

# Nebraska Department of Education

Carl D. Perkins Career and Technical Education Act of 2006



*Skills for Lifelong Learning, Earning, and Living*

## Monitoring and Technical Assistance Manual

*Secondary Consortium Recipient*

**Secondary Consortium:**

**NDE Monitor:**

**Date of Monitoring:**

# Monitoring and Technical Assistance Manual

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## **Nebraska Department of Education Monitoring and Technical Assistance Manual**

### **For Carl D. Perkins Career and Technical Education Act of 2006**

Career Education is one of the primary systems through which youth and adults are prepared to enter a competitive workforce and continue in lifelong learning. The federal and state investment of financial resources should be used to improve career and technical education programs that will provide opportunities for all students to have access to and benefit from quality educational experiences.

In order to qualify for allocations of the Carl D. Perkins Career and Technical Education Act of 2006 funds, eligible recipients were required to prepare a local application. The Act envisions that students will achieve challenging academic as well as career and technical skill proficiencies, be prepared for postsecondary education and further learning, and attain the skills needed to pursue high-skill, high-wage careers, and not just entry-level jobs. Students in career and technical education should be taught to the same challenging academic standards as other students. The performance measures, which are a part of the Annual Report, address this priority for accountability.

This document has been prepared to assist the staff of the Nebraska Department of Education in monitoring approved projects of the Carl D. Perkins Career and Technical Education Act.

The monitoring process, which should occur twice within a five-year period, has the following purposes:

1. Determine compliance with the assurances as listed in the local application.
2. Evaluate progress toward the goals identified in the local application.
3. Verify that programs that have been approved as meeting program standards are in compliance.
4. Review progress toward meeting core indicators.
5. Provide technical assistance for meeting the goals identified in the local application.

# Monitoring and Technical Assistance Manual

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## **A review of the impact of Perkins funds on Career Technical Education**

*(Completed by the secondary consortium)*

**Highlight the successes achieved during the past three years to improve career and technical education:**

**Highlight the challenges encountered during the past three years to improve career and technical education:**

**Based on the experiences of the past three years, identify the areas for improvement that may be the focus of future applications for Perkins funds.**

# Monitoring and Technical Assistance Manual

## Review of the Local Application and Procedures

*This review is designed to be a self-assessment of quality and a documentation of meeting the assurances requirements associated with accepting funds from the Perkins Career and Technical Education Act of 2006.*

*Please check all of boxes that are appropriate as evidence of implementation for each item. With the exception of this page, it is not required to check all statements in each area.*

### QUse of Funds- All items must be implemented

**Perkins consortium will provide fiscal control/accounting procedures necessary to ensure proper expenditure of and accounting for Federal funds expended for career and technical education. Consortium is able to demonstrate fiscal control and fund accounting procedures that ensure proper expenditure of funds are in place and utilized. (Federal Requirement)**

Evidence	Check (✓) if Implemented Evidence on File
1. <b>Expenditure Tracking</b> – A separate account is established for the approved application or an auxiliary code is assigned to the approved application identifying the line items of the application's approved budget.	<input type="checkbox"/>
2. <b>Records Management</b> – A full and complete record of expenditures connected with the approved application is maintained. Copies of primary source documents such as purchase orders, paid invoices, paid vouchers, and related correspondence are on file with the eligible recipient and are available upon request for state and federal audits. Records must be maintained for five years. <input type="checkbox"/> Copies of an itemized printout of the total expenditures attributed to the approved application for each fiscal year are on file. <input type="checkbox"/> Copies of primary source documents such as purchase orders, paid invoices, paid vouchers, and related correspondence are on file and easily accessible for review and audit purposes..	<input type="checkbox"/>
3. <b>Certification of Staff Time</b> – If staff time is supported by Perkins funding, positive time records must document the allocation of staff time and be kept on file for review.	<input type="checkbox"/>

### Evidence of Implementation

**Web address:**

☐ No Evidence

☐ Adequate Evidence

**NDE Monitor Notes**

# Monitoring and Technical Assistance Manual

<b>Equal Access</b>	
<b>Career technical education programs will address equity issues and provide equal opportunities to individuals without discrimination on the basis of race, color, national origin, sex, marital status, disability, creed, or age. (Assurance 1)</b>	
Evidence	Check (✓) if Implemented Evidence on File
1. Consortium compiles and shares examples of systematic outreach for increasing the enrollment of special populations in career and technical education..	<input type="checkbox"/>
2. Professional Development is provided on diversity and gender equity for CTE instructors.	<input type="checkbox"/>
3. Consortium helps local schools conduct career guidance/counseling activities, develop and utilize action plan(s) to improve participation of nontraditional students and special populations in CTE programs and activities, e.g., career fairs, academy parent meetings.	<input type="checkbox"/>
4. Consortium activities help schools identify and eliminate barriers to CTE program admission.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

