

**2008-2012**  
**Nebraska State Plan**  
**For**  
**Career Technical Education**

**In Fulfillment of the Requirements of the**  
**Carl D. Perkins Career and Technical Education Improvement**  
**Act of 2006**  
**P. L. 109-270**

**Nebraska Department of Education**

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## I. Introduction

### Guiding Assumptions

Perkins IV maintains much of the program improvement emphasis of Perkins III but requires Nebraska Career and Technical Education to focus on new areas. The following *guiding assumptions* are instrumental in moving Perkins IV forward.

- Federal Perkins IV funding for Nebraska Career and Technical Education (NCTE) is not an entitlement at either the state or local level.
- The use of Perkins IV funds must be focused on school improvement and increased student achievement outcomes.
- NCTE and academic education must be integrated in a comprehensive way emphasizing the academic content of CTE courses.
- NCTE must include comprehensive career guidance as an integral component at all levels of education.
- The skill set needed for success in postsecondary education and for work are one and the same.
- NCTE must be strategically placed within the broader vision, mission and goals for education within the state of Nebraska.

### Perkins IV Areas of Emphasis

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

- Secondary/Postsecondary curricular alignment and improved student transition.
  - Both secondary and postsecondary are required to demonstrate alignment of courses for seamless transition between secondary and postsecondary NCTE programs of study.
  - A new system of statewide articulation of secondary and postsecondary NCTE courses will be developed to improve opportunities for student transition.
- Emphasis on quality data and accountability to drive funding decisions resulting in improved student achievement and program improvement.
  - Perkins funds must be used to improve performance in core indicators.
  - Data quality is improved through the development of statewide systems.
- Increased and documented academic and technical rigor in both secondary and postsecondary NCTE courses.
  - Academic competencies are strengthened in career and technical education courses
  - A system of technical skill attainment is developed and implemented to respond to Perkins core indicators and assist in successful transition between secondary and postsecondary education and/or work.

- Sustained professional development for secondary and postsecondary instructors and administrators.
  - Professional development must be more than a one-day workshop experience; the emphasis is on a sustained professional development program.
  - Professional development opportunities will be balanced between secondary and postsecondary instructors and administrators.
- Programs of study must be implemented at both the secondary and postsecondary levels to meet labor market needs.
  - Programs of study must be implemented on both the secondary and postsecondary levels following the NCTE template
  - Approved programs of study must reflect labor market needs and economic development priorities as well as high skill, high wage, and/or high demand occupations.
- Changes in funding structure and use of funds to improve performance in these identified areas of emphasis.
  - Perkins IV requires the use of funds to improve performance measure data.
  - A new statewide consortium, Partners for Innovation, will be funded to address statewide issues and systems development.

### **Expanded NCTE Areas of Emphasis**

In addition to the Perkins Areas of Emphasis, Nebraska Career and Technical Education has established the following expanded areas. The goal of these areas is to build and support a world-class career and technical education system that responds to workforce needs, labor market information, and economic development priorities.

- Continue the development of a statewide NCTE system to prepare all Nebraskans for learning, earning, and living. Build this statewide system by planning from a broad P-20 perspective on how NCTE contributes to Nebraska's economic future rather than focusing on discrete secondary or postsecondary programs or specific funding streams.
- Ensure that all students have access to NCTE courses and programs of study; to highly qualified instructors; and to facilities and technologies that make quality NCTE available regardless of location and size of institution.
- Build on the work of rethinking high school focusing on rigor, relevance, and relationships and the emphasis on 21st Century Skills required of all students.
- Revise the current NCTE Essential Learnings (standards) to align with the knowledge and skill statements from the States Career Cluster Initiative. This revision will result in challenging academic and technical standards that guide instruction for high skill, high wage, and/or high demand occupations in current or emerging professions.

- Conduct on-going review of requirements to allow local flexibility where possible in providing programs, services, and activities designed to develop, implement, and improve NCTE.
- Provide professional development and technical assistance that promotes leadership, disseminates current research and best practice, and enhances knowledge and skills of NCTE instructors, administrators, and counselors resulting in improved quality of NCTE.
- Continue to develop and strengthen partnerships among secondary schools, postsecondary institutions (both 2- and 4- year), Workforce Development, economic development, and Nebraska business and industry.

**Building a High-Quality CTE System: A Vision for the Future**

From a beginning in the early 1900's that focused on training young men to return to the farm, career education has been an important part of education in Nebraska. For over a century, as a part of comprehensive high schools and postsecondary institutions, career and technical education has provided students with necessary academic and technical skills for employment. But Nebraska and our world are changing. Moving from reliance on the steam engine to the everyday use of the search engine, rapid changes in technology, globalization, shifting demographics, and increased accountability pressure on education have provided the impetus for rethinking the design and delivery of career and technical education in Nebraska.

Over the past five years, NCTE staff at the Nebraska Department of Education has engaged numerous stakeholders from across the state representing K-12, postsecondary, business and industry, and workforce and economic development partners to develop a conceptual framework for creating Nebraska Career and Technical Education for the 21<sup>st</sup> Century. This framework, including a vision, mission statement, and guiding principles set the stage for the work being completed. The State Plan for the Carl D. Perkins Career and Technical Education Act of 2006 provides support to implement this new framework for Nebraska Career and Technical Education.

**Vision**

Nebraska Career and Technical Education provides a world-class program that engages every student in high-quality, rigorous, and relevant education, enhanced with partnerships with business and industry, workforce and economic development that allows students to turn their passion, talent and ability into successful careers and fulfilling lives.

**Mission**

The mission of Nebraska Career and Technical Education is to provide a career education system for all Nebraskans that develops the knowledge and skills needed for lifelong learning, earning, and living.

## **Guiding Principles of Nebraska Career and Technical Education**

These guiding principles were developed to provide focus for the work of career and technical education intended to result in outcomes aligned to the mission and vision.

### ***1. Student Achievement in Academic and Technical Excellence***

Nebraska Career and Technical Education (NCTE) provides secondary and postsecondary students, adults, and incumbent workers with educational programs designed to provide the academic and technical knowledge and skills needed in preparation for their career, as well as lifelong learning. NCTE provides a unique educational environment that integrates academic and technical preparation for contextual learning that increases engagement and supports improved achievement for all students.

Nebraska has approved state standards in the four core areas of Math, Science, Reading and Writing, and Social Studies. Other instructional programs are guided by Essential Learnings – a list of outcomes similar to the standards for the core areas. Aligned to Nebraska Standards and guided by Essential Learnings, career and technical education courses reinforce the academic excellence defined by Nebraska’s state standards.

NCTE strives to meet the needs of all students, including special populations. The Perkins IV accountability measures provide a performance index for eligible recipients to analyze current practice and implement improvement strategies.

### ***2. Rigorous and Relevant Learning***

Nebraska Career and Technical Education provides opportunities for learning that is grounded in real-world relevance and application, yet appropriately challenging and rigorous to develop the future-thinking and problem solving abilities desired by business and industry.

Secondary NCTE program content is based on the States Career Cluster Initiative knowledge and skill statements that provide the outcomes for measuring student achievement. These statements also provide the framework for aligning secondary and postsecondary curriculum as a part of a program of study. NCTE at the postsecondary level has always depended upon strong business and industry involvement to determine the knowledge and skills needed by program completers.

NCTE is responsive to labor market, workforce, and economic needs on a state, regional, and local level. This responsiveness provides relevance to the instruction and provides students with transferable skills necessary for success in their future career. NCTE is working as an active partner in rethinking high school efforts focused on improving the rigor, relevance, and relationships in high schools.

### ***3. Career Development and Management***

Exploring the world of work using the 16 career clusters broadens students' knowledge of career possibilities. The work of career development and management is a partnership between School Counseling and NCTE. School Counseling is considered an integral component of Nebraska Career and Technical Education. The continuum of guidance provided includes career awareness in elementary school, career exploration in middle school, and career preparation in secondary and postsecondary education.

Nebraska Career Connections provides a "K-grey" (birth to death) web-based tool allowing all Nebraskans access throughout their career. Promoting the concept of lifelong learning, Nebraska Career Connections promotes career management as appropriate throughout the career development continuum. It provides opportunities to develop a personal career and education plan, explore postsecondary education opportunities and create a personal portfolio that can be used throughout their life.

#### ***4. Extended Learning Opportunities***

On both the secondary and postsecondary levels, NCTE offers integrated curricula through programs of study in the career clusters and pathways. An essential component of the integrated curricula provides activities and experiences outside the normal classroom and laboratory setting. These are called extended learning opportunities and include, but are not limited to workbased learning, service learning, community problem solving and student leadership opportunities.

Student leadership is a vital component of Nebraska Career and Technical Education. These experiences are provided in a variety of ways, but most effectively through the career student organizations supported by NCTE. These include DECA, DEX, FBLA, FCCLA, FFA, HOSA, PBL, and SkillsUSA..

#### ***5. Professional Development***

An effective NCTE program requires highly prepared instructors, administrators, and staff who are supported by sustained, high-quality, and relevant professional development. NCTE professional development includes effective pre-service in both content and pedagogy, relevant and timely in-service, and pursuit of advanced degrees.

A new area of emphasis is the recruitment and retention of endorsed NCTE instructors to ensure there is an adequate supply of qualified faculty who are knowledgeable in their technical areas as well as in the academic competencies and workplace requirements essential to their NCTE program areas.

#### ***6. Evaluation and Continuous Improvement***

The quality and effectiveness of Nebraska Career and Technical Education is dependent on the ability to consistently evaluate and improve. Effective valuation of programs based on sound data and stakeholder input is essential. Based on this data-informed evaluation, the cycle of continuous improvement must be a constant area of emphasis.

Strong and effective NCTE leadership is critical at both the local and state level. Developing and sustaining this leadership will help to ensure the consistent evaluation and continuous improvement needed to keep NCTE responsive to changing workforce and economic demands. It is important to always view NCTE systemically by taking a broad perspective in evaluating NCTE's contribution to Nebraska's economic future rather than focusing on discrete secondary or postsecondary programs, or specific funding streams.

### ***7. Effective Partnerships***

The potential scope and impact of NCTE is uniquely linked to the world of work and requires the direct participation of and partnership with business and industry, workforce and economic development to maximize program quality for all students. These partnerships must exist at the local, regional, and state level. Through effective partnerships, NCTE can maximize the use of limited resources and address the unique needs of our state's economy.

## **Responses to the U. S. Department of Education Guide for the Submission of the 2008-2013 State Plan for the Perkins IV Funds**

### **I. Planning, Coordination, and Collaboration Prior to Plan Submission**

#### **A. Statutory Requirements**

- 1. The State must conduct public hearings, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State Plan. [Section 122(a)(3)]**
- 2. State must include a summary of the above recommendations and the eligible agency's response to such recommendations in the State Plan. [Section 122(a)(3)]**
- 3. The State Plan must be developed in consultation with academic and CTE teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The State must consult the Governor of the State with respect to the development of the State Plan. [Section 122(b)(1)(A)-(B)]**
- 4. The State must develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 to participate in State and local decisions that relate to development of the State Plan. [Section 122(b)(2)]**
- 5. The State must develop the portion of the State Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State Plan is objectionable, the State agency must file its objection with the Eligible State Agency. The State must respond to any objections it receives in the State Plan submitted to the Secretary. [Section 122(e)(3)]**

*Response*

In accordance with Section 122(a)(3) of the Carl D. Perkins Career and Technical Education Act of 2006 and the “Guide for the Submission of State Plans,” the Nebraska Department of Education (NDE) conducted a comprehensive and thorough process to elicit public input on the State Plan. Public hearings were conducted, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including employers, labor organizations, parents, students, and community organizations) an opportunity to present their views and make recommendations regarding the State Plan.

