

# Nebraska Department of Education

Carl D. Perkins Career and Technical Education Act of 2006



*Skills for Lifelong Learning, Earning, and Living*

## Stand-Alone Recipient

**School:**

**NDE Monitor:**

**Date of Monitoring:**

# Monitoring and Technical Assistance Manual

---

## **Nebraska Department of Education Monitoring and Technical Assistance Manual**

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

Career Education is one of the primary systems through which youth and adults are prepared to enter a competitive workforce and continue in lifelong learning. The federal and state investment of financial resources should be used to improve career and technical education programs that will provide opportunities for all students to have access to and benefit from quality educational experiences.

In order to qualify for allocations of the Carl D. Perkins Career and Technical Education Act of 2006 funds, eligible recipients were required to prepare a local application. The Act envisions that students will achieve challenging academic as well as career and technical skill proficiencies, be prepared for postsecondary education and further learning, and attain the skills needed to pursue high-skill, high-wage careers, and not just entry-level jobs. Students in career and technical education should be taught to the same challenging academic standards as other students. The performance measures, which are a part of the Annual Report, address this priority for accountability.

This document has been prepared to assist the staff of the Nebraska Department of Education in monitoring approved projects of the Carl D. Perkins Career and Technical Education Act.

The monitoring process, which should occur twice within a five-year period, has the following purposes:

1. Determine compliance with the assurances as listed in the local application.
2. Evaluate progress toward the goals identified in the local application.
3. Verify that programs that have been approved as meeting program standards are in compliance.
4. Review progress toward meeting core indicators.
5. Provide technical assistance for meeting the goals identified in the local application.

# Monitoring and Technical Assistance Manual

---

## **A review of the impact of Perkins funds on Career and Technical Education**

*(Completed by the School District)*

**Highlight the successes achieved during the past three years through the use of Perkins funds to improve career and technical education:**

**Highlight the challenges encountered through the implementation of the local plan during the past three years to improve career and technical education:**

# Monitoring and Technical Assistance Manual

## Review of the Local Application and Procedures

*This review is designed to be a self-assessment of quality and a documentation of meeting the assurances requirements associated with accepting funds from the Perkins Career and Technical Education Act of 2006.*

**Please check all of the boxes that are documented for each Quality Indicator/Assurance.** With the exception of this page, it is not required to check all statements in each area.

<b>Use of Funds—Items 1 and 2 must be implemented</b>	
<b>School districts receiving Perkins funds will provide fiscal control/accounting procedures necessary to ensure proper expenditure of and accounting for Federal funds expended for career technical and education. The district must be able to demonstrate fiscal control and fund accounting procedures that ensure proper expenditure of funds are in place and utilized. (Federal Requirement)</b>	
Evidence	Check (✓) if Implemented and Evidence on File
1. <b>Expenditure Tracking</b> – A separate account is established for the approved application or an auxiliary code is assigned to the approved application identifying the line items of the application’s approved budget.	<input type="checkbox"/>
2. <b>Records Management</b> – A full and complete record of expenditures connected with the approved application is maintained. Copies of primary source documents such as purchase orders, paid invoices, paid vouchers, and related correspondence are on file with the eligible recipient and are available upon request for state and federal audits. Records must be maintained for five years. <input type="checkbox"/> Copies of an itemized printout of the total expenditures attributed to the approved application for each fiscal year are on file. <input type="checkbox"/> Copies of primary source documents such as purchase orders, paid invoices, paid vouchers, and related correspondence are on file and easily accessible for review and audit purposes.	<input type="checkbox"/>
3. <b>Certification of Staff Time</b> – If staff time is supported by Perkins funding, positive time records must document the allocation of staff time and be kept on file for review.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

<b>Equal Access</b>	
<b>Career and technical education programs will address equity issues and provide equal opportunities to individuals without discrimination on the basis of race, color, national origin, sex, marital status, disability, creed, or age. (Assurance 1)</b>	
Evidence	Check (✓) if Implemented and Evidence on File
1. The district has developed outreach procedures, including eliminating barriers, for increasing the enrollment of special populations in CTE programs, (e.g., scheduling, marketing materials, newsletters, web site.)	<input type="checkbox"/>
2. Staff in-service activities on diversity, including gender equity, are planned and implemented on an ongoing basis.	<input type="checkbox"/>
3. Career guidance/counseling activities are planned to reduce stereotypes and recruit nontraditional students, (e.g., open house, parent meetings.)	<input type="checkbox"/>
4. Action plan(s) are in place and utilized to recruit and improve participation, retention, and completion of nontraditional students in CTE programs.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