<b>Coordination with Other Programs</b>	
<b>Career technical education programs will be jointly planned and coordinated with programs conducted under the Workforce Investment Act, Adult Education, Title 1, IDEA, the Rehabilitation Act, and with apprenticeship programs to ensure non-duplication of other federal programs. (Assurance 2)</b>	
<b>The local application will be made available for review and comment by interested parties including the Local Workforce Development Boards authorized under the Workforce Investment Act (PL105-220). (Assurance 3)</b>	
Evidence	Check (✓) if Implemented Evidence on File
1. Representatives from agencies such as the Chamber of Commerce, Dept. of Labor/Economic Development; parents, students and teachers; and representatives of special populations review the five- year and annual plan application.	<input type="checkbox"/>
2. Effort is made to ensure non-duplication of activities conducted under other federal programs such as WIA, IDEA, Adult Education, Title 1, etc.	<input type="checkbox"/>
3. The local plan application is available for review by interested parties including the local Workforce Development Boards.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

## Advisory Committees

Parents, students, teachers, representatives of business and industry, representatives of special populations, and other interested individuals, as well as the local career technical education advisory committee, are involved in developing, implementing, and evaluating all career technical education programs. (Assurance 4)

Evidence	Check (✓) if Implemented Evidence on File
1. An active consortium-level advisory committee meets to review the local application, provide input and guidance on current and proposed activities, and participate in strategic short- and long-range strategic planning.	<input type="checkbox"/>
2. Correspondence, meeting agendas and minutes are on file for all advisory committee meetings including a list of attendees for each meeting.	<input type="checkbox"/>
3. Parents, students, academic and CTE teachers, faculty, administrators, career guidance and academic counselors, representatives of business/industry and labor organizations (if appropriate) and representatives of special populations serve on the advisory committee.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

## Private Schools

To the extent consistent with the number and location of students enrolled in private or religious secondary schools or home schools, provision is made for the participation of these students in the career and technical education programs of the local educational agency. (Assurance 5)

Evidence	Check (✓) if Implemented Evidence on File
1. Consortium schools have records of communication with private/religious schools informing them of CTE program offerings and how their students can participate.	<input type="checkbox"/>
2. Private/religious school's CTE instructors are invited to participate in professional development activities conducted for consortium CTE instructors.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> Not Applicable ( no private schools)	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

Appeals Procedures	
Effective procedures will be developed, including an expedited appeals procedure, by which concerned parents, students, teachers, and area residents will be able to participate in decisions that impact programs offered under this Act. (Assurance 6)	
Evidence	Check (✓) if Implemented Evidence on File
1. Documentation of the appeals process established by the consortium is easily accessible to parents, students, teachers, and other stakeholders.	<input type="checkbox"/>
2. Information about the appeals process is disseminated. -Student handbook                      -Board policies and procedures -District/consortium website        -Other	<input type="checkbox"/>
Evidence of Implementation	
Web Address:	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
NDE Monitor Notes	

Parental Involvement	
Parental involvement includes being a part of the decision-making process in helping students choose a career technical education program of study and supporting the students in ways that assist in achieving success in their programs of choice. (Quality Indicator)	
Evidence	Check (✓) if Implemented Evidence on File
1. Consortium encourages schools to increase parental involvement in CTE activities such as open houses showcasing CTE student work, student/teacher/counselor meetings, development of personal learning plans, etc.	<input type="checkbox"/>
2. Consortium schools conduct parent satisfaction surveys and the data gathered is used to evaluate and improve CTE programs.	<input type="checkbox"/>
Evidence of Implementation	
Web Address:	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
NDE Monitor Notes	

# Monitoring and Technical Assistance Manual

## Academic Standards/Coherent Sequence of Courses

Students who participate in career technical education programs will be taught to the same academic standards as all other students and encouraged through counseling to pursue a coherent sequence of courses that integrate academic and occupational disciplines. (Assurance 7)