The following State Plan development activities were conducted in accordance with the framework of consultations required by section 122(b)(1)(A-B) and section 122(b)(2) of the Act:

- Several sessions of structured input from groups that included representation from all the required stakeholders
- Web-based input to draft plan
- Public hearings

Appropriate records for these mandated consultations will be maintained.

### **Structured Input**

A series of meetings designed to seek input from diverse stakeholders were conducted throughout 2006-2007.

February 23, 2006	Perkins Update for LEA Perkins Administrators
March 2, 2006	Perkins Reauthorization Retreat
June 2006	NCE Conference, Perkins Administrator Update
December 13-14, 2006	Perkins State Plan Development Input Conference
April 17, 2007	Perkins Update for LEA Perkins Administrators
June 2007	NCE Conference, Perkins Administrator Update
September 28, 2007	CTE Teacher Education Forum
October 15, 2007	PFI Meeting
December 12-13, 2007	FutureForce Strategy Session

The special two-day summit held on December 13-14, 2006 and December 12-13, 2007 provided primary input. Attendees of the summits included the required representatives. A listing of the participants and work accomplished is found in Appendix A.

The Governor’s Office was also consulted with respect to State Plan development.

### **Web-based Input**

A public Web site was developed to allow individuals to submit comments to the ideas and proposals of the State Plan.

**Public Hearings.** Public hearings were held on February 13, 2008 and February 15, 2008 to provide an opportunity for input from all interested parties. Notices of the review period and the public hearings were posted per the Nebraska Open Meeting Act requirements on the NCTE website

A summary of the Agendas and Recommendations is included in Appendix B. Following the input from meetings, web input and the public hearings, the recommendations were either integrated into the draft plan and approved by the State Board of Education or rejected because they did not relate to Perkins IV.

The Nebraska Department of Education has consulted with the Coordinating Commission for Postsecondary Education on the development of this plan.

## II. Program Administration

### A. Statutory Requirements

**1. The State must prepare and submit to the Secretary a State Plan for a 6-year period; or a transition plan for the first year of operation of programs under the Act. [Section 122(a)(1)]**

*Response*

The Nebraska Department of Education forwarded and received approval for the one-year transition plan. This five-year State Plan for the operation of programs under the Carl D. Perkins Career and Technical Education Act of 2006 during fiscal years 2009-2013 is being submitted for the State of Nebraska.

**2. The State must describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of:**

- (a) The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that:**
- i. Incorporate secondary education and postsecondary education elements;**
  - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
  - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
  - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.**

*Response*

Nebraska is working on the development and implementation of Nebraska Career and Technical Education (NCTE) programs of study. NCTE adopted the States Career Cluster Initiative model in 2002 (Appendix G). Since that time, extensive work has been done at the secondary and postsecondary level to use the career clusters as a framework for curriculum and for career guidance. The clusters framework provided a starting point for the development of the programs of study.

Nebraska has defined the purpose for the programs of study as follows:

- Assist secondary schools in creating meaningful sequences of courses that adequately prepare individuals for postsecondary education and/or careers.
- Promote postsecondary education options for NCTE students to further prepare them for successful transition to their career.
- Promote collaboration between secondary and postsecondary education through curriculum alignment for seamless transition for all students without remediation that eliminates duplication of coursework.
- Promote the advancement of articulated and/or dual credit courses for all students.
- Provide rigorous and relevant curriculum at the secondary and postsecondary level, aligned with industry standards that leads to the attainment of a diploma, degree, and /or industry certification.
- Assist students in identifying appropriate courses for high school and postsecondary education that lead to their chosen career.

Each local eligible recipient must offer at least one state-approved program of study to qualify for Perkins IV funds.

Criteria for approving a program of study will include:

- A sequence of at least three secondary NCTE courses appropriate for the cluster or pathway.
- Recommended academic and technical courses aligned to the program of study.
- Alignment between secondary and postsecondary course offerings identified in the program of study including articulation or dual credit where possible.
- Identification of industry credentials where appropriate, certificate or diploma from postsecondary.

NCTE will provide three options for eligible recipients to submit their programs of study for approval.

- 1) Recommended state models are being adapted from the work of the national plan of study models developed by the States Career Cluster Initiative. These model programs of study are developed by cluster and by pathway within the cluster. Locals may choose to adopt these recommended programs of study.
- 2) Local eligible recipients will be able to design their own program of study and submit them to the Nebraska Department of Education for approval. The application must include a description of the courses included.
- 3) Local eligible recipients may choose to use a nationally validated program of study such as Project Lead the Way, Cisco Oracle Academies, or ProStart. The application must document the use of these national programs as designed to be implemented.

The model programs of study will be made available in early spring of 2008 for eligible recipients to use in applying for approval of their programs of study. Eligible recipients

will submit their programs of study for approval prior to approval for use of Perkins IV funds beginning July 1, 2008.

**(b) How the State, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;**

*Response*

Beginning with FY09, each LEA receiving Perkins IV funds must provide at least one NCTE program of study that meets the requirements set forth in Perkins IV.

The Nebraska Department of Education Career Education staff, in consultation with eligible recipients, has developed model secondary programs of study for each cluster and pathway. These models were developed starting with the National Plans of Study developed by the CCTI and the States Career Cluster Initiative and were modified to match Nebraska's curriculum structure. Through regional professional development opportunities, the NDE career education staff shared these models seeking input from eligible recipients.

Work is being completed on alignment of secondary and postsecondary content in the programs of study, alignment with appropriate academic courses, and identification of the industry-recognized credential or certificate at the postsecondary level or an associate or baccalaureate degree. This work is being completed in cooperation with Nebraska Department of Education academic content specialists and representatives from postsecondary education.

Another aspect of work being completed on the programs of study is the validation of the knowledge and skill statement outcomes of each program of study by appropriate business and industry representatives. The knowledge and skill statements will be taken from the States Career Cluster Initiative. These statements will also assist in the alignment of the secondary and postsecondary courses in the program of study.

Implementation of the programs of study at the local level will be monitored through the on-going monitoring program required by Perkins IV.

**(c) How the State will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;**

*Response*

The Transition Plan approved for Nebraska Career and Technical Education merged the Title I and Title II funding streams to move secondary/postsecondary transition to the next level of effectiveness. This State Plan continues that merger for the 5-year life of this plan.

The development and implementation of the programs of study will provide alignment of curriculum between secondary and postsecondary career and technical education. A new statewide Perkins consortium, Partnerships for Innovation, has been created to provide the

leadership and direction for the alignment of secondary/postsecondary curriculum, development of statewide articulation agreements, and expansion of dual credit opportunities in career and technical education. The Partnerships for Innovation (PFI) is a required expenditure of funds for local eligible recipients. The consortium is directed by a Leadership Council made up of six leaders from postsecondary and six leaders from secondary education. The consortium is funded with a maximum of a 10% contribution from all eligible recipients on both the secondary and postsecondary level. The scope of work, supervision of work and evaluation of accomplishments, level of contribution and appointment to the Leadership Council are part of the annual work of the PFI Leadership Council.

The plan of work of the Partnership for Innovation consortium is defined in Appendix C. PFI will be the primary vehicle for implementing statewide articulation agreements between secondary and postsecondary education institutions.

**(d) How programs at the secondary level will make available information about career and technical education programs of study offered by eligible recipients;**

*Response*

The Nebraska Department of Education will assist secondary schools in making information about programs of study available through the following strategies:

- The annual Nebraska Career Education Conference where presentations will be conducted on the Programs of Study and implementation.
- Nebraska Career Education School Counseling staff will provide professional development through the Nebraska School Counselor Academies and other on-going professional development activities.
- A special section featuring the model programs of study will be placed on the newly developed Nebraska CareerConnections.org website. The website is available free to all Nebraskans.
- Nebraska Career Education staff will work with career education teacher educators to infuse instruction on the sample programs of study into their pre-service education programs for future career education teachers.
- Schools will be encouraged to include their locally implemented programs of study into their course catalogs and school counseling/teacher advisement systems.
- Nebraska Career Education staff will develop sample materials locals can use to educate students and parents on the programs of study.
- The Nebraska Department of Education will list all approved programs of study on the statewide State of the Schools Report. This report is distributed statewide each year. It is a primary source of information on school performance for parents and stakeholders.
- All approved programs of study will be placed on the Nebraska Career Education website, a part of the Nebraska Department of Education website. It will be updated as needed to accurately reflect the programs of study offered by eligible recipients.

- Professional development efforts conducted by the Nebraska Department of Education for school counselors and NCTE instructors will focus on the importance of the programs of study and strategies for sharing them locally.

- (e) The secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the State, to develop, improve, and expand access to appropriate technology in career and technical education programs;**

*Response*

The new Essential Components for Nebraska Career and Technical Education developed under Perkins IV, require programs to have access to technology consistent with industry standards to be available and utilized. All new technology purchased with Perkins IV funds requires eligible recipients to justify the technology based on the curriculum offered and the professional development required for the use and implementation of the technology into the instructional program.

Nebraska Department of Education staff will conduct technical assistance workshops on avoiding supplanting of local resources and will address this during monitoring visits.

- (f) The criteria the State will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will:**
- i. promote continuous improvement in academic achievement;**
  - ii. promote continuous improvement of technical skill attainment; and**
  - iii. identify and address current or emerging occupational opportunities;**

*Response*

Eligible recipients will be required to submit a local 5-year plan for approval to qualify for Perkins IV funds. The local plans will include a review of essential components designed to determine the size, scope, and quality of local offerings.

The listing of Nebraska Career and Technical Education, Perkins IV Essential Components is found in Appendix D.

The following criteria will be used to approve eligible recipients for Perkins IV funding:

- A five-year career education strategic plan must be submitted and approved. This five-year plan must ensure the Perkins IV funds are used to promote continuous improvement in academic and technical skill achievement, and identify and address current or emerging occupational opportunities.
- An annual application must be submitted detailing proposed strategies, activities, and expenditure of funds that support the strategic plan based on the annual review of local data.
- Strategies and actions must address any deficiencies in performance measures as outlined in the accountability performance report.

- All uses of Perkins IV funds must reflect the requirements for uses of funds or allowable uses of funds per Section 135 of the Perkins Act.
- Not more than 5% of any Perkins grant can be allocated to administrative purposes as defined in Perkins IV.

The local plans will require eligible recipients to identify strategies and activities to support improvement on core indicators 1S1, 1S2, and 2S1 for secondary and 1P1 and 2P1 for postsecondary programs. The criteria used to assess the potential effectiveness of the proposed actions will be based on the degree to which the activities are expected to result in improvements in the three core indicator performance levels.

The local plans will also require eligible recipients to review their current program offerings based on current labor market information, workforce, and economic development initiatives to provide current or emerging occupational opportunities for students.

The state will develop Career Education Models for each career cluster/pathway program that will define the components of a quality program. Local eligible recipients will be able to utilize these Models for program planning and improvement.

**(g) How programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;**

*Response*

The development and implementation of programs of study will provide necessary information for secondary students, including special populations, to understand the requirements for completion. The programs of study in conjunction with the required Personal Learning Plan will provide the road map needed for students to reach their goal of graduation.

