

NEBRASKA VOCATIONAL-TECHNICAL EDUCATION

What is Vocational-Technical Education?

Vocational-Technical Education programs prepare individuals at the secondary, postsecondary and adult education level for entry, advanced, technical, and managerial positions in business and industry. Programs of secondary vocational-technical education include: agriculture education, business education, career guidance, diversified occupations, family and consumer sciences education, health occupations, industrial technology education, marketing education, tech prep, and trade and industrial education. Each program offers a sequence of courses that are competency-based and uses applied learning that contributes to the academic knowledge, higher-order reasoning, problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills of an individual. Programs of postsecondary vocational education include Community College opportunities in agriculture occupations, automotive and diesel occupations, business and office occupations, communications technology, construction occupations, electronic/electrical occupations, health occupations, manufacturing fabrications occupations, service occupations, and transportation occupations. Vocational education also enhances the quality of life of Nebraska citizens by teaching students how to balance work and family.

Vocational-Technical Education Mission/Vision:

The mission/vision of vocational education in Nebraska is to develop career-oriented lifelong education that prepares all individuals for meaningful roles in the workforce, family, and community.

Legislation:

Signed into law on October 31, 1998, Perkins III restructures programs previously authorized by the Carl D. Perkins Vocational and Applied Technology Education Act, setting out a new vision of vocational-technical education for the 21st century. Improving student achievement and preparation for postsecondary education, further learning, and careers are the central goals of this new vision. Perkins III promotes reform and innovation in vocational-technical education to help ensure that all students acquire the skills and knowledge they need to meet challenging State academic standards and industry-recognized skill standards, and to prepare for postsecondary education, further learning, and a wide range of career opportunities.

The new Law focuses the Federal investment in vocational-technical education on high-quality programs that integrate academic and vocational education; promote student attainment of challenging academic and vocational-technical standards; provide students with strong experience in, and understanding of all aspects of an industry; address the needs of individuals who are members of special populations; involve parents and employers; and provide strong linkages between secondary and postsecondary education.

Programs must also develop, improve, or expand the use of technology in vocational-technical education by providing training in the use of technology to educational personnel, preparing students for careers in the high technology and telecommunications fields, and by working with businesses in high technology industries to offer internships and mentoring programs for students.

To enhance the quality of instruction in vocational-technical education, Perkins III offers

comprehensive professional development opportunities for vocational teachers, counselors, and administrators. These opportunities may include workplace internships that provide teachers with business experience, training in effective teaching skills, programs that help teachers and other personnel stay current with all aspects of an industry, and other activities.

To promote continuous program improvement, Perkins III creates a State performance accountability system. Under this system, the Secretary of Education and each State agree on annual levels of performance for the core indicators specified in the law:

- ! Student attainment of challenging State-established academic standard, and vocational-technical skill proficiencies.
- ! Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.
- ! Placement in, retention, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.
- ! Student participation in, and completion of, vocational-technical education programs that lead to nontraditional training and employment.

States also use these Core indicators to evaluate the performance of eligible recipients.

The Act reauthorizes the Tech-Prep Education State grant program, an important catalyst to secondary school reform and postsecondary education improvement efforts. Tech-Prep programs prepare students for careers in high-skill fields or further education by integrating academic and vocational-technical learning in a sequential course of study that includes a minimum of two years of secondary education and two years of postsecondary education or an apprenticeship program. States must give special consideration in awarding funds to Tech-Prep programs that provide education and training for employment in industries in which there are significant workforce shortages, including the information technology industry.

Perkins III promotes the use of work-based learning and new technologies in Tech-Prep programs and encourages partnerships with business, labor organizations, and institutions of higher education that award baccalaureate degrees.

How is Vocational Education Administered?

The Nebraska State Board for Vocational Education administers the federal law and appropriations through the Nebraska Department of Education. Nebraska receives its federal allocation according to a legislative formula based on the populations in certain age groups and per capital income.

The distribution of funds within Nebraska is directed to eligible recipients in accordance with the approved State Plan for Vocational-Technical Education. These funds are to be used for improving vocational-technical education programs and services to youth and adults.

Funding and Facts:

Vocational Education is partially funded from federal funds which are distributed by formula to secondary schools, Consortiums, and Community Colleges. State and local funding derived from

sales and property taxes contribute significantly to elementary, secondary, and postsecondary education, which helps to offset the high cost of vocational education programs. Community Colleges also receive tuition and fees from students. This funding is used for activities such as: equipment acquisition, professional development of instructors, integration of academic and vocational education instruction, and implementing new programs in response to new and emerging occupations.

Annual Funding:	\$7,537,205 (FY 2000 Basic Grant-\$6,816,893 and Tech Prep-\$720,313)	
Source:	Federal Carl D. Perkins Vocational and Technical Education Act of 1998	
Target Audiences:	Secondary, Postsecondary, and Adult Students	
Number Served:	Secondary	101,700 (FY 1998)
	Postsecondary	41,700 (FY 1998)

Why is Vocational-Technical Education Significant?

Nebraska competes in a global economy. The purpose of the Perkins Act is to prepare a workforce with the academic and vocational skills needed to compete successfully in a world market.

Vocational-technical education allows students to explore career options and develop the skills they will need both in school and in the workplace.

Vocational-technical education=s combination of classroom instruction, hands-on laboratory work, and on-the-job training meets students= different learning styles so that all may learn.

Vocational-technical education prepares participants for both postsecondary education and employment.

Vocational-technical education prepares individuals with leadership skills to assume successful roles in society through Career and Technical Student Organizations such as: DECA, FBLA, FFA, FCCLA, HOSA, SkillsUSA-VICA, and YFEA.

Vocational-technical education prepares individuals for the bulk of America=s jobs. In 1996, only about 20% of America=s jobs required a four-year college degree. But many jobs required some education beyond high school, often at the community college level.

How is Vocational-Technical Education Changing?

Vocational-technical education now incorporates both school-based and work-based learning.

Business and industry partnerships are key to successful programs.

For most occupations, postsecondary education is essential.

Vocational-technical education uses and applies high technology.

Vocational-technical education uses cyberspace as a resource.

STATE PROFILE

Nebraska is a state with approximately 1.6 million people. Less than 15% of the population is non-white. It is also a state with a large geographic area (77,237 square miles) and its population is concentrated in two areas; the greater Omaha area and along Interstate 80 which crosses the state from east to west. Statewide, the population density is less than 20 persons per square mile.

The state has 93 counties and 596 school districts. Of those school districts, 283 serve secondary students. The student population in these districts ranges from 100 to 45,000 students. As a result, there is a great variance in the kind and amount of vocational and applied technology education available to secondary students.

There are no area vocational schools in Nebraska because of the geographic distances and population sparsity in most of the state. Therefore, all secondary vocational and applied technology education opportunities are provided through the local school district or through a cooperative arrangement with a community college if there is one within reasonable distance.

The state is divided into six Community College areas for the purpose of providing postsecondary vocational and applied technology education. The six areas have a total of 14 campuses which serve the entire state. Each area is governed by an elected Board of Governors and functions as a separate entity, although there is significant cooperation among the six areas.

The Carl D. Perkins Vocational and Applied Technology Education Act of 1998 presents a significant implementation challenge in a state such as Nebraska. Because of the number of school districts and the population sparsity in many areas of the state, a number of features of this law are challenging to administer.

For example, out of the 283 secondary school districts included in the allocation formula, only 27 qualify for funding on their own. The remaining 256 must enter into consortium arrangements with several other schools in order to utilize the funds. Most of the consortia are formed utilizing the sixteen existing educational service units, which may include as many as 32 school districts in eleven counties. Schools within a consortium will have a significant range in student population and varying levels of vocational and applied technology education opportunities available to their students. Consortium planning is difficult, at best.

The number of school districts and the geography of the state will also make it difficult to implement comprehensive articulation programs between secondary and postsecondary programs. Tech-Prep programs will be vastly different in each area because of the variance in needs. Services to special populations will also be difficult to achieve on a consistent basis.

Federal funds at the secondary level will be concentrated on improving the quality of vocational and applied technology education programs, improving the career guidance and counseling services, and strengthening the integration of academic and vocational programs.

Federal funds at the postsecondary level will concentrate on improving vocational-technical education programs, providing articulation between secondary and postsecondary programs, and

strengthening the linkages with business and industry.

Support for vocational and applied technology education in Nebraska is focused almost entirely on the federal funds. The State of Nebraska appropriates only those funds necessary to meet the matching requirements for State administration and to meet the maintenance of effort requirements and does not appropriate State funds specifically for vocational education. This funding structure makes it very difficult to develop a long-range plan for vocational and applied technology education because the force for program direction is based on the federal legislation.

However, much work has been done in the state to assist in the implementation of the Act. Technical assistance meetings have been held throughout the state. A statewide assessment has been conducted. The consortiums are working quite well and local cooperation is evident.

The institutions of higher education which are involved in vocational teacher education have been strong participants in the planning process. They have a very important role to play in the delivery of curriculum and professional development services to the consortia, individual school districts, and community colleges.

All of this has been possible because the State of Nebraska is fortunate to have dedicated staff at all levels and citizens willing to participate in the planning process.

I. PLANNING, COORDINATION AND COLLABORATION

- 1.01 The eligible agency (State Board of Vocational Education) shall conduct public hearings in the state, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups an opportunity to present their views and make recommendations regarding the State Plan. [Sec.122(a)(3)]

The State Board of Vocational Education conducted hearings at the following locations after filing the required notices as outlined in Nebraska Statute.

January 4, 2000 - 6:30 p.m.	January 5, 2000 - 6:30 p.m.	January 18, 2000 - 6:30 p.m.
Millard Admin. Center	Northeast Comm. College	Mid-Plains Comm. College
5606 South 147th St.	801 East Benjamin Ave.	Voc.-Tech Campus
Omaha, NE 68137	Norfolk, NE 68702	1101 Halogen Drive
		North Platte, NE 69101

These three public hearings allowed all segments of the public and interested organizations and groups (including employers, labor organizations, and parents) an opportunity to present their views and make recommendations regarding the State Plan. The public hearing notices were announced in the following manner:

- ! Public notices were placed in all daily newspapers with statewide coverage.
- ! Letters of invitation were sent to all secondary schools, postsecondary institutions, business and industry, and the Association of Career and Technical Education of Nebraska.

- 1.02 A summary of the recommendations and the eligible agency=s response to such recommendations shall be included in the State Plan. [Sec.122(a)(3)]

A summary of the recommendations received at the hearings and the State Board of Vocational Education=s response to the recommendations is included in Appendix I.

- 1.03 The eligible agency shall develop the State Plan in consultation with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, and representatives of labor organizations in the State, and shall consult the Governor of the State with respect to such development. [Sec.122(b)(1)]

This State Plan was developed in consultation with teachers, eligible recipients, parents, students, interested community members, representatives of special populations, representatives of business and industry, representatives of labor organizations, and the Governor=s Office.

- 1.04 The eligible agency shall develop effective activities and procedures, including access to

information needed to use such procedures, to allow the individuals listed in [Sec.122(b)(1)] to participate in state and local decisions that relate to the development of the State Plan. [Sec.122(b)(2)]

The State Plan was developed by task forces for each of the major components of the plan. Each task force included appropriate representation as noted above. Each task force reviewed the summary results of the statewide needs assessments and developed goals, objectives, activities and proposed outcomes for the various sections of the Plan. The results of the task force deliberation can be found throughout the Plan. A summary of these goals follows:

1. To expand linkages among employers, schools and parents to increase career opportunities for all students.
2. To increase student competencies that will enhance workplace readiness through lifelong learning and career management in a rapidly changing world.
3. To enhance educators' skills in technical competencies in order to expand, revise, or repackage curriculum.
4. To develop, improve, or expand the technology, equipment, and delivery systems to meet the changing demands and needs of business and industry.
5. To promote vocational and technical education among students, educators, business/industry, and the community, emphasizing the contributions made to the total development of the individual and society.

Proposed uses of funds at the local level will be determined by the eligible recipients based on their self assessment, the summary needs assessment of the state, and recommendation from their local advisory councils.

- 1.05 The eligible agency shall develop the portion of the plan relating to the amount and uses of any funds proposed to be reserved for adult vocational and technical education, postsecondary vocational and technical education, tech-prep education, and secondary vocational and technical education after consultation with the state agency responsible for supervision of community colleges, technical institutes, or other two-year postsecondary institutions primarily engaged in providing postsecondary vocational 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 shall file its objections with the eligible agency. The eligible agency shall respond to any objections of the state agency in the State Plan submitted to the Secretary. [Sec.122(e)(3)]

The State Board of Vocational Education is the sole state agency with authority over the allocation of these funds to all appropriate levels of instruction, secondary, postsecondary, and adult. The task forces developed under 1.04 have representation from secondary, postsecondary, and adult education as well as representation from the Workforce

Investment Board.

II. PROGRAM ADMINISTRATION

- 2.01 The State Board of Vocational Education will submit to the Secretary a State Plan for a four-year period, FY2001-2004. Annual revisions will be submitted when it is determined to be necessary and appropriate. [Sec.122(a)(1) and Sec.122(a)(2)(A)]

After the second year of the plan, the State will review activities assisted under the Act and submit any revisions to the plan that are determined to be necessary.
[Sec.122(a)(2)(B)]

- 2.02. Describe the vocational and technical education activities to be assisted that are designed to meet or exceed the State-adjusted levels of performance. [Sec.122(c)(1)]

The State Board will assist eligible recipients to ensure that activities are designed to meet or exceed the State-adjusted levels of performance. The four core indicators of performance are:

- ! Student attainment of academic and technical skill proficiencies.
- ! Student attainment of a high school diploma, equivalent or postsecondary degree or credential.
- ! Placement in, retention in and completion of postsecondary education or advanced training, military service or employment.
- ! Participation/completion of programs leading to nontraditional training and employment.

Quality vocational technical education programs are provided for students at the secondary level. These programs are in Agriculture, Business, Career Guidance and Counseling, Family and Consumer Sciences, Health Occupations, Industrial Technology, Marketing, Tech-Prep, Trade and Industry and Cooperative Education/Diversified Occupations.

Quality vocational technical education programs are provided for students at the postsecondary level. These programs are in Agriculture, Auto and Diesel, Business and Office, Communications Technology, Construction, Electronic/Electrical, Health, Manufacturing Fabrications, Service and Transportation occupations.

- 2.03 Describe the secondary and postsecondary vocational and technical education programs to be carried out, including programs that will be carried out by the eligible agency to develop, improve and expand access to quality, state-of-the-art technology in vocational and technical education programs. [Sec.122(c)(1)(A)]

Nebraska will provide secondary and postsecondary programs to be carried out, including state leadership activities to develop, improve and expand access to quality, state-of-the-

art technology in vocational and technical education programs

Section 2.03A describes the purpose, goals, objectives, activities and expected outcomes for the programs provided by secondary and postsecondary eligible recipients. (Sec.135)

Section 2.03B describes the purpose, goals, objectives, activities and expected outcomes for the activities carried out with State Leadership Funds (Sec.124)

SECONDARY AND POSTSECONDARY
VOCATIONAL AND TECHNICAL EDUCATION PROGRAMS

Statement of Purpose

The purpose of this section is to further develop the academic, occupational and technical skills of vocational students through high standards and to link secondary, postsecondary and adult education programs for all segments of the population.

Assessment of Needs

The priorities for activities to accomplish the purpose of this section were developed by a task force for Secondary, Postsecondary and Adult Vocational Education Programs. The task force included state staff members, teachers and administrators from secondary and two-year postsecondary programs as well as representatives from business, labor and Workforce Investment. The task force analyzed information gathered from the statewide needs assessment. The Needs Assessment for Vocational Education was completed by secondary and postsecondary institutions in 1999.

