



PERKINS V

reVISION GUIDEBOOK

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
NEBRASKA DEPARTMENT OF EDUCATION
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This guidebook has been created with significant assistance from our national partners at Advance CTE and the Association for Career and Technical Education (ACTE), Louisiana Perkins V: Comprehensive Local Needs Assessment Guidebook, Colorado’s Regional Needs Assessment Handbook, and Michigan’s Comprehensive Local Needs Assessment. Anyone engaged in the local needs assessment process is encouraged to consult their work and other resources cited in the reVISION Resource Manual.

Introduction

Since 2012, the Nebraska Department of Education's **reVISION** process has been instrumental in improving and strengthening CTE in Nebraska! This process provides Nebraska schools with the opportunity to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Every district in the state now has the opportunity to complete this process or update what they have already done with the passage of The Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

One of the most significant changes in Perkins V is the new requirement for local recipients (i.e. school districts, community colleges, tribal organizations) to conduct a **comprehensive local needs assessment** and update it at least every two years. Because the reVISION process has been instrumental in improving and strengthening CTE in Nebraska for over a decade, reVISION has been updated and transformed to meet the new required elements of Perkins V.

reVISION presents an unprecedented opportunity to:

- Create programs and networks to ensure access and success for each student that lead to high-wage, high-skill, and in-demand occupations;
- Ensure programs of study are aligned to and validated by local workforce needs and economic priorities;
- Set strategic short- and long-term goals and priorities to ensure coordinated program review and improvement processes; and
- Regularly engage in conversations with stakeholders around the quality and impact of local CTE programs and systems.

As Nebraska CTE transitions from Perkins IV to Perkins V, reVISION will be used as the foundation for local CTE implementation – it will drive the local application development (stand-alone districts, consortia, and community colleges) and future spending decisions. It should be seen as a chance to take an in-depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. reVISION, if implemented thoughtfully, can also be a powerful opportunity to engage stakeholders in a common understanding and vision for the future of CTE in your community.¹

Each district and community college in Nebraska desiring to operate as an approved CTE program and receive Perkins funds is **required** to actively participate in the reVISION process.

¹ Maximizing Perkins V's Comprehensive Needs Assessment & Local Application to Drive CTE Program Quality and Equity. Association for Career and Technical Education. Updated October 31, 2018.

This Guidebook is intended to give Perkins V recipients a framework from which to structure their approach to reVISION and the regional and local CTE assessment efforts by translating the legal language into actionable steps that not only complete the requirements, but also engages stakeholders in thoughtful program improvement.

As a reminder, there are two ways to participate in Perkins funding:

1. **Stand-alone** – if your district receives an allocation of \$15,000 or more or community college receives \$50,000 or more, you are eligible to be the direct recipients of the grant and can operate as a stand-alone district/college.
2. **Perkins Consortia** – Per Perkins V, any district or college whose allocation does not meet the particular minimum (\$15,000 for secondary, \$50,000 for postsecondary) is required to consort for Perkins purposes. This is the same requirement as the previous law. The most common consortia structure in Nebraska has been for local districts to consort with an ESU.

Educational Service Units (ESUs). This work could not be done without the immense support and leadership from ESUs. ESUs will continue to serve as consortia leads, if so desired, and submit the consortia’s four-year plan and serve as the Perkins fiscal agent for their participating districts. They will not be solely responsible for the needs assessment (reVISION) as, per the law, **each district must actively participate in this process to be eligible for funding** (in other words, the ESUs cannot do this in lieu of each district participating). NDE will work closely with the EUSs to ensure each district is supported in completing all required components.

If your district consorts for Perkins purposes with a group of schools or an ESU, **you are still required to actively participate in the reVISION process** to be considered eligible for any Perkins funds or Perkins funded programs. The NDE has created a process that is manageable and reduces as much burden to locals as possible while still meeting each provision in the law. The results of this needs assessment process will guide programmatic and funding decisions.

reVISION Grants. As the original reVISION program transitions out and the new process is implemented, the additional statewide reVISION Action Grant opportunities will similarly transform. Only those districts and colleges who fully participate in the reVISION process will be eligible for additional Action Grant opportunities to support local CTE program improvement. These grants are available to any eligible recipient or combination of recipients who have completed reVISION, regardless of whether or not they are part of a Perkins consortia.

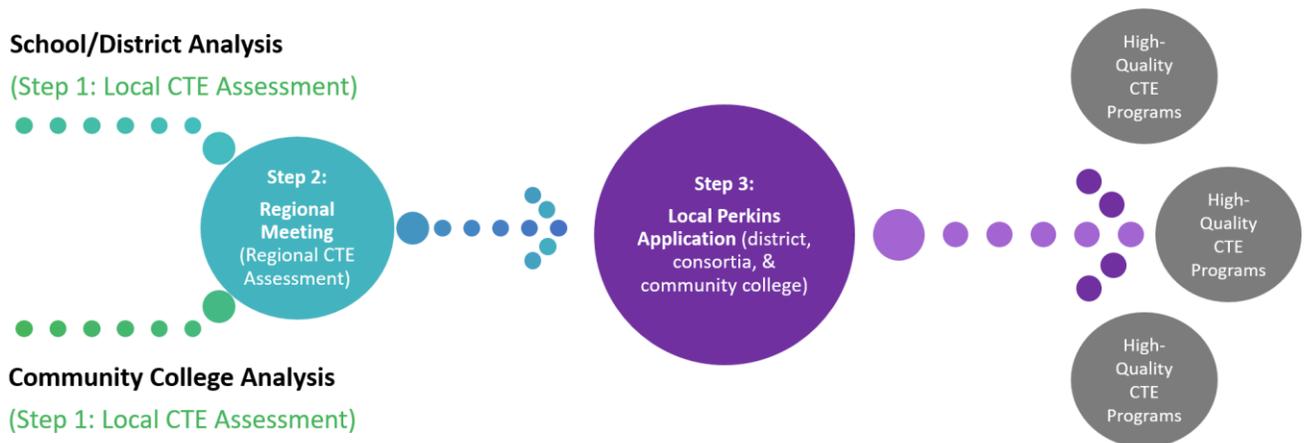
Ultimately, reVISION is about assisting all recipients in **making a more formal shift from collecting data to using data** to ensure local CTE programs help create success for students and employers. The activities of reVISION should become a regular part of the overall region’s data-driven decision making and program improvement cycles—not merely an additional activity updated every two years. By fully integrating this new Perkins V reVISION process into routine activities, recipients will be able to realize the full value of the process.