Nebraska's Personal Learning Plan (PLP) is created by the student, parent, and counselor or faculty advisor by the end of their eighth grade year. The PLP lists the courses the student plans to complete in high school and postsecondary education to reach his/her career goal. The PLPs are to be reviewed and updated annually to match the student's career interests and future plans. The PLP is a tool to monitor student progress toward his/her goal of graduation and postsecondary education.

The NCTE partnership with school counseling will identify and provide appropriate intervention for student supports of academic development such as study skills, time management, and test prep. The use of the programs of study and personal learning plans will assist school counselors in helping students "stay on track" for graduation during their high school years.

The local application for Perkins IV funds requires eligible recipients to identify the goals for supporting students, especially special populations, in achieving their goal of high school graduation and postsecondary education.

- (h) How such programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;**

*Response*

Local eligible recipients in the five-year strategic plan and their annual application will outline how Nebraska Career and Technical Education programs will:

- serve all students, including special populations
- be aligned with the required academic and technical skills
- prepare students for high skill, high wage, and/or high demand occupations in current or emerging occupations
- include secondary and postsecondary program alignment
- partner with school counseling to ensure that all students receive systematic career development and career counseling to help them establish plans for entry into postsecondary education and/or work
- use career student organizations as a vehicle for communication about the opportunities available in career and technical education

- (i) How funds will be used to improve or develop new career and technical education courses:**

- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act (ESEA) of 1965, as amended;**
- ii. At the postsecondary level that are relevant and challenging; and**
- iii. That lead to employment in high-skill, high-wage, or high-demand occupations;**

*Response*

The adoption of the Nebraska Career Education model has helped to expand the awareness of the need for improving or developing new NCTE courses. The implementation of programs of study combined with the use of labor market information and workforce/economic development efforts provide the impetus for the development and implementation of new courses. The programs of study will require alignment with rigorous and challenging academic content.

NCTE postsecondary courses are implemented based on labor market needs. These courses are aligned with business and industry expectations to provide the relevance and

academic/technical content needed for successful employment. All secondary and postsecondary programs approved for assistance with Perkins IV funds must prepare students for high-skill, high-wage, or high demand occupations.

Perkins funds will be used to support the initial implementation of new courses that meet the above-mentioned criteria. This support may be for the development of the technical and academic curriculum content, needed technology for course implementation, professional development, and alignment to secondary/postsecondary education.

**(j) How the State will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;**

*Response*

The Nebraska Department of Education shares best practice through the following:

- Sessions on best practice conducted at the annual Nebraska Career Education Conference;
- Best practice recognition programs sponsored by the Nebraska Department of Education and conducted in partnership with the Association for Career and Technical Education of Nebraska;
- Information on best practice and innovative ideas shared on NDE listserv/web pages;
- Evaluate the potential of a new NCTE Web site to provide on-going support for NCTE teachers and administrators to improve the achievement of students through blogs, web-based discussions, creating, and archiving of best practice, and maintaining an NCTE calendar of events; and
- Conducting professional development and technical assistance workshops to provide training and share information.

**(k) How funds will be used effectively to link academic and career and technical education at the secondary level and at the postsecondary level in a manner that increases student academic and career and technical achievement; and**

*Response*

The Partnership for Innovation (PFI) statewide consortium will provide leadership on the alignment of secondary and postsecondary levels by focusing on the following:

- establish a process to strengthen the alignment and eliminate transition barriers between secondary and postsecondary career education programs, including both two- and four-year postsecondary institutions
- develop statewide articulation agreements
- improve academic integration in career education
- work with data and technical skill attainment
- implement new, innovative curriculum that allows students to excel in both academic and technical achievement

Nebraska has maintained a Links to Standards website that demonstrates the alignment between the Essential Learnings of NCTE and the Standards of the academic core. This Links to Standards website will be updated using the new Essential Learnings developed from the knowledge and skill statements of the States Career Cluster Initiative.

Eligible recipients are required to analyze their achievement on Perkins performance measures and report their analysis on their annual report submitted at the end of each fiscal year. Funding decision for the subsequent years must be based on the data analysis of the previous years with respect to academic and technical achievement.

The state will develop Career Education Models for each career cluster/pathway program that establishes the components of a quality program. These criteria can be used by locals for program planning and improvement.

- (1) How the State will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration.**  
[Sec.122(c)(1)(A)-(L)]

*Response*

Nebraska currently annually reports results of the Perkins performance measures on the Nebraska Department of Education State of the Schools Report. Other measurements will include the success of programs of study based on the number of programs of study implemented and the number of secondary and postsecondary students completing the program of study and receiving diplomas, certificates, or advanced degrees. The results will be published in both the CAR report and on the State of the Schools Report.

Nebraska will continue to gather data on the implementation of programs of study through the Perkins monitoring process

- 3. The State must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that:**
- (a) promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**
  - (b) increases the percentage of teachers that meet teacher certification or licensing requirements;**
  - (c) is high quality, sustained, intensive, and focused on instruction, and Increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**

- (d) encourages applied learning that contributes to the academic and career and technical knowledge of the student;**
- (e) provides the knowledge and skills needed to work with and improve instruction for special populations; and**
- (f) promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Section 122(c)(2)(A)-(G)]**

*Response*

Comprehensive professional development, while a required state leadership activity, is a cornerstone of Nebraska's State Plan. As the Nebraska Career Education Model continues to be implemented statewide, the need for professional development has increased exponentially. The Nebraska Department of Education will provide professional development that will address the following:

- Implementation of the NCTE model, programs of study, and the use of the knowledge and skill statements
- Integration and reinforcement of academic competencies into NCTE courses
- Instructional design and delivery, integration of technology, formative and summative assessment, and intervention strategies
- Current business and industry information and trends to keep instruction relevant
- Dissemination of best practices for NCTE
- Components that are unique to NCTE, such as laboratory management, extended learning opportunities, workbased learning, career student organizations
- Strategies for successful participation of special populations in NCTE courses
- Use of career student organizations to support student achievement of academic and technical content and development workplace readiness skills
- The Career Education Models for each career cluster/pathway program and how to use the criteria for program improvement

Nebraska is fortunate to have over 95% of our career and technical education instructors appropriately endorsed in their area of instruction. This has been maintained because of the strong partnership between Nebraska Department of Education career and technical education staff, and the teacher education institutions and faculty. A provisional certificate is available for those instructors who need to seek additional endorsements. This certificate is renewable for up to three years providing the instructor is progressing toward completing the endorsement requirements.

Nebraska will begin the process of reviewing all of the teacher certification requirements for endorsement in the NCTE program areas during the 2008-2009 year. This will include restructuring endorsements as needed to meet the requirement of the new Nebraska Career Education Model. This revision process is completed in cooperation with the Nebraska Council on Teacher Education. The goal of this revision process is to maintain our high percentage of appropriately endorsed instructors while assuring the quality of their preparation program.

The Nebraska Department of Education will continue the annual Teacher Educator Forum designed to promote meaningful conversation about the preservice and inservice needs of Nebraska Career and Technical Education.

- 4. The State must describe efforts that it and eligible recipients will make to improve:**
- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**

*Response*

Nebraska is committed to recruiting and retaining quality NCTE instructors, administrators and school counselors. Strategies to be implemented include:

- Support for growth in the implementation of the education and training career cluster
- Support retention efforts through new teacher inservice programs including mentoring opportunities
- Focus on non-traditional and underrepresented audiences for recruitment into NCTE teaching
- Use Career Student Organizations as a tool for recruitment
- Develop and provide existing teachers tools that support recruitment and retention of teachers
- Support and expand where appropriate alternative means to entry into the teaching profession for business and industry representatives. (Transition to Teaching, Trade Certificate, etc.)

- (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]**

*Response*

Nebraska currently supports a Transition to Teaching program that creates a fast track approach to completing a teaching endorsement for those individuals with a baccalaureate degree. Several candidates have successfully completed endorsements in NCTE through this program. NCTE continues to actively promote the use of the Transition to Teaching program.

Nebraska also currently has a Trade certificate option that allows individuals from business and industry to teach NCTE in the area of their expertise. Nebraska will use Perkins State Leadership funds to provide inservice and professional development for these individuals to help provide a successful experience teaching.

- 5. The State must describe efforts that it and eligible recipients will make to improve the transition of sub baccalaureate career and technical education**

**students into baccalaureate degree programs at institutions of higher education.  
[Sec. 122(c)(4)]**

*Response*

Nebraska will support transition through the following:

- The Partnership for Innovation statewide consortium will provide the leadership for the development of statewide articulation agreements and focus on the alignment of curriculum to allow transition from secondary to 2- and 4-year postsecondary and from 2-year to 4-year postsecondary education.
- Partner with P-16 to create policies that support seamless transition.
- Cooperate with the newly funded Nebraska Transcript Project to support transition using electronic transcripts between educational delivery systems.
- Design and implement a Web-based information system to communicate the transferability of coursework.

**6. The State must describe how it will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]**

*Response*

In implementing systems that support partnerships in the planning, development, implementation, and evaluation of NCTE programs, Nebraska will complete the following:

- Implement state-level advisory committees for each of the 16 career clusters. The committees will be comprised of business and industry, secondary and postsecondary NCTE instructors, academic educators, and school counselors. These advisory committees will also have representation from the State Workforce Investment Board when possible.
- Nebraska Career and Technical Education Essential Learnings (content standards) will be updated using the knowledge and skill statements from the States Career Cluster initiative. These knowledge and skill statements were developed and validated by national advisory committees of business and industry and education representatives.
- Support for regional advisory councils representing both secondary and postsecondary education with activities that focus on the career field areas to support the implementation and evaluation of NCTE programs.
- Programs of study implementation will require the collaboration of business and industry, secondary, and postsecondary educators
- A self-evaluation template will be developed for local use that will include input from all stakeholders and can be used for planning, development, implementation, and evaluation of NCTE programs.
- The state will develop Career Education Models for each career cluster program that establishes involvement of all stakeholders as one of the components of a quality program

- 7. The State must describe efforts that it and eligible recipients will make to:**
- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in--**
- i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**
  - ii. Career and technical education subjects;**

*Response*

Nebraska will utilize the following strategies for improving the academic and technical skills of students participating in NCTE programs:

- NCTE courses will integrate and reinforce academic content that is appropriate for the technical content of the course. Instructors will incorporate strategies that allow students to apply knowledge and skill in order to strengthen their understanding of the needs of the workplace and will be made aware of the academic standards being integrated.
- The Nebraska Department of Education career education staff will work with their academic counterparts to integrate workplace applications into academic classes.
- Integration of academic and CTE knowledge and skills will be accomplished through strategies such as project-based learning, problem-based learning, service learning, integrated courses, CTE courses that meet university requirements, team teaching, and other similar approaches.
- Conduct professional development programs designed to assist instructors in improving the academic and technical skills of students of NCTE programs.
- Continue support for the Career Student Organizations to encourage development of academic and technical skills.
- The state will develop Career Education Models for each career cluster/pathway program that establishes academic and technical integration as one of the components of a quality program

- (b) Provide students with strong experience in, and understanding of, all aspects of an industry; and**

*Response*

Nebraska will address all aspects of an industry through the following:

- The Nebraska Career Education Model provides the framework for giving students the experience and understanding of all aspects of an industry. The continued implementation of this model will provide the breadth of instruction needed.

- The implementation of the national knowledge and skill statements into NCTE Essential Learnings. This will provide the breadth of instruction needed for students to have a strong experience in all aspects of an industry.
- The state will develop Career Education Models for each career cluster program that establishes experience in and understanding of all aspect of an industry as one of the components of a quality program.
- Nebraska will continue to use the Career Student Organization as a strong bridge between the classroom and real-world industry experiences that help them understand all aspects of the industry.
- Nebraska continues to support workbased learning to provide meaningful experiences for all students.