<b>Coordination with Other Programs</b>	
<b>Career and technical education programs will be jointly planned and coordinated with programs conducted under the Workforce Investment Act, Adult Education, Title 1, IDEA, the Rehabilitation Act, and with apprenticeship programs to ensure non-duplication of other federal programs. (Assurance 2)</b>	
<b>The local application will be made available for review and comment by interested parties including the Local Workforce Development Boards authorized under the Workforce Investment Act (PL105-220). (Assurance 3)</b>	
Evidence	Check (✓) if Implemented and Evidence on File
1. Representatives from agencies, such as the Chamber of Commerce, Department of Labor, Economic Development, and Health and Human Services are active members of the district Career and Technical Education Advisory Committee where possible.	<input type="checkbox"/>
2. Effort is made to ensure non-duplication of activities conducted under other federal programs such as WIA, IDEA, Adult Education, Title 1, etc.	<input type="checkbox"/>
3. The local application has been reviewed and commented upon by interested parties including the local Workforce Development Boards.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

<b>Advisory Committees</b>	
<b>Parents, students, teachers, representatives of business and industry, representatives of special populations, and other interested individuals, as well as the local career technical education advisory committee, are involved in developing, implementing, and evaluating all career technical education programs. (Assurance 4)</b>	
Evidence	Check (✓) if Implemented and Evidence on File
1. An active advisory committee meets to review the local application, provide input and guidance on current and proposed activities, and participate in strategic short- and long-range strategic planning. <input type="checkbox"/> One meeting/year <input type="checkbox"/> Two meetings/year <input type="checkbox"/> Quarterly meetings	<input type="checkbox"/>
2. Correspondence, meeting agendas and minutes are on file for all advisory committee meetings including a list of attendees for each meeting.	<input type="checkbox"/>
3. Support documentation is on file with the minutes of reports given by district representatives, recommendations/input provided by committee members, and feedback provided by the district administration/staff.	<input type="checkbox"/>
4. Parents, students, academic and CTE teachers, administrators, school counselors, and representatives of business/industry, community and labor organizations and special populations provide input to CTE programs and the local application.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

<b>Private Schools</b>	
<b>To the extent consistent with the number and location of students enrolled in private or religious secondary schools or home schools, provision is made for the participation of these students in the career and technical education programs of the local educational agency. (The applicant has made provisions for students enrolled in private secondary schools to participate in career education programs receiving federal funds.) (Assurance 5)</b>	
Evidence	Check (✓) if Implemented and Evidence on File
1. Records of communication with private schools informing them of CTE program offerings and how their students can participate.	<input type="checkbox"/>
2. Enrollment records identify private school students participating in CTE programs.	<input type="checkbox"/>
3. Private school CTE instructors are invited to participate in professional development activities conducted for district CTE instructors.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> Not Applicable (no private schools)	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

<b>Appeals Procedure</b>	
<b>Effective procedures will be developed, including an expedited appeals procedure, by which concerned parents, students, teachers, and area residents will be able to participate in local decisions that impact programs offered under this Act.</b> <i>(Assurance 6)</i>	
Evidence	Check (✓) if Implemented and Evidence on File
1. Documentation of the appeals process established by the district is easily accessible to parents, students, teachers, and other stakeholders.	<input type="checkbox"/>
2. Information about the appeals process is disseminated. <input type="checkbox"/> Student handbook <input type="checkbox"/> Board policies and procedures <input type="checkbox"/> District website <input type="checkbox"/> Other	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

<b>Parental Involvement</b>	
<b>Parental involvement includes being a part of the decision-making process in helping students choose a career and technical education program of study and supporting the students in ways that assist in achieving success in their programs of choice.</b> <i>(Quality Indicator)</i>	
Evidence	Check (✓) if Implemented and Evidence on File
1. Parents are involved through student/parent/teacher meetings or attendance at open houses showcasing CTE student work.	<input type="checkbox"/>
2. Parents meet with the student, CTE teacher(s) and/or school counselor prior to student enrollment in the CTE program to understand the program expectations.	<input type="checkbox"/>
3. Parents and the student meet at least annually with the CTE teacher(s) and/or school counselor to outline/update a personal learning plan that includes approved sequences of academic and CTE courses that prepare the student for postsecondary education, review progress in the program of study, and revise the plan as needed.	<input type="checkbox"/>
4. Parent satisfaction surveys or focus groups are conducted and the data gathered is used to improve CTE programs.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