Vocational and technical education is defined as educational programs that offer a sequence of courses directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs include competency-based applied learning that contributes to academic knowledge, higher-order reasoning, problem-solving skills, work attitudes, general employability skills, technical skills and occupational-specific skills necessary for economic independence as a productive and contributing member of society.

The underlying assumption in this section is that activities will contribute to improving student achievement that will be measured by the four core indicators of performance. Under the present legislation, institutions and/or local consortiums will be held accountable for the following four core indicators of performance:

- X Student attainment of academic and technical skill proficiencies.
- X Student attainment of a high school diploma, equivalent or postsecondary degree or credential.
- X Placement in, retention in and completion of postsecondary education or advanced training, military service or employment.
- X Participation/completion of programs leading to nontraditional training and employment.

After reviewing the needs assessment for secondary and postsecondary programs, the task force identified four priorities of equal importance that are represented graphically within the following circle. Goal 1, 2, 3 and 4 provide direction for local institutions as they work to meet the four core indicators of performance. Goal 5, the promotion of vocational and technical education, encircles the first four goals depicting a recurring theme that is to be incorporated into each priority.

1. To ***expand linkages*** among employers, schools and parents to increase career opportunities, retention and graduation rates for all students.
2. To ***increase student competencies*** that will enhance workplace readiness through lifelong learning and career management in a rapidly changing world.
3. To ***enhance educators = skills*** in technical competencies in order to expand, revise or repackage

curriculum to reflect labor market demands.

4. To ***develop, improve or expand the technology, equipment and delivery systems*** to meet the changing demands and needs of business and industry.
5. To ***promote vocational and technical education*** among students, educators, business/industry and the community, emphasizing the contributions made to the total development of the individual and society.

Part C, Section 135 authorizes 8 requirements for and 15 permissive uses for the federal funds. Refer to Appendix A for the Local Application Procedure.

Appendix F describes the program standards for secondary vocational and technical education. Program standards include criteria related to personnel, curriculum, community partnerships, instructional strategies and assessment that have been established to define minimum standards for quality program size and scope in the following educational areas: agriculture, business, cooperative education/diversified occupations, family and consumer sciences, marketing, industrial technology, trade and industry, and health occupations. Secondary schools with programs that meet program standards will be eligible to utilize funds for any activities identified in this section.

GOAL No 1: To expand linkages among employers, schools and parents to increase career opportunities, retention and graduation rates for all students.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Provide access to programs that link secondary and postsecondary education.	1.1 Develop collaborative dual-credit and advanced-placement courses between secondary and postsecondary institutions.	X	X	X	X	1.1 Increased cost effectiveness and expanded program offerings for students.
			1.2 Implement Tech Prep education programs by articulating program standards between secondary and postsecondary institutions.	X	X	X	X	1.2 Increase annually by 2% the number of articulation agreements between secondary and postsecondary programs.
X	X	2. Involve parents, business and labor organizations in planning, implementing and evaluating vocational and technical education program.	2.1 Establish local advisory committees at the district level representing all entities to include individuals representing diverse/special populations.	X	X	X	X	2.1 Local advisory committees have a plan of work that includes planning, implementing and evaluating vocational and technical programs.
X	X		3. Expand linkages between business/industry and education.	3.1 Provide opportunities for business/industry to identify the skills employees need as well as career opportunities.	X	X	X	X
			3.2 Provide work-based learning experiences, such as shadowing, mentoring, internships, cooperative education.	X	X	X	X	3.2 All eligible recipients will examine and implement, as appropriate, workplace learning experiences.
			3.3 Provide opportunities for	X	X	X	X	3.3 All eligible recipients will

GOAL No 1: To expand linkages among employers, schools and parents to increase career opportunities, retention and graduation rates for all students.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
			individuals in business/industry to provide school-based learning experiences.					examine and implement, as appropriate, school-based learning experiences.
X	X	4. Provide students and parents with the means and guidance to assess the students= abilities, aptitudes and interests.	3.4 Provide opportunities for business/industry to assess effectiveness of linkage activities.	X	X	X	X	3.4 Businesses participating in linkage activities will assess results at least once a year and provide information to the educational institution.
			4.1 Provide sufficient staff and resources to encourage students to make knowledgeable career choices.	X	X	X	X	4. All eligible recipients will have a career plan that incorporates aptitudes, interests and labor market demand for all students.
			4.2 Utilize best practices to incorporate needs of special populations.					
X	X	5. Promote nontraditional training and employment.	5.1 Provide opportunities for students to explore nontraditional careers.	X	X	X	X	5.1 Increased participation by the number of students preparing for non-traditional careers.

GOAL No 2: To increase student competencies that will enhance workplace readiness through lifelong learning and career management in a rapidly changing world.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Provide workplace learning experiences as part of the curriculum.	1.1 Provide cooperative education, internships, shadowing/mentoring, partnerships, apprenticeships and other experiential learning experiences.	X	X	X	X	1.1 All eligible recipients will examine and implement, as appropriate, workplace learning experiences.
X	X	2. Provide leadership and personal development opportunities for students.	2.1 Encourage participation in leadership development activities, such as vocational student organizations, mentoring and community service activities.	X	X	X	X	2.1 All eligible recipients will provide and assess student involvement in leadership development activities.
X	X	3. Provide curriculum	3.1 Integrate the concepts of	X	X	X	X	3.1 All eligible recipients will
		development, teacher inservice, equipment and instructional materials for the purpose of improving the quality of education programs to meet the demands of the workplace.	workplace readiness across the curriculum, which may include adapting to change, employment-seeking skills, maintaining interpersonal relationships, supporting effective teamwork.	X	X	X	X	3.2 Acquisition of specialized equipment and related instructional materials will be based on recommendations from local advisory councils.
			3.2 Acquire specialized equipment and related instructional materials.	X	X	X	X	3.3 Local curriculum/programs
			3.3 Offer curriculum integration					

GOAL No 2: To increase student competencies that will enhance workplace readiness through lifelong learning and career management in a rapidly changing world.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	4. Increase basic employability and academic skills, such as written communication and oral/presentation skills.	workshops that drive curriculum enhancement/assessments for teachers, administrators, teacher educators and community leaders. 4.1 Offer inservice opportunities that drive curriculum enhancement for the purpose of increasing oral and written communication and information technology skills. 4.2 Offer curriculum integration workshops that drive curriculum enhancement/assessments for teachers, administrators, teacher educators and community leaders.	X	X	X	X	will be improved. 4.1 All eligible recipients will demonstrate integration of core academic standards into vocational and technical programs. 4.2 At least 75% of all institutions will demonstrate integration of core academic standards into vocational and technical education program standards.
				X	X	X	X	4.3 Eligible recipients will
X	X	5. Promote a paradigm shift of	4.3 Offer inservice opportunities that partner academic and vocational teachers as they correlate the crosswalking documents with Nebraska L.E.A.R.N.S. 5. Offer inservice opportunities that	X	X	X	X	document how the vocational curriculum contributes to the assessment of Nebraska L.E.A.R.N.S. 5.1 All eligible recipients will

GOAL No 2: To increase student competencies that will enhance workplace readiness through lifelong learning and career management in a rapidly changing world.								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
		vocational and technical education that reflects the workplace of the 21st century.	drive curriculum enhancement designed to build student competencies for lifelong learning and career/life management in the emerging global economy in an effort to assure success for all diverse student populations.					have opportunities to enhance curriculum for all students that incorporates lifelong learning and career/life management in the emerging global economy.

GOAL No 3: To enhance educators= skills in technical competencies in order to expand, revise or repackage curriculum to reflect labor market demands.								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. To provide opportunities for educators to gain awareness of skills needed in	1.1 Participants will job shadow and/or participate in an internship.	X	X	X	X	1.1 Participants would document at least one change in curriculum as a result of this experience.
X	X	business and industry. 2. Provide industry certification opportunities for faculty in their teaching areas.	2.1 Provide the opportunity for skill training. 2.2 Encourage and provide financial support for industry certification	X	X	X	X	2. Faculty will be industry certified in appropriate areas.

GOAL No 3: To enhance educators= skills in technical competencies in order to expand, revise or repackage curriculum to reflect labor market demands.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	3. Provide opportunities for staff to enhance technical skills in their area.	for faculty members. 3.1 Provide opportunities for faculty to participate in workshops, seminars, course work, industry training program, etc. in order to enhance technical skills in their teaching area.	X	X	X	X	3.1 Participants would document at least one change in curriculum as a result of this experience.
X	X	4. Provide staff with opportunities to develop competency in teaching employability skills.	4.1 Encourage participation in workshops or other activities dealing with employability skills.	X	X	X	X	4.1 All staff will have participated in activities to help teach employability skills.
X	X	5. Expand, revise and/or repackage curriculum in order to meet the needs of business and industry.	5.1 As a result of one or more of the previous objectives and/or articulation efforts, secondary and postsecondary staff will expand, revise and repackage curriculum to meet the short- and long-term needs of business and industry.	X	X	X	X	5.1 Local programs will be modified based on the educators= experiences.
X	X	6. Initiate, improve, expand and/or modernize quality vocational and technical education programs.	6.1 At the secondary level, vocational advisory committee members and vocational and technical education staff participate in the development of the local school improvement	X	X	X	X	6.1 Vocational and technical education programs become an integral part of the total curriculum.

GOAL No 3: To enhance educators= skills in technical competencies in order to expand, revise or repackage curriculum to reflect labor market demands.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
			plan and standards assessment. 6.2 At the postsecondary level, vocational advisory committee members and vocational and technical education staff participate in curriculum/program development and program assessment.	X	X	X	X	6.2 Vocational and technical education program offerings will meet the demands of the workplace and labor market needs.

GOAL No 4: To develop, improve or expand the technology, equipment and delivery systems to meet the changing demands and needs of business and industry.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Collaborate with business and industry to develop an assessment that will identify	1.1 Develop a needs assessment that can be used to measure the status of educational institutions in relationship to present and future needs.	X	X			1.1 Needs assessment will be made available to educational institutions in order to carry out the needs at the local level.

GOAL No 4: To develop, improve or expand the technology, equipment and delivery systems to meet the changing demands and needs of business and industry.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	the present and future needs in the area of technology, equipment and delivery systems. 2. Identify the needs of the educational institution regarding technology, equipment, and delivery systems.	2.1 In order to develop a local acquisition/replacement plan, a needs assessment will be administered to educational institutions in which the institution will be asked to respond regarding present and future needs.	X	X	X	X	2.1 Eligible recipients will develop an acquisition and replacement plan based on the local needs assessment.
X	X	3. Provide resources that will enable educational institutions to acquire needed educational technology, equipment and delivery systems in accordance to the acquisition/replacement	3.1 Acquire needed technology, equipment and delivery systems in accordance to the acquisition/replacement plan.	X	X	X	X	3.1 Eligible recipients will have made available to students technologies, equipment and delivery systems that will enable students to meet the

GOAL No 4: To develop, improve or expand the technology, equipment and delivery systems to meet the changing demands and needs of business and industry.								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	plan. 4. Identify alternative methods for collaboratively delivering vocational education instruction.	3.2 Develop, improve or expand the use of technology. 4.1 Provide opportunities for educational institutions to develop collaborative models.	X	X	X	X	changing demands of business and industry. 3.2 Eligible recipients will increase the use of technology within all program areas. 4.1 Educational institutions will have utilized the collaborative process to enhance the technologies, equipment, and delivery systems.

GOAL No 5: To promote vocational and technical education among students, educators, business/industry, and the community, emphasizing the contributions made to the total development of the individual and society.								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Provide information and opportunities that support the contributions made to the total development of the individual and society through	1.1 Provide news media with data that supports the importance of vocational and technical education in the development of the individual, economy and	X	X	X	X	1.1 Information will be made available to the news media to be shared with the public resulting in an increased awareness of the

GOAL No 5: To promote vocational and technical education among students, educators, business/industry, and the community, emphasizing the contributions made to the total development of the individual and society.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
		involvement in vocational and technical education.	society.					importance of vocational and technical education.
			2.2 Collect, desegregate and analyze data that provides support for the importance of vocational and technical education as a fundamental component of the total educational process.	X	X	X	X	2.2 Conduct survey of various populations to provide data that will support the importance of vocational and technical education.
			3.3 Recruit spokes people who will voice support and share the significance of vocational and technical education, which may include the development of a speakers bureau.	X	X	X	X	3.3 Increased support of vocational and technical education.
X	X		4.4 Encourage strong community participation in vocational and technical education.	X	X	X	X	4.4 Support groups will advocate the need for vocational and technical education.
X	X		4.5 Develop an awareness program that provides information that links vocational and technical education to the core academic curriculum (Nebraska L.E.A.R.N.S).	X	X	X	X	4.5 Through the use of crosswalking documents, the public will be provided information that links vocational and technical education to the core

GOAL No 5: To promote vocational and technical education among students, educators, business/industry, and the community, emphasizing the contributions made to the total development of the individual and society.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
								academic curriculum.

Statement of Purpose

The purpose of this section is to improve, expand and modernize vocational technical education programs through technology, professional development, curriculum integration, assessment and accountability, preparation for nontraditional training, programs for special populations and individuals in institutions.

Assessment of Needs

The priorities for activities to accomplish the purpose of this section were developed by a task force for State Leadership Activities. The task force included state staff members, teachers, and administrators from secondary and two-year postsecondary programs as well as representatives from business, labor and Workforce Investment. The task force analyzed information gathered from the statewide needs assessment.

The underlying assumption in this section is that the activities will contribute to improving student achievement. After reviewing the needs assessment, the taskforce makes the following recommendations and proposes goals, objectives and activities to carry out the recommendations.

The following are recommended priorities to be funded with the funds made available State Leadership.

Assessment

1. Determine whether it is more appropriate to continue emphasis on local assessment or to create a statewide assessment system. Rationale: costs, time savings, useability of data, what=s good for the students, linkage between secondary and postsecondary.

Support Partnerships

1. Develop educational materials on how to utilize business partnerships and maximize their productivity.
 1. Conduct awareness sessions and in-service for advisory councils.
 1. Support ESU inservices by state staff on supporting partnerships.
 1. Publicize resources on advisory councils/business partnerships (how to setup, maintain, enhance partnerships).
 1. Increase communication between secondary and postsecondary institutions including, but not limited to data sharing, dual credit, skills assessment, articulation and tech prep.

Improvement of academic, vocational, technical skills (integration of academic/vocational skills)

1. Continue initiatives and in-service activities related to crosswalking curriculum frameworks/standards to academic core and HOW to use them in the classroom. An example: Writing Across the Curriculum (WAC).
2. Revise and update curriculum frameworks. Incorporate workplace readiness skills, ethics and leadership (coming to work on time, following through on tasks) as identified in the needs assessment.
3. Continue national consortia memberships.
4. Support the Nebraska Vocational Curriculum Resource Center if funding is available and does not reduce support in other areas. Explore making the Resource Center a web site, rather than a physical location.

5. Strengthen and enhance the visibility and promotion of vocational technical education and its connection to Academics.≡

Nontraditional Training

Disseminate RFPs for nontraditional programs and projects. Examples include career planning, assessment and classes.

Professional Development

1. Coordinate and provide targeted professional development opportunities for vocational educators.
 - a. Coordinate efforts among teacher training institutions to recruit and retain potential teachers into vocational education disciplines.
 - b. Design an annual inservice activity for vocational teacher educators.
2. Develop and implement a planned series of professional development activities for state staff.
3. Provide funding and staff support to plan and conduct the annual INVEST Conference.
4. Support inservice activities conducted by state staff.
5. Maintain and enhance state newsletters and web sites for all discipline areas.
6. Develop a marketing plan to increase awareness about vocational and technical education with the business community, parents, and students.
7. Plan and present an in-service for school administrators on the new legislation, how funds may be spent, how assessment can be implemented and options for assessment.
8. Provide an in-service for counselors focusing on issues such as how vocational education leads to high skills/high wage jobs and productive careers, how to enhance the image of vocational technical education, entrance requirements for postsecondary 4-year institutions, vocational courses that count as college entrance requirements (dual credit, advanced placement) and related topics.