Evidence	Check (✓) if Implemented Evidence on File
1. Consortium activities encourage academic and career technical education staff members to plan integrated curriculum that embeds reading, writing, and mathematics in each CTE course.	<input type="checkbox"/>
2. Consortium activities encourage schools to develop integrated courses that focus on rigorous, highly relevant content with embedded literacy and numeracy.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

## All Aspects of an Industry

Career technical education programs will provide students with a strong experience in and understanding of all aspects of an industry. (Assurance 8)

Evidence	Check (✓) if Implemented Evidence on File
1. Consortium activities assist schools in providing curriculum and activities that provide students with experience in all aspects of an industry. <ul style="list-style-type: none"> <li><input type="checkbox"/> Field trips</li> <li><input type="checkbox"/> Clinicals/workshops/laboratories</li> <li><input type="checkbox"/> Experiences in health and safety, labor and community issues</li> <li><input type="checkbox"/> Experiences in planning, management and finance</li> <li><input type="checkbox"/> Experiences in technical and production skills</li> <li><input type="checkbox"/> Career Field-related technology experiences</li> </ul>	<input type="checkbox"/>
2. Consortium provides professional development to implement work-based learning opportunities that are linked to the CTE program(s) of study such as paid employment, supervised entrepreneurial experiences, youth apprenticeships, cooperative learning, internships, job shadowing	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	



# Monitoring and Technical Assistance Manual

## Technology/Professional Development

The local educational agency will develop, improve, or expand the use of technology in career technical education, which may include teacher training to use state-of-the-art technology, providing students with skills to enter a high technology and telecommunications field, internships, and mentoring programs in high technology industries. *(Assurance 9)*

The local educational agency will provide professional development activities, which may include effective teaching skills, improving community involvement, becoming current with all aspects of the industry, business internships, technology use and application. *(Assurance 10)*

Technology used in instructional programs includes hardware and software specific to the approved career clusters/pathways programs of study offered. *(Quality Indicator)*

Evidence	Check (✓) if Implemented Evidence on File
1. Professional development activities provided by Perkins funds are aligned with the ESU professional development plan.	<input type="checkbox"/>
2. Consortium provides professional development experiences for CTE instructors in areas such as: <input type="checkbox"/> Technology training <input type="checkbox"/> Teaching skill enhancement <input type="checkbox"/> Work internships <input type="checkbox"/> Current information in content area	<input type="checkbox"/>
3. A formal record is maintained of professional development activities offered specifically related to enhancing CTE teaching skills, improving community involvement, becoming current with all aspects of an industry, business internships, technology use and application. <input type="checkbox"/> Academic and technical content and assessment <input type="checkbox"/> Classroom management/pedagogy <input type="checkbox"/> Project-based/Problem-based learning <input type="checkbox"/> Embedding academics into career education content	<input type="checkbox"/>
4. The consortium-wide technology plan addresses CTE skill and knowledge enhancement.	<input type="checkbox"/>
5. Career-related software and hardware purchased by the consortium is used in CTE classes. <input type="checkbox"/> Students' technology skills are assessed for competency <input type="checkbox"/> Hardware/software is based on industry standards	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	<input type="checkbox"/>
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence

### NDE Monitor Notes

# Monitoring and Technical Assistance Manual

## Program Quality

The local educational agency will initiate, improve, expand, and modernize quality career technical education programs. (Assurance 11)

The local educational agency will provide career technical education programs that are of such size, scope, and quality as to bring about improvement in the quality of education offered by the school. (Assurance 12)

Evidence	Check (✓) if Implemented Evidence on File
1. Each consortium school meets requirements as listed in Essential Components for Perkins Funds.	<input type="checkbox"/>
2. Each consortium school provides at least one approved program of study.	<input type="checkbox"/>
3. Perkins funds are expended on CTE program offerings and curricular content that are reviewed periodically for relevance to labor market needs and economic development priorities.	<input type="checkbox"/>
4. Consortium schools include a school improvement plan that addresses quality, modern CTE.	<input type="checkbox"/>
5. Consortium budget allocates funds to improve and expand CTE programs.	<input type="checkbox"/>
6. Consortium schools' CTE programs utilize industry certifications, dual credit courses, capstone experiences where available.	<input type="checkbox"/>

### Evidence of Implementation

Web Address:

☐ No Evidence ☐ Adequate Evidence

NDE Monitor Notes

## Secondary/Postsecondary Linkage

Secondary and postsecondary institutions will link career and technical education programs including implementing tech prep programs. (Assurance 13)

