

**reVISION**

 **Resource Manual**

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

Nebraska Department of Education

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**Glossary of Terms**

The following definitions are to assist educators in understanding the context in which reVISION questions were written and what data may be needed throughout the needs assessment process.

|  |  |
| --- | --- |
| Career and Technical Education  | Career Technical Education (CTE) provides students of all ages with the academic and technical skills, knowledge, and training necessary to succeed in future careers and to become lifelong learners. CTE prepares these learners for the world of work by introducing them to workplace competencies, and makes academic content accessible to students by providing it in a hands-on context (Advance CTE, 2019). A full definition of CTE can be found in [Perkins V](https://legcounsel.house.gov/Comps/Carl%20D.%20Perkins%20Career%20And%20Technical%20Education%20Act%20Of%202006%28not-in-effect%29.pdf).  |
| CTE Concentrator  | A CTE Concentrator in Nebraska means: * At the Secondary Level:
	+ A student who has completed at least two CTE courses within the same Career Cluster at the intermediate or capstone level
* At the Postsecondary Level:
	+ A student who has earned at least 12 credits within a CTE program of program of study or completed such a program if the program encompasses fewer than 12 credits of the equivalent in total.
 |
| CTE Participant  | A CTE Participant means an individual who completes not less than one course in a CTE program or program of study.  |
| Comprehensive Local Needs Assessment (CLNA)  | A requirement for all eligible recipients to receive financial assistance under Perkins, which includes an evaluation of the performance of students served, a description of how the programs to be offered are of sufficient size, scope, and quality to meet all students served, designed to meet local education or economic development needs, an evaluation of progress toward the implementation of CTE programs of study, a description of how the eligible recipient will improve the recruitment, retention, and training of CTE teachers, faculty, and specialized instructional support personnel, a description of progress toward implementation of equal access to high-quality CTE courses and programs, among other required elements. The needs assessment must be updated at least every two years. |
| Consortia (Perkins)  | A group of more than one eligible recipient who works together to implement high-quality CTE programs. Any secondary eligible recipient that did not qualify for an individual allocation greater than or equal to $15,000 will be required to join a regional consortium in order to receive Perkins V funds. Any postsecondary recipient that did not qualify for a minimum allocation greater than or equal to $50,000 will be required to join a consortium in order to receive Perkins V funds.  |
| Convener | The individual, hired by NDE, who will coordinate the reVISION Regional CTE Assessment meeting and process.  |
| Core Performance Indicator  | The required performance indicators defined in the Perkins Act that measure student performance on a variety of indicators. |
| Career & Technical Student Organization (CTSO) | Career & Technical Student Organization – A student organization aligned to a CTE program for the purpose of providing application of instruction and personal development. Nebraska authorizes the following CTSOs: DECA, Educators Rising, FBLA/PBL, FCCLA, FFA, HOSA, SkillsUSA |
| Dual Credit | A student enrolled simultaneously in a high school and a postsecondary course. The postsecondary course can be on campus or online and taught by college faculty. |
| Education Partner  | A term used to describe the Perkins eligible recipients involved in the regional needs assessment. The education partners may consist of colleges, Board of Cooperative Education Services, and or school districts identified in the economic region completing the needs assessment |
| Eligible Recipient  | A local educational agency, an area CTE school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency, or a consortium eligible to receive assistance under section 131 of Perkins V, or an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of Perkins V.  |
| Every Student Succeeds Act (ESSA)  | The main law for K-12 public education in the United States. It replaced the No Child Left Behind Act and aims to make sure public schools provide a quality education for all students.  |
| High-Wage, High-Skill, and In-Demand (H3) Occupations | High Wage, High Skill and High Demand jobs are today's in-demand jobs.* Occupations are high wage when at least half of their wage measures are at or above the regional average for all occupations.
* Occupations that require some college, no degree or a higher level of educational attainment are high skill, as well as occupations that require a high school diploma or equivalent plus long-term on-the-job training, an apprenticeship, or internship/residency.
* The number of annual openings, net change in employment, and growth rate determine whether an occupation is high demand. An occupation must be High Wage, High Skill and High Demand to be an H3 occupation.
 |
| Labor Market Information | The term is broadly used to describe information on current and future labor market needs. Several sources of labor market information are available |
| Program of Study | A Program of Study is a coordinated, non-duplicative sequence of academic and technical content spanning the secondary and postsecondary level that: • Incorporates challenging State academic standards; • Addresses both academic and technical knowledge and skills, including employability (career readiness) skills; Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation specific instruction); • Has multiple entry and exit points that incorporates credentialing; and • Culminates in the attainment of a recognized postsecondary credential. |
| Professional Development  | Coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that includes employability skills and culminates in the attainment of a recognized postsecondary credential. |
| Special Population Subgroup | The groupings of students as defined in the Perkins Act for analysis of student performance on the performance indicators as required by the ActSpecial populations are now defined as: 1. individuals with disabilities;
2. individuals from economically disadvantaged families, including low-income youth and adults;
3. individuals preparing for non-traditional fields;
4. single parents, including single pregnant women;
5. out-of-workforce individuals;
6. English learners;
7. homeless individuals;
8. youth who are in, or have aged out of, the foster care system; and
9. youth with parents on active duty in the armed forces.
 |
| Stakeholder | An individual or organization that through extensive collaboration among state- and local-level secondary, postsecondary, business, and other partners can impact the development and implementation of high-quality CTE programs that prepare students to gain employment in high-skill, high-wage, and high-demand occupations that meet state and local workforce needs |
| Technical Skills  | Refers to the occupational specific knowledge and expertise needed to accomplish complex actions and tasks taught in the CTE Program |
| Vocational Rehabilitation | Vocational rehabilitation, at its core, is a set of services provided to individuals who suffer from mental or physical disorders, but who still have the ability and desire to learn and function productively. These services include education, job training and skills that will be needed to get and keep a job. Vocational rehabilitation services are sometimes offered to those who have undergone an injury, or who have endured a mental disorder to try and retrain them for work again. Vocational Rehabilitation is administered through WIOA. |
| WIOA | The Workforce Innovation and Opportunity Act (WIOA) was signed into law by President Obama as Public Law 113-128. WIOA is the first legislative reform of the public workforce system in more than 15 years since the Workforce Investment Act (WIA). WIOA includes "core" programs such as: (1) Adult, Dislocated and Youth formula programs administered by the US Department of Labor; (2) the Adult Education and Literacy program administered by the Department of Education (ED); (3) Wagner Peyser Employment Service administered by USDOL; and (4) programs under the Rehabilitation Act that provide services to individuals with disabilities administered by ED. |
| Work-based Learning | Work-based learning is a continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience. |
| Workforce Board | WIOA requires a state and local workforce board to oversee the administration of WIOA and assist with workforce initiatives in each state and region. |

**What Does the Law Say? What Does the Law Mean?[[1]](#footnote-1)**

***What needs to be assessed through reVISION?***

|  |
| --- |
| **Size, Scope & Quality** |
| **What does the law say?**The comprehensive local needs assessment (CLNA) will include a description of how CTE programs offered by the local eligible recipient are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient. | **What does the law mean?**The provision maintains the size, scope and quality requirements in Perkins IV, but instead requires that this description be addressed through the needs assessment (which is part of the local application in Perkins V) instead of in the local plan in Perkins IV. The state has the responsibility to establish the definition of these three requirements. |
|  |  |
|  |  |
| **Labor Market Alignment** |
| **What does the law say?** The CLNA will include a description of how CTE programs offered by the eligible recipient are aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board, including career pathways, where appropriate. The CLNA may also identify programs designed to meet local education or economic needs not identified by State boards or local workforce development boards. | **What does the law mean?** The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources. |
|  |
| **Student Performance Data** |
| **What does the law say?** The CLNA will include an evaluation of the performance of the students served by the local eligible recipient with respect to State determined and local performance levels, including an evaluation of performance for special populations and each subgroup. | **What does the law mean?** The comprehensive local needs assessment must contain an evaluation of CTE concentrators’ performance on the core performance indicators. While eligible recipients already are required to do this as part of their local plans under Perkins IV, the evaluation now must at a minimum include a performance analysis of the subgroups (as defined in the Every Student Succeeds Act) and the expanded list of special populations. |
| **Progress towards Implementing CTE Programs/Programs of Study** |
| **What does the law say?** The CLNA will include an evaluation of progress toward the implementation of CTE programs and programs of study | **What does the law mean?** This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study. |
|  |
| **Progress Towards Improving Access & Equity** |
| **What does the law say?**The comprehensive local needs assessment shall include a description of:* Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
* How they are providing programs that are designed to enable special populations to meet the local levels of performance; and