**(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]**

*Response*

Career and technical education in Nebraska is offered through comprehensive secondary schools and community colleges. Having secondary NCTE offered in a comprehensive school allows NCTE students to participate in the same academic preparation program as other students. Nebraska does not offer a differentiated diploma – all students receive the same diploma based on completion of local graduation requirements.

Nebraska will continue to provide professional development on strengthening the academic content of NCTE courses to help all students achieve academic proficiency.

**8. The State must describe how it will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]**

*Response*

Nebraska will provide technical assistance through the following:

- NDE career education specialists work to effectively and efficiently respond to requests for assistance from both secondary and postsecondary instructors and administrators.
- Perkins monitoring assignments are assigned geographically, allowing NDE career education staff to build a relationship with a specific section of Nebraska.
- Technical assistance workshops are held across the state to provide updates on technical skills, implementation of the NCE model, and respond to requests for technical assistance from locals.
- NDE is working to strengthen our Web delivery of technical assistance as well as through email, newsletters, and the sharing of best practice.

**9. The State must describe how its career and technical education program relates to occupational opportunities in the State and region. [Section 122(c)(16)]**

*Response*

Eligible recipients must address the labor market demand and workforce/economic development priorities of their locale in their local plan and annual application. This justification is required as a component of being eligible for Perkins IV funding.

The Nebraska Department of Education maintains a strong relationship with the Department of Labor and Department of Economic Development to coordinate programs and share information. This partnership has resulted in increasing the awareness of data locals can use in planning for their career and technical education programs.

The NDE career education staff has formed a strong partnership with FutureForce Nebraska. FutureForce Nebraska (FFN) is a unique collaboration of state agencies, K-12, 2- and 4- year public and private education, State Workforce Investment Board, and Nebraska business and industry. FFN is actively working to develop talent pipelines in Nebraska's economic development targeted industries.

**10. The state must describe the methods proposed for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Section 122(c)(17)]**

*Response*

The Nebraska Department of Education has been working to integrate the planning for Federal programs within local eligible recipients. A common electronic Grants Management System is used for submitting applications and processing claims. A system of integrated monitoring visits is now under development. All Federal programs will be monitored during one session by a team from NDE. This is being piloted to minimize the interruptions caused by several monitoring visits during the school year.

Regular meetings are held with the Nebraska Department of Labor to create opportunities for coordination between Perkins and the Workforce Investment Act.

**11. The State must describe the procedures to be developed to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Section 122(c)(20)]**

*Response*

Regular coordination meetings are held between Department of Labor staff responsible for WIA and career education staff at the Nebraska Department of Education. These meetings are focused on partnership building as well as ensuring non-duplication among programs.

Annual reports are submitted to the Nebraska Workforce Investment Board on Perkins activities as a means of communicating to eliminate duplication of services.

**B. Other Department Requirements**

- 1. The State must submit a copy of its local applications or plans for secondary and postsecondary eligible recipients, which will meet the requirements in section 134(b) of the Act.**

*Response*

See Appendix E for the 2008-12 Local Plan and Local Plan Instructions.

- 2. The State must provide a description of its governance structure for career and technical education, including the approximate number of eligible recipients at both secondary and postsecondary levels.**

*Response*

The Nebraska Department of Education is designated as the state agency responsible for the administration of the Carl D. Perkins Career and Technical Education Act of 2006. The Nebraska Department of Education is established by the Constitution of the State of Nebraska and is governed by an elected State Board of Education. The Nebraska State Board of Education also serves as the State Board for Career and Technical Education.

The State Board through the Commissioner of Education appoints an administrator (State Director for Career and Technical Education) for career education to serve as a part of the Department's Curriculum and Instruction Team. The career education administrator and assigned staff provide leadership for career education and for the administration of the Carl D. Perkins Career and Technical Education Act of 2006. The Nebraska Department of Education does not delegate any of its responsibilities to any other state agency.

The NDE Career Education staff provide leadership for career education by:

- providing professional development and technical assistance;
- securing industry input for program planning and evaluation;
- managing programs and special initiatives; and
- providing leadership for career and technical student organizations.

There are 254 school districts that are potential eligible recipients at the secondary level. There are six area community colleges with seventeen campuses that are eligible recipients at the postsecondary level. Nebraska Career and Technical Education serves approximately 85,000 participants at the secondary level and approximately 48,550 participants at the postsecondary level.

- 3. The State must provide a description of the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.**

*Response*

The partnership between Perkins IV and the Workforce Investment Act (WIA) is a significant part of the effort to build a comprehensive workforce preparation system in Nebraska. Perkins IV programs and activities are part of the referral system for core services and training provided at the One-Stop career centers.

One-Stop Centers are co-located on some community college campuses while others operate them at separate locations near the school campus. All postsecondary schools are involved with their local One-Stop operators providing a variety of services depending on the service needs of the area served by the One-Stop center. Many of the postsecondary and secondary schools are represented on their local WIBs.

### III. Provision for Services of Special Populations

#### A. Statutory Requirements

1. **The State must describe its program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations:**
  - (a) **Will be provided with equal access to activities assisted under the Act.**

#### *Response*

Nebraska will use the following strategies and activities to be conducted at both the state and local levels to provide equal access:

- Provide a set-aside of leadership dollars focused on increasing participation in and completion of gender non-traditional students in career education.
- Provide consultant services dedicated to monitoring civil rights compliance and making ongoing technical assistance and professional development available to eligible recipients.
- Provide a set-aside grant to support career education through corrections.
- Work with teacher education institutions to provide meaningful preparation for all teaching candidates on working with special populations and helping them achieve success in career and technical education.
- Provide an on-going program of professional development for NCTE instructors on strategies for helping special populations achieve success in career education.
- Analyze the performance data of special populations to determine appropriate strategies and activities at the State level.
- Support the alignment of the data collection systems that serve the secondary and postsecondary career and technical education systems to improve data-informed decision making, including the analysis of participation and completion of special populations in both secondary and postsecondary education.
- Require eligible recipients as part of their local plan, to describe:
  - The analysis of data completed that supports the activities planned to assess the effectiveness of programs and services that serve special populations.
  - How they will encourage increased participation of special populations' students in Career-Technical Student Organizations (CTSOs).
  - How the needs of special populations will be accommodated within their State-approved Programs of Study.
  - How their allocation funds will be used to promote preparation for special populations in non-traditional fields.
  - How secondary and postsecondary programs will prepare members of special populations to earn diplomas, degrees, or credentials.

**(b) Will not be discriminated against on the basis of their status as members of special populations; and***Response*

Nebraska will continue to provide on-site monitoring of civil rights compliance in both secondary and postsecondary institutions offering NCTE per the Methods of Administration (MOA) document. Nebraska will also continue to provide technical assistance and consultant services for civil rights compliance.

**(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how you will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]***Response*

Nebraska will require all eligible recipients to describe in their local plan how they will enable special population students to meet or exceed State adjusted levels of performance and prepare for further learning and high-skill, high-wage or high-demand occupations. Eligible recipients will be required to identify barriers to participation and to take appropriate steps to eliminate them. Services will be provided to enable special population students to meet or exceed State adjusted levels of performance. These services may include, but are not limited to:

- Support services as required by an Individualized Education Program (IEP)
- Career information and assessment
- Limited English proficiency support services
- Services designed to facilitate the effective transition from secondary to postsecondary programs
- Professional development activities for NCTE instructors
- Other support services (e.g. tutoring) as appropriate

Nebraska will also conduct a special research study to identify any barriers and determine the most effective strategies for non-traditional and special populations to ensure success.

**2. The State must describe how it will adequately address the needs of students in alternative education programs, if it has such programs. [Sec. 122(c)(14)]***Response*

Nebraska will continue to encourage eligible recipients to include alternative education programs in their planned use of Perkins IV funds. Nebraska will also continue to provide professional development for instructors providing services to alternative education students.

- 3. The State must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)].**

*Response*

Nebraska will require eligible recipients to describe how they will use Perkins IV funds to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. Nebraska will conduct a special reach study to identify any barriers and determine the most effective strategies for non-traditional and special populations to ensure success. The results of this study will provide direction for the use of Perkins IV funds to support Sec. 122 (c)(18).

- 4. The State must describe how funds will be used to serve individuals in state correctional institutions. [Sec. 122(c)(19)]**

*Response*

Nebraska will issue a Request for Proposal to partner with an institution to serve individuals in state correctional institutions. This competitive grant will be awarded to the best qualified applicant to provide career and technical education services for individuals in state correctional institutions.

Nebraska is also piloting with Adult Basic Education to provide a combination of GED and career preparation services for incarcerated individuals.

- 5. The State must describe how it will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act (GEPA) as amended. For further guidance and examples, see the Notice to All Applicants at: <http://www.ed.gov/fund/grant/apply/appforms/gepa427.pdf>**

*Response*

Nebraska's annual Perkins IV Section 131 and 132 applications for funds will inform eligible recipients of the GEPA Section 427 statute and requirement, and will require them to annually review all of the local NCTE programs planned for assistance with Perkins IV funds to:

- determine if any of these programs, based on local circumstances, has a gender, race, national origin, color, disability, or age barrier which could prevent or impede the access or participation of any students, teachers, and/or other program beneficiaries with special needs;
- identify any program(s) that has such a barrier; and
- provide a clear and succinct description of the actions that will be taken to ensure that the barrier is effectively removed.

## IV. Accountability and Evaluation

### A. Statutory Requirements

- 1. Describe the procedures the eligible agency will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

#### *Response*

The Nebraska Department of Education will post the proposed measurement definitions and approaches for the core indicators of performance on the Nebraska Career Education website and use an internet-based survey to secure additional input. The Department will notify education leaders from community colleges, secondary administrators, and teachers to seek input. Additional input will be solicited for stakeholders through the normal channels of communications and with public hearings.

In addition, a statewide steering committee was formed to create an opportunity for review and coordination with the Nebraska Student and Staff Record System that is currently in year one of implementation. The committee provided initial feedback and the information provided to stakeholders through a web publishing and a statewide feedback meeting.

- 2. Describe the procedures the eligible agency will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

#### *Response*

The Nebraska Career Education staff will review the existing FAUPL. Alignment will be made where it is required with NCLB for academic attainment and graduation rates. A statewide secondary accountability committee was formed to assist in establishing the State's adjusted levels of performance for the secondary core indicators, using valid and reliable approaches. The committee's recommendations will be available for public comment.

A statewide postsecondary accountability committee will be formed to establish the state-adjusted level of performance for the postsecondary core indicators, using valid and reliable approaches for the core indicators. The committee's recommendations will be available for public comment. Additional input will be solicited from stakeholders through various communication means and public hearings.

- 3. Identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that the eligible agency will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. Describe how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

*Response*

See Part C for the student definitions and the measurement definitions and approaches for secondary academic attainment and graduation rates. These are included because Nebraska is submitting a one-year transition plan.

Nebraska Career Education staff has met and continue to meet with the appropriate Department staff regarding how to collect the data for Perkins IV accountability through the Nebraska State Student Record System (NSSRS) that is being developed by the Nebraska Department of Education. When fully implemented, NSSRS will help school districts maintain more accurate information and manage student data more efficiently, including the Perkins accountability measures.