Technology

1. Provide staff support and funding to maintain web site(s) for vocational education information dissemination. Topic areas of major importance include assessment, conference dates and image enhancement).
2. Provide professional development opportunities (in-service and pre-service) on using technology (distance learning, maintaining list serve, web sites).

Special Populations

1. Provide state staff with expertise in working with special populations.

State Institutions

1. Provide career assessment and vocational training options for state institutions.

Provide Leadership at the State Level

1. Support technical assistance (state staffing).
2. Provide assessment planning and assistance to local school districts and postsecondary institutions.

Image and Identity of Vocational Education

1. Examine and assess image and identity of vocational education.
2. Promote a state wide image and identity for vocational education.

Staff and Financial support for VSOs within the Nebraska Department of Education

1. Provide professional and support staff for the management and operations of the VSOs.
2. Continue funding for financial management services for the VSOs.

Support Guidance and Counseling Initiatives.

1. Explore whether the activities currently being done by NCIS could be done by private companies such as Discover and SIGI +.
2. Review the allocation for *Careers in Nebraska* magazine to determine effectiveness, numbers using, etc.

GOAL No 1: Use technology to enhance information dissemination and delivery of vocational education throughout the state.								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Provide staff and financial support for a vocational education web site/page.	1.1 Develop and maintain a web site for vocational education information dissemination, including assessment, conference dates, image enhancement, etc.	X	X	X	X	1.1 A functioning, user-friendly, constantly updated web site.
X	X	2. Provide significant and ongoing professional development.	2.1 Support in-service and pre-service training on distance learning, maintaining list serves and other technology.	X	X	X	X	2.1 Vocational educators and state staff trained in the latest technology.

GOAL No 2 : Provide continuous, quality professional development for Nebraska vocational educators, including state staff.								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Provide professional development for vocational educators.	1.1 Coordinate efforts among teacher training institutions to recruit and retain potential teachers into vocational education discipline areas.	X	X	X	X	1.1 Development of a marketing plan and leadership resource allocation to retain and recruit quality vocational education teachers.
			1.2 Develop and conduct an annual inservice activity for vocational teacher educators.	X	X	X	X	1.2 An annual inservice will be provided for and

GOAL No 2 : Provide continuous, quality professional development for Nebraska vocational educators, including state staff.								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	2. Train state staff in the latest technology and educational research to assist in performing their jobs.	2.1 Provide an on-going program of professional development for all state staff.	X	X	X	X	attended by representatives of all the teacher education institutions in the state. 2.1 State staff will receive support for involvement in professional development programs on topics relevant to their job responsibilities.
X	X	3. Support INVEST Conference	3.1 Plan and conduct an annual professional development conference for all vocational educators.	X	X	X	X	3.1 Conduct the INVEST conference with targeted participation of 500-700 educators and other interested partners.
X	X	4. Continue and expand Educational Service Unit in-service activities conducted by state staff to enhance the understanding of and a clear vision for vocational education	4.1 Conduct in-service on requirements for entry into 4-year postsecondary institutions and how vocational education courses can meet those requirements	X	X	X	X	4.1 Annually conduct in-service at staff meetings on entry requirements for postsecondary institutions.
		(including, but not limited to what is required for postsecondary 4-year institutions, ie. Foreign language, vocational courses	4.2 Conduct work sessions to develop course guidelines and content to expand the number of vocational education courses		X	X	X	4.2 Plan and conduct staff work sessions and task force meetings (if appropriate) and

GOAL No 2 : Provide continuous, quality professional development for Nebraska vocational educators, including state staff.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
		that count as college entrance requirements, ie. dual credit, advanced placement)	meeting college entrance requirements.					disseminate information to all secondary and postsecondary institutions in the state.
		5. Communicate with teachers, administrators, teacher educators and other stakeholders through a variety of media.	5.1 Publish discipline-specific newsletters, as appropriate.	X	X	X	X	5.1 Publish discipline-specific newsletters a minimum of twice annually.
			5.2 Expand the use and quality of the web sites maintained for all vocational disciplines.	X	X	X	X	5.2 A trained person will be provided to collect and publish information from NDE staff on web sites for vocational education personnel.
		6. Enhance awareness of and appreciation for vocational education.	6.1 Develop a marketing plan and provide staff and financial resources necessary for implementation of the plan.	X	X	X	X	6.1 A marketing plan will be implemented and an ongoing marketing program for vocational education will be conducted.
X	X	7. Conduct an in-service for administrators on the new federal legislation for vocational education. How funds can be spent, and options for assessment.	7.1 Design a focused 1-2 hour workshop for delivery by state staff on topics of vital interest to administrators including: -Changes since transition plan -Stipulations/requirements on	X	X	X	X	7.1 Administrators will receive annual training on aspects of the Perkins legislation.

GOAL No 2 : Provide continuous, quality professional development for Nebraska vocational educators, including state staff.								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	8. Offer in-service for counselors on their linkage to vocational education. How vocational education leads to high skills/high wage jobs and productive careers/image	<p>how funds may be spent -Assessment options</p> <p>8.1 Design and deliver an in-service program on topics of importance and relevance to school counselors:</p> <p>-Direct relationship between vocational education and high skills/high wage employment -Career information -Enhancing the image of vocational education</p>	X	X	X	X	8.1 A special program for counselors will be provided via the INVEST Conference annually with Atargeted participation of 60% of Nebraska counseling personnel.

GOAL No 3: Improve academic, vocational and technical skills, including, but not limited to the integration of academic/vocational skills.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Crosswalk all curriculum frameworks/standards to the academic core standards.	<p>1.1 Develop and publish academics standards crosswalks for all vocational program areas.</p> <p>1.2 Provide in-service for educators on how to integrate the crosswalks into their curricula and classroom activities (example: Writing Across the Curriculum-WAC)</p>	X	X	X	X	<p>1.1 Academic standards crosswalks published and updated as appropriate for all curriculum areas.</p> <p>1.2 A minimum of one in-service opportunity will be provided annually on how to integrate the academic core standards into each vocational education curriculum area.</p>
X	X	2. Revise and update curriculum frameworks.	2.1 Review and update curriculum frameworks to incorporate the latest pedagogy, including workplace readiness skills, ethics and leadership. Such as: (coming to work on time, following through on tasks, etc.) as identified in needs assessment curriculum frameworks.	X	X	X	X	2.1 Update curriculum frameworks (1-2 annually) to incorporate the skills, attitudes and knowledge necessary for success in the modern work force.
X	X	1. Review and support curriculum consortia memberships	3.1 Provide funding and staff support for national curricula consortia.	X	X	X	X	<p>3.1 Annual review to select approvable consortia.</p> <p>3.2 Membership and support</p>

GOAL No 3: Improve academic, vocational and technical skills, including, but not limited to the integration of academic/vocational skills.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	3. Review continuation of the Nebraska Vocational Curriculum Resource Center -Web accessible -House it more efficiently	4.1 Review usage figures. 4.2 Identify usefulness and currency of the materials housed in the NVCRC. 4.3 Review and make	X	X			for identified consortia. 3.3 Consortia products and services will be publicized and disseminated to appropriate audiences. 4.1 Support for the NVCRC will be analyzed and a decision made no later than 2002 on continued financial support.
		(library or go to web site only)	recommendations on other possibilities for providing resources to Nebraska educators. -Transfer resources to a university/college teacher education institution. -Maintain a web site only.					
X	X	5. Enhance the visibility and promotion of vocational education and its connection to Academics.≡	5.1 Provide funding to develop a complete and coherent marketing plan for vocational education. 5.2 Provide funding to carry out the	X	X	X	X	5.1 Vocational education will be supported by NDE leadership, postsecondary institutions, secondary schools as a full partner in the educational system of

GOAL No 3: Improve academic, vocational and technical skills, including, but not limited to the integration of academic/vocational skills.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
			activities identified in the marketing plan. 5.3 Continuously review and adapt the marketing plan based on changing conditions at the state and national levels.					Nebraska.

GOAL No 4: Provide training for nontraditional students.								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Identify and offer training options for nontraditional students.	1.1 Issue RFPs for Single parent/displaced homemakers/nontraditional programs.	X	X	X	X	1.1 Training options will be publicized and made available to nontraditional students.
			1.2 Approve and monitor programs funded for nontraditional training to assure their practicality, usefulness, and cost-effectiveness. -Career planning -Assessment -Classes	X	X	X	X	1.2 Nontraditional training programs will be supported based on identified needs.

GOAL No 5: Provide career assessment and vocational training for state institutions								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Provide a statewide career information system.	1.1 If cost effective, enter into a contract with an educational agency to provide personnel and facility for maintenance of the Nebraska Career Information Service (NCIS).	X	X	X	X	1.1 Increase the awareness of and utilization of the NCIS by a minimum of 10%.
X	X	2. Investigate more cost-effective options for local school districts to access career information through private and/or non-profit agencies.	2.1 Conduct a task force meeting of guidance experts from throughout the State to review career information system options and determine the cost feasibility of continuing the NCIS system.	X	X			1.1 Issue a task force report on the options available 1.2 Accept the task force report and make a determination of how to use the budgeted amount for NCIS for continued support or reallocate the funds to more important priorities

GOAL No 6: Provide support for Special Populations

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Provide training for state staff on incorporating special populations into a vocational curricula.	1.1 Include special populations teaching strategies in ongoing NDE staff in-service activities.	X	X	X	X	1.1 All state staff will receive ongoing inservice on latest techniques and strategies in working with special populations.
X	X	2. Provide NDE staff with expertise in special populations.	2.1 Continue support for NDE staff with expertise in special populations.	X	X	X	X	2.1 Increased support for NDE staff and public school staff in the area of working with special populations.

GOAL No 7: Support partnerships between education and the business community.								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Provide training on how to maximize the effectiveness in forming and working with business partnerships.	1.1 Develop a training program (print and media resources) that can be presented by state staff and/or ESU personnel to various interested audiences.	X	X	X	X	1.1 A well-researched and user-friendly training program will be available for use by state staff and ESU personnel on effective use of business partnerships and advisory councils.
			1.2 Conduct an in-service for state staff and ESU personnel on conducting training with the resources developed	X	X	X	X	1.2 NDE personnel and ESU personnel will be provided with training on the use of the materials and will conduct field in-services when requested to do so by LEAs.
		2. Provide awareness sessions and in-service for existing advisory councils.	2.1 Publicize and conduct awareness sessions and in-service for existing advisory councils using the developed resources.		X	X	X	2.1 NDE personnel and ESU personnel will conduct in-service for existing advisory councils on an as-requested basis.
X	X	3. Provide training by state staff via ESUs on how to form and effectively manage business partnerships and advisory councils.	3.1 Publicize and conduct in-service sessions at ESUs on how to effectively manage business partnerships and advisory councils.	X	X	X	X	2.1 NDE personnel and ESU personnel will conduct in-service via ESUs for new and existing partnership audiences.

GOAL No 7: Support partnerships between education and the business community.								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	4. Publicize print and web resources on working with advisory councils and other business partnerships (how to establish, maintain, enhance partnerships).	4.1 Investigate print and web resources and publish this information on the NDE web site.	X	X	X	X	4.1 Publication and continual maintenance of current information and resources as an information source on the NDE web site.
X	X	5. Establish better communication between secondary and postsecondary institutions (data sharing, dual credit, skills assessment, articulation, tech prep).	5.1 Provide a communication liaison and/or vehicle for sharing data between secondary and postsecondary institutions.	X	X	X	X	5.1 Appoint one person from NDE to act as communication liaison on issues related to vocational education

GOAL No. 8: Provide vocational education leadership at the state level (Goal #8 identified by Leadership Task Force as a major priority.)								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Provide educational leadership for discipline-specific content areas.	1.1 Provide state staff in vocational education disciplines.	X	X	X	X	1.1 Provide financial and time resources for discipline-specific curriculum specialists.
X	X	2. Provide assessment planning	2.1 State staff will be provided with	X	X	X	X	2.1 State staff will be available

GOAL No. 8: Provide vocational education leadership at the state level (Goal #8 identified by Leadership Task Force as a major priority.)

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
		and assistance to local educational agencies.	t h e t r a i n i n g t o a s s i s t l o c a l a g					on request to assist local educational agencies in the implementation of core standards and other accountability measures.

GOAL No. 8: Provide vocational education leadership at the state level (Goal #8 identified by Leadership Task Force as a major priority.)

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
			e n c i e s i n t h e i m p l e m e n t a t i o n o					

GOAL No. 8: Provide vocational education leadership at the state level (Goal #8 identified by Leadership Task Force as a major priority.)

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
			f a c a d e m i c c o r e s t a n d a r d s .					

GOAL No 9: Enhance the image and identify of vocational education in the State of Nebraska.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Examine and assess image and identity of vocational education 2. Promote a statewide image and identity for vocational education	1.1 Use the results of needs assessments to develop a targeted study on the image and identity of vocational education. 2.1 The marketing program developed based on the marketing plan will be implemented.		X		X	1.1 The results of the studies will be used to modify the marketing program for vocational education. 2.1 NDE vocational education staff will provide support for and assess the effectiveness of the marketing plan.

GOAL No 10: Provide leadership to the vocational student organizations.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1.1 Provide a state advisor and support staff for each of the NDE-recognized organizations including DECA, FBLA, FFA, FCCLA, HOSA, VICA, YFREA, TSA, and PBL.	1.1 Establish and maintain linkages with the local, regional and national organizations; coordinate student participation in regional and national meetings.	X	X	X	X	1.1 Consistency and pro-active leadership will be provided to Nebraska VSOs.
			1.2 Provide support for advisory committees and student officers to carry out the activities of the organization.	X	X	X	X	1.2 Programs focused on the benefit of students enrolled in vocational education will be provided throughout the state.
			1.3 Establish and maintain a financial management system.	X	X	X	X	1.3 A financial management system with strong accountability and reporting mechanisms will be provided

GOAL No 11 : Provide support for career guidance and counseling.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Investigate whether the NCIS system could be more efficiently and cost-effective done by resources such as Discover, SIGI +.	1.1 The NDE guidance and counseling specialist will convene a task force to determine whether to support NCIS.	X	X	X	X	1.1 A cost-effective and efficient delivery system of Nebraska career information will be provided.
X	X	2. An annual career information publication will be provided to local educational agencies and ESUs.	2.1 A cost-effective career information publication will be provided via either a printed magazine/	X	X	X	X	2.1 Nebraska students will be provided with annually updated information on postsecondary education, financial support programs and career information

GOAL No 11 : Provide support for career guidance and counseling.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
			ne wsl ette r and /or a Ne bra ska we b pag e.					

- 2.04 Describe the criteria that will be used in approving applications by eligible recipients for funds under the Act. [Sec.122(c)(1)(B)]

The State Board of Vocational Education, through its staff, will review all applications and recommend approval. Approval will be based on the criteria in Appendix A. Review of applications will be conducted by state staff members responsible for vocational and technical education. State staff will also provide technical assistance to all applicants to assist them in developing a quality program.

- 2.05 Describe how such programs will prepare vocational and technical students for opportunities in postsecondary education or entry into high skill, high wage jobs in current and emerging occupations. [Sec.122(c)(1)(C)]

The State Board of Vocational Education continually monitors labor market needs and opportunities. Labor market information is obtained from the Nebraska Department of Labor and the State Occupational Information Coordinating Committee. This information is used to assist secondary and postsecondary institutions in implementing programs that lead to high-skill, high-wage occupations for students.

1. The vocational and career guidance programs use the Nebraska Career Information system or other systems to provide counseling to students on the skills and classes that are necessary to prepare them in current and emerging occupations.
2. Applied academics are integrated into all secondary vocational technical education programs to better prepare students with the skills needed to succeed in postsecondary programs or to enter high-skill, high-wage occupations.
3. Vocational technical education programs are continually upgraded and revised to provide skills that lead to high-skill, high-wage occupations.