## Academic Standards/Coherent Sequence of Courses

Students who participate in career and technical education programs will be taught to the same academic standards as all other students and encouraged through counseling to pursue a coherent sequence of courses that integrate academic and occupational disciplines. *(Assurance 7)*

Evidence	Check (✓) if Implemented and Evidence on File
1. Individual and group counseling activities encourage students to pursue a program of study consisting of a coherent sequence of academic and CTE courses.	<input type="checkbox"/>
2. Academic and career technical education staff members collaborate to plan integrated curriculum that embeds reading, writing, mathematics, and other applicable academics in each CTE course.	<input type="checkbox"/>
3. Integrated courses are offered that focus on rigorous and relevant academic and CTE content.	<input type="checkbox"/>
4. A course syllabus exists for every CTE course within a program of study that includes a course description, goals, major projects, course outline, and assessment plan.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

## All Aspects of an Industry

Career and technical education programs will provide students with a strong experience in and understanding of all aspects of an industry. *(Assurance 8)*

Evidence	Check (✓) if Implemented and Evidence on File
1. Curriculum provided and activities are conducted that provide students with experience in all aspects of an industry. <input type="checkbox"/> Field trips/clinical/workshops/laboratories <input type="checkbox"/> Experiences in health and safety, labor, and community issues <input type="checkbox"/> Experiences in planning, management, and finance <input type="checkbox"/> Experiences in technology and technical/production skills	<input type="checkbox"/>
2. Work-based learning opportunities are linked to the CTE program(s) of study, (e.g. paid employment, entrepreneurial experiences, apprenticeship, cooperative education, internships, job shadowing.)	<input type="checkbox"/>
3. Work-based learning opportunities include a formal training plan with follow-up and evaluation by a work-based learning coordinator.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

**Technology/Professional Development**

The local educational agency will develop, improve, or expand the use of technology in career and technical education, which may include teacher training to use state-of-the-art technology, providing students with skills to enter a high technology and telecommunications field, internships, and mentoring programs in high technology industries. *(Assurance 9)*

The local educational agency will provide professional development activities, which may include effective teaching skills, improving community involvement, becoming current with all aspects of the industry, business internships, and technology use and application. *(Assurance 10)*

Technology used in instructional programs includes hardware and software specific to the approved career clusters/pathways programs of study offered. *(Quality Indicator)*

Evidence	Check (✓) if Implemented and Evidence on File
1. Lists of teachers participating in professional development are maintained.	<input type="checkbox"/>
2. A formal record is maintained of professional development activities offered specifically related to enhancing CTE teaching skills, improving community involvement, becoming current with all aspects of an industry, business internships, and technology use and application.	<input type="checkbox"/>
3. School improvement plan identifies long-range plan for professional development opportunities that include CTE instructors.	<input type="checkbox"/>
4. The district-wide technology plan addresses CTE skill and knowledge enhancement.	<input type="checkbox"/>
5. Career-related software and hardware is used in CTE classes. <input type="checkbox"/> Students' technology skills are assessed for competency <input type="checkbox"/> Hardware/software is state of the art and based on industry standards	<input type="checkbox"/>

**Evidence of Implementation**

**Web Address:**

<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
--------------------------------------	--

**NDE Monitor Notes**

# Monitoring and Technical Assistance Manual

<b>Program Quality</b>	
<p><b>The local educational agency will initiate, improve, expand, and modernize quality career and technical education programs.</b> <i>(Assurance 11)</i></p>	
<p><b>The local educational agency will provide career and technical education programs that are of such size, scope, and quality as to bring about improvement in the quality of education offered by the school.</b> <i>(Assurance 12)</i></p>	
Evidence	Check (✓) if Implemented and Evidence on File
1. District meets requirements as listed in Essential Components to be eligible for participation in Perkins funds.	<input type="checkbox"/>
2. District provides at least one approved program of study.	<input type="checkbox"/>
3. CTE program offerings and curricular content are reviewed periodically for relevance to labor market needs and economic development priorities.	<input type="checkbox"/>
4. CTE program offerings reflect Nebraska Career Education Model, approved programs of study, and CTE standards/performance indicators.	<input type="checkbox"/>
5. The district school improvement plan addresses quality and relevant CTE offerings.	<input type="checkbox"/>
6. The district budget allocates funds to improve and expand CTE programs.	<input type="checkbox"/>
7. CTE programs utilize industry certifications, dual-credit courses, and capstone course experiences where available.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

