NEBRASKA PERKINS V STATE PLAN

Strengthening Career & Technical Education for the 21st Century Act

2020 - 2024

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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Learning that works for Nebraska

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INTRODUCTION

The Nebraska Department of Education (NDE) is established by the Constitution of the State of Nebraska and is governed by an elected State Board of Education. The Nebraska State Board of Education is designated as the sole state agency responsible for the administration of career and technical education (CTE) at the secondary and postsecondary levels. The State Board, through the Commissioner of Education, appoints an administrator for CTE (State Director for CTE) to serve as a part of the Department's Office of Career, Technical, and Adult Education. The CTE administrator and designated career and cross-field staff are responsible for providing leadership, professional development, and technical assistance for CTE in Nebraska, and the overall administration of The Strengthening Career and Technical Education for the 21st Century Act (Perkins V). The Nebraska State Board of Education does not delegate any of its responsibilities to any other state agency.

Guiding Assumptions
Perkins V maintains much of the program improvement emphasis of Perkins IV, but requires Nebraska CTE to focus on additional areas as well. The following guiding assumptions are instrumental in moving Perkins V forward:

- Federal Perkins V funding for Nebraska CTE is not an entitlement at either the state or local level.
- The use of Perkins V funds must be focused on school improvement and increased student achievement outcomes.
- CTE and academic core content must be integrated in a comprehensive way connecting the core academics in CTE courses.
- Students must participate in systemic career development at all levels of education.
- The skills needed for success in postsecondary education and careers are one and the same.
- CTE must be strategically positioned within the broader vision, mission, and goals for education in the state of Nebraska.

Areas of Emphasis
Perkins V requires Nebraska and local recipients to put emphasis in areas designed to result in program improvement and increased student achievement. These areas include:

- Driving program improvement through programs of study.
- Requiring data-driven decision making on local spending through the new comprehensive local needs assessment (reVISION), involving significant stakeholder consultation and a focus on disaggregated data.
- Using the increased statewide Perkins reserve fund to spur local innovation and implementation of programs of study.
- Supporting career exploration in the middle grades (grades 5-8).
- Enhancing program quality, including a new secondary program quality performance indicator.
- Increasing the focus on serving special populations, including an expanded definition and required uses of statewide Perkins leadership funds.

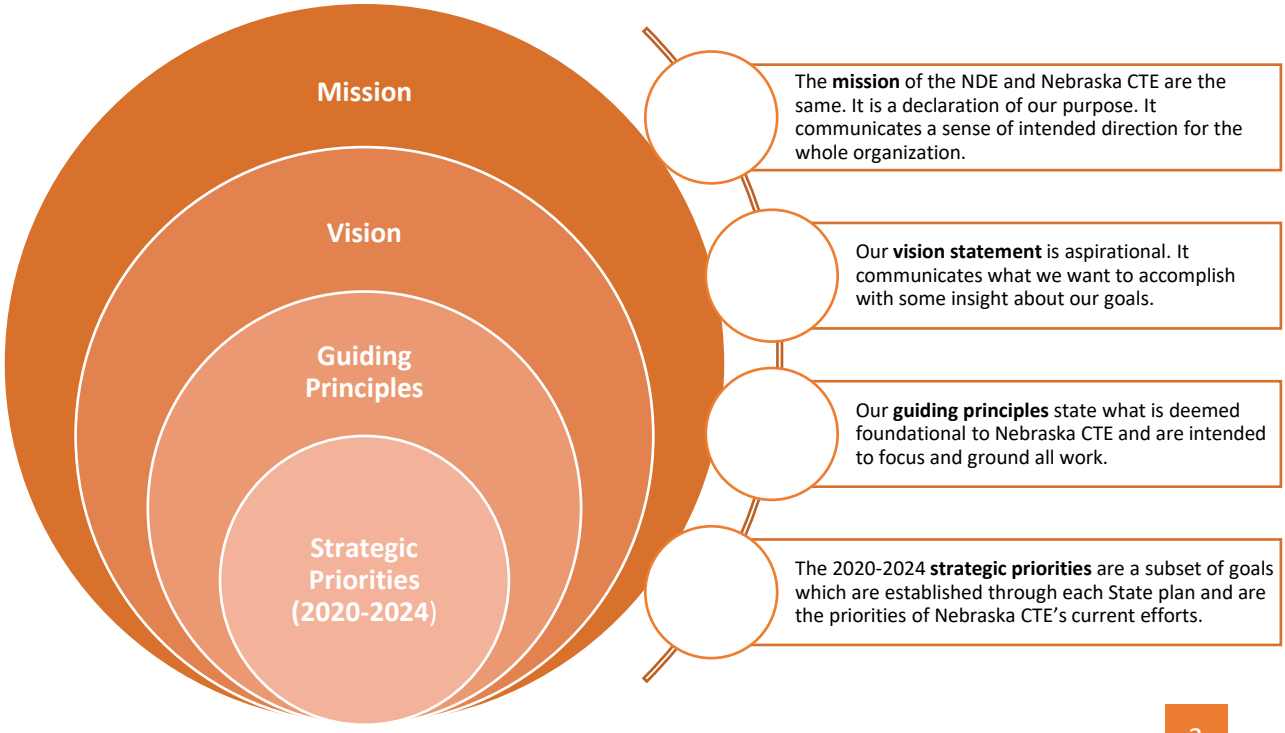
Moving the Vision Forward:
Strengthening Nebraska's High-Quality CTE System

From a beginning in the early 1900's that focused on training young men to return to the farm, CTE has been an important part of education in Nebraska. For over a century, as part of comprehensive high schools and postsecondary institutions, CTE has provided students with necessary academic, technical, and career readiness skills for postsecondary education and employment. But Nebraska and our world continue to evolve. Moving from a reliance on the steam engine to the everyday use of the search engine, rapid changes in artificial intelligence, automation, globalization, shifting demographics, growing student loan debt, and increased emphasis on educational accountability have provided the impetus for strengthening the design and delivery of CTE in Nebraska.