- 4. Describe how, in the course of developing core indicators of performance and additional indicators of performance, the eligible agency will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 13(b)(2)(F)]**

*Response*

The Nebraska Career Education staff recommends and supports the development of measures, data collection, and reporting through the processes already being used. Additionally, it is the intent of the staff to use existing processes to reduce duplication of effort and use consistent and reliable data. Additional input on alignment and duplication will be solicited from stakeholders in the Nebraska Department Education as well as through the normal communication methods and public hearings.

- 5. On the forms provided in Part C of this guide, provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward**

**improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]**

*Response*

The FAUPL with negotiations has been submitted for approval by the Regional Accountability Specialist (RAS) and the additional negotiations will be included with the plan when the final public input and negotiation sessions have completed.

**a. Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards.**

**Thus, two of a State's core indicators must be career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.**

*Response*

It is the State's intent to use the exact information, processes, and reporting used for No Child Left Behind for Perkins accountability through use of NSSRS, as described in A(2) on page.

The staff of Nebraska Career Education agreed that lower standards for career and technical education students would not send the correct message to stakeholders. The consensus at this time is to adopt the Annual Yearly Progress (AYP) cut scores approved by the Nebraska Department of Education. For reporting of No Child Left Behind data, the Department of Education makes the following exceptions:

- Thirty is the minimum number of students in a subgroup for reporting purposes
- The required number of students in a subgroup for accountability purposes is thirty
- In order to provide more validity and reliability to decisions about AYP based on subgroups.

Nebraska will use a cell size of 30 for students who are English Language Learners (ELL) and students with disabilities. These numbers were chosen following a statistical analysis and have been approved for No Child Left Behind purposes. The same exceptions will be used for Perkins reporting.

**b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level “student graduation rates (as described in section 1111(b)(2)(C)(vi) of the [ESEA]).” Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State’s schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.**

*Response*

Again, it is our intent to use the exact information, processes, terminology, and reporting procedures currently used in Nebraska for NCLB purposes. It may be more challenging in calculating graduation rates as most students will not achieve the “CTE Concentrator” status until their junior or senior year in high school.

It is our intent to compare graduation rates and develop disaggregated reports comparing CTE and non-CTE populations. It is our intent that the reports would have the same format as used for the AYP indicators in Nebraska.

**The Department strongly encourages your State to reach agreement on “adjusted performance levels” required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State’s AMOs that your State adopted to ensure that your State’s schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State’s AMOs. If so, your State must provide baseline data using your State’s most recent year’s achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on “adjusted performance levels.” (The Secretary is considering whether to issue regulations requiring a State to agree to “adjusted performance levels” under the Perkins Act that are the same as the State’s AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate on this issue and adopts final rules, a State may be required to amend its State plan.)**

*Response*

The Nebraska State Board of Education has approved proficiency standards for reading, mathematics, and writing. For Nebraska, the graduation rate is measured using the number of students who graduate from a public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state’s academic standards) in the standard number of years. Nebraska includes in the graduation rate the number of students with disabilities who are entitled to services up to the age of 21 where the Individual

Education Plan warrants the additional time to meet graduation requirements. The number of high school graduates and dropouts by grade has been reported to the Nebraska Department of Education for the last five years.

Nebraska uses the formula for graduation rate from the National Center for Educational Statistics (NCES). Graduation rate (G) is defined by NCES as the proportion of students that begin in ninth grade and go on to complete twelfth grade with a diploma. Nebraska includes students who complete high school under the IEP exception. A General Education Development (GED) certificate does not meet requirements that are comparable for receipt of a regular high school diploma. The graduation rate standard of 83.97%. Schools will be considered as having achieved AYP if they meet or exceed the standard or if they have made improvement toward the standard.

- 6. Describe the eligible agency’s process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]**

*Response*

It is recognized that as a part of the legislation the local level can negotiate adjusted levels of performance if they do not accept the state-adjusted level. For purposes of public comment and during the transition year, the state-adjusted levels of performance are going to apply to all recipients. The decision allows the state and locals to evaluate the actual performance data for the new measures, the new definitions, and the new data collection systems that are in process with the implementation of Perkins IV.

At this time, the state-adjusted levels of performance will be reviewed and modified, if necessary. Then following establishment of the state baseline, the consideration of the local education agency to negotiate with Nebraska Career Education for an adjusted performance level will be reviewed. Recipients would be required to formally request a change in performance levels to Nebraska Department of Education. This request would include a recommended level of performance based on valid and reliable data, as well as a rationale based on logical reasoning. A high level of alignment with AYP and Special Education improvement plans would be pursued as a part of this process as well.

- 7. Describe the objective criteria and methods the eligible agency will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

*Response*

In the event of unanticipated circumstances, the local grant recipient can apply for a one-year waiver from core indicators. This waiver, or “hold harmless” provision may be extended depending on the nature of the unanticipated circumstances. The waiver will be

considered by the Nebraska Department of Education. The criteria for a waiver would include:

- Recipient fell below the agreed-upon performance level.
- An unanticipated circumstance can be documented that would have impacted performance levels (natural disaster, epidemic, serious illness, or death of a faculty member, etc.).
- Local recipient has formally requested a change in performance levels to NDE. If more than a one-year waiver is necessary, the state would evaluate the need to renegotiate the agreed upon performance level.

The implementation of this policy procedure would be reviewed bi-annually for effectiveness and the necessity of the option for schools.

- 8. Describe how the eligible agency will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how the eligible agency will ensure that the data reported from local educational agencies and eligible institutions, and the data that is reported to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

*Response*

The timeline and format of the disaggregated career and technical education reports will be aligned to the greatest extent possible with the Annual Yearly Progress (AYP) reports published by the Nebraska Department of Education. Examples of the Nebraska AYP format can be viewed at <http://reportcard.nde.state.ne.us/Main/Home.aspx>.

The Nebraska Career Education Staff will continue to review the data elements for reliability and validity as they are applied at the program, school, and state levels. Because of variability of data, it was also determined that populations less than 30 would not be held to the performance standard in the subpopulations. Being a rural state, this will be a common occurrence for many subpopulations.

It is a stated goal to move from data collection and reporting for compliance to a focus on program improvement, and it was (and still is anticipated) that the completion of the transition year will be used to test some of the data elements and reporting and to adjust, as necessary.

- 9. Describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

*Response*

Individual recipients and consortiums will be treated the same regarding the level of performance. Each member school district in a consortium will be required to submit data on the core indicators of performance and meet the state negotiated levels of performance.

The performance measures for each member school of a consortium will be compared to the state FAUPL or the negotiated level. Any member school of a consortium that is required to submit an improvement plan will do so individually.

**10. Describe how the eligible agency will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]**

During the period covered by this state plan, review teams from Nebraska Career Education Staff will conduct the following activities to annually evaluate the effectiveness of the Carl D. Perkins Career and Technical Education Improvement Act of 06 (Perkins IV) funds as follows:

1. During the State Plan Period of FY2008 through FY2013, NCE staff will conduct on-site monitoring reviews of all recipients of Perkins IV funds.
2. A desk audit will be conducted annually based on the Perkins accountability measures and other data submitted annually by local grant recipients.
3. When a local grant recipient has been identified for on-site review, a letter and copy of the Carl D. Perkins IV Monitoring Manual will be sent to the local grant recipient contact approximately four weeks prior to the team visit. During the on-site review visit, team members will meet with the appropriate staff to determine if the local grant recipient is meeting the goals and objectives identified in their Five-Year Plan and Annual Applications.
4. An exit interview will be conducted to discuss results and identify any significant findings. A formal letter will be sent following the on-site review.
5. In addition, coordination with the Integrated Continuous Improvement Visits are emerging as a strategy to understand and determine the effectiveness of coordinating federal and state programmatic visits to reduce the local burden and duplication of efforts among programs.

**B. Other Department Requirements**

- 1. Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**
  - (a) The student definitions that you will use for “participants” and “concentrators” for the secondary core indicators of performance:**
  - (b) The student definition that you will use for “concentrators” for the postsecondary/adult core indicators of performance;**
  - (c) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year; and**

*Response*

The baseline data for 1S1, 2S1, and 4S1 will be set at the state levels by the Nebraska Department of Education in making Annual Yearly Progress (AYP) determinations. These state goals are posted at <http://reportcard.nde.state.ne.us/Page/AYP.aspx?Level=st>.

The State of Nebraska Consolidated State Application Accountability Workbook, which details the accountability requirements for NCLB, is posted at <http://www.ed.gov/admins/lead/account/stateplans03/nbcsa.pdf>.

For Nebraska, the definitions of several of the Perkins IV measures are substantially different than the Perkins III measures. At the secondary level this would be measure 2S1 – Technical Skill Attainment. At the postsecondary level this would include 1P1-Technical Skill Attainment, and 3P1-Student Retention and Transfer. For these measures it will be necessary to conduct research prior to proposing baseline data and annual performance goals. In addition, the approaches used to define nontraditional participant in Nebraska have utilized the determination of concentration. This will change as a part of the transition to the new measures that are beginning during the transition year and will continue through the life of the legislation.

- 2. You must identify the program areas for which the State has technical skill assessments, the estimated percentage of students who will be reported in the State’s calculation of CTE concentrators who took assessments, and the State’s plan for increasing the coverage of programs and students reported in this indicator in future program years.**

The Nebraska state policies regarding secondary and postsecondary NCE programs are posted at <http://www.nde.state.ne.us/nce>. Nebraska does not currently have a statewide system of measuring technical skill attainment. The current measure of technical skill

attainment at the secondary level is, “Concentrators that meet locally developed assessments or criterion referenced tests in Career and Technical Education courses or earning a grade of B or higher in the concentration area program sequence of career and technical courses.”

The current measure being used at the postsecondary level is: “Concentrators that have an accumulative aggregate GPA of 2.0 in all vocational courses with a 1.5 and 2.0 weighting in the state aid funding formula calculations.”

These methods would currently fall in the unpublished nonregulatory guidance as a Bronze level of assessment. It was determined that these measures will not completely meet the Perkins 4 requirements. It was decided that a statewide system that supports, collects, and develops a cadre of technical skill attainment would be pursued. The following process will be followed in collaboration and support of the Partnerships for Innovation (PFI) statewide consortium:

- The Nebraska Department of Education will survey programs located in comprehensive high schools and technical colleges on technical measures currently utilized.
- NDE will prepare a report listing programs statewide and the technical skill measures being used. Included in the report will be strategies for integrating and connecting with the current Student-based Teacher-led Assessment and Reporting System (STARS) as a means to achieve validation of technical skill attainment. The report will be distributed to the state NCE program managers and school administration for review.
- A technical assessment team consisting of secondary and postsecondary representatives will meet to discuss existing technical measures and strategies for statewide implementation. Strategies must include programs for which specialized accreditation is available and those programs that do not have an accrediting organization.

The goal for beginning the implementation will be the fall of 2007 with the first technical assessment pilot efforts conducted in the spring of 2008. The results of the first year’s experience and testing will be reviewed for procedural changes and the establishment of state performance levels.

### **C. Procedural Suggestions and Planning Reminders**

**Your State is responsible for identifying, using national, state, or regional data, the career and technical education programs that lead to non-traditional fields. See section 113(b)((2)(A)(vi) and section 113(b)(2)(B)(v).**

The existing lists provided through the National Alliance for Partnerships in Equity (NAPE) that is annually updated using the Bureau of Labor statistics data will be used to identify the Career and Technical Education programs of study that lead to nontraditional fields until further guidance is provided on updating the list.