How they are providing activities to prepare special populations for high- skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency. | What does the law mean? This requirement is focused on supports for special populations. The law challenges states to assist locals in directing resources or supports to close performance gaps and remove barriers. There may be different supports necessary to address different barriers and different populations. |
|  |
| **Recruitment, Retention and Training of Faculty and Staff** |
| What does the law say? The comprehensive local needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions. | What does the law mean? Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require root cause analyses of teacher or other professional shortages |

**Tools for Obtaining Public Input**

The following table[[2]](#footnote-2) lists some basic [in-person tools](https://www.epa.gov/international-cooperation/public-participation-guide-glossary-guide-terms#inperson) for obtaining public input:

|  |  |  |
| --- | --- | --- |
| Tool | # of Participants | Best Suited For |
| [**Interviews**](https://www.epa.gov/international-cooperation/public-participation-guide-stakeholder-interviews) | Individual or Small Group | Learning about individual perspectives on issues |
| [**Focus Groups**](https://www.epa.gov/international-cooperation/public-participation-guide-focus-groups) | Small groups (15 or fewer) | Exploring attitudes and opinions in depth |
| [**Study Circles**](https://www.epa.gov/international-cooperation/public-participation-guide-study-circles) | Small (5–20) | Information sharing and focused [dialogue](https://www.epa.gov/international-cooperation/public-participation-guide-stakeholder-interviews) |
| [**Public Meetings/Hearings**](https://www.epa.gov/international-cooperation/public-participation-guide-public-meetings) | Large groups | Presenting information to and receiving comment or feedback from the public |
| [**Public Workshops**](https://ctb.ku.edu/en/table-of-contents/structure/training-and-technical-assistance/workshops/main) | Multiple small groups (8-15 in each small group) | Exchanging information and/or problem-solving in small groups |
| [**Appreciative Inquiry Process**](https://www.epa.gov/international-cooperation/public-participation-guide-appreciative-inquiry-process) | Varies, but usually involves “whole system” | Envisioning shared future, not making decisions |
| [**World Cafes**](https://www.epa.gov/international-cooperation/public-participation-guide-world-cafes) | Very adaptable, involving multiple simultaneous conversations (4-8 in each small group) | Fostering open discussion of a topic and identifying areas of common ground |
| [**Charrettes**](https://www.epa.gov/international-cooperation/public-participation-guide-charrettes) | Small to medium | Generating comprehensive plans or alternatives |
| [**Electronic Democracy**](https://www.epa.gov/international-cooperation/public-participation-guide-electronic-democracy) | Unlimited | Enabling the direct participation of geographically dispersed public at their convenience |
| [**Computer-Assisted Process**](https://www.epa.gov/international-cooperation/public-participation-guide-computer-assisted-processes) | Large | Receiving real-time quantitative feedback to ideas or proposals |

**reVISION Worksheets**

The following worksheets are to be used throughout the reVISION needs assessment processes. The worksheets help identify potential partners and focus the discussion of the analysis of data and other evidence collected for each of the elements.

**Local CTE Assessment Worksheets**A Potential Partner Worksheet is provided to identify individuals who may represent the required stakeholder to engage in the process. A worksheet is also provided for each of the elements to summarize the findings of the assessment process. **These worksheets should be completed by each local partner and either provided to the convener in advance or brought to the regional meeting.**

**Local CTE Assessment Summary**

This document summarizes the priorities established as a result of the local CTE assessment. This should be completed at the local level by the CTE school/postsecondary lead. This worksheet must be **submitted to the convener** to be used at the regional meeting.

**Regional CTE Assessment Worksheets**A Stakeholder Worksheet is provided to identify individuals who may represent the required stakeholder to engage in the process. A worksheet is provided for each of the elements to summarize the findings of the local assessment process. These worksheets **will be completed at the regional meeting**. The Regional CTE Assessment Worksheets will be submitted to the NDE as documentation of reVISION participants and completion.

**Regional CTE Assessment Summary**This document summarizes the priorities established as a result of local and regional CTE assessments. This should be **completed at the regional level by the Convener.** This worksheet must be submitted as documentation of the reVISION needs assessment process.

**Local CTE Assessment**

**Worksheets**

**The following worksheets are to be completed by each local**

**district and community college prior to the regional meeting.**

**The results will then be utilized during the Regional**

**CTE Assessment meeting.**

**The following worksheets must be completed by each local school/district and community college. The summary will then be submitted to the convener before the regional meeting.**

**Potential Stakeholder Worksheet for Local CTE Assessment**

Use this template to identify stakeholders to assist in the Local CTE Assessment process. All listed are required in Perkins V unless noted with an asterisk(\*) who will be present and represented at your Regional CTE Assessment meeting.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Role** | **Name** | **Organization** | **Email/Contact Info** | **Evidence of Engagement** |
| Middle, Secondary CTE/Core teachers |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Secondary school counselors, special education and advisement professionals, academic counselors |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Secondary principal(s) |  |  |  |  |
|  |  |  |  |
| Secondary Instructional support, paraprofessionals  |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Parents and Students |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Representatives of Special Populations *Gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military parents, \*corrections* |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| Other Relevant Stakeholders |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| \*Postsecondary CTE faculty |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| \*Postsecondary Administrators |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| \*Local Workforce Development board member |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| \*Regional Economic Development Organization Member |  |  |  |  |
|  |  |  |  |
| \*Local Business & Industry Representative |  |  |  |  |
|  |  |  |  |
| \*Representatives of Indian Tribes and Tribal Organizations |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| \*Youth corrections education representative |  |  |  |  |
|  |  |  |  |
|  |  |  |  |
| \*Postsecondary career guidance and advising professionals |  |  |  |  |
|  |  |  |  |
|  |  |  |  |

**Element 1 Worksheet: Career Development**

Review data collected. Discuss each of the following questions, then, via consensus, assign a rating, rationale, and potential Action Steps (strategies) for this part of the Local CTE Assessment.

|  |  |
| --- | --- |
| **Primary Data Source(s):** | **Other Potential Data Sources:** |
| * Self-Assessment found at: <https://www.education.ne.gov/nce/program-planning/>
* Observations
* Notes from interviews, focus groups, or other methodologies
 | * Local student information system
* Personal Learning Plans
 |

|  |  |  |
| --- | --- | --- |
| **Questions to Consider**  | **Current State** | **Desired State** |
| 1. To what extent are CTE instructors and other faculty trained to be career coaches or have meaningful conversations with learners about their skill sets and career choices?
 |  |  |
| 1. To what extent are all opportunities presented to learners to consider 2- and 4-year postsecondary education, technical colleges, apprenticeships, military, and direct employment?
 |  |  |
| 1. To what extent are CTE instructors collaborating with counseling/career advisement professionals?
 |  |  |

|  |  |
| --- | --- |
| **Element 1: Career Development** | **Rationale and Potential Action Steps (in priority order):***It is important to capture your thinking clearly here in order to avoid repeating work later in the process.* |
| **Ratings:**1 = Significant gaps and/or multiple gaps exist 2 = Some gaps exist and/or we do not have a  concrete plan to address them 3 = Very few gaps exist and we have processes  in place to close the remaining gaps 4 = No gaps exist |
| **Rating** (circle one) |  |
| **1 2 3 4** |

**Element 2 Worksheet: Evaluation of Workforce Alignment**

This element will be assessed throughout your Regional CTE Assessment meeting.

**Element 3 Worksheet: Evaluation of Program Size, Scope, and Quality and Progress toward Implementing CTE Programs of Study**

Review data collected. Discuss each of the following questions, then, via consensus, assign a rating, rationale, and potential Action Steps (strategies) for this part of the Local CTE Assessment.

|  |  |
| --- | --- |
| **Primary Data Source(s):** | **Other Potential Data Sources:** |
| * Program of Study offerings (ADVISER report)
* CTE Report Card by Cluster (ADVISER report)
* Notes from interviews, focus groups, or other methodologies
* Observations
 | * Course Descriptions
* Student course/program retention data
* Personal Learning Plans
* CTSO Chapter Information
* Dual-Credit Offerings/Articulation Agreements

Credential information |

|  |  |  |
| --- | --- | --- |
| **Questions to Consider** | **Current State** | **Desired State** |
| 1. How do programs maintain conversations with secondary, postsecondary, and business/industry representatives so that a robust and up-to-date skill set is developed in each program?
 |  |  |
| 1. Which programs have current industry standard equipment, appropriate classroom and laboratory space, and quality instructional materials?
 |  |  |
| 1. Which students identified as special population groups are under-represented or over-represented in CTE programs overall? In which program areas?
 |  |  |

**Deep-Dive Questions**

* How fully are our programs aligned and articulated across secondary and postsecondary education?
* Do our programs incorporate relevant academic, technical, and career readiness/employability skills at every learner level?
* Do we have credit transfer agreements to help students earn and articulate credit?
* Are students being retained in the same program of study?
* Are students in our programs earning recognized postsecondary credentials? Which credentials?
* What accommodations, modifications and supportive services do we currently provide? Which are most effective? Which ones are underutilized?
* Are there new programs that need to be developed to ensure access in our region?
* Are we offering programs in which students are choosing to enroll?
* Are we offering a sufficient number of courses, and course sections, within programs?
* What populations of students are and are not accepted into specific programs? What are some of the reasons?
* Do some of our programs offer more opportunities for skill development than others, in the classroom and through expanded learning experiences?
* How do specific components of programs, such as work-based learning, compare in quality?

|  |  |
| --- | --- |
| **Element 3: Program Quality & Implementing Programs of Study** | **Rationale and Potential Action Steps (in priority order):***It is important to capture your thinking clearly here in order to avoid repeating work later in the process.* |
| **Ratings:**1 = Significant gaps and/or multiple gaps exist 2 = Some gaps exist and/or we do not have a  concrete plan to address them 3 = Very few gaps exist and we have processes  in place to close the remaining gaps 4 = No gaps exist |
| **Rating** (circle one) |  |
| **1 2 3 4** |

**Element 4 Worksheet: Evaluation of Student Performance**

Review data collected. Discuss each of the following questions, then, via consensus, assign a rating, rationale, and potential Action Steps (strategies) for this part of the Local CTE Assessment.

