****

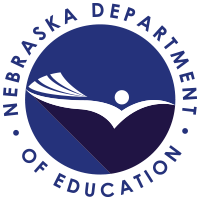
**reVISION**

**Workbook**

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

Nebraska Department of Education

500 S. 84th Street, 2nd Floor | Lincoln, NE | 68510

****

**Table of Contents**

Introduction 3

Overview of The Process 5

Step 1: Data Review & Analysis 5

Step 2: Determining Current & Desired States 5

Step 3: Planning for Implementation 7

Required Stakeholders 8

Element 1: Career Development 10

Career Development Worksheet 12

Element 2: Workforce Alignment 14

Career Workforce Alignment 16

Element 3: Size, Scope, & Quality and Implementing Programs 19

Size, Scope, & Quality Worksheet 25

Element 4: Student Performance 28

Student Performance Worksheet 30

Element 5: Recruitment, Retention, & Training of CTE Educators 32

Recruitment, Retention, & Training Worksheet 34

Element 6: Work-Based Learning 36

Work-Based Learning Worksheet 38

Appendices

Appendix A: Stakeholder Verification Worksheet 40

Appendix B: Tools & Strategies for Obtaining Stakeholder Input 43

Appendix C: Glossary of Terms 45

Appendix D: Economic Development Regions by District and College 50

Appendix E: What is Labor Market Information? 61

Appendix F: References & Resources 62

Appendix G: Nebraska CTE Contacts 63

*This workbook has been created with significant assistance from our national partners at Advance CTE and the Association for Career and Technical Education (ACTE), Louisiana Perkins V: Comprehensive Local Needs Assessment Guidebook, Colorado’s Regional Needs Assessment Handbook, and Michigan’s Comprehensive Local Needs Assessment. Anyone engaged in the local needs assessment process is encouraged to consult their work and other resources cited in the reVISION Resource Manual.*

*Updated December, 2023*

**Introduction**

Since 2012, the Nebraska Department of Education’s reVISION needs assessment process has been instrumental in improving and strengthening CTE in Nebraska. This process provides Nebraska schools and community colleges with the opportunity to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. With the passage of The Strengthening Career and Technical Education for the 21st Century Act (Perkins V), each eligible recipient desiring to operate as an approved CTE program and receive Perkins funds must complete the reVISION process and update it at least every two years.

**reVISION presents an unprecedented opportunity to:**

* Create programs and networks to ensure access and success for each student that lead to high-wage, high-skill, and in-demand occupations;
* Ensure programs of study are aligned to and validated by local workforce needs and economic priorities;
* Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and
* Regularly engage in conversations with stakeholders around the quality and impact of local CTE programs and systems.

reVISION is used as the foundation for local CTE implementation – it drives the local application development for LEAs and future spending decisions. It should be seen as a chance to take an in-depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. reVISION, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.[[1]](#footnote-1)

Each school district and community college in Nebraska desiring to operate

as an approved CTE program and receive Perkins funds is **required** to actively

participate in the reVISION process.

**This Workbook** is intended to give districts and colleges a framework to structure their approach to reVISION by translating the legal language into actionable steps that not only satisfy Perkins V requirements, but also engage stakeholders in thoughtful program improvement.

If your district or college consorts for Perkins purposes with a group of recipients or an ESU, **you are still required to complete the reVISION process** to be considered eligible for any Perkins funds or Perkins funded programs. The NDE has created a process that is manageable and reduces as much burden to locals as possible while still meeting each provision within the law. The results of reVISION will guide programmatic and funding decisions.

Ultimately, reVISION is about assisting all recipients in **making a more formal shift from collecting data to using data** to ensure local CTE programs help create success for students and employers. The activities of reVISION should become a regular part of the overall region’s data-driven decision making and program improvement cycles—not merely an additional activity updated every two years. By fully integrating the Perkins V reVISION process into routine activities, recipients will be able to realize the full value of the process.

This work could not be done without the immense support and leadership from ESUs. ESUs will continue to serve as consortia leads, if so desired, and submit the consortia’s local Perkins application for their participating districts. They will not be solely responsible for completing the reVISION process, nor can ESUs complete the process in lieu of each district.

**reVISION Grants.** Those districts and colleges who complete the reVISION process will be eligible for additional reVISION Action Grant opportunities to support local CTE program improvement. These grants are available to any eligible recipient or combination of recipients who have completed reVISION, regardless of whether or not they are part of a Perkins consortia.

**Don’t Start Over!** It’s likely your school, district, or college has completed the reVISION process in the past. Reflect on any available new data and information relative to the latest assessment, evaluate progress toward achieving identified goals and desired states, and determine if findings within your district or college suggest modifications are needed to the approved local Perkins application or other local efforts. Activities and areas under review may overlap with other efforts already happening in your school/college. It is encouraged that you capitalize on this existing work to maximize resources and avoid duplicating efforts.

**Overview of The Process**

Each local school district and community college will complete the reVISION needs assessment process by thoroughly reviewing and reflecting on six elements:

A group of orange rectangular boxes with white text

Description automatically generated

These elements are interconnected, and insights gained in one part may be helpful in tackling another. Templates, supports, and technical assistance will be provided to assist LEAs in completing the required components and engaging stakeholders.

**Step 1: Data Review and Analysis**

Thoroughly review background information related to each element. Element

information includes suggested areas to review and materials that may be needed

throughout the analysis, suggested stakeholders to engage, and suggested strategies

for stakeholder consultation.

**Step 2: Determining Current and Desired States**

Engage stakeholders and reflect on the questions posed to complete element

worksheets (six in total). The reVISION worksheets must be used by each district and

college to record discussions and analyses for each element.

There are two parts to each worksheet:

1. **Questions to Consider** – This section contains questions to guide the discussion. Space is provided to collect information and notes. There are additional deep-dive questions provided to assist in determining the root causes of issues and develop appropriate action steps to address them.
   * **Current State** – Use this section to describe the present state based on the review of data and other information.
   * **Desired State** – Use this section to identify what the ideal state would be if all the challenges were addressed, and the current strengths continue or increase. Be as specific as possible to address the question presented. It may be appropriate to write the desired state as a goal statement. Provide enough detail to substantiate the goal.
   * **Evidence** – Include the source of the data or information used to substantiate the statements in the current or desired states.
2. **Action Steps & Priorities** – This section is to be completed at the end of the examination of the data and information and the discussion of the questions. This section should identify action steps and strategies to address any challenges identified. List the action steps in priority order.