**Your State is responsible for identifying, using national, state, or regional data, the occupations or professions that it will classify as high-skill, high-wage, or high-demand. See section 113(b)(2)(B)(iv).**

The Nebraska Department of Education continues to work with the Nebraska Department of Labor to define high wage, high skill, and high demand occupations. Additional input will be solicited from other stakeholders in finalizing the definitions. Once the definitions are finalized, accessing the resources and tools such as CC Benefits and Labor Market Information will create a regional and statewide list of occupations that meet those definitions. The final definitions for Nebraska will be provided after additional research and public input has occurred.

Example draft definitions are given below.

1. **High Wage** – The Nebraska Department of Labor report occupational employment and wages in quartiles. The statewide totals and access to wage information is through the webpage <http://www.dol.state.ne.us/nwd/center.cfm?PRICAT=4&SUBCAT=4C> Working with the Department of Labor to determine the best strategies for high wage will occur during the transition year.
2. **High Skill** – One of the labor statistics that relates to this definition is “training requirement,” which generally refers to the level of education, training, or on-the-job experience required. Tentatively, we will suggest that occupations with a training requirement of Postsecondary Professional-Technical Certificate, Associate Degree or higher and long-term on-the-job training are considered High Skill occupations.
3. **High Demand** – According to the Nebraska Department of Labor, the average increase in demand for all occupations from 2004-2014 is projected to be 8.9 %. Tentatively, we might suggest that high demand occupations in Nebraska be defined as: Any occupation that statewide employs over 1,000. Any occupation that has an increase in employment of 15% or higher for the years 2004-2014 will be designated as high demand.

**Section V**

**Not Applicable in Nebraska**

## VI. Financial Requirements

### A. Statutory Requirements

**1. Describe how the eligible agency will allocate funds it receives through the allotment made under Section 111 of the Act, including any funds that are consolidated under Section 202(a) of the Act among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

Funds made available under Section 111 of the Act, including funds consolidated under Section 202(a) of the Act will be allocated to both secondary and postsecondary/adult career and technical education programs. Of the funds available under Section 112(a) (1) \$550,000 will be reserved in accordance with Section 112(c). The remaining funds will be allocated 55% to the secondary education programs and 45% to postsecondary education programs.

#### Rationale for Split

The split between secondary and postsecondary career and technical education programs is based upon historical trends and appropriations. In the past, the Tech Prep funds were distributed to Postsecondary institutions to create regional consortiums. The merging of Title I and Title II funds creates a single source of basic grant resources and increases the focus of secondary and postsecondary transition for all schools on a statewide basis. A change from 40% to 45% for the postsecondary represents a consistent overall transition of the separate Title II funds to the postsecondary level to enhance and integrate the efforts of transition from secondary to postsecondary education and from two-year postsecondary to four-year programs of study at the postsecondary level.

Comparing participants, concentrators, and FTE's among the secondary and postsecondary yield a variety of different results based upon the different definitions.

**2. Provide the specific dollar allocations made available by the eligible agency for career and technical education under Section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the state. [Sec. 131(g)]**

According to section 131(a) of the Act, the distribution of funds to secondary school programs will be based on the following:

- 30% based on the number of individuals aged 5 through 17 who reside in the school district served by the local educational agency (\$1,014,468 -estimated)

- 70% based on the number of individuals aged 5 through 17 who reside in the school district served by the local educational agency and are from families below the poverty level (\$2,367,092-estimated)

All secondary funds will be allocated to either comprehensive high schools or consortia of eligible recipients.

**3. Describe how the eligible agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

Secondary schools that do not qualify for the \$15,000 minimum will be required to join a regional consortium in order to receive Perkins IV funds. Regional consortia serve as structures to provide services to all participating LEAs. The Nebraska State Policy on consortiums is listed below. Projects will include shared activities that are defined as: (1) an activity that is conducted at a central location with students from all member sites participating; or (2) an activity that is delivered at all sites by a facilitator; or (3) a like activity that is provided at all sites under centralized supervision and coordination.

***Nebraska State Policy.***

**Secondary** - Pursuant to Section 131(c)(1) a local secondary school must qualify for a minimum allocation of \$15,000 to receive Perkins IV funds. Schools not qualifying for the minimum allocation are encouraged to participate in a consortium. The Nebraska Department of Education has defined two options for a consortium: (1) cooperate with an Educational Service Unit to provide the management and coordination of the Perkins IV Grant or (2) cooperate with an area community college to provide the management and coordination of the Perkins IV Grant.

**Postsecondary** – Pursuant to Section 132(c)(1) a postsecondary institution must qualify for a minimum allocation of \$50,000 to receive Perkins IV funds. Postsecondary institutions not qualifying for the minimum allocation are encouraged to participate in a consortium. The Nebraska Department of Education has defined the option of allowing two or more postsecondary institutions to form a consortium for the management and coordination of the Perkins IV Grant.

**4. Describe how the eligible agency will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

The Nebraska Department of Education will adjust the data used to make allocations to reflect changes in school district boundaries operating approved career technical education programs by using the criteria established by the Nebraska Department of Education for use with the Elementary and Secondary Education Act of 1965.

**5. Describe any proposed alternative allocation formula(s) requiring approval by the Secretary as described in Section 131(b) or 132(b) of the Act.**

The Nebraska Department of Education will allocate funds for secondary and postsecondary career and technical education in accordance with Sections 131(a) and 132(a) and will not seek approval of an alternative allocation formula(s).

**B. Other Department Requirements**

**1. Pursuant to Sections 112(a)(1)- (a)(3), 112(b) and 112(c), the State Division of Career and Technical Education will reserve funds and provide match as shown in PART B, Perkins IV Budget Table – Program Year 1-7.**

**2. Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

The table below lists the secondary consortia that were approved in FY2007, but do not reflect the final arrangements of consortia that are still under the transition year. The amounts provided reflect the previous year's allocations and do not reflect the new fiscal year or the new arrangements of consortium.

**3. Describe the secondary and postsecondary formulas used to allocate funds available under Section 112(a) of the Act, as required by Section 131(a) and 132(a) of the Act.**

**Secondary Formula**

Thirty percent of the funds reserved under Section 112(a)(1) for distribution to secondary education programs under Section 131(a) of the Act, will be allocated to local educational agencies based on the relative share of individuals aged 5-17, inclusive, who reside in the school district served by the local educational agency for the preceding year compared to all individuals aged 5-17, inclusive, who reside in the school districts served by all local educational agencies in the State for the preceding fiscal year.

Seventy percent of the funds reserved under Section 112(a)(1) for distribution to secondary education programs under Section 131(a) of the Act will be allocated to local educational agencies based on the relative share of individuals aged 5-17, inclusive, who reside in the school district served by the local educational agency and are from families below the poverty level for the preceding year compared to all individuals aged 5-17, inclusive, who reside in the school districts served by all local educational agencies in the State and are from families below the poverty level for the preceding fiscal year.

The Nebraska Department of Education will use the data provided to the Secretary by the Bureau of the Census for the purpose of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.

**Postsecondary Formula**

Funds reserved under Section 112(a) for distribution to postsecondary education programs under Section 132(a) will be allocated based on the relative number of individuals who are Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who are enrolled in state funded occupational and technical programs in the preceding fiscal year compared to the total number of individuals who are Pell Grant recipients and recipients of

assistance from the Bureau of Indian Affairs who are enrolled in state funded occupational technical education programs in the State in the preceding fiscal year.

**4. Describe the competitive basis or formula to be used to award reserve funds under Section 112(c) of the Act.**

Funds reserved under Section 112(c) of the Act will be distributed through competitive innovation grants and formula-based programs to eligible recipients in support of innovation, development of resources, and support of efforts that serve as best practice models, provide services to regions or statewide entities, and create opportunities for synergy and networking. The collaboration among entities to reduce of duplication of resources in the Nebraska to support the implementation of the Nebraska Career Education systems are a priority in the awarding of funds to eligible agencies in accordance with Section 135(c)(19)(C) of the Act.

**5. Describe the procedures used to rank and determine eligible recipients seeking funding under Section 112(c) of the Act.**

The eligible recipients will submit an application in response to specific RFP's through competition each year to apply for funds reserved under Section 112(c) of the Act and use of the performance measures results will be used as a determining factor in appropriation of the funds.

**6. Describe the procedures used to determine eligible recipients in rural and sparsely populated areas under Section 131(c)(2) or 132(a)(4) of the Act.**

Nebraska is one of the most rural states in the nation. A significant number of Nebraska's towns have populations of less than 2,500 and a large number of school districts have less than 200 total students.

The use of regional Educational Service Units as a coordinating entity of services for schools provides an opportunity for rural and sparsely populated areas to coordinate and conduct the activities ascribed by the purposes of this law. In addition, the opportunity to coordinate efforts with Community College Postsecondary areas creates an opportunity for providing services and delivery of a diverse curriculum in Career and Technical Education.

## **C. Financial Certifications**

### **1. Provision of Services – Restriction Prior to Seventh Grade**

The Nebraska Department of Education and eligible recipients will not use funds under the Act to provide career and technical education programs and services to students prior to the seventh grade, except that equipment and facilities purchased with funds under the Act may be used by such students. [Sec. 315]

### **2. Maintenance of Effort**

The Nebraska Department of Education will meet the maintenance of effort requirements on an aggregate expenditure basis. [Sec. 311(b)(1)(A)]

### **3. Specific Career Path or Major - Prohibition**

The Nebraska Department of Education and eligible recipients will not use funds under the Act to require any secondary student to choose or pursue a specific career path or major. [Sec. 314(1)]

### **4. Mandatory Participation in Career and Technical Education Programs**

The Nebraska Department of Education and eligible recipients will not use funds made available under the Act to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Sec. 314(2)]

### **5. Use of Funds**

The Nebraska Department of Education and eligible recipients will use funds made available under the Act in accordance with the Act. [Sec. 6]

### **6. Supplement, Not Supplant Non-Federal Funds**

The Nebraska Department of Education and eligible recipients will use funds made available under the Act to supplement, not supplant, non-federal funds expended to carry out career and technical education activities. [Sec. 311(a)]

### **7. Incentives or Inducements to Relocate Out-of-State Businesses**

The Nebraska Department of Education and eligible recipients will not use any funds made available under the Act for the purpose of directly providing incentives or inducements to an employer to relocate a business from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements. [Sec. 322]

**8. Student Financial Assistance**

The portion of any student financial assistance received under the Act that is made available for attendance costs may not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds. [Sec 324a]

**9. Funds to Support Individualized Education Programs**

Funds made available under the Act may be used to pay for the costs of career and technical education services required in an individualized education program developed pursuant to Section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education [Sec 324(c)]

**Part A: EDGAR Certifications and Other Assurances**

**A. EDGAR Certifications and Executive Order 12372**

I hereby certify:

1. That the State Board of Education is eligible to submit the 2008-2012 Nebraska State Plan for the Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270. [34 CFR 76.104(a)(1)]
2. That the State Board of Education has authority under state law to perform the functions of the State under this program. [34 CFR 76.104(a)(2)]
3. That the State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]
4. That all provisions of the plan are consistent with state law. [34 CFR 76.104(a)(4)]
5. That Doug Christensen, Commissioner of Education, has authority under state law to receive, hold, and disburse Federal funds made available under the plan. [34 CFR 76.104(a)(5)]
6. That Richard Katt, State Director of Career Technical Education, has authority to submit the plan. [34 CFR 76.104(a)(6)]
7. That the State Board of Education, on March 4, 2008 adopted and formally approved the plan. [34 CFR 76.104(a)(7)]
8. That the plan is the basis for state operation and administration of the program. [34 CFR 76.104(a)(8)]
9. That a copy of the plan was placed into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]

