



Learning that works  
for Nebraska

# STRENGTHENING CAREER & TECHNICAL EDUCATION FOR THE 21<sup>ST</sup> CENTURY

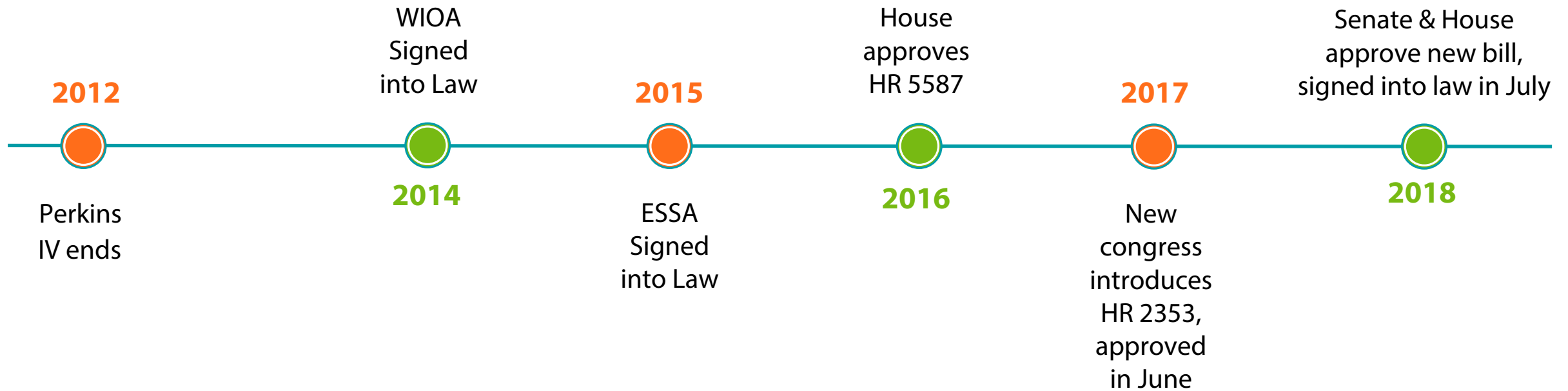
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**Katie Graham**

*State Director, Nebraska Career and Technical Education*

# Perkins V: How did we get here?

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# PERKINS V TIMELINE

**ADVANCE** CTE  
State Leaders Connecting Learning to Work



**Transition Year: 2019-2020; New State Plan: 2020-2024**

## Perkins V: Purpose

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*“...increasing learner access to high-quality Career Technical Education (CTE) programs of study. With a focus on systems alignment and program improvement, Perkins is critical to ensuring that programs are prepared to meet the ever-changing needs of learners and employers.”*

# Major Tenets of Perkins V

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PROGRAM IMPROVEMENT | FLEXIBILITY | DATA & ACCOUNTABILITY

# Major Tenet:

## Program Improvement

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- Maintains commitment to programs of study
- Introduces comprehensive local needs assessment
- Increases statewide reserve fund to spur local innovation and implement programs of study
- Increases focus on alignment to labor market needs
- Stronger focus on equity, including a new purpose on increasing opportunities for special populations



# Major Tenet: **Flexibility**

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- Expands support for career exploration to go as low as grade 5
- Aligns to the Every Student Succeeds Act (ESSA) and Workforce Innovation and Opportunity Act (WIOA)
- Reduces number of required uses of funds, expands permissive\* uses



# Major Tenet:

## Data & Accountability

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- Defines who is included in the accountability system
- Changes the process for setting performance targets
  - Includes strengthened stakeholder engagement process
- Focuses on disaggregation of data
- Shifts the accountability indicators





# Definitions

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# Key Updates on Definitions

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- 55 definitions total (current law has 34)
- Definitions linked to WIOA and ESSA
- Includes:
  - Career and Technical Education
  - Program of Study
  - Special Populations
  - Recognized Postsecondary Credential
  - CTE Concentrator

# Accountability

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# Secondary Accountability Indicators

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## Reports only on CTE Concentrators

1. Graduation rates (ESSA)
2. Academic proficiency (ESSA)
3. Student placement (2nd quarter after exiting)
4. CTE program quality\*
5. The percentage of CTE concentrators in CTE programs that lead to non-traditional fields

# Reporting Requirements

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Far more robust requirements:

- By core indicator, by subgroup and subpopulation
- By core indicator and CTE program or program of study; if that is not practical, then by career cluster
- Identification and quantification of disparities or gaps in performance