Articulation matches course work between secondary and postsecondary education to reduce redundancy. Agreements create local, regional, and statewide partnerships between the school district/high school and a technical, two- or four-year college. Agreements establish policies and procedures for student eligibility for dual credit courses, criteria for awarding postsecondary credit for dual enrollment courses, criteria for dual credit instructors, etc. (Quality Indicator)

Evidence	Check (✓) if Implemented Evidence on File
1. Perkins funds support activities that help consortium schools create secondary/postsecondary linkages for programs of study including opportunities for dual credit.	<input type="checkbox"/>

### Evidence of Implementation

Web Address:

☐ No Evidence ☐ Adequate Evidence

NDE Monitor Notes

# Monitoring and Technical Assistance Manual

<b>Financial Regulations - Reports and Documentation</b>	
<b>Local educational agencies will submit required statistical, financial, and descriptive reports to the NDE. (Assurance 14)</b>	
Evidence	Check (✓) if Implemented Evidence on File
1. Required reports for the year(s) since the last monitoring visit have been submitted, reviewed, and approved through the NDE Grants Management System.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

<b>Financial Regulations – Use of Funds</b>	
<b>Funds will be used to supplement state and local funds for CTE and not supplant such state and local funds. (Assurance 15)</b>	
Evidence	Check (✓) if Implemented Evidence on File
1. Accounting records track expenditures of Perkins funds expended under the approved local application.	<input type="checkbox"/>
2. Approved activities in the local application are new or modifications of previous activities that focus on program improvement.	<input type="checkbox"/>
3. Equipment purchased with Perkins funds is appropriately placed in CTE classrooms and laboratories.	<input type="checkbox"/>
4. Hardware is clearly marked with an inventory sticker indicating the source of funding.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

<b>Financial Regulations – Conflict of Interest</b>	
<b>Organizations representing the interests of the purchasing entity or its employees or any affiliate of such an organization may not directly benefit financially from funds used to acquire any equipment (including computer software). (Assurance 16)</b>	
Evidence	Check (✓) if Implemented Evidence on File
1. The governing board policy addresses this assurance (conflict of interest).	<input type="checkbox"/>
2. Accounting records assure where and how funds are used	<input type="checkbox"/>
3. Accounting records have line item coding that allows easy identification and separation of funds.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

## Financial Regulations –Use of Funds

No funds under this Act shall be used to (1) require any secondary school student to choose or pursue a specific career path or major; and (2) 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. (Assurance 17)

No funds received under this Act may be used to provide career technical education programs to students prior to the seventh grade, except that such students may use equipment and facilities purchased with funds under this Act. (Assurance 18)

All of the funds under this Act shall be used in accordance with the requirements of this Act. None of the funds under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-To-Work Opportunities Act of 1994. (Assurance 19)

Evidence	Check (✓) if Implemented Evidence on File
1. Consortium activities do not provide services below seventh grade with the exception of equipment that is used in multi-grade levels.	<input type="checkbox"/>
2. Consortium guidance counseling practices addressing this assurance are documented.	<input type="checkbox"/>
3. Local application documents that activities are new or major modifications of previous activities.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

## General – Performance Standards/Career Preparation

Students who participate in career technical education programs will meet state adjusted levels of performance and will be prepared for opportunities in postsecondary education or entry into high skill, high wage jobs in current and emerging occupations. (Assurance 20)

Evidence	Check (✓) if Implemented Evidence on File
1. Consortium assists schools in collecting and reporting statistical data that demonstrates student achievement as defined in the Perkins Act.	<input type="checkbox"/>
2. Consortium assists schools in offering Industry credential examinations.	<input type="checkbox"/>
3. Data sources are used to make informed decisions about CTE secondary/postsecondary student academic performance and technical skill attainment. Evidence exists that the following sources are reviewed and are the basis for decision-making: <input type="checkbox"/> Licensing/certification exams <input type="checkbox"/> SAT/ACT scores/Postsecondary entrance exams <input type="checkbox"/> Dual credit or advanced placement data	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

## General – Guidance/Advisement

Professionally trained counselors and teachers will provide guidance, counseling and career development activities, including those activities designed to facilitate the transition from school to post-school employment, postsecondary education, or other career opportunities. (Assurance 21)

