



Nebraska State Plan for Career Technical Education

**In fulfillment of the requirements of the
Carl D. Perkins Career and Technical Education Improvement Act of 2006
P. L. 109-270**

INTRODUCTION

Guiding Assumptions

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

- Federal Perkins IV funding for Nebraska Career and Technical Education (NCTE) 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.
- NCTE and academic education must be integrated in a comprehensive way emphasizing the academic content of CTE courses.
- NCTE 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 work are one and the same.
- NCTE must be strategically placed within the broader vision, mission and goals for education within the state of Nebraska.

Nebraska Career Education and Perkins IV Target Areas

The implementation of the Nebraska Career Education 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 law.
 - 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.
 - The new statewide consortium, Partnerships for Innovation, will address issues of statewide data quality and systems development.
 - Emphasis will be placed on developing a new system of measuring technical skill attainment that is consistent with industry certifications and degree/certificate requirements.
- **Secondary/Postsecondary Alignment**
 - Both secondary and postsecondary are required to demonstrate alignment of courses for seamless transition between secondary and postsecondary NCTE programs of study.
 - Partnerships for Innovation will work on the development of statewide articulation of secondary and postsecondary NCTE 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 Regional Economies and High Skill, High Wage, and High Demand**
 - NCTE course offerings are reviewed to align to the workforce needs of the regional economy. 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 fund use for programs of study that lead to high skill, high wage, and/or high demand occupations.
- Support the instruction, preparation, and resources of entrepreneurs and the opportunities to support innovation in business startups and acquisition.
- **Programs of Study, Curriculum Development,**
 - Programs of study implemented and approved at both secondary and postsecondary levels that align and support the NCE Model.
 - Programs of Study focus on academic and technical rigor in both secondary and postsecondary NCTE courses.
 - Reinforce and strengthen academic competencies through career and technical education courses.
 - Curriculum development supports new and emerging occupations that align with regional economies, labor market information, and economic development priorities.
- **Innovative Delivery Models and Equity of Access to Instruction**
 - All students should have access to quality NCTE courses and programs of study; to highly qualified instructors; and to facilities and technologies that ensure quality NCTE 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 NCTE instruction.
- **Professional Development**
 - Professional Development should promote leadership, disseminate current research and best practice, and enhance knowledge and skills of NCTE instructors, administrators, and counselors resulting in improved quality of NCTE.
 - Professional development must be more than a one-day workshop experience; the emphasis is on a sustained professional development program.
 - Support the recruitment and retention of highly qualified professionals to deliver effective and engaging instruction in all areas of career and technical 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 success of special populations in career education courses.
- **School Counseling and Career Guidance**
 - School counseling services, with emphasis on career guidance, 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 as they pursue the career area of their choice is critical.

Building a High-Quality CTE System: A Vision for the Future

From a beginning in the early 1900's that focused on training young men to return to the farm, career education has been an important part of education in Nebraska. For over a century, as a part of comprehensive high schools and postsecondary institutions, career and technical education has provided students with necessary academic and technical skills for employment. But Nebraska and our world are changing. Moving from reliance on the steam engine to the everyday use of the search engine, rapid changes in technology, globalization, shifting demographics, and increased accountability pressure on education have provided the impetus for rethinking the design and delivery of career and technical education in Nebraska.

Over the past five years, NCTE staff at the Nebraska Department of Education has engaged numerous stakeholders from across the state representing K-12, postsecondary, business and industry, and workforce and economic development partners to develop a conceptual framework for creating Nebraska Career and Technical Education for the 21st Century. This framework, including a vision, mission statement, and guiding principles set the stage for the work being completed. The State Plan for the Carl D. Perkins Career and Technical Education Act of 2006 provides support to implement this new framework for Nebraska Career and Technical Education.

Vision

Nebraska Career and Technical Education provides a world-class program that engages every student in high-quality, rigorous, and relevant education, enhanced with partnerships with business and industry, workforce and economic development that allows students to turn their passion, talent and ability into successful careers and fulfilling lives.

Mission:

The mission of Career Education in Nebraska is to prepare all individuals to:

Learn through career exploration and technical skill development while meeting academic standards,
Earn as productive citizens in a global society, and
Live as a contributing member of their community.

Guiding Principles of Nebraska Career and Technical Education

These guiding principles were developed to provide focus for the work of career and technical education intended to result in outcomes aligned to the mission and vision.

1. Student Achievement in Academic and Technical Excellence

Nebraska Career and Technical Education (NCTE) provides secondary and postsecondary students, adults, and incumbent workers with educational programs designed to provide the academic and technical knowledge and skills needed in preparation for their career, as well as lifelong learning. NCTE provides a unique educational environment that integrates academic and technical preparation for contextual learning that increases engagement and supports improved achievement for all students.

Nebraska has approved state standards in the four core areas of Math, Science, Reading and Writing, and Social Studies. Other instructional programs are guided by Essential Learnings – a list of outcomes similar to the standards for the core areas. Aligned to Nebraska Standards and guided by Essential Learnings, career and technical education courses reinforce the academic excellence defined by Nebraska’s state standards.

NCTE strives to meet the needs of all students, including special populations. The Perkins IV accountability measures provide a performance index for eligible recipients to analyze current practice and implement improvement strategies.

2. Rigorous and Relevant Learning

Nebraska Career and Technical Education provides opportunities for learning that is grounded in real-world relevance and application, yet appropriately challenging and rigorous to develop the future-thinking and problem solving abilities desired by business and industry.

Secondary NCTE program content is based on the States Career Cluster Initiative knowledge and skill statements that provide the outcomes for measuring student achievement. These statements also provide the framework for aligning secondary and postsecondary curriculum as a part of a program of study. NCTE at the postsecondary level has always depended upon strong business and industry involvement to determine the knowledge and skills needed by program completers.

NCTE is responsive to labor market, workforce, and economic needs on a state, regional, and local level. This responsiveness provides relevance to the instruction and provides students with transferable skills necessary for success in their future career. NCTE is working as an active partner in rethinking high school efforts focused on improving the rigor, relevance, and relationships in high schools.

3. Career Development and Management

Exploring the world of work using the 16 career clusters broadens students’ knowledge of career possibilities. The work of career development and management is a partnership between School Counseling and NCTE. School Counseling is considered an integral component of Nebraska Career and Technical Education. The continuum of guidance provided includes career awareness in elementary school, career exploration in middle school, and career preparation in secondary and postsecondary education.

Nebraska Career Connections provides a “K-grey” (birth to death) web-based tool allowing all Nebraskans access throughout their career. Promoting the concept of lifelong learning, Nebraska Career Connections promotes career management as appropriate throughout the career development continuum. It provides opportunities to develop a personal career and education plan, explore postsecondary education opportunities and create a personal portfolio that can be used throughout their life.

4. Extended Learning Opportunities

On both the secondary and postsecondary levels, NCTE offers integrated curricula through programs of study in the career clusters and pathways. An essential component of the integrated curricula provides activities and experiences outside the normal classroom and laboratory setting. These are called extended learning opportunities and include, but are not limited to workbased learning, service learning, community problem solving and student leadership opportunities.

Student leadership is a vital component of Nebraska Career and Technical Education. These experiences are provided in a variety of ways, but most effectively through the career student organizations supported by NCTE. These include DECA, DEX, FBLA, FCCLA, FFA, HOSA, PBL, and SkillsUSA..

5. Professional Development

An effective NCTE program requires highly prepared instructors, administrators, and staff who are supported by sustained, high-quality, and relevant professional development. NCTE professional development includes effective pre-service in both content and pedagogy, relevant and timely in-service, and pursuit of advanced degrees.

A new area of emphasis is the recruitment and retention of endorsed NCTE instructors to ensure there is an adequate supply of qualified faculty who are knowledgeable in their technical areas as well as in the academic competencies and workplace requirements essential to their NCTE program areas.

6. Evaluation and Continuous Improvement

The quality and effectiveness of Nebraska Career and Technical Education is dependent on the ability to consistently evaluate and improve. Effective valuation of programs based on sound data and stakeholder input is essential. Based on this data-informed evaluation, the cycle of continuous improvement must be a constant area of emphasis.

Strong and effective NCTE leadership is critical at both the local and state level. Developing and sustaining this leadership will help to ensure the consistent evaluation and continuous improvement needed to keep NCTE responsive to changing workforce and economic demands. It is important to always view NCTE systemically by taking a broad perspective in evaluating NCTE’s contribution to Nebraska’s economic future rather than focusing on discrete secondary or postsecondary programs, or specific funding streams.

7. Effective Partnerships

The potential scope and impact of NCTE is uniquely linked to the world of work and requires the direct participation of and partnership with business and industry, workforce and economic development to maximize program quality for all students. These partnerships must exist at the local, regional, and state level. Through effective partnerships, NCTE can maximize the use of limited resources and address the unique needs of our state’s economy.

Responses to the U. S. Department of Education Guide for the Submission of the 2008-2013 State Plan for the Perkins IV Funds

I. Planning, Coordination, and Collaboration Prior to Plan Submission

A. Statutory Requirements

- 1. The State must conduct public hearings, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan. [Section 122(a)(3)]**
- 2. State must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State Plan. [Section 122(a)(3)]**
- 3. The State Plan must be developed in consultation with academic and CTE teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The State must consult the Governor of the State with respect to the development of the State Plan. [Section 122(b)(1)(A)-(B)]**
- 4. The State must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 to participate in State and local decisions that relate to development of the State Plan. [Section 122(b)(2)]**
- 5. The State must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State Plan is objectionable, the State agency must file its objection with the Eligible State Agency. The State must respond to any objections it receives in the State Plan submitted to the Secretary. [Section 122(e)(3)]**

Response

In accordance with Section 122(a)(3) of the Carl D. Perkins Career and Technical Education Act of 2006 and the "Guide for the Submission of State Plans," the Nebraska Department of Education (NDE) conducted a comprehensive and thorough process to elicit public input on the State Plan. Public hearings were conducted, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including employers, labor organizations, parents, students, and community organizations) an opportunity to present their views and make recommendations regarding the State Plan.

The following State Plan development activities were conducted in accordance with the framework of consultations required by section 122(b)(1)(A-B) and section 122(b)(2) of the Act:

- Several sessions of structured input from groups that included representation from all the required stakeholders
- Web-based input to draft plan
- Public hearings

Appropriate records for these mandated consultations have been maintained.

Structured Input

A series of meetings designed to seek input from diverse stakeholders were conducted throughout 2006-2007.

February 23, 2006	Perkins Update for LEA Perkins Administrators
March 2, 2006	Perkins Reauthorization Retreat
June 2006	NCE Conference, Perkins Administrator Update
December 13-14, 2006	Perkins State Plan Development Input Conference
April 17, 2007	Perkins Update for LEA Perkins Administrators
June 2007	NCE Conference, Perkins Administrator Update
September 28, 2007	CTE Teacher Education Forum
October 15, 2007	PFI Meeting
December 12-13, 2007	FutureForce Strategy Session

The special two-day summit held on December 13-14, 2006 and December 12-13, 2007 provided primary input. Attendees of the summits included the required representatives. A listing of the participants and work accomplished is found in Appendix A.

The Governor's Office was also consulted with respect to State Plan development.

Web-based Input

A public Web site was developed to allow individuals to submit comments to the ideas and proposals of the State Plan.

Public Hearings. Public hearings were held on February 13, 2008 and February 15, 2008 to provide an opportunity for input from all interested parties. Notices of the review period and the public hearings were posted per the Nebraska Open Meeting Act requirements on the NCTE website

A summary of the Agendas and Recommendations is included in Appendix B. Following the input from meetings, web input and the public hearings, the recommendations were either integrated into the draft plan and approved by the State Board of Education or rejected because they did not relate to Perkins IV.

The Nebraska Department of Education has consulted with the Coordinating Commission for Postsecondary Education and the Nebraska Department of Labor, Workforce Development on the development of this plan.



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II. Program Administration

A. Statutory Requirements

1. The State must prepare and submit to the Secretary a State Plan for a 6-year period; or a transition plan for the first year of operation of programs under the Act. [Section 122(a)(1)]

Response

The Nebraska Department of Education forwarded and received approval for the one-year transition plan. This five-year State Plan for the operation of programs under the Carl D. Perkins Career and Technical Education Act of 2006 during fiscal years 2009-2013 is being submitted for the State of Nebraska.

2. The State must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of:

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:**
- i. Incorporate secondary education and postsecondary education elements;**
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
 - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

Response

Nebraska is working on the development and implementation of Nebraska Career and Technical Education (NCTE) programs of study. NCTE adopted the States Career Cluster Initiative model in 2002. Since that time, extensive work has been done at the secondary and postsecondary level to use the career clusters as a framework for curriculum and for career guidance. The clusters framework provided a starting point for the development of the programs of study.

Nebraska has defined the purpose for the programs of study as follows:

- Assist secondary schools in creating meaningful sequences of courses that adequately prepare individuals for postsecondary education and/or careers.
- Promote postsecondary education options for NCTE students to further prepare them for successful transition to their career.
- Promote collaboration between secondary and postsecondary education through curriculum alignment for seamless transition for all students without remediation that eliminates duplication of coursework.
- Promote the advancement of articulated and/or dual credit courses for all students.
- Provide rigorous and relevant curriculum at the secondary and postsecondary level, aligned with industry standards that leads to the attainment of a diploma, degree, and /or industry certification.
- Assist students in identifying appropriate courses for high school and postsecondary education that lead to their chosen career.

Each local eligible recipient must offer at least one state-approved program of study to qualify for Perkins IV funds.

Criteria for approving a program of study will include:

- A sequence of at least three secondary NCTE courses appropriate for the cluster or pathway.
- Recommended academic and technical courses aligned to the program of study.
- Alignment between secondary and postsecondary course offerings identified in the program of study including articulation or dual credit where possible.
- Identification of industry credentials where appropriate, certificate or diploma from postsecondary.

NCTE will provide three options for eligible recipients to submit their programs of study for approval.

- 1) Recommended state models are being adapted from the work of the national plan of study models developed by the States Career Cluster Initiative. These model programs of study are developed by cluster and by pathway within the cluster where appropriate. Locals may choose to adopt these recommended programs of study.
- 2) Local eligible recipients will be able to design their own program of study and submit them to the Nebraska Department of Education for approval. The application must include a description of the courses included. The criteria for approving a program of study listed above will be used to evaluate and approve or deny the local request.
- 3) Local eligible recipients may choose to use a nationally validated program of study such as Project Lead the Way, Cisco Oracle Academies, or ProStart. The application must document the use of these national programs as designed to be implemented.

The recommended state model programs of study will be made available in early spring of 2008 for eligible recipients to use in applying for approval of their programs of study. Eligible recipients will submit their programs of study for approval prior to approval for use of Perkins IV funds beginning July 1, 2008.

(b) How the State, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

Response

Beginning with FY09, each LEA receiving Perkins IV funds must provide at least one NCTE program of study that meets the requirements set forth in Perkins IV.

The Nebraska Department of Education Career Education staff, in consultation with eligible recipients, has developed model secondary programs of study for each cluster and pathway. These models were developed starting with the National Plans of Study developed by the CCTI and the States Career Cluster Initiative and were modified to match Nebraska's curriculum structure. Through regional professional development opportunities, the NDE career education staff shared these models seeking input from eligible recipients.

Work is being completed on alignment of secondary and postsecondary content in the programs of study, alignment with appropriate academic courses, and identification of the industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree. This work is being completed in cooperation with Nebraska Department of Education academic content specialists and representatives from postsecondary education.

Another aspect of work being completed on the programs of study is the validation of the knowledge and skill statement outcomes of each program of study by appropriate business and industry representatives. The knowledge and skill statements will be taken from the States Career Cluster Initiative. These statements will also assist in the alignment of the secondary and postsecondary courses in the program of study.

Implementation of the programs of study at the local level will be monitored through the on-going monitoring program required by Perkins IV.

(c) How the State will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Response

The Transition Plan approved for Nebraska Career and Technical Education merged the Title I and Title II funding streams to move secondary/postsecondary transition to the next level of effectiveness. This State Plan continues that merger for the 5-year life of this plan.

The development and implementation of the programs of study will provide alignment of curriculum between secondary and postsecondary career and technical education. A new statewide Perkins consortium, Partnerships for Innovation, has been created to provide the leadership and direction for the alignment of secondary/postsecondary curriculum, development of statewide articulation agreements, and expansion of dual credit opportunities in career and technical education. The Partnerships for Innovation (PFI) is a required expenditure of funds for local eligible recipients. The consortium is directed by a Leadership Council of twelve members. The twelve members consist of six leaders from postsecondary education, one from each of the six Nebraska Community Colleges, and six leaders from secondary education, selected to ensure diversity of geographical location, position in school and the configuration of the Perkins eligible recipients. The Leadership Council will establish the process for terms and rotations of Council members. The consortium is funded with a maximum of a 10% contribution from all eligible recipients on both the secondary and postsecondary level. The scope of work, supervision of work and evaluation of accomplishments, level of contribution and appointment to the Leadership Council are part of the annual work of the PFI Leadership Council.

The plan of work of the Partnership for Innovation consortium is defined in Appendix C. PFI will be the primary vehicle for implementing statewide articulation agreements between secondary and postsecondary education institutions.

(d) How programs at the secondary level will make available information about career and technical education programs of study offered by eligible recipients;

Response

The Nebraska Department of Education will assist secondary schools in making information about programs of study available through the following strategies:

- The annual Nebraska Career Education Conference where presentations will be conducted on the Programs of Study and implementation.
- Nebraska Career Education School Counseling staff will provide professional development through the Nebraska School Counselor Academies and other on-going professional development activities.

- A special section featuring the model programs of study will be placed on the newly developed Nebraska CareerConnections.org website. The website is available free to all Nebraskans.
- Nebraska Career Education staff will work with career education teacher educators to infuse instruction on the sample programs of study into their pre-service education programs for future career education teachers.
- Schools will be encouraged to include their locally implemented programs of study into their course catalogs and school counseling/teacher advisement systems.
- Nebraska Career Education staff will develop sample materials locals can use to educate students and parents on the programs of study.
- The Nebraska Department of Education will list all approved programs of study on the statewide State of the Schools Report. This report is distributed statewide each year. It is a primary source of information on school performance for parents and stakeholders.
- All approved programs of study will be placed on the Nebraska Career Education website, a part of the Nebraska Department of Education website. It will be updated as needed to accurately reflect the programs of study offered by eligible recipients.
- Professional development efforts conducted by the Nebraska Department of Education for school counselors and NCTE instructors will focus on the importance of the programs of study and strategies for sharing them locally.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the State, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Response

The new Essential Components for Nebraska Career and Technical Education developed under Perkins IV, require programs to have access to technology consistent with industry standards to be available and utilized. All new technology purchased with Perkins IV funds requires eligible recipients to justify the technology based on the curriculum offered and the professional development required for the use and implementation of the technology into the instructional program.

Nebraska Department of Education staff will conduct technical assistance workshops on avoiding supplanting of local resources and will address this during monitoring visits.

(f) The criteria the State will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will:

- i. promote continuous improvement in academic achievement;**
- ii. promote continuous improvement of technical skill attainment; and**
- iii. identify and address current or emerging occupational opportunities;**

Response

Applicants will be approved as eligible recipients upon submission and approval of their intent to participate, essential components, and local programs of study. The review of essential components is designed to determine the size, scope, and quality of local offerings. The listing of Nebraska Career and Technical Education, Perkins IV Essential Components is found in Appendix D. The approval process for programs of study is described under Section IIA 2a of this Plan.

Eligible recipients will be required to submit a local 5-year plan for approval to receive Perkins IV funds.

The following criteria will be used to approve eligible recipients for Perkins IV funding:

- A five-year career education strategic plan must be submitted and approved. This five-year plan must ensure the Perkins IV funds are used to promote continuous improvement in academic and technical skill achievement, and identify and address current or emerging occupational opportunities.
- An annual application must be submitted detailing proposed strategies, activities, and expenditure of funds that support the strategic plan based on the annual review of local data.
- Strategies and actions must address any deficiencies in performance measures as outlined in the accountability performance report.
- All uses of Perkins IV funds must reflect the requirements for uses of funds or allowable uses of funds per Section 135 of the Perkins Act.
- Not more than 5% of any Perkins grant can be allocated to administrative purposes as defined in Perkins IV.

The local plans will require eligible recipients to identify strategies and activities to support improvement on core indicators 1S1, 1S2, and 2S1 for secondary and 1P1 and 2P1 for postsecondary programs. The criteria used to assess the potential effectiveness of the proposed actions will be based on the degree to which the activities are expected to result in improvements in the three core indicator performance levels.

The local plans will also require eligible recipients to review their current program offerings based on current labor market information, workforce, and economic development initiatives to provide current or emerging occupational opportunities for students.

The state will develop Career Education Models for each CTE program that will define the components of a quality program. Local eligible recipients will be able to utilize these Models for program planning and improvement.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Response

The development and implementation of programs of study will provide necessary information for secondary students, including special populations, to understand the requirements for completion. The programs of study in conjunction with the student's personal learning plan will provide the road map needed for students to reach their goal of graduation.

Nebraska's student personal learning plan (PLP) is created by the student, parent, and counselor or faculty advisor by the end of their eighth grade year. The PLP lists the courses the student plans to complete in high school and in postsecondary education to reach his/her career goal. The PLPs are to be reviewed and updated annually to match the student's career interests and future plans. The PLP is a tool to monitor student progress toward his/her goal of graduation and postsecondary education.

The NCTE partnership with school counseling will identify and provide appropriate intervention for student supports of academic development such as study skills, time management, and test prep. The use of the programs of study and personal learning plans will assist school counselors in helping students "stay on track" for graduation during their high school years.

The local application for Perkins IV funds requires eligible recipients to identify the goals for supporting students, especially special populations, in achieving their goal of high school graduation and completion of postsecondary education.

(h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

Response

Local eligible recipients in the five-year strategic plan and their annual application will outline how Nebraska Career and Technical Education programs will:

- serve all students, including special populations
- be aligned with the required academic and technical skills
- prepare students for high skill, high wage, and/or high demand occupations in current or emerging occupations
- include secondary and postsecondary program alignment
- partner with school counseling to ensure that all students receive systematic career development and career counseling to help them establish plans for entry into postsecondary education and/or work
- use career student organizations as a vehicle for communication about the opportunities available in career and technical education

(i) How funds will be used to improve or develop new career and technical education courses:

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended;**
- ii. At the postsecondary level that are relevant and challenging; and**
- iii. That lead to employment in high-skill, high-wage, or high-demand occupations;**

Response

The adoption of the Nebraska Career Education model has helped to expand the awareness of the need for improving or developing new NCTE courses. The implementation of programs of study combined with the use of labor market information and workforce/economic development efforts provide the impetus for the development and implementation of new courses. The programs of study will require alignment with rigorous and challenging academic content.