**Improving Access & Equity**

Progress toward improving access and equity, instead of standing alone as an independent element, has been woven through each of the other six elements respectively. This approach will ensure that on all levels, improving the access to and success in CTE programs for each student is examined and addressed. reVISION requires participants to assess progress toward providing equitable access to all CTE programs for all students. There should also be an examination of any barriers (real or perceived) that may prevent members of any special populations from entering and thriving in these programs.

The outcomes of reVISION should include identified strategies, or action steps, to help ensure equitable access to high-quality CTE courses programs of study for all learners.

This includes:

* Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;
* Providing programs that are designed to enable special populations to meet the local levels of performance; and
* Providing activities to prepare special populations for high-skill, high-wage, and in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Each of the following special population categories must be considered in the local Perkins application, reVISION, and instructional services. The definition of special populations has broadened, so it is important to check your data systems for access to information. (As a reminder, all definitions are included in Section 3 of the Perkins V Act.)

**The term “special populations” means-**

* 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-work-individuals;
* English learners;
* Homeless individuals described in section 725 of the McKinney-Vento Act;
* Youth who are in, or have aged out of, the foster care system;
* Youth with a parent who is a member of the armed services
* or is on active duty status

**Step 3: Planning for Implementation**

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 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. These high-priority goals and action steps should be used by the district or college in its overall approach to aligning their education programming with Nebraska’s workforce demands.

Related to Perkins, stand-alone districts, consortia, and community colleges will aggregate (if necessary) and utilize the reVISION assessment results and action steps developed to update their local Perkins application and budget, as needed. The strengths and weaknesses identified throughout the reVISION process should seamlessly connect to the action steps and activities outlined in the local Perkins application. It is important to narrow the list of needs to a key set of actions that will have the greatest impact on:

* Closing performance gaps for special population groups;
* Improving program size, scope, and quality and insuring labor market alignment;
* Improving program quality;
* Ensuring a sustaibale and diverse educator pipeline;
* Removing barriers that reduce access and success

Having completed the reVISION process, districts and colleges are then eligible to apply for reVISION Action Grants to provide additional funding to support the identified action steps needed to move your CTE system forward. More information about reVISION Action Grants can be found at: <https://www.education.ne.gov/nce/action-grant/>

**A comparison of a diagram

Description automatically generated**

**Required Stakeholders**

The strength of the needs assessment process is enhanced with input from a diverse representation of stakeholders. Perkins V requires certain stakeholder groups to be engaged in the needs assessment process. Individuals may represent more than one stakeholder group. For example, parents may also be representatives of business or special populations. The Stakeholder Verification worksheet can be found in Appendix A.

Engaging stakeholders may be accomplished in a variety of ways. Appendix Bcontains helpful resources. As you design your approach, additional stakeholders you may have within your school, district, college, or community would be those involved with the implementation of the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). They may have some ideas, lessons learned, and best practices for your team to adopt.

**The Opportunity**

As every district and community college completes the reVISION process, there will be many discoveries locally and across the state. The information gained locally will be invaluable in shaping activities to strengthen CTE across Nebraska.

**We’re here to help!** Nebraska CTE and the NDE are partners with local recipients in implementing reVISION. State CTE staff will provide ongoing leadership and supports to aid in successfully fulfilling this impactful component. We’re in this together and strongly believe the results of successful participation in reVISION will lead to stronger coordination across programs and ultimately, improved outcomes for students and Nebraska. Thank you in advance for your energy and time!

**Element 1: Career Development**

Each Nebraska learner deserves the opportunity to explore career options and receive guidance in planning for their future careers. Career development should be a systematic process that starts with a broad understanding of what the world of work is and what is required to be successful in a career. Career development should narrow as learners move through middle school, secondary, and postsecondary education as they get to know their strengths and interests, explore how different jobs connect with those interests, and build career planning and management skills.

This element provides the opportunity for an

evaluation of the entire career development

system in place. A systemic approach allows for

programs, partners, and initiatives to develop

and maintain an informed system for each learner.

Suggested Areas to Review and Materials Needed

* A self-assessment of your district/college’s career development activities: <https://www.education.ne.gov/nce/program-planning/>
* Access to current and projected future labor market needs and education requirements for these careers
* Nebraska Career Development resources: <https://www.education.ne.gov/nce/careerdevelopment/>
* Follow-up data on both CTE and non-CTE students with emphasis on career success including special populations
* School counseling/career advisement activities for each special population
* Data on usage of career advisement materials and activities by all populations
* Data on the impact of work-based learning experiences on career development
* Findings from surveys/focus groups with students, parents, and/or community representatives of special populations
* Focus groups with secondary/postsecondary institutions, military, unions, apprenticeship programs and others involved in career development
* Survey of secondary and postsecondary counselors and career advisement professionals to determine strategies that work, activities and materials needed, and ways to strengthen career development and advisement.

Suggested Stakeholders to Engage

* Secondary and postsecondary teachers/faculty
* Administrators
* School counselors and advisement professionals
* Representatives of special populations
* Local data staff
* Employers, business and industry representatives willing to assist in career development
* Career coaches
* Parents
* Students

Suggested Strategies for Consultation

* Workgroup to examine data including educators, school counselors/advisement professionals, and representatives of special populations.
* Focus groups, interviews, study circles, and surveys with:
* Students and former students
* Parents
* CTE instructors and CTSO advisors
* Representatives of special populations
* Business, industry, and community partners
* School counselors
* Secondary and postsecondary career advisement professionals

### **Element 1 Worksheet: Career Development**

Review data collected. Discuss each of the following questions, then provide a summary of your Current State and Future States and identify potential Action Steps (strategies).

|  |  |
| --- | --- |
| **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** | **Evidence** |
| 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 two- and four-year postsecondary education, technical colleges, apprenticeships, military, and direct employment? |  |  |  |
| 1. To what extent are CTE instructors collaborating with counseling/career advisement professionals? |  |  |  |

|  |
| --- |
| **Priorities and Potential Action Steps (in priority order):** |
|
|

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

High-quality CTE programs are aligned to the needs of the future workforce. This element of the reVISION needs assessment examines CTE program alignment with local, state, regional, or Tribal in-demand industry sectors identified by the state or local workforce development board or local education or market needs not identified in the State or local workforce development boards. The assessment will look at how different resources are used to determine which CTE programs of study are made available for students.

TIP: It is strongly encouraged this section of the needs assessment be done collaboratively with community college partners, local workforce development boards, and local economic development initiatives (e.g. sector partnerships) during the Regional CTE Assessment.