Over the past several years and in preparation for developing a new State plan, the NDE and Nebraska CTE have engaged numerous stakeholders from across the state representing K-12, postsecondary, business and industry, workforce and economic development, parents, students, and those representing special populations to develop a conceptual framework and theory of action for moving its high-quality CTE system forward. This framework, including a mission and vision statement, guiding principles, and a list of strategic priorities, sets the stage for the work to be completed.

Nebraska CTE should be viewed systematically by taking a broad perspective in evaluating its contributions to the state's economic future, rather than focusing on discrete secondary or postsecondary programs or specific funding streams. The State plan for Perkins V provides support to implement this updated framework for Nebraska CTE.

Nebraska CTE Framework



MISSION
To lead and support the preparation of all Nebraskans for learning, earning, and living.

VISION
Nebraska Career & Technical Education will deliver coordinated, relevant learning opportunities that engage each student in high-quality, rigorous education. These opportunities will be enhanced by partnerships with business and industry, workforce, and economic development leaders, allowing learners to turn their passion, talents, and strengths into successful careers and fulfilling lives.

GUIDING PRINCIPLES
Primary to this vision are four guiding principles. These principles are recognized to provide focus to the work of Nebraska CTE and intended to result in outcomes aligned to the mission and vision. They are foundational to all efforts:

1) **Equitable**.
   Nebraska CTE champions all schools, colleges, and communities in developing and maintaining a culture that supports learning opportunities for all students, across all backgrounds and circumstances, so that they receive meaningful access to and opportunities for success in high-quality CTE programs and personalized career development. Educational equity allows learners to discover and explore their passions and make meaningful connections within the context of their postsecondary interests.

2) **Relevant**.
   Nebraska's CTE system is driven by future economic and workforce demands and created in partnership with the community and engaged stakeholders. All learning is facilitated by knowledgeable experts.

3) **Innovative**.
   Nebraska CTE will be bold in its approach to creating new solutions for addressing educational and workforce challenges. Co-curricular and expanded learning experiences (e.g. work-based learning, entrepreneurship education, and career and technical student organizations) allow learners to apply, demonstrate, and refine their connected academic, technical, and career readiness skills.

4) **Coordinated**.
   Nebraska CTE works alongside state and local agency, education, and community partners to be proactive, responsive, and adaptive to state and local workforce needs and increase the visibility and coherence of services provided.

STRATEGIC PRIORITIES
In response to the Perkins V areas of emphasis and extensive stakeholder engagement, Nebraska CTE has established the following eight strategic priorities to realize its vision. The goal of these priorities is to build onto and catapult Nebraska's high-quality CTE system forward and respond to workforce needs, labor market information, and economic development priorities.

1. **Aligned CTE Programs**
   - The careers we prepare learners for are constantly emerging and changing. CTE programs afford learners the opportunity to explore career options, identify their

interests, and develop the knowledge and skills that prepare them to transition to postsecondary education and into entry-level careers. These programs must be well aligned to the next opportunities learners will encounter and keep pace with the constant evolution found in the marketplace.

- Alignment between Nebraska's secondary and postsecondary CTE systems means that they are: (1) intentional and seamless, with no duplication of content; (2) accessible to each student, including those with interests in dual-credit and workplace experiences, and (3) incentivized for key economic and employer needs.

2. **Systemic Career Development**
    - Career development is the process by which individuals get to know their strengths and interests, learn how different jobs connect with those interests, explore careers in current labor markets, and build career planning and management skills to achieve their goals[1]. There are multiple pathways to rewarding careers, and the components to effective career development include self-awareness, career exploration, and career planning and management.
    - Career development programs equip learners with the skills needed to take ownership in navigating their own career pathways. Career development is positive student development – if students see the relevance and meaning in school, it results in improved interest and academic performance. Students become more motivated, self-directed learners when they understand the relationship between academics, education planning, and achieving their own career goals.
    - Career development must be systemic – intentionally infused throughout all levels and areas of K-12 and postsecondary education. Every adult within an educational setting has a role in students' career development progress.

3. **Student Achievement**
    - Nebraska CTE provides an educational environment that can integrate core academic and technical preparation for contextualized learning that increases engagement and supports improved academic, technical, and career readiness achievement for all students. Nebraska CTE is responsible for analyzing student performance data to assess its effectiveness in achieving statewide progress in CTE, which is measured by core indicators of performance for both secondary and postsecondary education, and providing support for eliminating inequities in student access to and success in high-quality CTE programs of study. Student mastery of technical and career readiness skills are often demonstrated thorough CTSO competitive events.
    - The Nebraska State Board of Education approves content area standards for all content areas including CTE. Nebraska CTE drives rigorous content area standards implementation through programs of study.

4. **Data Use**
    - Nebraska CTE will assist educators in making a more formal shift from collecting data to using data to ensure local CTE programs create success for students and employers.
    - The quality and effectiveness of Nebraska CTE is dependent on the ability to constantly evaluate and improve. Through the reVISION process, all local recipients are required to analyze disaggregated student performance data to identify performance

[1] National Collaborative on Workforce and Disability

disparities across student groups, detect root causes, and direct resources towards addressing both.