NCTE postsecondary courses are implemented based on labor market needs. These courses are aligned with business and industry expectations to provide the relevance and academic/technical content needed for successful employment. All new secondary and postsecondary programs approved for assistance with Perkins IV funds must prepare students for high-skill, high-wage, or high demand occupations.

Perkins funds will be used to support the initial implementation of new courses that meet the above-mentioned criteria. This support may be for the development of the technical and academic curriculum content, needed technology for course implementation, professional development, and alignment to secondary/postsecondary education.

(j) How the State will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

Response

The Nebraska Department of Education shares best practice through the following:

- Sessions on best practice conducted at the annual Nebraska Career Education Conference;
- Best practice recognition programs sponsored by the Nebraska Department of Education and conducted in partnership with the Association for Career and Technical Education of Nebraska;
- Information on best practice and innovative ideas shared on NDE listserv/web pages;
- Evaluate the potential of a new NCTE Web site to provide on-going support for NCTE teachers and administrators to improve the achievement of students through blogs, web-based discussions, creating, and archiving of best practice, and maintaining an NCTE calendar of events; and
- Conducting professional development and technical assistance workshops to provide training and share information.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

Response

The Partnership for Innovation (PFI) statewide consortium will provide leadership on the alignment of secondary and postsecondary levels by focusing on the following:

- establish a process to strengthen the alignment and eliminate transition barriers between secondary and postsecondary career education programs, including both two- and four-year postsecondary institutions
- develop statewide articulation agreements
- improve academic integration in career education
- improve the quality of data and provide leadership on measuring technical skill attainment
- implement new, innovative curriculum that allows students to excel in both academic and technical achievement

Nebraska has maintained a Links to Standards website that demonstrates the alignment between the Essential Learnings of NCTE and the Standards of the academic core. This Links to Standards website will be updated using the new Essential Learnings developed from the knowledge and skill statements of the States Career Cluster Initiative.

Eligible recipients are required to analyze their achievement on Perkins performance measures and report their analysis on their annual report submitted at the end of each fiscal year. Funding decision for the subsequent years must be based on the data analysis of the previous years with respect to academic and technical achievement.

The state will develop Career Education Models for each CTE program that establishes the components of a quality program. These criteria can be used by locals for program planning and improvement.

- (I) How the State will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec.122(c)(1)(A)-(L)]**

Response

Nebraska currently annually reports results of the Perkins performance measures on the Nebraska Department of Education State of the Schools Report. Other measurements will include the success of programs of study based on the number of programs of study implemented and the number of secondary and postsecondary students completing the program of study and receiving diplomas, certificates, or advanced degrees. The results will be published in both the CAR report and on the State of the Schools Report.

Nebraska will continue to gather data on the implementation of programs of study through the Perkins monitoring process

- 3. The State must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that:**
- (a) promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**
 - (b) increases the percentage of teachers that meet teacher certification or licensing requirements;**
 - (c) is high quality, sustained, intensive, and focused on instruction, and Increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**
 - (d) encourages applied learning that contributes to the academic and career and technical knowledge of the student;**
 - (e) provides the knowledge and skills needed to work with and improve instruction for special populations; and**
 - (f) promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Section 122(c)(2)(A)-(G)]**

Response

Comprehensive professional development, while a required state leadership activity, is a cornerstone of Nebraska's State Plan. As the Nebraska Career Education Model continues to be implemented statewide, the need for professional development has increased exponentially. The Nebraska Department of Education will provide professional development that will address the following:

- Implementation of the NCTE model, programs of study, and the use of the knowledge and skill statements
- Integration and reinforcement of academic competencies into NCTE courses
- Instructional design and delivery, integration of technology, formative and summative assessment, and intervention strategies
- Current business and industry information and trends to keep instruction relevant
- Dissemination of best practices for NCTE
- Components that are unique to NCTE, such as laboratory management, extended learning opportunities, workbased learning, career student organizations

- Strategies for successful participation of special populations in NCTE courses
- Use of career student organizations to support student achievement of academic and technical content and development workplace readiness skills
- The Career Education Models for each CTE program and how to use the criteria for program improvement

Nebraska is fortunate to have over 95% of our career and technical education instructors appropriately endorsed in their area of instruction. This has been maintained because of the strong partnership between Nebraska Department of Education career and technical education staff, and the teacher education institutions and faculty. A provisional certificate is available for those instructors who need to seek additional endorsements. This certificate is renewable for up to three years providing the instructor in progressing toward completing the endorsement requirements.

Nebraska will begin the process of reviewing all of the teacher certification requirements for endorsement in the NCTE program areas during the 2008-2009 year. This will include restructuring endorsements as needed to meet the requirement of the new Nebraska Career Education Model. This revision process is completed in cooperation with the Nebraska Council on Teacher Education. The goal of this revision process is to maintain our high percentage of appropriately endorsed instructors while assuring the quality of their preparation program.

The Nebraska Department of Education will continue the annual Teacher Educator Forum designed to promote meaningful conversation about the preservice and inservice needs of Nebraska Career and Technical Education.

- 4. The State must describe efforts that it and eligible recipients will make to improve:**
- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**

Response

Nebraska is committed to recruiting and retaining quality NCTE instructors, administrators and school counselors. Strategies to be implemented include:

- Support for growth in the implementation of the education and training career cluster
- Support retention efforts through new teacher inservice programs including mentoring opportunities
- Focus on non-traditional and underrepresented audiences for recruitment into NCTE teaching
- Use Career Student Organizations as a tool for recruitment
- Develop and provide existing teachers tools that support recruitment and retention of teachers
- Support and expand where appropriate alternative means to entry into the teaching profession for business and industry representatives. (Transition to Teaching, Trade Certificate, etc.)

- (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]**

Response

Nebraska currently supports a Transition to Teaching program that creates a fast track approach to completing a teaching endorsement for those individuals with a baccalaureate degree. Several candidates have successfully completed endorsements in NCTE through this program. NCTE continues to actively promote the use of the Transition to Teaching program.

Nebraska also currently has a Trade certificate option that allows individuals from business and industry to teach NCTE in the area of their expertise. Nebraska will use Perkins State Leadership funds to provide inservice and professional development for these individuals to help provide a successful experience teaching.

5. The State must describe efforts that it and eligible recipients will make to improve the transition of sub baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

Response

Nebraska will support transition through the following:

- The Partnership for Innovation statewide consortium will provide the leadership for the development of statewide articulation agreements and focus on the alignment of curriculum to allow transition from secondary to 2- and 4-year postsecondary and from 2-year to 4-year postsecondary education.
- Partner with P-16 to create policies that support seamless transition.
- Cooperate with the newly funded Nebraska Transcript Project to support transition using electronic transcripts between educational delivery systems.
- Design and implement a Web-based information system to communicate the transferability of coursework.

6. The State must describe how it will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

Response

In implementing systems that support partnerships in the planning, development, implementation, and evaluation of NCTE programs, Nebraska will complete the following:

- Implement state-level advisory committees for each of the 16 career clusters. The committees will be comprised of business and industry, secondary and postsecondary NCTE instructors, academic educators, and school counselors. These advisory committees will also have representation from the State Workforce Investment Board and be coordinated with FutureForce Nebraska when possible. FutureForce Nebraska is a collaborative effort of government, education and business and industry to ensure a trained workforce for Nebraska.
- Nebraska Career and Technical Education Essential Learnings (content standards) will be updated using the knowledge and skill statements from the States Career Cluster initiative. These knowledge and skill statements were developed and validated by national advisory committees of business and industry and education representatives.
- Support for regional advisory councils representing both secondary and postsecondary education with activities that focus on the career field areas to support the implementation and evaluation of NCTE programs.
- Programs of study implementation will require the collaboration of business and industry, secondary, and postsecondary educators
- A self-evaluation template will be developed for local use that will include input from all stakeholders and can be used for planning, development, implementation, and evaluation of NCTE programs.
- The state will develop Career Education Models for each CTE program that establishes involvement of all stakeholders as one of the components of a quality program

7. The State must describe efforts that it and eligible recipients will make to:

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--**
- i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
 - ii. Career and technical education subjects;**

Response

Nebraska will utilize the following strategies for improving the academic and technical skills of students participating in NCTE programs:

- NCTE courses will integrate and reinforce academic content that is appropriate for the technical content of the course. Instructors will incorporate strategies that allow students to apply knowledge and skill in order to strengthen their understanding of the needs of the workplace and will be made aware of the academic standards being integrated.
- The Nebraska Department of Education career education staff will work with their academic counterparts to integrate workplace applications into academic classes.
- Integration of academic and CTE knowledge and skills will be accomplished through strategies such as project-based learning, problem-based learning, service learning, integrated courses, CTE courses that meet university requirements, team teaching, and other similar approaches.
- Conduct professional development programs designed to assist instructors in improving the academic and technical skills of students of NCTE programs.
- Continue support for the Career Student Organizations to encourage development of academic and technical skills.
- The state will develop Career Education Models for each CTE program that establishes academic and technical integration as one of the components of a quality program

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

Response

Nebraska will address all aspects of an industry through the following:

- The Nebraska Career Education Model provides the framework for giving students the experience and understanding of all aspects of an industry. The continued implementation of this model will provide the breadth of instruction needed.
- The implementation of the national knowledge and skill statements into NCTE Essential Learnings. This will provide the breadth of instruction needed for students to have a strong experience in all aspects of an industry.
- The state will develop Career Education Models for each CTE program that establishes experience in and understanding of all aspect of an industry as one of the components of a quality program.
- Nebraska will continue to use the Career Student Organization as a strong bridge between the classroom and real-world industry experiences that help them understand all aspects of the industry.
- Nebraska continues to support workbased learning to provide meaningful experiences for all students.

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

Response

Career and technical education in Nebraska is offered through comprehensive secondary schools and community colleges. Having secondary NCTE offered in a comprehensive school allows NCTE students to participate in the same academic preparation program as other students. Nebraska does not offer a differentiated diploma – all students receive the same diploma based on completion of local graduation requirements.

Nebraska will continue to provide professional development on strengthening the academic content of NCTE courses to help all students achieve academic proficiency.

8. The State must describe how it will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

Response

Nebraska will provide technical assistance through the following:

- NDE career education specialists work to effectively and efficiently respond to requests for assistance from both secondary and postsecondary instructors and administrators.
- Perkins monitoring assignments are assigned geographically, allowing NDE career education staff to build a relationship with a specific section of Nebraska.
- Technical assistance workshops are held across the state to provide updates on technical skills, implementation of the NCE model, and respond to requests for technical assistance from locals.
- NDE is working to strengthen our Web delivery of technical assistance as well as through email, newsletters, and the sharing of best practice.

9. The State must describe how its career and technical education program relates to occupational opportunities in the State and region. [Section 122(c)(16)]

Response

Eligible recipients must address the labor market demand and workforce/economic development priorities of their locale in their local plan and annual application. This justification is required as a component of being eligible for Perkins IV funding.

The Nebraska Department of Education maintains a strong relationship with the Department of Labor and Department of Economic Development to coordinate programs and share information. This partnership has resulted in increasing the awareness of data locals can use in planning for their career and technical education programs.

The NDE career education staff has formed a strong partnership with FutureForce Nebraska. FutureForce Nebraska (FFN) is a unique collaboration of state agencies, K-12, 2- and 4- year public and private education, State Workforce Investment Board, and Nebraska business and industry. FFN is actively working to develop talent pipelines in Nebraska's economic development targeted industries.

10. The state must describe the methods proposed for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Section 122(c)(17)]

Response

The Nebraska Department of Education has been working to integrate the planning for Federal programs within local eligible recipients. A common electronic Grants Management System is used for submitting applications and processing claims. A system of integrated monitoring visits is now under development. All Federal programs will be monitored during one session by a team from NDE. This is being piloted to minimize the interruptions caused by several monitoring visits during the school year.

Regular meetings are held with the Nebraska Department of Labor to create opportunities for coordination between Perkins and the Workforce Investment Act.

11. The State must describe the procedures to be developed to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Section 122(c)(20)]

Response

Regular coordination meetings are held between Department of Labor staff responsible for WIA and career education staff at the Nebraska Department of Education. These meetings are focused on partnership building as well as ensuring non-duplication among programs. Annual reports are submitted to the Nebraska Workforce Investment Board on Perkins activities as a means of communicating to eliminate duplication of services.

B. Other Department Requirements

- 1. The State must submit a copy of its local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

Response

See Appendix E for the 2008-12 Local Plan and Local Plan Instructions.

- 2. The State must provide a description of its governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

Response

The Nebraska Department of Education is designated as the state agency responsible for the administration of the Carl D. Perkins Career and Technical Education Act of 2006. The Nebraska Department of Education is established by the Constitution of the State of Nebraska and is governed by an elected State Board of Education. The Nebraska State Board of Education also serves as the State Board for Career and Technical Education.

The State Board through the Commissioner of Education appoints an administrator (State Director for Career and Technical Education) for career education to serve as a part of the Department's Curriculum and Instruction Team. The career education administrator and assigned staff provide leadership for career education and for the administration of the Carl D. Perkins Career and Technical Education Act of 2006. The Nebraska Department of Education does not delegate any of its responsibilities to any other state agency.

The NDE Career Education staff provides leadership for career education by:

- providing professional development and technical assistance;
- securing industry input for program planning and evaluation;
- managing programs and special initiatives; and
- providing leadership for career and technical student organizations.

There are 254 school districts that are potential eligible recipients at the secondary level. There are six area community colleges with seventeen campuses that are eligible recipients at the postsecondary level. Nebraska Career and Technical Education serves approximately 85,000 participants at the secondary level and approximately 48,550 participants at the postsecondary level.

- 3. The State must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.**

Response

The partnership between Perkins IV and the Workforce Investment Act (WIA) is a significant part of the effort to build a comprehensive workforce preparation system in Nebraska. Perkins IV programs and activities are part of the referral system for core services and training provided at the One-Stop career centers.

One-Stop Centers are co-located on some community college campuses while others operate them at separate locations near the school campus. All postsecondary schools are involved with their local One-Stop operators providing a variety of services depending on the service needs of the area served by the One-Stop center. Many of the postsecondary and secondary schools are represented on their local WIBs.



Nebraska State Plan for Career Technical Education

**In fulfillment of the requirements of the
Carl D. Perkins Career and Technical Education Improvement Act of 2006
P. L. 109-270**

III. Provision for Services of Special Populations

A. Statutory Requirements

1. The State must describe its program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations:

(a) Will be provided with equal access to activities assisted under the Act.

Response

Nebraska will use the following strategies and activities to be conducted at both the state and local levels to provide equal access:

- Provide a set-aside of leadership dollars focused on increasing participation in and completion of gender non-traditional students in career education.
- Provide consultant services dedicated to monitoring civil rights compliance and making ongoing technical assistance and professional development available to eligible recipients.
- Provide a set-aside grant to support career education through corrections.
- Work with teacher education institutions to provide meaningful preparation for all teaching candidates on working with special populations and helping them achieve success in career and technical education.
- Provide an on-going program of professional development for NCTE instructors on strategies for helping special populations achieve success in career education.
- Analyze the performance data of special populations to determine appropriate strategies and activities at the State level.
- Support the alignment of the data collection systems that serve the secondary and postsecondary career and technical education systems to improve data-informed decision making, including the analysis of participation and completion of special populations in both secondary and postsecondary education.
- Require eligible recipients as part of their local plan, to describe:
 - The analysis of data completed that supports the activities planned to assess the effectiveness of programs and services that serve special populations.
 - How they will encourage increased participation of special populations' students in Career-Technical Student Organizations (CTSOs).
 - How the needs of special populations will be accommodated within their State-approved Programs of Study.
 - How their allocation funds will be used to promote preparation for special populations in non-traditional fields.
 - How secondary and postsecondary programs will prepare members of special populations to earn diplomas, degrees, or credentials.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

Response

Nebraska will continue to provide on-site monitoring of civil rights compliance in both secondary and postsecondary institutions offering NCTE per the Methods of Administration (MOA) document. Nebraska will also continue to provide technical assistance and consultant services for civil rights compliance.

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Response

Nebraska will require all eligible recipients to describe in their local plan how they will enable special population students to meet or exceed State adjusted levels of performance and prepare for further learning and high-skill, high-wage or high-demand occupations. Eligible recipients will be required to identify barriers to participation and to take appropriate steps to eliminate them. Services will be provided to enable special population students to meet or exceed State adjusted levels of performance. These services may include, but are not limited to:

- Support services as required by an Individualized Education Program (IEP)
- Career information and assessment
- Limited English proficiency support services
- Services designed to facilitate the effective transition from secondary to postsecondary programs
- Professional development activities for NCTE instructors
- Other support services (e.g. tutoring) as appropriate

Nebraska will also conduct a special research study to identify any barriers and determine the most effective strategies for non-traditional and special populations to ensure success.

2. The State must describe how it will adequately address the needs of students in alternative education programs, if it has such programs. [Sec. 122(c)(14)]

Response

Nebraska will continue to encourage eligible recipients to include alternative education programs in their planned use of Perkins IV funds. Nebraska will also continue to provide professional development for instructors providing services to alternative education students.

3. The State must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)].

Response

Nebraska will require eligible recipients to describe how they will use Perkins IV funds to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. Nebraska will conduct a special reach study to identify any barriers and determine the most effective strategies for non-traditional and special populations to ensure success. The results of this study will provide direction for the use of Perkins IV funds to support Sec. 122 (c)(18).

4. The State must describe how funds will be used to serve individuals in state correctional institutions. [Sec. 122(c)(19)]

Response

Nebraska will issue a Request for Proposal to partner with an institution to serve individuals in state correctional institutions. This competitive grant will be awarded to the best qualified applicant to provide career and technical education services for individuals in state correctional institutions.

Nebraska is also piloting with Adult Basic Education to provide a combination of GED and career preparation services for incarcerated individuals.

- 5. The State must describe how it will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act (GEPA) as amended. For further guidance and examples, see the Notice to All Applicants at: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>**

Response

Nebraska's annual Perkins IV Section 131 and 132 applications for funds will inform eligible recipients of the GEPA Section 427 statute and requirement, and will require them to annually review all of the local NCTE programs planned for assistance with Perkins IV funds to:

- determine if any of these programs, based on local circumstances, has a gender, race, national origin, color, disability, or age barrier which could prevent or impede the access or participation of any students, teachers, and/or other program beneficiaries with special needs;
- identify any program(s) that has such a barrier; and
- provide a clear and succinct description of the actions that will be taken to ensure that the barrier is effectively removed.



Nebraska State Plan for Career Technical Education

**In fulfillment of the requirements of the
Carl D. Perkins Career and Technical Education Improvement Act of 2006
P. L. 109-270**

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

- 1. Describe the procedures the eligible agency will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

Response

The Nebraska Department of Education will post the proposed measurement definitions and approaches for the core indicators of performance on the Nebraska Career Education website and use an internet-based survey to secure additional input. The Department will notify education leaders from community colleges, secondary administrators, and teachers to seek input. Additional input will be solicited for stakeholders through the normal channels of communications and with public hearings.

In addition, a statewide steering committee was formed to create an opportunity for review the processes and definitions. Coordination with the Nebraska Student and Staff Record System (NSSRS) that is currently in year one of implementation was instrumental in the development and connection to the individual student record reporting system. The committee provided initial feedback and priorities. The information was provided to stakeholders through a website dedicated to accountability information.

A statewide accountability summit was also held to discuss and gather additional input on the definitions and approaches for addressing the core indicators. Consensus was established on the process to use the NSSRS for the secondary data collection. The postsecondary data process continues to be developed as the processes used in previous years required additional input and planning.

- 2. Describe the procedures the eligible agency will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

Response

The Nebraska Career Education staff will review the existing Federal Agreed Upon Performance Levels (FAUPL). Alignment will be made where it is required with NCLB for academic attainment and graduation rates. A statewide secondary accountability committee was formed to assist in establishing the State's adjusted levels of performance for the secondary core indicators, using valid and reliable approaches. The committee's recommendations were made available for public review and input.

A statewide postsecondary accountability committee has been formed to establish the state- adjusted level of performance for the postsecondary core indicators, using valid and reliable approaches for the core indicators. The committee's recommendations will continue to be available for public review and additional input will be solicited from stakeholders through various communication means.

- 3. Identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that the eligible agency will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. Describe how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

Response

Secondary

Academic Achievement, 1S1 and 1S2. This will be determined by the number of secondary CTE completers performing proficient or above on the Nebraska Student based Teacher led Assessment and Reporting System (STARS). The proficiency level for English language arts will meet the requirements for core indicator 1S1 and mathematics will be reported under 1S2. This is the same measure currently used by the state for determining Adequate Yearly Progress as defined in the NCLB guidelines.

CTE Technical Skill Attainment, 2S1. Lacking statewide skill assessments for all career programs of study, the state has determined that the most valid measure of technical skill attainment for core indicator 2S1 will be a similar process used under Perkins III. Locally determined methods that may include industry certification, third party assessment, locally developed criterion referenced assessments, or locally developed methodologies, that may include career and technical grade point average, are all options available to schools and depends upon the program of study area offered locally. A “rank of rigor” has been established when reporting the technical skill attainment through the student record reporting system that identifies the type of measurement used to determine technical skill attainment.

Over the next five years, Nebraska will continue to pursue options that ensure resources, tools, and options are available for measuring technical skill attainment. The use of the measure as a potential tool for use as validating articulated or dual credit is also a part of the planning that is underway. The ultimate goal may yield a measurement approach that has the numerator will be the number of secondary CTE concentrators who passed an end-of-program technical skill assessment that is aligned with industry-recognized standards, during the reporting year. The denominator will be the number of secondary CTE concentrators who took an end-of-program technical skill assessment during the reporting year.

Attainment of a High School Diploma, 3S1. The measurement definition for this core indicator will not change with Perkins IV. The numerator will be the number of 12th grade CTE program concentrators earning a high school diploma by June 30. The denominator will be the number of 12th grade CTE program concentrators for the program year ending on June 30.

CTE Student Graduation Rate, 4S1. Nebraska is in the process of implementing a statewide longitudinal student data system during the 2007-08 school year. Until the four-year cohort data has been collected in 2011-2012 the use of the NCES graduation rate calculation is not possible and the state will not be able to disaggregate the CTE student graduation data requested for core indicator 4S1.