# State Plan Development

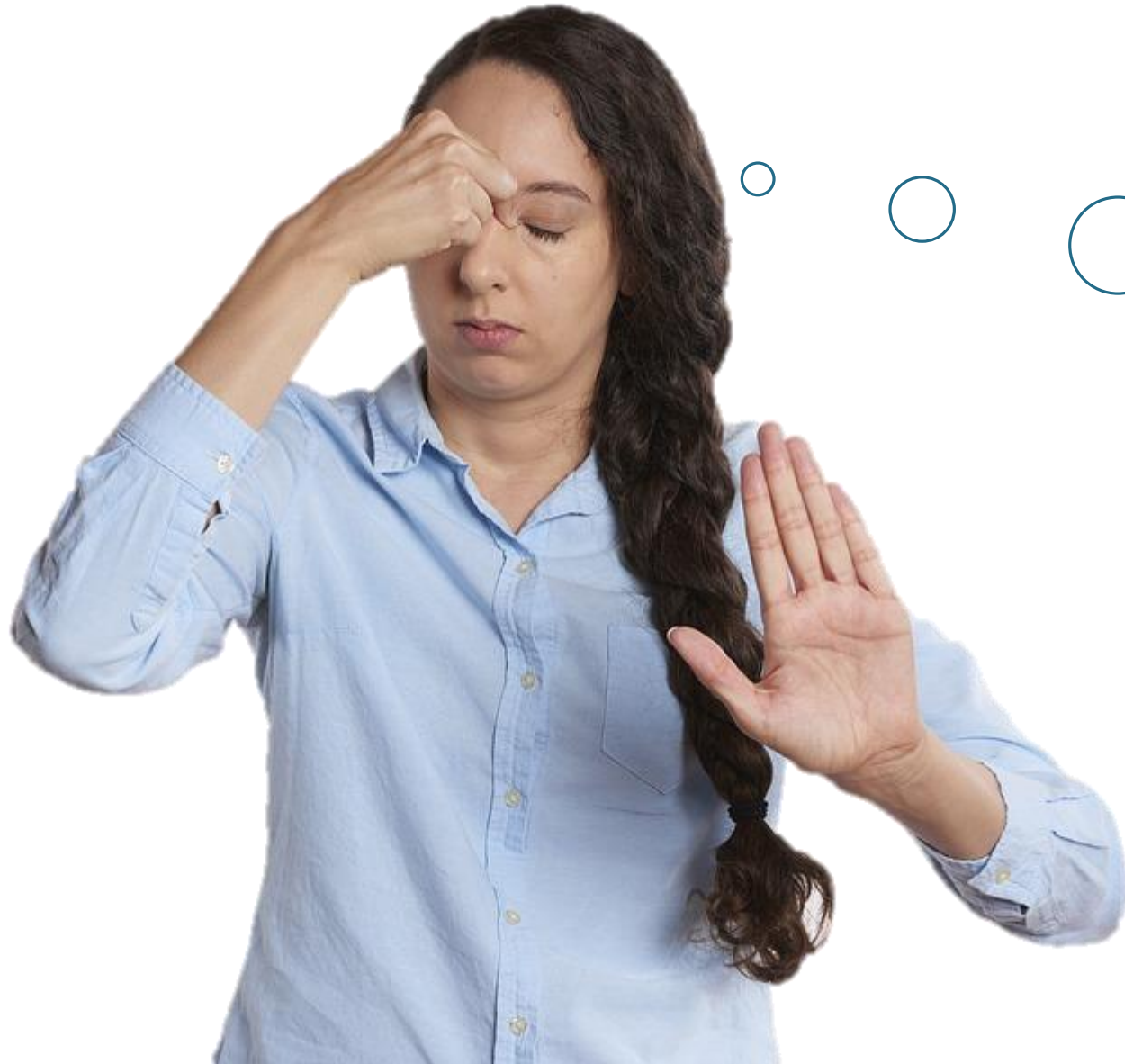
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# State Plan Development

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- More expanded consultation with specific groups
- Several windows for public comment (on SDLP and plan)
- Governor consultation and sign-off expanded
- Many opportunities to allow vision to drive plan