Labor Market Information provides:

* Education and training requirements
* Projected job opportunities
* Wage information

Up-to-date labor market information (LMI) about occupations, training requirements, and wages is crucial in order to make important life decisions about career goals. Labor market information is based on data gathered directly from employers, business, and industry. The cost of time and education compared to the amount of entry wages is a big consideration before making future decisions. Labor market information can help provide learners reasonable expectations of job openings and wages when entering work.

**Career goals fall short if there are no job opportunities**. During the career development process, labor market needs must be considered. The reality is, students need to be aware of all opportunities present and see where their passions and skills fit. Strong career development provided by schools and districts, informed by labor market information, is essential.

Suggested Areas to Review and Materials Needed

* State and local labor market information (LMI) including current and projected employment
* Follow-up data on program graduates to determine entry and success in their career areas
* Data provided through <http://h3.ne.gov>
* Results of any available gap analysis on educational outcomes and employment needs (check with local workforce boards and economic developers)
* Input from local businesses and industry representatives, with reference to opportunities for special populations

Suggested Stakeholders to Engage

* Administrators, teachers, and faculty
* School counselors and advisement professionals
* Former students
* Representatives of special populations
* Local data staff

Suggested Strategies for Consultation

* Workgroup to examine data including educators, school counselors/advisement personnel, and workforce development staff.
* Engagement of advisory council for input into workforce alignment
* Focus groups, interviews, study circles, surveys with:
  + Students and former students
  + Local agencies involved in workforce initiatives

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

Review data collected. Discuss each of the following questions, then provide a summary of your Current State and Future States and identify potential Action Steps (strategies).

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

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions to Consider** | **Current State** | **Desired State** | **Evidence** |
| 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 process 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, and members of other special populations? |  |  |  |
| 1. How are CTE programs offered aligned to the demand? Are we offering CTE programs that are not aligned to demand? What are the gaps between our CTE program offerings and high priority industries and H3 occupations? |  |  |  |
| 1. What Programs of Study should we add or expand? |  |  |  |
| 1. What Programs of Study should we eliminate or   deprioritize? |  |  |  |

|  |
| --- |
| **Priorities and Potential Action Steps (in priority order):** |

**Deep Dive Questions** (optional):

* What are the highest projected growth industries in our region? What occupations are part of that industry?
* How do CTE program enrollment 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?

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

Providing a high-quality CTE experience should be the goal of every Nebraska CTE program. This element of the needs assessment examines CTE program quality by describing how local CTE programs are sufficient in size, scope, and quality to meet the needs of all students and the progress toward implementing these high-quality programs of study.

**A Program of Study is** a coordinated, non-duplicative sequence of academic and technical content at 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

The Nebraska Department of Education in cooperation with business and industry and

Nebraska’s secondary and postsecondary institutions revise course standards for

CTE on a five-year cycle. See <https://www.education.ne.gov/contentareastandards/> for the NDE content area standards revision timeline.

As part of this revision process, the appropriate sequence of courses to be included in **State-Model Programs of Study** for Nebraska CTE are also developed. For a comprehensive list of all Nebraska State-Model Programs of Study and course standards, visit <https://www.education.ne.gov/nce/state-model-programs-of-study/>.

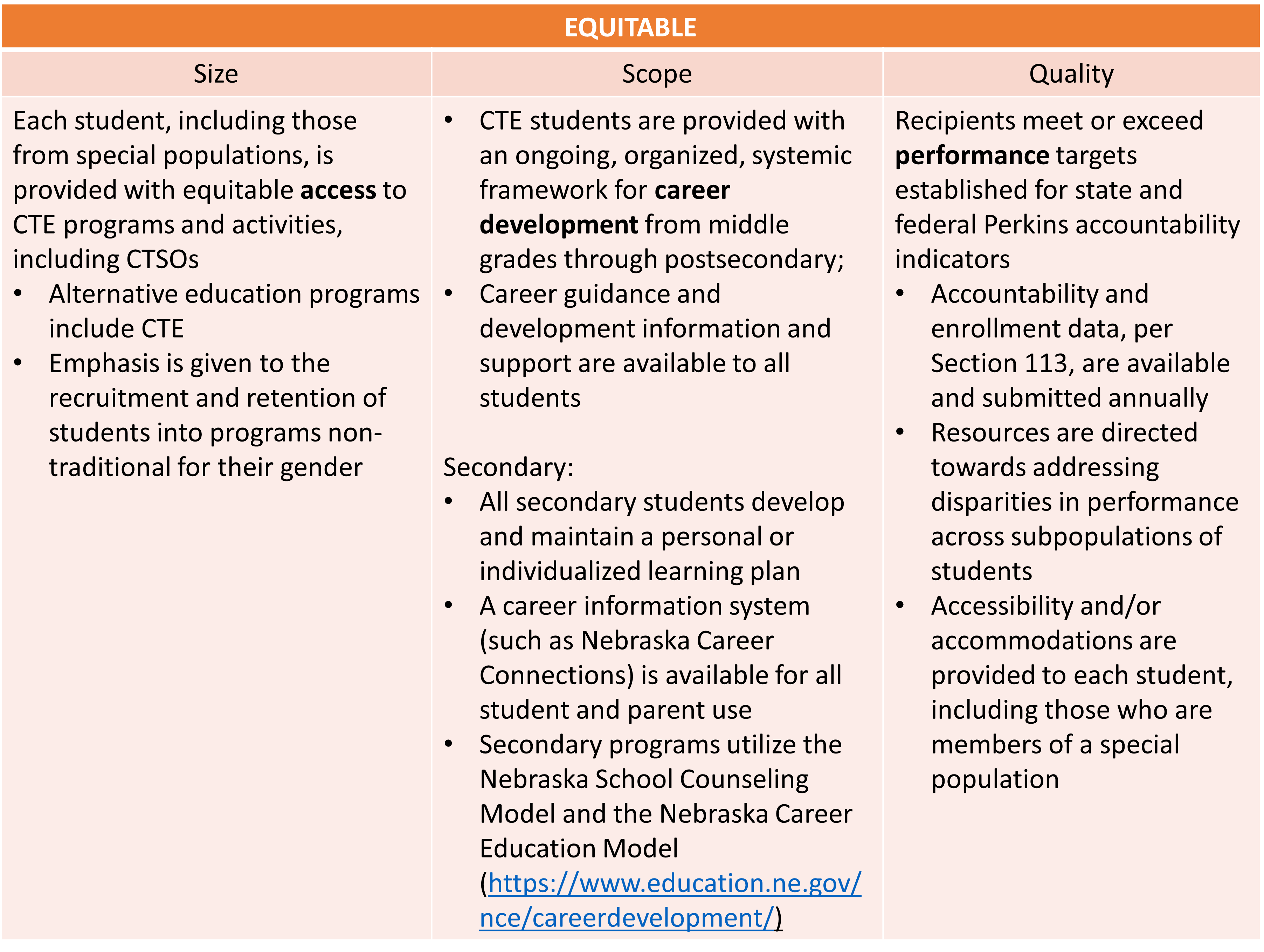
Perkins funds may only be used to support Nebraska state-model programs of study, approved local programs of study, approved postsecondary CTE programs, exploratory programs in the middle grades (beginning in grade 5), and other CTE programs if identified as a need through reVISION.