- 2.06. Describe how funds will be used to improve or develop new vocational and technical education courses. [Sec.122(c)(1)(D)]

Eligible recipients receiving funds will use the funds to improve vocational technical education programs. Eligible recipients will use the funds to support vocational technical education programs that :-

- ! Strengthen the academic and vocational and technical skills of students (including integration and coherent sequences of courses).
- ! Provide students with experience in and understanding of all aspects of the industry.
- ! Develop, improve or expand the use of technology (may include teacher training, providing student skills to enter a high technology and telecommunication field, internships and mentoring programs in high technology industries).

- ! Provide professional development activities that focus on improving the academic and technical skills of students so that vocational and technical education students are taught to the same challenging standards that are taught to other students.

- ! Evaluate programs and assess the needs of special populations.
- ! Initiate, improve, expand and modernize quality vocational and technical education programs.
- ! Provide services and activities that are of sufficient size, scope and quality to be effective.
- ! Link secondary and postsecondary education programs (may include Tech Prep).

In addition, as determined by local needs assessment, use funds to:

- ! Involve parents, businesses and labor organizations in planning, implementing and evaluation of vocational and technical education programs.
- ! Provide career guidance and academic counseling for students participating in vocational and technical education programs.
- ! Provide work-related experiences, such as internships, cooperative education, school-based enterprises, entrepreneurship and job shadowing that are related to vocational and technical education programs.
- ! Provide programs for special populations.
- ! Support local business and education partnerships.
- ! Assist vocational student organizations.
- ! Provide mentoring and support services.
- ! Lease, purchase and adapt or upgrade equipment.
- ! Improve or develop new vocational and technical education courses.
- ! Provide support for family and consumer sciences programs.
- ! Provide vocational and technical education programs for adults and school dropouts to complete their secondary school education.
- ! Provide assistance to students who have participated in services and activities under this title in finding an appropriate jobs and continuing their education.

2.07 Describe how comprehensive professional development for vocational and technical, academic, guidance and administrative personnel will be provided. [Sec.122(c)(2)]

Nebraska will continue to conduct programs and activities of professional development (including initial teacher preparation) for vocational and technical, academic, guidance, and administrative personnel. These activities may include but are not limited to the following.

- ! Coordinate and provide targeted professional development opportunities for vocational education.
 - a. Coordinate efforts among teacher training institutions to recruit and retrain potential teachers into vocational education disciplines.
 - b. Design an annual in-service activity for vocational teacher educators.
- ! Develop and implement a planned series of professional development activities for state staff.
- ! Provide funding and staff support to plan and conduct the annual INVEST Conference.

- ! Plan and present an in-service for school administrators on the new legislation, how funds may be utilized, how assessment can be implemented and options for assessment.
- ! Provide an in-service for counselors focusing on issues such as how vocational education leads to high-skill, high-wage jobs and productive careers.

2.08 Describe how the State will actively involve parents, teachers, local businesses and labor organizations in the planning developments, implementation and evaluation of such vocational and technical education programs. [Sec.122(c)(3)]

Eligible recipients must have a vocational and technical education advisory committee that meets regularly. The advisory committee should provide counsel, direction and assistance to vocational and technical education programs. Representation on the advisory committee must include individuals representing each of the following four categories:

1. Two representatives from special populations, including individuals who are disabled, educationally or economically disadvantaged, limited English proficient, single parents, displaced homemakers and individuals preparing for nontraditional training and employment.
2. Two representatives from business, industry and labor.
3. Two representatives from public agencies and/or the community.
4. Two representatives from parents and/or students.

2.09 Describe how the State will improve the academic and technical skills of students participating in vocational and technical education programs, including strengthening the academic, and vocational and technical, components of vocational and technical education programs through the integration of academics with vocational and technical education to ensure learning in the core academic, and vocational and technical, subjects, and provide students with strong experience in, and understanding of, all aspects of an industry. [Sec.122(c)(5)(A)]

The State Board of Vocational Education provides several initiatives designed to improve the academic and technical skills of students through integration of academic and vocational and technical education which insures learning in the core academic and vocational and technical subjects, and provide students with strong experience in and understanding of, all aspects of an industry. These activities include:

- ! Providing applied academic programs in Applied Mathematics, Applied Communications, Applied Biology/Chemistry, Principles of Technology and Workplace Readiness Skills.
- ! All students participating in vocational and technical education programs must meet or exceed the same academic standards required of all secondary students. The Nebraska State Board of Education has approved academic standards in Reading/Writing, Mathematics, Science, and Social Studies/History.
- ! The approved academic standards have been crosswalked with the competencies in

the vocational program curricular frameworks to facilitate the attainment of both academic and technical competencies.

- ! Nebraska has *Base Program Standards* for the approval of vocational and technical education programs at the secondary level. There are program standards for Agriculture, Business, Family and Consumer Sciences, Health Occupations, Industrial Technology, Trade and Industry, Marketing, and Diversified Occupations. These program standards are included in Appendix F.
- ! Experiences in all aspects of the industry is provided through the incorporation of job shadowing, cooperative on-the-job training, and apprenticeship opportunities in vocational and technical education programs.
- ! Common courses and credits have been aligned between community colleges in many program areas.
- ! Through state and federal initiatives such as Tech Prep, secondary students are preparing for and actually participating in postsecondary-level courses. This is accomplished through articulated credit and dual-credit opportunities between secondary academic/vocational programs and their counterparts in postsecondary institutions.

2.10 Describe how the State ensures that students who participate in such vocational and technical education programs are taught to the same challenging academic proficiencies as are taught to all other students. [Sec.122(c)(5)(B)]

Students who participate in vocational and technical education programs in Nebraska are taught to the same challenging academic standards as all other students.

- ! All students participating in vocational and technical education programs must meet the same academic standards required of all secondary students. The Nebraska State Board of Education has approved academic standards in Reading/Writing, Mathematics, Science, and Social Studies/History.
- ! The approved academic standards have been crosswalked with the competencies in the vocational program curricular frameworks to facilitate the attainment of both academic and technical competencies.
- ! The Board approved standards in the core academic areas will assess the achievement of students at the end of the 4th, 8th, and 11th grade. The Department is currently designing a system of measures to facilitate the assessment. Student achievement will be reported on four levels - Beginning, Progressing, Proficient, and Advanced.
- ! Postsecondary student academic proficiency is measured by the ability to complete programs resulting in a certificate, license or associate degree. Many postsecondary programs are aligned with national certification programs such as Automotive Service Excellence, American Welding Society, Printing Institute of America and Information Technology Certification which include a strong emphasis on academics. Also many postsecondary programs must follow licensure requirements such as Licensed Practical Nurse and Child Development Association in order to confer certificates and

degrees.

- 2.11 Describe how the State will provide local educational agencies, area vocational and technical education schools and eligible institutions in the State with technical assistance. [Sec.(c)(14)]

State vocational education staff are responsible for working with individual schools and consortia. Each staff member will provide local administrators, teachers, and other vocational educators with technical assistance.

The services provided by state staff will include but not be limited to:

- ! Program visitation and assistance
- ! Assist in the development and procurement of curricular materials and equipment
- ! Develop and refine local plans
- ! Program improvement and development
- ! Assist vocational student organizations
- ! Develop accountability and reporting systems

Each eligible recipient is assigned a state staff person to monitor the application. The program monitor will:

- ! Monitor, on-site, once every 2 years, the program for compliance with all applicable rules and complete a written report. Follow-up monitoring, may be necessary to assist and correct deficiencies.
- ! Annually review the local application to determine if the proposed uses of funds and budget are consistent with the purposes and intent of this plan.
- ! Provide assistance to recipients in complying with applicable rules.

- 2.12 Describe how vocational and technical education relates to State and regional occupational opportunities. [Sec.122(c)(15)]

Each eligible recipient is required to have an advisory committee. Representatives from business, industry and labor are included on the committee to provide guidance and information on occupations and labor market needs in their local communities.

The Nebraska Occupational Information Coordinating Commission (NOICC), along with the Nebraska Department of Labor/ Labor Market Information Section publish *Nebraska Employment Projections*. This publication projects the growth and/or decline in the number of occupational opportunities in the State.

Nebraska supports the Nebraska Career Information System that allows users to identify new, emerging and high demand occupations.

- 2.13 Describe the methods proposed for the joint planning and coordination of programs

carried out under the Act with other Federal education programs. [Sec.122(c)(16)]

This plan has been developed with the assistance of a series of task forces that provided input to the various sections. Representation on these committees included the following:

- ! Secondary school administrators and teachers
- ! Postsecondary administrators and teachers
- ! Business and industry representatives
- ! Organized labor
- ! Workforce Investment Council
- ! Parents

This plan will be shared with the State Workforce Investment Board.

Eligible recipients are required to have an advisory committee with representation from other programs. Eligible recipients also sign assurances that programs will be coordinated and duplication minimized at the local level.

These methods assure that activities conducted under this plan are coordinated with other Federal programs.

- 2.14 Describe how funds will be used effectively to link secondary and postsecondary education. [Sec.122(c)(19)]

Nebraska places a high priority on the development and maintenance of strong comprehensive links between secondary schools and postsecondary institutions. Tech Prep continues to develop, implement and maintain six year programs (2+2+2) to provide opportunities leading to a two-year associate degree and continuing to a baccalaureate degree. Funds will be used to strengthen the link between secondary and postsecondary education through the following:

Articulation agreements will be developed between secondary schools and postsecondary institutions to provide students with a non-duplicative sequence of progressive achievement leading to degrees or certificates in vocational-technical education programs.

Tech Prep consortiums will develop and implement articulation agreements, provide and coordinate activities among consortium participants for curriculum development including integration of academics and vocational competencies, develop partnerships between schools and businesses and provide counselor inservice. Other Tech Prep activities include educator internships to assist secondary and postsecondary teachers in staying current in needs, expectations and methods of business in all aspects of the industry and training academic teachers in the use of contextual and applied curricula and instruction.

- 2.15 Describe how the State will address the equity provisions contained in Section 427(b) of

the General Education Provisions Act, as amended [20U.S.C.1228a].

Section 427 of the General Education Provisions Act requires 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, Federally assisted programs for students, teachers and other program beneficiaries. Eligible local recipients will describe in their application for Perkins III funds the steps to be taken to overcome the barriers of gender, race, national origin, color, disability or age.

State staff will ensure that equal opportunities are available for teachers to participate in professional development activities by providing the necessary supportive services for them to fully participate in the activities. State staff will also provide technical assistance to local recipients to help them identify and overcome barriers to equitable participation.

State staff also conduct on-site visits and monitor compliance with this and other provisions. Technical assistance is provided to eligible recipients as they develop strategies to assure nondiscrimination.

- 2.16 Describe the procedures in place to develop the memoranda of understanding outlined in section 121(c) of the Workforce Investment Act of 1998. [Sec.122(c)(21)]

Nebraska intends to submit its State Plan under the Workforce Investment Act on or about March, 2000 for implementation on July 1, 2000. This plan is being developed by the Job Training Division of the Nebraska Department of Labor under the direction of the State Workforce Investment Board. The State Department of Education has a representative on this board.

The Policy for the development of the Memorandum of Understanding is as follows:

Background: The Memorandum of Understanding provides the local Workforce Investment Board an opportunity to insure that all One-Stop partners are aware and accountable for the operation and performance of the One-Stop delivery system.

Policy: The Memorandum of Understanding is an agreement developed and executed between the local board, with the agreement of the chief elected official, and the One-Stop partners relating to the operation of the One-Stop delivery system in the local area. Each local board must negotiate a Memorandum of Understanding with each of the mandated partners to meet the intent of the Act.

Local Education personnel representing eligible recipients (secondary and postsecondary) will be appointed as members of the local Workforce Investment Boards.

The Memorandums for Understanding will be negotiated at the local level. All Memorandums will include the following information.

- ! Description of services to be offered through/by the one-stop centers as they relate to postsecondary vocational technical education
- ! How the cost of operations will be paid
- ! Methods of referral of customers
- ! Dollar amount of cash or in-kind contributions for services
- ! Duration of the Memorandum
- ! Evaluation of the Memorandum
- ! Provisions for Amendment
- ! Other locally identified provisions

- 2.17 Describe the procedures developed to ensure coordination of nonduplication among programs listed in Section 112 (b)(8)(A) of the Workforce Investment Act of 1998. [Sec.122(c)(21)]

The local application contains an assurance that the eligible recipient will coordinate and avoid duplication among programs at the local level.

The Department of Education will work collaboratively with the Department of Labor as the Workforce Investment Plan is developed.

All of the required partners, including representation from the State Education agency and the local secondary and postsecondary vocational and technical education programs, serve on the local Workforce Development Boards. This involvement will ensure that program availability is communicated and that duplication can be minimized.

- 2.18 Describe the role of postsecondary vocational and technical education in the one-stop career center delivery system.

The two-year community colleges are actively involved in the planning of the One-Stop Career Centers. With the establishment of the centers, the services to be provided by each of the partners will be determined and delineated within each memorandum of agreement. As the Workforce Investment Plan is developed, the community colleges will be involved in providing input to the services that they will be able to provide for the One-Stop Career Centers.

- 2.19 Describe how comprehensive professional development activities will focus on improving the academic and technical skills of students and ensuring that vocational and technical education students are taught the same challenging academic proficiencies that are taught to other students.

This has been described under 2.03B, 2.07 and 2.10 of this Section.

III. ACCOUNTABILITY AND EVALUATION

3.01 Procedures employed to include input from eligible recipients in establishing performance measures for the core indicators and the State level of performance for each core indicator. [Sec.113(b)(1)(A), Sec.113(b)(2)(D), Sec.113(b)(1)(C), and Sec.122(C)(9)]

A. As part of the comprehensive needs assessment, information was gathered from local schools and postsecondary institutions to determine the status and needs relative to the core indicators of performance.

B. Data Currently Available

Secondary agencies indicated that they were able to report data for the following categories.

1. Student academic achievement
2. Student vocational and technical achievement
3. Student attainment of a high school diploma
4. Student placement in postsecondary education, military or employment
5. Retention in postsecondary education
6. Retention in employment
7. Participation in and completion of programs that lead to nontraditional training and employment
8. The above data could be disaggregated based upon the categories identified as special populations

Postsecondary (2-year) institutions indicated that they were able to report data for the following categories.

1. Student academic achievement
2. Student vocational and technical achievement
3. Completion of a postsecondary certificate or degree
4. Placement and retention in employment or placement in the military
5. Participation in and completion of programs that lead to nontraditional training and employment
6. The above data could be disaggregated based upon the categories identified as special populations

C. Baseline Data

Secondary agencies reported the percentage of students who were vocational program concentrators (students having completed at least three courses in one vocational program or area or all of the courses offered in an area) that:

1. Met the core academic content standards
2. Met the occupational objectives of the vocational program area of concentration
3. Entered either a 2-year or 4-year postsecondary institution

This data was reported as All Seniors and for those Seniors who were

disadvantaged, students with disabilities, limited English proficient, and nontraditional by career/gender.

Postsecondary (2-year) institutions reported the percentage of students who received an associate degree, certificate, or other credential who:

1. Met the occupational objectives in a vocational program area of concentration
2. Were placed for employment in the area for which they were trained
3. Were considered by their employer to be well prepared
4. Entered postsecondary education at a 4-year institution
5. Entered the military

This data was reported as total number of students who received an associate degree, certificate or other credential and disaggregated by those who were disadvantaged, students with a disability, limited English proficient, nontraditional by gender in the vocational program area of concentration, and/or a displaced homemaker/single parent.