Don't Start Over! If your school, district, or college has been a part of the reVISION process, many of the elements of the updated reVISION will seem familiar. As such, it is strongly encouraged to utilize the stakeholder engagement feedback, data analyses, and Action Plans developed as part of your reVISION process throughout reVISION as a starting point.

The Process

There are three primary steps to the reVISION process. First, each local school district and community college will complete a Local CTE Assessment. Then, they will bring the results of this assessment to a regional meeting facilitated by NDE, where the Regional CTE Assessment will be completed. Then, using the Local CTE Assessments and Regional CTE Assessment Summary, eligible Perkins applicants (districts, ESUs/consortia, and community colleges) will complete their Local Perkins Application which details the four-year plan for their CTE system. If your district or college consorts for Perkins, the Local Application will be developed collectively for your consortia.



Local CTE Assessment

Includes a series of questions to be answered by each local district and community college. The assessment is comprised of an analysis of five of the six reVISION elements (described below).

Regional CTE Assessment

Includes a series of questions that combine the results of several Local CTE Assessments based on economic development region. It assesses the economic region's labor market information and alignment to local CTE program offerings. The Regional CTE Assessment Summary, when complete, will outline the high-priority Action Steps needed for the region and help direct local and Perkins funding decisions for program improvement.

Local Perkins Application

A four-year Local Perkins Application is required for each eligible Perkins recipient. This application outlines the short- and long-term goals for the CTE system in the local district, consortia, or community college. **Only outcomes identified throughout the reVISION process are eligible for Perkins funds.** The Local Perkins application will include a budget that must be submitted annually. The Local Perkins Application is only submitted by stand-alone districts meeting the minimum allocation threshold, consortia (ESUs), and community colleges.

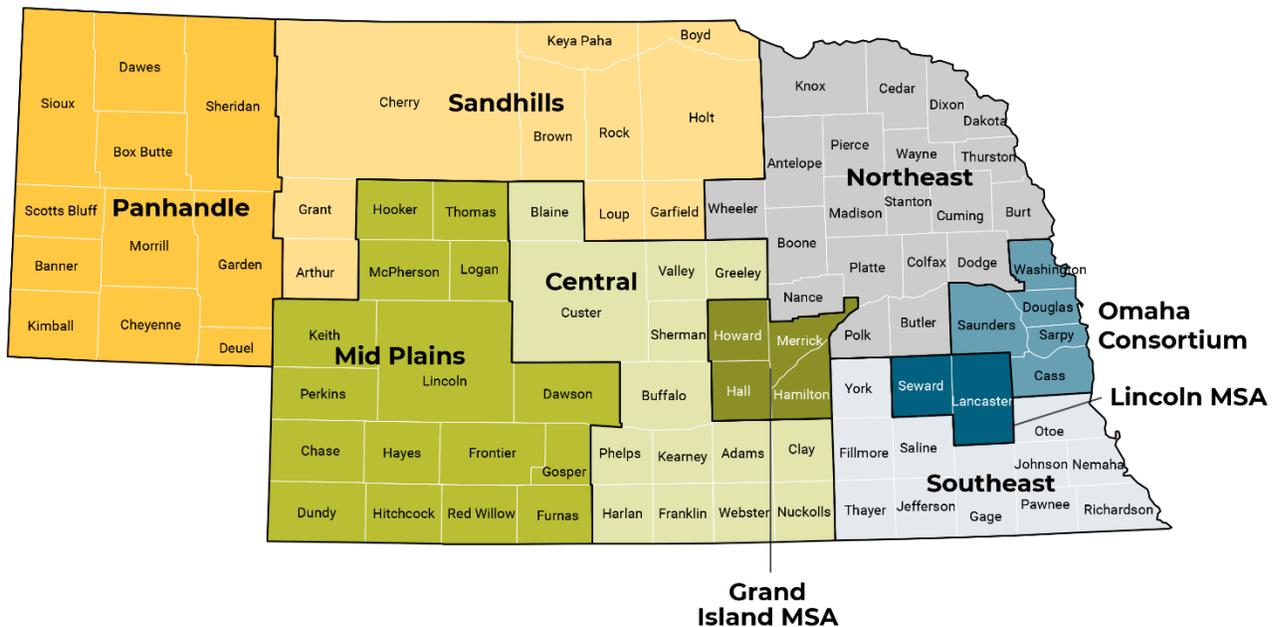
Templates for each Assessment along with additional resources can be found in the reVISION Resource Manual: <https://www.education.ne.gov/nce/revision/>

A Regional Approach

Nebraska will conduct the reVISION process, in part, on a regional level based on economic development regions. **These regions should not be confused with Perkins consortia.** A regional approach to reVISION has the potential to be a major driver of quality and equity in Nebraska CTE programs. Using the region’s goals to drive the process, as described later in this document, will help ensure the outcomes will be valuable in driving CTE program improvement in local communities, without creating tremendous administrative burden.

The following map identifies the Nebraska Economic Development Regions for the Regional CTE Assessment component of reVISION. Where it makes sense, regions may certainly work together or combine to create a larger region. A list of districts by their economic development region can be found in the reVISION Resource Manual:

<https://www.education.ne.gov/nce/revision/>



Benefits of a Regional Approach

- The advantage of working with shared stakeholder groups including secondary and postsecondary faculty and administration, representatives of special populations, state or local workforce boards, parents and students, business and industry, Tribal organizations, and government agencies representing a common region;
- Increased focus on collaboration, including secondary/postsecondary alignment, program quality, and alignment to labor market needs;
- Identification of similar needs and data to meet the needs within the economic region;