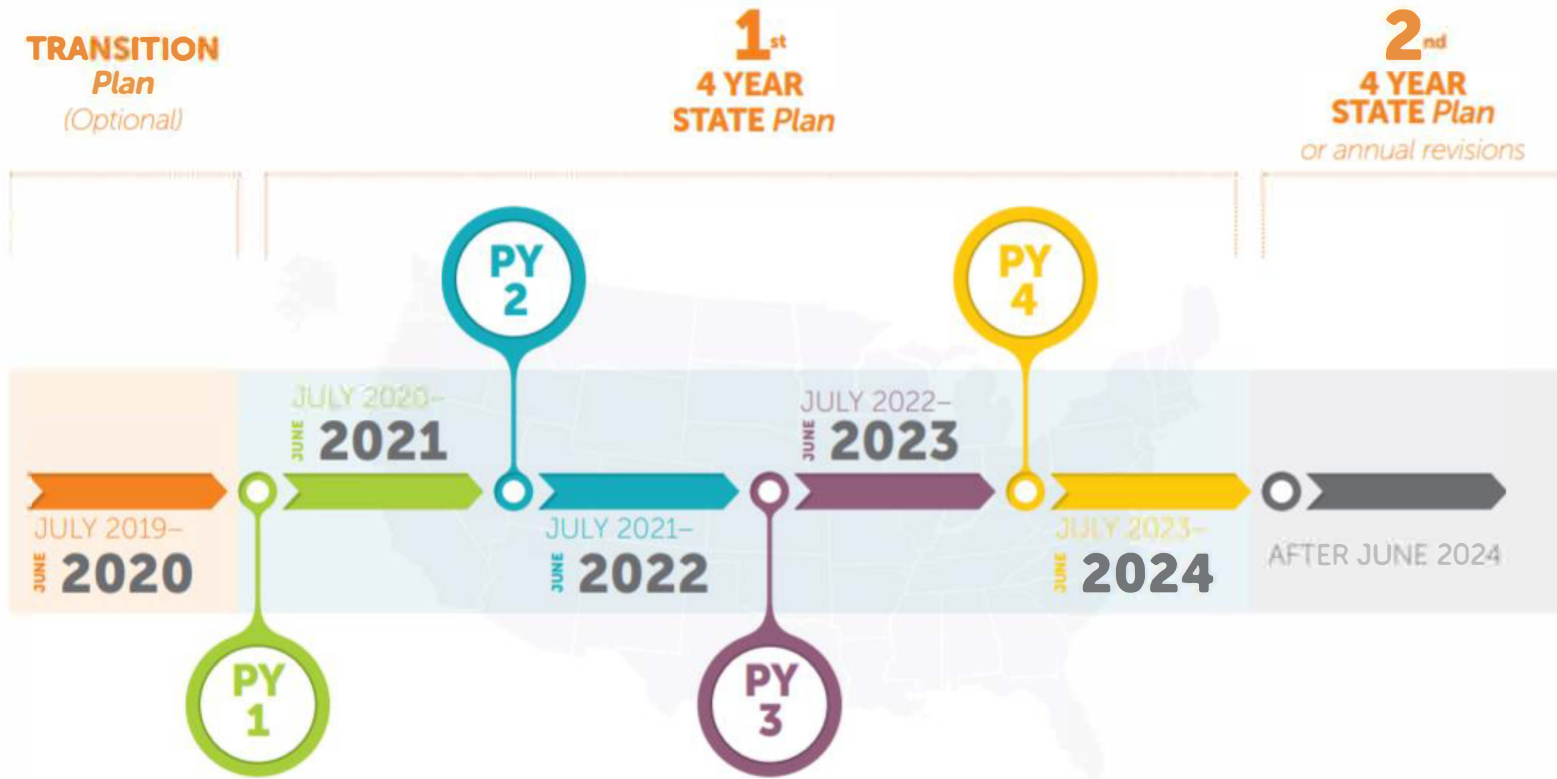


What does all  
of this mean  
for next year?



# PERKINS V TIMELINE

**ADVANCE** CTE  
State Leaders Connecting Learning to Work





Next year will  
look “almost”  
like this year.

# Nebraska CTE

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## Things that will Remain

Formula for Perkins allocations  
Consortium Structure  
State Model Programs of Study

## Things that will be Enhanced

Early Postsecondary opportunities  
Workplace Experiences  
(including WBL)  
Addressing equity gaps  
Secondary/Postsecondary  
alignment  
Program/Workforce alignment  
Program Quality Indicators  
Statewide Perkins Consortium

## Things that will Change

Annual Application  
Accountability Indicators/  
data reporting  
Concentrator definition

*\*probably*

# Opportunities

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# Opportunities

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- Engage with stakeholders, receive feedback, and align Plan with Strategic Vision & Direction
- Identify Program Quality Indicator
  - (1) Attainment of postsecondary credential;
  - (2) Attainment of postsecondary credits in CTE program of study; or (3) participation in work-based learning

# Opportunities

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- Analyze participation and outcome data to ensure equitable opportunities for success
- Provide a rationale for the split of funds between secondary and postsecondary
- Review baseline performance data for new accountability indicators and setting SDLPS

# Opportunities

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- Align plan with other statewide workforce development efforts (i.e. WIOA)
- Identify the need(s) for a statewide Perkins consortium (e.g. Partnerships for Innovation)
- Work across NDE and other state agencies to continue to make Nebraska education relevant, meaningful, and effective.



**YOUR  
FEEDBACK  
MATTERS!**



# How can you get involved?

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## State Plan:

Collaborative opportunities:

- Stakeholder Engagement (multiple forms)
- Public Hearings
- Workgroups

## Local Planning:

- Work with your Perkins coordinator & Advisory Committee
- Review consortium's Perkins goals and vision for next 4-5 years
- Brainstorm how you can leverage Perkins V to meet your student's needs
- Work with NDE staff to align priorities
- Work with local Business & Industry to ensure their active involvement in your program



# Questions & Comments

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Thank You!



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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.