



Nebraska State Plan for Career Technical Education

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

III. Provision for Services of Special Populations

A. Statutory Requirements

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

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

Response

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

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

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

Response

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

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

Response

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

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

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

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

Response

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

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

Response

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

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

Response

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

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

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

Response

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

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