5. **Work-Based Learning**
    - Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of sustained and meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, postsecondary institutions, and local employers.
    - Work-based learning is learning through work, not learning about work.
    - Nebraska will evaluate the quality of secondary CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. An effective means to monitor, evaluate, and promote these experiences is foundational.

6. **Sustained Professional Development**
    - Effective Nebraska CTE programs require highly prepared instructors, administrators, staff, and support personnel who are supported by sustained, high-quality, and relevant professional learning opportunities. Nebraska CTE professional development includes effective training at both the pre- and in-service levels and the pursuit of advanced credentials and degrees. It additionally supports those who have utilized an alternative pathway to certification and encourages the recruitment of new and diverse CTE teachers, especially in shortage areas.

7. **Instructor Recruitment and Retention**
    - To deliver effective and relevant CTE programming, there must be an adequate supply of qualified instructors who are knowledgeable in pedagogy and technical areas as well as in academic competencies and workplace requirements essential to their CTE program areas. Innovative and bold strategies must be employed to recruit and retain CTE teachers, especially in those areas with teacher shortages.
    - Retaining CTE educators requires deploying innovative strategies and may differ by school, institution, region, or content area.

8. **Middle School CTE**
    - Middle grades (5th – 8th) CTE adds relevance to students' learning experiences by exposing them to real-world options and connecting academics to career and postsecondary possibilities. It equips students with transferrable skills needed as they transition to high school and beyond, and serves as a key dropout prevention strategy mitigating challenges such as disengagement and lack of preparation.
    - Nebraska middle school CTE programming must be aligned with the overarching CTE system, encourage hands-on career exploration opportunities, and available to each student[2].

[2] Advance CTE: http://careertech.org

ROLES

In order to support these strategic priorities, Nebraska CTE staff at the NDE will utilize a suite of approaches that reflect the nuances of the work and the many stakeholders, systems, and partners that intersect to support the entire Nebraska CTE system. These roles include:

Champion

Nebraska CTE will actively lead the NDE's strategic vision, goals, and policy direction to support learning, earning, and living by:

- Engaging key stakeholders and partners on emerging needs in the educational landscape and corresponding CTE policy advocacy approach
- Exercising policy leadership and proactively engaging and partnering with the Unicameral and Governor on priority issues related to CTE
- Advocating for necessary resources to meet needs and/or address other issues to execute the vision

Regulator

Nebraska CTE will leverage policy authority to ensure delivery of high-quality, equitable education and services, beyond compliance with state and federal regulations by:

- Assuring access to fair, equitable, and high-quality CTE and services
- Monitoring schools, districts, and community colleges (for Perkins grant purposes) to ensure adherence to regulations and setting expectations beyond compliance for accountably and growth in learning
- Promoting best practices for leadership and using data and resources to ensure effective continuous improvement

Capacity Builder

Nebraska CTE will direct technical assistance and professional development opportunities and promote the sharing of best practices by:

- Providing technical assistance and professional development opportunities for educators, staff, and community providers
- Actively engaging with priority and needs improvement schools as well as continuing to support the improvement of all schools
- Identifying schools and districts across the state with effective CTE practices to gather data on successful practices
- Acting as a facilitator to connect schools to highlight key learnings, share lessons learned, and communicate best practices
- Developing, maintaining, and leveraging strong working relationships with education, community, and business partners to extend and enhance capacity across the state

Connector

Nebraska CTE will help bridge the divide between learning, earning, and living, connecting schools, families, businesses, and communities by:

- Connecting, convening, and partnering with schools, businesses, out-of-school programs, postsecondary education, state agencies, and community providers to create a more comprehensive approach to CTE and service delivery
- Supporting other agencies and organizations in active engagement and relationship building amongst individuals, parents, and families

Change Agent	Nebraska CTE will explore and support promising new innovations by: • Researching, promoting, incentivizing, and providing support for promising new initiatives and innovations in CTE across the state and nation (e.g., promising activities in rural areas, blended learning, personalized learning, adult basic education, career academies, work-based learning, and middle-grades CTE) • Providing ongoing training, support, and resources to drive the adoption of new practices and to assure implementation

reVISION

Since 2012, the NDE'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.

To satisfy the new Perkins V requirement for the development and implementation of a comprehensive local needs assessment, reVISION, given its success and reach, has been updated and expanded to meet the new required elements of the Act.

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 (for stand-alone districts, consortia, and community colleges) and future spending decisions. It is a chance for all schools and colleges to take an in-depth look at their entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. reVISION, if implemented thoughtfully, will also be a powerful opportunity for local educators to engage stakeholders in a common understanding and vision for the future of CTE in their community.[3]

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. Nebraska CTE and the NDE see themselves as partners with local recipients in implementing this new requirement under Perkins V. State CTE staff will provide ongoing leadership and supports to aid in successfully fulfilling this impactful process.

Flexibility

At the time this plan is being submitted, educators around the world are working through unprecedented challenges in response to the COVID-19 pandemic. Nebraska is submitting this plan with the full knowledge that certain flexibilities in implementing the provisions within the law will be needed.

[3] 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.

NARRATIVE DESCRIPTIONS

A. Plan Development and Consultation

1. **Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V.**

In accordance with section 122(c)(2) of Perkins V and the guidelines for the submission of State plans, the NDE conducted a comprehensive and thorough process to elicit meaningful public and stakeholder input on the development of the State plan. This input, in turn, informed and directed the development of Nebraska's Perkins V strategic priorities, and ultimately, all components within the State plan.

