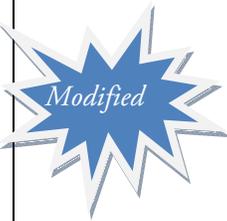
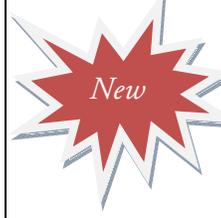


Highlights of the Perkins IV Nebraska Plan for Career and Technical Education

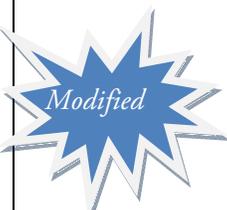
Topic	Description
<p>Impact of Perkins Funds</p>	<p>Nebraska’s philosophy is to maximize use of the Federal resources provided by Perkins IV to assist in providing quality career education for secondary and postsecondary students. It is important to remember these funds cannot be used to sustain programs or supplant local/state funds. The law requires the funds be used to improve or expand career education offerings.</p> <p>Perkins IV resources will be used to:</p> <ul style="list-style-type: none"> • Provide rigorous and relevant career education that prepares students for postsecondary education and/or entry into the career area of their choice. • Improve access to career education courses on the secondary and postsecondary levels. • Create flexibility in delivery of career education and implementation of Perkins IV. • Provide quality professional development including leadership development for career education instructors and administrators. • Strengthen secondary/postsecondary relationships and transition options for students.
<p>Funding Structure</p> 	<p>Nebraska annually receives approximately \$7.8 million of federal funds through the Perkins Act.</p> <p>The law requires that not less than 85% of funds go to local formula distribution. The remaining 15% is used for state administration (no more than 5%) and statewide leadership activities (no more than 10%). From the leadership funds, the law requires that funds be allocated to Nontraditional Training and Employment programs (\$60,000) and Corrections or Institutions (\$40,000).</p> <p>During the transition year, Nebraska merged the funding streams of Title I (Basic Grant) and Title II (Tech Prep) to make all funds available under the basic grant (Title I).</p> <p>The amount an individual secondary school qualifies for is based on the population and poverty formula that is defined in the law. Postsecondary institutions qualify for funds based on PELL and BIA eligibility as defined in the law.</p>
<p>What happens to Tech Prep?</p>	<p>Because of the merger of Title I and Title II dollars as described above, there is no longer a set-aside for Tech Prep as there was in previous Perkins Laws. Tech Prep and related activities are approvable uses of Perkins funds under the basic grant.</p> <p>Perkins IV provides more focus on secondary and postsecondary transition than previous laws. Career education will build from the success of Tech Prep to develop statewide articulation agreements and transition strategies for students between secondary and postsecondary programs.</p> <p>Current articulation agreements between secondary and postsecondary programs are still valid and should continue until statewide agreements are in place. The new Partnerships For Innovation statewide consortium will be focusing on these efforts.</p>
<p>Establishing Perkins Eligibility</p>	<p>Perkins IV requires that career education programs assisted with Federal resources be of sufficient size, scope, and quality. This requirement is measured in two ways:</p> <p>1) A secondary school district must qualify for a minimum of \$15,000 or must form a consortium</p>