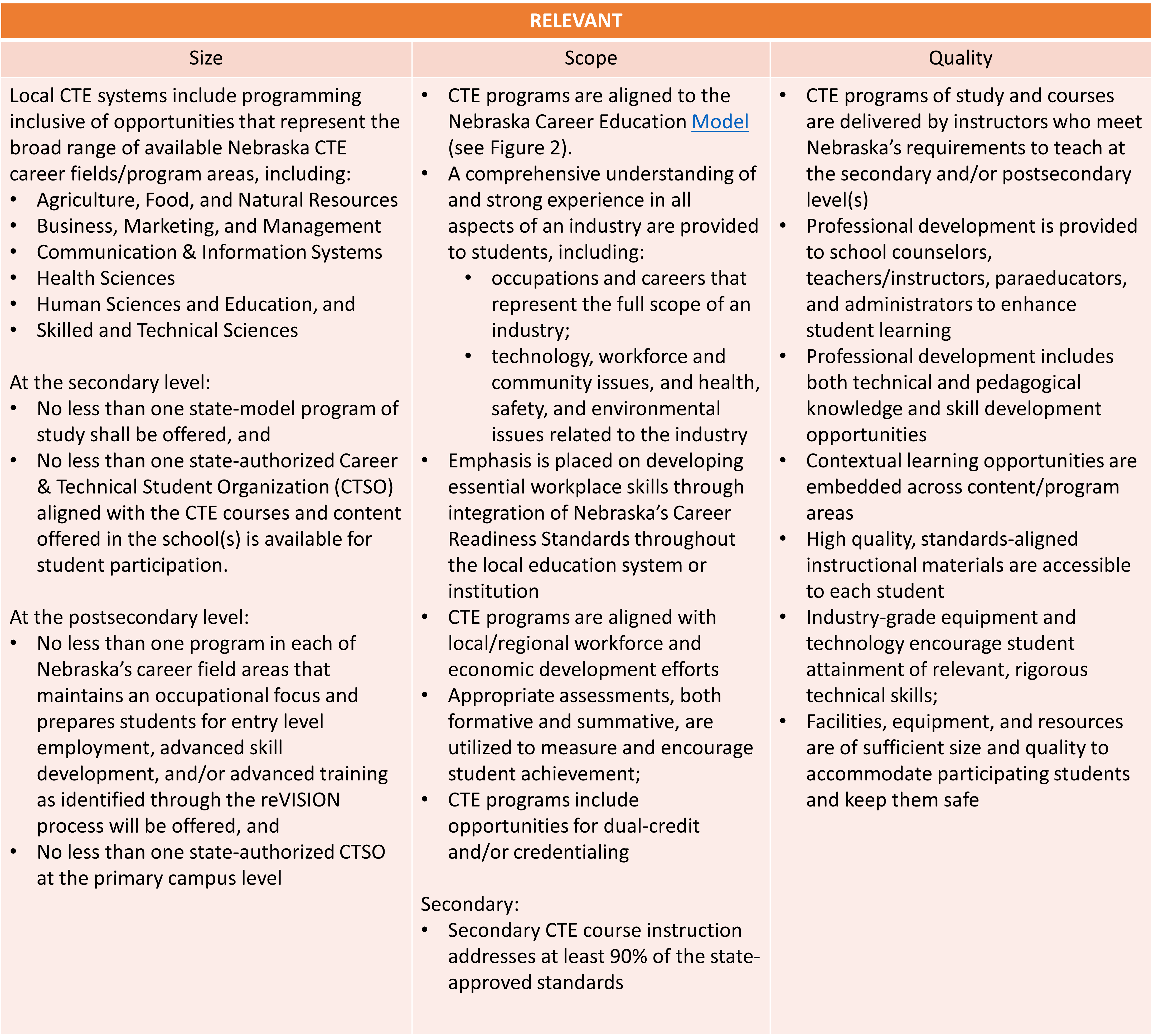
**What is size, scope, and quality?** Framed around Nebraska CTE’s four guiding principles (equitable, relevant, connected, innovative), the following Essential Components represent the minimum criteria necessary for sufficient system/program size, scope, and quality to meet the needs of all students served. Collectively, they ensure funds are used to drive high-quality, equitable, and impactful CTE programs.

