Nebraska State Plan
for
Career Technical Education

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

Appendix C

Information on the Information regarding the Partnership for Innovation Statewide Consortium

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

http://www.partnershipsforinnovation.org

Partnership for Innovation–A statewide Perkins IV consortium

Secondary/Postsecondary Transitions

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

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

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

Secondary/Postsecondary Transition

Recommended Priority and/or Goal Statement

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

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

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

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

Curriculum in Emerging Areas

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

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

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

Curriculum Emerging Areas
Recommended Priority and/or Goal Statement

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

Technical Skill Assessment

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

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

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

Perkins IV

Technical Skill Assessment
Recommended Priority and/or Goal Statement

Statewide Partnerships/ Tools/ Policies/ Resources

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