations

- The term Special Populations is defined in the law as individuals with disabilities, economically disadvantaged, migrant, English language learners and gender under-represented populations (students who are in programs or employment in occupations in which their gender comprises less than 25% of total employment).
- Nebraska Career Education must be available and provide services to all students, including special populations.
- Special emphasis must be given to the success of special populations in career education courses.

School Counseling and Career Guidance

- School counseling services, with emphasis on career guidance and personal learning plans, are provided to all students.
- An effective student advisement program that supports students achieving career investigation, exploration and preparation is essential.
- Implementing an educational planning process that supports student success is critical as they pursue the career area of their choice.