The following State plan development activities were conducted in accordance with the framework of consultations required by section 122(c)(1) and section 122(c)(2) of the Act. They included several sessions of structured and unstructured input from groups and individuals encompassing representation from all required stakeholders.

Structured Input:

1. A series of 13 regional face-to-face **meetings** designed to seek input on the status of secondary and postsecondary Nebraska CTE, Perkins implementation, and the future direction for CTE from diverse stakeholders were conducted throughout 2018-2019 (including educational service units, State agency partners including Nebraska's workforce development board and WIOA plan partners, Nebraska Departments of Economic Development, Agriculture, and Transportation, community colleges, representatives of special populations, CTE instructors and staff, internal NDE staff, superintendents, CTE teachers, the Nebraska Partner Council, community partners, and Tribal colleges).
2. **Public hearings** were conducted, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including employers, labor organizations, parents, students, and community organizations) an opportunity to present their views and make recommendations regarding the State plan. See Appendix A.
3. Statewide **CTE input survey** (digital): a public statewide input survey was distributed to Perkins contacts and a notice was placed on the NDE's main homepage. This provided respondents with an opportunity to reflect on the strengths and weaknesses of the current CTE system and identify areas for improvement. Over 1,230 individuals completed the survey, representing all required stakeholder groups.
4. Nebraska State Board of Education **Listening Sessions** were conducted to facilitate a review of stakeholder engagement and public input on the Perkins V State plan and identify themes to guide the development of the plan. Board members held listening sessions in their respective region.
5. CTE Secondary/Postsecondary **Alignment Study**: In 2018-2019 the NDE, with grant funding from Partnerships for Innovation, commissioned a project to advance alignment between the secondary and postsecondary levels of the State's CTE system. The ultimate goal was to improve the system so that each student has meaningful educational experiences that allow him or her to smoothly transition from secondary to postsecondary education and, eventually,

into the workforce. This multi-year project involved seven structured and multiple unstructured meetings (statewide and by career cluster area) with all relevant partners to identify existing relationships among secondary and postsecondary programs, identify gaps and priorities in each career field, and develop an alignment framework. This work was accomplished through face-to-face meetings with key stakeholders at both the secondary and postsecondary levels. See Appendix B.

6. An opportunity for **public comments** on the State plan was provided to allow stakeholders the opportunity to review the Perkins V State plan in its entirety along with the State Determined Levels of Performance proposed for the Perkins accountability indicators. The notice was published on the NDE's homepage and sent to all Perkins contacts. This opportunity, for both the State plan and State Determined Levels of Performance, was afforded for 60 days (December 9, 2019 – February 9, 2020). Social media and local news outlets were also utilized to solicit public input. All comments were considered in the development and revision of the Plan. See Appendix C.

Unstructured Input:

- WIOA State plan strategy meetings
- Blueprint Nebraska convening
- Governor's Economic Development Summit
- Nebraska Workforce Development Board meetings
- Nebraska CTE, Department of Economic Development, and Department of Labor planning meetings
- Nebraska Career Education conference sessions
- CTSO State Advisor retreat
- State CTE staff planning meetings
- Nebraska Partner Council Meetings
- Association for Career and Technical Education of Nebraska (ACTEN) meetings
- Comprehensive Local Needs Assessment pilot group meetings
- NE Manufacturing Council meetings
- Advance CTE Regional planning meeting
- Educational Service Unit (ESU) Perkins Cadre meetings
- Internal NDE cross-team and cross-division meetings
- One-on-one outreach

The Governor's Office was also consulted with respect to the State plan development through a one-on-one, face-to-face meeting as well as representatives from his staff attending stakeholder engagement meetings. A final draft of the plan for review and support was delivered to the Governor on Tuesday, March 3, 2020. A request was made to hear back by April 2, 2020.

Common themes which emerged from feedback received from required stakeholders included:

- Expansion of work-based learning opportunities
- Focus on developing programs of study in new and emerging occupations and areas of labor shortages
- Providing flexibility in program implementation and reinforcing local decision making, especially in rural and sparsely populated areas
- Ensuring equity and access for all students, especially those from special populations
- Creation of a systemic career development/guidance program beginning in elementary school and continuing through postsecondary education
- Improving engagement of business and industry in CTE programs
- Creating a plan to focus on the recruitment and retention of CTE instructors
- Expanding aligned CTE dual-credit opportunities

Along with other sources of input, this feedback was instrumental in prioritizing Nebraska CTE's four-year activities, goals, and areas of emphasis and was utilized throughout the development of the State plan.

Plan for ongoing consultation and feedback:

Throughout the four-years of this State plan, stakeholder feedback and input will continue to be solicited. This will be accomplished primarily through the Nebraska CTE Advisory Council and the Nebraska Partner Council (see section B(1)(c) of this plan) and ongoing and intentional collaboration and communication with business and industry, CTE administrators, teachers/faculty, and staff. Additionally, at the time local recipients update their reVISION process (2022), the State CTE office will similarly revisit the elements within the State plan, including reaching back out to stakeholders for input and updates. This information, along with an internal review of the NDE strategic priorities and initiatives, will then be used to update and strengthen Nebraska CTE programming.

