

Nebraska Perkins Management Guide

Supplemental Information on Mandatory Activities and Best Practices

This supplemental information provides suggestions regarding the nine mandatory activities. Throughout the Perkins legislation, suggestions for improving career and technical education programs were identified in the form of “mandatory and permissive activities” or goals and supportive “best practices” or strategies

The following is a list of legislated mandatory activities and strategies (or best practices) to improve the quality of career and technical education programs and subsequently the knowledge and skills of students and attainment of the core indicators of performance. While the activities are mandatory, the supportive practices are suggestions worthy of careful consideration when completing the program improvement activity pages. Do not consider the “strategies/best practices” as prescriptive or all inclusive!

1. Academic & Technical Activities

Perkins Legislation: *To strengthen the academic and technical skills of students by strengthening the academic and technical education components of programs. [Sec. 135(b)(1)]*

Strategies/Best Practices

- Integration:
 - Infusing academic skills into technical courses.
 - Using occupationally related applied learning strategies in academic courses.
- Alignment:
 - Linking academic content with challenging academic standards.
 - Linking technical content with relevant occupational knowledge/skills based on industry-recognized standards.
- Teaching technical students to same rigorous academic standards as other students.
- Developing curriculum:
 - Using program advisory committees to validate learning outcomes.
 - Creating a rigorous, integrated and aligned curriculum.
 - Allowing academic and technical instructors to jointly develop curriculum.

2. Articulation/Postsecondary Linkages Activities

Perkins Legislation: *To link secondary with postsecondary career and technical education programs and postsecondary career and technical education programs with baccalaureate programs. [Sec. 135(b)(2), Sec. 135(c)(10)]*

Strategies/Best Practices

- Secondary/postsecondary articulation
 - Updating or expanding “Articulation Agreements.”
- Creating aligned and non-duplicative sequences of courses. ○ Permitting concurrent enrollment and/or dual credit.
 - Establishing policies/procedures for awarding advanced placement and credit.
 - Tracking and increasing utilization of existing articulation agreements.
- Postsecondary articulation
 - Linking career and technical education programs with baccalaureate programs.
 - Transferring academic/technical credits into baccalaureate colleges/universities.

3. All Aspects of an Industry Activities

Perkins Legislation: To provide students with strong experience in and understanding of all aspects of their chosen industry. [Sec. 135(b)(3)]

Strategies/Best Practices

- Infusing “all aspects” into curricula and services:
 - Regional labor market statistics, trends and job requirements.
 - Horizontal and vertical career ladders to broaden career horizons.
 - General employability skills needed for career mobility and success.
 - Industry-wide management and production/service issues.
 - Other topics identified in the definition of “All Aspects of an Industry.”
- Expanding business/industry involvement:
 - Assisting with entrepreneurship training.
 - Infusing expertise into classroom (guest speakers, field trips, resources, etc.)
 - Increasing work-based experiences (field trips, job shadowing, internships).
 - Using qualified business/industry professionals as adjunct faculty.
- Validating of curricula outcomes by program advisory committees.
- Employing personnel to coordinate business/industry experiences for students.

4. Use of Technology Activities

Perkins Legislation: To develop, improve or expand the use of technology in career and technical education. [Sec. 135(b)(4)]

Strategies/Best Practices

- Infusing and expanding relevant technology in programs.
- Leasing, purchasing, upgrading or adopting new technology and equipment.
- Developing or updating realistic multi-year equipment replacement schedules.
- Ensuring students acquire the technology related skills needed for entry into high-skill careers.
- Collaborating with technology industries to provide internships, mentoring, and employment experiences for students.
- Employing personnel to coordinate work-based technology experiences.

