

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)

2.03A

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:

- 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.

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.	<p>1.1 Develop collaborative dual-credit and advanced-placement courses between secondary and postsecondary institutions.</p> <p>1.2 Implement Tech Prep education programs by articulating program standards between secondary and postsecondary institutions.</p>	X	X	X	X	<p>1.1 Increased cost effectiveness and expanded program offerings for students.</p> <p>1.2 Increase annually by 2% the number of articulation agreements between secondary and postsecondary programs.</p>
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.
			<p>3.1 Provide opportunities for business/industry to identify the skills employees need as well as career opportunities.</p> <p>3.2 Provide work-based learning experiences, such as shadowing, mentoring, internships, cooperative education.</p> <p>3.3 Provide opportunities for individuals in business/industry to provide school-based learning</p>	X	X	X	X	<p>3.1 Students see the relevancy of education to the workplace.</p> <p>3.2 All eligible recipients will examine and implement, as appropriate, workplace learning experiences.</p> <p>3.3 All eligible recipients will examine and implement, as appropriate, school-based</p>

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
			experiences. 3.4 Provide opportunities for business/industry to assess effectiveness of linkage activities.	X	X	X	X	learning experiences. 3.4 Businesses participating in linkage activities will assess results at least once a year and provide information to the educational institution.
X	X	4. Provide students and parents with the means and guidance to assess the students' abilities, aptitudes and interests.	4.1 Provide sufficient staff and resources to encourage students to make knowledgeable career choices. 4.2 Utilize best practices to incorporate needs of special populations.	X	X	X	X	4. All eligible recipients will have a career plan that incorporates aptitudes, interests and labor market demand for all students.
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.
			3.1 Integrate the concepts of workplace readiness across the curriculum, which may include adapting to change, employment-seeking skills, maintaining interpersonal relationships, supporting effective teamwork.	X	X	X	X	3.1 All eligible recipients will have workplace readiness competencies as a part of their curriculum.
			3.2 Acquire specialized equipment and related instructional materials.	X	X	X	X	3.2 Acquisition of specialized equipment and related instructional materials will be based on recommendations from local advisory councils.
			3.3 Offer curriculum integration workshops that drive curriculum	X	X	X	X	3.3 Local curriculum/programs will be improved.

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
			enhancement/assessments for teachers, administrators, teacher educators and community leaders.					
X	X	5. Promote a paradigm shift of vocational and technical education that reflects the workplace of the 21st century.	5. Offer inservice opportunities that 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.	X	X	X	X	5.1 All eligible recipients will 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 business and industry.	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	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 for faculty members.	X	X	X	X	2. Faculty will be industry certified in appropriate areas.
X	X	3. Provide opportunities for staff to enhance technical skills in their area.	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	X	X	X	X	5.1 Local programs will be modified based on the educators' experiences.

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

Sec.	Post-Sec. and Adult	Objective	Activity	2001	2002	2003	2004	Outcome
			and postsecondary staff will expand, revise and repackaging curriculum to meet the short- and long-term needs of business and industry.					
X	X	6. Initiate, improve, expand and/or modernize quality vocational and technical education programs.	<p>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 plan and standards assessment.</p> <p>6.2 At the postsecondary level, vocational advisory committee members and vocational and technical education staff participate in curriculum/program development and program assessment.</p>	X	X	X	X	<p>6.1 Vocational and technical education programs become an integral part of the total curriculum.</p> <p>6.2 Vocational and technical education program offerings will meet the demands of the workplace and labor market needs.</p>

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 the present and future needs in the area of technology, equipment and delivery systems.	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.
X	X	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 plan.	3.1 Acquire needed technology, equipment and delivery systems in accordance to the acquisition/replacement plan. 3.2 Develop, improve or expand the use of technology.	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 changing demands of business and industry. 3.2 Eligible recipients will increase the use of technology within all program areas.
X	X	4. Identify alternative methods for collaboratively delivering	4.1 Provide opportunities for educational institutions to	X	X	X	X	4.1 Educational institutions will have utilized 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
		vocational education instruction.	develop collaborative models.					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 involvement in vocational and technical education.	1.1 Provide news media with data that supports the importance of vocational and technical education in the development of the individual, economy and society.	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 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 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.