2. **Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V).**

In accordance with section 122 (e)(1)(A)-(C) of the Act, State agencies were involved in the development of the State plan. If any State agency or other entity found a portion of the final State plan objectionable, they were able to file an objection with the NDE which would then respond to all objections. Submission information was posted on the Nebraska CTE's State plan website[4]. Below was the timeline for objections and responses:

Date	Action
December 9, 2019	Perkins V multi-year State plan available on NDE website
December 9, 2019	Perkins V State Determined Levels of Performance available on NDE website for public review and comment
February 4th and 20th, 2020	Public Hearings on Perkins V State plan
February 20, 2020	Any objections to the content of the Perkins V State plan filed with NDE by this date
February 28, 2020	NDE responses are sent to objectors and any necessary changes made to the Plan

The NDE received no objections from another State agency or other entity on the State plan or a portion of the plan.

[4] https://www.education.ne.gov/nce/perkins-v-state-plan/

3. **Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V).**

There were four main ways the public had the opportunity to comment in person and in writing on the State plan. Namely:

1. Notice of the State plan being published and of the public hearings were emailed to local school districts, community colleges, State agency and community partners, and business and industry as well as publications of legal notices. Social media and local news outlets were also utilized to solicit feedback. During the live public hearing meetings, Nebraska CTE staff solicited feedback from attendees. See Appendix A.

2. The State plan was posted on the NDE website with a link to an electronic form to submit written feedback. The CTE State Director's email address was also clearly identified on the Nebraska CTE State plan website as an additional means to submit any written comments.

3. State Board of Education Listening Sessions – The Nebraska State Board of Education conducted Listening Sessions to facilitate a review of stakeholder engagement and public input on the Perkins V State plan and identify themes to guide the development of the plan. Public comments were encouraged. Board members held listening sessions in their respective region.

4. Stakeholder Engagement – over the course of the State plan's development, multiple opportunities were afforded to the public as well as engaged stakeholders for discussing the State's vision for CTE. These included local advisory committee meetings, WIOA state planning meetings, fall teacher workshops, and one-on-one meetings. See section A(1) of this Plan for a complete list of engagement activities.

Together, all feedback and written comments were considered and used in the development and refinement of Nebraska CTE's strategic priorities for 2020-2024 as well as the overarching alignment to the State's workforce development system. For instance, secondary/postsecondary alignment meetings helped identify areas of strength and those in need of strengthening relative to programs of study and student transitions. The many stakeholder meetings reinforced the need for systemic career development and work-based learning opportunities. And through the public input survey, work-based learning was identified above all other activities as the one that will make the most impact in Nebraska. This finding was true across stakeholder groups.

B. Program Administration and Implementation

1. State's Vision for Education and Workforce Development

a. **Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V).**

Nebraska's workforce development activities are primarily coordinated through the Nebraska

Department of Labor (NDOL). The NDOL serves as the governing body responsible for the oversight of the Workforce Innovation and Opportunities Act (WIOA) funds and programs. Regular coordination meetings are held between the NDOL and NDE staff to focus on partnership building as well as ensuring alignment and non-duplication among programs.

During the Perkins V State plan development, Nebraska's WIOA State Plan was also being updated. At the time of its last revision (covering 2016-2019), its primary goals, which were developed in partnership with Nebraska CTE, were to:

1. Enhance collaboration between plan partners and other key workforce development stakeholders to:
    a. Ensure jobseekers and employers are provided coordinated and seamless services;
    b. Reduce duplication of efforts; and
    c. Maximize the resources among the state's workforce development system partners.
2. Increase workforce participation by:
    a. Expanding access to assessment, education, training, and employment services and other workforce development activities; and
    b. Preparing jobseekers, including individuals in Nebraska who are experiencing barriers to employment and other populations, for occupations that provide family-sustaining wages.
3. Enhance employer engagement through industry sector partnership initiatives, guided by workforce and industry data to support the identification of:
    a. Future industry needs;
    b. Opportunities for collaboration among industry sector employers; and
    c. Potential workforce disruptions.
4. Promoting economic self-sufficiency among Nebraska's jobseekers and reducing welfare dependency by increasing postsecondary credential attainment, employment, retention, and earnings to:
    a. Meet the skill requirements of employers, and
    b. Enhance productivity and competitiveness of Nebraska.

Additionally, several strategies (state-supported workforce development activities) were developed in partnership to achieve the above goals related to CTE:

- Industry sector partnerships
- Public sector partnerships
- Career Pathways Advancement Project (CPAP)
- Promoting career pathways, including career readiness
- Focusing on high-demand industry sectors and occupations during the provision of career services
- Increasing co-enrollment of program participants and coordinating funding across partner programs
- Expanding work-based learning opportunities, including apprenticeships, and
- Implementing joint partner initiatives

Programming and priorities of Nebraska CTE strategically align with and address the education and skill needs of the employers in the State as identified by the State workforce development board. Nebraska CTE's strategic priorities within this State plan directly align to and address the State's workforce development efforts. Specifically: aligned CTE programs, systemic career development,

using data to inform programmatic decision making, and increasing work-based learning opportunities. All CTE programs of study, by design, are developed only for identified H3 (high-skill, high-wage, high-demand) occupations. The NDOL maintains http://h3.ne.gov to provide real-time H3 information for educators, learners, and jobseekers, as well as other state agencies.

Nebraska operationally defines H3 in alignment with the Nebraska Department of Labor and other workforce development efforts around the state (including those under the Workforce Innovation and Opportunity Act). This includes using the term "high-demand" when referring to "in-demand" occupations and necessitating all three conditions be met.

Throughout Nebraska, high-skill, high-wage, and high-demand jobs are defined as:

- Occupations are high wage when at least half of their wage measures are at or above the regional average for all occupations.
- Occupations that require some college, no degree, or a higher level of educational attainment are high-skill, as well as occupations that require a high school diploma or equivalent plus long-term on-the-job training, an apprenticeship, or internship/residency.
- The number of annual openings, net change in employment, and growth rate determine whether an occupation is high-demand.