5. Professional Development Activities

Perkins Legislation: To provide high quality and comprehensive professional development for teachers, counselors and administrators. [Sec 134(b)(4), Sec. 135(b)(5)]

Strategies/Best Practices

- Establishing intensive and sustained professional development program.
- Focusing professional development activities on instruction:
- Strategies for achieving “Core Indicators of Performance.”
 - Methods of effectively integrating academic and technical education.
 - Incorporation of applied learning strategies.
 - Techniques for teaching “All Aspects of an Industry.”
 - Staying current with needs, expectations and practices of business/industry.
 - Research based effective teaching skills.
 - Effective use and application of technology to improve instruction.
 - Improving instruction for Special Populations including nontraditional students.
 - Use of student and program assessment data to improve instruction.
 - Understanding requirements of Perkins legislation.
- Arranging relevant business/industry experiences and/or internships for educators.
- Establishing comprehensive professional development plan for each educator.
- Involving participants in determination and evaluation of in-service activities.

6. Program Evaluation Activities

Perkins Legislation: To develop and implement evaluations of career and technical education programs, including how needs of special populations are being met. [Sec. 135(b)(6)]

Strategies/Best Practices

- Tracking and reporting industry-recognized credential, certificate or degree awarded.
- Assessing/analyzing:
 - Attainment of “Core Indicators of Performance.”
 - Student numbers and trends (enrollment, completion, placement; etc.).
 - Levels of student satisfaction.
 - Extent of academic and technical integration in courses/programs.
 - Involvement of business/industry (school-based and work-based).
 - Relevance of program to regional labor market.
- Creating and implementing student achievement and program evaluations.
- Developing program “Strategic Improvement Plans” based upon assessments.
- Utilizing program advisory committees:
 - Approving student learning outcomes.
 - Functioning as independent “third party” program evaluators.
 - Determining appropriateness of program “Strategic Improvement Plans.”
- Ensuring preparation for nontraditional fields is encouraged and respected.

7. Improve, Expand and Modernize Program Activities

Perkins Legislation: To initiate, improve, expand and modernize quality career and technical education programs. [Sec. 135(b)(7)]

Strategies/Best Practices

- Expanding program offerings at times or in formats more accessible for students.
- Curriculum development activities
- Acquire external business and industry related program certification/accreditation
- Implement program modifications to ensure program and student learning outcomes are aligned with business and industry standards
- Involving program advisory committees in improving and modernizing programs.

8. Sufficient Size, Scope and Quality Activities

Perkins Legislation: To provide services and activities that are of sufficient size, scope and quality to be effective. [Sec. 135(b)(8)]

Strategies/Best Practices

- Refining programs to incorporate elements in Perkins definition of “Programs of Study.”
- Keeping “program approvals” up-to-date with the Kansas Board of Regents.
- Ensuring classroom/laboratory settings simulate workplace environments.
- Staffing programs with adequate personnel (faculty and support).
- Increasing student enrollment, completion and placement to justify program continuation.
- Basing breadth and depth of learning outcomes on current job requirements.
- Using program advisory committees:
 - Evaluate extent programs meet regional labor market needs.
 - Annually validate the occupational relevancy of learning outcomes.
- Increasing business/industry involvement:
 - Expanding work-based experiences (job shadowing, *internships, cooperative education, work experiences, etc.*).
 - Infusing expertise into classroom (guest speakers, field trips, resources, etc.).
- Ensuring programs prepare students for high skill, wage or demand occupations.
- Ensuring preparation for nontraditional careers is encouraged and respected.
- Improving accessibility to program information and statistics for prospective students and the public.
- Providing career guidance and academic counseling.

9. Special Populations Activities

Perkins Legislation: To provide activities to prepare special populations for high skill, wage or demand occupations that will lead to self-sufficiency. [Sec. 135(b)(9)]

Strategies/Best Practices

- Establishing or refining non-discrimination policies/procedures.
- Implementing strategies to overcome program enrollment and completion barriers.
- Redesigning programs to enable attainment of "Core Indicators of Performance."
- Making modifications to curriculum or equipment.
- Employing classified/supportive personnel/aides.
- Expanding/aligning student services (assessment, counseling, financial aid, job placement).