Therefore, for the 2007-08 through 2010-2011 program years, in accordance with the formula negotiated with the U.S. Department of Education (USDE) pursuant to NCLB, the CTE graduation rate reported for core indicator 4S1 will be a subset that includes the CTE concentrators of Nebraska’s approved NCLB graduation rate report.

The numerator will be the number of CTE concentrators who, in the reporting year, were included as graduates in the state's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. The denominator will be the number of CTE concentrators who, in the reporting year, were included in the state's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

Placement, 5S1. The placement of 12th grade CTE program completers will be based on the status of these students six months after the program year of their exit from high school. The state will continue to rely on placement data obtained from local agencies through mailings, phone calls, and other survey type instruments and electronically reported to the NDE through a post school survey template within the Nebraska Student and Staff Record System. The placement numerator will be the number of the 12th grade CTE program completers in the military, enrolled in further education or training, or employed six months after the program year exited from high school. The denominator will be the total number of the 12th grade CTE program completers who exited the high school.

Nontraditional Participation and Completion, 6S1 and 6S2. The measurement definitions for nontraditional participation and completion adjust over previous efforts of reporting. As a result of the individual student record system the opportunity to focus on the entire participant population and disaggregate for the nontraditional areas is now possible. In the past, Nebraska has used the narrower population of CTE concentrators as the population to determine nontraditional participation. The completion rate is calculated in the same way as the completion rate of all students, but only using the students enrolled in nontraditional programs of study.

Postsecondary

1P1: Technical Skill Attainment. Legislation – [Perkins IV, Section 113(b)(2)(B)(i)] Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.

Performance Goal – The final agreed upon 2008-2009 performance level for this core indicator will be determined after April 1, 2008 through a process of negotiations with the U.S. Department of Education.

Validity and Reliability – Students successfully completing CTE courses must attain a foundation of basic academic and career and technical skills. Since content in CTE courses must meet state standards of rigor in academic and career and technical skill areas as well as meet business needs and labor market demand, students who earn a grade of C or better have attained a core set of competencies embedded in CTE programs.

The validity of this measure is based on the cumulative assessment of technical skill attainment, as measured by the tests, papers, projects, activities, demonstrations of competency, and other evaluative activities by local instructors, and reported in course grades of students to ensure that students have mastered the necessary academic and career and technical skills before they complete their postsecondary education. Student grade point average (GPA) then can be used as a valid and reliable unduplicated measure of students' technical skill attainment over their educational career.

The Technical Skill Attainment measure will use student GPA, reflective of grades indicating demonstrations of competencies attained, in "clearly occupational" or higher courses that contain a level of difficulty and technical skill attainment normally associated with courses that are at least above the introductory level in a sequence of CTE courses that make up a program.

Indicator – The state will use the existing approved Perkins III technical skill attainment measure as authorized by Section 113(b)(2)(D) of Perkins IV as the percentage of students earning a GPA of 2.0 or higher in CTE courses to assess technical skill attainment.

2P1: Credential, Certificate, or Degree. Legislation – [Perkins IV, Section 113(b)(2)(B)(ii)] Student attainment of an industry-recognized credential, a certificate, or a degree.

Performance Goal – The final agreed upon 2008-2009 performance level for this core indicator will be determined after April 1, 2008 through a process of negotiations with the U.S. Department of Education.

Validity and Reliability – Students enter community colleges for a variety of reasons, such as transfer, degree or certificate attainment, job training, skill development, or lifelong learning. These goals are dynamic over time as students persist through collegiate programs or return to upgrade skills. Students may attend college sporadically over the years as they proceed through their evolving educational goals. Expectations are different, however, for those with careers who are looking for job skill upgrading or lifelong learning and those training for a new career with no employment history.

Indicator – This measure is the percentage of concentrators who have successfully completed a minimum "threshold of 12 or more units of related coursework" in a CTE program area or received a vocational certificate of less than 12 units and who: 1) receive a degree, certificate, or equivalent; or 2) complete a transfer program and are classified as transfer ready.

3P1: Student Retention or Transfer. Legislation – [Perkins IV, Section 113(b)(2)(B)(iii)] Student retention in postsecondary education or transfer to a baccalaureate degree program.

Performance Goal - The final agreed upon 2008-2009 performance level for this core indicator will be determined after April 1, 2008 through a process of negotiations with the U.S. Department of Education.

Validity and Reliability – This indicator is based on considerations of the work of the Data Quality Initiative, Performance Measurement Initiative, Perkins reauthorization, and State Plan guidance from OVAE. Administrative data will be used to develop student persistence within the community colleges and transfer to baccalaureate institutions through student tracking systems available to the Nebraska community colleges.

Indicator – This measure is the percentage of CTE student concentrators who have successfully completed a minimum "threshold of 12 or more units of related coursework" in a CTE program area and who: 1) persisted in education at the community college level or 2) transferred to a four-year institution. Work continues to define the parameters for determining the measure of persistence.

4P1: Student Placement. Legislation – [Perkins IV, Section 113(b)(2)(B)(iv)] Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.

Performance Goal – The final agreed upon 2008-2009 performance level for this core indicator will be determined after April 1, 2008 through a process of negotiations with the U.S. Department of Education.

Validity and Reliability – This measure will move from follow up survey data collection to use administrative data matches that identify student transitions to employment, apprenticeship, and military service. Although this indicator includes transitions to military service, no procedures are currently in place at the Nebraska community colleges that meet FERPA guidance from the U.S. Department of Education. Work will continue to grow and expand the opportunities to connect to the Workforce Investment Act and the use of Administrative Data to achieve an accurate and relevant depiction of the placement success for postsecondary education graduates.

- 4. Describe how, in the course of developing core indicators of performance and additional indicators of performance, the eligible agency will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act’s accountability requirements. [Sec. 13(b)(2)(F)]**

Response

The Nebraska Career Education staff recommends and supports the development of measures, data collection, and reporting through the processes already being used. Additionally, it is the intent of the staff to use existing processes to reduce duplication of effort and use consistent and reliable data. Additional input on alignment and duplication will be solicited from stakeholders in the Nebraska Department Education as well as through the normal communication methods and public hearings.

- 5. On the forms provided in Part C of this guide, provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States’ performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]**

Response

The FAUPL with negotiations will be submitted for approval by the Regional Accountability Specialist (RAS) and the additional negotiations will occur after April 1, 2008.

- a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students’ attainment of “challenging academic content standards” and “student academic achievement standards” that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State’s academic assessments (i.e. the State’s reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students’ attainment of these State standards.**

Thus, two of a State’s core indicators must be career and technical education students’ proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State’s assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

Response

It is the State's intent to use the exact information, processes, and reporting used for No Child Left Behind for Perkins accountability through use of NSSRS, as described in A(2) on page.

The staff of Nebraska Career Education agreed that lower standards for career and technical education students would not send the correct message to stakeholders. The consensus at this time is to adopt the Annual Yearly Progress (AYP) cut scores approved by the Nebraska Department of Education. For reporting of No Child Left Behind data, the Department of Education makes the following exceptions:

- Thirty is the minimum number of students in a subgroup for reporting purposes
- The required number of students in a subgroup for accountability purposes is thirty
- In order to provide more validity and reliability to decisions about AYP based on subgroups.

Nebraska will use a cell size of 30 for students who are English Language Learners (ELL) and students with disabilities. These numbers were chosen following a statistical analysis and have been approved for No Child Left Behind purposes. The same exceptions will be used for Perkins reporting.

b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

Response

Again, it is our intent to use the exact information, processes, terminology, and reporting procedures currently used in Nebraska for NCLB purposes. It may be more challenging in calculating graduation rates as most students will not achieve the “CTE Concentrator” status until their junior or senior year in high school.

It is our intent to compare graduation rates and develop disaggregated reports comparing CTE and non-CTE populations. It is our intent that the reports would have the same format as used for the AYP indicators in Nebraska.

The Department strongly encourages your State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State’s AMOs that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s AMOs. If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)

Response

The Nebraska State Board of Education has approved proficiency standards for reading, mathematics, and writing. For Nebraska, the graduation rate is measured using the number of students who graduate from a public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years. Nebraska includes in the graduation rate the number of students with disabilities who are entitled to services up to the age of 21 where the Individual Education Plan warrants the additional time to meet graduation requirements. The number of high school graduates and dropouts by grade has been reported to the Nebraska Department of Education for the last five years.

Nebraska uses the formula for graduation rate from the National Center for Educational Statistics (NCES). Graduation rate (G) is defined by NCES as the proportion of students that begin in ninth grade and go on to complete twelfth grade with a diploma. Nebraska includes students who complete high school under the IEP exception. A General Education Development (GED) certificate does not meet requirements that are comparable for receipt of a regular high school diploma. The graduation rate standard of 83.97%. Schools will be considered as having achieved AYP if they meet or exceed the standard or if they have made improvement toward the standard.

6. Describe the eligible agency's process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]

Response

It is recognized that as a part of the legislation the local level can negotiate adjusted levels of performance if they do not accept the state-adjusted level. For purposes of public comment and during the transition year and during the first two full years of the five-year plan, the state-adjusted levels of performance will apply to all recipients. The decision allows the state and locals to evaluate the actual performance data for the new measures, the new definitions, and the new data collection systems that are in process with the implementation of Perkins IV.

After the two years of implementing the five year plan, the state-adjusted levels of performance will be reviewed and modified, if necessary and following establishment of the state baseline, the consideration to engage in local education agency negotiations with Nebraska Career Education for an adjusted performance level will be considered.

The process would be developed, but might include the recipients to formally request a change in performance levels to Nebraska Department of Education. This request would include a recommended level of performance based on valid and reliable data, as well as a rationale based on logical reasoning. A high level of alignment with AYP and Special Education improvement plans would be pursued as a part of this process as well.

7. Describe the objective criteria and methods the eligible agency will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]

Response

In the event of unanticipated circumstances, the local grant recipient can apply for a one-year waiver from core indicators. This waiver, or “hold harmless” provision may be extended depending on the nature of the unanticipated circumstances. The waiver will be considered by the Nebraska Department of Education. The criteria for a waiver would include:

- Recipient fell below the agreed-upon performance level.
- An unanticipated circumstance can be documented that would have impacted performance levels (natural disaster, epidemic, serious illness, or death of a faculty member, etc.).
- Local recipient has formally requested a change in performance levels to NDE. If more than a one-year waiver is necessary, the state would evaluate the need to renegotiate the agreed upon performance level.

The implementation of this policy procedure would be reviewed bi-annually for effectiveness and the necessity of the option for schools.

- 8. Describe how the eligible agency will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how the eligible agency will ensure that the data reported from local educational agencies and eligible institutions, and the data that is reported to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

Response

The timeline and format of the disaggregated career and technical education reports will be aligned to the greatest extent possible with the Annual Yearly Progress (AYP) reports published by the Nebraska Department of Education. Examples of the Nebraska AYP format can be viewed at <http://reportcard.nde.state.ne.us/Main/Home.aspx>.

The Nebraska Career Education Staff will continue to review the data elements for reliability and validity as they are applied at the program, school, and state levels. Because of data variability, it was also determined that populations less than 30 would not be reported in the performance standard of the subpopulations. As a rural state this will be a common occurrence for many subpopulations.

It is a stated goal to move from data collection and reporting for compliance to a focus on program improvement, and it was (and still is anticipated) that the completion of the transition year will be used to test some of the data elements and reporting and to adjust, as necessary.

- 9. Describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

Response

Individual recipients and consortiums will be treated the same regarding the level of performance. Each member school district in a consortium will be required to submit data on the core indicators of performance and meet the state negotiated levels of performance.

The performance measures for each member school of a consortium will be compared to the state FAUPL or the negotiated level. Any member school of a consortium that is required to submit an improvement plan will do so individually.

10. Describe how the eligible agency will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

During the period covered by this state plan, review teams from Nebraska Career Education Staff will conduct the following activities to annually evaluate the effectiveness of the Carl D. Perkins Career and Technical Education Improvement Act of 06 (Perkins IV) funds as follows:

1. During the State Plan Period of FY2008 through FY2013, NCE staff will conduct on-site monitoring reviews of all recipients of Perkins IV funds.
2. A “desk audit” (or an internal review of electronic and paper resources) will be conducted annually based on the Perkins accountability measures and other information submitted annually by local grant recipients.
3. When a local grant recipient has been identified for on-site review, a letter and copy of the Carl D. Perkins IV Monitoring Manual will be sent to the local grant recipient contact approximately four weeks prior to the team visit. During the on-site review visit, team members will meet with the appropriate staff to determine if the local grant recipient is meeting the goals and objectives identified in their Five-Year Plan and Annual Applications.
4. An exit interview will be conducted to discuss results and identify any significant findings. A formal letter will be sent following the on-site review.
5. In addition, coordination with the Continuous Improvement Integrated Visits (CIIV) process are emerging as a strategy to assist schools and the Nebraska Department of Education to effectively coordinate federal and state programmatic visits to reduce the local burden and duplicating efforts among multiple programs.

B. Other Department Requirements

1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:

(a) The student definitions that you will use for “participants” and “concentrators” for the secondary core indicators of performance:

- **CTE Participant:**

A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

- **CTE Concentrator:** A secondary student who has earned three (3) or more credits in a single CTE program of study area (e.g. health sciences or business administration), or
 - two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

(b) The student definition that you will use for “concentrators” for the postsecondary/adult core indicators of performance;

- **CTE Participant:**

A postsecondary student who has earned one (1) or more credits in any CTE program area.

- **CTE Concentrator:**

A postsecondary student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

(c) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year; and

Response

The baseline data for 1S1, 2S1, and 4S1 will be set at the state levels by the Nebraska Department of Education in making Annual Yearly Progress (AYP) determinations. These state goals are posted at <http://reportcard.nde.state.ne.us/Page/AYP.aspx?Level=st>.

The State of Nebraska Consolidated State Application Accountability Workbook, which details the accountability requirements for NCLB, is posted at <http://www.ed.gov/admins/lead/account/stateplans03/nbcsa.pdf>.

For Nebraska, the definitions of several of the Perkins IV measures are substantially different than the Perkins III measures. At the secondary level this would be measure 2S1 – Technical Skill Attainment. At the postsecondary level this would include 1P1-Technical Skill Attainment, and 3P1-Student Retention and Transfer. For these measures it will be necessary to conduct research prior to proposing baseline data and annual performance goals. In addition, the approaches used to define nontraditional participant in Nebraska have utilized the determination of concentration as a part of the measurement approach. This will change as a part of the transition to the new measures that began during the transition year and will continue through the life of the legislation.

2. **You must identify the program areas for which the State has technical skill assessments, the estimated percentage of students who will be reported in the State’s calculation of CTE concentrators who took assessments, and the State’s plan for increasing the coverage of programs and students reported in this indicator in future program years.**

The Nebraska state policies regarding secondary and postsecondary NCE programs are posted at <http://www.nde.state.ne.us/nce>. Nebraska does not currently have a statewide system of measuring technical skill attainment. The current measure of technical skill attainment at the secondary level is, “Concentrators that meet locally developed assessments or criterion referenced tests in Career and Technical Education courses or earning a grade of B or higher in the concentration area program sequence of career and technical courses.”

The current measure being used at the postsecondary level is: “Concentrators that have an accumulative aggregate GPA of 2.0 in all vocational courses with a 1.5 and 2.0 weighting in the state aid funding formula calculations.”

The pursuit of developing a statewide system that supports, collects, and develops a cadre of technical skill assessment resources would be pursued. The following process will be a priority of the collaboration and support of the Partnerships for Innovation (PFI) statewide consortium:

- The Nebraska Department of Education will survey programs located in comprehensive high schools and technical colleges on technical measures currently utilized.
- NDE will prepare a report listing programs statewide and the technical skill measures being used. Included in the report will be strategies for integrating and connecting with the current Student-based Teacher-led Assessment and Reporting System (STARS) as a means to achieve validation of technical skill attainment. The report will be distributed to the state NCE program managers and school administration for review.
- A technical assessment team consisting of secondary and postsecondary representatives will meet to discuss existing technical measures and strategies for statewide implementation. Strategies must include programs for which specialized accreditation is available and those programs that do not have an accrediting organization.

The goal for beginning the implementation of the process will be in the spring of 2008 with the evaluation of results and recommendations available in the fall of 2008. The establishment of priorities and strategies that benefit the students, the programs, and the system will occur. The results of the first year’s data collection and testing will be reviewed for procedural changes and this will assist Nebraska to establish a state performance levels.

C. Procedural Suggestions and Planning Reminders

Your State is responsible for identifying, using national, state, or regional data, the career and technical education programs that lead to non-traditional fields. See section 113(b)((2)(A)(vi) and section 113(b)(2)(B)(v).

The existing lists provided through the National Alliance for Partnerships in Equity (NAPE) that is annually updated using the Bureau of Labor statistics data will be used to identify the Career and Technical Education programs of study that lead to nontraditional fields until further guidance is provided on updating the list.

Your State is responsible for identifying, using national, state, or regional data, the occupations or professions that it will classify as high-skill, high-wage, or high-demand. See section 113(b)(2)(B)(iv).

The Nebraska Department of Education continues to work with the Nebraska Department of Labor to define high wage, high skill, and high demand occupations. Additional input will be solicited from other stakeholders in finalizing the definitions. Once the definitions are finalized, accessing the resources and tools such as CC Benefits and Labor Market Information will create a regional and statewide list of occupations that meet those definitions. The final definitions for Nebraska will be provided after additional research and public input has occurred.

Draft definitions are provided below:

1. **High Wage** – The Nebraska Department of Labor report occupational employment and wages in quartiles. The statewide totals and access to wage information is through the webpage <http://www.dol.state.ne.us/nwd/center.cfm?PRICAT=4&SUBCAT=4C> Working with the Department of Labor to determine the best strategies for high wage will occur during the transition year.
2. **High Skill** – One of the labor statistics that relates to this definition is “training requirement,” which generally refers to the level of education, training, or on-the-job experience required. Tentatively, we will suggest that occupations with a training requirement of Postsecondary Professional-Technical Certificate, Associate Degree or higher and long-term on-the-job training are considered High Skill occupations.
3. **High Demand** – According to the Nebraska Department of Labor, the average increase in demand for all occupations from 2004-2014 is projected to be 8.9 %. Tentatively, we might suggest that high demand occupations in Nebraska be defined as: Any occupation that statewide employs over 1,000. Any occupation that has an increase in employment of 15% or higher for the years 2004-2014 will be designated as high demand.

V. TECH PREP – Nebraska merged Title I and Title II funds

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS

Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying," and 34 CFR Part 85, "Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants)." The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. LOBBYING

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over \$100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants, contracts under grants and cooperative agreements, and subcontracts) and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS

As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110 –

A. The applicant certifies that it and its principals:

(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency;

(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction;

violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;

(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity (Federal, State, or local) with commission of any of the offenses enumerated in paragraph (2)(b) of this certification; and

(d) Have not within a three-year period preceding this application had one or more public transaction (Federal, State, or local) terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3. DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)

As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610 -

A. The applicant certifies that it will or will continue to provide a drug-free workplace by:

(a) Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition;

(b) Establishing an on-going drug-free awareness program to inform employees about:

(1) The dangers of drug abuse in the workplace;

(2) The grantee's policy of maintaining a drug-free workplace;

(3) Any available drug counseling, rehabilitation, and employee assistance programs; and

(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace;

(c) Making it a requirement that each employee to (2) Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction; Employers of convicted employees must provide notice, including position title, to: Director, Grants Policy and Oversight Staff, U.S. Department of Education, 400 Maryland Avenue, (e) Notifying the agency, in writing, within 10 calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant;

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<p>(f) Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:</p> <p>(1) Taking appropriate personnel action against such an employee, up to and including termination, consistent with the requirements of the Rehabilitation Act of 1973, as amended; or</p> <p>(2) Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency;</p> <p>(g) Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a), (b), (c), (d), (e), and (f).</p>	<p>DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)</p> <p>As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610-</p> <p>A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution, dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and</p> <p>B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, to: Director, Grants Policy and Oversight Staff, Department of Education, 400 Maryland Avenue, S.W. (Room 3652, GSA Regional Office Building No. 3), Washington, DC 20202-4248. Notice shall include the identification number(s) of each affected grant.</p>
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Place of Performance (Street address, city, county, state, zip code)
 Nebraska Department of Education

301 Centennial Mall South

Lincoln, NE 68509

Check [] if there are workplaces on file that are not identified here.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certifications.

NAME OF APPLICANT	PR/AWARD NUMBER ANR/OR PROJECT NAME
Nebraska Department of Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Douglas D. Christensen, Ph.D, Commissioner of Education	
SIGNATURE 	DATE 3/28/08

ED 80-0013

12/98

ASSURANCES-NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503.