\*\*NOTE: The Nebraska Department of Education is creating specific data reports to assist in the assessment of this particular element. These reports will be available in January. It is recommended all other elements be addressed first, and once the data reports are available, come back and work on this element.

|  |  |
| --- | --- |
| **Primary Data Source(s):** | **Other Potential Data Sources:** |
| * Secondary - Perkins Verification Form (available on ADVISER) –
* Postsecondary – Perkins Verification Form (available on the CDC)
* Three-year trend data – *report* *available in January*
 | * Local student information system
* Nebraska Education Profile
* Notes from interviews, focus groups, or other methodologies.
 |

|  |  |  |
| --- | --- | --- |
| **Questions to Consider** | **Current State** | **Desired State** |
| 1. Where do the biggest gaps in Perkins performance indicators exist between subgroups of students and programs areas?
 |  |  |

**Deep-Dive Questions**

**Questions to Consider:**

* How are students in each CTE program and career cluster performing on the performance indicators? In comparison to other career clusters?
* How are students from special populations performing in each CTE career cluster?
* How are students from different genders, races, and ethnicities performing in each CTE career cluster?
* Which groups of students are struggling most?
* Which CTE programs overall have the highest outcomes and which have the lowest?
* Are there certain CTE programs where students from special populations are performing above average? Below average?
* Is there a trend across all CTE career clusters?
* What are the potential root causes of any inequities in performance across career clusters?

|  |  |
| --- | --- |
| **Element 4: Student Performance** | **Rationale and Potential Action Steps (in priority order):***It is important to capture your thinking clearly here in order to avoid repeating work later in the process.* |
| **Ratings:**1 = Significant gaps and/or multiple gaps exist 2 = Some gaps exist and/or we do not have a  concrete plan to address them 3 = Very few gaps exist and we have processes  in place to close the remaining gaps 4 = No gaps exist |
| **Rating** (circle one) |
| **1 2 3 4** |

**Element 5 Worksheet: Evaluation of Recruiting, Retaining, and Training CTE Educators**

Review data collected. Discuss each of the following questions, then, via consensus, assign a rating and rationale for this part of the Local CTE Assessment.

|  |  |
| --- | --- |
| **Primary Data Source(s):** | **Other Potential Data Sources:** |
| * Staff Reports
* Observations
* Teacher Vacancy Reports
 | * Notes from interviews, focus groups, or other methodologies
 |

|  |  |  |
| --- | --- | --- |
| **Questions to Consider** | **Current State** | **Desired State** |
| 1. What processes are in place to recruit new CTE educators? In what content areas do we need to develop or recruit more educators?
 |  |  |
| 1. Do we offer regular, substantive, and effective professional development around CTE academic and technical instruction based on identified needs?
 |  |  |
| 1. What strategies are we using to retain CTE educators?
 |  |  |

**Deep-Dive Questions**

* How diverse is our staff? Does it reflect the demographic makeup of the student body?
* What onboarding processes are in place to bring new professionals into the system?
* Are these processes efficient and effective, especially for educators coming from industry?
* Are all educators teaching in our programs adequately credentialed?
* What has been the impact on mentoring and onboarding processes for new instructors, especially instructors coming from industry?
* What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?
* Is there a process to develop or recruit CTE instructors from existing staff?
* What strategies are in place to utilize instructors/educators across the region? For example, to what extent do districts share instructors to create full-time positions, where applicable

|  |  |
| --- | --- |
| **Element 5: Recruitment, Retention, and Training of CTE Educators** | **Rationale and Potential Action Steps (in priority order):***It is important to capture your thinking clearly here in order to avoid repeating work later in the process.* |
| **Ratings:**1 = Significant gaps and/or multiple gaps exist 2 = Some gaps exist and/or we do not have a  concrete plan to address them 3 = Very few gaps exist and we have processes  in place to close the remaining gaps 4 = No gaps exist |
| **Rating** (circle one) |
| **1 2 3 4** |

**Element 6 Worksheet: Work-Based Learning**

Review data collected. Discuss each of the following questions, then, via consensus, assign a rating and rationale for this part of the Local CTE Assessment.

|  |  |
| --- | --- |
| **Primary Data Source(s):** | **Other Potential Data Sources:** |
| * Course enrollment information
* Notes from interviews, focus groups, or other methodologies.
* Observation
 | * Local student information system
 |

|  |  |  |
| --- | --- | --- |
| **Questions to Consider** | **Current State** | **Desired State** |
| 1. How successful are current work-based learning experiences in enhancing technical and career readiness skills for all learners?
 |  |  |
| 1. What strategies are used to recruit and retain employers to participate in work-based learning programs? What should be added?
 |  |  |
| 1. To what extent are work-based learning experiences intentionally connected to classroom instruction and activities and the student’s career plan?
 |  |  |

**Deep-Dive Questions**

* How are we evaluating employer satisfaction with the learners they supervise and the quality of the work-based learning experiences?
* How are school/campus-based enterprises or afterschool learning opportunities used as a vehicle to provide work-based learning experiences?

|  |  |
| --- | --- |
| **Element 6: Work-Based Learning** | **Rationale and Potential Action Steps (in priority order):***It is important to capture your thinking clearly here in order to avoid repeating work later in the process.* |
| **Ratings:**1 = Significant gaps and/or multiple gaps exist 2 = Some gaps exist and/or we do not have a  concrete plan to address them 3 = Very few gaps exist and we have processes  in place to close the remaining gaps 4 = No gaps exist |
| **Rating** (circle one) |
| **1 2 3 4** |

**Local CTE Assessment**

**Summary**

**The following summary document is to be completed at the local school/district and postsecondary level after the Local CTE Assessment has been completed. The Local CTE Assessment Summary will be sent to the convener to be used at the Regional CTE Assessment meeting. The convener uses the summary data of local assessment needs to evaluate priority action steps for discussion at the regional meeting. The needs of the economic development regional are based upon like priorities of each local CTE assessment.**

**Local Needs Assessment Summary**

Identify your rating relative to the gaps that may or may not exist for each element. Then, list the priority strategies to be addressed. No more than three prioritized strategies per element may be carried forward to this worksheet.

|  |  |  |
| --- | --- | --- |
| Element | Local Rating (1-4) | Action Steps Listed in Priority Order |
| 1. Career Advisement & Development
 |  |  |
| Element |  | **Action Steps Listed in Priority Order** |
| 1. Local Workforce Alignment
 | *N/A* | *Will be addressed at the Regional CTE Assessment Meeting* |
| Element |  | **Action Steps Listed in Priority Order** |
| 1. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study
 |  |  |
| Element |  | **Action Steps Listed in Priority Order** |
| 1. Student Performance
 |  |  |
| Element |  | **Action Steps Listed in Priority Order** |
| 1. Recruitment, Retention and Training of Faculty and Staff
 |  |  |
| Element |  | **Action Steps Listed in Priority Order** |
| 1. Work-Based Learning
 |  |  |

**Regional CTE Assessment**

**Worksheets**

**The following worksheets are to be completed during the**

**Regional CTE Assessment. Each local school/district and**

**community college should bring their completed**

**Local CTE Assessment and summary worksheets.**

****

**The following worksheets will be completed at the regional meeting. Local education partners should NOT complete these on their own.**

**Regional CTE Assessment Stakeholder Verification**

Use this template to identify stakeholders to assist in the local CTE assessment process. All listed are required in Perkins V unless noted with an asterisk(\*).