An occupation must be high-wage, high-skill and high-demand to be an H3 occupation.

The NDE will continue to promote and align programming with those occupations which will lead to a family-sustaining wage. This does not limit what programs may be offered locally, as there are other process in place and those to be updated to provide local flexibility, including the approval of a local program of study. See section B(2)(b) for more information on local programs of study.

b. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V).

Nebraska has conducted a number of formal and informal studies across the state to identify its most pressing needs related to workforce development and education and identify short- and long-term goals. Two of the most recent studies were reviewed in detail to ensure Nebraska CTE's updated vision and strategic priorities for the Perkins V State plan directly align with and addressed these needs.

- **Nebraska's Next Economy: Analysis and Recommendations**[5] - this report published in 2016 highlighted the workforce challenges Nebraska faces, including: general shortage in all regions given the State's very low unemployment rate; acute shortage of IT and other STEM graduates in high pay, fast growing occupations; acute shortage of workers with qualifications in the building trades; failure to integrate underserved and non-English speaking populations into the pipeline; above average time to degree in the University

[5] http://opportunity.nebraska.gov/files/govsummit/Nebraskas_Next_Economy_Analysis_and_Recommendations_web.pdf

system; and loss of teachers through the credentialing pipeline.

- **Blueprint Nebraska**[6] - this report from the summer of 2019 highlighted the strong education system as a driver for Nebraska's labor market success, including being tied for #9 lowest unemployment rate in the country at 2.9%, one of the U.S.'s highest labor market participation rates at 69.6%, being #6 among state education systems, and #4 for high school graduation rates. The report set out a vision for 2030 which, relevant to Nebraska CTE, included powering the State's economy with people by scaling public-private partnerships that deliver internships, apprenticeships, and customized workforce solutions and revolutionizing all educational segments from early childhood to career.

Together with extensive cross-agency collaboration and in alignment with the NDE's Strategic Vision and Direction, a Framework for Nebraska CTE was developed. These efforts were meant to ensure a strong alignment between Nebraska's CTE system and other State workforce development efforts to address the education and skill needs of employers.

Nebraska's CTE Framework consists of the NDE's mission, a vision for CTE, guiding principles, and a set of 2020-2024 strategic priorities. This Framework was developed to help articulate the State's overall plan to prepare an educated and skilled workforce, with a specific focus on special populations and meeting the skill needs of employers. The components within this Framework are detailed below:

MISSION
To lead and support the preparation of all Nebraskans for learning, earning, and living.

VISION
Nebraska Career & Technical Education will deliver coordinated, relevant learning opportunities that engage each student in high-quality, rigorous education. These opportunities will be enhanced by partnerships with business and industry, workforce, and economic development leaders, allowing learners to turn their passion, talents, and strengths into successful careers and fulfilling lives.

GUIDING PRINCIPLES
Primary to this vision are four guiding principles. These principles are recognized to provide focus to the work of Nebraska CTE and intended to result in outcomes aligned to the mission and vision. They are foundational to all efforts:

1) **Equitable**.
   Nebraska CTE champions all schools, colleges, and communities in developing and maintaining a culture that supports learning opportunities for all students, across all backgrounds and circumstances, so that they receive meaningful access to and opportunities for success in high-quality CTE programs and personalized career development. Educational equity allows learners to discover and explore their passions and make meaningful connections within the context of their postsecondary interests.

[6] https://blueprint-nebraska.org/

2) **Relevant**.
Nebraska's CTE system is driven by future economic and workforce demands and created in partnership with the community and engaged stakeholders. All learning is facilitated by knowledgeable experts.

3) **Innovative**.
Nebraska CTE will be bold in its approach to creating new solutions for addressing educational and workforce challenges. Co-curricular and expanded learning experiences (e.g. work-based learning, entrepreneurship education, and career and technical student organizations) allow learners to apply, demonstrate, and refine their connected academic, technical, and career readiness skills.

4) **Coordinated**.
Nebraska CTE works alongside state and local agency, education, and community partners to be proactive, responsive, and adaptive to state and local workforce needs and increase the visibility and coherence of services provided.

STRATEGIC PRIORITIES

In response to the Perkins V areas of emphasis and extensive stakeholder engagement, Nebraska CTE has established the following eight strategic priorities to realize its vision. The goal of these priorities is to build onto and catapult Nebraska's high-quality CTE system forward and respond to workforce needs, labor market information, and economic development priorities.

- **Aligned CTE Programs**
    - The careers we prepare learners for are constantly emerging and changing. CTE programs afford learners the opportunity to explore career options, identify their interests, and develop the knowledge and skills that prepare them to transition to postsecondary education and into entry-level careers. These programs must be well aligned to the next opportunities learners will encounter and keep pace with the constant evolution found in the marketplace.
    - Alignment between Nebraska's secondary and postsecondary CTE systems means that they are: (1) intentional and seamless, with no duplication of content; (2) accessible to each student, including those with interests in dual-credit and workplace experiences, and (3) incentivized for key economic and employer needs.