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

NOTE: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant, I certify that the applicant:

1.	<p>Has the legal authority to apply for Federal assistance and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management and completion of the project described in this application.</p>		
2.	<p>Will give the awarding agency, the Comptroller General of the United States and, if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.</p>		
3.	<p>Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.</p>	7.	<p>(d) the Age Discrimination Act of 1975, as amended (41 U.S.C. §§6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, related to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) §§523-527 of the Public Health Service Act of 1912 (42 U.S.C. §§290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. §§3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financial of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and, (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.</p>
4.	<p>Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.</p>		<p>Will comply, or has already complied, with the requirements of Titles II and III of the Uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally-assisted programs.</p>
5.	<p>Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. §§4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R.900, Subpart F).</p>	8.	<p>These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.</p>
6.	<p>Will comply with all Federal statutes relating to nondiscrimination. These include, but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. §§1681, 1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973 as amended (29 U.S.C. §794), which prohibits discrimination on the basis of handicaps;</p>		<p>Will comply, as applicable, with provisions of the Hatch Act (5 U.S.C. §§1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.</p>

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<p>9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. §§276a to 276a-7), the Copeland Act (40 U.S.C. §276c and 18 U.S.C. §874), and the Contract Work Hours and Safety Standards Act (40 U.S.C. §§327333), regarding labor standards for federally-assisted construction subagreements.</p>	<p>12. Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. §§1271 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.</p>
<p>10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is \$10,000 or more.</p>	<p>13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. §470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. §§469a-1 et seq.).</p>
<p>11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. §§1451 et seq.); (f) conformity of Federal actions to State (Clean Air) Implementation Plans under Section 176(c) of the Clean Air Act of 1955, as amended (42 U.S.C. §§7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended (P.L. 93-523); and, (h) protection of endangered species under the Endangered Species Act of 1973, as amended (P.L. 93-205).</p>	<p>14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.</p> <p>15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. §§2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.</p> <p>16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. §§4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.</p> <p>17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, "Audits of States, Local Governments, and Non-Profit Organizations."</p> <p>18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations, and policies governing this program.</p>

<p>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</p> 	<p>TITLE</p> <p>Commissioner of Public Safety</p>
<p>APPLICANT ORGANIZATION</p> <p>Nebraska Department of Education</p>	<p>DATE SUBMITTED</p> <p>3/28/08</p>

Standard Form 424B (Rev. 7-97) Back

Part A: EDGAR Certifications and Other Assurances

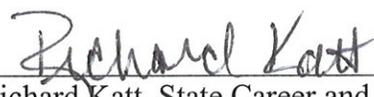
A. EDGAR Certifications and Executive Order 12372

I hereby certify:

1. That the State Board of Education is eligible to submit the 2008-2012 Nebraska State Plan for the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270. [34 CFR 76.104(a)(1)]
2. That the State Board of Education has authority under state law to perform the functions of the State under this program. [34 CFR 76.104(a)(2)]
3. That the State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. That all provisions of the plan are consistent with state law. [34 CFR 76.104(a)(4)]
5. That Doug Christensen, Commissioner of Education, has authority under state law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
6. That Richard Katt, State Director of Career Technical Education, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. That the State Board of Education, on March 4, 2008 adopted and formally approved the plan. [34 CFR 76.104(a)(7)]
8. That the plan is the basis for state operation and administration of the program. [34 CFR 76.104(a)(8)]
9. Nebraska does not utilize a State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]

 Date: 3/28/08

 Doug Christensen, Commissioner of Education
 Nebraska Department of Education

 Date: 3/26/08

 Richard Katt, State Career and Technical Education Director
 Nebraska Department of Education

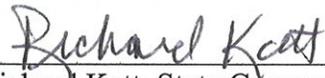
B. Other Assurances

1. The state must submit a copy of the State Plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]
2. The state must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. [See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]
3. The state must provide a complete and signed Assurance for Non-Construction Programs Form. [See http://wdcrobiis08/doc_img/sf424b.doc]
4. The state must provide a signed assurance that it will comply with the requirements of the Act and the provisions of the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
5. The state must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. The state must provide a signed assurance that it will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
7. The state must provide a signed assurance that it will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
8. The state must provide a signed assurance that it and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
9. The state must provide a signed assurance that, except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]
10. The state must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and

meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

 Date: 8/28/08

Doug Christensen, Commissioner of Education
Nebraska Department of Education

 Date: 3/20/08

Richard Katt, State Career and Technical Education Director
Nebraska Department of Education

C. Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006

I hereby certify:

That the State will comply with the requirements of the Act and the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Section 122(c)(11)]

That none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Section 122(c)(12)]

That the State will waive the minimum allocation as required in Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

That the State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Section 323(a)]

That the State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographic area served by such eligible agency or eligible recipient. [Section 317(a)]

That, except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Section 317(b)(1)]

That eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Section 317(b)(2)]

That no funds received under the Act will be used to provide career and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students. [Section 315]

That no funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major; or to 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. [Section 314(1)&(2)]

That all of the funds made available under this Act shall be used in accordance with the requirements of this Act. [Section 6]

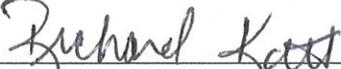
That the funds made available under this Act for career and technical education activities shall supplement and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities. [Section 311]

That no funds provided under this Act shall be used fore the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. [Section 322]

That the State will comply with the provisions of Section 112(a)(1) in that not less than 85 percent of the funds made available under Title I, part A of the Act will be distributed to eligible recipients pursuant to such title and approved waivers for Section 131 and 132.

 Date: 3/28/08

Doug Christensen, Commissioner of Education
Nebraska Department of Education

 Date: 3/26/2008

Richard Katt, State Career and Technical Education Director
Nebraska Department of Education



Nebraska State Plan for Career Technical Education

**In fulfillment of the requirements of the
Carl D. Perkins Career and Technical Education Improvement Act of 2006
P. L. 109-270**

Part B: Budget Forms

NEBRASKA	
I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES	
A. Total Title I Allocation to State	\$7,042,650
B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$708,987
C. Total Amount of Combined Title I and Title II Funds to be Distributed Under Section 112 (<i>Line A + Line B</i>)	\$7,751,637
D. Local Formula Distribution (<i>Not Less Than 85% of Line C</i>) (<i>Line C x 85%</i>)	\$6,588,891
1 Reserve (Not More Than 10% of Line D)	\$550,000
a. Secondary Programs (of Line D)	\$302,500
b. Postsecondary Programs (of Line D)	\$247,500
2 Available for Formula Distributions (Line D minus Line D.1)	\$6,038,891
a. Secondary Programs (55% of Line D.2)	\$3,321,390
b. Postsecondary Programs (45% of Line D.2)	\$2,717,501
E. Leadership (Not More Than 10%) (<i>Line C x 10%</i>)	\$775,164
a. Nontraditional Training and Employment (\$60,000)	\$60,000
b. Corrections or Institutions (\$ 40,000)	\$40,000
F. State Administration (not more than 5%) (<i>Line C x 5%</i>)	\$387,582
G. State Match (<i>from non-federal funds</i>)	\$387,582

Part C: Accountability Forms

I. Student Definitions

Secondary Level

- **CTE Participant:**
A secondary student who has earned one (1) or more credits in any career and technical education (CTE) program area.

- **CTE Concentrator:** A secondary student who has earned three (3) or more credits in a single CTE program of study area (e.g. health sciences or business administration), or
 - two (2) credits in a single CTE program area, but only in those program areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.

Postsecondary Level:

- **CTE Participant:**
A postsecondary student who has earned one (1) or more credits in any CTE program area.

- **CTE Concentrator:**
A postsecondary student who: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

STATE NAME: NEBRASKA

FINAL AGREED UPON PERFORMANCE FORM (FAUPL)

A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p>	<p>State and Local Administrative Records</p>	<p>B:2006-07 75%</p>	<p>L: 83 A:</p>	<p>L: 83 A:</p>
<p>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p>	<p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessment in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, have left secondary education.</p>	<p>State and Local Administrative Records</p>	<p>B: 2006-07 72%</p>	<p>L: 81 A:</p>	<p>L: 81 A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: To be negotiated after to April 1, 2008</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: To be negotiated after to April 1, 2008</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</p>	<p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p>State and Local Administrative Records</p>	<p>B: 83.7</p>	<p>L: 83.7</p> <p>A:</p>	<p>L: 83.7</p> <p>A:</p>
<p>5S1 Secondary Placement 113(b)(2)(A)(v)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: To be negotiated after to April 1, 2008</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>6S1 Nontraditional Participation 113(b)(2)(A)(vi)</p>	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: To be negotiated after to April 1, 2008</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>6S2 Nontraditional Completion 113(b)(2)(A)(vi)</p>	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: To be negotiated after to April 1, 2008</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

STATE NAME: NEBRASKA

FINAL AGREED UPON PERFORMANCE FORM (FAUPL)

B. POSTSECONDARY LEVEL/ADULT

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>		<p>B: To be negotiated after to April 1, 2008</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>		<p>B: To be negotiated after to April 1, 2008</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: To be negotiated after to April 1, 2008</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>4P1 Student Placement 113(b)(2)(B)(iv)</p>	<p>Numerator: Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: To be negotiated after to April 1, 2008</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p>5P1 Nontraditional Participation 113(b)(2)(B)(v)</p>	<p>Numerator: Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: To be negotiated after to April 1, 2008</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>
<p>5P2 Nontraditional Completion 113(b)(2)(B)(v)</p>	<p>Numerator: Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p>State and Local Administrative Records</p>	<p>B: To be negotiated after to April 1, 2008</p>	<p>L:</p> <p>A:</p>	<p>L:</p> <p>A:</p>



Nebraska State Plan for Career Technical Education

**In fulfillment of the requirements of the
Carl D. Perkins Career and Technical Education Improvement Act of 2006
P. L. 109-270**

Appendix A

Results of FutureForce Nebraska Strategy Sessions

FutureForce NebraskaSM

Forum Synthesis

December 13—14, 2006

Hosted by FutureForce Nebraska
Sponsored by
Nebraska Department of Labor and Nebraska Department of Education

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The Forum was designed, facilitated, and documented by InnovationLabs



www.innovationlabs.com

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The photos presented throughout this document were taken during the workshop.

Introduction

On December 13-14, 2006, 110 people representing a broad group of stakeholders concerned about the future of the economic and educational health of Nebraska gathered in Lincoln for the first FutureForce Forum.

Participants included individuals representing state and local workforce development, the Department of Labor, Department of Economic Development, Department of Education, K-12 educators, postsecondary education, as well as representatives from a cross-section of Nebraska employers. Efforts were made to ensure a balance of representatives from the invited partners and geographic representation from across the state.

The first day of the Forum gave all participants an opportunity to understand the key trends and issues facing each of these groups. Nebraska is confronted with the potential of a significant workforce shortage over the next 20 years and the health and welfare of the state could be jeopardized if changes aren't made to address the issue. Each of the stakeholders has a variety of challenges that a situation like this imposes. During the first day of the Forum participants developed a vision for what is needed for Nebraska to continue to be successful. Uncovering a number of solutions to these challenges reinforced that a significant portion of opportunities reside in working together and collaborating to make the economic viability of the state everyone's responsibility.

Using the results of day one, the second day of the Forum focused specifically on Nebraska's education system. The overarching questions driving the conversation were, "How does the education system need to change?" and "How can the education system use the Federal Perkins Career and Technical Education Grant to support the vision and solutions discovered on day one?"

Our sincere thanks to all of the participants, whose creativity and hard work are documented in this report!

For more information please contact:

Richard Katt
State Director, Nebraska Career Education
Nebraska Department of Education
Telephone: 402 471 4808
Email: rich.katt@nde.ne.gov



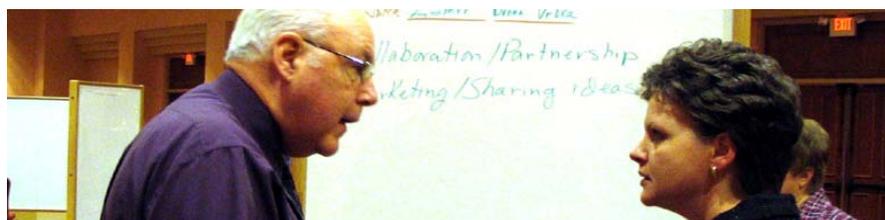
For more information you may also view these websites:

<http://www.futureforcenebraska.org/>

<http://www.innovationlabs.com/futureforce/index.html>

Forum Participants

Mike	Abdouch		ALSAM Enterprises, LLC
Carol	Andringa	CTE Specialist	Lincoln Public Schools
Bob	Arp	Principal	Lakeview High School
Dennis	Baack	Executive Director	Nebraska Community College Assoc.
Mary	Barkeloo	Assistant to the Vice President	Western Nebraska Community College
Cynthia	Baum	Tech Prep Director	Northeast Community College
Shirley	Baum	Career Education Specialist	Nebraska Department of Education
Curt	Beck	Executive Director	Nebraska Chapter Associated General Contractors
K.C.	Belitz	President	Columbus Area Chamber of Commerce
John	Bell	Business Education Coordinator	Dawson Area Development
Dallas	Beshaler	Human Resources Representative	Nebraska Public Power District
Wendy	Boyer	Vice President, Education & Workforce Dev	Omaha Chamber of Commerce
Scott	Broady		Metropolitan Community College
Jean	Brown	Career Education Coordinator	Papillion-La Vista Schools
Tammie	Burns	HR Manager	Duncan Aviation
Doug	Christensen	Commissioner of Education	Nebraska Department of Education
Gregg	Christensen	Career Education Specialist	Nebraska Department of Education
Nicole	Coffey	Career Education Specialist	Nebraska Department of Education
Pat	Crisler	Dean	Metropolitan Community College
Ann	Dales	Executive Assistant	Shell Valley Companies, Inc.
Constance	Daly	District Supervisor	Nebraska Commission for the Blind and Visually Impaired
Daniel	Davidchik	Mechatronics Coordinator	Central Community College - Columbus
Sarah	Dempsey	Vice President of Educational Services	Northeast Community College
Daniel	Doherty	Dean of Instruction	Western Nebraska Community College
Janet	Drudik	Program Director	Nebraska Vocational Rehabilitation
Bill	Eakins	Dean of Career Services	Mid-Plains C.C.
Connie	Eichhorn	Principal	Omaha Public Schools/Burke High School
Matthew	Fisher	Superintendent	Chase County Schools
Dean	Folkers	Asst. Director Career Education	Nebraska Dept. of Education
Craig	Frederick	Director of Agricultural Education	Nebraska Dept. of Education
Kathy	Gifford	FCS/HCS Teacher	Kearney Public Schools
Roger E.	Glawatz	Mayor of Seward, Chair, GNCEOB	Nebraska Workforce Investment Board
Tony	Glenn	Director of Skilled and Technical Sciences	Nebraska Dept. of Education
David	Gordon	Principal	Lexington High School
Rebecca	Hasty	Gender Equity/Special Populations Initiatives Specialist	Nebraska Dept. of Education
Dennis	Headrick	Vice President for Instruction	Southeast Community College
Lori	Hein	Vice President, Human Resources	Nebraska Book Company
Dan	Hoesing	Superintendent	Laurel-Concord Public School
Kris	Howe	Regional Manager	Nebraska Workforce Development
Rhonda	Jindra	Professional Development	ESU #1
Steve	Joel	Superintendent	Grand Island Public
Donelle	Johnson	Career Education Specialist	Nebraska Department of Education
Lisa	Johnson	Research & Information Director	Partnership for Economic Development
Julie	Karavas	President	Bio Nebraska Life Sciences Association
Richard	Katt	Administrator	Nebraska Department of Education
Anthony	Koyzis	Dean	Wayne State College
Jody	Krueger	Transition Specialist	ESU #9



Forum Participants

Kim	Larson	Reading/Writing Director- NDE	Nebraska Department of Education
Fernando	Lecuona III	Commissioner of Labor	Nebraska Workforce Development
James	Linderholm	Chairman	HWS Consulting Group Inc.
Bob	Lungrin	Staff Development	Educational Service Unit 10
Dave	Masilko		Work USA, Inc.
Duane	Matson	Associate Dean of Instruction - CCC	Central Community College - Columbus
Dan	Mauk	President	Norfolk Area Chamber of Commerce
Gayle	McClure		Dutton-Lainson Company
Marilyn	McGahan	Vice President	Mid-Plains Community College
Bonnie	McPhillips	Regional Manager	Nebraska Workforce Development
Thomas	Miller SPHR	Director of Human Resources	Speedway Motors, Inc.
Rick	Moses	Management Consultant	Nebraska Department of Education
Beverly	Newton	Career Field Specialist	NE Department of Education
Tim	Nollette	Ag Ed Instructor	Cody-Kilgore High School
Jan	Norlander-Jensen	Workforce Administrator	City of Lincoln Urban Development
Barb	Onnen	Program Director	Arbor Education and Training
Betty	Palmer		Keya Paha County Commissioner
Julie	Panko	Human Resources Manager	LINWELD, Inc.
Chris	Polenz		Werner Industries
Caleb	Pollard	Workforce Development Consultant	Department of Economic Development
Mike	Price	Millard Manufacturing, Inc.	
Dwayne	Probyn	Executive Director	Nebraska Advanced Manufacturing Coalition
Betty	Red Leaf - Collett	Dean of Academics, Little Priest Tribal College	Little Priest Tribal College
Deborah	Romanek	Mathematics Director	Nebraska Department of Education
Joe	Rowson	Senior Fellow, Nebraska P-16 Initiative	University of Nebraska
Carly	Runestad	Director of Health Policy	Nebraska Hospital Association
Deb	Sanne	Workforce Coordinator	Nebraska Workforce Development-Beatrice
Wayne	Saske	President - MES/York/Stormer	Global Industries
Lori	Scherer	H.R. Director/Owner	Smeal Fire Apparatus Co.
Jill	Schreck	UI Benefits Field Manager	
Sandra	Scotfield	Director of Nebraska Rural Initiative	University of Nebraska
Susan	Scott	Executive Director	YWCA Lincoln
Jay	Sears	Program Director	Nebraska State Education Association
Timothy	Shafer	Superintendent	Broken Bow Public Schools
Jack	Shepard	Voc Rehab Program Director for Transition	Vocational Rehabilitation
Bonnie	Sibert	Career Education Specialist	Nebraska Department of Education
Greg	Smith	Executive Vice President	Central Community College
Jerry	Smith	Principal	McCook Public Schools
Ken	Spellman	Career Education Supervisor	Omaha Public Schools
Lori	Vanderheiden	President	1Staff Training & Development
Erika	Volker	Manager, Education and Workforce Developm	Greater Omaha Chamber of Commerce
Donna	Vrbka	School Counseling Specialist	Nebraska Department of Education
Barb	Waller	Curriculum Facilitator	Millard Public Schools
Jim	Walsh	Recruiting Director	Omaha Truck Center, Inc.
Tom	Whalen	Principal	SilverStone Group
Heather	Whaley	Manager	Mutual of Omaha
Sheryl	Wright	Director of Human Resources	Teledyne Isco, Inc.



Day 1

FUTUREFORCE NEBRASKASM

Prepare today for a dynamic future.

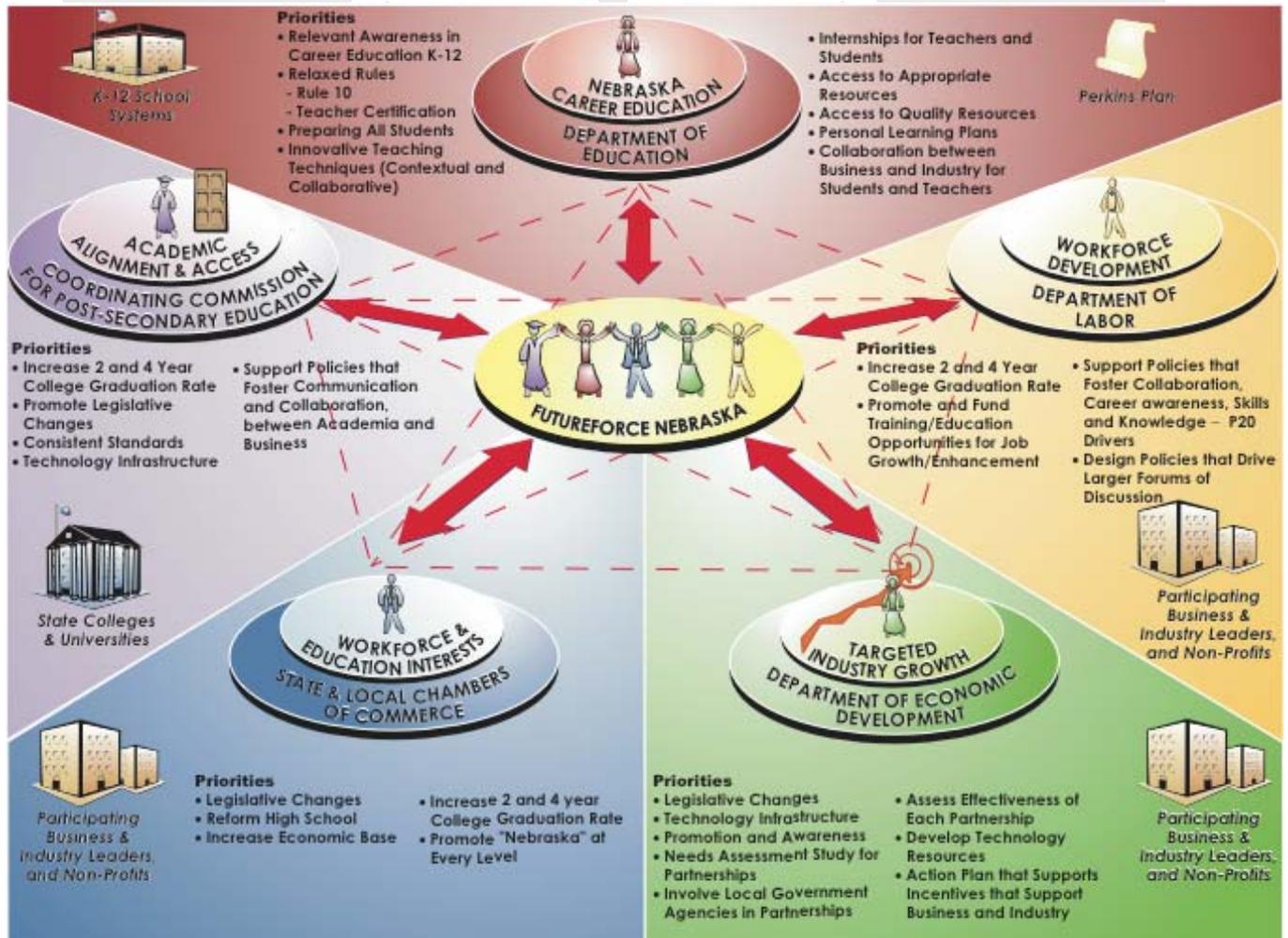
Comments from FutureForce Nebraska Executive Director, Seth Derner:

“When I was growing up, my parents told me that I need to get a good education and find better opportunities than what I could find in my home state. I thought to myself, ‘Why do we have to leave to find good opportunities?’ I want to find something here. That is the purpose of FutureForce. We want our communities to thrive and we want to create careers that are exciting and rewarding so our young people want to stay. We want to make sure they have the kinds of opportunities that will continue to grow the industries that will make Nebraska and our communities thrive.”



FutureForce Nebraska is a collaboration of key partners. Those of us charged with educating Nebraska’s youth and hiring the right people for jobs here know that we can work together to ensure our workforce is prepared to meet the needs of our state’s growth industries. When this happens, business in Nebraska thrives and we are better able to attract and retain committed, fulfilled citizens.

The purpose of the FutureForce Nebraska Forum was to bring together great minds to craft a vision of the future of Nebraska. Based on this vision, a collaborative plan is being created to synergize our work, rather than people and agencies working independently.



FutureForce Nebraskasm



FUTUREFORCE NEBRASKASM

Prepare today for a dynamic future.

FutureForce Nebraska is working to develop career pathways that help students realize dynamic opportunities for themselves right here in Nebraska.