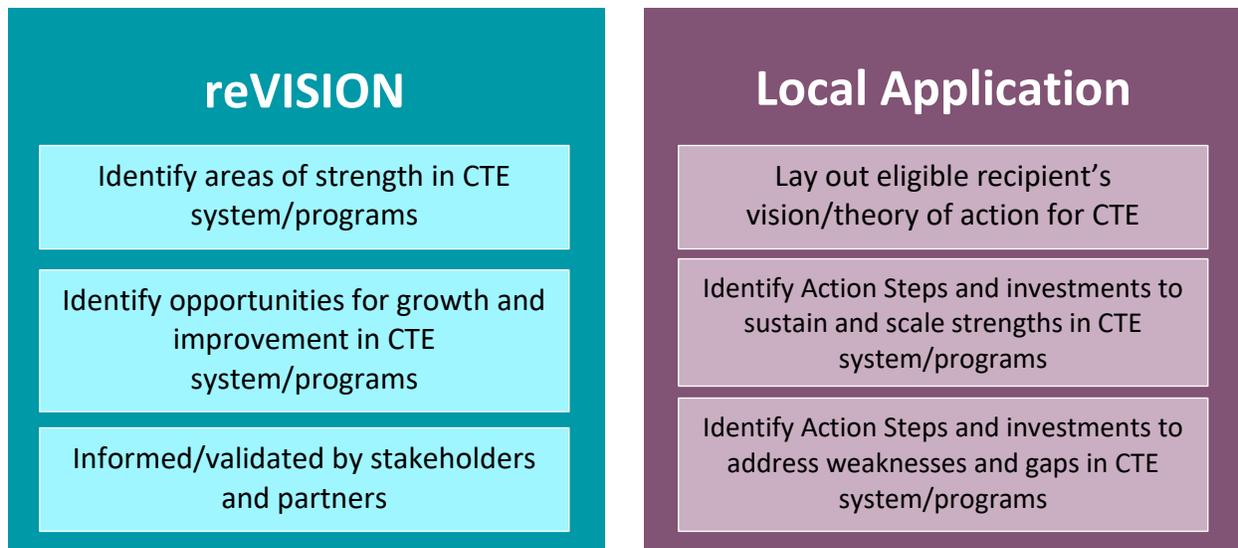
- A more efficient use of resources in preparing for and completing reVISION and implementation of CTE programs.

Consider capitalizing on the many activities local CTE systems (i.e. advisory committees) are already engaged with to build the reVISION needs assessments. **The information collection and consultation activities for reVISION do not necessarily need to be new or different from current continuous improvement processes.** The data collected, relationships that have been formed with industry, community partners, processes engaged in for curriculum development, and local program approval all provide a strong, relevant foundation.

The key difference in Perkins V is that all of these pieces are pulled together strategically and intentionally to help CTE programs plan for the future!

The final product of the regional meetings within reVISION will be the completion of all the Regional CTE Assessment. This document will identify the significant priorities to improve the quality of Nebraska CTE and to direct the use of Perkins funds in the Local Perkins Application.

The strengths and weaknesses identified in the Local and Regional CTE Assessments should seamlessly connect to the Action Steps and activities outlined in the local Perkins application, which is submitted either by eligible stand-alone districts meeting the minimum allocation threshold, consortia of multiple schools, or community colleges.



Resources Provided:

- The NDE will provide a standard reVISION template to be used across Nebraska for both the Local and Regional CTE assessments
- The NDE will appoint or contract with a Convener for each Region to help facilitate and coordinate the Regional CTE Assessment process.

- The opportunity for facilitation support upon request from NDE
- Current and accurate economic and workforce data (i.e. anticipated growth in high-wage, high-skill, and in-demand occupations) by region and statewide
- The ability to request customized assistance from NDE to complete any part of the process and support for implementing the identified Action Steps.

Resources, including worksheet templates and additional reference information can be found in the reVISION Resource Manual.



The Convener

The regional approach will require considerable cooperation from each local district, consortia, and community college. Each economic development region will have a **convener** who will coordinate all education partners, school districts, consortia, and colleges in the region in the regional CTE assessment process. The NDE has contracted with individuals who will serve as the reVISION conveners. More information can be found on the reVISION website: <https://www.education.ne.gov/nce/revision/>. The convener will be the preparer of the Regional CTE Assessment Summary document on behalf of the region.

Convener Responsibilities:

The convener will act as the coordinator of the reVISION process. Specific responsibilities include:

- Identify an individual from each education partner to represent their respective district, consortia, or community college
- Distribute relevant communications and updates as needed
- Coordinate all meetings at the regional level
- Create a timeline to ensure that all deadlines are met
- Work with representatives from the education partners to gather the needed data and information related to their institution and complete the Local CTE Assessment worksheets
- Work with education partners, including schools and colleges, to identify required stakeholders to engage in the Regional CTE Assessment process
- Invite required stakeholders to participate in the regional needs assessment process
- Complete the Regional CTE Assessment worksheets
- Summarize the data and information from the Local and Regional CTE assessment worksheets
- Prepare the final Regional CTE Assessment Summary document or supervise the individual or entity who will complete the final document
- Validate the findings of the Regional CTE Assessment with all education partners and communicate back the Action Steps identified

Big Picture:

- Convener is selected to coordinate the needs assessment process at the regional level.
- Convener identifies representatives of local education partners (Perkins recipients, school districts, consortia, and colleges).
- Convener provides guidance to local education partners on completing the Local CTE Assessment worksheets.
- Convener works with local education partners to identify and engage regional stakeholders.

Step-By-Step

Step 1: Partners Complete Local CTE Assessment

The education partners must complete the local CTE assessment worksheets and analyze the needed data and information **prior** to the regional meeting.

The Local and Regional CTE Assessment worksheets found in the reVISION [Resource Manual](#) must be used to record the discussion and analysis based on the questions for each element. A worksheet is provided for each element of the needs assessment.

There are two parts to each worksheet:

1. **Questions to Consider** – This section contains questions to guide the discussion. Space is provided to collect information and notes for later use. There are additional deep-dive questions provided to assist in determining the root causes of issues and develop appropriate Action Steps to address them.
 - **Current State** – Use this section to describe the present state based on the review of data and other information.
 - **Desired State** – Use this section to identify what the ideal state would be if all the challenges were addressed and the current strengths continue or increase. Be as specific as possible to address the question presented. It may be appropriate to write the desired state as a goal statement. Provide enough detail to substantiate the goal.
2. **Rating** – This section is to be completed at the end of the examination of the data and information and the discussion of the questions. This will help gauge the extent to which the particular element of reVISION is in place.
 - There is a section to record the strategies to address the challenges and strengths. Please list these strategies in priority order.

Big Picture:

- Local education partners complete Local CTE Assessment worksheets using local data and information.
- Convener monitors and assists local education partners in completing the Local CTE Assessment worksheets.

reVISION has six required elements. Many of these elements are interwoven and insights gained in one part may be helpful in tackling another part.