<b>Secondary/Postsecondary Linkage</b>	
<p><b>Secondary and postsecondary institutions will link career and technical education programs including implementing tech prep programs. (Assurance 13)</b></p> <p><b>Articulation matches course work between secondary and postsecondary education to reduce redundancy. (Quality Indicator)</b></p> <p><b>Agreements create local, regional, and statewide partnerships between the school district/high school and a technical, two-, or four-year college. (Quality Indicator)</b></p> <p><b>Agreements establish policies and procedures for academic and technical content alignment, student eligibility for dual credit courses, criteria for awarding postsecondary credit for dual enrollment courses, criteria for dual-credit instructors, etc. (Quality Indicator)</b></p>	
Evidence	Check (✓) if Implemented and Evidence on File
1. Programs of study are implemented that create secondary and postsecondary linkages including opportunities for dual-credit.	<input type="checkbox"/>
2. Eligibility criteria for dual-credit CTE courses address the required technical skills and set the same college placement standards in reading, writing, and mathematics for CTE and academic dual-credit courses.	<input type="checkbox"/>
3. Articulation/dual enrollment agreements have the same requirements for faculty, course syllabi, and end-of-course exams whether taught to high school or college students.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

<b>Financial Regulations - Reports and Documentation</b>	
<p><b>Local educational agencies will submit required statistical, financial, and descriptive reports to the Nebraska Department of Education. (Assurance 14)</b></p>	
Evidence	Check (✓) if Implemented and Evidence on File
<p>1. Required reports have been submitted, reviewed, and approved through the NDE GMS (Grants Management System) system.</p> <p style="margin-left: 20px;"><input type="checkbox"/> Annual Reports, Amendments, Claim Forms</p>	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

<b>Financial Regulations – Use of Funds</b>	
<b>Funds will be used to supplement state and local funds for career and technical education and not supplant such state and local funds. (Assurance 15)</b>	
Evidence	Check (✓) if Implemented and Evidence on File
1. Accounting records track expenditures of Perkins funds expended under the approved local application.	<input type="checkbox"/>
2. Activities using Perkins funds are new or significant modifications of previous activities that focus on CTE program improvement.	<input type="checkbox"/>
3. CTE program budgets have been established by the local district.	<input type="checkbox"/>
4. Equipment purchased with Perkins funds is appropriately placed in CTE classrooms/laboratories, and hardware is clearly marked with an inventory sticker indicating the source of funding.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

<b>Financial Regulations – Conflict of Interest</b>	
<b>Organizations representing the interests of the purchasing entity or its employees or any affiliate of such an organization may not directly benefit financially from funds used to acquire any equipment (including computer software). (Assurance 16)</b>	
Evidence	Check (✓) if Implemented and Evidence on File
1. District board policy addresses the conflict of interest assurance.	<input type="checkbox"/>
2. Accounting records assure where and how funds are used.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

<b>Financial Regulations –Use of Funds</b>	
<p><b>No funds under this Act shall be used to (1) require any secondary school student to choose or pursue a specific career path or major; and (2) mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. (Assurance 17)</b></p> <p><b>No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that such students may use equipment and facilities purchased with funds under this Act. (Assurance 18)</b></p> <p><b>All of the funds under this Act shall be used in accordance with the requirements of this Act. None of the funds under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-To-Work Opportunities Act of 1994. (Assurance 19)</b></p>	
Evidence	Check (✓) if Implemented and Evidence on File
1. Activities do not provide services below seventh grade with the exception of equipment that is used in multi-grade levels.	<input type="checkbox"/>
2. Guidance counseling practices addressing this assurance are documented.	<input type="checkbox"/>
3. Local application documents that activities are new or major modifications of previous activities.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

<b>General – Performance Standards/Career Preparation</b>	
<p><b>Students who participate in career and technical education programs will meet state adjusted levels of performance and will be prepared for opportunities in postsecondary education or entry into high-skill, high-wage jobs in current and emerging occupations. (Assurance 20)</b></p>	
Evidence	Check (✓) if Implemented and Evidence on File
1. Appropriate technical skill assessments including industry credentialing is offered and students are encouraged to take appropriate certification examinations.	<input type="checkbox"/>
2. Data sources are used to make informed decisions about CTE secondary/postsecondary student academic performance and technical skill attainment. Evidence exists that the following sources are reviewed and are the basis for decision-making: <ul style="list-style-type: none"> <li><input type="checkbox"/> Perkins performance measures</li> <li><input type="checkbox"/> Licensing/certification exams</li> <li><input type="checkbox"/> SAT/ACT scores</li> <li><input type="checkbox"/> Dual-credit or advanced placement data</li> </ul>	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