D. Accountability and Evaluation Development Committee

The State Plan Accountability and Evaluation Task Force was selected for the expertise and information they could bring to the discussion. The task force included individuals representing: secondary administration, secondary teachers, Educational Service Units, postsecondary administrators, postsecondary instructors, the Nebraska Community College Association, and the Nebraska Postsecondary Coordinating Commission. The following information was provided to the members: pertinent sections of the Act, results from the comprehensive needs assessment, the ADraft Core Indicator Framework: A Discussion Paper Prepared for State Consultation≅ (Office of Vocational and Adult Education, U.S. Department of Education, August 16, 1999), and the Nebraska State Board of Education policy and timeline for Accountability and Assessment of Core Academic Standards.

Because of the many challenges facing the Nebraska Department of Education and the eligible recipients in addressing the required core indicators and levels of performance, it was determined that resources will be concentrated on the four required indicators. Therefore, no additional indicators will be identified. [Sec.113(b)(1)(B) and Sec.113(b)(1)(C)]

- 3.02 Identify and describe the core indicators and the State level of performance for each core indicator of performance for the first two program years covered by the State Plan. [Sec.113(b)(2)(A)(I-iv) and Sec.113(b)(3)(A)(ii)]

Data reported for the following core indicators will be for students who meet *Aa threshold level of vocational education*≅ which will be referred to as a *Aprogram concentrator*≅.

Program Concentrator shall be: (a) a secondary student enrolled in a sequence of three or more vocational-technical courses (or all of the courses offered in an area) which lead to

entry level occupations, apprenticeship, military, or post high school training; (b) a postsecondary student enrolled in a vocational-technical program leading to a certificate and/or associate degree.

State Administration Staff will be empowered to work with local programs to incorporate in the Program Standards framework such things as: new and emerging fields, the use of technology/distance learning for program delivery, secondary articulation with postsecondary and the military, incorporation of applied academics, and support for other creative sequencing to support the improvement and responsiveness of vocational-technical education.

NEBRASKA

CORE INDICATOR 1a: Students will attain academic proficiencies

Goal	Measure	Data Source	Current Level of Performance	Target Level of Performance by 2004
<p>All students who are vocational program concentrators will attain challenging academic proficiencies.</p> <p><u>Secondary Goal</u> All students who have completed a sequence of courses which lead to entry level occupations, advanced training, military or post high school training will master knowledge and skills that meet the State approved academic standards.</p> <p><u>Postsecondary Goal</u> All students who have concentrated in a program leading to a certificate or associate degree will meet program defined academic standards.</p>	<p><u>Secondary Measure</u> <i>Numerator:</i> The number of students concentrating in vocational education and who meet academic standards. <i>Denominator:</i> Number of students concentrating in vocational education during the same reporting period.</p> <p><u>Postsecondary Measure</u> <i>Numerator:</i> The number of students who have concentrated in a program leading to a certificate or associate degree will meet program defined academic standards. <i>Denominator:</i> The number of students who have concentrated in a program leading to a certificate or associate degree during the same reporting period</p>	<p><u>Secondary Source</u> Standardized achievement tests or locally developed criterion referenced tests or a grade of B or higher or a combination of these.</p> <p><u>Postsecondary Source</u> Locally developed assessments or criterion referenced tests or have a Grade Point Average in required academic courses of a B or higher.</p>	<p><u>Secondary Level</u> 3839/6249 or 61% of the students concentrating in vocational education meet the State academic standards.</p> <p><u>Postsecondary Level</u> 2406/3152 or 74% of the students who have concentrated in a program leading to a certificate or associate degree met the program defined academic standards.</p>	<p><u>Secondary Level</u> 1% per year or 65% of the students concentrating in vocational education will meet the State academic standards.</p> <p><u>Postsecondary Level</u> 1% per year or 75% of the students who have concentrated in a program leading to a certificate or associate degree will meet the program defined academic standards. (the data should be revisited at the end of the first year to be sure reporting is consistent)</p>

NEBRASKA

CORE INDICATOR 1b: Students will attain vocational-technical skills

Goal	Measure	Data Source	Current Level of Performance	Target Level of Performance by 2004
<p>All students who are vocational program concentrators will attain program defined and validated vocational-technical skills.</p> <p><u>Secondary Goal</u> All students who have completed a sequence of courses which lead to entry level occupations, advanced training, military or post high school training will attain program defined and validated vocational-technical skills.</p> <p><u>Postsecondary Goal</u> All students who have concentrated in a program leading to a certificate or associate degree will attain program defined and industry validated vocational-technical skills</p>	<p><u>Secondary Measure</u> <i>Numerator:</i> Number of students concentrating in vocational education who attained program defined and validated vocational-technical skills. <i>Denominator:</i> Number of students concentrating in vocational education during the same reporting period.</p> <p><u>Postsecondary Measure</u> <i>Numerator:</i> Number of students concentrated in a program leading to a certificate or associate degree who attained program defined and industry validated vocational-technical skills through criterion referenced assessment. <i>Denominator:</i> Number of students concentrated in a program leading to a certificate or associate degree during the same reporting period.</p>	<p><u>Secondary Source</u> Locally developed assessments or criterion referenced tests or a grade of B or higher or other assessment instruments such as ASVAB or a combination of these.</p> <p><u>Postsecondary Source</u> Locally developed assessments or criterion referenced tests, or Industry assessment and Credentialing tests, or National/State licensing tests or a combination of these.</p>	<p><u>Secondary Level</u> Performance levels of students concentrating in vocational education is currently 4306/6249 or 69%</p> <p><u>Postsecondary Level</u> 2878/3152 or 91% of the students who have concentrated in a program leading to a certificate or associate degree met the program defined and industry validated vocational-technical skills.</p>	<p><u>Secondary Level</u> Performance levels will be increased 1% per year or to 73%</p> <p><u>Postsecondary Level</u> Improvement in this category will be an objective. However, due to the current high level of performance, maintaining this level will be the primary objective.</p>

NEBRASKA

CORE INDICATOR 2: Students will attain a secondary school diploma or recognized equivalent, or a postsecondary degree or credential.

Goal	Measure	Data Source	Current Level of Performance	Target Level of Performance by 2004
<p>All students who are vocational program concentrators will attain a secondary diploma or it=s equivalent. Postsecondary students will attain a degree, certificate or credential.</p> <p><u>Secondary Goal</u> All students who have completed a sequence of courses which lead to entry level occupations, advanced training, military or post high school training will attain a secondary diploma or it=s equivalent.</p> <p><u>Postsecondary Goal</u> All students who have concentrated in a program leading to a certificate of associate degree will attain such a credential.</p>	<p><u>Secondary Measure</u> <i>Numerator:</i> Number of seniors concentrating in vocational education who graduated from high school. <i>Denominator:</i> Number of seniors concentrating in vocational education who were eligible to graduate during the same reporting period.</p> <p><u>Postsecondary Measure</u> <i>Numerator:</i> Number of students, who attain an associate degree, credential, or certificate. <i>Denominator:</i> Number of students who are defined as program concentrators, during the same reporting period.</p>	<p><u>Secondary Source</u> Local school graduation data. Adult Ed. GED data.</p> <p><u>Postsecondary Source</u> Course completion data. Degree, certificate completion data.</p>	<p><u>Secondary Level</u> Currently 5601/6249 or 93% of the vocational education program concentrators receive a high school diploma.</p> <p><u>Postsecondary Level</u> The current program completion rate is 2557/ 3515 or 71%</p>	<p><u>Secondary Level</u> Improvement will be an objective. However, due to the current high level of performance, maintaining this level will be the primary objective.</p> <p><u>Postsecondary Level</u> There are many reasons, employability being the most prevalent, for not completing a postsecondary program. However, we believe we can improve 0.5% per year or to 73%..</p>

NEBRASKA

CORE INDICATOR 3: Placement in, retention in, and completion of, postsecondary education or advanced training placement in military service, or placement or retention in employment.

Goal	Measure	Data Source	Current Level of Performance	Target Level of Performance by 2004
<p>Secondary students who are vocational program concentrators and receive a high school diploma, will be placed in postsecondary or advanced training or the military or employment. Postsecondary students who receive an associate degree or credential will be placed for further training, the military or employment.</p> <p><u>Secondary Goal</u> All students who have acquired academic and technical proficiencies needed to access entry-level employment and/or further education will enter postsecondary education, advanced training, military service or employment within one year of graduation.</p> <p><u>Postsecondary Goal</u> All students who receive an associate degree or certificate will be employed within one year of graduation, or have entered the military, or advanced training.</p>	<p><u>Secondary Measure</u> <i>Numerator:</i> Number of students included in the denominator who, within one year of graduation are enrolled in documented postsecondary program, advanced training, in the military or are employed. <i>Denominator:</i> Number of students who were vocational program concentrators that graduated.</p> <p><u>Postsecondary Measure</u> <i>Numerator:</i> Number of students who attained an associate degree or certificate who were employed, entered the military, or advanced training one year after graduation. <i>Denominator:</i> Number of students who attained an associate degree or certificate during the same report period.</p>	<p><u>Secondary Source</u> Locally collected student follow-up data.</p> <p><u>Postsecondary Measure</u> Locally collected student follow-up data. State Unemployment Insurance records associated with Social Security Numbers (if available).</p>	<p><u>Secondary Level</u> The current placement rates for program concentrators is as follows: 1941/6249 or 33% 2yr Postsecondary 2614/6249 or 43% 4yr Postsecondary 869/6249 or 14% Employment 218/6249 or 5% Military Overall placement rate 90%</p> <p><u>Postsecondary Level</u> 2382/3152 or 76% were placed in employment 456/3152 or 15% entered a 4-year postsecondary institution. 6/3152 or 0.2% entered the military, overall placement rate is 91%</p>	<p><u>Secondary Level</u> We believe that maintaining this level of performance should be the primary objective. However, improvement at the rate of 0.5% per year or 92% is attainable.</p> <p><u>Postsecondary Level</u> Because the current level of performance is at 91%, and there is no category for self employed, projected performance should be set at the current level.</p>

NEBRASKA

CORE INDICATOR 3a: Postsecondary retention in employment.

Goal	Measure	Data Source	Current Level of Performance	Target Level of Performance by 2004
All postsecondary students who are placed for employment will be retained in employment for one year.	<p><i>Numerator:</i> Number of postsecondary students placed for employment who remain employed for one year.</p> <p><i>Denominator:</i> Number of postsecondary students placed for employment during the same time period.</p>	Locally collected student follow-up data. State Unemployment Insurance records associated with Social Security Number (if available).	<p>2,145*/2382 or 90% of those placed were retained in employment</p> <p>*This is an estimation based upon past follow-up surveys. An actual figure will be available when the FY2000 reports are submitted.</p>	Maintaining this level of performance will be the primary objective. However, improvement at the rate of 0.5% per year or 92% is attainable.

NEBRASKA

CORE INDICATOR 4a: Student participation in vocational-technical education programs that lead to nontraditional training and employment.

Goal	Measure	Data Source	Current Level of Performance	Target Level of Performance by 2004
<p>All students who are vocational program concentrators will be advised of nontraditional employment and training opportunities.</p> <p><u>Secondary and Postsecondary Goal</u> All vocational educational education programs will increase participation of nontraditional students in those occupations which have under represented participation of males or females.</p>	<p><u>Secondary and Postsecondary Measure</u> <i>Numerator:</i> Number of nontraditional students who concentrated in programs leading to occupations that are determined to be nontraditional.</p> <p><i>Denominator:</i> Total number of students who concentrated in the same programs during the same reporting period.</p>	<p><u>Secondary and Postsecondary Source</u> Enrollment data from programs that are locally determined as nontraditional. Data is reported at the program level</p>	<p><u>Secondary and Postsecondary Level</u> The nontraditional program participation rate at the Secondary level is 666/6249 or 11%</p> <p>The nontraditional program participation rate at the Postsecondary level is 659/3152 or 21%</p>	<p><u>Secondary and Postsecondary Level</u> The nontraditional program participation rate will be increased at the rate of 1% per year to 15% at the Secondary level.</p> <p>The nontraditional program participation rate will be increased at the rate of 1% per year to 25% at the Postsecondary level.</p> <p>(It is important to note that this data is based on program concentrators and not on the total number who participate in the vocational education enterprise)</p>

NEBRASKA

CORE INDICATOR 4b: Student completion of vocational and technical education programs that lead to nontraditional training and employment.

Goal	Measure	Data Source	Current Level Performance
<p>All students who are nontraditional enrollees in vocational programs will complete those programs.</p> <p><u>Secondary and Postsecondary Goal</u> All vocational education programs will increase completion rates of nontraditional students in those occupations which have under represented completion of males or females.</p>	<p><u>Secondary and Postsecondary Measure</u> <i>Numerator:</i> Number of nontraditional students who complete programs leading to occupations that are determined to be nontraditional.</p> <p><i>Denominator:</i> Total number of students who complete the same programs during the same reporting period.</p>	<p><u>Secondary and Postsecondary Source</u> Enrollment and completion data from programs that are locally determined as nontraditional. Data is reported at the program level.</p>	<p><u>Secondary and Postsecondary Level</u> The nontraditional completion rate at the secondary level currently 650/5601 or 12%</p> <p>The nontraditional completion rate at the postsecondary level 543/2557 or 21%</p>

Additional Data Elements to be Collected:

As indicated above, Nebraska has elected not to select additional core indicators; however, eligible recipients will be expected to report on additional data elements beyond that required by the Core Indicators. Eligible recipients will report total numbers of students who have completed at least one vocational course during the reporting period. At the secondary level, this information will be reported for all vocational programs without consideration if they meet ANebraska Program Standards. Student participation will be reported as a total and will also be reported as disaggregated by the special population categories defined in the Act.

In addition, data on Tech-Prep will be reported as a part of the State adjusted levels of performance since Tech-Prep programs funded under the Act must meet the standards developed by the State. Tech-Prep data will be included as a part of the state total, but will be reported as a separate category on the annual report.

The development of a system to assess student and employer satisfaction with the quality of vocational and technical education programs will be explored during the second year of this plan.

- 3.03 Describe how you will annually evaluate the effectiveness of vocational and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating such programs to ensure nonduplication with other existing Federal programs. [Sec.122(c)(6)]

Each eligible recipient will be assigned a state staff member who will monitor activities of the project, provide technical assistance, and review annual reports submitted by the recipient for completeness and accuracy. Local plan requirements dictate that the eligible recipient must address how vocational and technical education activities will be carried out with respect to meeting the State adjusted levels of performance [Sec.134(b)(2)]; the process that will be used to independently evaluate and continuously improve performance [Sec.134(b)(6)]; and how local recipients will use funds to develop and implement evaluations of vocational and technical education programs carried out with funds from the Act, including an assessment of how the needs of special populations are being met [Sec.135(b)(5)]. This information, along with data provided in the annual reports relative to the core indicators of performance will be reviewed for eligible recipient status relative to the state adjusted levels of performance to determine if specific interventions are necessary. Interventions could include on-site technical assistance visits, provision of materials, or inservice for the development of local improvement plans.

In addition to the annual reports submitted by eligible recipients, each approved local plan will be monitored for compliance with all applicable assurances. This process will require that all eligible recipients provide documentation that they are in fact meeting the intent and purpose of the Act. The required annual report forms and the monitoring manual are included as Appendix B.

Data reported by the eligible recipients will be compiled by the Nebraska Department of Education in accordance with reporting requirements established by the State Plan and the OMB-approved annual performance report. The state evaluation will focus data interpretation on the impact of programs on student outcomes.

- 3.04 Describe how you will report data relating to students participating in vocational and technical education in order to adequately measure the progress of the students, including special populations. [Sec.122(c)(12)]

For each core indicator, total student data will be reported. In addition, for each indicator, the eligible recipient will desegregate the total student data for the outcomes of the following categories:

- ! Students who are preparing for nontraditional training and employment
- ! Students with disabilities
- ! Limited English proficiency students
- ! Individuals from economically disadvantaged families, including foster children
- ! Single parents, including single pregnant women
- ! Displaced homemakers
- ! Tech-Prep
- ! Nontraditional occupations

Eligible recipients will be required, in their final reports, to analyze progress of these populations as compared to the total reported. In the event that they determine that special populations are not adequately meeting or exceeding the locally established levels of performance, they will be required to submit a plan to improve those levels of performance.