This information will be used to verify the engagement of each of the required stakeholders. Please indicate the stakeholder engaged, the organization or company represented, and how the stakeholder was engaged in the Evidence of Engagement column. Evidence could be completing a survey, attending a meeting, focus group, etc.

|  |  |  |  |
| --- | --- | --- | --- |
| Required Stakeholder | Name of Stakeholder | Organization/Company Representing | Evidence of Engagement |
| 1. Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals |  |  |  |
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| 2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators; |  |  |  |
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| 3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries; |  |  |  |
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| 4. Parents and students |  |  |  |
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| 5. Representatives of special populations including individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals: youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title. |  |  |  |
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| 6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965) |  |  |  |
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|  |  |  |
| 7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable |  |  |  |
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|  |  |  |
| 8. Any other stakeholders that the eligible agency may require the eligible recipient to consult |  |  |  |
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**Element 1 Worksheet: Career Development**

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| --- |
| **Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order:** |
|  |
| **Questions to Consider** |
| 1. Where are the biggest gaps in performance for the action steps listed?
 |  |
| 1. List in priority order, the action steps and strategies to be addressed on the regional level. (These results will be carried forward to the final results document.)
 |  |
| 1. What are the potential common assets to accomplish these action steps?
 |  |
| 1. What are the potential common barriers to accomplish these action steps?
 |  |
| 1. What shared stakeholders are needed for these action steps to succeed?
 |  |

**Element 2 Worksheet: Evaluation of Workforce Alignment**

Review data collected. Discuss each of the following questions, then, via consensus, assign a rating, rationale, and potential Action Steps (strategies) for this part of the Local CTE Assessment.

|  |  |
| --- | --- |
| **Primary Data Source(s):** | **Other Potential Data Sources:** |
| * H3 Reports
* Program of Study and course information
* Notes from interviews, focus groups, or other methodologies
* Observations
 | * Local student information system
 |

|  |  |  |
| --- | --- | --- |
| **Questions to Consider**  | **Current State** | **Desired State** |
| 1. To what extent are we offering programs of study that are preparing learners for current and future workforce and economic needs?
 |  |  |
| 1. Evaluate the processes in place for reviewing workforce and economic data to determine effectiveness and impact of program offerings on a regular basis.
 |  |  |
| 1. What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations?
 |  |  |

**Deep-Dive Questions:**

* What are the highest projected growth industries in our region? What occupations are part of that industry?
* How do CTE program enrollments match projected job openings? Where are the biggest gaps?
* What skill needs have industry partners identified as lacking in the programs offered?
* Which programs graduate employees that thrive in the workplace? Why?
* How are CTE programs offered aligned to the demand? Are we offering CTE programs that are not aligned to demand?

|  |  |
| --- | --- |
| **Element 2: Workforce Alignment** | **Rationale and Potential Action Steps (in priority order):***It is important to capture your thinking clearly here in order to avoid repeating work later in the process.* |
| **Ratings:**1 = Significant gaps and/or multiple gaps exist 2 = Some gaps exist and/or we do not have a  concrete plan to address them 3 = Very few gaps exist and we have processes  in place to close the remaining gaps 4 = No gaps exist |
| **Rating** (circle one) |  |
| **1 2 3 4** |

**Element 2 Worksheet: Workforce Alignment**

|  |
| --- |
| **Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order:** |
|  |
| **Questions to Consider** |
| 1. Where are the biggest gaps in performance for the action steps listed?
 |  |
| 1. List in priority order, the action steps and strategies to be addressed on the regional level. (These results will be carried forward to the final results document.)
 |  |
| 1. What are the potential common assets to accomplish these action steps?
 |  |
| 1. What are the potential common barriers to accomplish these action steps?
 |  |
| 1. What shared stakeholders are needed for these action steps to succeed?
 |  |

**Element 3 Worksheet: Size, Scope, and Quality & Implementing Programs of Study**

|  |
| --- |
| **Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order:** |
|  |
| **Questions to Consider** |
| 1. Where are the biggest gaps in performance for the action steps listed?
 |  |
| 1. List in priority order, the action steps and strategies to be addressed on the regional level. (These results will be carried forward to the final results document.)
 |  |
| 1. What are the potential common assets to accomplish these action steps?
 |  |
| 1. What are the potential common barriers to accomplish these action steps?
 |  |
| 1. What shared stakeholders are needed for these action steps to succeed?
 |  |

**Element 4 Worksheet: Student Performance Data**

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| --- |
| **Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order:** |
|  |
| **Questions to Consider** |
| 1. Where are the biggest gaps in performance for the action steps listed?
 |  |
| 1. List in priority order, the action steps and strategies to be addressed on the regional level. (These results will be carried forward to the final results document.)
 |  |
| 1. What are the potential common assets to accomplish these action steps?
 |  |
| 1. What are the potential common barriers to accomplish these action steps?
 |  |
| 1. What shared stakeholders are needed for these action steps to succeed?
 |  |

**Element 5 Worksheet: Recruitment, Retention, and Training of CTE Faculty and Staff**

|  |
| --- |
| **Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order:** |
|  |
| **Questions to Consider** |
| 1. Where are the biggest gaps in performance for the action steps listed?
 |  |
| 1. List in priority order, the action steps and strategies to be addressed on the regional level. (These results will be carried forward to the final results document.)
 |  |
| 1. What are the potential common assets to accomplish these action steps?
 |  |
| 1. What are the potential common barriers to accomplish these action steps?
 |  |
| 1. What shared stakeholders are needed for these action steps to succeed?
 |  |

**Element 6 Worksheet: Work-Based Learning**

|  |
| --- |
| **Action Steps Carried Forward from Local CTE Assessment Worksheets in Priority Order:** |
|  |
| **Questions to Consider** |
| 1. Where are the biggest gaps in performance for the action steps listed?
 |  |
| 1. List in priority order, the action steps and strategies to be addressed on the regional level. (These results will be carried forward to the final results document.)
 |  |
| 1. What are the potential common assets to accomplish these action steps?
 |  |
| 1. What are the potential common barriers to accomplish these action steps?
 |  |
| 1. What shared stakeholders are needed for these action steps to succeed?
 |  |

**Regional CTE Assessment**

**Summary**

**The following summary document is to be completed by the reVISION**

**Convener at the completion of the Regional CTE Assessment.**

**Each eligible applicant (stand-alone district, consortia, or community college)**

**will use these results to develop their Local Perkins Applications**

****\*\*Note: This Summary will be completed by the reVISION Convener.\*\*

**Regional Needs Assessment Summary**

Identify the priority strategies to be addressed based on the consolidation of local strategies at the regional level.

No more than three prioritized strategies per element may be carried forward to this worksheet.

|  |  |
| --- | --- |
| Element | Action Steps Listed in Priority Order |
| 1. Career Advisement & Development
 |  |
| Element | **Action Steps Listed in Priority Order** |
| 1. Local Workforce Alignment
 |  |
| Element | **Action Steps Listed in Priority Order** |
| 1. Size, Scope & Quality and Progress Towards Implementing CTE Programs of Study
 |  |
| Element | **Action Steps Listed in Priority Order** |
| 1. Student Performance

  |  |
| Element | **Action Steps Listed in Priority Order** |
| 1. Recruitment, Retention and Training of Faculty and Staff
 |  |
| Element | **Action Steps Listed in Priority Order** |
| 1. Work-Based Learning
 |  |

**Going from reVISION to the Local Perkins Application**

Creating and enhancing opportunities for students will require foresight, careful planning and targeted investment. To help your local district, consortium, or community college choose where to begin and which action steps to approach first, it will be necessary to review the actions steps identified through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high-priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this successfully.

**Step 1: Establish Goals**

In conducting and actively participating in reVISION, districts and education partners reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these action steps into consideration to reach a desired state, identify a set of goals you district, consortium, or college might pursue to ensure high-quality CTE programming for each student.

**Step 2: Identify Action Steps**

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in the first grant year (2020-2021)?

**Step 3: Set Priorities**

Based on all reflections throughout reVISION and in preparing this local Perkins application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district, consortium, or college. You or your consortium will be held accountable for accomplishing these goals over the next four years to move the entire CTE system forward.

****

**Helpful Tip**

Ideally, the changes your consortium makes early on will form a foundation for subsequent work. We encourage you to identify between 2-3 action steps that you agree to be held accountable for over the next four years which will produce measurable results.