Evidence	Check (✓) if Implemented Evidence on File
1. Consortium activities include career guidance and counseling efforts.	<input type="checkbox"/>
2. Consortium assists schools in career activities are conducted for students. <div style="margin-left: 20px;"> <input type="checkbox"/> Career interest inventories are utilized.  <input type="checkbox"/> Personal learning plans are prepared no later than the 9<sup>th</sup> grade with the involvement of the student, parents, and counselor(s).  <input type="checkbox"/> Dual credit opportunities are available and widely publicized to students/parents and students are encouraged to enroll in dual credit courses relevant to their career interest/plan of study.  <input type="checkbox"/> Students and parents meet with the counselor/adviser at least annually to review progress made on the personal learning plan.  <input type="checkbox"/> High school staff collaborates with middle school staff to make students/parents aware of career/educational opportunities.  <input type="checkbox"/> </div>	<input type="checkbox"/>

### Evidence of Implementation

**Web Address:**

☐ No Evidence
 ☐ Adequate Evidence

**NDE Monitor Notes**

## General – Alternative Education

The local educational agency will adequately address the career technical education needs of students in alternative education programs, if appropriate. (Assurance 22)

Evidence	Check (✓) if Implemented Evidence on File
1. Consortium assists alternative education programs located in service area to offering high quality CTE.	<input type="checkbox"/>

### Evidence of Implementation

**Web Address:**

☐ No Evidence
 ☐ Adequate Evidence

**NDE Monitor Notes**

# Monitoring and Technical Assistance Manual

## Special Populations – Equal Access

**Individuals who are members of special populations will be provided equal access to career education programs and will not be discriminated against on the basis of their status. (Assurance 23)**

*The term **special populations** means individuals with disabilities, economically disadvantaged (including foster children), individuals preparing for nontraditional employment, single parents (including single pregnant women), displaced homemakers, and individuals with other barriers to educational achievement (including individuals with limited English proficiency).*

Evidence	Check (✓) if Implemented Evidence on File
1. Consortium activities assist schools in providing services for special populations including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Incorporating career technical education programs into IEPs.</li> <li><input type="checkbox"/> Outreach/recruitment efforts to special populations.</li> <li><input type="checkbox"/> Special population group enrollment in CTE programs is documented.</li> <li><input type="checkbox"/> A list of support services is made available to special population students and their parents/guardians.</li> </ul>	<input type="checkbox"/>

### Evidence of Implementation

**Web Address:**

☐ No Evidence

☐ Adequate Evidence

**NDE Monitor Notes**

## Special Populations – Overcoming Barriers/Career Preparation

**Career education programs will identify strategies to overcome barriers for members of special populations to succeed through support services. (Assurance 24)**

**The local educational agency will meet the needs of special populations by designing career education programs to enable these students to meet state adjusted levels of performance and to prepare them for further learning or for high skill, high wage careers in current and emerging occupations.**

*(Assurance 25)*

**Career education planning for students with disabilities will be coordinated between appropriate representatives of career education, special education, and state career rehabilitation agencies. (Assurance 26)**

Evidence	Check (✓) if Implemented Evidence on File
1. Consortium activities assist schools in providing support services for special populations including: <ul style="list-style-type: none"> <li><input type="checkbox"/> Instructional aides and devices are used to overcome barriers.</li> <li><input type="checkbox"/> Career guidance and counseling/advisement activities address overcoming barriers and career preparation for special population students.</li> <li><input type="checkbox"/> Curriculum and/or classroom/laboratory modifications.</li> <li><input type="checkbox"/></li> </ul>	<input type="checkbox"/>

### Evidence of Implementation

**Web Address:**

☐ No Evidence

☐ Adequate Evidence

**NDE Monitor Notes**

# Monitoring and Technical Assistance Manual

## Performance Measures – Report Submission and Definitions

Local educational agencies will measure and evaluate career education programs and also will assess how the needs of special populations are met. The evaluation submitted to NDE will include a measurement of:

- A. Student attainment of challenging state established academic and career and technical skill proficiencies.
- B. Student attainment of a secondary school diploma or its recognized equivalent, a proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.
- C. Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.
- D. Student participation in and completion of career education programs that lead to nontraditional training and employment. *(Assurance 27)*

Evidence	Check (✓) if Implemented Evidence on File
1. Consortium assists local schools in providing required data, submitted through NSSRS.	<input type="checkbox"/>
2. Consortium assists schools with accuracy and quality of Perkins data including appropriate definitions used for all data fields including concentrator and completer.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

