

## **Perkins IV Target Areas**

The implementation of the Nebraska Career Education model and Perkins IV requires emphasis in areas designed to result in program improvement and increased student achievement. Examples of activities in each of these areas are:

- **Student Achievement**
  - Use Perkins funds to ensure the quality and completeness of data and performance measure accountability results.
  - Identify activities to improve student achievement as reflected in the Perkins performance measure data required in the law.
  - Identify activities to improve NCE programs that assist students in meeting Perkins performance measure data required in the law.
  - Use funds for measuring technical skill attainment that is consistent with industry certifications and degree/certificate requirements.
  
- **Secondary/Postsecondary Alignment**
  - Alignment of courses and student outcomes for seamless transition between secondary and postsecondary NCE programs of study.
  - Development of courses to create NCE programs of study on the secondary or postsecondary level.
  - Review and revision of courses at the secondary or postsecondary level to align to NCE programs of study and provide relevant learning experiences.
  
- **Alignment to Regional Economies and High Skill, High Wage, and High Demand**
  - Review NCE course offerings to align to the workforce needs of the regional economy.
  - Use labor market information to inform decisions about programs of study offerings and areas of emphasis for the use of Perkins funds.
  - Target Perkins fund use for programs of study that lead to high skill, high wage, and/or high demand occupations.
  - Support the instruction, preparation, and resources of entrepreneurs and the opportunities to support innovation in the creation of new businesses or acquisition of existing businesses.
  
- **Programs of Study, Curriculum Development**
  - Implement approved programs of study at both secondary and postsecondary levels that align and support the NCE Model.
  - Strengthen programs of study to focus on academic and technical rigor in both secondary and postsecondary NCE courses.
  - Develop courses and curriculum that support new and emerging occupations that align with regional economies, labor market information, and economic development priorities.
  
- **Innovative Delivery Models and Equity of Access to Instruction**
  - Implement new delivery strategies so all students have access to quality NCE courses and programs of study; to highly qualified instructors; and to facilities and technologies that ensure quality NCE is available regardless of location and size of institution.
  - Explore and implement innovative delivery strategies, supported through collaboration among schools, institutions, and business and industry partnerships that ensure access for Nebraska students to NCE instruction.

- **Professional Development**
  - Conduct professional development that promotes leadership, disseminates current research and best practice, and enhances knowledge and skills of NCE instructors, administrators, and counselors resulting in improved quality of NCE.
  - Develop sustained professional development programs focusing on improved student achievement rather than just a series of workshops.
  - Support the recruitment and retention of highly qualified professionals to deliver effective and engaging instruction in all areas of career and technical education.
  
- **Special Populations**
  - The term Special Populations is defined in the Perkins legislation (Sec 3; 29, A-F) as:
    - individuals with disabilities,
    - individuals from economically disadvantaged families, including foster children;
    - individuals preparing for nontraditional fields (individuals who are in programs for occupations in which their gender comprises 25% or less of total employment);
    - single parents, including single pregnant women;
    - displaced homemakers; and
    - individuals with limited English proficiency
  - Provide career education courses and supportive services to all students including special populations.
  - Activities that provide needed support to ensure success of special populations in career education programs of study.
  - Activities that reduce barriers for special populations in career education programs of study.
  
- **School Counseling and Career Guidance**
  - Strengthen school counseling services with emphasis on career guidance for all students.
  - Implement a student advisement program that supports students achieving career investigation, exploration, and preparation.
  - Implement an educational planning process that supports student success as they pursue the career area of their choice.
  
- **Career Education and Academic Integration**
  - Increase both academic and technical attainment of students by strengthening NCE program components through academic integration, sequenced classes and programs of study.
  - Implement common planning times for academic and NCE instructors to coordinate integration themes and activities.
  - Professional development that assists NCE instructors in reinforcing academic concepts in NCE instruction.
  - Reinforce and strengthen academic competencies through career education courses.
  
- **Understanding All Aspects of Industry**
  - Provide students with strong experience in and understanding of the following aspects of the industry: planning, management, finance, technical and production skills, underlying principles of technology, labor, community issues and health, safety and environmental issues.
  - Provide students with extended learning opportunities including work-based learning (internships, job-shadowing, labs, clinicals, field trips, etc.) leadership skills, employability skills, SCANS skills and transferable skills.