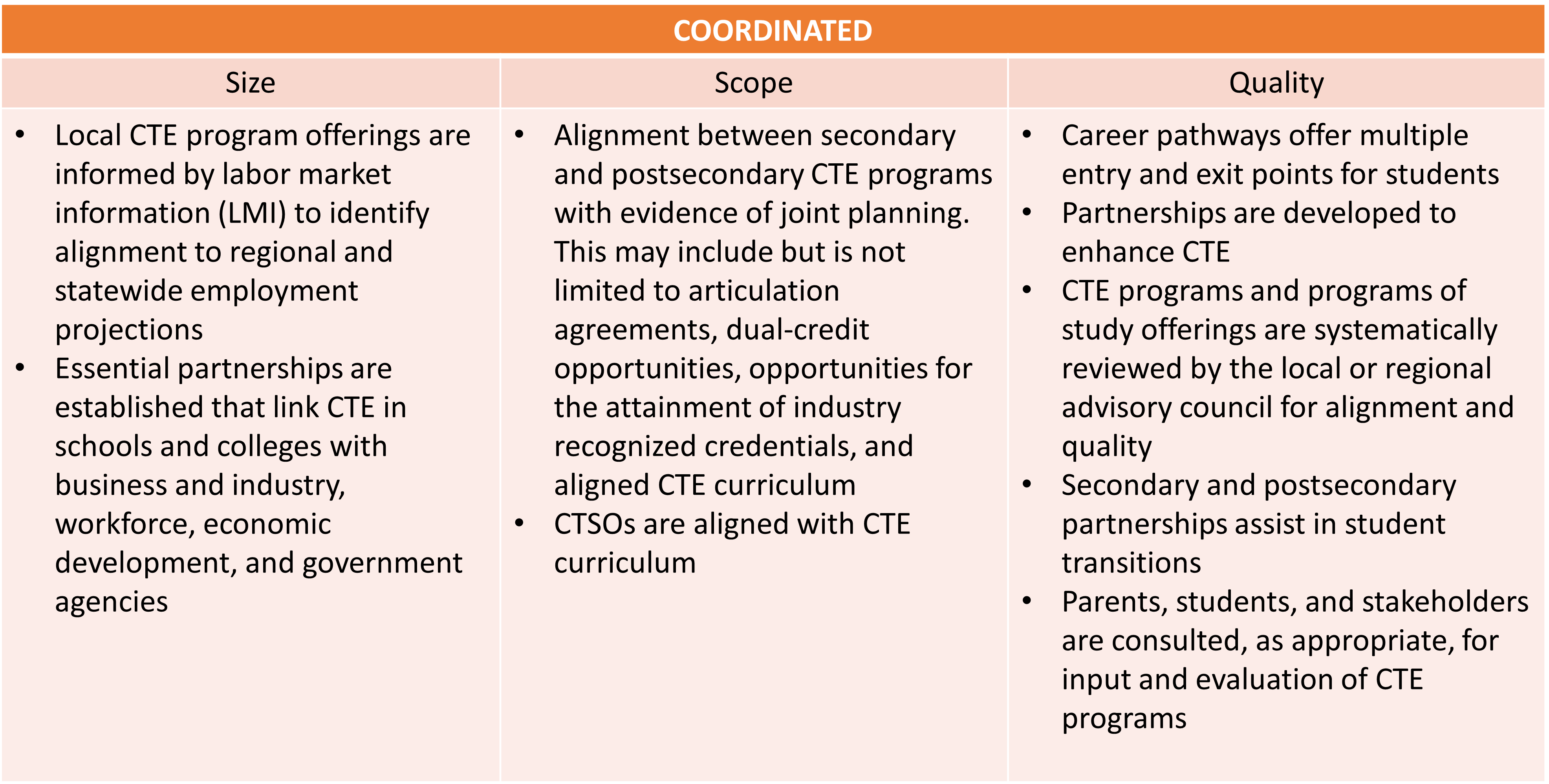
**Size** refers to the quantifiable evidence, physical parameters, and limitations of each approved program that relate to the ability of the program to address all student learning outcomes. Generally, size will be defined by items such as the required number of programs and availability of facilities and equipment to ensure quality, equity, and access*.*

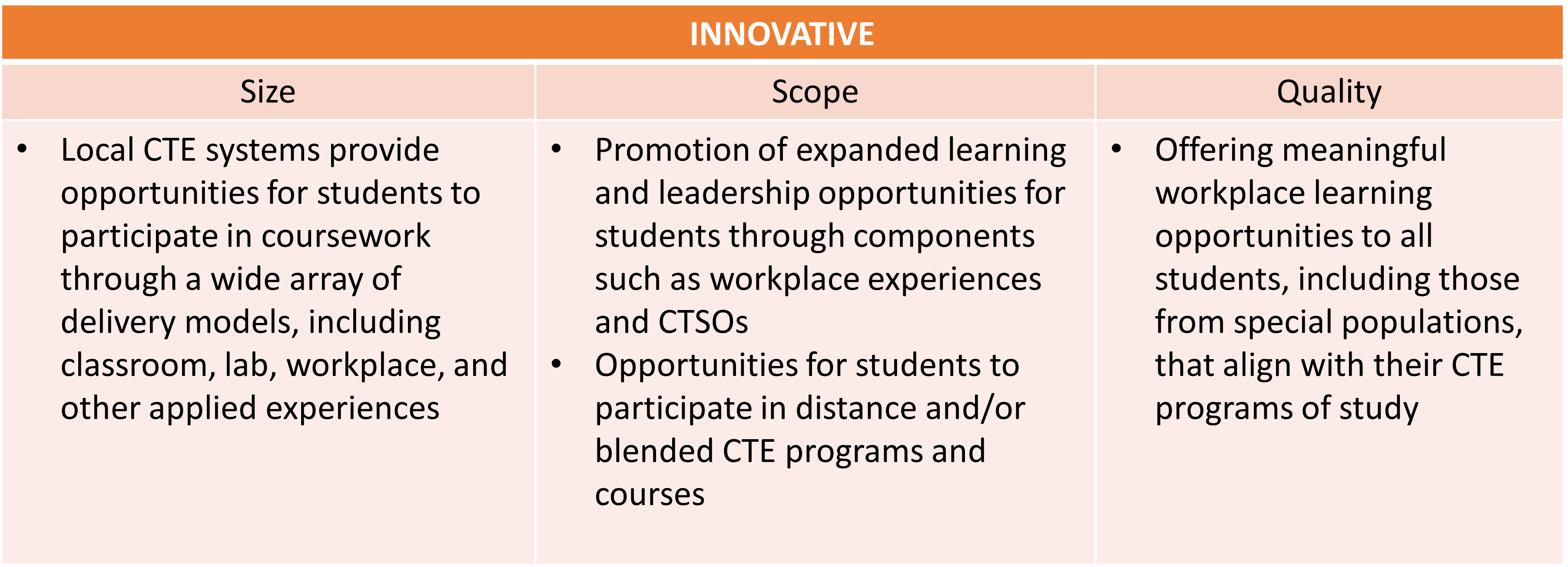
**Scope** provides curricular expectations of each program and/or program of study to cover the full breadth of its subject. Generally, scope involves appropriate sequencing of courses, career development, early postsecondary and work-based learning opportunities, the role of advisory committees, and the role of Career and Technical Student Organizations (CTSOs).

**Quality** refers to the strength of the overall system components, including the extent to which these components positively impact student outcomes.