## QUALITY INDICATOR/ASSURANCE: Local Education Agency Comparability Assurance

State and local funds will be used in the schools of each local educational agency receiving funds to provide services which, taken as a whole, are at least comparable to services being provided in schools in the local educational agency not receiving such funds. A local educational agency will have met the comparability requirement if it has established and implemented the following written procedures:

- A. A district wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel; and a policy to ensure equivalence among schools in instructional supplies; or
- B. Other measures such as student/instructional staff ratios & student/instructional staff salary ratios. *(Assurance 28)*

Evidence	Check (✓) if Implemented Evidence on File
1. Consortium schools ensure at least one of the following: <ul style="list-style-type: none"> <li><input type="checkbox"/> Salary schedules show equitable pay between building sites within a local education agency and Program budgets are equitable.</li> <li><input type="checkbox"/> Student/instructional staff ratios are equitable.</li> </ul>	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

<b>Mission/Vision for CTE</b>	
<b>The LEAs within the Consortium have a clearly articulated mission and vision for Career and Technical Education that is consistent with the Nebraska State Plan and local school improvement goals,, mission and vision. A consolidated set of policies and procedures exists for translating the mission/vision into action. <i>(Quality Indicator)</i></b>	
Evidence	Check (✓) if Implemented Evidence on File
1. Mission statements accurately reflect the purpose of career and technical education, who is served, the services offered, and the outcomes expected.	<input type="checkbox"/>
2. The missions communicate that <i>all</i> students—including special populations—can meet high standards of academic and technical excellence as well as engage in active, productive learning (college and career readiness).	<input type="checkbox"/>
3. The missions and policies/procedures relevant to CTE are reviewed periodically to ensure relevance; modifications are made to reflect the evolving knowledge base of CTE.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

<b>Nebraska Career Education Model</b>	
<b>The LEA/Consortium has incorporated the Nebraska Career Education Model (Career Fields, Clusters, and Pathways Model) into curriculum content and planning and it is used as an integral part of the school counseling/advisement program. <i>(Quality Indicator)</i></b>	
Evidence	Check (✓) if Implemented Evidence on File
1. Consortium encourages local schools to utilize course titles and descriptions match those in the Nebraska Career Education programs of study.	<input type="checkbox"/>
2. Consortium activities assist local schools in reviewing CTE course content on an established schedule and make modifications to reflect career field standards and performance indicators.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	



# Monitoring and Technical Assistance Manual

## Career Student Organizations

Career student organizations (CSOs) are an integral part of the career-technical instructional program.  
(NCE Essential Component)

Evidence	Check (✓) if Implemented Evidence on File
1. Consortium monitors so that at least one CSO is available to students at each participating consortium school receiving Perkins funds. Chartered and recognized CSOs documented prior to or during the monitoring visit include: <ul style="list-style-type: none"> <li><input type="checkbox"/> DECA</li> <li><input type="checkbox"/> FBLA (Future Business Leaders of America)</li> <li><input type="checkbox"/> FEA (Future Educators of America)</li> <li><input type="checkbox"/> FCCLA (Family, Community and Career Leaders of America)</li> <li><input type="checkbox"/> FFA</li> <li><input type="checkbox"/> HOSA</li> <li><input type="checkbox"/> SkillsUSA</li> </ul>	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

## Marketing, Public Relations, and Community Outreach

A strategic plan for marketing career education to all stakeholders and the community at large exists, is implemented on an ongoing basis, and is reviewed and updated periodically. (Quality Indicator)

Evidence	Check (✓) if Implemented Evidence on File
1. Consortium activities include marketing efforts that reflect the value of the career education program and course offerings and the alignment to workplace standards, labor market needs, and college/career readiness.	<input type="checkbox"/>
2. Consortium publicizes success and impact of Perkins funds through press releases and other media activities issued about career education programs, students' activities and awards, and encourage local media to cover program events.	<input type="checkbox"/>
3. Consortium activities support consortium schools to provide career education program information that is distributed to students and parents.	<input type="checkbox"/>
<b>Evidence of Implementation</b>	
<b>Web Address:</b>	
<input type="checkbox"/> No Evidence	<input type="checkbox"/> Adequate Evidence
<b>NDE Monitor Notes</b>	

# Monitoring and Technical Assistance Manual

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**Monitor Notes/Comments:**

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**Date of Monitoring Visit**

**Authorized Signature of Local Eligible  
Recipient**

**NDE Project Monitor Signature**