



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**

II. Program Administration

A. Statutory Requirements

1. The State must prepare and submit to the Secretary a State Plan for a 6-year period; or a transition plan for the first year of operation of programs under the Act. [Section 122(a)(1)]

Response

The Nebraska Department of Education forwarded and received approval for the one-year transition plan. This five-year State Plan for the operation of programs under the Carl D. Perkins Career and Technical Education Act of 2006 during fiscal years 2009-2013 is being submitted for the State of Nebraska.

2. The State must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of:

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:**
- i. Incorporate secondary education and postsecondary education elements;**
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
 - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

Response

Nebraska is working on the development and implementation of Nebraska Career and Technical Education (NCTE) programs of study. NCTE adopted the States Career Cluster Initiative model in 2002. Since that time, extensive work has been done at the secondary and postsecondary level to use the career clusters as a framework for curriculum and for career guidance. The clusters framework provided a starting point for the development of the programs of study.

Nebraska has defined the purpose for the programs of study as follows:

- Assist secondary schools in creating meaningful sequences of courses that adequately prepare individuals for postsecondary education and/or careers.
- Promote postsecondary education options for NCTE students to further prepare them for successful transition to their career.
- Promote collaboration between secondary and postsecondary education through curriculum alignment for seamless transition for all students without remediation that eliminates duplication of coursework.
- Promote the advancement of articulated and/or dual credit courses for all students.
- Provide rigorous and relevant curriculum at the secondary and postsecondary level, aligned with industry standards that leads to the attainment of a diploma, degree, and /or industry certification.
- Assist students in identifying appropriate courses for high school and postsecondary education that lead to their chosen career.

Each local eligible recipient must offer at least one state-approved program of study to qualify for Perkins IV funds.

Criteria for approving a program of study will include:

- A sequence of at least three secondary NCTE courses appropriate for the cluster or pathway.
- Recommended academic and technical courses aligned to the program of study.
- Alignment between secondary and postsecondary course offerings identified in the program of study including articulation or dual credit where possible.
- Identification of industry credentials where appropriate, certificate or diploma from postsecondary.

NCTE will provide three options for eligible recipients to submit their programs of study for approval.

- 1) Recommended state models are being adapted from the work of the national plan of study models developed by the States Career Cluster Initiative. These model programs of study are developed by cluster and by pathway within the cluster where appropriate. Locals may choose to adopt these recommended programs of study.
- 2) Local eligible recipients will be able to design their own program of study and submit them to the Nebraska Department of Education for approval. The application must include a description of the courses included. The criteria for approving a program of study listed above will be used to evaluate and approve or deny the local request.
- 3) Local eligible recipients may choose to use a nationally validated program of study such as Project Lead the Way, Cisco Oracle Academies, or ProStart. The application must document the use of these national programs as designed to be implemented.

The recommended state model programs of study will be made available in early spring of 2008 for eligible recipients to use in applying for approval of their programs of study. Eligible recipients will submit their programs of study for approval prior to approval for use of Perkins IV funds beginning July 1, 2008.

(b) How the State, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

Response

Beginning with FY09, each LEA receiving Perkins IV funds must provide at least one NCTE program of study that meets the requirements set forth in Perkins IV.

The Nebraska Department of Education Career Education staff, in consultation with eligible recipients, has developed model secondary programs of study for each cluster and pathway. These models were developed starting with the National Plans of Study developed by the CCTI and the States Career Cluster Initiative and were modified to match Nebraska's curriculum structure. Through regional professional development opportunities, the NDE career education staff shared these models seeking input from eligible recipients.

Work is being completed on alignment of secondary and postsecondary content in the programs of study, alignment with appropriate academic courses, and identification of the industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree. This work is being completed in cooperation with Nebraska Department of Education academic content specialists and representatives from postsecondary education.

Another aspect of work being completed on the programs of study is the validation of the knowledge and skill statement outcomes of each program of study by appropriate business and industry representatives. The knowledge and skill statements will be taken from the States Career Cluster Initiative. These statements will also assist in the alignment of the secondary and postsecondary courses in the program of study.

Implementation of the programs of study at the local level will be monitored through the on-going monitoring program required by Perkins IV.

(c) How the State will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

Response

The Transition Plan approved for Nebraska Career and Technical Education merged the Title I and Title II funding streams to move secondary/postsecondary transition to the next level of effectiveness. This State Plan continues that merger for the 5-year life of this plan.