**More information can be found within the Local Perkins Application.**

**Economic Development Regions by School District**



|  |  |  |  |
| --- | --- | --- | --- |
| District | County | Community College Region | Economic Development Region |
| ADAMS CENTRAL PUBLIC SCHOOLS | ADAMS | Central Community College | Central |
| AINSWORTH COMMUNITY SCHOOLS | BROWN | Northeast Community College | Sandhills |
| ALLEN CONSOLIDATED SCHOOLS | DIXON | Northeast Community College | Northeast |
| ALLIANCE PUBLIC SCHOOLS | BOX BUTTE | Western Community College | Panhandle |
| ALMA PUBLIC SCHOOLS | HARLAN | Central Community College | Central |
| AMHERST PUBLIC SCHOOLS | BUFFALO | Central Community College | Central |
| ANSELMO-MERNA PUBLIC SCHOOLS | CUSTER | Mid-Plains Community College | Central |
| ANSLEY PUBLIC SCHOOLS | CUSTER | Mid-Plains Community College | Central |
| ARAPAHOE PUBLIC SCHOOLS | FURNAS | Central Community College | Mid Plains |
| ARCADIA PUBLIC SCHOOLS | VALLEY | Central Community College | Central |
| ARLINGTON PUBLIC SCHOOLS | WASHINGTON | Metropolitan Community College | Omaha Consortium |
| Arnold Public Schools---NP | CUSTER | Mid-Plains Community College | Central |
| ARTHUR COUNTY SCHOOLS | ARTHUR | Mid-Plains Community College | Sandhills |
| ASHLAND-GREENWOOD PUBLIC SCHS | SAUNDERS | Southeast Community College | Omaha Consortium |
| AUBURN PUBLIC SCHOOLS | NEMAHA | Southeast Community College | Southeast |
| District | **County** | **Community College Region** | **Economic Development Region** |
| AURORA PUBLIC SCHOOLS | HAMILTON | Central Community College | Grand Island MSA |
| AXTELL COMMUNITY SCHOOLS | KEARNEY | Central Community College | Central |
| BANCROFT-ROSALIE COMM SCHOOLS | CUMING | Northeast Community College | Northeast |
| BANNER COUNTY PUBLIC SCHOOLS | BANNER | Western Community College | Panhandle |
| BATTLE CREEK PUBLIC SCHOOLS | MADISON | Northeast Community College | Northeast |
| BAYARD PUBLIC SCHOOLS | MORRILL | Western Community College | Panhandle |
| BEATRICE PUBLIC SCHOOLS | GAGE | Southeast Community College | Southeast |
| BELLEVUE PUBLIC SCHOOLS | SARPY | Metropolitan Community College | Omaha Consortium |
| BENNINGTON PUBLIC SCHOOLS | DOUGLAS | Metropolitan Community College | Omaha Consortium |
| BERTRAND PUBLIC SCHOOLS | PHELPS | Central Community College | Central |
| BLAIR COMMUNITY SCHOOLS | WASHINGTON | Metropolitan Community College | Omaha Consortium |
| BLOOMFIELD COMMUNITY SCHOOLS | KNOX | Northeast Community College | Northeast |
| BLUE HILL PUBLIC SCHOOLS | WEBSTER | Central Community College | Central |
| BOONE CENTRAL SCHOOLS | BOONE | Central Community College | Northeast |
| BOYD COUNTY SCHOOLS | BOYD | Northeast Community College | Sandhills |
| BRADY PUBLIC SCHOOLS | LINCOLN | Mid-Plains Community College | Mid Plains |
| BRIDGEPORT PUBLIC SCHOOLS | MORRILL | Western Community College | Panhandle |
| BROKEN BOW PUBLIC SCHOOLS | CUSTER | Mid-Plains Community College | Central |
| BRUNING-DAVENPORT UNIFIED SYS | THAYER | Southeast Community College | Southeast |
| BURWELL PUBLIC SCHOOLS | GARFIELD | Central Community College | Sandhills |
| CALLAWAY PUBLIC SCHOOLS | CUSTER | Mid-Plains Community College | Central |
| CAMBRIDGE PUBLIC SCHOOLS | FURNAS | Central Community College | Mid Plains |
| CEDAR BLUFFS PUBLIC SCHOOLS | SAUNDERS | Southeast Community College | Omaha Consortium |
| CENTENNIAL PUBLIC SCHOOLS | SEWARD | Southeast Community College | Lincoln MSA |
| CENTRAL CITY PUBLIC SCHOOLS | MERRICK | Central Community College | Grand Island MSA |
| CENTRAL VALLEY PUBLIC SCHOOLS | GREELEY | Central Community College | Central |
| CENTURA PUBLIC SCHOOLS | HOWARD | Central Community College | Grand Island MSA |
| CHADRON PUBLIC SCHOOLS | DAWES | Western Community College | Panhandle |
| District | **County** | **Community College Region** | **Economic Development Region** |
| CHAMBERS PUBLIC SCHOOLS | HOLT | Northeast Community College | Sandhills |
| CHASE COUNTY SCHOOLS | CHASE | Mid-Plains Community College | Mid Plains |
| CLARKSON PUBLIC SCHOOLS | COLFAX | Central Community College | Northeast |
| CODY-KILGORE PUBLIC SCHS | CHERRY | Mid-Plains Community College | Sandhills |
| COLUMBUS PUBLIC SCHOOLS | PLATTE | Central Community College | Northeast |
| CONESTOGA PUBLIC SCHOOLS | CASS | Southeast Community College | Omaha Consortium |
| COZAD COMMUNITY SCHOOLS | DAWSON | Central Community College | Mid Plains |
| CRAWFORD PUBLIC SCHOOLS | DAWES | Western Community College | Panhandle |
| CREEK VALLEY SCHOOLS | DEUEL | Western Community College | Panhandle |
| CREIGHTON COMMUNITY PUBLIC SCH | KNOX | Northeast Community College | Northeast |
| CRETE PUBLIC SCHOOLS | SALINE | Southeast Community College | Southeast |
| CROFTON COMMUNITY SCHOOLS | KNOX | Northeast Community College | Northeast |
| CROSS COUNTY COMMUNITY SCHOOLS | POLK | Central Community College | Northeast |
| DAVID CITY PUBLIC SCHOOLS | BUTLER | Central Community College | Northeast |
| DESHLER PUBLIC SCHOOLS | THAYER | Southeast Community College | Southeast |
| DILLER-ODELL PUBLIC SCHOOLS | GAGE | Southeast Community College | Southeast |
| DIST 11-HYANNIS AREA SCHOOLS | GRANT | Western Community College | Sandhills |
| DONIPHAN-TRUMBULL PUBLIC SCHS | HALL | Central Community College | Grand Island MSA |
| DORCHESTER PUBLIC SCHOOL | SALINE | Southeast Community College | Southeast |
| DOUGLAS CO WEST COMMUNITY SCHS | DOUGLAS | Metropolitan Community College | Omaha Consortium |
| DUNDY-CO STRATTON PUBLIC SCHS | DUNDY | Mid-Plains Community College | Mid Plains |
| EAST BUTLER PUBLIC SCHOOLS | BUTLER | Central Community College | Northeast |
| ELBA PUBLIC SCHOOLS | HOWARD | Central Community College | Grand Island MSA |
| ELGIN PUBLIC SCHOOLS | ANTELOPE | Northeast Community College | Northeast |
| ELKHORN PUBLIC SCHOOLS | DOUGLAS | Metropolitan Community College | Omaha Consortium |
| ELKHORN VALLEY SCHOOLS | MADISON | Northeast Community College | Northeast |
| ELM CREEK PUBLIC SCHOOLS | BUFFALO | Central Community College | Central |
| ELMWOOD-MURDOCK PUBLIC SCHOOLS | CASS | Southeast Community College | Omaha Consortium |
| District | **County** | **Community College Region** | **Economic Development Region** |
| ELWOOD PUBLIC SCHOOLS | GOSPER | Central Community College | Mid Plains |
| EMERSON-HUBBARD PUBLIC SCHOOLS | DIXON | Northeast Community College | Northeast |
| EUSTIS-FARNAM PUBLIC SCHOOLS | FRONTIER | Mid-Plains Community College | Mid Plains |
| EWING PUBLIC SCHOOLS | HOLT | Northeast Community College | Sandhills |
| EXETER-MILLIGAN PUBLIC SCHOOLS | FILLMORE | Southeast Community College | Southeast |
| FAIRBURY PUBLIC SCHOOLS | JEFFERSON | Southeast Community College | Southeast |
| FALLS CITY PUBLIC SCHOOLS | RICHARDSON | Southeast Community College | Southeast |
| FILLMORE CENTRAL PUBLIC SCHS | FILLMORE | Southeast Community College | Southeast |