Progress towards improving access and equity, instead of standing alone as an independent element, has been woven through each of the other six elements respectively. This approach will ensure that on all levels, improving the access to and success in CTE programs for each student is examined and addressed.

reVISION requires participants to assess progress toward providing equitable access to all CTE programs for all students. There should also be an examination of any barriers (real or perceived) that may prevent members of any special populations from entering and thriving in these programs.

The outcomes of reVISION should include identified strategies, or Action Steps, to help ensure equitable access to high-quality CTE courses programs of study for all learners.

This includes:

- Strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;

- Providing programs that are designed to enable special populations to meet the local levels of performance; and
- Providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

Each of the following special population categories must be considered in the local application, reVISION, and instructional services. The definition of special populations has broadened, so it is important to check your data systems for access to information. (As a reminder, all definitions are included in Section 3 of the new Perkins V act.)

The term “special populations” means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Homeless individuals described in section 725 of the McKinney-Vento Act;
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services or is on active duty status

On the following pages, each element is described as it should be evaluated with the needs assessment worksheets on the local level. In addition, the following resources are provided:

- Suggested areas to review and materials needed
- Suggested stakeholders to engage
- Suggested strategies for consultation
- Worksheet questions to answer

All worksheets can be accessed within the reVISION Resource Manual:

<https://www.education.ne.gov/nce/revision/>

Element 1- Career Development

Each Nebraska learner deserves the opportunity to explore career options and receive guidance in planning for their future careers. Career development should be a systematic process that starts with a broad understanding of what the world of work is and what is required to be successful in a career. Career development should narrow as learners move through middle school, secondary, and postsecondary education as they get to know their strengths and interests, explore how different jobs connect with those interests, and build career planning and management skills.

This element provides the opportunity for an evaluation of the entire career development system in place. A systemic approach allows for programs, partners, and initiatives to develop and maintain an informed system for each learner.



Suggested Areas to Review and Materials Needed

- A self-assessment of your school/district/college’s career development activities: <https://www.education.ne.gov/nce/program-planning/>
- Access to current and projected future labor market needs and education requirements for these careers
- Nebraska Career Development resources: <https://www.education.ne.gov/nce/careerdevelopment/>
- Follow-up data on both CTE and non-CTE students with emphasis on career success including special populations
- Data on usage of career advisement materials and activities by all populations
- School counseling/career advisement activities for each special population
- Data on the impact of work-based learning experiences on career development
- Findings from surveys/focus groups with students, parents, and/or community representatives of special populations
- Focus groups with secondary/postsecondary institutions, military, unions, apprenticeship programs and others involved in career development
- Survey of secondary and postsecondary counselors and career advisement professionals to determine strategies that work, activities and materials needed, and ways to strengthen career development and advisement.

Suggested Stakeholders to Engage

- Middle, secondary and postsecondary teachers/faculty
- Administrators, teachers, and faculty

Suggested Strategies for Consultation

Workgroup to examine data including educators, school counselors/advisement professionals, and representatives of special populations.

<ul style="list-style-type: none"> • School counselors and advisement professionals • Representatives of special populations • Local data staff • Employers, business and industry representatives willing to assist in career development • Career coaches • Parents • Students 	<p>Focus groups, interviews, study circles, and surveys with:</p> <ul style="list-style-type: none"> • Students and former students • Parents • CTE instructors and CTSO advisors • Representatives of special populations • Business, industry, and community partners • School counselors • Secondary and postsecondary career advisement professionals
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Questions to Consider

1. To what extent are CTE instructors and other faculty trained to be career coaches or are encouraged to have meaningful conversations with learners about their skill sets and career choices? Are they confident in this role?
2. To what extent are all opportunities presented to learners to consider 2- and 4-year postsecondary education, technical training, apprenticeships, military, and direct employment?
3. To what extent are CTE instructors collaborating with counseling/career advisement professionals?

Element 2 - Evaluation of Workforce Alignment



This element will be completed at the regional meeting. Move on to element #3.

High-quality CTE programs are aligned to the needs of the future workforce. This element of the needs assessment examines CTE program alignment with local, state, regional, or Tribal in-demand industry sectors identified by the state or local workforce development board or local education or market needs not identified in the State or local workforce development boards. The assessment will look at how different resources are used to determine which CTE programs of study are made available for students.

TIP: It is strongly encouraged this section of the needs assessment be done collaboratively with community college partners, local workforce development boards, and local economic development initiatives (i.e. sector partnerships) during the Regional CTE Assessment.

Labor Market Information provides:

- Education and training requirements
- Projected job opportunities
- Wage information

Up-to-date labor market information (LMI) about occupations, training requirements, and wages is crucial in order to make important life decisions about career goals. Labor market information is based on data gathered directly from employers, business, and industry. The cost of time and education compared to the amount of entry wages is a big consideration before making decisions. Labor market information can help provide reasonable expectations of job openings and wages when entering work.

Career goals fall short if there are no job opportunities. During the career development process, labor market needs must be considered. The reality is, students need to be aware of all opportunities present and see where their passions and skills fit. Strong career development provided by schools and districts, informed by labor market information, is essential.

Suggested Areas to Review and Materials Needed

- State and local labor market information (LMI) including current and projected employment
- Follow-up data on program completers to determine entry and success in their career areas
- Data dashboards provided through <http://h3.ne.gov>

<ul style="list-style-type: none"> • Results of any available gap analysis on educational outcomes and employment needs (check with local workforce boards and economic developers) • Input from local businesses and industry representatives, with reference to opportunities for special populations 	
Suggested Stakeholders to Engage	Suggested Strategies for Consultation
<ul style="list-style-type: none"> • Administrators, teachers, and faculty • School counselors and advisement professionals • Former students • Representatives of special populations • Local data staff 	<p>Workgroup to examine data including educators, school counselors/advisement personnel, and workforce development staff</p> <ul style="list-style-type: none"> • Engagement of advisory council for input into workforce alignment • Focus groups, interviews, study circles, surveys with: <ul style="list-style-type: none"> ○ Students and former students ○ Local agencies involved in workforce initiatives
Questions to Consider	
<ol style="list-style-type: none"> 1. To what extent are we offering programs of study that are preparing learners for current and future workforce and economic development needs (locally and statewide)? 2. Evaluate the process in place for reviewing workforce and economic data to determine effectiveness and impact on program offerings on a regular basis (locally and statewide). 3. What opportunities exist in our local labor market for students with disabilities, English learners, or other special populations? 	