- **Systemic Career Development**
    - Career development is the process by which individuals get to know their strengths and interests, learn how different jobs connect with those interests, explore careers in current labor markets, and build career planning and management skills to achieve their goals[7]. There are multiple pathways to rewarding careers, and the components to effective career development include self-awareness, career exploration, and career planning and management.
    - Career development programs equip learners with the skills needed to take ownership in navigating their own career pathways. Career development is positive student development – if students see the relevance and meaning in school, it results in improved interest and academic performance. Students become more motivated, self-directed

[7] National Collaborative on Workforce and Disability

learners when they understand the relationship between academics, education planning, and achieving their own career goals.
    - Career development must be systemic – intentionally infused throughout all levels and areas of K-12 and postsecondary education. Every adult within an educational setting has a role in students' career development progress.

- **Student Achievement**
    - Nebraska CTE provides an educational environment that can integrate core academic and technical preparation for contextualized learning that increases engagement and supports improved academic, technical, and career readiness achievement for all students. Nebraska CTE is responsible for analyzing student performance data to assess its effectiveness in achieving statewide progress in CTE, which is measured by core indicators of performance for both secondary and postsecondary education, and providing support for eliminating inequities in student access to and success in high-quality CTE programs of study. Student mastery of technical and career readiness skills are often demonstrated thorough CTSO competitive events.
    - The Nebraska State Board of Education approves content area standards for all content areas including CTE. Nebraska CTE drives rigorous content area standards implementation through programs of study.

- **Data Use**
    - Nebraska CTE will assist educators in making a more formal shift from collecting data to using data to ensure local CTE programs create success for students and employers.
    - The quality and effectiveness of Nebraska CTE is dependent on the ability to constantly evaluate and improve. Through the reVISION process, all local recipients are required to analyze disaggregated student performance data to identify performance disparities across student groups, detect root causes, and direct resources towards addressing both.

- **Work-Based Learning**
    - Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of sustained and meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, postsecondary institutions, and local employers.
    - Work-based learning is learning through work, not learning about work.
    - Nebraska will evaluate the quality of secondary CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. An effective means to monitor, evaluate, and promote these experiences is foundational.

- **Sustained Professional Development**
    - Effective Nebraska CTE programs require highly prepared instructors, administrators, staff, and support personnel who are supported by sustained, high-quality, and relevant professional learning opportunities. Nebraska CTE professional development includes effective training at both the pre- and in-service levels and the pursuit of advanced credentials and degrees. It additionally supports those who have utilized an alternative pathway to certification and encourages the recruitment of new and diverse CTE teachers, especially in shortage areas.

- **Instructor Recruitment and Retention**
    - To deliver effective and relevant CTE programming, there must be an adequate supply of qualified instructors who are knowledgeable in pedagogy and technical areas as well as in academic competencies and workplace requirements essential to their CTE program areas. Innovative and bold strategies must be employed to recruit and retain CTE teachers, especially in those areas with teacher shortages.
    - Retaining CTE educators requires deploying innovative strategies and may differ by school, institution, region, or content area.

- **Middle School CTE**
    - Middle grades (5th – 8th) CTE adds relevance to students' learning experiences by exposing them to real-world options and connecting academics to career and postsecondary possibilities. It equips students with transferrable skills needed as they transition to high school and beyond, and serves as a key dropout prevention strategy mitigating challenges such as disengagement and lack of preparation.
    - Nebraska middle school CTE programming must be aligned with the overarching CTE system, encourage hands-on career exploration opportunities, and available to each student[8].

Nebraska CTE programs will help meet these priorities through the implementation of high-quality state model programs of study, postsecondary programs, and locally developed programs of study. Additionally, dedicated Nebraska CTE staff within the NDE will leverage each of their roles (see Introduction) to ensure each student, especially those from special populations, has the opportunity to participate and find success in CTE programs and be prepared for further education and the workforce.

c. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V).

As a required WIOA partner, Nebraska CTE is actively engaged in the State's workforce development efforts. One of the primary mechanisms used for this joint planning, alignment, and coordination of CTE programs and the State's workforce development system to achieve the vision and goals described in section 122(d)(2) of Perkins V is through the Nebraska Partner Council. The Nebraska Partner Council is a council of state agencies and statewide programs established voluntarily in order to better serve the citizens of Nebraska and establish a public sector partnership. It is used as a strategy that provides a formal structure of communication which works to improve the workforce

[8] Advance CTE: http://careertech.org

system partner program coordination and implementation, planning processes, and leveraging of resources. The Partner Council meets quarterly and identifies statewide workforce system development initiatives that create and enhance solutions for employers and job seekers at regional and local levels.

The Partner Council is organized for the purpose of convening and strengthening cross-agency, state-level partnerships that focus on:

- Increasing access to and opportunities for the individuals served to receive the employment, education, training, and support services necessary to succeed in the labor market;
- Enhancing Nebraska's workforce system by increasing flexibility to tailor services to meet employer and job-seeker needs through the implementation of strategies outlined in the WIOA State plan, which includes, but is not limited to:
    - Continuous improvement of Nebraska's workforce system;
    - Meeting the needs of Nebraska's employers;
    - Coordination of funding streams;
    - Targeted distribution of available funding streams;
    - Coordination with planning regions and local workforce development areas designed in accordance with the WIOA in order to further strengthen workforce system alignment and coordination across Nebraska;
    - Working closely with each planning region to assess and refine the delivery of services;
    - Promoting knowledge transfer across WIOA partner programs to help facilitate referrals;
    - Targeted outreach to disadvantaged populations; and
    - Continued development and dissemination of online resources
- Supporting the alignment of the workforce, education, and economic development systems in support of a comprehensive, accessible, and high-quality workforce development system at state, regional, and local levels; and
- Improving the system's quality and labor-market relevance.

