



PERKINS V

The Strengthening Career and Technical Education
for the 21st Century Act

In response to the Perkins V areas of emphasis, Nebraska CTE has established eight strategic priorities to realize its vision. The goal of these priorities is to build onto and catapult Nebraska's high-quality CTE system forward to respond to the state's workforce needs, labor market information, and economic development priorities.



1

ALIGNED CTE PROGRAMS

The careers we prepare learners for are constantly emerging and changing. CTE programs afford learners the opportunity to explore career options, identify their interests, and develop the knowledge and skills that prepare them to transition to postsecondary education and into entry-level careers. These programs must be well aligned to the next opportunities learners will encounter and keep pace with the constant evolution found in the marketplace.

2

SYSTEMIC CAREER DEVELOPMENT

Career development is the process by which individuals get to know their strengths and interests, learn how different jobs connect with those interests, explore careers in current labor markets, and build career planning and management skills to achieve their goals. There are multiple pathways to rewarding careers, and the components to effective career development include self-awareness, career exploration, and career planning and management.

5

WORK-BASED LEARNING

Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not simply learning about work.

6

SUSTAINED PROFESSIONAL DEVELOPMENT

Effective Nebraska CTE programs require highly-prepared instructors, administrators, staff, and support personnel who are supported by sustained, high-quality, and relevant professional development. Nebraska CTE professional development includes effective training at both the pre- and in-service levels and the pursuit of advanced credentials and degrees. It additionally supports those who have utilized an alternative pathway to certification and encourages the recruitment of new and diverse CTE teachers, especially in shortage areas.

3

STUDENT ACHIEVEMENT

Nebraska CTE provides an educational environment that integrates core academic and technical preparation for contextualized learning that increases engagement and supports improved academic, technical, and career readiness achievement for all students. Nebraska CTE is responsible for analyzing performance data to assess its effectiveness in achieving statewide progress in CTE, which is measured by core indicators of performance for both secondary and postsecondary education, and providing support for eliminating inequities in student access to and success in high-quality CTE programs of study.

4

DATA USE

Nebraska CTE will assist educators in making a more formal shift from collecting data to using data to ensure local CTE programs create success for students and employers. The quality and effectiveness of Nebraska CTE is dependent on the ability to constantly evaluate and improve. Through the newly updated reVISION process, all local recipients are required to analyze disaggregated student performance data to identify performance disparities across student groups, detect root causes, and direct resources towards addressing both.

7

INSTRUCTOR RECRUITMENT AND RETENTION

To deliver effective and relevant CTE programming, there must be an adequate supply of qualified instructors who are knowledgeable in pedagogy and technical areas as well as in academic competencies and workplace requirements essential to their CTE program areas. Innovative and bold strategies must be employed to recruit and retain CTE teachers, especially in those areas with critical teacher shortages.

8

MIDDLE SCHOOL CTE

CTE in the middle grades (5th – 8th) adds relevance to students' learning experiences by exposing them to real-world options and connecting academics to career and college possibilities. It equips students with needed transferrable skills as they transition to high school and beyond, and serves as a key dropout prevention strategy mitigating challenges such as disengagement and lack of preparation.

The Nebraska Department of Education (NDE) 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 is designated as the sole state agency responsible for the administration of career and technical education (CTE) at the secondary and postsecondary levels. The State Board, through the Commissioner of Education, appoints an administrator for CTE (State Director for CTE) to serve as a part of the Department's Office of Career, Technical, and Adult Education. The CTE administrator and designated career field staff are responsible for providing leadership, professional development, and technical assistance for CTE in Nebraska, and the overall administration of The Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The Nebraska State Board of Education does not delegate any of its responsibilities to any other state agency.

GUIDING ASSUMPTIONS

Perkins V maintains much of the program improvement emphasis of Perkins IV, but requires Nebraska CTE to focus on additional areas as well. The following guiding assumptions are instrumental in moving Perkins V forward:

- Federal Perkins V funding for Nebraska CTE is not an entitlement at either the state or local level.
- The use of Perkins V funds must be focused on school improvement and increased student achievement outcomes.
- CTE and academic core content must be integrated in a comprehensive way connecting the core academics in CTE courses.
- Students must participate in systemic career development at all levels of education.
- The skills needed for success in postsecondary education and careers are one and the same.
- CTE must be strategically positioned within the broader vision, mission, and goals for education within the state of Nebraska.

AREAS OF EMPHASIS

Perkins V requires Nebraska and local recipients to put emphasis in areas designed to result in program improvement and increased student achievement. These areas include:

- Driving program improvement through programs of study.
- Requiring data-driven decision making on local spending through the new comprehensive local needs assessment (reVISION), involving significant stakeholder consultation and a focus on disaggregated data.
- Using the increased statewide Perkins reserve fund to spur local innovation and implementation of programs of study.
- Supporting career exploration in the middle grades (grades 5-8).
- Enhancing program quality, including a new program quality performance indicator.
- Increasing the focus on serving special populations, including an expanded definition and required uses of statewide Perkins leadership funds.

It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, age, national origin, or genetic information in its educational programs, admission policies, employment, or other agency programs.

This project was funded through the Strengthening Career and Technical Education for the 21st Century Act (Perkins V), administered through the Nebraska Department of Education. However, the contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.