

THE LOCAL PLANNING PROCESS

INTENT TO PARTICIPATE IN PERKINS IV GRANTS

Nebraska public secondary schools and community colleges (referred to as the local education agency in the Act) that are offering approved State Model programs of study in Nebraska Career Education are eligible to participate in Perkins IV. State Model programs of study may be found at: <http://cestandards.education.ne.gov/>

The local education agency (LEA) allocation will be made on a single fiscal year basis. The allocation to each LEA is calculated using a formula established in the Federal legislation and published in the Nebraska State Plan for Career Education. Local education agencies will be notified of the annual allocation.

SECONDARY

The Nebraska Department of Education will use the Perkins IV Intent to Participate Tool through the NDE portal for local secondary schools to declare their intent to participate in Perkins IV for the fiscal year. Completing the requested information will accomplish the following:

- Declare the school's intent to participate by identifying the participation option.
- Affirm the school meets the essential components requirement for participation.
- Submit the chapters of an active Career and Technical Education Student Organization (CTSO) offered through the District.

Local education agencies on the secondary level can choose one of three participation options:

- If the LEA allocation is greater than \$15,000, the LEA can either accept the federal funds and operate its own program or choose to participate in a consortium.
- If the allocation is less than \$15,000, the LEA can enter into a consortium managed by an educational service unit or community college in order to meet the \$15,000 minimum allocation requirement.
- The LEA can decline the allocation.

POSTSECONDARY

Postsecondary institutions will declare their intent to participate by responding to the written request for information.

Local education agencies on the postsecondary level can choose one of three participation options:

- If the LEA allocation is greater than \$50,000, the local education agency may operate independently.
- If the LEA allocation is less than \$50,000, the eligible recipient must form a consortium in order to participate.
- The LEA can decline the allocation.

BEGINNING THE LOCAL PLANNING PROCESS

Developing a local plan through analyzing data and formulating a strategic plan for career and technical education will allow the use of funds, regardless of the source, to best meet the needs of all students enrolled in career education.

The planning process for use of Perkins IV funds should be a part of and coordinated with the continuous school improvement plan and/or technology plan for the district/consortium or community college. The critical steps of the planning process are:

- Assessing current demographic data, labor market, population and career education program data.
- **Involving a career education advisory committee with diverse representation of parents, business leaders, students, special populations, and CTE and non-CTE instructors. (This advisory committee must conduct at least one meeting to advise on application of funds.)**
- Establishing goals and objectives aimed at meeting the needs of the students in career education programs.
- Identifying career and technical education programs that can best meet established educational objectives through the use of Perkins IV funds.
- Analyzing past performance on Perkins Performance Measurement Quality Indicators.
- Allocating resources to achieve identified goals and objectives.
- Evaluating results and making necessary revisions.

This planning process should be used to provide guidance for the development of the five-year plan and annual application to focus the use of Perkins IV funds provided to each district, institution, and consortium.

LOCAL NEEDS PLANNING CONSIDERATIONS

A needs assessment that provides the basis for local application development and the use of a diverse career education advisory committee support an effective and visionary approach to the planning process.

The needs assessment process should identify improvement needs of career education programs in the following areas:

- Academic and technical skills acquired by students through the integration of academic and CTE programs in a program of study.
- Student opportunities for experiences that address all aspects of an industry.
- The use of technology, which may include training career and technical education personnel to use state-of-the-art technology, that may include distance learning; providing students with academic, occupational and technical skills to enter high technology and telecommunications careers; and encouraging schools to partner with high technology industries to offer internships and mentoring programs.
- Professional development for administrators, counselors and teachers to include: inservice and preservice training in state-of-the-art programs and techniques, effective teaching skills based on research and effective practices to improve parental and community involvement; education programs to ensure that teachers and personnel stay current with all aspects of an industry; teacher internship programs that provide business experience; and training programs in the use and application of technology.
- Evaluation of programs assessing the needs of special populations.
- Initiating, improving, expanding and/or modernizing career education programs.
- Providing services/activities that are of sufficient size, scope and quality to be effective.
- Linking secondary and postsecondary career education.

In addition, as the local needs assessment is designed, it may also address the following:

- Involvement of parents, businesses and labor organizations in planning, implementing and evaluating career education programs.
- Career guidance and academic counseling for students participating in career and technical education programs.
- Workplace experiences, such as internships, cooperative education, school-based enterprises, entrepreneurship and job shadowing that are related to career education programs.
- Programs for special populations.
- Support local business and education partnerships.
- Quality and accessibility of CTSOs mentoring and support services.
- Leasing, purchasing and adapting or upgrading equipment.
- Improving or developing new career education courses.
- Career education programs for adults and school dropouts to complete their secondary school education.
- Assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education.
- Support for nontraditional training and employment activities.
- Support for other career and technical education activities consistent with the purposes of this Act.