The career pathways being developed by FutureForce Nebraska are aligned to Nebraska's targeted industries according to the Nebraska Department of Economic Development. As these industries expand or locate in Nebraska, we want to have a qualified workforce ready for those jobs. FutureForce Nebraska is also looking at pathways that have a projected high need for workers over the next 5-10 years. Again, keeping a qualified workforce available for Nebraska's current employers will help sustain economic viability for the future of our state.

The Nebraska Career Education Model (shown on the next page) shows how we are helping learners understand paths to career fulfillment with career fields and clusters.

These career pathways will provide concrete steps needed to achieve career goals, including academic and technical education, skill development, experience and development of workplace readiness skills. Staff at the Nebraska Department of Education are working to transition career technical education (vocational education) to this new model and to help all students achieve academic standards.

The pathways show various levels at which one can enter a career based on their education and work experience. By providing information for career awareness and planning the pathways allow for smooth transition from secondary to postsecondary institutions in preparation for a successful career.

These career pathways will provide concrete steps needed to achieve career goals, including academic and technical education, skill development, and experience.

The Nebraska career development process for learners include:

- Grades K thru 6 – Career awareness activities to heighten understanding of what's available and to generate interest.
- Grades 7 & 8 – Career exploration activities to provide hands-on exposure to career options and exposure to 21st century career readiness skills, such as responsibility, problem-solving, critical thinking, etc.
- Grades 9 & 10 – Career planning while developing academic and technical knowledge and skill and continuing to develop 21st century career readiness skills.
- Grades 11 & 12 – Career preparation, academic and technical knowledge and skill development with a focus on postsecondary and career readiness.
- Postsecondary education – Knowledge and skills for academic attainment and continued career readiness.
- Career Management – Training for professional growth or new career opportunities for adults seeking a career change or upgrading their skills.
- Parent Education – Informational brochures and sessions on career opportunities and pathways, including the academic and financial realities of career preparation shared throughout a child's elementary, secondary, and postsecondary experience.

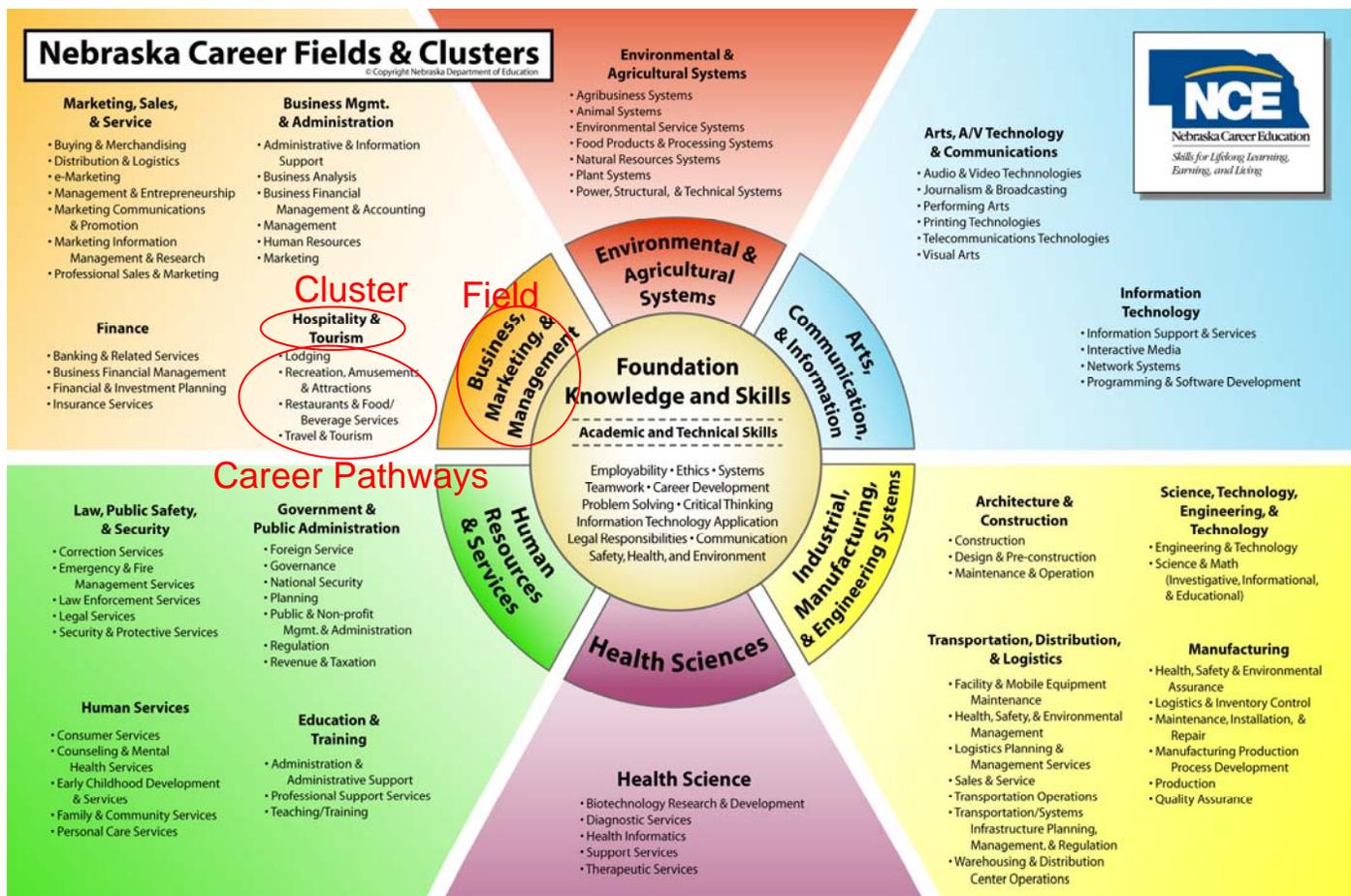
FutureForce Nebraskasm

FutureForce Nebraska gives adults concrete information on how to seek and prepare for careers with dynamic futures: career opportunities and selection, career preparation and readiness, and training for advancement or transition to new careers. *FutureForce Nebraska is in motion.*

The following list identifies current FutureForce Nebraska career pathway projects:

- Biotechnology/BioSciences
- Construction
- Entrepreneurship
- Finance
- Health Science
- Manufacturing
- Transportation, Distribution, Warehousing, and Logistics

To be kept apprised of FutureForce Nebraska projects, see www.FutureForceNebraska.org.



The Career Fields and Clusters Model was developed by Nebraska Career Education to show students, parents, educators, and employers how educational choices relate to career opportunities. Developed originally in 2004, it is now being used throughout the USA and in other nations as well.

Trade Shows

The following are excerpts from the Trade Shows that participants attended to share common information about the conditions facing Nebraska as well as the goals for workforce development, economic development and education. Dean Folkers and Seth Derner presented on *Nebraska CareerConnections* and *FutureForce Nebraska*.




What is NebraskaCareerConnections.org?
 NebraskaCareerConnections.org is a collaborative effort between the Department of Labor, Department of Education, and the Department of Economic Development as well as other agencies and partners to communicate information on educational planning, career management, and occupational resources for Nebraskans statewide.

Goal:
 The goal of this development effort is to conceptualize, design, implement, market, and maintain a comprehensive, Internet-based system that will support the career development and management needs of the citizens of Nebraska.

Target Populations:

- Students of All Ages
- Counselors
- Adult Career Changers & Unemployed
- Ex-offenders
- Employers
- Military Personnel
- Teachers
- Persons with Disabilities
- Parents
- Retirees
- Policy- & Decision-makers



NETWORK OF INTERESTED FOLKS
 THE COALITION OF THE WILLING

AP
 BETWEEN
 KNOWLEDGE
 NECESSARY
 SKILLS

2
 CREATE
 CAREER
 AWARENESS
 FOR THE GREAT
 JOBS HERE

7
 INDUSTRY AREAS
 • FINANCIAL SERVICES
 • CONSUMER DEV
 • INFORMATION
 • HEALTHCARE
 • ENERGY
 • ENTREPRENEURSHIP
 • BIOTECHNOLOGY

FutureForce Nebraskasm is a networked organization of people who want to have conversations about bettering workforce and education around economic development. There are two areas of focus: 1. Help people find their interests so that we can create a career path in that direction. 2. Create awareness of careers available in Nebraska. These are structured around seven pathways such as entrepreneurship and biomedical/technology. New pathways may be developed as we move forward.

Last year, Nebraska Career Education received grant dollars to create nebraskacareerconnections.org.

We are training schools on how to use this and in January we will be working with job seekers to utilize this tool through collaboration with Nebraska Workforce Development. This is a free service and we want to get it to the masses. We have videos and lots of information that walk people through the steps of the process. There is so much that you can do here. For example, you can drill down to the details of the career pathways. We not only tell you the degrees, but many of the typical class titles that you will need to complete at a college to move into that career. Then we connect you with actual local colleges and universities so that you can learn more about their offerings.

We have assessments within our system to help you find direction. We also include tools that others have developed. This toolbox helps you to measure your skills and map them to your interests.

You can also use this tool as a personal online resume. We track all of your assessments and your progress along your career path. We are integrating with secondary and postsecondary education so that you can update your progress and course completions.

Trade Shows – Workforce Development



Joan Modrell
Nebraska Workforce
Development

Welcome to the Workforce Development Tradeshow! Let me share with you a few fast facts:

- 3% unemployment state
- As of 2nd quarter 2006, our vacancy rate is 3.7%.
- As of Monday, we were paying about 10,000 claims on unemployment insurance. About half of those are attached workers, which are short term employment
- We have 45,000 employers in the state of Nebraska. There are 992,000 available workers with 962,000 of those currently working.

The workforce development system is governed by four boards

- The Statewide Workforce Development Board
- Tri-County Board
- The Lincoln Board
- One board representing the remaining counties in the state

Our Career Center has two customers: the employer and the job seeker. Today the Labor Exchange is the main focus of our services. We served 84,000 unemployed residents last year. Of the people we serve 68% got jobs and 80% or those were retained after six months. We also focus on serving our veterans and are proud of the progress with that group.

We have an internet service that allows you to add jobs, or search for them 24/7. We have 4,970 active jobs in our online database and more than 25,000 user accounts that are using the electronic labor exchange. We want you to use our labor exchange. As an employer, we can connect you with others. We can perform assessments for you like background checks. We have a career center and provide on-site services. Need customized training? We can provide that for you too.

Job seekers get a lot of benefit out of our electronic labor exchange as well. We can help find great matches for your skills and if you need to develop additional skills, we offer training opportunities. Learning and training are a big part of what we do. We can help you offset your training costs and further develop your employees so that you do not need to replace them, just retool them.

We offer safety programs and labor related information for English as a Second Language (ESL) and hazardous materials. Workforce has programs that can help you offset some of your insurance premiums.

We are starting to use a new technology called “spidering” to go out to our local employers and search for job opportunities and incorporate those into our listing. I would estimate that today we have only about 30% of the total job listing, and that is probably a generous number. We are going to see a significant increase in that when we integrate this new approach. We are on the cusp of some really great things.



Trade Shows – Economic Development



Caleb Pollard Nebraska Workforce Development

I'm going to give you a very quick overview and an idea of what we're working on. I'm very new and come from a perspective that you may not expect.

I'm very passionate about Nebraska. Our challenge is migration out of the state. The workforce is going down considerably. It's time we start addressing the situation now. You can see that people are aging.

How we've designed our solution is a marketing campaign. We want to provide a variety of entrepreneurial opportunities. I'm also working with people who are researching telecommuting. This will also relieve traffic congestion. We're going to be looking at a marketing campaign. What drives people today? Money or lifestyle? I think of the choices, there is more emphasis on lifestyle and that's going to drive our marketing efforts. With housing, sometimes there are needs for a large workforce in places where there is not much housing. We're looking to solve that.

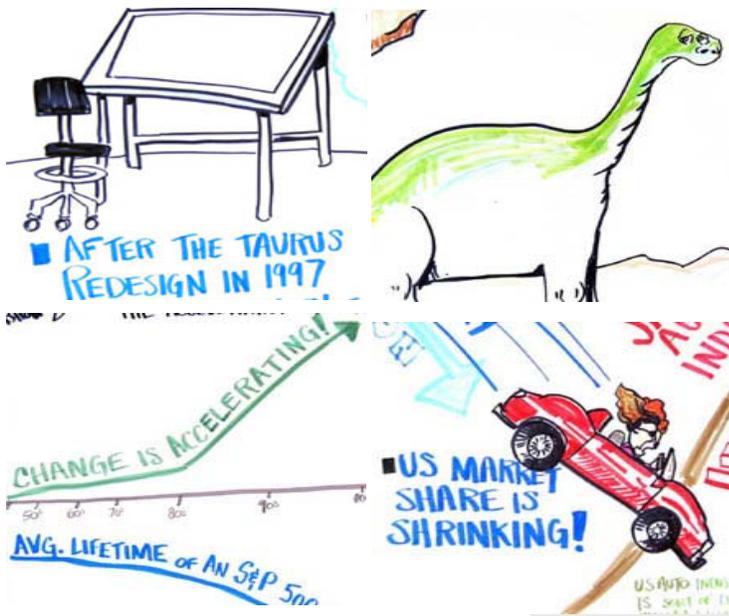
I'm going to be focusing on Nebraskans who want to stay and Nebraskans who want to come back. We need to help people be aware that there are fantastic opportunities here and this is a fantastic place to live.

In order to understand the opportunities of the future, we have to ask some hard questions. Is it possible with the current structure to offer the things people want to move here? Study results show that there is a lot of interest in venture capital and that's something we should go after.

We're 48th in the nation for economic development. What about young people interested in starting businesses? What you'll see is a shifting around the alignment in our department. This is a small piece of the pie. We need to emphasize the focus on Nebraskans. We need to have a people advantage. We need to grow the opportunities.



Trade Shows – Global Economic Change



Langdon Morris
Innovation Labs, LLC

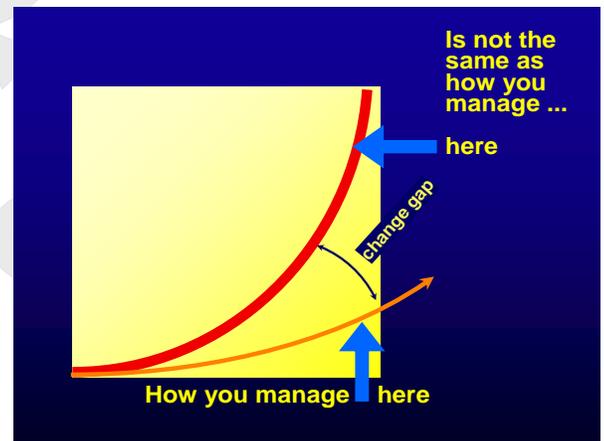
I'm one of the partners with InnovationLabs and have written a book on Permanent Innovation. I want to talk about change on a global basis. I'm going to be using an example of the auto industry. Ford and GM have reached the peak and they're looking down and wondering what they can do. Japanese companies are already operating with a new model. Have you heard of the Jobs Bank? These companies have people who show up to work to a building and sit for 8 hours with nothing to do. These companies have chosen to go over a cliff instead of collaborating.

You probably know that Toyota will surpass GM in the number of cars that they manufacture by 2008. Remember that the Taurus was the best selling car in 1996? Then they redesigned it. They killed the car. They achieved the opposite of what they wanted, which shows how poorly they understood the needs of their customers. It's all about learning and knowing how to make innovative change. Now I'd like to shift to making change on a global basis.

You'll see a similar curve in a variety of statistics: Moore's Law, the slope of carbon emissions, GDP, and others. You'll see a logarithmic slope.

That's the nature of reality. You can see the flatter line which is our learning curve at a regular pace. The difference between the sharp slope and the learning curve is what I call it the change gap.

That's what we're doing here. How can we bridge this gap to be successful? A specific example of this is the S&P 500. In a few years only 125 of those companies will still exist. The rest will either die, merge, be acquired, whatever.



This is called creative destruction. If you don't adapt to it, you don't survive. This is our challenge. Everything changes. And inevitably things will die.

It would be interesting to see the trends of Nebraska mapped out against those curves. This is our technology curve and this is the education of the kids. We need to build these partnerships in order to close this gap. There are currently more students enrolled in corporate universities than in regular 4-year academic schools.

We absolutely need partnerships. Education struggles to keep up with the technology and equipment base. We need partners. We need to overcome the outside factors that prevent us to meet this curve, whether it's parents or world languages or other barriers such as union agreements, expectations, and habits. We have to question our basic assumptions, such as a 9-month system. Relevancy will cure that. We need to open our minds to know ideas.

Economic and Demographic Data



Ernie Goss
Creighton University

We economists once thought that if you went below 6% unemployment rates, you'd have excessive inflation. Our economy has changed. Nebraska has the opportunity to take advantage this change. The number of farms is half as what there were 10 years ago. The farms today though are larger. Nebraska has unique challenges and unique opportunities. How do we as educators, labor market folks and the rest help take this situation and turn it into an advantage for Nebraska? We need to have a barrier-free Nebraska.

I hear complaints about the brain-drain but then I hear people say they want to obstruct immigrants. This doesn't work in Nebraska's favor. Young people want to leave everywhere, not just Nebraska, but also Georgia and New York. But we want to convince those who want to leave another state to come to Nebraska.

Renewable energy, such as wind power and ethanol, might be an industry. Ethanol is not good for livestock production in Nebraska, but good for the energy industry. In the long term, there are some solid reasons that Nebraska could be a leader in this industry. It seems that we'll far outstrip the natural resources. We need to address the fact that supply will outstrip our demand at the present rate. Right now we have 12 ethanol plants in Nebraska. It's pushing up the price of corn. In the long run, we need to think about not being corn based. There are other methodologies for ethanol production. There is a farm that wants to move to Boyd County to take advantage of the gluten to feed the cattle. They're running into obstacles because Boyd County doesn't want them to move there.

The Wall Street Journal had an interesting article on the apparel industry. It seems that we're talking through both sides of our mouths. The trade barrier created the inferior goods. I can see this situation in pharmaceuticals, but I can't judge the quality, so in that industry I'd like to see more controls. The people who create barriers to import aren't doing it because of the quality but to protect New York jobs. China has a car that sells for \$5,000. There are probably some quality issues, but it removes the barriers from more people owning cars.

How do we address brain drain? I think students who are 22 years old can't be appealed to—you could have them in Las Vegas and they'll still say that the night life isn't what they want it to be. I think you need to have different approaches to get a brain gain. We need to promote alternative energy, telecommunications and other emerging industries in Nebraska.

Is it the job that brings people here?
Yes. If you have great jobs, they will come.



Vision

The group's vision was developed through a collaborative activity in which the participants created the tables of contents for special 2011 editions of each of the 7 magazines shown below and on the following pages.

The story titles are indicative of the work that needs to be done to bring Nebraska's economy into the 21st century and the universally positive views showed both the vision and the spirit that the participants brought to the workshop.



Workforce Today

An Example for Us All

How Nebraska has taken a radically successful approach to learning in order to meet the workforce needs of tomorrow

Table of Contents

- Biz Speakers Bureaus Bridge Relevancy Gap in K-12 Education
- Nebraska Educators Work Directly With Private Business Accrediting Organization
- Internships Bring Business & Education Together
- Business Mentors Lead the Way
- Dual Career Credit Programs - High Schools & Community Colleges w/o the Red Tape & Separate Agreements
- Emphasis on Life & Work Issues
- Micro-Venture Program Builds Young Entrepreneurs
- Mission: Learning, Earning, & Living - It's a "Package Deal" to Progress
- Governor Gives Free Laptops to Underemployed Women; Special Training Secures Them Better Jobs
- Find Out What They Love to Do and Help Them Pursue an Education
- One Stop Provides Cell Phones to Job Seekers
- Immigration Works for Nebraska

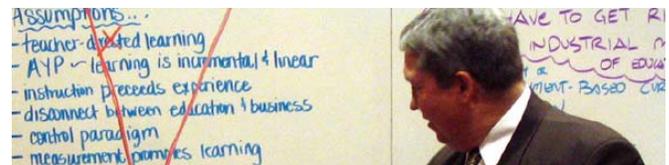
TIME

The Nebraska Miracle!

How Nebraska turned an economic disaster into the New Model for the Heartland

Table of Contents

- Reinventing the Rural Entrepreneur
- Nebraska Small Businesses Boom: Marketing Globally Over New Broadband Capacity
- East Meets and Works With West
- Using Technology to Provide New Business to Rural Nebraska
- Technology Rocks! Nebraska's Rags to Riches Story
- Generation "Gap" Eliminated
- Is Big Always Better? Small Business Flourishes in Nebraska
- Work Where you Want - Live Where You Want (Enjoy the Good Life)
- Former Nebraskans Return to Start New Careers
- Technology Reaches the Hinterlands



Vision



Economic Development Weekly

Make Room for Big Ideas!

If you think ethanol is revolutionary, wait until you see what Nebraska is doing with education and economic development!

Table of Contents

- Nebraska Lands Ford Hybrid Plant Thanks to Biz-Ed Partnership
- Bio-Diesel
- Accent Modification
- Small Businesses Spur Rural Economic Development
- Entrepreneur Class is Core Curriculum
- The Community College Connection: Flexibility, Responsiveness, Economic Leveraging
- Never Say Never – Take Chances, Plan Well
- Nebraska Leverages World-Class Education System into Economic Driver
- Keeping the “Brains” in Nebraska through Economic Development
- RAIL System – In-State; In-City
- Micro-Venture Fund Grooms Hipster Entrepreneurs
- Entrepreneurship for Teens in Business
- Consolidation & Clustering Work for Nebraska

Education Nation

Nebraska Earns an A+

Nebraska changes the dynamics of how students, teachers, parents and employers work together

Table of Contents

- Continuous Education & Re-education Become the Focal Point for Nebraska
- Web-based Education – Anywhere, Anytime!
- Erase the Lines: Transparency between K-12, postsecondary + Career for Success
- High School Students Get a Head Start – Earn College Credits, Receive Work-based Learning Experiences in a Career Path
- Companies “Adopt” Elementaries and High Schools; Provide Equipment to Facilitate More Training
- No Communication Barriers, Good Ethical and Work Habits for All
- Peter Kiewit Institute Involves Industry + Parents + Teachers in Education
- Libraries Bring Campuses & Communities Together
- High School Similar to College Internship Requirements
- “No More One Size Fits All” – Disengaged Youth who Previously Left School Without a Diploma have a Path Leading to Success

Vision



The National Journal of Partnering

Nebraska's Key for Success
Nebraska uses partnerships as the foundation for effective change

Table of Contents

- Dream-It, Do-It Campaign a BIG Success
- Workforce Investment Board Joins Partnership
- Consensus Building Makes All the Difference
- Community Agencies PLAN Collaborative
- Retained Rural Workforce Fully Funds Philanthropic Needs of Non-profits Which Generate Additional Workers to Fill Jobs Open in the Community
- Regional Group Markets SE Nebraska to National & Global Site Selectors
- Chamber Business – Education Partnership
- Schools Making the Connection with Business
- Collaborations: More is More
- 'Governing by Network' Model realized in Nebraska
- Community Colleges Providing Business Basics for Immigrants
- Pooling Resources for All: WIA, Perkins, Others Used for Economic Development & Work Readiness



Nebraska Economics

The Grand Experiment has Worked!
Changing Focus: Nebraska is heralded for overturning the nations most significant workforce exodus

Table of Contents

- Rural workforce Utilized Due to Collaboration and Use of Technology
- Entrepreneurship
- Bring them "Home"
- Capitalizing on a Unique Social Context: Businesses Care
- Bringing them Home: Outreach & Connection to Those Who Wanted to Come Back
- Collaboration Leads to Education, Training to Supply the State with Qualified Workforce
- Great Nebraska Work Ethics – Knowing We Must Do the Job Ourselves or it Won't Get Done
- Using Technology to Keep People in Rural Areas
- Cheap Housing
- Social Entrepreneurism: Creating an Entertaining and Inviting Community for all Ages
- Immigration: Welcome to the "Grand Life"
- Businesses Teach "Life Skills" as Part of Benefits Package



Vision



Innovate!