\_\_\_\_\_ Date: \_\_\_\_\_  
 Doug Christensen, Commissioner of Education  
 Nebraska Department of Education

\_\_\_\_\_ Date: \_\_\_\_\_  
 Richard Katt, State Career and Technical Education Director  
 Nebraska Department of Education

**B. Other Assurances**

1. The state must submit a copy of the State Plan into the State Intergovernmental Review Process. [Executive Order 12372; 34 CFR 79]
2. The state must provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; debarment and suspension, and other matters; and drug-free workplace requirements. [See <http://www.ed.gov/policy/fund/guid/gposbul/gpos12.html>]
3. The state must provide a complete and signed Assurance for Non-Construction Programs Form. [See [http://wdcrobiis08/doc\\_img/sf424b.doc](http://wdcrobiis08/doc_img/sf424b.doc)]
4. The state must provide a signed assurance that it will comply with the requirements of the Act and the provisions of the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Sec. 122(c)(11)]
5. The state must provide a signed assurance that none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Sec. 122(c)(12)]
6. The state must provide a signed assurance that it will waive the minimum allocation as required in section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates that it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]
7. The state must provide a signed assurance that it will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Sec. 323(a)]
8. The state must provide a signed assurance that it and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographical area served by such eligible agency or eligible recipient. [Sec. 317(a)]
9. The state must provide a signed assurance that, except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]
10. The state must provide a signed assurance that eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served

by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

**C. Assurances of Compliance with the Requirements of the Carl D. Perkins Career and Technical Education Improvement Act of 2006**

I hereby certify:

That the State will comply with the requirements of the Act and the State Plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. [Section 122(c)(11)]

That none of the funds expended under the Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. [Section 122(c)(12)]

That the State will waive the minimum allocation as required in Section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area or is a public charter school operating secondary school career and technical education programs and demonstrates it is unable to enter into a consortium for purposes of providing services under the Act. [Section 131(c)(2)]

That the State will provide, from non-Federal sources for the costs the eligible agency incurs for the administration of programs under this Act, an amount that is not less than the amount provided by the eligible agency from non-Federal sources for such costs for the preceding fiscal year. [Section 323(a)]

That the State and eligible recipients that use funds under this Act for in-service and preservice career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographic area served by such eligible agency or eligible recipient. [Section 317(a)]

That, except as prohibited by State or local law, an eligible recipient may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Section 317(b)(1)]

That eligible recipients that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Section 317(b)(2)]

That no funds received under the Act will be used to provide career and technical education programs prior to the seventh grade, except that equipment and facilities purchased with funds under this Act may be used for such students. [Section 315]

That no funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major; or to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Section 314(1)&(2)]

That all of the funds made available under this Act shall be used in accordance with the requirements of this Act. [Section 6]

That the funds made available under this Act for career and technical education activities shall supplement and shall not supplant, non-Federal funds expended to carry out career and technical education activities and tech prep program activities. [Section 311]

That no funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. [Section 322]

That the State will comply with the provisions of Section 112(a)(1) in that not less than 85 percent of the funds made available under Title I, part A of the Act will be distributed to eligible recipients pursuant to such title and approved waivers for Section 131 and 132.

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Richard Katt  
State Director of Career Technical Education  
Nebraska Department of Education

## Part B: Budget Forms

### **I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES**

A.	Total Title I Allocation to State	\$7,081,437
B.	Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	\$ 709,518
C.	Total Amount of Combined Title I and Title II Funds to be Distributed Under Section 112 ( <i>Line A + Line B</i> )	\$7,790,955
D.	Local Formula Distribution ( <i>Not Less Than 85% of Line C</i> ) ( <i>Line C x 85%</i> )	\$6,622,311
1.	Reserve (Not More Than 10% of Line D)	\$ 550,000
a.	Secondary Programs (of Line D)	\$ 302,500
b.	Postsecondary Programs (of Line D)	\$ 247,500
2.	Available for Formula Distributions (Line D minus Line D.1)	\$ 6,072,311
a.	Secondary Programs ( 55% of Line D.2)	\$ 3,339,771
b.	Postsecondary Programs (45% of Line D.2)	\$ 2,732,540
E.	Leadership (Not More Than 10%) ( <i>Line C x 10%</i> )	\$ 779,095
a.	Nontraditional Training and Employment (\$60,000)	\$ 60,000
b.	Corrections or Institutions (\$ 40,000)	\$ 40,000
F.	State Administration (not more than 5%) ( <i>Line C x 5%</i> )	\$ 389,547
G.	State Match ( <i>from non-federal funds</i> )	\$ 389,547

STATE NAME: NEBRASKA

**FINAL AGREED UPON PERFORMANCE FORM (FAUPL)**

**A. SECONDARY LEVEL**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>1S1</b>  <b>Academic Attainment – Reading/Language Arts</b>  <b>113(b)(2)(A)(i)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>reading/language arts</b> assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>reading/language arts whose scores were included in the State’s computation of AYP</b> and who, in the reporting year, left secondary education.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B:2006-07</b>  <b>75%</b></p>	<p><b>L: 83</b>  <b>A:</b></p>	<p><b>L: 83</b>  <b>A:</b></p>
<p><b>1S2</b>  <b>Academic Attainment - Mathematics</b>  <b>113(b)(2)(A)(i)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school <b>mathematics</b> assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p><b>Denominator:</b> Number of CTE concentrators who took the ESEA assessment in <b>mathematics whose scores were included in the State’s computation of AYP</b> and who, in the reporting year, have left secondary education.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B: 2006-07</b>  <b>72%</b></p>	<p><b>L: 81</b>  <b>A:</b></p>	<p><b>L: 81</b>  <b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>2S1</b>  <b>Technical Skill Attainment</b>  <b>113(b)(2)(A)(ii)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who took the assessments during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B: To be negotiated prior to April 1, 2008</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>
<p><b>3S1</b>  <b>Secondary School Completion</b>  <b>113(b)(2)(A)(iii)(I-III)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B: To be negotiated prior to April 1, 2008</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>4S1 Student Graduation Rates 113(b)(2)(A)(iv)</b></p>	<p><b>Numerator:</b> Number of CTE concentrators who, in the reporting year, were included as graduated in the State’s computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p><b>Denominator:</b> Number of CTE concentrators who, in the reporting year, were included in the State’s computation of its graduation rate as defined in the State’s Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B: 83.7</b></p>	<p><b>L: 83.7</b>  <b>A:</b></p>	<p><b>L: 83.7</b>  <b>A:</b></p>
<p><b>5S1 Secondary Placement 113(b)(2)(A)(v)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left secondary education during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B: To be negotiated prior to April 1, 2008</b></p>	<p><b>L:</b>  <b>A:</b></p>	<p><b>L:</b>  <b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>6S1</b> <b>Nontraditional Participation</b> <b>113(b)(2)(A)(vi)</b></p>	<p><b>Numerator:</b> Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B:</b> To be negotiated prior to April 1, 2008</p>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>
<p><b>6S2</b> <b>Nontraditional Completion</b> <b>113(b)(2)(A)(vi)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B:</b> To be negotiated prior to April 1, 2008</p>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>

STATE NAME: NEBRASKA

**FINAL AGREED UPON PERFORMANCE FORM (FAUPL)**

**B. POSTSECONDARY LEVEL/ADULT**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>1P1</b>  <b>Technical Skill Attainment</b>  <b>113(b)(2)(B)(i)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who took technical skill assessments during the reporting year.</p>		<p><b>B:</b> To be negotiated prior to April 1, 2008</p>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>
<p><b>2P1</b>  <b>Credential, Certificate, or Degree</b>  <b>113(b)(2)(B)(ii)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who received an industry-recognized credential, a certificate, or a degree during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>		<p><b>B:</b> To be negotiated prior to April 1, 2008</p>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B: To be negotiated prior to April 1, 2008</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>
<p><b>4P1 Student Placement 113(b)(2)(B)(iv)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2<sup>nd</sup> quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who left postsecondary education during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B: To be negotiated prior to April 1, 2008</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
<p><b>5P1 Nontraditional Participation 113(b)(2)(B)(v)</b></p>	<p><b>Numerator:</b> Number of <u>CTE participants</u> from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE participants</u> who participated in a program that leads to employment in nontraditional fields during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B:</b> To be negotiated prior to April 1, 2008</p>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>
<p><b>5P2 Nontraditional Completion 113(b)(2)(B)(v)</b></p>	<p><b>Numerator:</b> Number of <u>CTE concentrators</u> from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p><b>Denominator:</b> Number of <u>CTE concentrators</u> who completed a program that leads to employment in nontraditional fields during the reporting year.</p>	<p><b>State and Local Administrative Records</b></p>	<p><b>B:</b> To be negotiated prior to April 1, 2008</p>	<p><b>L:</b></p> <p><b>A:</b></p>	<p><b>L:</b></p> <p><b>A:</b></p>

## **Appendix A**

# **Results of FutureForce Nebraska Strategy Sessions**

**The FutureForce Nebraska Forum Synthesis  
Documentation can be found at the following  
website:**

**<http://www.nde.state.ne.us/nce/FFSynthesis.pdf>**

## **Appendix B**

# **Results of input received from State Plan hearings and web-based submissions**

Results will be added at conclusion of hearing process

## **Appendix C**

# **Information regarding the Partnership for Innovation Statewide Consortium**

**Information on the Partnership for  
Innovation Statewide Consortium can be  
found at the following website:**

**<http://www.nde.state.ne.us/nce/pfi.htm>**

# Partnership for Innovation

## A statewide Perkins IV consortium

### Statewide Partnerships for Innovation Priorities and Strands

#### Secondary/Postsecondary Transitions

##### Statewide Partnerships/ Tools/ Policies/ Resources

- Begin with the end in mind. Set uniform goals statewide
- Identify existing models
- Clearly define barriers to expanding dual credit areas the state. What policies need to change?
- Impact of online and distance learning delivery (state need for common platform)
- Teaching not only employability/soft skills, but think about teaching college study-skills or orientation to college at the Jr./Sr. level
- Reduce/eliminate certification issues for concurrent credit classes
- Personal Learning Plan 6-14 or larger

##### Data Systems

- Best way to track students and educational goals from secondary to postsecondary:  
Where are they going? What are they studying? What is their progress?
- Keep data collection and reports focused and simple. Focus needs to be on the initiative rather than producing reports
- Use online tools to create professional development opportunities for secondary/postsecondary

##### Professional Development

- Understand current secondary/postsecondary curriculum in terms of NE Career Cluster Model
- Define what curriculum alignments/common program really means to sec/post entities  
Collaboration and Dialogue (frequent) w/ secondary/postsecondary instructors  
Secondary/Postsecondary responsibility for teaching employability/soft skills?
- Inclusion of all levels of staffing, more than just VP's and Superintendents  
Purpose: Curriculum alignment
- Develop clear rubrics related to employability/soft skills

#### Secondary/Postsecondary Transition

#### Recommended Priority and/or Goal Statement

##### Statewide Partnerships/ Tools/ Policies/ Resources

1. Identify the activities and practices that are currently available in the state. Determine what is going on within the state currently as a means to inform the decision-making. Create and develop a needs assessment to obtain background information and identify gaps, projects, and best practices.
2. Create joint secondary/postsecondary programs that culminate in certificate, diploma, and/or associate degree awards and result in readiness for work and further education.
3. Increase secondary awareness of postsecondary entry-level skills.
4. Identify the issues and then work to modify and/or eliminate outmoded legal, policy, and administrative barriers that inhibit efficiency and effective use of resources to support teaching and

learning. Possibly use data (White Papers) and priorities to inform the policy decisions and incorporate through some of the additional work with FutureForce.