<b>General – Guidance/Advisement</b>	
<b>Professionally trained counselors and teachers will provide guidance, counseling, and career development activities, including those activities designed to facilitate the transition from school to post-school employment, postsecondary education, or other career opportunities. (Assurance 21)</b>	
Evidence	Check (✓) if Implemented and Evidence on File
1. District staff includes guidance and counseling staff with appropriate certification/qualifications.	<input type="checkbox"/>
2. Computer/online career exploration systems are available for student use.	<input type="checkbox"/>
3. Career exploration and development activities are conducted for all students. <ul style="list-style-type: none"> <li><input type="checkbox"/> Career interest inventories are introduced at the middle level.</li> <li><input type="checkbox"/> Personal learning plans are prepared no later than the 9<sup>th</sup> grade with involvement of the student, parents, and counselor(s).</li> <li><input type="checkbox"/> Students and parents meet with the counselor/adviser at least annually to review progress made toward the personal learning plan.</li> <li><input type="checkbox"/> High school staff collaborates with middle school staff to make students/parents aware of career and technical educational opportunities.</li> <li><input type="checkbox"/> Students are assigned to advisor/advisee groups based on career interest.</li> </ul>	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

<b>General – Alternative Education</b>	
<b>The local educational agency will adequately address the career and technical education needs of students in alternative education programs, if appropriate. (Assurance 22)</b>	
Evidence	Check (✓) if Implemented and Evidence on File
1. Alternative education programs offered are documented.	<input type="checkbox"/>
2. Enrollment of career education students in alternative education is documented.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> Not Applicable	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

## Special Populations – Equal Access

**Individuals who are members of special populations will be provided equal access to career education programs and will not be discriminated against on the basis of their status. (Assurance 23)**

The term **special populations** means individuals with disabilities, economically disadvantaged (including foster children), individuals preparing for nontraditional employment, single parents (including single pregnant women), displaced homemakers, and individuals with other barriers to educational achievement (including individuals with limited English proficiency).

Evidence	Check (✓) if Implemented and Evidence on File
1. Outreach/recruitment efforts to special populations are documented.	<input type="checkbox"/>
2. Enrollment policy and class rosters include special population students.	<input type="checkbox"/>
3. A list of support services is made available to special population students and their parents/guardians.	<input type="checkbox"/>
4. School counseling provides for special populations' access into CTE programs.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

## Special Populations – Overcoming Barriers/Career Preparation

**Career education programs will identify strategies to overcome barriers for members of special populations to succeed through support services. (Assurance 24)**

The local educational agency will meet the needs of special populations by designing career education programs to enable these students to meet state adjusted levels of performance and to prepare them for further learning or for high skill, high wage careers in current and emerging occupations. (Assurance 25)

Career education planning for students with disabilities will be coordinated between appropriate representatives of career education, special education, and state career rehabilitation agencies. (Assurance 26)

Evidence	Check (✓) if Implemented and Evidence on File
1. Support services provided to each special population are documented.	<input type="checkbox"/>
2. IEPs are used as appropriate and samples available for review.	<input type="checkbox"/>
3. Evidence of least restrictive environment or modifications, including curriculum, equipment, and/ or CTE classroom modifications exists.	<input type="checkbox"/>
4. Career guidance and counseling/advisement activities address overcoming barriers and career preparation for special population students.	<input type="checkbox"/>
5. Statistical data is on file showing special population student achievement.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

<b>Performance Measures – Report Submission and Definitions</b>	
Local educational agencies will measure and evaluate career education programs and also will assess how the needs of special populations are met. The evaluation submitted to NDE will include a measurement of:	
<ul style="list-style-type: none"> <li>A. Student attainment of challenging state established academic and career and technical skill proficiencies.</li> <li>B. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.</li> <li>C. Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.</li> <li>D. Student participation in and completion of career education programs that lead to nontraditional training and employment. <i>(Assurance 27)</i></li> </ul>	
Evidence	Check (✓) if Implemented and Evidence on File
1. Required data has been submitted through NSSRS and reviewed/approved by NDE staff prior to the monitoring visit.	<input type="checkbox"/>
2. Appropriate definitions and data sources are used for all data.	<input type="checkbox"/>
3. Data is reviewed by the district for accuracy and quality.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