Local information will be analyzed by State staff for the progress special populations participating in vocational and technical education programs have made in meeting the State adjusted levels of performance established by the eligible agency. These levels will be reported in the Annual Report submitted to the US Department of Education. In addition, if it is determined that any special population category does not meet expected levels of performance, specific interventions to assist eligible recipients with improvement will be employed. These may include statewide inservice, development and dissemination of support materials, and targeted technical assistance.

- 3.05 Describe how you will ensure that the data reported to you from local educational agencies and eligible institutions under the Act and the data you report to the Secretary are complete, accurate, and reliable. [Sec.122(c)(20)]

Activities that will ensure the accuracy, completeness and reliability of the data reported will include the following.

- ! State staff inservice to develop a clear understanding of the significance of the accountability and evaluation requirements of the Act as well as to develop their understanding of the system that is being developed to address the accountability and evaluation requirements. This, in turn, will provide State staff with the information and skills they will need to be effective monitors and providers of technical assistance.
- ! An Accountability and Evaluation Guide will be developed and disseminated to assist eligible recipients to complete required reports and in the use of local data for the development of local plans and/or local program improvement plans to meet the state established levels of performance.
- ! Statewide meetings will be called to discuss local planning, accountability and evaluation issues.
- ! State staff will be available on an ongoing basis to provide technical assistance and to monitor progress on the local and state level.
- ! There will be ongoing conversation and efforts to improve data systems so that we can more accurately document the impact of vocational and technical education for Nebraska secondary and postsecondary students.
- ! The reporting format will be structured in order to minimize the duplication of student count. For example, students who are enrolled in postsecondary and are also employed, will be reported as postsecondary enrollees only.

3.06 As required by Sec.112(b)(8)(B) of the Workforce Investment Act of 1998, describe the common data collection and reporting processes used for the programs and activities described in Sec.112(b)(8)(A)(iii) of WIA, and to postsecondary vocational education activities.

Agencies involved in Workforce Development have appointed representatives to serve on the State Occupational Information Committee. This committee meets quarterly to set policy and direction for the State's occupational information system and to plan and coordinate workforce development activities and projects.

The Nebraska Workforce Access System (NWAS) is being developed for the purpose of sharing common data relative to client intake to programs. This system will produce a folder for the case management of clients in their transition toward productive employment.

Data relevant to workforce development such as employment, unemployment, supply and demand, etc. are jointly used in planning. Other common data collection and reporting

processes are being explored. It is envisioned that appropriate data collected by one agency will be shared with all other agencies to minimize duplication of information.

IV. SPECIAL POPULATIONS AND OTHER GROUPS

4.01 Describe your program strategies for special populations. [Sec.122(c)(7)]

The Program Director for Special Populations at the state level will provide technical assistance to eligible recipients to identify and implement effective strategies and services that promote meeting the instructional needs of special population groups and assure that they are taught to the same high standards as are other students.

Section 4.01A describes the purpose, goals, objectives, activities, and expected outcomes for special populations.

4.01A **SPECIAL POPULATIONS**

Statement of Purpose

The purpose of this section is to establish criteria for providing services to individuals who are members of special population groups. The services provided will be necessary to promote the inclusion of these individuals into high quality vocational technical education programs and to improve their ability to succeed in these programs.

Assessment of Needs

The priorities for activities to accomplish the purpose of this section were developed by a task force for Special Populations. The task force included state staff members; teachers, counselors and administrators from secondary and post-secondary programs; and representatives from business and industry. The task force analyzed the information gathered from the statewide self-assessment. The Needs Assessment for Vocational Education was completed by secondary and postsecondary institutions in 1999.

The term Aspecial populations≅ includes --

- (A) individuals with disabilities;
 - (B) individuals from economically disadvantaged families, including foster children;
 - (C) individuals preparing for nontraditional training and employment;
 - (D) single parents, including single pregnant women;
 - (E) displaced homemakers; and
 - (F) individuals with other barriers to educational achievement, including individuals with limited English proficiency.
- (Official Guide to the Perkins Act of 1998, pp. 90-91)

After reviewing the self-assessment for secondary and postsecondary programs, the task force identified three priorities of equal importance. Goal 1 addresses the need for members of special populations to have equal access to programs and activities. Goal 2 addresses the need for non-discrimination of special populations who have gained access to programs and activities. Goal 3 addresses the need to develop and implement strategies designed to meet or exceed state adjusted levels of performance and serve members of special populations for further training and for high skill, high wage careers. The Special Population section provides direction for local institutions as they work to

meet the core indicators of performance.

1. The program strategies for special populations will provide information, assist local districts in skill-building for educators, and give direction for the development and implementation of appropriate activities.
2. Equal access in an integral function of the state plan for special populations. Information dissemination, collaborative efforts with business and industry representatives, and an expanded series of pathways into post-secondary training opportunities will promote success in this area.
3. Status as a member of a special population will not impact one's entry into and participation in vocational education activities and programs. Policies will be developed and educational environments will be established that are clearly nondiscriminatory.
4. Vocational education programs will be developed, implemented, and evaluated to provide special populations with equitable opportunities for success. Parents,
business
and industry and community members will be encouraged to promote academic achievement and inclusive learning environments.
5. Attempts will be made to meet the needs of students requiring alternative education programs within existing academic and vocational programs. When necessary, students will be provided with alternative course work, and other learning environments.

GOAL No: #1 Ensure that members of special populations will be provided with equal access to activities.								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X.	1. To communicate the transition requirements for members of special populations.	1.1 Provide written information concerning the Perkins Act and issues of equal access. 1.2 Provide ongoing staff development to teachers and counselors working with students with special needs.	X X	X X	X X	X X	Teachers better prepared to address needs of special populations students.
X	X	2. To evaluate the effectiveness of access to programming.	2.1 Conduct follow-up interviews with past students, asking questions concerning access to programs, further assistance needed, and/or employment in their course of study area. 2.2 Examine data concerning numbers of special population students.	X X	X X	X X	X X	Available data to evaluate program effectiveness and make curriculum decisions.
X	X	3. To utilize local Advisory Committee to assist in curriculum development.	3.1 Invite representatives from the business, industry and labor community to serve in an advisory capacity to local programs. 3.2 Coordinate with other education and training initiatives.	X	X	X	X	Increased on-the-job training opportunities and curriculum modifications. Increase collaborations.
X	X	4. To broaden the acceptable avenues of post-secondary training opportunities.	4.1 Identify non-traditional training programs. 4.2 Develop collaborative relationships with business, industries and other training facilities, such as WIA, Vocational Rehabilitation, Goodwill, etc.	X X	X X	X X	X X	Increased participation in non-traditional training opportunities.
X	X	5. To broaden and strengthen curriculum options for students.	5.1 Development of drawing boards that outline curriculum courses needed to enter specific occupational fields. All identified special population students will develop an individualized drawing board that identifies a course of study to pursue post-secondary goals.	X	X	X	X	Comprehensive plan of action for students.

GOAL No: #1 Ensure that members of special populations will be provided with equal access to activities.								
Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	6. To provide supplemental instruction and academic/ job placement support to special populations students, through increased awareness of issues and implementation strategies.	6.1 Promote equal access to occupations by providing services for special populations students that include exposure to role models and work-based learning experiences.	X	X	X	X	Increased enrollment for members of special populations in programs that offer high wage, skills.

GOAL No: #2 Individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Participation in activities will not be denied to an individual based on ability to pay, gender, needed accommodations/modifications to curriculum and language barriers.	1.1 Provide incentives through sponsorships or work-based learning programs. 1.2 Provide accommodations and modifications as needed and appropriate.	X X	X X	X X	X X	Equitable participation of all members of special populations to programs of choice.
X	X	2. Evaluate programs and practices to determine effectiveness of non-discrimination policies.	2.1 Interview students concerning programs and practices. 2.2 On-site observations 2.3 Examine data of enrollment, retention and completion of programs.	X X X	X X X	X X X	X X X	Programs that practice non-discrimination for all students, including members of special populations.

GOAL No: #3 Programs are designed to enable the special populations to meet or exceed State adjusted levels of performance, and will prepare special populations with further training for high skill, high wage careers.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
X	X	1. Provide career counseling/information to eligible recipients.	1.1 Support lease or purchase of materials. 1.2 Support training of all educators in providing career counseling. 1.3 Meet the counseling and information needs unique for individuals in each of the special populations. 1.4 Provide student access to Career Fairs, Employer Panels, career/related seminars.	X	X	X	X	All students have a plan for appropriate placement in a job or continuing in post-secondary education.
X	X	2. Provide preservice and inservice training for all educators and counselors to work effectively with special populations.	2.1 Support training activities such as workshops, seminars, etc. that include implementation strategies to provide supplemental instruction, and academic and job placement support. 2.2 Support training activities that focus on the unique needs of individuals from each of the special populations. 2.3 Annual awareness meeting with programs in the educational institutions and corresponding community agencies that work with special populations. 2.4 Address workplace issues such as fear of employee problems, consumer rejection,	X	X	X	X	All students have access to instruction which increases employability options in high wage/high placement careers. Educators and counselors have skills to teach and work with diverse student populations and communities. Financial resources, facilities and staffing are allocated to promote academic achievement and inclusive learning environments.

GOAL No: #3 Programs are designed to enable the special populations to meet or exceed State adjusted levels of performance, and will prepare special populations with further training for high skill, high wage careers.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
			safety on the job with viable alternatives.					
X	X	3. Increase coordination among programs for special populations.	3.1 Regularly scheduled meetings of staff who work with special populations. 3.2 Provide handbooks that report/outline activities. 3.3 Form partnerships between education and all facets of community to enhance transitions and ensure that all students find appropriate educational and employment opportunities.	X	X	X	X	Same as Outcome #2.
X	X	4. Involve parents, community members, and business/industry to promote academic achievement and inclusive learning environments.	4.1 Form advisory boards to assist with program/curriculum development and evaluation; include parents or members of special populations as advisory board members. 4.2 Invite community and business leaders to attend classes and tour facilities; serve as field trip hosts; become involved in work-based learning programs.	X	X	X	X	Linkages occur among parents, community members, and business/industry to enhance opportunities for special needs populations. All groups work together as partners to promote academic achievement and inclusive learning environments.
X	X	5. Increase awareness of nontraditional high skill, high wage employment opportunities.	5.1 Support participation by students in awareness activities such as workshops, career days, seminars, camps, shadowing, mentoring. 5.2 Integrate awareness activities	X	X	X	X	All students have access to information which increases employability options in high wage/high placement careers.

GOAL No: #3 Programs are designed to enable the special populations to meet or exceed State adjusted levels of performance, and will prepare special populations with further training for high skill, high wage careers.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
			in curriculum of each subject area. 5.3 Support training of educators in integrating awareness activities. 5.4 Support activities that focus on the unique needs of individuals from each of the special populations.					
X	X	6. Make necessary curriculum adaptations which allow members of special populations to succeed in course work leading to high wage/high skill career areas.	6.1 Support development of curriculum including contextual learning including applied academics. 6.2 Support purchase of equipment needed for contextual learning. 6.3 Support teachers training to ensure successful contextual learning activities.	X	X	X	X	All students have access to information, equipment/technology which increases employability options in high wage/high placement careers.
X	X	7. Evaluate effectiveness of programming to assure that members of special populations meet/succeed in established levels of performance and are prepared for further learning and for high skill, high wage careers.	7.1 Use a variety of strategies to evaluate student success and program effectiveness for members of special populations. 7.2 Provide accommodations in assessments based on student need.	X	X	X	X	Available data is used to evaluate program effectiveness and make curriculum decisions. Fair and impartial assessment practices are incorporated into classrooms and evaluation activities. Data on student achievement show that all groups benefit from educational practices and policies.

GOAL No: #3 Programs are designed to enable the special populations to meet or exceed State adjusted levels of performance, and will prepare special populations with further training for high skill, high wage careers.

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome

- 4.02 Describe how individuals who are members of special populations will be provided with equal access to activities under the Act. [Sec.122(c)(8)(A)]

Eligible recipients must outline, in their application, the services to be provided to special populations. This outline must include:

- ! Describe efforts to review vocational and technical education programs and subsequent strategies that have been adopted to overcome barriers that contribute to lowered rates of access or success in programs for each of the special populations.
- ! Identify local programs, services, or activities that are designed to enable the special populations to meet the core indicators of performance.
- ! Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special population. Identify applicable policies and procedures.
- ! Describe how opportunities for nontraditional training and employment will be provided.
- ! Describe how gender bias will be addressed in vocational and technical education programs.

- 4.03 Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of special populations. [Sec.122(c)(8)(B)]

Vocational and technical education programs and activities will be provided in compliance with The Individuals with Disabilities Education Act, Title II of the Americans with Disabilities Act of 1990, and Section 504 of the Rehabilitation Act of 1973. Eligible recipients will also assure that they are in compliance with Title IX of the Education Amendments of 1972, Title VI of the Civil Rights Act of 1964, and the Age Discrimination Act of 1975.

State vocational education staff will conduct Civil Rights on-site visits and monitor compliance with OCR policies. Technical assistance is also provided to eligible recipients as they develop their local applications.

- 4.04 Describe how individuals who are members of special populations will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how special populations will be prepared for further learning and for high skill, high wage careers. [Sec.122(c)(8)(C)]

Eligible recipients will ensure that strategies and services for members of special populations will lead them to meet high levels of performance and to pursue further learning or enter high wage occupations. This will be accomplished through activities described in the local application and through the implementation of the goals in Section 4.01A.

- 4.05 Describe how the needs of students in alternative education programs will be adequately addressed, if appropriate. [Sec.122(c)(13)]

Eligible recipients will not deny students in alternative learning environments access to vocational and technical education programs. Eligible recipients further assure that students in alternative settings will successfully progress toward meeting the negotiated levels of performance.

All vocational and technical education programs at the secondary and postsecondary level have the ability to offer modified curriculum opportunities that will best meet the needs of these students.

Technical assistance is provided to eligible recipients in providing appropriate alternative learning environments.

- 4.06 Describe how funds will be used to promote preparation for nontraditional training and employment. [Sec.122(c)(17)]

State Leadership funds will be set-aside for the purpose of providing services that prepare individuals for nontraditional training and employment. These funds will be distributed by a Request for Proposal process. The RFP and the *Proposal Writing Guide* to facilitate this process is included as Appendix C.

All local applications submitted to utilize funding made available in Sections 131 and 132 will describe the activities to be carried out that will promote preparation for nontraditional training and employment. The local application is included as Appendix A.

- 4.07 Describe how funds will be used to serve individuals in State institutions. [Sec.122(c)(18)]

State Leadership funds will be set-aside for the purposes of providing services to individuals in State institutions. These funds will be awarded to the Nebraska Department of Health and Human Services, Protection and Safety Division.

The Nebraska Department of Health and Human Services, Protection and Safety Division will submit an application describing the use of these funds. The minimum requirements for the application will be:

The application process is included as Appendix D.

V TECH-PREP

- 5.01 Describe how each funded tech-prep program will be carried out under an articulation agreement between the participants in the consortium, as defined in section 204(a)(1) of Perkins III. [Sec.204(c)(1)]

CONSORTIA WILL:

- ! Sign articulation agreements between/among the participants in the consortium that will assure the availability of postsecondary education following the first two years. (Agreements among secondary, postsecondary, and baccalaureate degree programs are encouraged.) The articulation agreements must include at a minimum, signatures of authorized administrators of governing boards including a statement of assurances.
- ! Select vocational-technical education programs for which Tech Prep education will be developed and implemented that are of sufficient size, scope, and quality to ensure that program completers have attained a measurable level of competency after both the secondary and postsecondary components of the program.
- ! Encourage the use of secondary and postsecondary funds allocated under Title I to supplement Tech Prep education provided all assurances are met.