The development and implementation of the programs of study will provide alignment of curriculum between secondary and postsecondary career and technical education. A new statewide Perkins consortium, Partnerships for Innovation, has been created to provide the leadership and direction for the alignment of secondary/postsecondary curriculum, development of statewide articulation agreements, and expansion of dual credit opportunities in career and technical education. The Partnerships for Innovation (PFI) is a required expenditure of funds for local eligible recipients. The consortium is directed by a Leadership Council of twelve members. The twelve members consist of six leaders from postsecondary education, one from each of the six Nebraska Community Colleges, and six leaders from secondary education, selected to ensure diversity of geographical location, position in school and the configuration of the Perkins eligible recipients. The Leadership Council will establish the process for terms and rotations of Council members. The consortium is funded with a maximum of a 10% contribution from all eligible recipients on both the secondary and postsecondary level. The scope of work, supervision of work and evaluation of accomplishments, level of contribution and appointment to the Leadership Council are part of the annual work of the PFI Leadership Council.

The plan of work of the Partnership for Innovation consortium is defined in Appendix C. PFI will be the primary vehicle for implementing statewide articulation agreements between secondary and postsecondary education institutions.

(d) How programs at the secondary level will make available information about career and technical education programs of study offered by eligible recipients;

Response

The Nebraska Department of Education will assist secondary schools in making information about programs of study available through the following strategies:

- The annual Nebraska Career Education Conference where presentations will be conducted on the Programs of Study and implementation.
- Nebraska Career Education School Counseling staff will provide professional development through the Nebraska School Counselor Academies and other on-going professional development activities.

- A special section featuring the model programs of study will be placed on the newly developed Nebraska CareerConnections.org website. The website is available free to all Nebraskans.
- Nebraska Career Education staff will work with career education teacher educators to infuse instruction on the sample programs of study into their pre-service education programs for future career education teachers.
- Schools will be encouraged to include their locally implemented programs of study into their course catalogs and school counseling/teacher advisement systems.
- Nebraska Career Education staff will develop sample materials locals can use to educate students and parents on the programs of study.
- The Nebraska Department of Education will list all approved programs of study on the statewide State of the Schools Report. This report is distributed statewide each year. It is a primary source of information on school performance for parents and stakeholders.
- All approved programs of study will be placed on the Nebraska Career Education website, a part of the Nebraska Department of Education website. It will be updated as needed to accurately reflect the programs of study offered by eligible recipients.
- Professional development efforts conducted by the Nebraska Department of Education for school counselors and NCTE instructors will focus on the importance of the programs of study and strategies for sharing them locally.

(e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the State, to develop, improve, and expand access to appropriate technology in career and technical education programs;

Response

The new Essential Components for Nebraska Career and Technical Education developed under Perkins IV, require programs to have access to technology consistent with industry standards to be available and utilized. All new technology purchased with Perkins IV funds requires eligible recipients to justify the technology based on the curriculum offered and the professional development required for the use and implementation of the technology into the instructional program.

Nebraska Department of Education staff will conduct technical assistance workshops on avoiding supplanting of local resources and will address this during monitoring visits.

(f) The criteria the State will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will:

- i. promote continuous improvement in academic achievement;**
- ii. promote continuous improvement of technical skill attainment; and**
- iii. identify and address current or emerging occupational opportunities;**

Response

Applicants will be approved as eligible recipients upon submission and approval of their intent to participate, essential components, and local programs of study. The review of essential components is designed to determine the size, scope, and quality of local offerings. The listing of Nebraska Career and Technical Education, Perkins IV Essential Components is found in Appendix D. The approval process for programs of study is described under Section IIA 2a of this Plan.

Eligible recipients will be required to submit a local 5-year plan for approval to receive Perkins IV funds.

The following criteria will be used to approve eligible recipients for Perkins IV funding:

- A five-year career education strategic plan must be submitted and approved. This five-year plan must ensure the Perkins IV funds are used to promote continuous improvement in academic and technical skill achievement, and identify and address current or emerging occupational opportunities.
- An annual application must be submitted detailing proposed strategies, activities, and expenditure of funds that support the strategic plan based on the annual review of local data.
- Strategies and actions must address any deficiencies in performance measures as outlined in the accountability performance report.
- All uses of Perkins IV funds must reflect the requirements for uses of funds or allowable uses of funds per Section 135 of the Perkins Act.
- Not more than 5% of any Perkins grant can be allocated to administrative purposes as defined in Perkins IV.