| FORT CALHOUN COMMUNITY SCHS | WASHINGTON | Metropolitan Community College | Omaha Consortium |
| FRANKLIN PUBLIC SCHOOLS | FRANKLIN | Central Community College | Central |
| FREEMAN PUBLIC SCHOOLS | GAGE | Southeast Community College | Southeast |
| FREMONT PUBLIC SCHOOLS | DODGE | Metropolitan Community College | Northeast |
| FRIEND PUBLIC SCHOOLS | SALINE | Southeast Community College | Southeast |
| FULLERTON PUBLIC SCHOOLS | NANCE | Central Community College | Northeast |
| GARDEN COUNTY SCHOOLS | GARDEN | Western Community College | Panhandle |
| GERING PUBLIC SCHOOLS | SCOTTS BLUFF | Western Community College | Panhandle |
| GIBBON PUBLIC SCHOOLS | BUFFALO | Central Community College | Central |
| Giltner Public Schools--NP | HAMILTON | Central Community College | Grand Island MSA |
| GORDON-RUSHVILLE PUBLIC SCHS | SHERIDAN | Western Community College | Panhandle |
| GOTHENBURG PUBLIC SCHOOLS | DAWSON | Central Community College | Mid Plains |
| GRAND ISLAND PUBLIC SCHOOLS | HALL | Central Community College | Grand Island MSA |
| GRETNA PUBLIC SCHOOLS | SARPY | Metropolitan Community College | Omaha Consortium |
| HAMPTON PUBLIC SCHOOLS | HAMILTON | Central Community College | Grand Island MSA |
| HARTINGTON-NEWCASTLE PUBLIC SCHOOLS | CEDAR | Northeast Community College | Northeast |
| HARVARD PUBLIC SCHOOLS | CLAY | Central Community College | Central |
| HASTINGS PUBLIC SCHOOLS | ADAMS | Central Community College | Central |
| HAY SPRINGS PUBLIC SCHOOLS | SHERIDAN | Western Community College | Panhandle |
| HAYES CENTER PUBLIC SCHOOLS | HAYES | Mid-Plains Community College | Mid Plains |
| District | **County** | **Community College Region** | **Economic Development Region** |
| HEARTLAND COMMUNITY SCHOOLS | YORK | Southeast Community College | Southeast |
| HEMINGFORD PUBLIC SCHOOLS | BOX BUTTE | Western Community College | Panhandle |
| HERSHEY PUBLIC SCHOOLS | LINCOLN | Mid-Plains Community College | Mid Plains |
| HIGH PLAINS COMMUNITY SCHOOLS | POLK | Central Community College | Northeast |
| HITCHCOCK CO SCH SYSTEM | HITCHCOCK | Mid-Plains Community College | Mid Plains |
| HOLDREGE PUBLIC SCHOOLS | PHELPS | Central Community College | Central |
| HOMER COMMUNITY SCHOOLS | DAKOTA | Northeast Community College | Northeast |
| HOWELLS-DODGE CONSOLIDATED SCH | COLFAX | Central Community College | Northeast |
| HUMBOLDT TABLE ROCK STEINAUER | RICHARDSON | Southeast Community College | Southeast |
| HUMPHREY PUBLIC SCHOOLS | PLATTE | Central Community College | Northeast |
| JOHNSON CO CENTRAL PUBLIC SCHS | JOHNSON | Southeast Community College | Southeast |
| JOHNSON-BROCK PUBLIC SCHOOLS | NEMAHA | Southeast Community College | Southeast |
| KEARNEY PUBLIC SCHOOLS | BUFFALO | Central Community College | Central |
| KENESAW PUBLIC SCHOOLS | ADAMS | Central Community College | Central |
| KEYA PAHA COUNTY SCHOOLS | KEYA PAHA | Northeast Community College | Sandhills |
| KIMBALL PUBLIC SCHOOLS | KIMBALL | Western Community College | Panhandle |
| LAKEVIEW COMMUNITY SCHOOLS | PLATTE | Central Community College | Northeast |
| LAUREL-CONCORD-COLERIDGE SCHOO | CEDAR | Northeast Community College | Northeast |
| LEIGH COMMUNITY SCHOOLS | COLFAX | Central Community College | Northeast |
| LEWISTON CONSOLIDATED SCHOOLS | PAWNEE | Southeast Community College | Southeast |
| LEXINGTON PUBLIC SCHOOLS | DAWSON | Central Community College | Mid Plains |
| LEYTON PUBLIC SCHOOLS | CHEYENNE | Western Community College | Panhandle |
| LINCOLN PUBLIC SCHOOLS | LANCASTER | Southeast Community College | Lincoln MSA |
| LITCHFIELD PUBLIC SCHOOLS | SHERMAN | Central Community College | Central |
| LOGAN VIEW PUBLIC SCHOOLS | DODGE | Metropolitan Community College | Northeast |
| LOOMIS PUBLIC SCHOOLS | PHELPS | Central Community College | Central |
| LOUISVILLE PUBLIC SCHOOLS | CASS | Southeast Community College | Omaha Consortium |
| LOUP CITY PUBLIC SCHOOLS | SHERMAN | Central Community College | Central |
| District | **County** | **Community College Region** | **Economic Development Region** |
| LOUP COUNTY PUBLIC SCHOOLS | LOUP | Mid-Plains Community College | Sandhills |
| LYONS-DECATUR NORTHEAST SCHS | BURT | Northeast Community College | Northeast |
| MADISON PUBLIC SCHOOLS | MADISON | Northeast Community College | Northeast |
| MALCOLM PUBLIC SCHOOLS | LANCASTER | Southeast Community College | Lincoln MSA |
| MAXWELL PUBLIC SCHOOLS | LINCOLN | Mid-Plains Community College | Mid Plains |
| MAYWOOD PUBLIC SCHOOLS | FRONTIER | Mid-Plains Community College | Mid Plains |
| MC COOK PUBLIC SCHOOLS | RED WILLOW | Mid-Plains Community College | Mid Plains |
| MC COOL JUNCTION PUBLIC SCHS | YORK | Southeast Community College | Southeast |
| MC PHERSON COUNTY SCHOOLS | MCPHERSON | Mid-Plains Community College | Mid Plains |
| MEAD PUBLIC SCHOOLS | SAUNDERS | Southeast Community College | Omaha Consortium |
| MEDICINE VALLEY PUBLIC SCHOOLS | FRONTIER | Mid-Plains Community College | Mid Plains |
| MERIDIAN PUBLIC SCHOOLS | JEFFERSON | Southeast Community College | Southeast |
| MILFORD PUBLIC SCHOOLS | SEWARD | Southeast Community College | Lincoln MSA |
| MILLARD PUBLIC SCHOOLS | DOUGLAS | Metropolitan Community College | Omaha Consortium |
| MINATARE PUBLIC SCHOOLS | SCOTTS BLUFF | Western Community College | Panhandle |
| MINDEN PUBLIC SCHOOLS | KEARNEY | Central Community College | Central |
| MITCHELL PUBLIC SCHOOLS | SCOTTS BLUFF | Western Community College | Panhandle |
| MORRILL PUBLIC SCHOOLS | SCOTTS BLUFF | Western Community College | Panhandle |
| MULLEN PUBLIC SCHOOLS | HOOKER | Mid-Plains Community College | Mid Plains |
| NEBRASKA CITY PUBLIC SCHOOLS | OTOE | Southeast Community College | Southeast |
| NEBRASKA UNIFIED DISTRICT 1 | ANTELOPE | Northeast Community College | Northeast |
| NELIGH-OAKDALE SCHOOLS | ADAMS | Central Community College | Central |
| NEWMAN GROVE PUBLIC SCHOOLS | ANTELOPE | Northeast Community College | Northeast |
| NIOBRARA PUBLIC SCHOOLS | KNOX | Northeast Community College | Northeast |
| NORFOLK PUBLIC SCHOOLS | MADISON | Northeast Community College | Northeast |
| NORRIS SCHOOL DIST 160 | LANCASTER | Southeast Community College | Lincoln MSA |
| NORTH BEND CENTRAL PUBLIC SCHS | DODGE | Metropolitan Community College | Northeast |
| NORTH PLATTE PUBLIC SCHOOLS | LINCOLN | Mid-Plains Community College | Mid Plains |
| District | **County** | **Community College Region** | **Economic Development Region** |
| NORTHWEST PUBLIC SCHOOLS | HALL | Central Community College | Grand Island MSA |
| OAKLAND CRAIG PUBLIC SCHOOLS | BURT | Northeast Community College | Northeast |
| OGALLALA PUBLIC SCHOOLS | KEITH | Mid-Plains Community College | Mid Plains |
| OMAHA PUBLIC SCHOOLS | DOUGLAS | Metropolitan Community College | Omaha Consortium |
| O'NEILL PUBLIC SCHOOLS | HOLT | Northeast Community College | Sandhills |
| ORD PUBLIC SCHOOLS | VALLEY | Central Community College | Central |
| OSCEOLA PUBLIC SCHOOLS | POLK | Central Community College | Northeast |
