

Focus Area 1—Comments on Secondary to Postsecondary Transition

We need the recruiting of teachers from business and industry. Move to adjunct faculty model (e.g., teach in high schools in mornings/afternoons).

Focus Area 1—Secondary to Postsecondary Transition Questions

How do we reach agreement on common definitions/statewide curriculum/articulation?

How do we address barriers for small/rural schools to offer concurrent postsecondary degrees (e.g., size, location \$, certification, equipment) and where do we look for solutions (e.g., state/national models)?

Logical sequence of development of plan?

Dual credit allowed for both high school and post-secondary credit? Does it depend upon community college/4-year agreement?

Dual credit: How is it funded?

Other Questions

Do we have the ability to include academics in programs of study?

Do local/state/federal definitions of Program of Study have to match? If not, why not?

How do we engage UNL/State Colleges systems

How do we establish consistency across programs?

How do we develop a good communication pipeline for transition process all the way through to placement in postsecondary jobs?

Are existing articulations appropriate for the new plan?

Will statewide articulation negatively impact current models? Will students be negatively impacted?

How do we count our “beans”?

Are college transcripts part of the solution for statewide articulation?

How do we prevent credits from getting “lost” in the process?

Regarding Nebraska's jobs: How do we develop state relevancy that includes local needs?

Focus Area 2—Comments on Accountability

- 1. Conduct an accountability summit to ensure all schools are on equal standing.**
- 2. Conduct training to use data for improvement and achievement and to use data to make informed decisions about program offerings and career education initiatives under the new Perkins IV. All secondary and postsecondary schools should have access to accurate and meaningful data to inform career education program decisions.**
- 3. Create a standard, statewide measurement for technical skill attainment to provide an accurate picture of student achievement.**
- 4. Create a meaningful plan to focus local and statewide efforts on the needs of special populations to help them achieve their education and career goals.**
- 5. Continue to partner with the new state student record system and look for new ways to partner with Integrated Postsecondary Education Data System or Unemployment Insurance records.**

Focus Area 2—Accountability Priority Questions

Are there existing systems in place that could be utilized?

Is technical skills assessment for pathways the same assessment for everyone?

Why separate definitions for academic and vocational skills attainment?

Nebraska needs to include local labor market needs data.

Is there consistency in determining the data established? Is it based on definitions or a grading scale?

Does skills and competence have to be a “B”?

Do assessments need to be aligned with the 16 career clusters?

Other Questions

Are special populations and nontraditional the same?

How do we keep students motivated if we go with competency based assessment?

Contribute follow-up data.

Focus Area 3—Comments on Academic & Technical Rigor

Does “rigor” really equal relevance? Relevance by current business/industry standards?

Does rigor mean “more” or does it mean something else? We need a definition.

Are we stacking courses or integrating standards and concepts or integrating classroom expectations.

- 1. Alignment of secondary and post secondary programs with business and industry**
 - Lack of standards know by students**
 - Lack of accountability**

2. Implementation of co-ops and internships
3. There is a need for parenting classes (students with attendance issues)
4. Career Education begins in elementary not High School
5. Summer Internships for teachers
6. Measuring the wrong skills (i.e., 6 trait writing) for high school success
7. Teaching of irrelevant skills in high school
8. Assessments are measuring the wrong things

Focus Area 3—Academic & Technical Rigor Priority Questions

What state national certifications are available to high school and college students in each career field?

Alignment with postsecondary options—college/university or work—does leaving high school have you prepared for post secondary options?

How do we integrate academics and CTE within schools with current legislation—Rule 10— and measure the success? Teacher certifications/endorsements/specialists?

How does rigor, relevance, and relationships all connect.

Can business/industry recognize “new” skill awards and/or certification?

How to make the senior year count!

The P-16 pipeline is segmented. How can we align systems if the systems are not aligned?

How can we teach people to be better parents? Dialog comes from Post Sec to High School to Middle School to Elementary to Parents.

Other Questions

Should every student have the opportunity (or be expected to) earn a certification? What about exploratory courses?

Are there AP courses in CTE or national models?

Are there national models/evaluations to assess professional competencies/soft skills? CALS is a start but are there others?

What is the role of guidance counselors? Social workers? Career guidance, etc?

If Nebraska has a statewide P-20 system and data system we can identify where the student or student groups are having challenges so we can address those challenges and move forward.

What will the impact of the statewide math and reading test have on academic/CTE education? Are we teaching for the test?

What does a high school diploma mean? Does it “document” knowledge and skills or is it an “attendance” record? (e.g., variegated high school diplomas within 1 district).