The local plans will require eligible recipients to identify strategies and activities to support improvement on core indicators 1S1, 1S2, and 2S1 for secondary and 1P1 and 2P1 for postsecondary programs. The criteria used to assess the potential effectiveness of the proposed actions will be based on the degree to which the activities are expected to result in improvements in the three core indicator performance levels.

The local plans will also require eligible recipients to review their current program offerings based on current labor market information, workforce, and economic development initiatives to provide current or emerging occupational opportunities for students.

The state will develop Career Education Models for each CTE program that will define the components of a quality program. Local eligible recipients will be able to utilize these Models for program planning and improvement.

(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

Response

The development and implementation of programs of study will provide necessary information for secondary students, including special populations, to understand the requirements for completion. The programs of study in conjunction with the student's personal learning plan will provide the road map needed for students to reach their goal of graduation.

Nebraska's student personal learning plan (PLP) is created by the student, parent, and counselor or faculty advisor by the end of their eighth grade year. The PLP lists the courses the student plans to complete in high school and in postsecondary education to reach his/her career goal. The PLPs are to be reviewed and updated annually to match the student's career interests and future plans. The PLP is a tool to monitor student progress toward his/her goal of graduation and postsecondary education.

The NCTE partnership with school counseling will identify and provide appropriate intervention for student supports of academic development such as study skills, time management, and test prep. The use of the programs of study and personal learning plans will assist school counselors in helping students "stay on track" for graduation during their high school years.

The local application for Perkins IV funds requires eligible recipients to identify the goals for supporting students, especially special populations, in achieving their goal of high school graduation and completion of postsecondary education.

- (h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

Response

Local eligible recipients in the five-year strategic plan and their annual application will outline how Nebraska Career and Technical Education programs will:

- serve all students, including special populations
- be aligned with the required academic and technical skills
- prepare students for high skill, high wage, and/or high demand occupations in current or emerging occupations
- include secondary and postsecondary program alignment
- partner with school counseling to ensure that all students receive systematic career development and career counseling to help them establish plans for entry into postsecondary education and/or work
- use career student organizations as a vehicle for communication about the opportunities available in career and technical education

- (i) How funds will be used to improve or develop new career and technical education courses:**

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended;**
- ii. At the postsecondary level that are relevant and challenging; and**
- iii. That lead to employment in high-skill, high-wage, or high-demand occupations;**

Response

The adoption of the Nebraska Career Education model has helped to expand the awareness of the need for improving or developing new NCTE courses. The implementation of programs of study combined with the use of labor market information and workforce/economic development efforts provide the impetus for the development and implementation of new courses. The programs of study will require alignment with rigorous and challenging academic content.

NCTE postsecondary courses are implemented based on labor market needs. These courses are aligned with business and industry expectations to provide the relevance and academic/technical content needed for successful employment. All new secondary and postsecondary programs approved for assistance with Perkins IV funds must prepare students for high-skill, high-wage, or high demand occupations.

Perkins funds will be used to support the initial implementation of new courses that meet the above-mentioned criteria. This support may be for the development of the technical and academic curriculum content, needed technology for course implementation, professional development, and alignment to secondary/postsecondary education.

(j) How the State will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

Response

The Nebraska Department of Education shares best practice through the following:

- Sessions on best practice conducted at the annual Nebraska Career Education Conference;
- Best practice recognition programs sponsored by the Nebraska Department of Education and conducted in partnership with the Association for Career and Technical Education of Nebraska;
- Information on best practice and innovative ideas shared on NDE listserv/web pages;
- Evaluate the potential of a new NCTE Web site to provide on-going support for NCTE teachers and administrators to improve the achievement of students through blogs, web-based discussions, creating, and archiving of best practice, and maintaining an NCTE calendar of events; and
- Conducting professional development and technical assistance workshops to provide training and share information.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and

Response

The Partnership for Innovation (PFI) statewide consortium will provide leadership on the alignment of secondary and postsecondary levels by focusing on the following:

- establish a process to strengthen the alignment and eliminate transition barriers between secondary and postsecondary career education programs, including both two- and four-year postsecondary institutions
- develop statewide articulation agreements
- improve academic integration in career education
- improve the quality of data and provide leadership on measuring technical skill attainment
- implement new, innovative curriculum that allows students to excel in both academic and technical achievement

Nebraska has maintained a Links to Standards website that demonstrates the alignment between the Essential Learnings of NCTE and the Standards of the academic core. This Links to Standards website will be updated using the new Essential Learnings developed from the knowledge and skill statements of the States Career Cluster Initiative.