| OSMOND COMMUNITY SCHOOLS | PIERCE | Northeast Community College | Northeast |
| OVERTON PUBLIC SCHOOLS | DAWSON | Central Community College | Mid Plains |
| PALMER PUBLIC SCHOOLS | MERRICK | Central Community College | Grand Island MSA |
| PALMYRA DISTRICT O R 1 | OTOE | Southeast Community College | Southeast |
| PAPILLION-LA VISTA PUBLIC SCHS | SARPY | Metropolitan Community College | Omaha Consortium |
| PAWNEE CITY PUBLIC SCHOOLS | PAWNEE | Southeast Community College | Southeast |
| PAXTON CONSOLIDATED SCHOOLS | KEITH | Mid-Plains Community College | Mid Plains |
| PENDER PUBLIC SCHOOLS | THURSTON | Northeast Community College | Northeast |
| PERKINS COUNTY SCHOOLS | PERKINS | Mid-Plains Community College | Mid Plains |
| PIERCE PUBLIC SCHOOLS | PIERCE | Northeast Community College | Northeast |
| PLAINVIEW PUBLIC SCHOOLS | PIERCE | Northeast Community College | Northeast |
| PLATTSMOUTH COMMUNITY SCHOOLS | CASS | Southeast Community College | Omaha Consortium |
| PLEASANTON PUBLIC SCHOOLS | BUFFALO | Central Community College | Central |
| PONCA PUBLIC SCHOOLS | DIXON | Northeast Community College | Northeast |
| POTTER-DIX PUBLIC SCHOOLS | CHEYENNE | Western Community College | Panhandle |
| RALSTON PUBLIC SCHOOLS | DOUGLAS | Metropolitan Community College | Omaha Consortium |
| RANDOLPH PUBLIC SCHOOLS | CEDAR | Northeast Community College | Northeast |
| RAVENNA PUBLIC SCHOOLS | BUFFALO | Central Community College | Central |
| RAYMOND CENTRAL PUBLIC SCHOOLS | LANCASTER | Southeast Community College | Lincoln MSA |
| RED CLOUD COMMUNITY SCHOOLS | WEBSTER | Central Community College | Central |
| RIVERSIDE PUBLIC SCHOOLS-Cedar-Spalding | BOONE | Central Community College | Northeast |
| District | **County** | **Community College Region** | **Economic Development Region** |
| ROCK COUNTY PUBLIC SCHOOLS | ROCK | Northeast Community College | Sandhills |
| SANDHILLS PUBLIC SCHOOLS | BLAINE | Mid-Plains Community College | Central |
| SANTEE COMMUNITY SCHOOLS | KNOX | Northeast Community College | Northeast |
| SARGENT PUBLIC SCHOOLS | CUSTER | Mid-Plains Community College | Central |
| SCHUYLER COMMUNITY SCHOOLS | COLFAX | Central Community College | Northeast |
| SCOTTSBLUFF PUBLIC SCHOOLS | SCOTTS BLUFF | Western Community College | Panhandle |
| SCRIBNER-SNYDER COMMUNITY SCHS | DODGE | Metropolitan Community College | Northeast |
| SEWARD PUBLIC SCHOOLS | SEWARD | Southeast Community College | Lincoln MSA |
| SHELBY - RISING CITY PUBLIC SC | POLK | Central Community College | Northeast |
| SHELTON PUBLIC SCHOOLS | BUFFALO | Central Community College | Central |
| SHICKLEY PUBLIC SCHOOLS | FILLMORE | Southeast Community College | Southeast |
| SIDNEY PUBLIC SCHOOLS | CHEYENNE | Western Community College | Panhandle |
| SILVER LAKE PUBLIC SCHOOLS | ADAMS | Central Community College | Central |
| SIOUX COUNTY PUBLIC SCHOOLS | SIOUX | Western Community College | Panhandle |
| SO SIOUX CITY COMMUNITY SCHS | DAKOTA | Northeast Community College | Northeast |
| SOUTH CENTRAL NEBRASKA UNIFIED | NUCKOLLS | Central Community College | Central |
| SOUTH PLATTE PUBLIC SCHOOLS | DEUEL | Western Community College | Panhandle |
| SOUTH SARPY-Springfield Platteview Community | SARPY | Metropolitan Community College | Omaha Consortium |
| SOUTHERN SCHOOL DIST 1 | GAGE | Southeast Community College | Southeast |
| SOUTHERN VALLEY SCHOOLS | FURNAS | Central Community College | Mid Plains |
| SOUTHWEST PUBLIC SCHOOLS | RED WILLOW | Mid-Plains Community College | Mid Plains |
| ST EDWARD PUBLIC SCHOOLS | BOONE | Central Community College | Northeast |
| ST PAUL PUBLIC SCHOOLS | HOWARD | Central Community College | Grand Island MSA |
| STANTON COMMUNITY SCHOOLS | STANTON | Northeast Community College | Northeast |
| STAPLETON PUBLIC SCHOOLS | LOGAN | Mid-Plains Community College | Mid Plains |
| STERLING PUBLIC SCHOOLS | JOHNSON | Southeast Community College | Southeast |
| STUART PUBLIC SCHOOLS | HOLT | Northeast Community College | Sandhills |
| District | **County** | **Community College Region** | **Economic Development Region** |
| SUMNER-EDDYVILLE-MILLER SCHS | DAWSON | Central Community College | Mid Plains |
| SUPERIOR PUBLIC SCHOOLS | NUCKOLLS | Central Community College | Central |
| SUTHERLAND PUBLIC SCHOOLS | LINCOLN | Mid-Plains Community College | Mid Plains |
| SUTTON PUBLIC SCHOOLS | CLAY | Central Community College | Central |
| SYRACUSE-DUNBAR-AVOCA SCHOOLS | OTOE | Southeast Community College | Southeast |
| TEKAMAH-HERMAN COMMUNITY SCHS | BURT | Northeast Community College | Northeast |
| THAYER CENTRAL COMMUNITY SCHS | THAYER | Southeast Community College | Southeast |
| THEDFORD PUBLIC SCHOOLS | THOMAS | Mid-Plains Community College | Mid Plains |
| TRI COUNTY PUBLIC SCHOOLS | JEFFERSON | Southeast Community College | Southeast |
| TWIN RIVER PUBLIC SCHOOLS | NANCE | Central Community College | Northeast |
| UMO N HO N NATION PUBLIC SCHS | THURSTON | Northeast Community College | Northeast |
| VALENTINE COMMUNITY SCHOOLS | CHERRY | Mid-Plains Community College | Sandhills |
| WAHOO PUBLIC SCHOOLS | SAUNDERS | Southeast Community College | Omaha Consortium |
| WAKEFIELD PUBLIC SCHOOLS | WAYNE | Northeast Community College | Northeast |
| WALLACE PUBLIC SCH DIST 65 R | LINCOLN | Mid-Plains Community College | Mid Plains |
| WALTHILL PUBLIC SCHOOLS | THURSTON | Northeast Community College | Northeast |
| WAUNETA-PALISADE PUBLIC SCHS | CHASE | Mid-Plains Community College | Mid Plains |
| WAUSA PUBLIC SCHOOLS | KNOX | Northeast Community College | Northeast |
| WAVERLY SCHOOL DISTRICT 145 | LANCASTER | Southeast Community College | Lincoln MSA |
| WAYNE COMMUNITY SCHOOLS | WAYNE | Northeast Community College | Northeast |
| WEEPING WATER PUBLIC SCHOOLS | CASS | Southeast Community College | Omaha Consortium |
| WEST HOLT PUBLIC SCHOOLS | HOLT | Northeast Community College | Sandhills |
| WEST POINT PUBLIC SCHOOLS | CUMING | Northeast Community College | Northeast |
| WESTSIDE COMMUNITY SCHOOLS | DOUGLAS | Northeast Community College | Omaha Consortium |
| WHEELER CENTRAL SCHOOLS | WHEELER | Central Community College | Northeast |
| WILBER-CLATONIA PUBLIC SCHOOLS | SALINE | Southeast Community College | Southeast |
| WILCOX-HILDRETH PUBLIC SCHOOLS | KEARNEY | Central Community College | Central |
| WINNEBAGO PUBLIC SCHOOLS | THURSTON | Northeast Community College | Northeast |
| District | **County** | **Community College Region** | **Economic Development Region** |
| WINSIDE PUBLIC SCHOOLS | WAYNE | Northeast Community College | Northeast |
| WISNER-PILGER PUBLIC SCHOOLS | CUMING | Northeast Community College | Northeast |
| WOOD RIVER RURAL SCHOOLS | HALL | Central Community College | Grand Island MSA |
| WYNOT PUBLIC SCHOOLS | CEDAR | Northeast Community College | Northeast |
| YORK PUBLIC SCHOOLS | YORK | Southeast Community College | Southeast |
| YUTAN PUBLIC SCHOOLS | SAUNDERS | Southeast Community College | Omaha Consortium |