Innovation at Work and School

Innovating to success in the schools and businesses of America's heartland

Table of Contents

- iPods: Lesson Plans on the Web
- Video Gaming as Education & Career Training Tool
- Real Time: Education & Work – Any Time, Any Where
- Inclusive Education
- 1 Laptop; 1 Student
- Curriculum Immediately Responsive to Innovations in Workplace & Society
- Internships for Teachers & Students
- Students Learn Content Through Relevant Problem-Based Curriculum
- Technology Bridges the Gap Between Students and Careers
- High School Classrooms in the Business Setting
- Emphasis on Work-Life Issues and Balance
- Actions = Consequences = Results

Vision Summary

The common themes that run through these articles give strong indications of the themes and topics that must be developed throughout the state in the coming years in order to meet the social, economic, and educational challenges of our times.

Highlights include:

- Close partnerships between educators and employers to bring the real world of work into the educational process through internships, mentoring, apprenticeships, resource sharing, and strong communication.
- A resurgence of entrepreneurship throughout the state to bring business opportunities to rural communities, supported by educational initiatives at all levels coupled with state-wide economic development initiatives.
- A strong technology backbone throughout the state to provide high speed broadband linkages to the cities, towns, and rural areas.
- Support for new immigrants so that they feel welcome and are readily able to join the productive workforce.

Together, all of these themes and concepts constitute a strong vision for the future of our state! It is the mission of FutureForce to make this vision a reality.

Manifesto

We, the participants in this workshop, in an attempt to create a more perfect state, support the creation of social, cultural, and economic opportunity for all residents of Nebraska by embracing our strengths and bridging our divides through creative and collaborative problem-solving and strategic alignment of resources. We will create statewide solutions and apply them locally, promote positive community communication and exchange throughout the state, and align our activities to support these goals!

The Conditions

The workforce in Nebraska is graying and will continue to shrink unless we step forward and change how we think about education, business, the global economy, our communities, and the linkages between them.

The world of learning is flat; what happens everywhere in the world affects us.

School is not a building, it is a process. 21st century learning is different than in the past.

Learning is a lifetime activity; it never stops.

All students and all of our partners are working towards creating viable 21st century careers.

Our Commitment

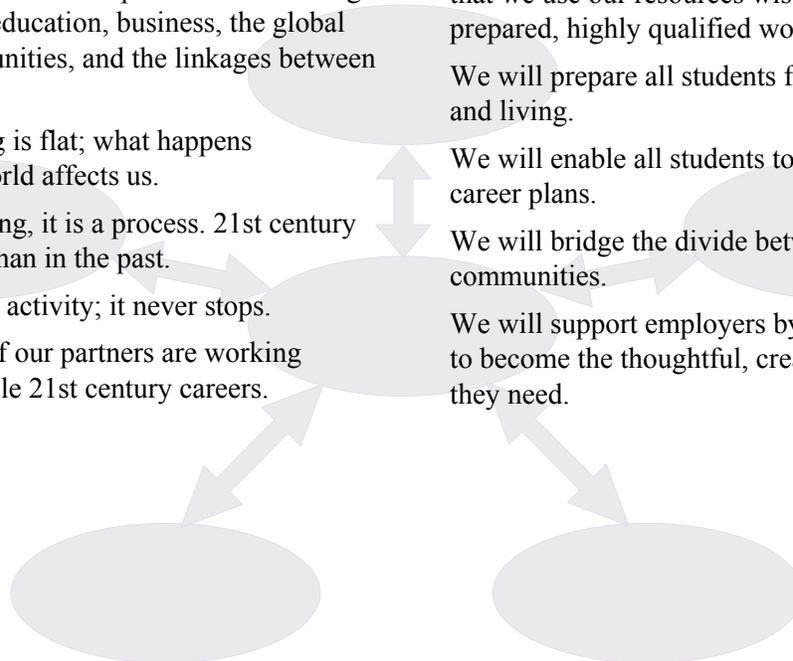
To support the future of Nebraska we must ensure that we use our resources wisely to provide a fully prepared, highly qualified workforce for our state.

We will prepare all students for learning, earning, and living.

We will enable all students to prepare self-directed career plans.

We will bridge the divide between urban and rural communities.

We will support employers by enabling our students to become the thoughtful, creative, ethical workers they need.

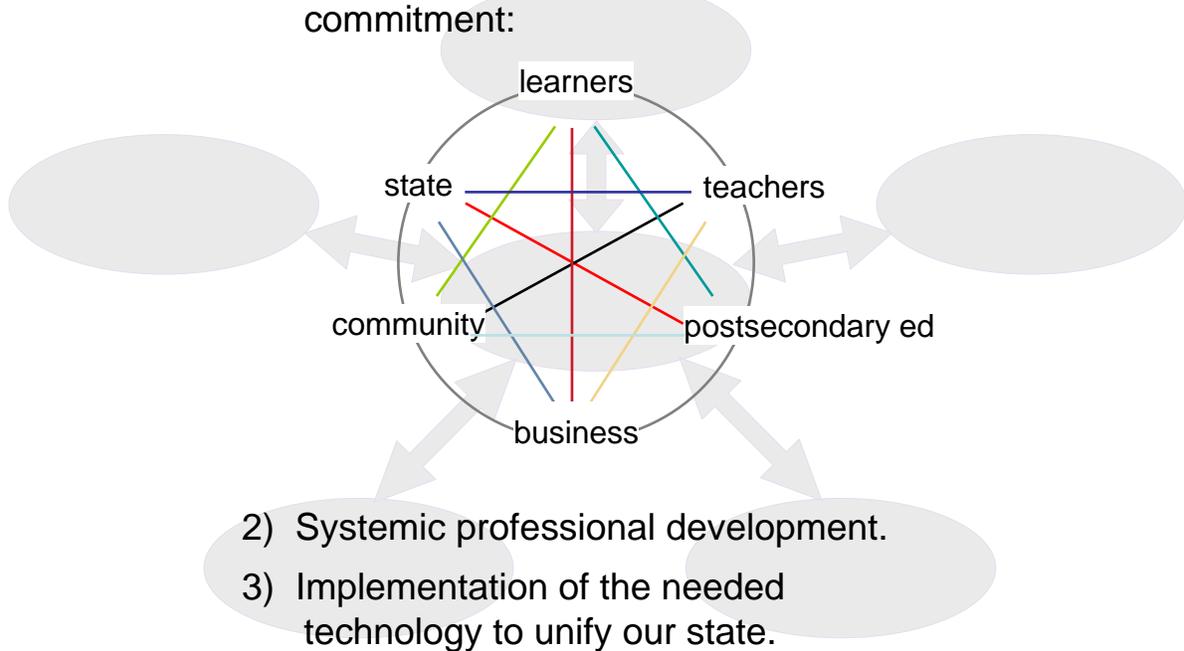


Manifesto

The Means

We will achieve this through many means, including:

- 1) The creation of a system that links all stakeholders in effective partnerships to realize this vision and fulfill our commitment:



- 2) Systemic professional development.
- 3) Implementation of the needed technology to unify our state.



6-Year Plan

Key Goals:

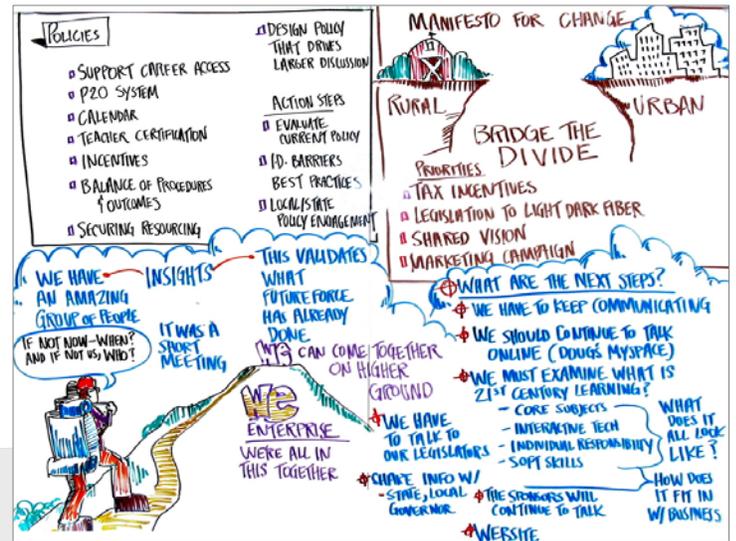
Replace Restrictive Legislation with Enabling Legislation.

Bridge Gaps Between Education, Business, & Economic Development.

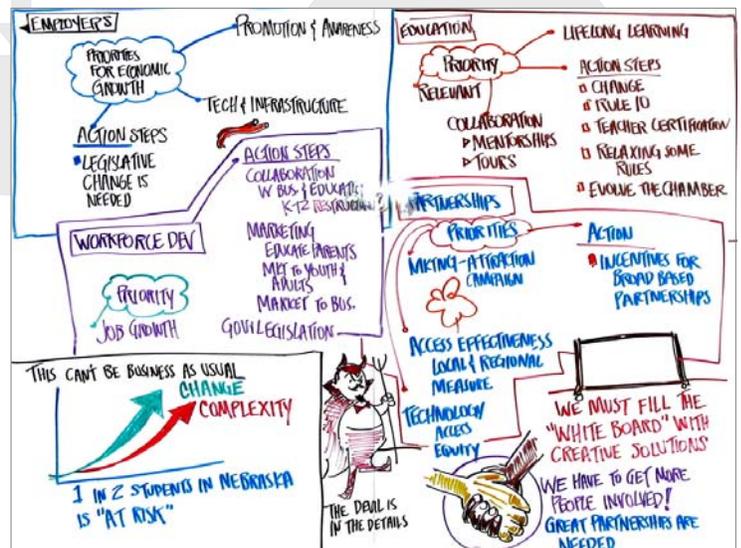
The Nebraska Career Education Model is shared with higher education and business/industry. Job openings are shown by cluster.

The Departments of Labor and Economic Development support this approach.

People throughout the state understand and support this initiative.



These synthesis graphics were created in real time during the workshop by Christopher Fuller, InnovationLabs.



6-Year Plan

In creating a six year plan during which the goal is to fulfill the Commitment as stated in the Manifesto it is clear that the work must be approached as a system and that the implementation plan therefore begins with the complete design of the system following with completion of each of the elements.

Key Goals: Replace Restrictive Legislation with Enabling Legislation, and Bridge Gaps Between Education, Business, & Economic Development

Year 1

Year 2

General Themes	Design of this System	
Business & Industry	Identify opportunities to support student and career awareness	Identify opportunities to support student and career awareness Provide training
Economic Development		Use grant resources to make this system stronger
Labor/ Workforce Development		Incumbent Working Training Program with matching funds from business
K-12 Education	Use system for curriculum, guidance Personal Learning Plans for Students	Personal Learning Plans for Students Re-think graduation requirements
Postsecondary Education	Begin to apply internships model; Employer Training Placement	Internships; Employer Training Placement
Legislative	Identify & remove restrictive laws that prevent students from experiencing the workplace; Allow non-profits more freedom to support biz-education partnerships	Priority: Funding & continuing the removal of barriers

6-Year Plan

	Year 3	Year 4	
General Themes	Full-Scale Implementation of this System	Full-Scale Implementation of this System	
Business & Industry	Identify opportunities to support student and career awareness Provide training	Identify opportunities to support student and career awareness	
Economic Development	It's all functioning as a system - Providing & Receiving	Major system enhancements	
Labor/ Workforce Development			
K-12 Education			Use system for curriculum, guidance Personal Learning Plans for Students
Postsecondary Education			Internships; Employer Training Placement
Legislative			

6-Year Plan

Barriers to Overcome:

- Separation between business/industry, educators, and communities
- Contradictions in the certificates process between secondary and postsecondary
- Non-competitive issues between business/industry and education that inhibit career training

Year 5

Year 6

General Themes	Full-Scale Implementation of this System	Full-Scale Implementation of this System
Business & Industry	Identify opportunities to support student and career awareness Provide training	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Partnerships that adapt to changes as they occur</p> <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Everyone in One System for recruiting, retention, & continued training.</p>
Economic Development	Use grant resources to make this system stronger	
Labor/ Workforce Development		
K-12 Education	Personal Learning Plans for Students	
Postsecondary Education	Internships; Employer Training Placement	
Legislative	Priority: Funding & removal of barriers	

Next Steps

The FutureForce Executive Board will review the contents of this document and develop a strategic action plan. This plan will guide our work for the next several years as we continue our partnership. The six-year plan developed at the Forum will provide the foundation for our future work. We look forward to sharing the final plan with each of you when complete.

We sincerely appreciate the contributions of everyone that participated in this important Forum. Combining the wisdom and experience of many amazing minds produced a series of great thoughts as we move forward to create the future of our state.

Proprieties for Developing our Workforce

The two teams that came together to work on this topic each took a little different route. Our recommendations are:



1. Focus on job growth of highly skilled workers to raise the standards.
2. Secure the Governor's and legislative support in order to really make the changes we want.
3. Create a strategy to educate the parents about the opportunities here in Nebraska in each of our communities.
4. Develop a campaign to market and promote the current success of Nebraska businesses to students and parents.
5. Build collaboration between business and industry as well as looking at whether or not we need to restructure our education system.

Proprieties for Education

We tried to do some prioritization and I don't think we finished. We looked at collaboration between business and industry for students and teachers. Our recommendations are:

1. Expose all students to the diversity of postsecondary educational opportunities.
2. Develop a passion for lifelong learning in all students and adults.
3. Explore how to change a few things like the school year, limitations of the school building and teacher certification.
4. We can't put students into manufacturing situations until they're 18, but maybe we can change some of that legislation.
5. We did talk a fair amount about collaboration. Is it industry going to education or vice-a-versa? How can we make it more of a partnership?



Next Steps

Proprieties for Developing Partnerships



All our suggestions are anonymous. We came up with four priorities:

1. Conduct a needs assessment that will drive the reason for partnerships.
2. Assess effectiveness of partnerships so we can focus on the ones that are working and those that are not.
3. We talked about technology and the priority of developing technology resources.
4. Develop an action plan that supports incentives that support business and industry.

Priorities for Partnerships with Employers



We focused on the priorities of employers to support economic growth in the state. We did brainstorming on action steps that moved us toward our vision. There was a lot of discussion around change, the need for collaboration and how to make change happen. Our recommendations are:

1. Encourage collaboration to help make the necessary changes to address the issues and opportunities.
2. Fully develop our state's technology infrastructure.
3. Develop a campaign or program about promoting Nebraska to parents and students. We need to build awareness about what we already have and what needs to go on.

Priorities for Creating Policy

We want to do some creative things. Right now the policies are focused on procedures and we want to find a way to balance it on things that are focused on outcomes.

1. Create policies that are supportive of collaboration, career awareness, skills and knowledge, things that drive the P20 system.
2. Acquire adequate resources to do what we need.
3. Design policies that drive larger forums of discussion in creating policies as decisions are made or implemented.
4. Start by honestly assessing the impact of current policies.
5. Identify the barriers and design policy alternatives.
6. Get buy-in and drive the understanding for the need for change.



Priorities for the Manifesto for Change

We combined our lists, including aging workforce and technology gaps. We have a new word, which is **cooptition**. Our recommendations are:

1. Create opportunities that are a win-win for all parts of the state.
2. Create incentives that increase our workforce. This kind of fits into a legislative issue.
3. Create a marketing campaign to address what has come up in every round of work today; we created a manifesto that will go out to everyone.

Day 2

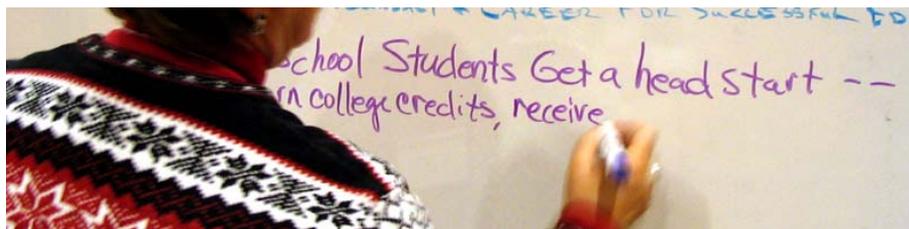
Perkins Grant Focus Areas

Carl D. Perkins Focused Session

The Nebraska Department of Education is in the process of developing a new state plan through the application for Federal funds under the Carl D. Perkins Career and Technical Education Act of 2006. The Perkins Act will provide dollars for the improvement of career and technical education for the next six years. In an effort to focus these dollars for maximum impact, day two of the Forum was devoted to identifying best practices for the use of the Perkins funds. Building on the inputs of the previous day, the groups looked at focus areas that addressed the requirements of the new legislation.

On Day 2 of the workshop, groups spent time discussing each focus area and how to use the Perkins funds for maximum effectiveness. The overarching goal remained school improvement and increasing student achievement.

1. **Secondary & Postsecondary Articulation**
2. **Accountability**
3. **Academic & Technical Rigor**
4. **Program of Study**
5. **Target Funding and Innovation**
6. **Professional Development**
7. **Innovations**



Perkins Grant Focus Areas

Focus Area 1: Secondary & Postsecondary Articulation

Recommendations

1. Create a common definition of terms used in secondary/postsecondary transition.
2. Explore industry certifications available to high school students and how Nebraska schools may provide instruction to prepare students for these certifications.
3. Explore how a student might obtain an associates degree and high school diploma simultaneously.
4. Create a statewide system for secondary/postsecondary transition that is not constrained by certain institutions/schools and does not limit opportunities for students. The new Perkins Act must provide resources to explore the creation of this new statewide system.
5. Conduct a study of the economic barriers that currently prohibit effective secondary/postsecondary transition. Identify the barriers and propose solutions that serve the student and the state.
6. Conduct a study of the policy barriers that inhibit the development and implementation of effective secondary and postsecondary transition and proposed solutions to these barriers.
7. Create a focused task force representing all partners as well as the Governor's Office, Unicameral and state agencies such as Department of Labor and Department of Economic Development to provide oversight of the studies (proposed in #5 and #6) and create recommendations for needed changes in policy and funding.

Perkins Grant Focus Areas

Focus Area 2: Accountability

The most significant idea from our group regarding accountability is that we could reduce the burden through a statewide consortium. Each LEA would contribute a portion of their funds to this overarching group. We would then deal with things that affect each of them and attempt to provide and coordinate the common resources that all the schools need.

We would also try to coordinate between the STARS and IPEDS to create a common data capability. We also want to have consistent assessments especially in the area of technical skill attainment.

The Perkins regulations on accountability are unclear. Part of our frustration and struggle is related to how much time and effort we spend on a system to collect data, but we don't know how locals are using the data for school improvement.

We're looking to have an accountability summit at some point to help resolve these issues.

We also looked at using satisfaction surveys as a way to measure progress. Several people asked if there are other or better measures that we want to add, but we don't want to add additional data collection burdens. If we can benchmark and measure what we do, we'll be more successful.

Our current STARS assessment system is based up the premise that those who are closest to the student should determine whether the student is meeting the standards. It seems that we could expand on that premise and have some flexibility with Perkins as well.

One of the things we're struggling with is the requirement for technical skills assessment which should really be the bread and butter assessment of career and technical education. An effort to create consistency of aligning industry standards makes the most sense to use. But everyone will be at different levels, so how do we orient ourselves to that?

Comment: If we're going to say that all teachers are career educators, then it would simplify things if we could have all students be on a career track.



Perkins Grant Focus Areas

Focus Area 2: Accountability

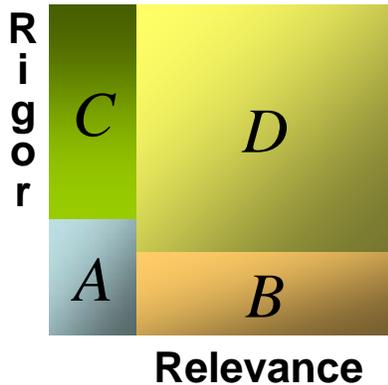
Recommendations

1. Create a statewide consortium of Local Education Agencies (LEAs) to work together to improve our statewide data system. If all LEAs contributed a portion of their Perkins allocation to the consortium more could be accomplished than individual schools would be able to do in isolation.
2. Continue to look for ways to collaborate with existing data structures such as STARS and IPEDS. Continuing to work with the Department of Labor and Postsecondary Coordinating Commission will help strengthen the quality of our data.
3. Conduct an accountability summit to ensure schools are all on the same page and conducting training in how to use data for improvement and increased student achievement.
4. Consider creating a standard, statewide measurement for technical skill attainment to provide an accurate picture of student achievement.
5. Create a mechanism to share data results with the Governor, Legislature, and state agencies (e.g. Department of Labor and Economic Development). The efforts and results should be coordinated with statewide workforce and economic development efforts.
6. 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. This includes rethinking the use of nontraditional funds to make a greater statewide impact.



Perkins Grant Focus Areas

Focus Area 3: Academic & Technical Rigor



All curriculum content has to be taught with rigor and relevance. Dr. Daggett's rigor and relevance chart showing the ABCD quadrants shows that rigor and relevance has a larger quadrant (D).