How can secondary competencies be recognized at the post secondary level? Course completion to competency knowledge/skills?

Why isn't UNL on board?

If Project Lead The Way is an ideal academic/CTE program/model—how do we provide similar programs in all career fields across Nebraska (e.g., rural, urban and suburban)?

Why doesn't postsecondary accept STARS results?

We need team-teaching: CTE and Academic; Business and Teachers; secondary and postsecondary.

Focus Area 4—Programs of Study

See Focus Area 1

Focus Area 5— Comments on Targeting Funding and Innovation

Target funding towards 21st Century teaching

Change the mindset of allocation to consortiums

Nebraska needs coordination of its consortiums

Is long-distance education replacing or expanding Career Ed teachers?

Focus Area 5—Targeting Funding and Innovation Questions

Advisory Groups: how to become more effective at the local and state level?

What is the definition of Innovation?

Statewide collaboration and models are good but how to share?

Recognize improvement and innovation, but also how to sustain these improvements over several years. When is it innovation vs. sustainable?

Districts have some local needs for innovation and improvement that need to be recognized by the state rather than the state making all the decisions on the funding. What can locals decide?

What are the priority issues for breaking barriers?

What percent of our students are served by the innovation vs. fundamental of stable programs? Funding 20 or 200?

FutureForce has the potential for greater business/education partnerships and economic development.

Other Questions

Cooperative and Collaborative: how do you get the Leadership time to do the work and communication?

FutureForce is not the only answer as it is sometimes geographically limited. How do we become involved and invited to the table?

What percent of funds is to be used for innovation?

There are certification issues: Helping teachers to be trained to help students reach certification.

Funds should be spent to train instructors to be able to teach new skills i.e., technical skills, graduating class and short-term training.

Focus Area 6—Comments on the Professional Development Transition Plan Priorities

There needs to be a presentation for administrators and educators explaining in detail what professional development expectations look like (growing local support).

Data should drive the professional development.

Professional development needs to include provisions for Content as well as Instructional Delivery; certifications (CPA, MD, etc.)

Core teaches need NCE relevance in their classes.

Teachers transition to facilitators.

Provide a variety of professional development delivery systems (virtual classroom, DL, Web-X, Web 2.0)

There should not be access to Perkins funding without meeting professional development requirements.

Create Professional Learning Plans for teachers (K-16)

- **Self-created/directed**
- **Based on options**
- **Open to all teachers**
- **Based on career fields**
- **Based on school data**

Identify types of professional development needed

- **Technical skills**
- **Instruction**
- **Curriculum**
- **Assessment**

Create an awareness of what is already available (i.e., virtual mentors)

Create professional development activities more frequently but in shorter sessions.

The Perkins 5-year state plan would sustain the continuous improvement plan by

- ❖ **Incorporating support from local districts, local consortium, local 2-years and local 4-years**
- ❖ **Contributing to professional development of individual teachers**
 - ❖ **Nebraska's students obtaining the benefits of continuous improvement**

Focus Area 6—Professional Development Priority Questions

What will Professional Development look like? Will it be by programs, fields and will everyone get the same training?

Will Perkins funds support non-NCE activities?

How do we get the Nebraska Career Fields Model to all Nebraska's administrators and teachers?

How do we define "quality professional development"?

How will post-secondary training needs be met?

How do we ensure quality secondary classes (required professional development) equal to articulation?

Recognize two areas of professional development: technical skills and teaching skills.

Why must teacher certification requirements dictate who/what are CE teachers?

Other Questions

How do we get teacher certification to reflect career fields instead of just their “silo”?

What is 21st Century Learning?

How will professional growth plans be different that what schools presently have in place?

How does the new statewide PD consortium affect the role of local advisory councils?

What is the distinction between Professional Development teacher account and the Professional Development Consortium?

Will it be a requirement for all ESU’s/consortiums/districts to contribute for local grant funds to statewide consortiums? If not, what happens?

Will Professional Development be extended to postsecondary instructors?

What does research say about “quality professional development?”

Will postsecondary instructors lead/provide professional development activities/training?

How do we get businesses involved in training the trainers?

Who will develop the training programs for postsecondary and secondary schools?

Will a statewide consortium be another administrative barrier to access to Perkins funds?

How will professional development be impacted by integration of academics into tech prep courses?

How is professional development coordinated/linked with preservice institutions?

Focus Area 7—Innovation in Education

Is this Renovation versus Innovation? Is Innovation not sustainable?

Enhance rather than reinvent. Enhancing is something new to supplement what’s current.

Are funds only going to Innovative? Are Innovation grants looked at by the dollars awarded regionally?

Consider regions not just statewide for awarding money to projects.