Element 3 - Evaluation of Program Size, Scope, and Quality and Implementing CTE Programs of Study

Providing a high-quality CTE experience should be the goal of every Nebraska CTE program. This element of the needs assessment examines CTE program quality by describing how local CTE programs are sufficient in size, scope, and quality to meet the needs of all students and the progress toward implementing these high-quality programs of study.

A Program of Study is a coordinated, non-duplicative sequence of academic and technical content at the secondary and postsecondary level that:

- Incorporates challenging State academic standards;
- Addresses both academic and technical knowledge and skills, including employability (career readiness) skills;
- Progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- Has multiple entry and exit points that incorporates credentialing; and
- Culminates in the attainment of a recognized postsecondary credential

The Nebraska Department of Education in cooperation with business and industry and Nebraska's secondary and postsecondary institutions revise course standards for CTE on a five-year cycle. See <https://www.education.ne.gov/contentareastandards/> for the NDE content area standards revision timeline. As part of this revision process, the appropriate sequence of courses to be included in State-Model Programs of Study for Nebraska CTE are also developed.

The CTE course standards and indicators are cross-walked with other content area standards as well as the Nebraska Career Readiness Standards. For a comprehensive list of all Nebraska State-Model Programs of Study and course standards, visit <http://cestandards.education.ne.gov>.

Perkins V funds may only be used to support Nebraska state-model programs of study, approved local programs of study, approved postsecondary CTE programs, exploratory programs in the middle grades (beginning in grade 5), and other CTE programs if identified as a need through reVISION.

What is size, scope, and quality? Framed around Nebraska CTE's four guiding principles (equitable, relevant, connected, innovative), the following Essential Components represent the minimum criteria necessary for sufficient system/program size, scope, and quality to meet the needs of all students served. Collectively, they ensure funds are used to drive high-quality, equitable, and impactful CTE programs.

Size refers to the quantifiable evidence, physical parameters, and limitations of each approved program that relate to the ability of the program to address all student learning outcomes. Generally,

size will be defined by items such as the required number of programs, and availability of facilities and equipment to ensure quality, equity, and access.

Scope provides curricular expectations of each program and/or program of study to cover the full breadth of its subject. Generally, scope involves appropriate sequencing of courses, career development, early postsecondary and work-based learning opportunities, the role of advisory committees, and the role of Career and Technical Student Organizations (CTSOs).

Quality refers to the strength of the overall system components, including the extent to which these components positively impact student outcomes.

EQUITABLE		
Size	Scope	Quality
<p>Each student, including those from special populations, is provided with equitable access to CTE programs and activities, including CTSOs</p> <ul style="list-style-type: none"> • Alternative education programs include CTE • Emphasis is given to the recruitment and retention of students into programs non-traditional for their gender 	<ul style="list-style-type: none"> • CTE students are provided with an ongoing, organized, systemic framework for career development from middle grades through postsecondary; • Career guidance and development information and support are available to all students <p>Secondary:</p> <ul style="list-style-type: none"> • All secondary students develop and maintain a personal or individualized learning plan • A career information system (such as Nebraska Career Connections) is available for all student and parent use • Secondary programs utilize the Nebraska School Counseling Model and the Nebraska Career Education Model (https://www.education.ne.gov/nce/careerdevelopment/) 	<p>Recipients meet or exceed performance targets established for state and federal Perkins accountability indicators</p> <ul style="list-style-type: none"> • Accountability and enrollment data, per Section 113, are available and submitted annually • Resources are directed towards addressing disparities in performance across subpopulations of students • Accessibility and/or accommodations are provided to each student, including those who are members of a special population

RELEVANT		
Size	Scope	Quality
<p>Local CTE systems include programming inclusive of opportunities that represent</p>	<ul style="list-style-type: none"> • CTE programs are aligned to the Nebraska Career 	<ul style="list-style-type: none"> • CTE programs of study and courses are delivered by instructors who meet

<p>the broad range of available Nebraska CTE career fields/program areas, including:</p> <ul style="list-style-type: none"> • Agriculture, Food, and Natural Resources • Business, Marketing, and Management • Communication & Information Systems • Health Sciences • Human Sciences and Education, and • Skilled and Technical Sciences <p>At the secondary level:</p> <ul style="list-style-type: none"> • No less than one state-model program of study shall be offered, and • No less than one state-authorized Career & Technical Student Organization (CTSO) aligned with the CTE courses and content offered in the school(s) is available for student participation. <p>At the postsecondary level:</p> <ul style="list-style-type: none"> • No less than one program in each of Nebraska's career field areas that maintains an occupational focus and prepares students for entry level employment, advanced skill development, and/or advanced training as identified through the reVISION process will be offered, and • No less than one state-authorized CTSO at the primary campus level 	<p>Education Model (see Figure 2).</p> <ul style="list-style-type: none"> • A comprehensive understanding of and strong experience in all aspects of an industry are provided to students, including: <ul style="list-style-type: none"> ○ occupations and careers that represent the full scope of an industry; ○ technology, workforce and community issues, and health, safety, and environmental issues related to the industry • emphasis is placed on developing essential workplace skills through integration of Nebraska's Career Readiness Standards throughout the local education system or institution • CTE programs are aligned with local/regional workforce and economic development efforts • Appropriate assessments, both formative and summative, are utilized to measure and encourage student achievement; • CTE programs include opportunities for dual-credit and/or credentialing <p>Secondary:</p> <ul style="list-style-type: none"> • Secondary CTE course instruction addresses at least 90% of the state-approved standards 	<p>Nebraska's requirements to teach at the secondary and/or postsecondary level(s)</p> <ul style="list-style-type: none"> • Professional development is provided to school counselors, teachers/instructors, paraeducators, and administrators to enhance student learning • Professional development includes both technical and pedagogical knowledge and skill development opportunities • Contextual learning opportunities are embedded across content/program areas • High quality, standards-aligned instructional materials are accessible to each student • Industry-grade equipment and technology encourage student attainment of relevant, rigorous technical skills; • Facilities, equipment, and resources are of sufficient size and quality to accommodate participating students and keep them safe
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COORDINATED		
Size	Scope	Quality
<ul style="list-style-type: none"> Local CTE program offerings are informed by labor market information (LMI) to identify alignment to regional and statewide employment projections Essential partnerships are established that link CTE in schools and colleges with business and industry, workforce, economic development, and government agencies 	<ul style="list-style-type: none"> Alignment between secondary and postsecondary CTE programs with evidence of joint planning. This may include but is not limited to articulation agreements, dual-credit opportunities, opportunities for the attainment of industry recognized credentials, and aligned CTE curriculum CTSOs are aligned with CTE curriculum 	<ul style="list-style-type: none"> Career pathways offer multiple entry and exit points for students Partnerships are developed to enhance CTE CTE programs and programs of study offerings are systematically reviewed by the local or regional advisory council for alignment and quality Secondary and postsecondary partnerships assist in student transitions Parents, students, and stakeholders are consulted, as appropriate, for input and evaluation of CTE programs