	<p>with other districts that is managed by an ESU or Community College. A postsecondary institution must qualify for \$50,000 or form a consortium with another postsecondary institution to qualify for the funds.</p> <p>2) Each secondary school and/or community college must meet an Essential Components Review to determine eligibility for Perkins IV. You may review the Essential Components checklist at: http://www.nde.state.ne.us/nce/PerkinsIV.htm. The Program Standards forms that have been used in the past will be discontinued and replaced with the Essential Components Checklist.</p> <p>A web-based tool is being developed to determine a school or community college’s intent to participate in Perkins funding and to submit the Essential Components Checklist.</p>
<p>Change in Consortium Requirements</p> 	<p>The new State Plan changes the requirements for secondary schools forming consortia to receive Perkins funds. Because of the increase audit accountability, emphasis on professional development and secondary/postsecondary articulation and transition, the plan proposes to limit the management of consortia to Educational Service Units or Community Colleges.</p> <p>This will require secondary schools that do not qualify independently for the \$15,000 to join with a consortium that is managed by an ESU or a Community College.</p> <p>As we look to the future, ESU’s may want to consider merging with another ESU to manage the Perkins funds and expand their impact through collaboration.</p> <p>We also have a new model where a community college is serving as the consortium manager. The funding streams between secondary and postsecondary are required to be kept separate in this structure, with secondary funds being used to support secondary programs and postsecondary funds supporting postsecondary programs. The advantage is in the alignment of curriculum and expansion of professional development opportunities.</p>
<p>Perkins Funds Application</p> 	<p>Once qualified as an eligible recipient, an application process is used to apply for funding. The application must be submitted by each school district/community college that qualifies for the minimum amount of funds and by each consortium of schools and/or colleges that have partnered to access Perkins funds.</p> <p>The process includes the following:</p> <ul style="list-style-type: none"> • A five-year career education strategic plan must be submitted and approved. This five-year plan must outline how Perkins IV funds are used to promote continuous improvement in career education programs. • An annual application must be submitted and approved. The application, based on review of local data, details strategies, activities and expenditure of funds that support the five-year strategic plan. The annual application may also be used to amend the five-year strategic plan to meet the changing needs of the Perkins eligible recipient. • The five-year plan and annual application will outline how career education programs will: <ul style="list-style-type: none"> ○ 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 based on labor market information and economic development priorities ○ include secondary and postsecondary program alignment that supports articulated or dual-credit opportunities

	<ul style="list-style-type: none"> ○ partner with school counseling to ensure that all students receive systematic career development and career counseling ○ use career student organizations as a vehicle for academic and technical skill enhancement, leadership and personal development ○ address any deficiencies in performance measures as outlined in the Perkins IV accountability performance report ○ reflect the requirements for uses of funds or allowable uses of funds per Section 135 of the Perkins Act
<p>Use of Funds</p> 	<p>Perkins IV has maintained the list of approvable and non-approvable uses of funds. This is similar to Perkins III with one significant change:</p> <ul style="list-style-type: none"> ● Perkins IV and USDE’s guidance emphasize the funds are to be used to improve and expand career education to meet new business/industry skills or standards – not to sustain what is already there. Sustaining a program is a local responsibility. Perkins funds are to be used to help schools and colleges secure new equipment and materials needed to be current and relevant with the skill demands of today’s and tomorrow’s business and industry. As we look at the annual application requesting for approval for use of funds, our monitors are required to consider the language in the law and guidance concerning improvement and/or expansion. <p>Limit on length of support for an activity – Because of the new emphasis on improvement and expansion, Nebraska will use the guideline that Perkins funds can be used to support a specific activity for up to three years. After that time, the activity should be supported by local funds.</p> <p>Appropriate equipment/instructional materials – The list of acceptable use of funds is the same between Perkins III and Perkins IV. The difference as stated above is further clarification of how the equipment and/or instructional materials will be used to improve or expand career education For example we have received requests to expend Perkins funds for flower pots, laundry baskets, claw hammers, etc. While these all may have their place in an instructional program, they would be difficult to justify in terms of improving or expanding program to meet new industry skills or standards.</p> <p>Equipment – equipment is still an eligible expenditure of Perkins IV funds. However the justification for the equipment must be based on improvement or expansion of the program. Replacing a piece of equipment with the same piece because it is worn out is not an approvable expenditure of funds. Purchasing a piece of new technology or new industry standard equipment to replace out-dated equipment is approvable.</p> <p>Equipment must also be justified by the curriculum offered. It must support the development of current and relevant skills needed in business and industry in that area and be aligned with the curriculum provided by the eligible recipient. Professional development to support the new equipment should also be included.</p> <p>Equipment must be retained for use by the career education programs offered. Perkins funds cannot be used to support purchases for use by general school populations. Equipment may be depreciated using the school/college depreciation schedule.</p> <p>Instructional Materials – instructional materials are an eligible expenditure under Perkins IV. Materials may not be consumable and again cannot be part of the normal operations of the instructional program.</p>