Eligible recipients are required to analyze their achievement on Perkins performance measures and report their analysis on their annual report submitted at the end of each fiscal year. Funding decision for the subsequent years must be based on the data analysis of the previous years with respect to academic and technical achievement.

The state will develop Career Education Models for each CTE program that establishes the components of a quality program. These criteria can be used by locals for program planning and improvement.

- (I) How the State will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec.122(c)(1)(A)-(L)]**

Response

Nebraska currently annually reports results of the Perkins performance measures on the Nebraska Department of Education State of the Schools Report. Other measurements will include the success of programs of study based on the number of programs of study implemented and the number of secondary and postsecondary students completing the program of study and receiving diplomas, certificates, or advanced degrees. The results will be published in both the CAR report and on the State of the Schools Report.

Nebraska will continue to gather data on the implementation of programs of study through the Perkins monitoring process

- 3. The State must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that:**
- (a) promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**
 - (b) increases the percentage of teachers that meet teacher certification or licensing requirements;**
 - (c) is high quality, sustained, intensive, and focused on instruction, and Increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**
 - (d) encourages applied learning that contributes to the academic and career and technical knowledge of the student;**
 - (e) provides the knowledge and skills needed to work with and improve instruction for special populations; and**
 - (f) promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Section 122(c)(2)(A)-(G)]**

Response

Comprehensive professional development, while a required state leadership activity, is a cornerstone of Nebraska's State Plan. As the Nebraska Career Education Model continues to be implemented statewide, the need for professional development has increased exponentially. The Nebraska Department of Education will provide professional development that will address the following:

- Implementation of the NCTE model, programs of study, and the use of the knowledge and skill statements
- Integration and reinforcement of academic competencies into NCTE courses
- Instructional design and delivery, integration of technology, formative and summative assessment, and intervention strategies
- Current business and industry information and trends to keep instruction relevant
- Dissemination of best practices for NCTE
- Components that are unique to NCTE, such as laboratory management, extended learning opportunities, workbased learning, career student organizations

- Strategies for successful participation of special populations in NCTE courses
- Use of career student organizations to support student achievement of academic and technical content and development workplace readiness skills
- The Career Education Models for each CTE program and how to use the criteria for program improvement

Nebraska is fortunate to have over 95% of our career and technical education instructors appropriately endorsed in their area of instruction. This has been maintained because of the strong partnership between Nebraska Department of Education career and technical education staff, and the teacher education institutions and faculty. A provisional certificate is available for those instructors who need to seek additional endorsements. This certificate is renewable for up to three years providing the instructor in progressing toward completing the endorsement requirements.

Nebraska will begin the process of reviewing all of the teacher certification requirements for endorsement in the NCTE program areas during the 2008-2009 year. This will include restructuring endorsements as needed to meet the requirement of the new Nebraska Career Education Model. This revision process is completed in cooperation with the Nebraska Council on Teacher Education. The goal of this revision process is to maintain our high percentage of appropriately endorsed instructors while assuring the quality of their preparation program.

The Nebraska Department of Education will continue the annual Teacher Educator Forum designed to promote meaningful conversation about the preservice and inservice needs of Nebraska Career and Technical Education.

- 4. The State must describe efforts that it and eligible recipients will make to improve:**
- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**

Response

Nebraska is committed to recruiting and retaining quality NCTE instructors, administrators and school counselors. Strategies to be implemented include:

- Support for growth in the implementation of the education and training career cluster
- Support retention efforts through new teacher inservice programs including mentoring opportunities
- Focus on non-traditional and underrepresented audiences for recruitment into NCTE teaching
- Use Career Student Organizations as a tool for recruitment
- Develop and provide existing teachers tools that support recruitment and retention of teachers
- Support and expand where appropriate alternative means to entry into the teaching profession for business and industry representatives. (Transition to Teaching, Trade Certificate, etc.)