INNOVATIVE		
Size	Scope	Quality
<ul style="list-style-type: none"> Local CTE systems provide opportunities for students to participate in coursework through a wide array of delivery models, including classroom, lab, workplace, and other applied experiences 	<ul style="list-style-type: none"> Promotion of expanded learning and leadership opportunities for students through components such as workplace experiences and CTSOs Opportunities for students to participate in distance and/or blended CTE programs and courses 	<ul style="list-style-type: none"> Offering meaningful workplace learning opportunities to all students, including those from special populations, that align with their CTE programs of study

Suggested Areas to Review and Materials Needed		
<p>Size (capacity focus)</p> <ul style="list-style-type: none"> Total number of programs/programs of study and number of courses within each CTE participant and concentrator enrollment for the past three years, 	<p>Scope (curricular focus)</p> <ul style="list-style-type: none"> Documentation of CTE programs of study course sequences from secondary to postsecondary including aligned curriculum Credit transfer agreements for CTE programs 	<p>Quality (outcome focus)</p> <ul style="list-style-type: none"> Curriculum standards and frameworks showing alignment to industry needs Assessments leading to credential(s) of value

<p>aggregate and disaggregated</p> <ul style="list-style-type: none"> • Capacity of each program for the past three years • Number of students applying for the program in the last three years, if applicable • Number of students on waiting lists, if applicable • Survey results assessing student interest in particular CTE programs 	<ul style="list-style-type: none"> • Data on student retention and transition from secondary to postsecondary within the CTE program of study • Description of dual enrollment courses and data on student participation and success • Data on student credential attainment in each program disaggregated by student demographic and value of credential (if applicable) • Curriculum standards showing depth and breadth of program • Opportunities for expanded learning within and across CTE programs of study 	<ul style="list-style-type: none"> • Partnership communication and engagement activities • Safety requirements • Work-based learning procedures • Career and Technical Student Organizations (CTSO) activities and alignment to curriculum • Data collection mechanisms • Program improvement processes • Placement in employment following program participation (if applicable)
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Suggested Stakeholders to Engage	Suggested Strategies for Consultation
<ul style="list-style-type: none"> • Administrators, teachers, and faculty • School counselors and advisement professionals • Parents and Students • Special Education staff • Representatives of special populations • Local data stewards 	<ul style="list-style-type: none"> • Workgroup to examine data including CTE educators, school counselors/advisement personnel, members of special populations, and local employers • Focus groups, interviews, study circles, surveys with: <ul style="list-style-type: none"> ○ Parents and students ○ Employers ○ School counseling staff and career advisement professionals

Questions to Consider
<ol style="list-style-type: none"> 1. How do programs maintain conversations with secondary, postsecondary, and business/industry representatives so that a robust and up-to-date skill set is developed in each program? 2. Which programs have current industry standard equipment, appropriate classroom and laboratory space, and high-quality, standards-aligned instructional materials? Where is there room for improvement? In what ways? 3. Which students identified as special population groups are under-represented or over-represented in CTE programs overall? In which program areas?

Element 4 - Evaluation of Student Performance

***NOTE: The Nebraska Department of Education is creating specific data reports to assist in the assessment of this particular element. These reports will be available in January. It is recommended all other elements be addressed first, and once the data reports are available, come back and work on this element.*

High-quality CTE is quality education that contributes to both the technical and academic preparation of all learners. Perkins V requires the needs assessment to include an evaluation of student performance including special populations and each subgroup identified in the law. The needs assessment must contain an evaluation of CTE Concentrators' performance on each of the core performance indicators.

This element will be addressed by reviewing data from each education partner at the local level using the local needs assessment worksheets. The following information will help the education partner complete the worksheet.

TIP: Connect to efforts already happening in your district, college, or ESU! Think of ways these additional data analyses can be incorporated into existing continuous improvement efforts.

Suggested Areas to Review and Materials Needed

- Perkins performance data for the past three years disaggregated by CTE program area and subpopulation groups including:
 - Gender
 - Race and ethnicity
 - Migrant status
 - Individuals with disabilities
 - Individuals from economically disadvantaged families including low-income youth and adults
 - Individuals preparing for nontraditional fields
 - Single parents including single pregnant women
 - Out of work individuals
 - English learners
 - Homeless individuals
 - Youth who are in or who have aged out of the foster care system
 - Youth with a parent who is on active duty military
- Comparison data for 'all' students
 - Secondary: comparisons for graduation rates, academic performance and placement
 - Postsecondary: comparisons for credential attainment and placement

- Strategies utilized to address performance gaps for specific subgroups along with outcomes for the strategies attempted

Suggested Stakeholders to Engage

- Administrators
- Secondary CTE teachers
- Special Education staff
- Postsecondary CTE faculty
- Academic and career advising professionals
- Tribal organizations and representatives
- Corrections education staff
- Representatives of special populations
- Data staff

Suggested Strategies for Consultation

- Establish a workgroup that includes educators, counseling professionals, data stewards, and representatives of special populations to examine data and identify gaps or areas of concern.
- Assemble educator groups by CTE career field or cluster to examine data in their specific area, review board policies, processes for developing student schedules, and graduation guidelines for systemic barriers to CTE enrollment by special populations.

Question to Consider

1. Where do the biggest gaps in Perkins performance indicators exist between subgroups of students and program areas?

Element 5: Evaluation of the Recruitment, Retention, and Training of CTE Educators

This element of reVISION examines the educator workforce in your programs. This is not just about teachers, instructors, and faculty, but also includes specialized instructional support personnel, paraprofessionals, and school counselors and advisement professionals.