Suggested Areas to Review and Materials Needed

Size (capacity focus):

* Total number of programs/programs of study and number of courses within each
* CTE participant and concentrator enrollment for the past three years, aggregate and disaggregated
* Capacity of each program for the past three years
* Number of students applying for the program in the last three years, if applicable
* Number of students on waiting lists, if applicable
* Survey results assessing student interest in particular CTE programs

Scope (curricular focus):

* Documentation of CTE programs of study course sequences from secondary to postsecondary including aligned curriculum
* Credit transfer agreements for CTE programs
* Data on student retention and transition from secondary to postsecondary within the CTE program of study
* Description of dual enrollment courses and data on student participation and success
* Data on student credential attainment in each program disaggregated by student demographic and value of credential (if applicable)
* Curriculum standards showing depth and breadth of program
* Opportunities for expanded learning within and across CTE programs of study

Quality (outcome focus):

* Curriculum standards and frameworks showing alignment to industry needs
* Assessments leading to industry recognized credentials
* Partnership communication and engagement activities
* Safety requirements
* Work-based learning procedures
* Career and Technical Student Organizations (CTSO) activities and alignment to curriculum
* Data collection mechanisms
* Program improvement processes
* Placement in employment following program participation (if applicable)

Suggested Stakeholders to Engage

* Administrators, teachers, and faculty
* School counselors and advisement professionals
* Parents and students
* Special Education staff
* Representatives of special populations
* Local data stewards

Suggested Strategies for Consultation

* Workgroup to examine data including CTE educators, school counselors/advisement personnel, members of special populations, and local employers
* Focus groups, interviews, study circles, surveys with:
  + Parents and students
  + Employers
  + School counseling staff and career advisement professionals

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

Review data collected. Discuss each of the following questions, then provide a summary of your Current State and Future States and identify potential Action Steps (strategies).

|  |  |
| --- | --- |
| **Primary Data Source(s)** | **Other Potential Data Sources** |
| * + Programs of Study offerings (ADVISER report)   + CTE Post School Survey (ADIVSER report)   + Notes from interviews, focus groups, or other methodologies   + Observations | * Course descriptions * Student course/program retention rate * Personal Learning Plans * CTSO chapter information * Dual-credit and credential offerings |

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions to Consider** | **Current State** | **Desired State** | **Evidence** |
| 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 high-quality instructional materials? |  |  |  |
| 1. Which students identified as special population groups are underrepresented in CTE programs overall? In which program areas? |  |  |  |

|  |
| --- |
| **Priorities and Potential Action Steps (in priority order):** |

**Deep Dive Questions** (optional):

* 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 4: Evaluation of Student Performance**

High-quality CTE is quality education that contributes to both the technical and academic preparation of all learners. Perkins V requires this reVISION needs assessment to include an evaluation of student performance including special populations and each subgroup identified in the law. The needs assessment must contain an evaluation of CTE Concentrators’ performance on each of the core performance indicators.

This element will be addressed by reviewing data at the local level using various available NDE reports and data available locally.

**TIP**: Connect to efforts already happening in your district, college, or ESU! Think of ways these additional data analyses can be incorporated into existing continuous improvement efforts.

Suggested Areas to Review and Materials Needed

* Perkins performance data for the past three years disaggregated by CTE program area and subpopulation groups including:
  + Gender
  + Race and ethnicity
  + Migrant status
  + Individuals with disabilities
  + Individuals from economically disadvantaged families including low-income youth and adults
  + Individuals preparing for nontraditional fields
  + Single parents including single pregnant women
  + Out of work individuals
  + English learners
  + Individuals experiencing Homelessness
  + Youth who are in or who have aged out of the foster care system
  + Youth with a parent who is on active duty military
* Comparison data for ‘all’ students
  + Secondary: comparisons for graduation rates, academic performance and placement
  + Postsecondary: comparisons for credential attainment and placement
* Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted

Suggested Stakeholders to Engage

* + Administrators
  + Secondary CTE teachers
  + Special Education staff
  + Postsecondary CTE faculty
  + Academic and career advising professionals
  + Tribal organizations and representatives
  + Corrections education staff
  + Representatives of special populations
  + Data staff

Suggested Strategies for Consultation

* Establish a workgroup that includes educators, counseling professionals, data stewards, and representatives of special populations to examine data and identify gaps or areas of concern.
* Assemble educator groups by CTE career field or cluster to examine data in their specific area, review board policies, processes for developing student schedules, and graduation guidelines for systemic barriers to CTE enrollment by special populations.

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

Review data collected. Discuss each of the following questions, then provide a summary of your Current State and Future States and identify potential Action Steps (strategies).

|  |  |
| --- | --- |
| **Primary Data Source(s)** | **Other Potential Data Sources** |
| * + Secondary Perkins Verification Report (available on ADVISER)   + Postsecondary Perkins Verification Report (available on the CDC)   + Perkins Indicator & Indicator Trends Report (three-year trend data) (available on ADVISER and CDC) | * Local student information system * Nebraska Education Profile * Notes from interviews, focus groups, or other methodologies |

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions to Consider** | **Current State** | **Desired State** | **Evidence** |
| 1. Where do the biggest gaps in performance exist between subgroups of students and program areas? |  |  |  |
| 1. How are we supporting the recruitment and retention of students in programs non-traditional for their gender? |  |  |  |

|  |
| --- |
| **Priorities and Potential Action Steps (in priority order):** |

**Deep Dive Questions** (optional):

* 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 disparities/gaps in performance across career clusters?

**Element 5: Evaluation of the Recruitment, Retention, and Training of CTE Educators**

This element of reVISION examines the educator workforce in your programs. This is not just about teachers, instructors, and faculty, but also includes specialized instructional support personnel, paraprofessionals, and school counselors and advisement professionals.

An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in your local or regional community. It also examines efforts to encourage students to pursue careers as CTE educators.

Suggested Areas to Review and Materials Needed

* Data on faculty, staff, administrator, and school counselor preparation credentials, salaries, benefits, and demographics
* Student demographic data
* Description of educator recruitment process
* Description of educator retention process
* Description of professional development, mentoring and externship opportunities
* Data on educator participation in professional development, mentoring, and externships (e.g., The NCE, ACTE, and NCAC conferences)
* Findings from educator evaluations or other resources about the impact of professional development, mentoring, and externships
* Survey or focus group results conducted with educators regarding needs and preferences

Suggested Stakeholders to Engage

* Secondary and postsecondary teachers/faculty
* Human Resource department stagg
* Administrators, Deans, and Department Chairs
* School counselors and advisement professionals
* Representatives of special populations
* Tribal organizations and representatives
* Corrections education staff
* Data staff

Suggested Strategies for Consultation

* Workgroup to examine data including educators, school counselors/advisement professionals, and human resources staff
* Focus groups, interviews, study circles with:
  + Veteran teachers
  + Developing teachers
  + Individuals charged with selecting, designing, and implementing professional development
  + Human Resources staff

