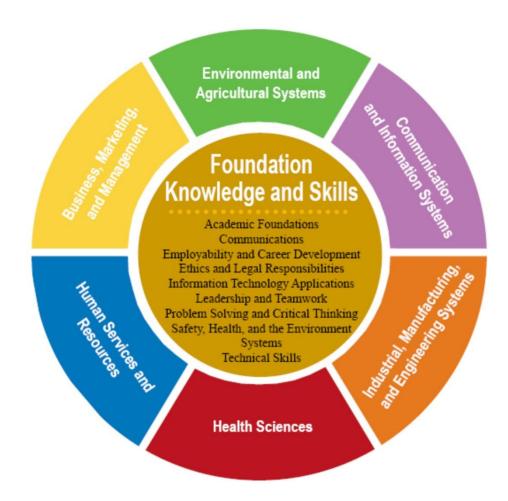
Developing a Five-Year Carl D. Perkins Plan for

Consortium





Introducing the...

The diagram to the right is a visual map of the organizing structure used by Nebraska Career Education (NCE) to arrange courses that prepare individuals for a career in a specific Cluster or Pathway. These courses are offered in middle school, high school, and at two- and four-year colleges and universities.

The NCE model is built on the following sequence, each with its own specific set of knowledge and skill statements:

- Foundation Knowledge and Skills (located in the center of the model) are a set of knowledge and skills common to all 16 Career Clusters.
- Career Fields are listed in the ring surrounding the Foundation Knowledge and Skills. Career Fields are broad groupings of the 16 Career Clusters based on commonalities among Clusters.
- Career Clusters are a grouping of careers with similar skills or common themes based on industry groupings and all educational levels.
- Career Pathways are listed below each cluster and further define the types of career opportunities within the Cluster
- Career Specialties (not shown on the model) are specific job titles within a Pathway within a Cluster.

For additional information, visit:

- www.nde.state.ne.us/NCE
- www.careerclusters.org
- www.NebraskaCareerConnections.org

Developed by the Nebraska Department of Education

NEBRASKA CAREER ED

Environmental Service Systems

· Natural Resources Systems

· Food Products and Processing Systems

· Power, Structural, and Technical Systems

· Animal Systems

· Plant Systems

· Agribusiness Systems

Agriculture, Food, and Natural Resources

Marketing

- Marketing Communications
- Marketing Management
- Marketing Research
- Merchandising
- Professional Selling



Business Management and Administration

- Administrative Services
- **Business Information Management**
- Management
- Human Resources Management

Hospitality and Tourism

Recreation, Amusements, and Attractions

Restaurants and Food and Beverage Services

Operations Management

- **Business Finance**
- Securities and
- Insurance

- Accounting **Banking Services**
- Investments

Environmental and Agricultural Systems



Foundation Knowledge and Skills

Academic Foundations

Communications Employability and Career Development Ethics and Legal Responsibilities Information Technology Applications

Leadership and Teamwork Problem Solving and Critical Thinking Safety, Health, and the Environment

Systems Technical Skills

Health Sciences

. Emergency and Fire

and Security - Correction Services

Law. Public Safety.

. Travel and Tourism

- **Management Services**
- Law Enforcement Services Consumer Services
- Legal Services
- Security and Protective
- Services

Government and Public . Family and Community Administration

- Revenue and Taxation
- Foreign Service
- Governance
- National Security - Planning
- · Public Management and
- Administration
- Regulation

Human Services

- · Counseling and Mental
- Health Services
- Early Childhood
- **Development and Services**
- Services
- Personal Care Services

Education and Training

- Administration and Administrative Support
- Professional Support Services
- Teaching/Training

Health Science

- Biotechnology Research and Development
- Diagnostic Services
- Supportive Services
- Health Informatics
- Therapeutic Services

Arts, A/V Technology, and Communications

- Audio/Video Technology and Film
- Journalism and Broadcasting
- Performing Arts
- · Printing Technology
- Telecommunications
- Visual Arts

Information Technology

- Information Support and Services
- Web and Digital Communications
- Network Systems
- · Programming and Software Development



Nebraska Career Education

NCE Model

Transportation, Distribution, and Logistics

- Facility and Mobile Equipment Maintenance
- Health, Safety, and Environmental Management
- · Logistics Planning and Management Services
- · Sales and Services
- Transportation Operations
- Transportation/Systems Infrastructure
- Planning, Management, and Regulation
- Warehousing and Distribution Center Operations

Architecture and Manufacturing Construction

- Construction Design and
- Pre-construction

- Production
- Manufacturing Production Process Development
- Maintenance, Installation, and Repair
- Quality Assurance
- Logistics and Inventory Control
- · Health, Safety, and **Environmental**

Science. Technology. Engineering, and

- **Mathematics** · Engineering and Technology
- Science and Math

A Look Back

Over the past year (FY06-07),	Consortium	has	spent	money	in the
following categories:					

•	100 – Salaries:
•	200 – Employee Benefits:
•	300 – Purchased Service/Lease Agreement:
•	400 – Supplies and Materials/Computer Software: _
•	500 – Computer Hardware/Equipment:
•	600 – Travel/Professional Development:
•	Total -

Some of the accountability is as follows:

- Concentrators: ___
- Academic Attainment: ___%
- Vocational Attainment: __%
- Completion: ___%
- Placement: ___%
- Nontraditional Participation ___%

A Look Ahead...

The new legislation of Perkins IV provides an opportunity to plan strategically for the next five years the priorities that would move forward the implementation and expansion of career education within areas and regions of Nebraska.

The allocation for the \$\sum_{\text{consortium}}\$ consortium has been approximately \$\sum_{\text{consortium}}\$. Over a five-year period that amounts to \$\sum_{\text{consortium}}\$

Begin the planning process with the question:

"What are the priorities that collectively we could use \$___ over the five year period, to enhance the delivery of instruction, increase access to emerging career areas, and support the implementation of Career Education opportunities that align with the economic priorities of our region?"

The planning process then moves to align with the intent of the legislation and a more effective use of the federal tax dollars while leveraging the uses of funds for strategic goals.

When Creating Your Strategic Plan Think About...

>	Who are Career Education's customers and stakeholders?
>	Who do you want your customers and stakeholders to be?
>	What matters most to your stakeholders?
>	Is what matters most to your Career Education programs (staff, administrators) what is most important to your stakeholders? Why or why not?
>	What valued service or "product" are you offering?

Determining the Priorities

1.	What are the regional economic development priorities for our Consortium's region? (i.e. What are the community or regional needs or priorities?) This may include identifying the High Skill, High Wage, and/or High Demand occupations needed in the region)
2.	What should be the primary purposes of Career Education in our area?
3.	What are the primary strategies for accomplishing that purpose?
4.	How should the curriculum and programs offered align with the strategies? How should the professional development support the strategies? What must occur to meet these needs for the future?

What are your major priories or goals, including deadlines, to build a strategic plan for Career Education for the next 5 years?

Major Priority or Goal	Deadline

Nebraska Department of Education Mission To lead and support the preparation of all Nebraskans for learning, earning, and living.

Nebraska School Counseling Mission

To empower all students to reach their maximum potential in:

Learning = Academic Development

Earning = Career Development

Living = Personal/Social Development

Nebraska Career Education Mission

To provide a career education system that develops skills for lifelong learning, earning, and living.



Skills for Lifelong Learning, Earning, and Living