5. Develop statewide secondary/postsecondary articulation agreements for Tech Prep (i.e., eliminate individual high school to individual community college mode of articulation).
6. Work to achieve a common course numbering and common course standards and outcomes at both the secondary and postsecondary levels.

**Data Systems**

1. Develop a statewide system to electronically transcript Tech Prep and early entry credits that supports the policy changes necessary to eliminate efficient and effective use of resources.
2. Identify clearly the needs and potential as well as existing tools that could support the articulation process of the students through the process.
3. Develop a statewide system to provide feedback to high schools concerning students' post-graduation postsecondary attendance and progress patterns. This may include, but is not limited to the use of the National Student ClearingHouse as a mechanism for determining and providing this data.

**Professional Development**

1. Develop a thorough understanding of the professional development needs of secondary and postsecondary educators as it relates to secondary/postsecondary transitions and then develop action steps to achieve.
2. Rework this to create a broad study of the specific needs and then develop action steps to achieve these areas for consideration.

## **Curriculum in Emerging Areas**

### **Statewide Partnerships/ Tools/ Policies/ Resources**

- Move forward as a statewide group rather than by individual districts. Bring everyone along
- Small/large districts, urban rural, etc
- Curriculum areas identified (Needs based, futuristic)
- Collaborative efforts secondary/postsecondary industry for statewide curriculum and assessment/certification of outcomes
- Articulation with State colleges and the University System
- Incorporate with 21st century skills

### **Data Systems**

- Utilize new technologies that students are comfortable using and exploring (those that older faculty/staff/administrators are not)
- Plan around the use of online or distance delivery methods

### **Professional Development**

- What are the soft skills/employability skills needed statewide? Then, create a statewide model for curriculum
- Create clear rubric descriptions of the identified soft skills
- Use the concept of online social authoring to developed content
- Develop a format that is applicable to a variety of content areas
- Bring 6-12 and postsecondary instructors together for curriculum articulation and assessment design
- Provide for emerging areas and integration for all areas
- Create a curriculum taskforce

## **Curriculum Emerging Areas Recommended Priority and/or Goal Statement**

### **Statewide Partnerships/ Tools/ Policies/ Resources**

1. Anticipate the emerging skill needs of Nebraska employers and others to provide students with that skill set using data from the DOL and other sources of information.

## Technical Skill Assessment

### Statewide Partnerships/ Tools/ Policies/ Resources

- Statewide skills assessment templates developed in collaboration with educators and industry Work Keys concept of profiling and assessment, but more specific and far less expensive
- Not focusing on academic attainment but using a well defined criterion/rubric approach
- Supplemental Proxy measures? (e.g. success in first related college level course, etc.)
- Determine what needs to be measured, why it needs to be assessed, and for whom
- Assess an agreed upon set of broad skills that will spring board to industry/organization specific skills
- Must integrate into existing academic coursework and related activities

### Data Systems

- Create a technology-based process for assessment and/ or portfolios
- Keep data collection and reports focused but simple. Majority of efforts needs to be with the initiative, rather than producing reports.

### Professional Development

- Utilize concepts of assessment of student learning as brought forward by HLC / NCE accreditation
- Measurable outcomes/ course objectives
- Emphasis needs to be as much on projected technical skills for emerging areas that do not yet exist, as on traditional technical areas
- Actual assessment to include artifacts of performance (portfolio, project, etc.) with paper and pencil tasks that demonstrate proficiency
- Create a technical skill assessment taskforce

## Technical Skill Assessment Recommended Priority and/or Goal Statement

### Statewide Partnerships/ Tools/ Policies/ Resources

1. Assess student attainment of course and program outcomes. To achieve this goal a basic premise includes, "Good assessment cannot occur without detailed specification of expected program and course outcomes and standards. Assessments should be designed for multiple uses:
  - (a) feedback to students;
  - (b) teacher self-evaluation of effectiveness;
  - (c) as a basis for conversation between teacher and supervisor concerning professional development needs; and
  - (d) for accountability to external stakeholders.

## **Appendix D**

### **Essential Components required to determine eligibility for Perkins IV funds.**

**Essential Components required for participation in Perkins IV****Career Education Quality Indicators**

- Career education is aligned to the Nebraska Career Education Model.
- Career education courses include rigorous, coherent technical content aligned with challenging academic standards.
- Appropriate assessments, both formative and summative, are utilized to measure and encourage student achievement.
- Distance and Web-based instruction enhances local NCE offerings where possible.
- Approved NCE programs of study are offered.
  - Secondary and postsecondary must have at least one approved program of study.
  - Programs of study are validated based on local, regional and/or state labor market demand and are tied to local/regional economic development efforts.
  - Programs of study support high skill, high demand, and/or high wage occupations.
- Extended learning opportunities are available.
  - Students have the opportunity to participate in career education experiences beyond the walls of the classroom and/or laboratory.
  - Students have the opportunity for work-based learning experiences.
  - Student leadership and personal development opportunities are made available.
    - Must offer at least one active Career Student Organization at each secondary building level, postsecondary at the primary campus level.
- Appropriate facilities and instructional materials are accessible.
- Career education programs provide services to all students.
  - Special populations have access to and achieve success in career education.
  - Alternative education programs include career education.
  - Emphasis is given to the recruitment and retention of gender nontraditional students.
- Partnerships are developed to enhance career education.
  - Secondary and postsecondary partnerships assist in transition.
  - Advisory committees are used as appropriate.
  - Career education programs are aligned with local/regional workforce and economic development efforts.
  - Parents, students and stakeholders are consulted as appropriate for input and evaluation of career education program.
- A continuous improvement plan for career education is implemented in alignment with the institution's total improvement plan.
- Career guidance and development information and support are available to all students.
  - Secondary utilizes the Nebraska School Counseling Model and the Nebraska Career Education Model.
  - All secondary students develop and maintain a personal learning plan.
  - A career information system such as Nebraska Career Connections is available for students and parents use.
- Career education instructors have the opportunity and are encouraged to participate in professional development activities.
  - Professional development includes both technical and pedagogical knowledge and skill development opportunities.

## **Appendix E**

### **Local Five-Year Plan and Annual Application.**

The Local Five-Year Plan and Annual Application will utilize the NDE Grants Management System.

Required components of the plan and application are discussed in the State Plan narrative.

Screen shots of the Plan and Application will be added when available.

## **Appendix F**

# **State Policies on the Administration and use of the Perkins IV Funds**

## **STATE POLICIES ON THE ADMINISTRATION AND USE OF THE PERKINS IV FUNDS**

### **1. Division of the Title I, Part C (Local Assistance) Split of Funds Between Secondary and Postsecondary Programs**

*Nebraska State Policy* The annual Title I, Part C funds will be divided between the secondary and postsecondary program levels based on a split of 55% to secondary eligible recipients and 45% to postsecondary eligible recipients.

### **2. Accountability and Performance Measures**

*Nebraska State Policy* Each local educational agency (LEA) receiving Perkins funds must, as a condition of receiving these funds, accept the State's agreed upon annual statewide performance levels for the core indicators established in the Act.

*Perkins IV Requirements* LEAs falling below 90 percent on any agreed upon performance level will be considered Needs Improvement Agencies and will be required to submit a Program Improvement plan that identifies the planned strategies and activities the agency will employ during the upcoming year to bring its level(s) to the 90 percent compliance rate.

LEAs falling below 90 percent on three or more agreed upon annual performance levels on any agreed upon annual performance level will be considered Priority Improvement Agencies and will be required to submit a detailed action plan that describes the strategies to be implemented for bringing the agency to the 90 percent performance level within two years.

Ultimately, LEAs that fail to submit the required program improvement plans and/or fail to make the required improvements are subject to sanctions which could result in the loss of a portion or all of their allocated funds.

### **3. Requirements of Local Educational Agency CTE Programs Assisted with Section 131 and 132 Funds**

*Perkins IV Requirements* Local eligible recipients must qualify for Perkins funds using the Essential Components checklist. This checklist must be completed at the district level for each secondary school. Once approved each NCTE program assisted with Section 131 or 132 funds must incorporate the nine requirements established in Section 135(b) of Perkins IV:

1. Strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in--
  - A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
  - B) Career and technical education subjects;
2. Link career and technical education at the secondary level and career and technical education at the postsecondary level by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;
4. Develop, improve, or expand the use of technology in career and technical education, which may include--
  - A training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
  - B providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
  - C encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. Provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including--
  - A in-service and pre-service training on--
    - i effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
    - ii effective teaching skills based on research that includes promising practices;
    - iii effective practices to improve parental and community involvement; and
    - iv effective use of scientifically based research and data to improve instruction;
  - B support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
  - C internship programs that provide relevant business experience; and
  - D programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;
7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8. Provide services and activities that are of sufficient size, scope, and quality to be effective; and
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

#### **4. Requirements of Courses Assisted with Perkins IV Funds**

**Nebraska State Policy** Courses assisted with Perkins IV funds must have NCTE as the primary focus and be integral to an approved program of study with the majority of the content reflecting the knowledge and skill required for that program of study.

#### **5. Program of Study Requirement**

**Perkins IV Requirements** . Each LEA receiving Section 131 or 132 funds must provide at least one program of study, as defined in Sections 122(c)(1)(A) of Perkins IV. Programs of study must incorporate secondary and postsecondary elements, lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Programs of study must also satisfy the organization and operation requirements specified in policy #3.

**6. Participation in the Perkins IV Funds below 9<sup>th</sup> Grade**

*Perkins IV Requirements* Grades 7 and 8 NCTE courses may be assisted with Section 131 funds only if integral to approved sequences of courses conducted by a high school.

**7. Minimum Allocations and Consortium Requirements*****Nebraska State Policy and Perkins IV Requirements***

**Secondary** - Pursuant to Section 131(c)(1) a local secondary school must qualify for a minimum allocation of \$15,000 to receive Perkins IV funds. Schools not qualifying for the minimum allocation are encouraged to participate in a consortium. The Nebraska Department of Education has defined two options for a consortium: (1) cooperate with an Educational Service Unit to provide the management and coordination of the Perkins IV Grant or (2) cooperate with an area community college to provide the management and coordination of the Perkins IV Grant.

**Postsecondary** – Pursuant to Section 132(c)(1) a postsecondary institution must qualify for a minimum allocation of \$50,000 to receive Perkins IV funds. Postsecondary institutions not qualifying for the minimum allocation are encouraged to participate in a consortium. Two or more postsecondary institutions may form a consortium for the management and coordination of the Perkins IV Grant.

**8. Allocations to Section 131 and 132 Consortia May Not be Redistributed to Individual Members for Purposes or Programs that Benefit Only One Member**

*Perkins IV Requirements* In accordance with Sections 131(f)(2) and 132(a)(3)(B) of Perkins IV, funds allocated to a consortium formed to meet the minimum allocation requirement may be used only for purposes and programs that are mutually beneficial to all members of the consortium. These funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

**9. Participation in the Partnership for Innovation Statewide Consortium**

*Nebraska State Policy* All secondary and postsecondary institution shall participate in the Partnership for Innovation (PFI) Statewide Consortium by providing the amount of allocation set at not more than 10% by the Leadership Council of the Partnerships for Innovation. The PFI will provide the leadership and resources for the development of statewide systems in support of career and technical education.

## **Appendix G**

# **Nebraska Career Education Model**