The Perkins Grant program needs to embrace contextual learning that supports 21st century skills. We identified critical thinking as a key part of the process. To make that happen we are suggesting an advisory council that includes representatives from all subject matter areas and ensure a common language.

We need to start making connections for the students, to include postsecondary participants on these councils, and have our administrators use the in-service time to develop curriculum instead of expecting teachers to develop it in isolation.

These councils should require a high degree of interdisciplinary activity. We need to align curriculum that leads to certification, a diploma, or degree. We need to use some kind of assessment, like CALS or TAB. Work Keys could be used there too. Students should indicate their preferences and demonstrate skills early enough so that interventions could be offered where needed.

We would have to address some legal issues for student certification for some professional areas including SkillsUSA or Pharmacy Aide, as well as safety certifications.

We would want cluster councils. There are various certifying agencies, but we'd like to have a state-wide council so we don't have to go through each different ones. We'd like the council to develop virtual walk-throughs to businesses so that they could see operations live, not just a video tape. We could also have the students make the virtual walk-throughs or maybe do something with SecondLife as avatars.

We have the students do presentations so that we identify what kinds of skills the students gain by doing these things. Right now we don't do that very well. We went through an example of how home schooled students could get a degree by choosing what courses they want to do. We also looked at organizations such as 4-H, Boys Scouts, and Girl Scouts and asked whether or not they can get the information they need through these organizations to support learning.

Perkins Grant Focus Areas

Focus Area 3: Academic & Technical Rigor

Recommendations

1. Review all career education curriculum areas to assess academic and technical rigor. This must be done on a local level with a tool or guidance developed by the state to help schools really evaluate the rigor of curriculum.
2. Continue to explore how schools teach and assess the soft skills or workplace readiness skills. CALS is a good start, but more help with interventions for students to give guidance on the development of these skills is necessary.
3. Explore the availability of industry certifications for career education students and how those might align to postsecondary certificates and degrees.
4. Create a statewide advisory council to coordinate NCE with sub-councils for each of the career fields/cluster areas. These councils will assist with defining rigor of curriculum, meaningful assessments, and extended learning experiences for students. The councils need to equally represent secondary, postsecondary, and employers in the career field/cluster area as well as representatives from all subject matter areas. This process addresses the issue of integration of academic and career education. FutureForce Nebraska could serve as the mechanism for these councils to exist and provide input. Involve the Department of Labor and Economic Development to make certain Nebraska's workforce needs are addressed.
5. Identify models and best practices to share on a statewide basis. These might include meaningful senior projects, extended learning, career academies, etc.
6. Create a true partnership with academic education to break down the artificial walls and help students develop a meaningful plan of study that prepares them with academic and technical knowledge and skill in the context of their chosen career field.

Perkins Grant Focus Areas

Focus Area 4: Programs of Study

We started with the definition of a program of study as we currently understand it. We understand that schools will be able to adopt state models or develop their own programs of study. This gives schools a chance to create programs of study to meet their student and community needs. Using the NCE model shows a possible alignment of curriculum for the programs of study.

We looked at the requirements of a program of study that are outlined in the language of the Perkins Act. Schools will need to identify supporting academic courses, such as those which have a direct tie to that particular program of study. If someone puts together a manufacturing course, you could include geometry and trigonometry because that ties together. Schools will also have to look at how their courses connect to the postsecondary level. Students could take courses at postsecondary colleges to enhance or complete their program of study.

We need to include value-added experiences that can also contribute and be a part of these programs of study. These could include extended learning opportunities, career student organizations, senior projects, etc.

A concern is around assessment of learning and knowledge/skill development throughout and at the end of the program of study. We need some kind of assessment that helps determine the level the student is at when transitioning from secondary to postsecondary education.

Recommendations

1. A final definition from the USDE and NDE on what program of study requirements are and how to implement and report is essential.
2. Develop a plan and tools to help schools use programs of study in counseling of students. The new personal learning plan seems to be a natural fit to help implement programs of study.
3. Bring secondary and postsecondary educators together to determine how programs of study bridge between secondary and postsecondary programs. Make the transition as seamless as possible and create opportunities for students to advance according to skill and ability—not just seat time.
4. Collaborate with the Departments of Labor and Economic Development to make certain programs of study are relevant for Nebraska jobs. FutureForce Nebraska may be a natural partner in this effort.
5. NDE should capture and disseminate best practices for inclusion in programs of study that enhance the students' experiences. Examples of great extended learning experiences should be shared and virtual experiences created to provide meaningful opportunities for all students.

Perkins Grant Focus Areas

Focus Area 5: Target Funding and Innovation

We looked at what the Perkins Grant system funds now, such as equipment and career exploration. Postsecondary also funds salaries. The money has been used appropriately, but probably doesn't stimulate as much innovation as it could to improve career education.

We started over with a blank slate and by thinking innovatively came up with this plan:

- We felt there is need to emphasize leadership development. FutureForce could provide the leadership for the use of funds that could lead to innovations in every career field. This is a huge task to coordinate and it may need to have a separate board.
- We need to explore options for developing criteria for the distribution of funding. There may not be many options under the Law, but we need to explore any possibilities that could exist to designate funding for innovation.
- If we're going to cut or limit funding in one area, we need to identify alternative sources. We also need to communicate best practices.

Recommendations

1. Do not to create state limits on use of funds. Rather, encourage locals to use funds for program improvement and innovation. Use leadership rather than punitive measures to help locals understand how they can use the money innovatively to lead to program successes.
2. Capture best practices and promote state models of excellence for others to emulate as they look for ways to improve career education.
3. Adhere to the requirements of the Law in the use of funds. We may need to be creative in using Perkins funds to create opportunities for special populations to benefit from career education programs.
4. Innovative programs should focus on connecting secondary and postsecondary education and eliminating barriers for students. Innovative programs need to identify any policy issues or stumbling blocks that prevent great ideas from becoming reality.
5. FutureForce may be a natural body to help in creating and promoting innovative programs that meet our state's workforce and economic development needs. We cannot continue to offer the same old programs with the same old curriculum if we are to prepare students for the 21st century workplace. We need a push from business/industry and the employer world to help us know how to focus our energies and change our programs. FutureForce could lead that effort.
6. Career education must be at the table during discussions of rethinking the high school and improving education. We need to continue to work to break down the barriers between the academic core and the other curricular areas.

Perkins Grant Focus Areas

Focus Area 6: Professional Development

We started looking at outcomes and focused on 21st century skills. We need partners including business/industry and employers actively working together with educators from all levels. Teachers will start facilitating more experiential types of learning. We also talked about teachers having professional growth plans like the students' personal learning plans.

We want everyone to have a common mission and everybody agree that this is the right thing to do. We think the components of the NCE model are very important and we need to help people understand why and how it's all connected together.

We need to build a case, and use the InnovationLabs collaborative workshop model to develop curriculum and a methodology to teach through experiential learning. We would restructure the NCE conference to focus on career clusters and pathways rather than the traditional disciplines and open the conference for all teachers. We can't continue to sit in our discipline groups and not talk to each other.

We want to have train-the-trainer cadres that can help schools adapt their curriculum and implement the NCE model.

We also talked about accountability. Teachers need to be held accountable for making the changes.

In these conversations, we created a plan. One of the first things is to create that buy-in, and we could do this in a collaborative setting. We can use the people in this room to do that. Many of us has been through this process enough that we can do this ourselves.

We want to utilize current business professional development trainings and even though we're not at the table now, maybe we could partner with them to improve the skills of educators.

We thought having a training account to provide funds so that teachers can tap into and have conversations with their administrators before and after, to talk about what they're doing, would be a good idea.

We should have a statewide Perkins professional development consortium and a multi-year plan for access to quality professional development and funds for a statewide focus.



Perkins Grant Focus Areas

Focus Area 6: Professional Development

Recommendations

1. Use the 21st century skills as a starting point to evaluate curriculum and teaching making certain Nebraska schools provide relevant education for students. Agree on common definitions for 21st century skills and how and how these are taught and assessed.
2. All teachers, including career education teachers, should have professional growth plans. All teachers, but in particular career education teachers, should partner with employers and business/industry to gain experiences they can share in the classroom and make their instruction more relevant.
3. Establish a common mission for professional development on a statewide basis. The idea of developing a statewide consortium that everyone contributes Perkins funds to could be used to create and deliver a planned, multi-year professional development program that would pay big dividends for improving student learning and provide the needed statewide focus.
4. Develop a strategy for creating a commitment of all teachers to the idea that students need to prepare for postsecondary education and a career. We need to understand that postsecondary education is not an option anymore and that it can mean OJT, workshops, 2- or 4- year education. All teachers need to understand how to make their curricula relevant for students so they see the value in their future career plans.
5. Create materials and programs to help all teachers understand the NCE model and the need for breaking out of the traditional discipline silos to provide relevant experiences and 21st century knowledge and skills for all students. This should be done through a coordinated statewide professional development program.
6. Partner with business and industry to take advantage of their training materials and opportunities to strengthen our instructional programs. FutureForce Nebraska could be the vehicle to bring educators together with business and industry to share in professional development – it's a win for everyone.
7. Explore the idea of a professional development account for all teachers (secondary and postsecondary) that could be used to upgrade their skills and improve student achievement.
8. Create a focused statewide professional development plan to address the needs of our changing students and the needs of business and industry partners. The plan should be developed jointly with business and industry to meet the workforce and economic development needs of our state. Focus must be given to provide teachers with strategies to help special populations achieve their education and career goals.
9. Restructure the NCE Conference to break out of the traditional discipline days that trap teachers in isolation. Restructure around clusters/pathways and involve more non-CTE teachers in NCE as well as more postsecondary instructors.

Perkins Grant Focus Areas

Focus Area 7: Innovation

The purpose of this theme area is to help us all to think outside the box while keeping in mind that we really need to reinvent the box that education is inside. Sometimes thinking creatively is not very secure and sometimes we have to create a certain level of competence and confidence before we can break open the wall and enter the arena.

We looked at the s-curve and jumping off into the pool. The pool is pretty empty right now.

We need to create many prototypes, not just one. We need personal learning plans because each student is different. So we need to do that with our prototypes as well. We need to build around the strengths of the adults in our system. We need to blur the lines between business, industry, and education. We need to understand the process of facilitation but not necessarily the content.

We need to create the ability to build buy-in. We may not know what business and industry want today, but we can find out. We need to build flexible learning systems that are responsive to the kinds of needs of our kids and our community. We need a different funding system and not based on seat time. We need to blur the lines between consumers and producers.

We need to experiment with joint determination. We need to take ideas from you and the students and the parents so that we can get a higher level of buy-in. We need to facilitate learning.

We came into this workshop as learners and produced things. These should be requirements in our school system. Everyone can benefit from this.

We need systems that work together over distance. We need to not be afraid to go outside our system to make this work and grow. We need to create prototypes that will give us the confidence to go outside our current system.



Perkins Grant Focus Areas

Focus Area 7: Innovation

Recommendations

1. Continue to create opportunities for dialogue about effective practice and focus on meeting the needs of all students through innovation.
2. Rapidly deploy a statewide system of on-line and distance learning options to expand offerings and experiences for all Nebraska students.
3. Continue dialogue with business and industry and partner with workforce and economic development to meet the changing demographics and needs of our state.
4. FutureForce Nebraska and other groups need to help us collaborate and blur the lines between education and business/industry in Nebraska.
5. Maximize the use of Perkins funds and other discretionary funds to help promote innovation in Nebraska education.
6. Focus on preparing our students for the 21st century—not the 20th century—meaning a need to look different, teach different, and connect with students in new and different ways. Look beyond the four walls of a building and recognize that education is not the sole and exclusive right of a building, it exists throughout our environment. Harness new ways to prepare our students for the 21st century.
7. Try new approaches and models in education. Support from NDE and a need to educate our communities and boards on why a change is necessary is essential.

Next Steps



The recommendations of this document will be reviewed by the Nebraska Department of Education, Career Education staff as they progress with the development of the State Plan for the Perkins Career and Technical Education Act funds. It has provided a great framework for our ongoing discussions about maximizing the use of the Perkins dollars for the improvement of education, student achievement and the economic viability of Nebraska.

This is not the end – just the beginning...



Appendix/Background

The Perkins Grant

Federal Perkins Career and Technical Education Act

SEC. 2. PURPOSE

The purpose of this Act is to develop more fully the academic, vocational, and technical skills of secondary students and postsecondary students who elect to enroll in vocational and technical education programs, by –

- (1) Building on the efforts of States and localities to develop challenging academic standards;
- (2) Promoting the development of services and activities that integrate academic, vocational, and technical instruction, and that link secondary and postsecondary education for participating vocational and technical education students;
- (3) Increasing State and local flexibility in providing services and activities designed to develop, implement, and improve vocational and technical education, including tech-prep education; and
- (4) Disseminating national research, and providing professional development and technical assistance, that will improve vocational and technical education programs, services, and activities.



During the next 6-Years, Nebraska will receive \$45 million in Perkins Grant funding from the Federal government. When we began planning how we might approach this, we pulled together committees, but soon it started looking like it's always looked.

Eventually we realized that the correct positioning for our use of this money is in addressing the widespread concern that America is losing its competitive edge. This focus on competitiveness has given us a mandate and challenge in how we use these funds.

While \$45 million over 6-Years is great, it's not quite enough to do all we want to do. Perkins funding represents about 7% of what is spent on technical education in Nebraska.

Historically, Perkins money has been used to fund equipment and new technology, and the mindset of the use of the funds is still the way we get "new stuff."

While providing relevant equipment is important, we need to think differently about how we foster innovation in Nebraska career and technical education. We want to leverage Perkins differently- to make necessary changes in curriculum and instruction. Perkins could be the incentive dollars to help initiate meaningful changes to the improve the quality of education and increase student achievement.

We need to focus on what is good for student and adult learners and what is good for the state. One of the major themes in the new Perkins is strengthening the collaboration and making the transition from secondary to the postsecondary education. We are not just talking about technical courses but the whole transition process. We could use Perkins to create new statewide systems to improve the transition between secondary and postsecondary education.

The new Perkins legislation calls for the concept of “programs of study.” They are sometimes called majors at the postsecondary level, but at the secondary level we’ve never fully implemented programs of study. This will be a big change that we have to plan for carefully.

We also need to look at the area of professional development. We need a sustained program of professional development and not just an hour or half day here or there. We could focus on creating a state-wide professional development plan that aligns with other professional development efforts in the state.

Another topic that all of us are passionate about is accountability. Diploma and graduation rates are part of this process. On the secondary and postsecondary level technical skill attainment is a measure that we need to carefully consider. This really needs to be some type of state or industry-based certification or documentation of skills attained.

The new Perkins legislation ties accountability to sanctions. The sanctions are not only at the state level but also at the local level. We need to implement the concept of sanctions to be used for school improvement rather than being punitive in nature. We need to reduce the burden, simplify the process, and flip it around to use data to drive continuous improvement.

The last area that is exciting is about innovation. We need to be able to assess ourselves and show how we can use the Perkins funds as an incentive to not do business as usual but to improve the quality of curriculum, instruction, and student achievement. We need to make a leap to a new level of innovation.

**Our bottom-line mission is
to create an individual who can thrive in
the 21st century as a life-long learner.**



Nebraska State Plan for Career Technical Education

**In fulfillment of the requirements of the
Carl D. Perkins Career and Technical Education Improvement Act of 2006
P. L. 109-270**

Appendix B

**Results of input received from State Plan hearings and
web-based submissions**

Copy of hearing announcements

The first hearing will be held on February 13, 2008, 2-4:00 pm CT (1-3 pm MT in Scottsbluff). This one will be broadcast using the Nebraska Video Conference Network to multiple sites around the state.

The sites for February 13 are as follows:

Kearney: Kearney Public Library	NDE Host Facilitator: Gregg Christensen 2nd Floor, 2020 First Avenue
Lincoln: Lincoln Executive Building	NDE Host Facilitators: Rich Katt/Dean Folkers Suite 103, 521 S. 14th Street
Norfolk: NECC MaClay Bldg, Room 122	NDE Host Facilitator: Craig Frederick 801 East Benjamin Ave
North Platte: North Platte - ESU #16	NDE Host Facilitator: Tony Glenn 1221 W 17th, Dist. Learning Rm
Omaha: State Office Building-Room 207	NDE Host Facilitators :Bonnie Sibert/Shirley Baum 1313 Farnam St
Scottsbluff: Panhandle Research & Ext Center	NDE Host Facilitator: Rebecca Hasty High Plains Rm, 4502 Ave I

A second hearing will be held at 10:00 am in the State Board Room of the Nebraska Department of Education on Friday, February 15, 2008. This hearing will not be broadcast.

In case of weather issues, status of the hearing sites will be posted on <http://www.nde.state.ne.us/NCE/>

These are official hearings on the proposed state plan, not a question and answer sessions. Participants may deliver testimony that will be read into the official record. Testimony should be limited to five minutes or less. A written copy of the testimony is requested.

If individuals are not able to attend a hearing, written testimony may be submitted. Written testimony should be postmarked no later than February 11, 2008. Electronic testimony will also be accepted. Testimony should be delivered to:

Richard Katt
State Director, Nebraska Career Education
Nebraska Department of Education
301 Centennial Mall South
PO Box 94987
Lincoln, NE 68509-4987

Electronic submission should be forwarded to: rich.katt@nde.ne.gov

Testimony may be provided on support for career education, general support or concerns regarding the state plan, or addressing specific aspects of the state plan. All testimony will be attached to the state plan prior to submission to the U.S. Department of Education. Testimony will be considered in making any final changes to the state plan prior to adoption by the State Board of Education and submission to USDE.

Testimony received from February 13 hearing

Wednesday, February 13, 2008

Public Hearing

2:00 – 4:00 p.m. CT (1:00 – 3:00 p.m. MT)

Rich Katt summarized the purpose of the Public Hearing:

This state plan will be in effect from 2006-2011. It was written in response to the Carl D Perkins Career and Technical Education act that was enacted in 2006. Nebraska is securing input at this time to present back to the State Board of Education for their consideration on March 7. If the State Board of Education approves the plan, it will be submitted to the United State Department of Education.

Rich noted that the opportunity still exists to amend the state plan if there is a major change. If an amendment is presented, than this procedure will be repeated through the Public Hearing process.

Rich called the meeting to order – Public to submit testimony were invited to speak.

Kearney:

Attending: Gregg Christensen, NDE representative

No public attendance

Lincoln:

Attending: Rich Katt, Dean Folkers, NDE representatives

Rich Katt, state director of Career Education opened the public hearing.

Dean Folkers, assistant state director, was also in attendance.

No public attendance

Norfolk:

Attending: Michele Strom, Sarah Dempsey, Karen Severson, Brandi Rossman, Cindy Baum, Lyle Kathol, Craig Frederick, NDE Representative

Testifying: Sarah Dempsey

Dempsey: I just have a comment about the 10% that is going to PFI. I had a conversation recently with the Chief Instructional Officers of the Community Colleges, and I don't wish to speak for that group, but the conversation included the idea that some of the 10% in that system might be useful—as we understand—that the high school system in Nebraska largely uses Angel as their distance-learning platform. Some of the community colleges are considering changing their course management systems right now and we wondered about the usefulness of spending some of that 10% to get us all Angel to get us on a common platform. I think it might be useful in articulating courses between the high schools and community colleges. I think it might also promote a smooth transition which is what Perkins is asking us all to do.

North Platte:

Attending: Marilyn McGahan, Bill Eakins, Jerlyn Hohnholt, Richard Heessel, Lenny Hassel, Tony Glenn, NDE Representative

Testifying: Marilyn McGahan, Northeast Community College

McGahan: The comment I have is with the new Network Nebraska and high school students being able to choose classes from throughout the state over the distance-learning system, whether it's through online courses or whether it's through ITV, (interactive television) or that type of system. Is that going

to present additional complications for accountability and reporting? I don't think we've taken into consideration distance ed classes in the past, and I don't know if that's been addressed in the state plan or not—since I have not read it word for word.

Omaha:

Attending: Teresa Eske, Delayne Havlovic, Ken Spellman, Erika Volker, Bonnie Sibert and Shirley Baum, NDE Representatives

Testifying: Teresa Eske, Ken Spellman

Spellman: One of the concerns I have is the Partnerships for Innovation. As you know, that is a sizeable contribution for Omaha Public Schools and the rest of the state of Nebraska. I know it's important that we look at technical attainment and articulation agreements, but I am really concerned about long-term ramifications with the Partnership for Innovation.

I am curious on the timeline. I'm not sure if we are going to be paying into this 10% fee for the next 5, 10 or 15 years. If so, it would be nice to have that information for long-term planning to meet our school's goals.

We are also concerned with a term we are unfamiliar with on page 40 that needs some future clarification “a guest audit will be conducted annually based on the accountability measures.” In addition the statement “coordination with the Integrated Continuous Improvement Visits are emerging as a strategy to understand and determine the effectiveness of coordinating federal and state programmatic visits to reduce the local burden and duplication of efforts among programs.” I need a little bit more information about what that means.

Eske: Basically, the only comment I have is I think it might be a good idea to include in the state plan the definitions of concentrator, participant, and even the sub-populations or special populations that we are required to report. I didn't see that anywhere in the state plan, but it would be nice to see it in writing.

Scottsbluff:

Attending: Mary Barkeloo, Kent McLellan, Al Chytka, Amy Stokes, Shirley Kath, Tom Wlaschin, John Bays, Jann Rouzee, Rebecca Hasty, NDE Representative

Testifying: Al Chytka, Alliance High School, Jan Rouzee, WNCC, Mary Barkeloo, WNCC

Chytka: The Technical Skills Attainment: I am curious as to how that will be measured, what kind of tools will be used, and at what level will there be third-party testing. I think there needs to be more definition as to the terms for both secondary and post secondary.

Rouzee: I guess I would add one more comment about something that I would like to see get addressed in the state plan. How would we recognize a post-secondary class as part of a defined program of study for secondary? For example, is there something approvable in place (such as career academies) where part of a program of study involves one class at the high school but two at the postsecondary? And can the high school consider that a program of study that is for state approval is in that career field area?

Barkeloo:

This morning we had a discussion and one of the questions that came up was about race. When I was at the accountability meeting, Dean handed out a survey with a two-part question. One of the questions was, are you a Latino, yes or no, and there was a response— and two, what is your race—choose one or

more, but there were 5 choices. I think this needs to be clearer unless there is something already that makes it clearer, but I did not respond to that question for lack of clarification.

Rich Katt left the meeting open for other possible testimony. No other testimony was presented.