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		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 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. 1.2 Develop and conduct an annual inservice activity for vocational teacher educators.	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 An annual inservice will be provided for and attended by representatives of all the teacher education institutions in the state.
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	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.
		4. Continue and expand	4.1 Conduct in-service on		X	X	X	4.1 Annually conduct in-service

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	Educational Service Unit in-service activities conducted by state staff to enhance the understanding of and a clear vision for vocational education (including, but not limited to what is required for postsecondary 4-year institutions, ie. Foreign language, vocational courses that count as college entrance requirements, ie. dual credit, advanced placement)	<p>requirements for entry into 4-year postsecondary institutions and how vocational education courses can meet those requirements.</p> <p>4.2 Conduct work sessions to develop course guidelines and content to expand the number of vocational education courses meeting college entrance requirements.</p>	X				<p>at staff meetings on entry requirements for postsecondary institutions.</p> <p>4.2 Plan and conduct staff work sessions and task force meetings (if appropriate) and disseminate information to all secondary and postsecondary institutions in the state.</p>
		5. Communicate with teachers, administrators, teacher educators and other stakeholders through a variety of media.	<p>5.1 Publish discipline-specific newsletters, as appropriate.</p> <p>5.2 Expand the use and quality of the web sites maintained for all vocational disciplines.</p>	X	X	X	X	<p>5.1 Publish discipline-specific newsletters a minimum of twice annually.</p> <p>5.2 A trained person will be provided to collect and publish information from NDE staff on web sites for vocational education personnel.</p>
		6. Enhance awareness of and	6.1 Develop a marketing plan and					6.1 A marketing plan will be

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
		appreciation for vocational education.	provide staff and financial resources necessary for implementation of the plan.	X	X	X	X	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 how funds may be spent -Assessment options	X	X	X	X	7.1 Administrators will receive annual training on aspects of the Perkins legislation.
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	8.1 Design and deliver an in-service program on topics of importance and relevance to school counselors: -Direct relationship between vocational education and high skills/high wage employment -Career information -Enhancing the image of vocational education	X	X	X	X	8.1 A special program for counselors will be provided via the INVEST Conference annually with targeted 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.

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. Review and support curriculum consortia memberships	3.1 Provide funding and staff support for national curricula consortia.	X	X	X	X	3.1 Annual review to select approvable consortia. 3.2 Membership and support for identified consortia. 3.3 Consortia products and services will be publicized and disseminated to appropriate audiences.
X	X	3. Review continuation of the Nebraska Vocational Curriculum Resource Center -Web accessible -House it more efficiently (library or go to web site only)	4.1 Review usage figures. 4.2 Identify usefulness and currency of the materials housed in the NVCRC. 4.3 Review and make 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			4.1 Support for the NVCRC will be analyzed and a decision made no later than 2002 on continued financial support.
		5. Enhance the visibility and	5.1 Provide funding to develop a					5.1 Vocational education will

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	promotion of vocational education and its connection to academics.	<p>complete and coherent marketing plan for vocational education.</p> <p>5.2 Provide funding to carry out the activities identified in the marketing plan.</p> <p>5.3 Continuously review and adapt the marketing plan based on changing conditions at the state and national levels.</p>	X	X	X	X	be supported by NDE leadership, postsecondary institutions, secondary schools as a full partner in the educational system of 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 and assistance to local educational agencies.	2.1 State staff will be provided with the training to assist local agencies in the implementation of academic core standards.	X	X	X	X	2.1 State staff will be available on request to assist local educational agencies in the implementation of core standards and other accountability measures.

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	1.1 Use the results of needs assessments to develop a targeted study on the image and identity of vocational education.		X		X	1.1 The results of the studies will be used to modify the marketing program for vocational education.
		2. Promote a statewide image and identity for vocational education	2.1 The marketing program developed based on the marketing plan will be implemented.	X	X	X	X	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.	<p>1.1 Establish and maintain linkages with the local, regional and national organizations; coordinate student participation in regional and national meetings.</p> <p>1.2 Provide support for advisory committees and student officers to carry out the activities of the organization.</p> <p>1.3 Establish and maintain a financial management system.</p>	X	X	X	X	<p>1.1 Consistency and pro-active leadership will be provided to Nebraska VSOs.</p> <p>1.2 Programs focused on the benefit of students enrolled in vocational education will be provided throughout the state.</p> <p>1.3 A financial management system with strong accountability and reporting mechanisms will be provided.</p>

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/newsletter and/or a Nebraska web page.	X	X	X	X	2.1 Nebraska students will be provided with annually updated information on postsecondary education, financial support programs and career information.

- 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.