An important part of this assessment asks participants to look at the diversity of these professionals and how closely they match the diversity of the education system in your local or regional community. It also examines efforts to encourage students to pursue careers as CTE educators.

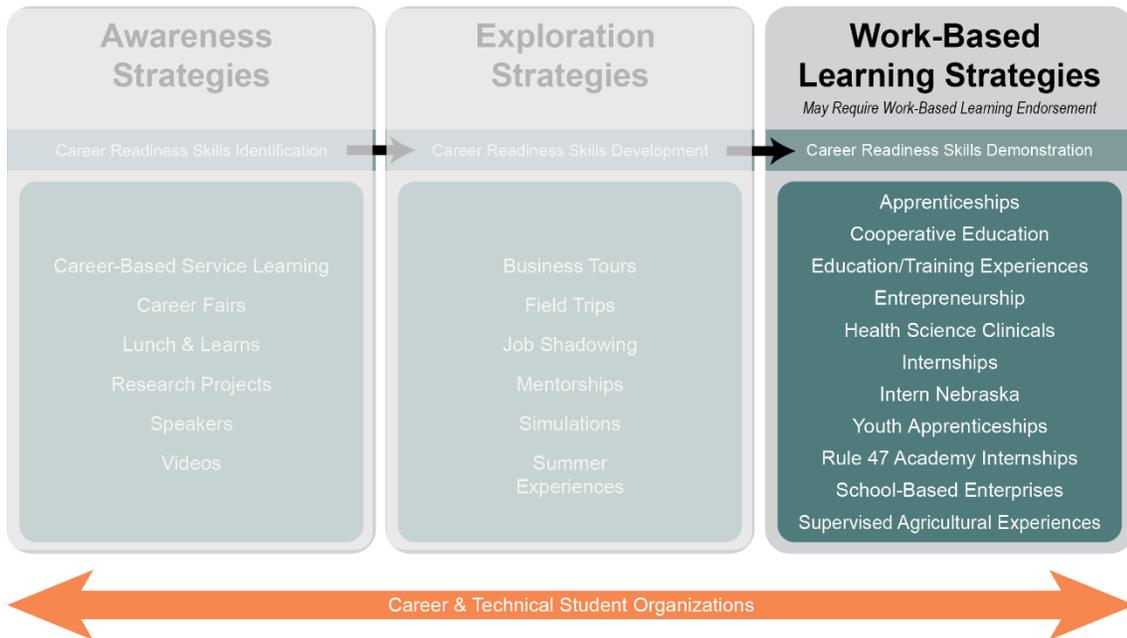
Suggested Areas to Review and Materials Needed	
<ul style="list-style-type: none"> • Data on faculty, staff, administrator, and school counselor preparation credentials, salaries, benefits, and demographics • Student demographic data • Description of educator recruitment process • Description of educator retention process • Description of professional development, mentoring and externship opportunities • Data on educator participation in professional development, mentoring, and externships (NCE, ACTE, NCAC conferences) • Findings from educator evaluations or other resources about the impact of professional development, mentoring, and externships • Survey or focus group results conducted with educators regarding needs and preferences • Trend data on educator and staff shortage areas in terms of CTE areas and demographics (at least past 5-10 years) • Trend data on educator and staff retention in terms of CTE areas and demographics (at least past 5-10 years) 	
Suggested Stakeholders to Engage	Suggested Strategies for Consultation
<ul style="list-style-type: none"> • Secondary and postsecondary teachers/faculty • Human Resource department members • Administrators, teachers, and faculty • School counselors and advisement professionals • Representatives of special populations • Tribal organizations and representatives • Corrections education staff • Data staff 	<ul style="list-style-type: none"> • Workgroup to examine data including educators, school counselors/advisement professionals, and human resources staff • Focus groups, interviews, study circles with: <ul style="list-style-type: none"> ○ Veteran teachers ○ Developing teachers ○ Individuals charged with selecting, designing, and implementing professional development ○ Human Resources staff

Questions to Answer

1. What processes are in place to recruit new CTE educators? For example, what is the process to develop or recruit CTE instructors from existing staff/students?
2. What strategies are we using to retain CTE educators?
3. Do we offer regular, substantive, and effective professional development around CTE academic and technical instruction based on identified needs?
4. What strategies are in place to utilize instructors/educators from across the region? For example, to what extent do districts share instructors to create a full-time position, where applicable?

Element 6 Work-Based Learning

This element focuses on the status of providing meaningful work-based learning experiences for all students. Work-based learning is an educational strategy that provides students a setting where they can enhance their learning, explore career options, and demonstrate their academic, technical, and career readiness skills in authentic work settings.



Work-based learning experiences are not extra-curricular, but rather expanded learning opportunities central to students' personal and professional development. These experiences should be integrated into the curricular offerings and assessed accordingly.

Suggested Areas to Review and Materials Needed

- Data on work-based learning programs and student participation
- Data on satisfaction of work-based learning students and employers of work-based learning students
- Work-based learning promotional materials
- Partnerships with Vocational Rehabilitation and Special Education to provide work-based learning
- Instruction on Nebraska's Career Readiness Skills for all students to be prepared for work-based learning experiences
- Materials for engaging employers and for their appropriate supervision of work-based learning students

- Processes for recruiting, communicating, and providing accommodations, modifications, and supportive services for special populations
- Data on work-based learning participation and performance by each career area and each special population
- Findings from surveys/focus groups with students, parents, and employers providing or interested in providing work-based learning experiences

Suggested Stakeholders to Engage

- Secondary and postsecondary teachers/faculty
- Administrators
- School counselors and advisement professionals
- Representatives of special populations
- Local data staff
- Employers
- Chambers of Commerce
- Industry Councils
- Students and Parents
- Local Economic Developers

Suggested Strategies for Consultation

- Workgroup to examine work-based learning data including educators, school counselors/advisement professionals, and human resources staff
- Focus groups, interviews, study circles with:
 - Current and former students
 - Parents
 - Employers participating in work-based learning
 - Representatives of special populations
 - Vocational Rehabilitation and Special Education providers
 - Chambers of Commerce
 - Business, industry, and community partners

Questions to Answer

1. How successful are current work-based learning experiences in enhancing the technical, professional, and career readiness skills for all learners?
2. What strategies are used to recruit and retain employers to participate in work-based learning programs? What should be added?
3. To what extent are work-based learning experiences intentionally connected to classroom instruction and activities and the student's career plan?