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

Review data collected. Discuss each of the following questions, then provide a summary of your Current State and Future States and identify potential Action Steps (strategies).

|  |  |
| --- | --- |
| **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** | **Evidence** |
| 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. What strategies are we using to retain CTE educators? |  |  |  |
| 1. Do we offer regular, substantive, and effective professional development around academic and technical instruction based on identified needs? |  |  |  |
| 1. What strategies are in place to utilize instructors/educators from across our region? Does our district share instructors to create a full-time position, where applicable? |  |  |  |

|  |
| --- |
| **Priorities and Potential Action Steps (in priority order):** |

**Deep Dive Questions** (optional):

* 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 6: Work-Based Learning**

The final element of reVISION focuses on the status of providing meaningful work-based learning experiences for all students. Work-based learning is an educational strategy that provides students a setting where they can enhance their learning, explore career options, and demonstrate their academic, technical, and career readiness skills in authentic workplace settings.

A diagram of a learning process

Description automatically generated

Work-based learning experiences are not extra-curricular, but rather expanded learning opportunities central to students’ personal and professional development. These experiences should be integrated into the curricular offerings and assessed accordingly.

Suggested Areas to Review and Materials Needed

* Data on work-based learning programs and student participation
* Data on satisfaction of work-based learning students and employers of work-based learning students
* Work-based learning promotional materials
* Partnerships with Vocational Rehabilitation and Special Education to provide work-based learning
* Instruction on Nebraska’s Career Readiness Skills for all students to be prepared for work-based learning experiences
* Materials for engaging employers and for their appropriate supervision of work-based learning students
* Processes for recruiting, communicating, and providing accommodations, modifications, and supportive services for special populations
* Data on work-based learning participation and performance by each career area and each special population
* Findings from surveys/focus groups with students, parents, and employers providing or interested in providing work-based learning experiences

Suggested Stakeholders to Engage

* Secondary and postsecondary teachers/faculty
* Administrators
* School counselors and advisement professionals
* Representatives of special populations
* Local data staff
* Employers
* Chambers of Commerce
* Industry Councils
* Students and Parents
* Local Economic Developers

Suggested Strategies for Consultation

* Workgroup to examine work-based learning data including educators, school counselors/advisement professionals, and human resources staff
* Focus groups, interviews, study circles with:
  + Current and former students and parents
  + Employers participating in work-based learning
  + Representatives of special populations
  + Vocational Rehabilitation and Special Education providers
  + Chambers of Commerce
  + Business, industry, and community partners

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

Review data collected. Discuss each of the following questions, then provide a summary of your Current State and Future States and identify potential Action Steps (strategies).

|  |  |
| --- | --- |
| **Primary Data Source(s)** | **Other Potential Data Sources** |
| * + WBL participation data   + Notes from interviews, focus groups, or other methodologies   + Observation | * Local student information system |

|  |  |  |  |
| --- | --- | --- | --- |
| **Questions to Consider** | **Current State** | **Desired State** | **Evidence** |
| 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, activities, and students’ career plans? |  |  |  |

|  |
| --- |
| **Priorities and Potential Action Steps (in priority order):** |

**Deep Dive Questions** (optional):

* 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?

**Appendix A**

**reVISION Stakeholder Verification Worksheet**

Use this template to identify stakeholders to assist in the reVISION process. All listed are required under Perkins V, as applicable.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Role | Name(s) | Organization(s) | Email/Contact Info | Evidence of Engagement |
| Secondary CTE and core academic teachers/faculty |  |  |  |  |
| Secondary school counselors, special education and advisement professionals, academic counselors |  |  |  |  |
| Secondary principal(s) |  |  |  |  |
| Secondary instructional support and paraprofessionals |  |  |  |  |
| Parents and Students |  |  |  |  |
| Representatives of special populations Gender, race, ethnicity, migrant status, disability, economically disadvantaged, non-traditional, single parent, pregnant women, out-of-work individuals, English learners, homeless, foster care, active-duty military parents, \*corrections |  |  |  |  |
|  |  |  |  |
| Postsecondary CTE faculty |  |  |  |  |
| Postsecondary administrators |  |  |  |  |
| Postsecondary career guidance and advising professionals |  |  |  |  |
| Local workforce development board |  |  |  |  |
| Local business and industry representatives |  |  |  |  |
| Regional economic development organization member |  |  |  |  |
| Representatives of Indian Tribes and Tribal organizations |  |  |  |  |
| Youth corrections education representative |  |  |  |  |
| Other relevant stakeholders |  |  |  |  |

**Appendix B**

**Tools and Strategies for Obtaining Stakeholder 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 |
| [**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 |

**Appendix C**

**Glossary of Terms**

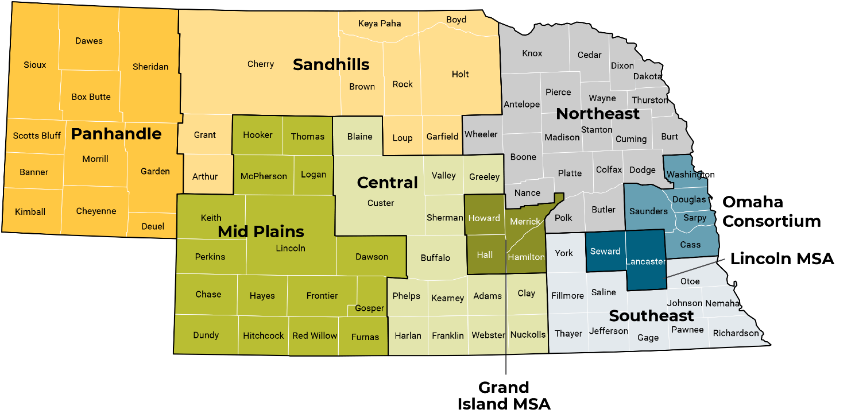
The following definitions are to assist educators in understanding the context in which reVISION questions were written and what data may be needed throughout the needs assessment process.

|  |  |
| --- | --- |
| Career and Technical Education | Career and 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(not-in-effect).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. |
| Career & Technical Student Organization (CTSO) | 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. |
| 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. |
| Core Performance Indicator | The required performance indicators defined in the Perkins Act that measure student performance on a variety of indicators. |
| 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. |
| 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 (LMI) | The term is broadly used to describe information on current and future labor market needs. Several sources of LMI are available. |
| Professional Development | Coordinated, non-duplicative 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. |
| 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. |
| 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 Act  Special 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. |
| Work-based Learning | A continuum of activities that occur, in part or in whole, in the workplace, providing the learner with hands-on, real world experience. |
| The Workforce Innovation and Opportunity Act (WIOA) | 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 U.S. 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. |
| 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. |