- (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]**

Response

Nebraska currently supports a Transition to Teaching program that creates a fast track approach to completing a teaching endorsement for those individuals with a baccalaureate degree. Several candidates have successfully completed endorsements in NCTE through this program. NCTE continues to actively promote the use of the Transition to Teaching program.

Nebraska also currently has a Trade certificate option that allows individuals from business and industry to teach NCTE in the area of their expertise. Nebraska will use Perkins State Leadership funds to provide inservice and professional development for these individuals to help provide a successful experience teaching.

5. The State must describe efforts that it and eligible recipients will make to improve the transition of sub baccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

Response

Nebraska will support transition through the following:

- The Partnership for Innovation statewide consortium will provide the leadership for the development of statewide articulation agreements and focus on the alignment of curriculum to allow transition from secondary to 2- and 4-year postsecondary and from 2-year to 4-year postsecondary education.
- Partner with P-16 to create policies that support seamless transition.
- Cooperate with the newly funded Nebraska Transcript Project to support transition using electronic transcripts between educational delivery systems.
- Design and implement a Web-based information system to communicate the transferability of coursework.

6. The State must describe how it will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

Response

In implementing systems that support partnerships in the planning, development, implementation, and evaluation of NCTE programs, Nebraska will complete the following:

- Implement state-level advisory committees for each of the 16 career clusters. The committees will be comprised of business and industry, secondary and postsecondary NCTE instructors, academic educators, and school counselors. These advisory committees will also have representation from the State Workforce Investment Board and be coordinated with FutureForce Nebraska when possible. FutureForce Nebraska is a collaborative effort of government, education and business and industry to ensure a trained workforce for Nebraska.
- Nebraska Career and Technical Education Essential Learnings (content standards) will be updated using the knowledge and skill statements from the States Career Cluster initiative. These knowledge and skill statements were developed and validated by national advisory committees of business and industry and education representatives.
- Support for regional advisory councils representing both secondary and postsecondary education with activities that focus on the career field areas to support the implementation and evaluation of NCTE programs.
- Programs of study implementation will require the collaboration of business and industry, secondary, and postsecondary educators
- A self-evaluation template will be developed for local use that will include input from all stakeholders and can be used for planning, development, implementation, and evaluation of NCTE programs.
- The state will develop Career Education Models for each CTE program that establishes involvement of all stakeholders as one of the components of a quality program

7. The State must describe efforts that it and eligible recipients will make to:

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--**
- i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
 - ii. Career and technical education subjects;**

Response

Nebraska will utilize the following strategies for improving the academic and technical skills of students participating in NCTE programs:

- NCTE courses will integrate and reinforce academic content that is appropriate for the technical content of the course. Instructors will incorporate strategies that allow students to apply knowledge and skill in order to strengthen their understanding of the needs of the workplace and will be made aware of the academic standards being integrated.
- The Nebraska Department of Education career education staff will work with their academic counterparts to integrate workplace applications into academic classes.
- Integration of academic and CTE knowledge and skills will be accomplished through strategies such as project-based learning, problem-based learning, service learning, integrated courses, CTE courses that meet university requirements, team teaching, and other similar approaches.
- Conduct professional development programs designed to assist instructors in improving the academic and technical skills of students of NCTE programs.
- Continue support for the Career Student Organizations to encourage development of academic and technical skills.
- The state will develop Career Education Models for each CTE program that establishes academic and technical integration as one of the components of a quality program

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

Response

Nebraska will address all aspects of an industry through the following:

- The Nebraska Career Education Model provides the framework for giving students the experience and understanding of all aspects of an industry. The continued implementation of this model will provide the breadth of instruction needed.
- The implementation of the national knowledge and skill statements into NCTE Essential Learnings. This will provide the breadth of instruction needed for students to have a strong experience in all aspects of an industry.
- The state will develop Career Education Models for each CTE program that establishes experience in and understanding of all aspect of an industry as one of the components of a quality program.
- Nebraska will continue to use the Career Student Organization as a strong bridge between the classroom and real-world industry experiences that help them understand all aspects of the industry.
- Nebraska continues to support workbased learning to provide meaningful experiences for all students.

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

Response

Career and technical education in Nebraska is offered through comprehensive secondary schools and community colleges. Having secondary NCTE offered in a comprehensive school allows NCTE students to participate in the same academic preparation program as other students. Nebraska does not offer a differentiated diploma – all students receive the same diploma based on completion of local graduation requirements.