	<p>Professional development – Perkins IV places a great deal more emphasis on professional development of teachers and a new emphasis on recruitment and retention of teachers. Professional development is defined as more than a one-time event – it should be a sustained program, designed to provide both the pedagogical and technical skills needed to help career education instructors. Professional development efforts should focus on helping teachers secure the skills needed to provide relevant instruction based on current business and industry skills and standards.</p>
<p>Programs of Study</p> 	<p>Perkins IV has required the shift from approving traditional programs to approving programs of study. Secondary programs of study are a sequence of a minimum of three career education courses in a given cluster or pathway; are aligned with appropriate academic courses; and are aligned with postsecondary courses to prepare them for their chosen career area. Programs of study at the postsecondary level have been in place for many years.</p> <p>Nebraska will utilize programs of study for the following:</p> <ul style="list-style-type: none"> • Assist secondary schools in creating meaningful sequences of courses. • Promote postsecondary education options for students to further prepare for their careers. • Promote collaboration between secondary and postsecondary through curriculum alignment. • Promote the advancement of articulated and/or dual-credit courses. • Provide rigorous and relevant curriculum at the secondary and postsecondary level, aligned with industry standards, that leads to attainment of a diploma, degree, and /or industry certification. • Provide a planning framework for use in education and career planning.
<p>Programs of Study Approval</p> 	<p>NDE will provide three options for eligible recipients to seek approval for programs of study.</p> <ol style="list-style-type: none"> 1) Adopt the state cluster and pathway program of study models. The models were adapted from the work of the national plans of study developed by the States Career Cluster Initiative and were aligned with Nebraska curriculum offerings. 2) Develop local programs of study and submit to the Nebraska Department of Education for approval. The application must include the course titles and a description of the courses included in the programs of study. 3) Use a nationally validated program of study such as Project Lead the Way, Cisco or Oracle Academies, National Academy of Finance or ProStart. The application must document the use of these national programs as designed to be implemented. <p>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.</p> <p>Nebraska Department of Education is developing a web-based system for schools to report their programs of study. The programs of study initially will be submitted and approved and then updated as needed by local eligible recipients.</p>
<p>Partnership for Innovation Consortium</p>	<p>The Partnership for Innovation (PFI) statewide consortium will provide leadership on the alignment of secondary and postsecondary levels by focusing on the following:</p> <ul style="list-style-type: none"> • 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

	<ul style="list-style-type: none"> • Develop statewide articulation agreements • Improve academic integration in career education • Work with data and performance measures, especially the technical skill attainment performance measure • Implement innovative curriculum in new and emerging occupational areas <p>PFI is funded with a maximum of a 10% contribution of Perkins funds from local eligible recipients.</p> <p>For more information on PFI, please go to http://www.nde.state.ne.us/nce/PerkinsIV.htm</p>
	<p>NCE Model Programs</p> <p>NDE will develop a Career Education model program for each career field and/or cluster. These models will define the components of a quality program. Local eligible recipients may use these models for programs and school improvement.</p> <p>These models will be developed in collaboration with secondary and postsecondary instructors, administrators, and business and industry representatives. The models will be available to local schools during the 2008-2009 year.</p>
	<p>Focus on Professional Development</p> <p>Perkins IV has placed more emphasis on providing a quality professional development program for NCE instructors on both the secondary and postsecondary levels. Professional development efforts must be more than a one-day workshop and be targeted to improve student achievement. The new Partnerships for Innovation statewide consortium in cooperation with NDE will be focusing on professional development that will address the following:</p> <ul style="list-style-type: none"> • Implementation of the NCE model, programs of study and the use of the knowledge and skill statements • Integration and reinforcement of academic competencies into NCE courses • Instructional design and delivery, integration of technology, formative and summative assessment strategies • Current business and industry information and trends to keep instruction relevant. • Dissemination of best practices for NCE • Components that are unique to NCE such as laboratory management, extended learning opportunities, workbased learning, career student organizations • Strategies for successful participation of special populations in NCE courses • Formative and summative assessment strategies for successful student achievement
	<p>Recruitment and Retention of NCE Instructors</p> <p>Nebraska is committed to recruiting and retaining quality NCE instructors, administrators, and school counselors. Perkins IV now requires that we target recruitment and retention of NCE instructors as a priority. Strategies to be implemented include:</p> <ul style="list-style-type: none"> • Support for growth in the implementation of the education and training career cluster • Support retention efforts through induction programs including mentoring opportunities • Focus on non-traditional and underrepresented populations for recruitment into teaching • Provide current 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.)