**Appendix D**

**Economic Development Regions by District and College**

The following map identifies the Nebraska Economic Development Regions. Where it makes sense, regions are encouraged to work together or combine to create a larger region.



|  |  |  |  |
| --- | --- | --- | --- |
| District | County | Community College Region | 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 |
| 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 |
| 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 |
| 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 |
| 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 SCHOOLS | 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 |
| 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 SCHOOL 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 SCHOOLS | 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 SCHOOLS | 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 |
| LOUP COUNTY PUBLIC SCHOOLS | LOUP | Mid-Plains Community College | Sandhills |
| LYONS-DECATUR NORTHEAST SCHOOLS | 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 |
| 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 |
| 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 SCHOOLS | 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 SCHOOLS | 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 |
| SUMMERLAND PUBLIC SCHOOLS | HOLT | Northeast Community College | Sandhills |
| SUMNER-EDDYVILLE-MILLER SCHOOLS | 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 SCHOOLS | 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 SCHOOL DISTRICT 65 R | LINCOLN | Mid-Plains Community College | Mid Plains |
| WALTHILL PUBLIC SCHOOLS | THURSTON | Northeast Community College | Northeast |
| WAUNETA-PALISADE PUBLIC SCHOOLS | 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 |
| 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 |

|  |  |
| --- | --- |
| Community College | 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 |

**Appendix E**

**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 | A blue and yellow logo  Description automatically generated | Nebraska Career Connections Logo |
| The H3 website offers quick access to Nebraska’s “hot jobs.” This easy to understand market information updated weekly. [Visit https://dol.nebraska.gov/trends](https://dol.nebraska.gov/trends) | 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/) |

**Appendix F**

**References and Resources**

**A Guide for State Leaders: Maximizing Perkins V’s Comprehensive Local Needs Assessment & Local Application to Drive Quality and Equity in CTE**   
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.

([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))

**A Guide for Local Leaders: Maximizing Perkins V's Comprehensive Local Needs Assessment & Local Application to Drive Equality in CTE**

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. ([PDF](https://cte.careertech.org/sites/default/files/Maximizing_Local_Needs_Assessment_LocalLeaders_10-31-2018.pdf))

**Policy Benchmark Tool: CTE Program of Study Approval**

This guide from Advance CTE provides a tool for policy evaluation. An effective process for setting priorities is modeled in this guide. ([LINK](https://careertech.org/resource/program-approval-policy-benchmark-tool))

**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))

**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))

**Strategies for Special Population Success!**

These resources will help you develop plans to address the equity gaps for special populations that you uncovered during your reVISION process. ([LINK](https://www.education.ne.gov/nce/nontraditional-special-populations/#:~:text=Special%20Populations%20include%3A,Individuals%20preparing%20for%20nontraditional%20fields))

**Appendix G**

**Nebraska CTE Contacts**

|  |  |  |  |
| --- | --- | --- | --- |
| Administration |  |  |  |
| Dr. Katie Graham | State CTE Director | 402-937-2809 | [katie.graham@nebraska.gov](mailto:katie.graham@nebraska.gov) |
| Sydney Kobza | Assistant State CTE Director | 402-937-3389 | [sydney.kobza@nebraska.gov](mailto:sydney.kobza@nebraska.gov) |
| Teri Sloup | Perkins Grant Manager | 402-937-4708 | [teri.sloup@nebraska.gov](mailto:teri.sloup@nebraska.gov) |
|  |  |  |  |
| Career & Cross-Field Leaders | |  |  |
| Miranda Bright | Human Sciences & Education | 402-937-5095 | [Miranda.bright@nebraska.gov](mailto:Miranda.bright@nebraska.gov) |
| Jamelyn Denny | Health Sciences  HOSA State Advisor | 531-229-3156 | [jamelyn.denny@nebraska.gov](mailto:jamelyn.denny@nebraska.gov) |
| Jacqui Garrison | Communication & Info. Systems  FBLA State Advisor | 531-530-7648 | [Jacqui.garrison@nebraska.gov](mailto:Jacqui.garrison@nebraska.gov) |
| Chelsey Greene | Human Sciences & Education  FCCLA & Educators Rising State Adviser | 531-207-3104 | [chelsey.greene@nebraska.gov](mailto:chelsey.greene@nebraska.gov) |
| Sarah Heideman | Agriculture, Food & Natural Resources  FFA State Advisor | 402-432-2868 | [sarah.heideman@nebraska.gov](mailto:sarah.heideman@nebraska.gov) |
| Donna Hoffmann | School Counseling | 402-560-6877 | [donna.hoffman@nebraska.gov](mailto:donna.hoffman@nebraska.gov) |
| Mary Janssen | Business, Marketing, & Management  DECA State Advisor | 531-510-7315 | [mary.janssen@nebraska.gov](mailto:mary.janssen@nebraska.gov) |
| Aaron Jones | Skilled & Technical Sciences | 531-739-8224 | [aaron.jones@nebraska.gov](mailto:aaron.jones@nebraska.gov) |
| Therese Marzouk | Workforce Partnerships and WBL | 531-289-0158 | [therese.marzouk@nebraska.gov](mailto:therese.marzouk@nebraska.gov) |
| Greg Stahr | Skilled & Technical Sciences  SkillsUSA State Advisor | 531-510-7370 | [greg.stahr@nebraska.gov](mailto:greg.stahr@nebraska.gov) |
| Dr. Stacie Turnbull | Agriculture, Food & Natural Resources | 402-310-8344 | [stacie.turnbull@nebraska.gov](mailto:stacie.turnbull@nebraska.gov) |
| Shaun Young | Computer Science | 402-326-7304 | [shaun.young@nebraska.gov](mailto:shaun.young@nebraska.gov) |



This guidance document is advisory in nature but is binding on an agency until amended by such agency. A guidance document does not include internal procedural documents that only affect the internal operations of the agency and does not impose additional requirements or penalties on regulated parties or include confidential information or rules and regulations made in accordance with the Administrative Procedure Act. If you believe that this guidance document imposes additional requirements or penalties on regulated parties, you may request a review of the document. For comments regarding this document contact nde.guidance@nebraska.gov.

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

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. Maximizing Perkins V’s Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018. [↑](#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)