Rich Katt closed the public hearing.

Testimony received from February 15 hearing

Friday, February 15, 2008

Public Hearing

10:00 –10:30 a.m. CST

Rich Katt, state director of Career Education opened the public hearing. Dean Folkers, assistant state director, was also in attendance.

Rich summarized the purpose of the Public Hearing:

This state plan will be in effect from 2006-2011. It was written in response to the Carl D Perkins Career and Technical Education act that was enacted in 2006. Nebraska is securing input at this time to present back to the State Board of Education for their consideration on March 7. If the State Board of Education approves the plan, it will be submitted to the United State Department of Education.

Rich noted that the opportunity still exists to amend the state plan if there is a major change. If an amendment is presented, than this procedure will be repeated through the Public Hearing process.

Rich called the meeting to order – Public to submit testimony were invited to speak.

Bruce Rockey, ESU 9- Hastings

“One concern to state that I’ve had since last year is the Partnership for Innovation council taking 10% of the Perkins funds. We are to submit these funds when we don’t have that many from the beginning.

Several teachers questioned me about the lower amount to use for their programs compared to previous years. They noted to me their concerns how a lower allocation and an extra 10% reduction would affect them.

I understand that it is for a good cause but I am wondering if there are other ways or methods to acquire funding for this purpose?”

Rich thanked the participants for attending.

Chuck Herbert, Maxwell Public Schools

Representing Maxwell School Board, Family Consumer Science and Industrial Technology and Maxwell career education departments

“I am concerned that in the many recent budgets from the state, we receive a reduction in funds but are required a greater amount of accountability. We try to put things together as best we can, but the reduction in funds seems to be more limiting every year—yet we were hoping that the State Board and the Department of Education would see to it that at least the funds would be maintained at their current

level and that the consortia that are forming for the utilization of those funds would be allowed a little bit more freedom in what they are doing. I speak for Maxwell and not for all the schools in our consortium out in ESU 16, ESU 15, but our big concern is the funding. It seems like small schools take a little bit more of the heat –so to speak– but in this situation it looks promising that we have ample time to assure funding and maintain funding as they are because of the grants that we get. The money we consort to use is very important to us

One big concern that we have specifically is *where are the teachers of Industrial Tech and Family and Consumer Science going to come from?* Because we have an aging population of instructors that come from all the schools that I know of and that are nearing retirement. The possibility of utilizing Perkins funds for Career Education and getting people interested in those particular areas is important. I think that's one area that really needs to be stressed. We appreciate what the State Department and the State Board of Education has done for us so far, and we hope that our relationship will continue and that this will amicably develop into something that we can all work with and keep this program moving like it should. Thank you.”

Rich Katt left the meeting open for other possible testimony. No other testimony was presented.

Rich Katt closed the public hearing.

Written testimony received is located on the following pages:

FROM : LILA KULWICKI - NVA

PHONE NO. : 402 423 6786

Feb. 13 2008 11:



P.O. Box 22607, Lincoln, Nebraska 68542-2607
Telephone/Fax (402) 423-6786
E-mail: acte.nebraska@juno.com

February 13, 2008

Richard Katt, State Director
Nebraska Department of Education
P.O. Box 94987
Lincoln, NE 68509-4987

Re: Perkins IV State Plan Testimony

The Association for Career and Technical Education of Nebraska has reviewed the Perkins IV State Plan being submitted to the U.S. Secretary of Education and has the following comments and recommendations:

The Nebraska Department of Education (NDE) representing the State Board for Career and Technical Education has prepared a visionary State Plan that addresses the required elements in the "Guide for Submission of State Plans" under Perkins IV.

The current Transition Plan merged Title I & II funding which all but eliminated categorical funding for Tech Prep articulation. Developing statewide articulation agreements was an original goal of Tech Prep and remains a priority under Perkins IV. Thus, eliminating Title II funding for Tech Prep has reduced a 15+ year effort for 2+2+2 articulation, professional development activities, curriculum mapping, and joint meetings between secondary and postsecondary education instructors to bridge curriculum offerings. What has occurred or not occurred during the Transition Plan year from an accountability perspective does not warrant continuing with the merger of Title I & II funding. Thus, the 60:40 funding split under Perkins III should be reinstated.

Reserving funds under Section 112 (c) for secondary innovation grants should be reviewed. What is the percentage of small secondary schools receiving funds as compared to larger institutions utilizing a staff grant writer? Also, dissemination of project results on a statewide basis has not been consistent. In some cases, attendance at the Nebraska Career Education Conference is the only way to access innovation grant results.

Appendix D lists the Essential Components required for participation in Perkins IV, but the items listed to approve eligible recipients for funding found in Section II A (f) are inconsistent. Additional information/criteria needed for approval should be specified/detailed in the State Plan along with a copy of the Monitoring Manual.

FROM : LILA KULWICKI - NVA

PHONE NO. : 402 423 6786

Feb. 13 2008 11:10

Clarification on Personal Learning Plans (PLP) is needed between this State Plan and NDE Rule 10. Does the State Plan mandate that all secondary education students, including Special Population students, and those students not enrolled in Career and Technical Education courses, must have a Personal Learning Plan?

An integrated standard-based curriculum on all aspects of an industry is needed for Career and Technical Education instructors at both the secondary and postsecondary levels.

Confusion exists with the creation of the Partnership for Innovation consortium. The intent seems visionary under the set aside funds for Leadership. Eligible recipients have three options for Programs of Study, and becoming a member of this consortium should also be a local decision. Otherwise, this arrangement would constitute another Administrative entity at the State level with an inherit level of continuous funding that local recipients would lose control or oversight of.

The Nebraska Department of Education should provide individual on-site technical assistance to each school, consortium and postsecondary education institution on Programs of Study, developing local applications to meet adjusted levels of performance, and qualifying criteria for meeting the Essential Components (Appendix D) required for participation in Perkins IV. Eligible recipients need this assistance to determine an "annual cost basis" for sustaining a level of participation with Perkins IV at the local level. In addition, Regional technical assistance meetings should be held on a quarterly basis involving all state professional staff with official proceedings posted on the NDE Career Education website.

NDE should publish a calendar of annual submission dates that allows eligible recipients adequate time to prepare requested information for funding and accountability. These dates should be disseminated on NDE's "Approvable Forms Calendar" and updated for meeting Federal funding requirements.

For the Association,

Richard Campbell by LK

Richard Campbell, Legislative Committee Chair

Bonnie Malcolm by LK

Bonnie Malcolm, President



tfortney@lps.org
02/13/2008 02:02 PM

To nce@nde.ne.gov
cc
bcc
Subject Carl Perkins Funding

To Whom It May Concern,

This is my seventeenth year teaching and I am very concerned when people talk about Carl Perkins funding being cut. This money greatly helps with FCCLA (Family, Career, Community Leaders of America) a great student organization that focuses on the family and leadership. In addition, this funding source helps Family and Consumer Science teachers travel to workshops to stay updated on issues and helps supplement our budgets by buying items we would otherwise be able to pay for. More and more of the jobs in the workforce require an AA degree not a four year bachelors so career and technical education is needed now more than ever. Thank you for your careful consideration. I would hope that the war isn't more important than preparing our students for the future.

Tracy Fortney

Fernando Lecuona III
Commissioner



Dave Heineman
Governor

March 10, 2008

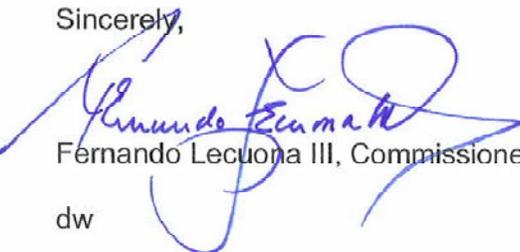
Mr. Richard Katt, State Director
Nebraska Career Education
301 Centennial Mall South
Lincoln, Nebraska 68509-4987

Dear Rich:

Thank you for sharing the proposed Perkins IV Nebraska Plan for Career and Technical Education. Upon review of the Plan, I want to compliment you and your staff for the new and creative approaches outlined in the Plan. Career and Technical Education plays an instrumental role in preparing young Nebraskans for tomorrow's jobs. Many of your initiatives that focus on collaboration between secondary and post-secondary education, emphasis on professional development, concentration on Career Pathways, and commitment to statewide Articulation Agreements and/or dual credit courses is to be commended.

I also want to thank you for your leadership in initiatives like FutureForce Nebraska and Nebraska Career Connections. We are proud to partner with you on these projects and look forward to complete implementation.

Sincerely,



Fernando Lecuona III, Commissioner

dw

cc: Joan Modrell

DEPARTMENT OF LABOR



Nebraska State Plan for Career Technical Education

**In fulfillment of the requirements of the
Carl D. Perkins Career and Technical Education Improvement Act of 2006
P. L. 109-270**

Appendix C

Information on the Information regarding the Partnership for Innovation Statewide Consortium

The Partnership for Innovation Statewide Consortium
can also be found at the following website:

<http://partnershipsforinnovation.org/>

Partnership for Innovation—A statewide Perkins IV consortium

Statewide Partnerships for Innovation Priorities and Strands

Secondary/Postsecondary Transitions

Statewide Partnerships/ Tools/ Policies/ Resources

- Begin with the end in mind. Set uniform goals statewide
- Identify existing models
- Clearly define barriers to expanding dual credit areas the state. What policies need to change?
- Impact of online and distance learning delivery (state need for common platform)
- Teaching not only employability/soft skills, but think about teaching college study-skills or orientation to college at the Jr./Sr. level
- Reduce/eliminate certification issues for concurrent credit classes
- Personal Learning Plan 6-14 or larger

Data Systems

- Best way to track students and educational goals from secondary to postsecondary: Where are they going? What are they studying? What is their progress?
- Keep data collection and reports focused and simple. Focus needs to be on the initiative rather than producing reports
- Use online tools to create professional development opportunities for secondary/postsecondary

Professional Development

- Understand current secondary/postsecondary curriculum in terms of NE Career Cluster Model
- Define what curriculum alignments/common program really means to sec/post entities
Collaboration and Dialogue (frequent) w/ secondary/postsecondary instructors
Secondary/Postsecondary responsibility for teaching employability/soft skills?
- Inclusion of all levels of staffing, more than just VP's and Superintendents
Purpose: Curriculum alignment
- Develop clear rubrics related to employability/soft skills

Secondary/Postsecondary Transition

Recommended Priority and/or Goal Statement

Statewide Partnerships/ Tools/ Policies/ Resources

1. Identify the activities and practices that are currently available in the state. Determine what is going on within the state currently as a means to inform the decision-making. Create and develop a needs assessment to obtain background information and identify gaps, projects, and best practices.

2. Create joint secondary/postsecondary programs that culminate in certificate, diploma, and/or associate degree awards and result in readiness for work and further education.
3. Increase secondary awareness of postsecondary entry-level skills.
4. Identify the issues and then work to modify and/or eliminate outmoded legal, policy, and administrative barriers that inhibit efficiency and effective use of resources to support teaching and learning. Possibly use data (White Papers) and priorities to inform the policy decisions and incorporate through some of the additional work with FutureForce.
5. Develop statewide secondary/postsecondary articulation agreements for Tech Prep (i.e., eliminate individual high school to individual community college mode of articulation).
6. Work to achieve a common course numbering and common course standards and outcomes at both the secondary and postsecondary levels.

Data Systems

1. Develop a statewide system to electronically transcript Tech Prep and early entry credits that supports the policy changes necessary to eliminate efficient and effective use of resources.
2. Identify clearly the needs and potential as well as existing tools that could support the articulation process of the students through the process.
3. Develop a statewide system to provide feedback to high schools concerning students' post-graduation postsecondary attendance and progress patterns. This may include, but is not limited to the use of the National Student ClearingHouse as a mechanism for determining and providing this data.

Professional Development

1. Develop a thorough understanding of the professional development needs of secondary and postsecondary educators as it relates to secondary/postsecondary transitions and then develop action steps to achieve.
2. Rework this to create a broad study of the specific needs and then develop action steps to achieve these areas for consideration.

Curriculum in Emerging Areas

Statewide Partnerships/ Tools/ Policies/ Resources

- Move forward as a statewide group rather than by individual districts. Bring everyone along
- Small/large districts, urban rural, etc
- Curriculum areas identified (Needs based, futuristic)
- Collaborative efforts secondary/postsecondary industry for statewide curriculum and assessment/certification of outcomes
- Articulation with State colleges and the University System
- Incorporate with 21st century skills

Data Systems

- Utilize new technologies that students are comfortable using and exploring (those that older faculty/staff/administrators are not)
- Plan around the use of online or distance delivery methods

Professional Development

- What are the soft skills/employability skills needed statewide? Then, create a statewide model for curriculum
- Create clear rubric descriptions of the identified soft skills
- Use the concept of online social authoring to developed content
- Develop a format that is applicable to a variety of content areas
- Bring 6-12 and postsecondary instructors together for curriculum articulation and assessment design
- Provide for emerging areas and integration for all areas
- Create a curriculum taskforce

Curriculum Emerging Areas Recommended Priority and/or Goal Statement

Statewide Partnerships/ Tools/ Policies/ Resources

1. Anticipate the emerging skill needs of Nebraska employers and others to provide students with that skill set using data from the DOL and other sources of information.

Technical Skill Assessment

Statewide Partnerships/ Tools/ Policies/ Resources

- Statewide skills assessment templates developed in collaboration with educators and industry Work Keys concept of profiling and assessment, but more specific and far less expensive
- Not focusing on academic attainment but using a well defined criterion/rubric approach
- Supplemental Proxy measures? (e.g. success in first related college level course, etc.)
- Determine what needs to be measured, why it needs to be assessed, and for whom
- Assess an agreed upon set of broad skills that will spring board to industry/organization specific skills
- Must integrate into existing academic coursework and related activities

Data Systems

- Create a technology-based process for assessment and/ or portfolios
- Keep data collection and reports focused but simple. Majority of efforts needs to be with the initiative, rather than producing reports.

Professional Development

- Utilize concepts of assessment of student learning as brought forward by HLC / NCE accreditation
- Measurable outcomes/ course objectives
- Emphasis needs to be as much on projected technical skills for emerging areas that do not yet exist, as on traditional technical areas
- Actual assessment to include artifacts of performance (portfolio, project, etc.) with paper and pencil tasks that demonstrate proficiency
- Create a technical skill assessment taskforce

Technical Skill Assessment Recommended Priority and/or Goal Statement

Statewide Partnerships/ Tools/ Policies/ Resources

1. Assess student attainment of course and program outcomes. To achieve this goal a basic premise includes, “Good assessment cannot occur without detailed specification of expected program and course outcomes and standards. Assessments should be designed for multiple uses:
 - (a) feedback to students;
 - (b) teacher self-evaluation of effectiveness;
 - (c) as a basis for conversation between teacher and supervisor concerning professional development needs; and
 - (d) for accountability to external stakeholders.



Nebraska State Plan for Career Technical Education

**In fulfillment of the requirements of the
Carl D. Perkins Career and Technical Education Improvement Act of 2006
P. L. 109-270**

Appendix D

**Essential Components required to determine
eligibility for Perkins IV funds**

Essential Components required for participation in Perkins IV

- Career education offerings reflect or are aligned to the Nebraska Career Education Model
- Career education offerings are validated based on local, regional and/or state labor market demand.
 - Offerings are tied to local/regional economic development efforts
 - Offerings support high skill, high demand, and/or high wage occupations
- Approved NCE programs of study are offered
 - Secondary and postsecondary must have at least one approved program of study
 - Secondary approval is at the building level
- Extended learning opportunities are available
 - Students participate in career education experiences beyond the walls of the classroom and/or laboratory
 - Students have the opportunity for work-based learning experiences
 - Student leadership development opportunities are made available
 - Secondary NCE must offer at least one Career Student Organization at each building level
- Appropriate assessments, both formative and summative, are utilized to measure and encourage student achievement
- Career education courses include rigorous, coherent technical content aligned with challenging academic standards
- Appropriate facilities and instructional materials are accessible
- Career education programs provide services to all students
 - Special populations have access to and achieve success in career education
 - Alternative education programs include career education
 - Emphasis is given to encourage for the recruitment and retention of gender non-traditional students
- Distance and Web-based instruction enhances local NCE offerings where possible
- Partnerships are used to enhance career education
 - Partnership between secondary and postsecondary institutions
 - Advisory committees are used as appropriate
 - Career education offerings are coordinated with local/regional workforce and economic development efforts
 - Parents, students and stakeholders are consulted as appropriate for input and evaluation of career education program
- A continuous improvement plan for career education is implemented in alignment with the institutions total improvement plan
- Career guidance and development information and support is available to all students
 - Secondary utilizes the Nebraska School Counseling Model and the Nebraska Career Education Model
 - All secondary students develop and maintain a personal learning plan
 - A career information system such as Nebraska Career Connections is available for students and parents use
- Career Education instructors have the opportunity and are encouraged to participate in professional development activities
 - Professional development includes both technical and pedagogical knowledge and skill development opportunities

Appendix E

Local Five-Year Plan and Annual Application.

The five-year plan and annual application are accessible in the NDE Grants Management System.

Years 1-5



Adobe Acrobat Document

PostSecondary



Adobe Acrobat Document

Checklists



Adobe Acrobat Document

Basic Grant



Adobe Acrobat Document

Assurances



Adobe Acrobat Document



Nebraska State Plan for Career Technical Education

**In fulfillment of the requirements of the
Carl D. Perkins Career and Technical Education Improvement Act of 2006
P. L. 109-270**

Appendix F

State Policies on the Administration and use of the Perkins IV Funds

STATE POLICIES ON THE ADMINISTRATION AND USE OF THE PERKINS IV
FUNDS

State Policies on the Administration and use of the Perkins IV Funds

1. Division of the Title I, Part C (Local Assistance) Spilt of Funds Between Secondary and Postsecondary Programs

Nebraska State Policy The annual Title I, Part C funds will be divided between the secondary and postsecondary program levels based on a split of 55% to secondary eligible recipients and 45% to postsecondary eligible recipients.

2. Accountability and Performance Measures

Nebraska State Policy Each local educational agency (LEA) receiving Perkins funds must, as a condition of receiving these funds, accept the State’s agreed upon annual statewide performance levels for the core indicators established in the Act.

Perkins IV Requirements LEAs falling below 90 percent on any agreed upon performance level will be considered Needs Improvement Agencies and will be required to submit a Program Improvement plan that identifies the planned strategies and activities the agency will employ during the upcoming year to bring its level(s) to the 90 percent compliance rate.

LEAs falling below 90 percent on three or more agreed upon annual performance levels on any agreed upon annual performance level will be considered Priority Improvement Agencies and will be required to submit a detailed action plan that describes the strategies to be implemented for bringing the agency to the 90 percent performance level within two years.

Ultimately, LEAs that fail to submit the required program improvement plans and/or fail to make the required improvements are subject to sanctions which could result in the loss of a portion or all of their allocated funds.

3. Requirements of Local Educational Agency CTE Programs Assisted with Section 131 and 132 Funds

Perkins IV Requirements Local eligible recipients must qualify for Perkins funds using the Essential Components checklist. This checklist must be completed at the building level for each secondary school. Once approved each NCTE program assisted with Section 131 or 132 funds must incorporate the nine requirements established in Section 135(b) of Perkins IV:

1. Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in--
 - A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
 - B) Career and technical education subjects;
2. Link career and technical education at the secondary level and career and technical education at the postsecondary level by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

4. Develop, improve, or expand the use of technology in career and technical education, which may include—
 - A training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
 - B providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - C encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including--
 - A in-service and pre-service training on--
 - i effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - ii effective teaching skills based on research that includes promising practices;
 - iii effective practices to improve parental and community involvement; and
 - iv effective use of scientifically based research and data to improve instruction;
 - B support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
 - C internship programs that provide relevant business experience; and
 - D programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8. Provide services and activities that are of sufficient size, scope, and quality to be effective; and
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

4. Requirements of Courses Assisted with Perkins IV Funds

Nebraska State Policy Courses assisted with Perkins IV funds must have NCTE as the primary focus and be integral to an approved program of study with the majority of the content reflecting the knowledge and skill required for that program of study.

5. Program of Study Requirement

Perkins IV Requirements Each LEA receiving Section 131 or 132 funds must provide at least one program of study, as defined in Sections 122(c)(1)(A) of Perkins IV. Programs of study must incorporate secondary and postsecondary elements, lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Programs of study must also satisfy the organization and operation requirements specified in policy #3.

6. Participation in the Perkins IV Funds below 9th Grade

Perkins IV Requirements Grades 7 and 8 NCTE courses may be assisted with Section 131 funds only if integral to approved sequences of courses conducted by a high school.

7. Minimum Allocations and Consortium Requirements

Nebraska State Policy and Perkins IV Requirements

Secondary - Pursuant to Section 131(c)(1) a local secondary school must qualify for a minimum allocation of \$15,000 to receive Perkins IV funds. Schools not qualifying for the minimum allocation are encouraged to participate in a consortium. The Nebraska Department of Education has defined two options for a consortium: (1) cooperate with an Educational Service Unit to provide the management and coordination of the Perkins IV Grant or (2) cooperate with an area community college to provide the management and coordination of the Perkins IV Grant.

Postsecondary – Pursuant to Section 132(c)(1) a postsecondary institution must qualify for a minimum allocation of \$50,000 to receive Perkins IV funds. Postsecondary institutions not qualifying for the minimum allocation are encouraged to participate in a consortium. The Nebraska Department of Education has defined the option of allowing two or more postsecondary institutions to form a consortium for the management and coordination of the Perkins IV Grant.

8. Allocations to Section 131 and 132 Consortia May Not be Redistributed to Individual Members for Purposes or Programs that Benefit Only One Member

Perkins IV Requirements In accordance with Sections 131(f)(2) and 132(a)(3)(B) of Perkins IV, funds allocated to a consortium formed to meet the minimum allocation requirement may be used only for purposes and programs that are mutually beneficial to all members of the consortium. These funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

9. Participation in the Partnership for Innovation Statewide Consortium

Nebraska State Policy All secondary and postsecondary institution shall participate in the Partnership for Innovation (PFI) Statewide Consortium by providing the amount of allocation set at not more than 10% by the Leadership Council of the Partnerships for Innovation. The PFI will provide the leadership and resources for the development of statewide systems in support of career and technical education.



Nebraska State Plan for Career Technical Education

**In fulfillment of the requirements of the
Carl D. Perkins Career and Technical Education Improvement Act of 2006
P. L. 109-270**

Appendix G

Nebraska Career Education Model