- 5.02 Describe how each funded tech-prep program will consist of at least 2 years of secondary school preceding graduation and 2 years or more of higher education, or an apprenticeship program of at least 2 years following secondary instruction with a common core of required proficiency. [Sec.204(c)(2)]

CONSORTIA WILL:

- ! Plan a non-duplicative sequence of courses that includes (1) an academic core (math, science, and communications), (2) a technical core, (3) a workplace readiness core (e.g., SCANS skills) and (4) work-based learning opportunities. This sequence of courses, referred to as a curriculum drawing board, should lead to an associate degree or two-year certificate in a specific career field including apprenticeship.
- ! Create and implement 2+2, 4+2, 2+2+2, or 2+4 articulated agreements with a common core of required proficiency in mathematics, science, reading, writing, communications and technology.

- 5.03 Describe how each funded tech-prep program will meet academic standards developed by the state, link secondary and postsecondary institutions through nonduplicative sequences of courses, use work-based learning, educational technology and distance learning.

[Sec.204(c)(3)(A-D)]

CONSORTIA WILL:

- ! Plan a non-duplicative sequence of courses that includes (1) an academic core (math, science, and communications), (2) a technical core, (3) a workplace readiness core (e.g., SCANS skills) and (4) work-based learning opportunities. This sequence of courses, referred to as a curriculum drawing board, will lead to an associate degree or two-year certificate in a specific career field including apprenticeship.
- ! Develop competency-based curriculum for Tech Prep education appropriate to the needs of consortium participants including at-risk and special population students. Include how curriculum and instruction will be developed and/or enhanced within the consortium.
- ! Identify methods to be used for assessment of proficiency in the academic skills (mathematics, science, reading, writing, communications, economics), workplace skills, and technical skills that lead to an associate degree, certificate, or apprenticeship completion.
- ! Determine and implement appropriate use of educational technology and distance learning.

5.04 Describe how each funded tech-prep program includes in-service training for teachers that addresses the concerns of Perkins III. [Sec.204(c)(4)(A-E)]

CONSORTIA WILL:

- ! Provide professional development to implement Tech-Prep programs and study the employment changes taking place in the world and how Tech Prep education addresses those changes for all stakeholders (students, parents, teachers, counselors, administrators, business/industry leaders, policy makers, and the community).
- ! Specify the amount of time and dollars to be spent for professional development.

5.05 Describe how each funded tech-prep program includes training programs for counselors that addresses the concerns of Perkins III [Sec.(c)(5)(A-E)]

CONSORTIA WILL:

- ! Provide professional development and materials for counselors and teachers to assist them with the recruitment of students into Tech Prep education and to

insure successful program completion and placement in appropriate postsecondary education and/or employment.

- ! Determine criteria for student access to Tech Prep education. Outreach and recruitment for special populations including coordination with special education/rehabilitation services should be addressed. The secondary school portion of Tech Prep education may include vocational education starting in grade 7 and an articulated sequence of courses starting in grade 9 and culminating in grades 14-16.
- ! Describe the consortia support services provided (e.g., parental involvement, mentoring, or work-based learning opportunities) as an integral part of Tech Prep education.
- ! Describe the preparatory services available to assist participants in Tech Prep education.

5.06 Describe how each funded tech-prep program provides equal access to individuals who are members of special populations. [Sec.402(c)(6)]

CONSORTIA WILL:

- ! Determine criteria for student access to Tech Prep education. Outreach and recruitment for special populations including coordination with special education/rehabilitation services should be addressed. The secondary school portion of Tech Prep education may include vocational education starting in grade 7 and an articulated sequence of courses starting in grade 9 and culminating in grades 14-16.

5.07 Describe how each funded tech-prep program provides for preparatory services that assist participants in tech-prep programs. [Sec.204(c)(7)]

CONSORTIA WILL:

- ! Provide services, programs, or activities designed to assist individuals who are not enrolled in vocational education programs in the selection of, or preparation for participating in, an appropriate vocational education program, including:
 - (a) services, programs, or activities related to outreach or recruitment of potential vocational education students;
 - (b) career guidance and counseling;
 - (c) assessment and evaluation of interests, ability and skills.

5.08 Describe the competitive basis or formula you use to award grants to tech-prep consortia. [Sec.204(a)(1)]

Funds for Tech Prep education will be allocated based on the following:

! Of the Nebraska allocation, approximately five (5) percent will be reserved for state administrative activities.

! Approximately seven and one-half (7.5) percent of the remainder will be reserved at the state level for competitive grants among the eligible two-year proprietary institutions and tribally-controlled community colleges.

The remainder will be distributed to public Community College Consortiums as follows:

! Approximately one-half of the remaining allocation will be equally distributed among the six community college areas.

! The remaining balance will be allocated to all six community college areas based on the postsecondary basic grant formula.

Using this formula will ensure equitable distribution of assistance between urban and rural consortium participants.

5.09 Describe how you will give special consideration to applications that address the areas identified in Sec. 205(d). [Sec.205(d)(1-5)]

Special consideration will be given to plans/proposals thatX

! Provide for effective employment placement activities or transfer of students to baccalaureate degree programs;

! Are developed in consultation with business, industry, institutions of higher education, and labor organizations;

! Address effectively the issues of dropout prevention and reentry and the needs of special populations;

! Provide education and training in areas or skills in which there are significant workforce shortages, including the information technology industry; and

! Demonstrate how Tech Prep programs will help students meet high academic and employability competencies.

5.10 Describe how you will ensure an equitable distribution of assistance between urban and rural consortium participants. [Sec.205(e)]

The formula described in 5.08 will ensure equitable distribution of assistance between urban and rural consortium participants.

5.11 Describe how tech-prep programs will be evaluated using your system of core indicators and levels of adjusted performance. [Sec.114(c)(3)(B)(1)(v)(I)]

Each application submitted must contain a 4-year plan for the development and implementation of Tech Prep programs and shall be reviewed after each year of the plan. State Department of Education staff will monitor Tech Prep education by:

(a) Reviewing plans/proposals for compliance with the following required components of Tech Prep Education:

- ! An articulation agreement between consortium participants.
- ! A 2+2, 4+2, 2+2+2, or 2+4 design with a common core of required proficiency in mathematics, science, reading, writing, communications and technology.
- ! A specifically developed Tech Prep program according to State guidelines that meets Nebraska state academic standards, links secondary and 2- and 4-year postsecondary institutions, provides work-based learning opportunities, and appropriately uses educational technology and distance learning.
- ! Inservice training of secondary and postsecondary instructors to effectively implement the Tech Prep curriculum.
- ! Training programs for counselors to inform students, ensure program completion and subsequent appropriate employment.
- ! Equal access of special populations to the full range of Tech Prep education.
- ! Preparatory services such as recruitment, career and personal counseling and occupational assessment.

(b) Making site visits to consortia members to:

- ! Review articulation agreements.
- ! Review curriculum drawing boards (non-duplicative sequence of courses) for inclusion of basic academic and technical preparation, work-based learning opportunities, and advanced placement, advanced standing, and dual credit options.
- ! Determine the use of educational technology and distance learning.
- ! Provide inservice education for teachers and counselors.
- ! Attend advisory committee meetings.
- ! Provide technical assistance.

Nebraska recognizes that approaches to Tech Prep education may vary across geographic areas of the state. It is intended to allow as much flexibility as possible to capitalize on the creativity of consortium participants to meet the needs of their students and provide education and training in areas or skills in which there are significant workforce shortages.

5.12 Describe how you plan to collect data to address the reporting requirements in Perkins III. [Sec.206]

CONSORTIA WILL:

- ! Describe how students participating in Tech Prep programs will be assessed on the same Core Indicators of Performance that are in effect for regular vocational technical education programs funded under Title I of the Act.

- ! Establish a followup plan to determine the effective employment placement or transfer of students to a 2- or 4-year postsecondary education program upon completion of the secondary component of Tech Prep education.
- ! Develop a long-range plan for including all of the secondary schools in the community college consortium area in Tech Prep education.
- ! Describe how the Tech Prep education that is developed using these funds will reflect increased student competence in the academic, technical, and workplace readiness knowledge and skills required by employers and/or postsecondary education programs.
- ! Describe how the Tech Prep education developed using these funds will provide education and training in areas or skills in which there are significant workforce shortages.
- ! Establish a timeline for accomplishing the objectives proposed in the Tech Prep education plan/proposal.

TECH PREP MISSION, VISION, AND GOALS

The following Tech Prep Education mission, vision, and goals have been adopted in Nebraska.

Mission

The mission of Tech Prep Education in Nebraska is to prepare individuals to succeed in a dynamic and technological world.

Vision

To assist secondary and postsecondary schools in providing integrated, articulated curriculum offerings based on student interest, aptitudes, career choices, and labor market demand.

Goals

1. **COMMITMENT OF LEADERS.** To secure a long-term commitment for Tech Prep education from leaders in business, industry, government, education, community and the family, thereby enriching collaborative partnerships.
2. **ARTICULATION AGREEMENTS.** To establish horizontal and vertical articulation between and among all levels of educational institutions.
3. **RELEVANCY OF INSTRUCTION.** To evaluate courses and programs (academic and technical) on an on-going basis to determine appropriateness and relevancy of content and methodology.
4. **EDUCATE STAKEHOLDERS.** To provide professional development and technical assistance regarding the changes taking place in the world and how Tech Prep education addresses those changes for all stakeholders (students, parents, teachers, counselors, administrators, business/industry leaders, policy makers, and the community).
5. **ENRICH CAREER GUIDANCE.** To improve and strengthen career guidance.
6. **RESOURCEFUL MARKETING.** To communicate the vision, scope and implementation of Tech Prep education to all stakeholders.
7. **SYSTEMATIC REVIEW AND REVISION.** To monitor the effectiveness of Tech Prep education and provide feedback regarding achievement of established goals to all stakeholders.

NEBRASKA TECH PREP ACTION PLAN FY 2001-2004

The following table outlines the Nebraska Tech Prep goals, objectives, activities and anticipated outcomes for Funding Years 2001-2004.

GOAL # 1 - COMMITMENT OF LEADERS. To secure a long-term commitment for Tech Prep education from leaders in business, industry, government, education, community and the family, thereby enriching collaborative partnerships.

Sec	Post-Sec and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
x	x	1. Promote an educational paradigm shift that reflects the workplace of the 21st century.	1. Establish and maintain state and local advisory committees that will serve as leadership teams.	x	x	x	x	1.1 A state leadership team will meet bi-annually to review the Tech Prep mission, vision, goals, and action plan and monitor achievement of established goals.
x	x			x	x	x	X	1.2 Local leadership teams will meet on regular basis (e.g. quarterly) to insure implementation of the local and state plan.
x	x	2. Enlist the full support of high schools, 2- and 4-year postsecondary institutions, and registered apprenticeship programs in developing	2. Leadership teams will work together as equal and contributing members, rather than as leaders of competing separate agencies.	x	x	x	x	2. Adoption of Tech Prep education which prepares students to compete effectively in the global marketplace in all consortium member educational institutions.
	x		Leadership team member present					2, 3, 4 Increase stakeholder's awareness of the philosophy, basic structure and content of Tech Prep education by scheduling a minimum of 12 presentations per

GOAL # 1 - COMMITMENT OF LEADERS. To secure a long-term commitment for Tech Prep education from leaders in business, industry, government, education, community and the family, thereby enriching collaborative partnerships.

Sec	Post-Sec and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
		<p>3. , supporting , and improving the link between two or more educationa l systems within the communit y.</p> <p>Se ek the full support of business, industry, and labor in promoting the need for technically trained workers.</p> <p>4. E ngage parents and communit</p>	<p>ations to school board membe rs, admini strators , teacher s, student s, parents , and busines s/indu stry leaders.</p>					<p>year.</p> <p>x</p>

GOAL # 1 - COMMITMENT OF LEADERS. To secure a long-term commitment for Tech Prep education from leaders in business, industry, government, education, community and the family, thereby enriching collaborative partnerships.

Sec	Post-Sec and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
		y leaders support for career preparation that leads to high skill, high wage employment for the youth in the community.						

GOAL # 2 - ARTICULATION AGREEMENTS. To establish horizontal and vertical articulation between and among all levels of educational institutions .

Sec	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcomes
X	X	1. Students will progress, without duplication of efforts or gaps in needed information and skills, from secondary to 2- and 4- year postsecondary education programs.	1. Sign "Intent to Articulate Agreement" for new consortium members and in new occupational areas. 1.2 Using the state-wide model as sample, create curriculum drawing boards	x	x	x	x	1. All schools participating in a Tech Prep consortium (who are not at the point of finalizing an Articulation Agreement) will have on record a signed Intent to Articulate Agreement. 1.2 Statewide model curriculum drawing boards will provide a spring board for developing local curriculum and

GOAL # 2 - ARTICULATION AGREEMENTS. To establish horizontal and vertical articulation between and among all levels of educational institutions .

Sec	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcomes
			for occupational categories offered at secondary level.					articulation and establish some consistency in the articulation process throughout Nebraska consortia.
X	X	2. Provide Tech Prep education for all students.	1.3 Complete and sign Articulation Agreements for all programs that have completed curriculum drawing boards.	x	x	x	x	1.3 All schools participating in a Tech Prep consortium will have on record a signed Articulation Agreement within one year after signing the Intent to Articulate Agreement.
X		3. Establish articulation agreements in vocational education programs that meet state program standards	2. Create curriculum drawing boards that meet the needs of all students, including college prep and special populations.	x	x	x	x	2. All consortium schools will provide information to students that enable them to make appropriate career choices based on their interests and aptitudes.
X	X	4. Establish articulation agreements in new and emerging occupational areas.	3. Articulate secondary programs that are of sufficient size, scope, and quality to participate in advanced placement and dual credit opportunities.	x	x	x	x	3.1 100% of secondary programs that are part of a Tech Prep articulated agreement will meet state approved program standards. 3.2 At least 20% of all articulation agreements will offer advanced placement and/or dual credit options.
			4.1 Appoint a task force to investigate new and emerging occupational areas.	x				4.1 Articulated agreements in new and emerging occupations will be available for student enrollment.
			4.2 Establish state approved program standards for the new and emerging occupational areas.	x	x	x	x	4.2 At least 20% of all articulated agreements in new and emerging occupations will offer advanced placement and/or dual credit options.

GOAL # 3 - RELEVANCY OF INSTRUCTION. To evaluate courses and programs (both academic and technical) on an ongoing basis to determine appropriateness and relevancy of content and methodology

Sec	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
x	x	1. Determine	1.1 Formulate a local	x	x	x	x	1.1 Curriculum contributing to the

GOAL # 3 - RELEVANCY OF INSTRUCTION. To evaluate courses and programs (both academic and technical) on an ongoing basis to determine appropriateness and relevancy of content and methodology

Sec	Post-Sec. and Adult	Objective	Activity	200 1	200 2	200 3	200 4	Outcome
		appropriateness and relevance of courses and programs.	curriculum committee to study course offerings and make recommendations for specific occupational areas curriculum drawing boards.					Tech Prep Program is seamless from secondary through postsecondary and is developed and evaluated by educators, business, industry and labor, counselors, students and parents.
			1.2 Conduct a consortia employment needs assessment	x				1.2 Results of the employer needs analysis will be used by the curriculum committee in designing curriculum drawing boards.
			1.3 Integrate academic, vocational and technical, and workplace readiness instruction, and utilize work-based and worksite learning where appropriate and available.	x	x	x	x	1.3 Local, state, and national academic and technical/occupational standards define the curriculum. 1.3 The curriculum incorporates career focused programs of study that embrace rigorous academic and technical competencies and integrates contextual and performance-based learning and assessment.
			1.4 Insure that there are no gaps in acquisition of information and skill development.	x	x	x	x	1.4 Secondary and postsecondary courses competencies will be evaluated to insure that there are no gaps in instruction and skill development.
			1,5 Eliminate duplication of instruction.	x	x	x	x	1.5 Advanced standing, advanced placement, and dual credit options may be incorporated into curriculum drawing boards to eliminate duplication of instruction.