<p>Update of Essential Learnings</p>	<p>NDE will update the career education Essential Learnings, aligning to the current knowledge and skill statements from the States Career Cluster Initiative. NDE will also facilitate the process of crosswalking the Essential Learnings to the new Nebraska standards when completed.</p>
<p>Work with Special Populations</p> <p><i>The term Special Populations is defined in the law as individuals with disabilities, economically disadvantaged, migrant, English language learners, and gender under-represented populations (students who are in programs or employment in occupations in which their gender comprises 25% or less of total employment)</i></p>	<p>Nebraska will use the following strategies and activities to be conducted at both the state and local levels to provide equal access:</p> <ul style="list-style-type: none"> • 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 in Nebraska correctional institutions. • Work with teacher education institutions to provide meaningful preparation for all preservice students on working with special populations and helping them achieve success in career and technical education. • Provide an on-going program of professional development for NCE instructors on strategies for helping special populations achieve success in career education. • 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: <ul style="list-style-type: none"> ◦ 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 Student Organizations (CSOs). ◦ 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 leading to self-sufficiency. ◦ How secondary and postsecondary programs will prepare members of special populations to earn diplomas, degrees or credentials.
<p>Perkins Accountability</p> 	<p>Nebraska 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.</p> <p>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.</p> <p>Following establishment of the state baseline, the consideration of the local education agency to negotiate 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</p>

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 also be pursued as a part of this process.

Secondary Performance Measures required by Perkins IV:

- (i) *Student attainment of challenging academic content standards and student academic achievement standards*
- (ii) *Student attainment of career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.*
- (iii) *Student rates of attainment of each of the following:*
 - (I) *A secondary school diploma.*
 - (II) *A General Education Development (GED) credential, or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities).*
 - (III) *A proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if such credential, certificate, or degree is offered by the State in conjunction with a secondary school diploma).*
- (iv) *Student graduation rates*
- (v) *Student placement in postsecondary education or advanced training, in military service, or in employment.*
- (vi) *Student participation in and completion of career and technical education programs that lead to non-traditional fields.*

Perkins measure (ii) - Technical Skill Attainment: Student attainment of technical skill proficiencies aligned with industry-recognized standards, if available and appropriate.

The Partnership for Innovation Consortium will be working with this measure to determine how Nebraska could best gather the needed data. In addition to the work of PFI, Nebraska is will be joining a national consortium to collaboratively address this measure.

Postsecondary Performance Measures required by Perkins IV:

- (i) *Student attainment of challenging career and technical skill proficiencies, including student achievement on technical assessments, that are aligned with industry-recognized standards, if available and appropriate.*
- (ii) *Student attainment of an industry-recognized credential, a certificate, or a degree.*
- (iii) *Student retention in postsecondary education or transfer to a baccalaureate degree program.*
- (iv) *Student placement in military service or apprenticeship programs or placement or retention in employment, including placement in high skill, high wage, or high demand occupations or professions.*
- (v) *Student participation in, and completion of, career and technical education programs that lead to employment in non-traditional fields.*