**Economic Development Regions by Community College**

|  |  |
| --- | --- |
| Community College | Economic Development Region |
| Central Community College | Central, Grand Island MSA, Mid-Plains, Sandhills, Northeast  |
| Metropolitan Community College | Omaha Consortium |
| Mid-Plains Community College | Mid-Plains, Central, Sandhills |
| Nebraska College of Technical Agriculture | Mid-Plains |
| Northeast Community College | Northeast, Sandhills  |
| Nebraska Indian Community College | Northeast |
| Southeast Community College | Southeast, Lincoln MSA, Omaha Consortium |
| Western Community College  | Panhandle, Sandhills  |

**What is Labor Market Information (LMI)?**

The Nebraska Department of Labor collects and

disseminates information about employment

levels and trends, wages and earnings, estimates

of labor availability, industrial and occupational

projections, business staffing patterns, career planning

information, and labor force demographics. The data

are used to describe a local area’s economic picture

which impacts social, fiscal, technological, and

economic policies, employer hiring, and other business

decisions, allocation of funds by policy makers,

individual career choices, and educational programs.

To provide Nebraskans with current, valid, and reliable LMI and career information, the following resources are available across the state at no charge to the school, agency, or individual user.

|  |  |  |
| --- | --- | --- |
| Brand |  | Nebraska Career Connections Logo |
| The H3 website offers quick access to Nebraska’s “hot jobs.” This easy to understand market information updated weekly. [Visit H3.ne.gov.](http://h3.ne.gov/H3/)  | Nebraska Department of Labor website or app provides current job openings and labor market analysis facts, employment, wages, and projections. [Visit NE Works](https://neworks.nebraska.gov/).  | Labor market information for Nebraska and nationwide is within this online comprehensive career information system. Additionally, it includes valuable tools for all phases of career awareness, exploration, planning, and management. [Visit NE Career Connections.](http://www.nebraskacareerconnections.org/)  |

**Nebraska Career Readiness Standards**

“A career ready person capitalizes on person strengths, talents, education, and experience to bring value to the workplace and the community through his/her performance, skill, diligence, ethics, and responsible behavior.”

*- Definition of career readiness adopted by the Nebraska*

 *State Board of Education in 2010*

The Nebraska Career Readiness Standards describe varieties of expertise that educators at all levels should seek to develop in their students. These standards rest on important “practices and proficiencies” with long-standing importance in CTE. These standards and related practices are not limited to formal CTE programs nor to the middle school or high school level. Rather, these standards and practices should be used over and over again with increasing complexity and relevance by students as they progress through their educational pathway. The standards themselves do not dictate curriculum, pedagogy, or delivery of content. Schools and postsecondary institutions may handle the teaching and assessing of these standards in many different ways.

The Nebraska Career Readiness Standards were derived from extensive input from business and industry representatives expressing the most critical skills needed for employee and/or entrepreneurial success. The standards were developed in conjunction with the National Career Clusters Framework®. The Career Cluster Framework® has been developed over the past decade with input from national business and industry committees representing the 16 comprehensive Career Clusters.



In short, the Nebraska Career Readiness Standards provide a valid source of workplace expectations for all students to be career ready.

The Nebraska Career Readiness Standards can be found by visiting: [Nebraska Career Readiness Standards.](https://cdn.education.ne.gov/wp-content/uploads/2018/05/2017CareerReadinessBookletWEB.pdf)

An alignment study of these standards with NE English Language Arts, Mathematics, and the Common Core State Standards can be found by visiting: [Alignment: Career Readiness Standards](https://www.education.ne.gov/wp-content/uploads/2017/07/NCRStandardsAlignmentBookletWEB.pdf)

**Reference and Resource Documents**

## **Perkins V Guidance:**

**A Guide for State Leaders: Maximizing Perkins V’s Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE (**[**Word**](https://cte.careertech.org/sites/default/files/Maximizing_Perkins_Local_Needs_Assessment_10-27-18.docx)**and**[**PDF**](https://cte.careertech.org/sites/default/files/Maximizing_Perkins_Local_Needs_Assessment_10-27-18.pdf)**)**
This guide from Advance CTE provides a summary, analysis and guidance for each major component of the comprehensive local needs assessment and the decisions states can be making now to support a robust CLNA process that aligns with the state’s overall vision for CTE.

**A Guide for Local Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE (**[**PDF**](https://cte.careertech.org/sites/default/files/Maximizing_Local_Needs_Assessment_LocalLeaders_10-31-2018.pdf)**)**
This guide from ACTE provides an overview and guidance for the comprehensive local needs assessment so that local leaders can utilize it as a tool for program improvement.

**Policy Benchmark Tool: CTE Program of Study Approval** ([**LINK**](https://careertech.org/resource/program-approval-policy-benchmark-tool))

This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide.

## **Other Resources:**

The needs assessment in Perkins V was modeled after the one for Title IV-A (Student Support and Academic Enrichment Grants) in ESSA (with some changes) so these resources that might serve as useful reference points:

### **Using Needs Assessments for School and District Improvement: A Tactical Guide**

 Council of Chief State School Officers. December 5, 2018 **(**[**LINK**](https://ccsso.org/resource-library/using-needs-assessments-school-and-district-improvement-0)**)**

### **Worksheets From: Using Needs Assessment for School and District Improvement**

Council of Chief State School Officers. Julie Corbett and Sam Redding. 2017. [**(LINK)**](https://www.ccsso.org/sites/default/files/2017-12/Worksheets-from-Needs-Assessment.pdf)

### **Needs Assessment Guidebook**

State Support Network. Cary Cuiccio and Mary Husby-Slater. May 2018 **(**[**LINK**](https://statesupportnetwork.ed.gov/system/files/needsassessmentguidebook-508_003.pdf)**)**

## **Program Quality Evaluation Tools:**

### **ACTE’s Quality CTE Program of Study Framework**

ACTE’s evidence-based framework assessing across 12 elements to capture the program scope, delivery, implementation and quality. It also touches on program staffing and equity. ([LINK](https://www.acteonline.org/wp-content/uploads/2019/01/HighQualityCTEFramework2018.pdf)).

### **Rubric for Linked Learning Pathway Quality Review and Continuous Improvement**

Guide to planning and implementing high quality linked learning pathways ([LINK](http://www.connectedcalifornia.org/direct/files/certification/Certification_Rubric_Booklet_121112_secure.pdf))

<https://connectedstudios.org/files/certification/LLPQRC_ProcessGuide_Abbrev_FINAL.pdf>

### **Design Specification for Implementing the College and Career Pathways System Framework**

American Institutes for Research facilitator’s guide for continuous improvement in designing a career pathway system. ([LINK](https://ccrscenter.org/sites/default/files/CareerPathways_Chapter4_FacilitatorsGuide.pdf))

**Perkins V Comprehensive Local Needs Assessment (CLNA) Legislation**

This section contains the Perkins V legislation related to the CLNA in its entirety. Legislation specific to each section is repeated.

Perkins V, Section 134

(c) COMPREHENSIVE LOCAL NEEDS ASSESSMENT. —

(1) IN GENERAL. – To be eligible to receive financial assistance under this part, an eligible recipient shall—

(A) conduct a CLNA related to career and technical education and include the results of the CLNA in the local application submitted under subsection(a); and

(B) not less than once every 2 years, update such CLNA.

(2) REQUIREMENTS. — The CLNA described in paragraph (1) shall include each of the following:

(A) An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

(B) A description of how career and technical education programs offered by the eligible recipient are—

(i) sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

(ii)(I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111)(referred to in this section as the `State board') or local workforce development board, including career pathways, where appropriate; or

(II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

(C) An evaluation of progress toward the implementation of career and technical education programs and programs of study.

(D) A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

(E) A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including—

(i) strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

(ii) providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

(d) CONSULTATION. —In conducting the comprehensive CLNA under subsection (c), and developing the local application described in subsection(b), an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum—

(1) representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;

(2) representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;

(3) representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;

(4) parents and students;

(5) representatives of special populations;

(6) representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965);

(7) representatives of Indian Tribes and Tribal organizations in the State, where applicable; and

(8) any other stakeholders that the eligible agency may require the eligible recipient to consult.

(e) CONTINUED CONSULTATION. – An eligible recipient receiving financial assistance under this part shall consult with stakeholders described in subsection(d) on an ongoing basis, as determined by the eligible agency. This may include consultation in order to—

(1) provide input on annual updates to the comprehensive CLNA required under subsection (c)(1)(B);

(2) ensure programs of study are—

(A) responsive to community employment needs;

(B) aligned with employment priorities in the State, regional, tribal, or local economy identified by employers and the entities described in subsection(d), which may include in-demand industry sectors or occupations identified by the local workforce development board;

(C) informed by labor market information, including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491-2(e)(2)(C));

(D) designed to meet current, intermediate, or long-term labor market projections; and

(E) allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study to ensure such programs of study align with skills required by local employment opportunities, including activities such as the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment;

(3) identify and encourage opportunities for work-based learning; and

(4) ensure funding under this part is used in a coordinated manner with other local resources.

The full Strengthening Career and Technical Education for the 21st Century Act can be found at: <https://cte.ed.gov/legislation/perkins-v>

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| **Career and Technical Student Organizations** |
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This project was funded through the Strengthening Career and Technical Education for the 21st Century Act, 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.

1. ACTE and Advance CTE, 2019 [↑](#footnote-ref-1)
2. Table excerpt taken from <https://www.epa.gov/international-cooperation/public-participation-guide-tools-generate-and-obtain-public-input> [↑](#footnote-ref-2)