GOAL # 3 - RELEVANCY OF INSTRUCTION. To evaluate courses and programs (both academic and technical) on an ongoing basis to determine appropriateness and relevancy of content and methodology

Sec	Post-Sec. and Adult	Objective	Activity	200 1	200 2	200 3	200 4	Outcome

GOAL # 4 - EDUCATE STAKEHOLDERS. To provide professional development and technical assistance regarding the changes taking place in the world and how Tech Prep education addresses those changes for all stakeholders (students, parents, teachers, counselors, administrators, business/industry leaders, policy makers, and the community).

Sec	Post-Sec. and Adult	Objective	Activity	200 1	200 2	200 3	200 4	Outcome
x	x	1. Help all stakeholders understand the changes taking place in the world and how Tech Prep is a way in which education can respond to those changes.	1, 2, 3. Provide professional development for stakeholders in the following areas:	x	x	x	x	1. All stakeholders understand the vital role they play in helping implement this education reform.
x	x	2. Ensure that teachers upgrade their subject area skills and knowledge, particularly in the vocational/technical areas, where information and procedures are changing so rapidly.	X Tech Prep education philosophy, basic structure and content. X Curriculum integration..	x	x	x	x	2, 3. Each year 25 percent of the teachers, counselors, and administrators in the educational institutions that are part of the consortia will participate in professional development opportunities. Technical and academic instructors/faculty are aligned with the goals, objectives and outcomes of the Tech Prep Program.
x	x	3. Provide training for secondary	X Career awareness.	x	x	x	x	

GOAL # 4 - EDUCATE STAKEHOLDERS. To provide professional development and technical assistance regarding the changes taking place in the world and how Tech Prep education addresses those changes for all stakeholders (students, parents, teachers, counselors, administrators, business/industry leaders, policy makers, and the community).

Sec	Post-Sec. and Adult	Objective	Activity	200 1	200 2	200 3	200 4	Outcome
		and postsecondary faculty in the use of contextual and applied curricula and instruction, in addition to training in the use and application of technology.	<ul style="list-style-type: none"> X Needs of special populations. X Recruiting skills. X Work-based experiences for teachers and students (e.g., shadowing, internships, etc.). <p>3. Partner with university schools of education to help them include contextual learning in preservice education.</p>					Technical and academic instructors/faculty involved with Tech Prep work in teams with supporting planning time. Counselors and administrators are also involved with Tech Prep teams.

GOAL # 5 - ENRICH CAREER GUIDANCE. To improve and strengthen career guidance.

Sec	Post-Sec. and Adult	Objective	Activity	200 1	200 2	200 3	200 4	Outcome
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GOAL # 5 - ENRICH CAREER GUIDANCE. To improve and strengthen career guidance.

Sec	Post-Sec. and Adult	Objective	Activity	200 1	200 2	200 3	200 4	Outcome
x	x	1. Provide students with the means and guidance to assess their abilities, aptitudes, and interests.	<p>1.1 Professional development for all stakeholders* (a) to assist them with the recruitment of all students (including college prep and special populations) into Tech Prep education, (b) to inform them of preparatory services available to students, and 8 to provide knowledge of the opportunities for students.</p> <p>1.2 Arrange for all stakeholders involvement in work-based learning opportunities such as: career fairs, workplace mentoring, job shadowing, and cooperative education partnerships</p> <p>1.3 Develop and distribute a Tech Prep Student Handbook for use by school personnel as well as students and parents.</p> <p>* Students, parents, teachers, counselors, administrators, business/industry leaders, policy makers, and the community.</p>	x	x	x	x	<p>1.1 Increase the percentage statewide of students participating in Tech Prep education by 10 percent.</p> <p>Tech Prep students have a program of study (i.e., occupational specialty/interest area) which includes sustained academic and career counseling and encourages them to investigate non-traditional training and employment opportunities and workforce shortages.</p> <p>1.2 Increase student and parent awareness of Tech Prep education by 10 percent statewide.</p> <p>1.3 Provide detailed information to all students, parents, teachers, and school personnel in the consortium about Tech Prep and how to become involved.</p>

GOAL # 6 - RESOURCEFUL MARKETING. To communicate the vision, scope and implementation of Tech Prep education to all stakeholders (students, parents, teachers, counselors, administrators, business/industry leaders, policy makers, and the community).

Sec.	Post-Sec. and Adult	Objective	Activity	200 1	200 2	200 3	200 4	Outcome
x	x	1. Promote the vision and scope of Tech Prep education in Nebraska.	1.1 Communicate a consistent, professional image of the mission, goals, and basic components of Tech Prep education in Nebraska	x	x	x	x	1.1 Increased awareness and buy-in by stakeholders of the philosophy, basic structure and content of Tech Prep education and work-based learning and their potential positive impact throughout the state.
			1.2 State and local presentations to all stakeholders by those leaders identified in Goal #1.	x	x	x	x	1.2 All students are afforded the opportunity to participate in a Tech Prep program of study.

GOAL # 7 - SYSTEMATIC REVIEW AND REVISION. To monitor the effectiveness of Tech Prep education and provide feedback regarding achievement of established goals to all stakeholders.

Sec.	Post-Sec. and Adult	Objective	Activity	200 1	200 3	200 3	200 4	Outcome
x	x	1. Assess the	1.1 Define "Tech Prep"	x				1.1 Accurate and meaningful local

GOAL # 7 - SYSTEMATIC REVIEW AND REVISION. To monitor the effectiveness of Tech Prep education and provide feedback regarding achievement of established goals to all stakeholders.

Sec.	Post-Sec. and Adult	Objective	Activity	200 1	200 3	200 3	200 4	Outcome
		effectiveness of Tech Prep education.	student.					and statewide tabulation of number of students participating in Tech Prep education.
			1.2 Collect and analyze quantitative data on Tech Prep students such as dropout rates, numbers enrolled and post high school activities that is consistent with Section III	x	x	x	x	1.2 Tech Prep students possess the vocational, technical, and academic skills required to enter higher education remediation free and/or enter the employment market.
			1.3 Collecting and analyzing qualitative data, e.g. student motivation.	x	x	x	x	1.3 Local and statewide analysis of the success of Tech Prep students.
			1.4 Institutions and/or local consortiums will be held accountable for the four core indicators of performance:	x	x	x	x	1.4 Core Performance Indicators X Student attainment of academic and technical skills proficiencies. X Student attainment of a high school diploma, equivalent or postsecondary degree or credential. X Placement in, retention in and completion of postsecondary education or advanced training, military service, or employment. X Participation/completion of programs leading to nontraditional training and employment.
x	x	2. Ensure continuous Tech Prep education growth.	2.1 Review and interpret assessment information and make revisions to the goal, objectives, and components of Tech Prep needed for future planning and improvement.	x	x	x	x	
			2.2 Monitor implementation of the Nebraska Five-Year Plan for	x				2.1 Mechanisms are in place to ensure the institutional sustainability of the Program.

GOAL # 7 - SYSTEMATIC REVIEW AND REVISION. To monitor the effectiveness of Tech Prep education and provide feedback regarding achievement of established goals to all stakeholders.

Sec.	Post-Sec. and Adult	Objective	Activity	200 1	200 3	200 3	200 4	Outcome
			Tech Prep.					

VI FINANCIAL REQUIREMENTS

- 6.01 1. The State will comply with the requirements in Title I and the provision of the State Plan, including the provision of a financial audit of funds received under this Act which may be included as part of an audit of other federal or state programs. [Sec.122(c)(10)]
2. Funds made available under this Act for vocational and technical education activities shall supplement, and shall not supplant, non-federal funds expended to carry out vocational and technical education activities and tech-prep activities. [Sec 311(a)]
3. Maintenance of Effort:
- A. The State, from State appropriated funds, will make expenditures based upon per-student or aggregate expenditures for vocational and technical education programs for the fiscal year preceding the fiscal year for which the determination is made that equal or exceed such expenditures for vocational and technical education programs for the second fiscal year preceding the fiscal year for which the determination is made.
- B. In computing the fiscal effort or aggregate expenditures, the Secretary shall exclude capital expenditures, special one-time project costs, and the cost of pilot programs. [Sec. 311(b)(1)(A)(B)]
4. State Administrative Costs:
- For each fiscal year for which the State receives assistance under this Act, the State shall provide, from non-federal sources, for the costs incurred 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)]
5. No funds made available shall be used (1) to require any secondary school student to choose or pursue a specific career path or major; and (2) to mandate that any individual participate in a vocational and technical education program. [Sec 314(1)(2)]
6. No funds received under this Act may be used to provide vocational and technical education programs to students prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used by such students. [Sec 315]

7. No funds provided under this Act shall be used for 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. [Sec. 322]
8. Any funds under this Act that are used for student financial assistance will not be considered as income or resources in determining eligibility for assistance under any other federally-funded program. [Sec.325(a)]
9. Funds made available under this Act may be used to pay for the costs of vocational and technical education services required in an individualized education plan developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to meet the requirements of Section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to vocational and technical education. [Sec.325(c)]
10. The State Board of Vocational Education and the Governor=s Office have jointly designated the State Occupational Coordinating Committee as the entity that will provide occupational and employment information in the State of Nebraska. [Sec. 118(b)]
11. A request for an alternative allocation formula at the secondary or postsecondary level will not be made. [Sec. 131(c) and Sec. 132(b)]
12. All of the funds made available under this Act shall be used in accordance with the requirements of this Act. None of the funds made available may be used to provide funding under the School-to-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-to-Work Opportunities Act of 1994. [Sec. 6]
- 6.02 The State Board of Vocational Education assures that none of the funds expended under Title I 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 purchasing entity, the employees of the purchasing entity, or any affiliate of such an organization. [Sec. 122(c)(11)]
- 6.03 The State from its allotment for the basic programs authorized by Title II of the Act, shall reserve funds as follows: [Sec.112]

See the following page.

Allocation of Funding

	FY01	State
Basic Grant	6,816,893	780,000
Administration (5%)	340,845	630,000
Leadership (10%)	681,689	150,000
Assessment/Accountability	(35,000)	
Increased Use of Technology	(10,000)	
Professional Development	(100,000)	
Integration of Academic and Voc. Ed.	(75,000)	
Nontraditional Training	(150,000)	
Support for Individuals in State Institutions	(45,000)	
Support for Programs for Special Populations	(20,000)	
Supporting Partnerships	(6,000)	
Technical Assistance	(80,000)	(80,000)
Support for VSOs	(85,000)	(70,000)
Guidance and Counseling	(75,000)	
 Secondary/Postsecondary (85%)	 5,794,359	
Secondary (60%)	(3,476,615)	
Postsecondary (40%)	(2,317,744)	

The rationale for the secondary/postsecondary allocation is (1) there are greater State resources appropriated for vocational technical education programs at the postsecondary level, and (2) secondary programs serve a greater number of students.

6.04 The State will distribute approximately 60% of the funds made available under Section 112(a)(1) for secondary programs for fiscal year 2000 and succeeding fiscal years to local educational agencies within the state as follows: [Section 131(b)]

1. 30% shall be allocated to such local educational agencies in proportion to the number of individuals aged 5 through 17 (Census Bureau=s estimates), inclusive, who reside in the school district served by such local educational agency for the preceding fiscal year compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the State for such preceding fiscal year. [Program Memo - OVAE/DVTE-FY2000-2]
2. 70% shall be allocated to such local educational agencies in proportion to the number of individuals in poverty aged 5 through 17 (Census Bureau=s estimate) who reside in the school district served by such local educational agency compared to the number of such individuals who reside in the school districts served by all the local educational agencies in the State. These calculations will be based upon the most current census data that are available. [Program Memo - OVAE/DVTE - FY99-8]

A local educational agency shall not receive an allocation unless the amount allocated is \$15,000 or greater. A local educational agency may enter into a consortium with other local educational agencies for the purpose of meeting the minimum allocation.[Sec.131(d)(1)]

Any amounts that are not allocated by the above procedure will be reallocated to local education agencies that meet this requirement. [Sec.131(d)(3)]

The amount allocated to local educational agencies that have jurisdiction only over secondary schools will be determined based on the number of students that entered such secondary schools in the previous year from the elementary schools involved. [Sec.131(e)(2)]

No funds will be allocated to a local educational agency that serves only elementary schools, but will be distributed to the local educational agency that provides secondary school services to secondary school students in the same attendance area. [Sec.131(e)(1)]

The State of Nebraska does not have Area Vocational Schools at the secondary level. The Intermediate Educational Agencies are Educational Service Units and may serve as the administrative agencies for consortiums. [Sec.131(f)(1)]

6.05 The State will distribute approximately 40% of the funds made available under Section 112(a)(1) for postsecondary programs for fiscal year 2000 and succeeding fiscal years to eligible institutions within the state as follows: [Sec.132(a)(2)]
Each eligible institution will receive an amount that bears the same relationship to

the portion of funds made available as the sum of the number of individuals who are federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs enrolled in programs meeting the requirements of section 135 offered by such institution in the preceding fiscal year bears to the sum of the number of such recipients enrolled in such programs within the state for such year.

No eligible institution shall be provided a grant for an amount that is less than \$50,000. Eligible institutions whose allocation is less than this amount may enter into a consortium with other eligible institutions for the purpose of meeting the minimum grant requirement. [Sec.132(c)(1)]

Any amounts that are not allocated by the above procedure will be reallocated to eligible institutions that meet this requirement. [Sec.132(c)(2)]

6.06 Reallocation

1. In any academic or program year that an eligible recipient does not expend all of the amount that is allocated for such year under 6.04 and 6.05, such eligible recipient shall return any unexpended amounts to the State to be reallocated under 6.04 and 6.05 as appropriate.

2. In any academic or program year in which amounts are returned to the State under 6.04 and 6.05 and the State is unable to reallocate such amounts according to such sections in time for such amounts to be expended in such academic or program year, the State shall retain such amounts to be distributed in combination with amounts provided for the following academic or program year.

6.07 The estimated allocation to each local educational agency and to eligible institutions are shown in Appendix G.

VII. EDGAR CERTIFICATION

State of Nebraska

I hereby certify:

- 7.01 That the plan is submitted by the State agency that is eligible to submit the plan.
[34cfr76.104(a)(1)]
- 7.02 That the State agency has authority under State Law to perform the functions of the State under the program. [34CFR76.104(a)(2)]
- 7.03 That the State legally may carry out each provision of the plan. [34CFR76.104(a)(3)]
- 7.04 That all provisions of the plan are consistent with State law. [34CFR76.104(a)(4)]
- 7.05 That a State officer, specified by title in the certification, has authority under State law to receive, hold, and disburse federal funds made available under the plan.
[34CFR76.104(a)(5)]
- 7.06 That the State officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34CFR76.104(a)(6)]
- 7.07 That the agency that submits the plan has adopted or otherwise formally approved the plan.
[34CFR76.104(a)(7)]
- 7.08 That the plan is the basis for State operation and administration of the program.
[34CFR76.104(a)(8)]
- 7.09 That a copy of the State Plan was submitted into the State Intergovernmental Review Process. [Executive Order 12372]
- 7.10 Debarment and Suspension Certification. [34CFR85, Appendix A]
- 7.11 Drug-Free Workplace Certification. [34CFR85, Appendix C]
- 7.12 Lobbying Certification. [34CFR82, Appendix A]

DATE: _____ BY: _____

Commissioner of Education
Executive Officer
Nebraska State Board of Vocational Education