Nebraska will continue to provide professional development on strengthening the academic content of NCTE courses to help all students achieve academic proficiency.

8. The State must describe how it will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

Response

Nebraska will provide technical assistance through the following:

- NDE career education specialists work to effectively and efficiently respond to requests for assistance from both secondary and postsecondary instructors and administrators.
- Perkins monitoring assignments are assigned geographically, allowing NDE career education staff to build a relationship with a specific section of Nebraska.
- Technical assistance workshops are held across the state to provide updates on technical skills, implementation of the NCE model, and respond to requests for technical assistance from locals.
- NDE is working to strengthen our Web delivery of technical assistance as well as through email, newsletters, and the sharing of best practice.

9. The State must describe how its career and technical education program relates to occupational opportunities in the State and region. [Section 122(c)(16)]

Response

Eligible recipients must address the labor market demand and workforce/economic development priorities of their locale in their local plan and annual application. This justification is required as a component of being eligible for Perkins IV funding.

The Nebraska Department of Education maintains a strong relationship with the Department of Labor and Department of Economic Development to coordinate programs and share information. This partnership has resulted in increasing the awareness of data locals can use in planning for their career and technical education programs.

The NDE career education staff has formed a strong partnership with FutureForce Nebraska. FutureForce Nebraska (FFN) is a unique collaboration of state agencies, K-12, 2- and 4- year public and private education, State Workforce Investment Board, and Nebraska business and industry. FFN is actively working to develop talent pipelines in Nebraska's economic development targeted industries.

10. The state must describe the methods proposed for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Section 122(c)(17)]

Response

The Nebraska Department of Education has been working to integrate the planning for Federal programs within local eligible recipients. A common electronic Grants Management System is used for submitting applications and processing claims. A system of integrated monitoring visits is now under development. All Federal programs will be monitored during one session by a team from NDE. This is being piloted to minimize the interruptions caused by several monitoring visits during the school year.

Regular meetings are held with the Nebraska Department of Labor to create opportunities for coordination between Perkins and the Workforce Investment Act.

11. The State must describe the procedures to be developed to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Section 122(c)(20)]

Response

Regular coordination meetings are held between Department of Labor staff responsible for WIA and career education staff at the Nebraska Department of Education. These meetings are focused on partnership building as well as ensuring non-duplication among programs. Annual reports are submitted to the Nebraska Workforce Investment Board on Perkins activities as a means of communicating to eliminate duplication of services.

B. Other Department Requirements

- 1. The State must submit a copy of its local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

Response

See Appendix E for the 2008-12 Local Plan and Local Plan Instructions.

- 2. The State must provide a description of its governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

Response

The Nebraska Department of Education is designated as the state agency responsible for the administration of the Carl D. Perkins Career and Technical Education Act of 2006. The Nebraska Department of Education is established by the Constitution of the State of Nebraska and is governed by an elected State Board of Education. The Nebraska State Board of Education also serves as the State Board for Career and Technical Education.

The State Board through the Commissioner of Education appoints an administrator (State Director for Career and Technical Education) for career education to serve as a part of the Department's Curriculum and Instruction Team. The career education administrator and assigned staff provide leadership for career education and for the administration of the Carl D. Perkins Career and Technical Education Act of 2006. The Nebraska Department of Education does not delegate any of its responsibilities to any other state agency.

The NDE Career Education staff provides leadership for career education by:

- providing professional development and technical assistance;
- securing industry input for program planning and evaluation;
- managing programs and special initiatives; and
- providing leadership for career and technical student organizations.

There are 254 school districts that are potential eligible recipients at the secondary level. There are six area community colleges with seventeen campuses that are eligible recipients at the postsecondary level. Nebraska Career and Technical Education serves approximately 85,000 participants at the secondary level and approximately 48,550 participants at the postsecondary level.

- 3. The State must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.**

Response

The partnership between Perkins IV and the Workforce Investment Act (WIA) is a significant part of the effort to build a comprehensive workforce preparation system in Nebraska. Perkins IV programs and activities are part of the referral system for core services and training provided at the One-Stop career centers.

One-Stop Centers are co-located on some community college campuses while others operate them at separate locations near the school campus. All postsecondary schools are involved with their local One-Stop operators providing a variety of services depending on the service needs of the area served by the One-Stop center. Many of the postsecondary and secondary schools are represented on their local WIBs.