Step 2: Engage Stakeholders and Conduct Regional CTE Assessment with Local Partners

The Convener is responsible for organizing the regional meeting to complete the reVISION process. Each local education partner must send their completed Local CTE Assessment to their Convener and bring all related worksheets with the prioritized strategies for each element to the regional meeting.

During the regional meeting, the strategies will be discussed and aggregated on the regional level. A final summary report will be produced based on the discussions at the regional meeting.

Meeting Facilitation

Staff from Nebraska CTE will provide facilitation for the regional meeting.

Who Should Attend?

Each local education partner must be represented. The representatives must bring their completed Local CTE Assessment worksheets. The meeting will also engage regionally shared stakeholders such as workforce partners as required by Perkins V.



Perkins V Required Stakeholders

The strength of the needs assessment process is enhanced with input from a diverse representation of stakeholders. The regional approach allows stakeholders to become engaged at the regional level rather than at each education partner level.

Perkins V requires stakeholders to be engaged in the needs assessment process. Individuals may represent more than one stakeholder group. For example, parents may also be representatives of business or special populations.

Big Picture:

- Convener hosts meeting of local education partners and regional stakeholders to complete the Regional needs assessment worksheets.
- Required stakeholders provide data and information for regional level needs assessment
- Convener works with local education partners and stakeholders to summarize findings or cooperates with education partners(s) to summarize data and information.

Engaging stakeholders may be accomplished in a variety of ways. The reVISION Resource Manual contains a helpful resource with this process. In addition to large group input sessions, this Guide describes different tools to use.

Proposed Agenda

- Welcome and Introductions
- Discussion of labor market information and Element 2: Workforce Alignment
- Discussion of Action Steps identified throughout Local CTE Assessments
- Table groups share information from local worksheets and prioritize Action Steps for regional level for each element
- Agreement reached on strategies for the Regional CTE Assessment Summary document
- Discussion of next steps to ensure the project is completed in the required timeframe

Summarize Findings at Regional Level

Each local education partner will bring their completed Local CTE Assessment worksheets to the meeting. The worksheets will have the prioritized strategies for each element of the needs assessment. During the regional meeting, local education partners and required stakeholders will work together to summarize the strategies for each element and establish the priority strategies for the region.

The final product of the reVISION process will be the Regional CTE Assessment Summary document. This will be completed by the Convener after the regional meeting to summarize the prioritized strategies and the discussions.

The Regional CTE Assessment Summary will provide meaningful input and direction for the improvement of Nebraska's CTE system. It also provides the priorities to be addressed in the local application for Perkins funds.

Big Picture:

- Findings summary is developed into the final regional Needs Assessment Results document.
- All local education partners must sign off on the regional CTE assessment summary

The worksheets from the education partners must be submitted to the Convener to assist with the development of the final results document. The regional worksheets, the Regional CTE Assessment Summary, and the Required Stakeholder Verification worksheet must be submitted to NDE at the completion of the reVISION process. The Convener must ensure all education partners have signed off on the final document prior to submission.

The Regional CTE Assessment Summary must be signed off on by all local education partners. Specifically, this signature should be from each school district or college's primary Perkins contact. This document should be used as the guiding document for the preparation of the local application for Perkins funds.

As you design your approach, one additional resource you may have within your school, district, college, or community would be those involved with the implementation of the Every Student Succeeds Act (ESSA) and the Workforce Innovation and Opportunity Act (WIOA). They may have some ideas, lessons learned, and best practices for your team to adopt.

Step 3: Local Recipients Use Results to Prepare Local Perkins Application and Improve CTE

It is time to review the findings from the Local and Regional CTE assessments and determine what steps to take for your district, consortia, or community college. It is important to narrow the list of needs to a key set of actions that will have the greatest impact on:

- Closing performance gaps for special population groups;
- Improving program size, scope, and quality and insuring labor market alignment;
- Improving program quality;
- Making sure you have the best and most diverse educators; and
- Removing barriers that reduce access and success.

Big Picture:

- Local education partners use results to guide improvement of CTE programs and programs of study
- Local education partners use results to guide the development of their local Perkins application (must summarize the outcomes of the needs assessment)

In prioritizing areas of focus, go back to the notes from your discussions and consider more broad questions from each element such as:

- Element 1: How effective is the career development system currently in place? What areas need to be strengthened?
- Element 2: Are programs adequately addressing current and emerging employer needs? Will programs allow students to earn a living wage when they become employed or employ themselves?
- Element 3: Are secondary, postsecondary and support systems aligned to ensure students can move through their chosen pathway without barriers or replication? Are credentials awarded to students of economic value to students and employers? Which programs are strong and need to be supported to continue to keep momentum? Which programs are struggling and need to be discontinued or reshaped to be of adequate size, scope and quality? Are there specific components of program quality that present challenges across career areas?
- Element 4: Which performance areas are providing the most difficulty? For what student groups? What can be done to address those needs? Which subpopulations are struggling the most? Are there activities that could be undertaken that would remove barriers right away? What are long term solutions to ensuring all subpopulations are successful?

- Element 5: How can you get teachers to join your staff? What support is needed to retain effective teachers and instructors? Are professional development opportunities prioritized to support effective teachers and instructors?
- Element 6: How successful are current work-based learning experiences in enhancing technical and career readiness skills of all learners? Are we offering enough of these opportunities to all students?

These will be difficult discussions. **The outcome of this final step will be to identify activities to fund in the coming four years.** The leadership team will likely need to make some tough decisions about how to prioritize the need and design the action steps to be included in the Local Perkins Application.

Final Thoughts

As every district and community college now has the opportunity to complete the reVISION process, there will be many discoveries locally and across the state. At the state level there is also a large stakeholder group that will assist with goals, priorities and activities. The information gained locally will be invaluable in shaping activities to strengthen CTE across Nebraska.

We're here to help! Nebraska CTE and the NDE see ourselves as partners with local recipients in implementing this new requirement under the law. State CTE staff will provide ongoing leadership and supports to aid in successfully fulfilling this impactful component.

We know this is additional work for already busy teachers, administrators, and staff. We're in this together and strongly believe the results of successful participation in reVISION will lead to stronger coordination across programs and ultimately, improved outcomes for students and Nebraska.

Thank you in advance for your energy and time!

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