<b>Local Education Agency Comparability Assurance</b>	
State and local funds will be used in the schools of each local educational agency receiving funds to provide services which, taken as a whole, are at least comparable to services being provided in schools in the local educational agency not receiving such funds. A local educational agency will have met the comparability requirement if it has established and implemented the following written procedures:	
<ul style="list-style-type: none"> <li>A. A district wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel; and a policy to ensure equivalence among schools in instructional supplies; or</li> <li>B. Other measures such as student/instructional staff ratios and student/instructional staff salary ratios. <i>(Assurance 28)</i></li> </ul>	
Evidence	Check (✓) if Implemented and Evidence on File
1. Salary schedules show equitable pay between building sites within a district.	<input type="checkbox"/>
2. Program budgets are equitable.	<input type="checkbox"/>
3. Student/instructional staff ratios are equitable.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

<b>Mission/Vision for CTE</b>	
<b>The LEA has a clearly articulated mission and vision for Career and Technical Education that is consistent with the Nebraska State Plan and local school improvement goals, mission, and vision. A consolidated set of policies and procedures exists for translating the mission/vision into action. <i>(Quality Indicator)</i></b>	
Evidence	Check (✓) if Implemented and Evidence on File
1. The mission statement accurately reflects the purpose of career and technical education, individuals served, the services offered, and the outcomes expected.	<input type="checkbox"/>
2. The mission communicates that <i>all</i> students—including special populations—can meet high standards of academic and technical excellence as well as engage in active, productive learning (college and career readiness).	<input type="checkbox"/>
3. The mission and policies/procedures relevant to CTE are reviewed periodically to ensure relevance; modifications are made to reflect the evolving knowledge base of CTE.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
NDE Monitor Notes	

<b>Nebraska Career Education Model</b>	
<b>The LEA has incorporated the Nebraska Career Education Model (Career Fields, Clusters, and Pathways Model) into curriculum content and planning and it is used as an integral part of the school counseling/advisement program. <i>(Quality Indicator)</i></b>	
Evidence	Check (✓) if Implemented and Evidence on File
1. Course titles and descriptions match those in the Nebraska Career Education programs of study.	<input type="checkbox"/>
2. Course content is reviewed on an established schedule and modifications made to reflect career and technical education course standards and performance indicators.	<input type="checkbox"/>
3. The student handbook, course guide, course syllabi, and website content incorporate the Nebraska Career Education Model.	<input type="checkbox"/>
4. Terminology in the student handbook and guidance/advisement materials incorporates the Nebraska Career Education model/career clusters and pathways.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
NDE Monitor Notes	

# Monitoring and Technical Assistance Manual

<b>Career Student Organizations</b>	
<b>Career student organizations (CSOs) are an integral part of the career technical instructional program. (Essential Component)</b>	
Evidence	Check (✓) if Implemented and Evidence on File
1. At least one CSO is available to students at each participating school building in the district receiving Perkins funds. Chartered and recognized CSOs include: <input type="checkbox"/> DECA <input type="checkbox"/> FBLA <input type="checkbox"/> FCCLA <input type="checkbox"/> FFA <input type="checkbox"/> HOSA <input type="checkbox"/> SkillsUSA	<input type="checkbox"/>
1. CSO activities offered provide opportunities for service learning and occupational, employability, and leadership development.	<input type="checkbox"/>
2. Career education students participating in the local CSOs take part in regional, state, and national events.	<input type="checkbox"/>
3. The CSO(s) are highly visible and an integral part of the school and community as evidenced by print and broadcast media coverage of local activities and awards.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

<b>Marketing, Public Relations, and Community Outreach</b>	
<b>A strategic plan for marketing career education to all stakeholders and the community at large exists, is implemented on an ongoing basis, and is reviewed and updated periodically. (Quality Indicator)</b>	
Evidence	Check (✓) if Implemented and Evidence on File
1. Career and technical education program offerings are described in the district print literature and website content.	<input type="checkbox"/>
2. Marketing efforts reflect the value of the career education and CTE course offerings and the alignment to workplace standards, labor market needs, and college/career readiness.	<input type="checkbox"/>
3. Press releases are issued about the career education program, spotlight students' activities and awards, and encourage local media to cover program events.	<input type="checkbox"/>
4. Career education program information is distributed to students and parents.	<input type="checkbox"/>
Evidence of Implementation	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

---

**Monitor Notes/Comments:**

---

**Date of Monitoring Visit**

**Authorized Signature of Local Eligible  
Recipient**

**NDE Project Monitor Signature**