The Partner Council works collaboratively to address some of Nebraska's most challenging workforce issues which require regular communication and planning among workforce system partner programs, make recommendations to the Nebraska Workforce Development Board, as requested, in relation to the goals and strategies set forth in the WIOA State plan, and communicate to its member agencies and member programs timely and valuable information gathered from the NDOL Office of Labor Market Information and the Nebraska Workforce Development Board.

Currently, the partners that make up the Nebraska Partner Council include:

- Job Corps
- Nebraska Community College Association
- Nebraska Commission for the Blind and Visually Impaired
- Nebraska Department of Economic Development
- Nebraska Department of Education, including
    - Adult Education
    - Career and Technical Education
    - Nebraska Vocational Rehabilitation
- Nebraska Department of Health and Human Services, including
    - Community Services Block Grant Program
    - Senior Community Services Employment Program

    - Supplemental Nutrition Assistance Program
    - Temporary Assistance for Needy Families Program
- Nebraska Department of Labor, including:
    - Adult, Dislocated Worker, and Youth Programs
    - Jobs for Veterans State Grants Program
    - Office of Labor Market Information
    - Trade Adjustment Assistance Program
    - Unemployment Insurance Program
    - Wagner-Peyser Employment Services Program
- Nebraska Indian Center
- Proteus – Nebraska Migrant and Seasonal Farmworker Program

During the development of the Perkins V State plan, the State Director for Nebraska CTE served as Chair of the Nebraska Partner Council.

Other strong partnerships already established and those to be established will ensure effective joint planning, alignment, coordination, and leveraging of funds between programs. As identified in Nebraska's Vision for CTE, alignment and coordination are among its four guiding principles.

Within the NDE, there are three Divisions which make up all related Offices. This organization facilitates and encourages collaboration within and between Offices. Currently, the Student and Client Success and Services Division encompasses the Offices of Career, Technical, and Adult Education, Special Education, Vocational Rehabilitation, and ESSA/Federal Programs. Administrators and staff from these Offices meet monthly at a minimum, allowing for robust discussions on programmatic alignment between Perkins, the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Higher Education Act (HEA), and Adult Education.

Sharing resources and aligning systems (i.e. career pathways, career advisement, transition services) have all been areas of focus. Similarly, work-based learning is an area where Nebraska CTE works closely with Special Education and Vocational Rehabilitation by relying on each other's areas of expertise to develop aligned and mutually-supportive programs and policies. Throughout the Perkins V State plan development process, these regular interactions were instrumental in ensuring a strong focus on equitable services, reviewing any areas where services may be duplicated, and innovative ways to partner to achieve the NDE's strategic priorities and goals.

As the Higher Education Act continues to undergo reauthorization, Nebraska CTE will maintain planning conversations with postsecondary leadership.

d. Describe how the eligible agency will use State leadership funds made available under section 112(a) (2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

Nebraska CTE, in preparation for Perkins V, conducted several simultaneous analyses to identify the strategic priorities for Nebraska's CTE system. Achieving these eight priorities (as described within Nebraska CTE's Framework) will guide the use of the State's leadership funds and be used to support both secondary and postsecondary programs.

Below is a description of how Nebraska will use these funds and their alignment to both the required uses of State leadership funds under section 124(a) of Perkins V and the identified strategic priorities.

Strategic Priority	Activities	Required Use of Funds
Aligned CTE Programs	• Developing state model programs of study and implementation supports that span secondary and postsecondary • Approving locally developed programs of study that meet the requirements established in section 122(d)(4)(B) and identified as a need through the reVISION process • Supporting consultation and coordination with other State agencies for the adoption and integration of recognized postsecondary credentials and work-based learning into programs of study • Support for the integration of employability skills into CTE programs and programs of study • Support for career and technical student organizations (CTSOs), especially with respect to efforts to increase the participation of students in non-traditional fields and who are members of special populations • Integrating and aligning programs of study with career pathways • Support for career academies to implement a postsecondary education and workforce-ready curriculum at the secondary education level that integrates rigorous academic, technical, and employability content through CTE programs of study • Developing strategies to effectively contextualize core academic content to CTE programs of study	1. Improve CTE A. Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-wage, high-skill, and high-demand occupations B. Individuals in State institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities
Systemic Career Development	• Improving career guidance and academic counseling programs at the secondary and postsecondary levels that assist students in making informed academic and CTE decisions, including academic and financial aid counseling	1. Improve CTE A. Preparation for non-traditional fields in current and emerging professions,

Strategic Priority	Activities	Required Use of Funds
	• Support for CTE programs for adults and out-of-school youth	programs for special populations, and other activities that expose students, including special populations, to high-wage, high-skill, and high-demand occupations B. Individuals in State institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities D. Technical assistance for eligible recipients
Student Achievement	• Support for eliminating inequities in student access to high-quality CTE programs and effective instructors at the secondary and postsecondary levels • Improving the support for the preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-skill, high-wage, and high-demand occupations, • Awarding incentive grants to eligible recipients for exemplary performance • Support programs and activities that increase access, student engagement, and success in STEM fields, support for integrating arts and design skills, and support for hands-on learning, especially for those students who are members of groups underrepresented in such subject fields	1. Improve CTE A. Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students, including special populations, to high-wage, high-skill, and high-demand occupations B. Individuals in State institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities

Strategic Priority	Activities	Required Use of Funds
Data Use	• Reporting on the effectiveness of Nebraska's CTE programs in achieving its statewide strategic priorities and state determined levels of performance, • Reducing disparities or performance gaps among CTE students and programs, • Developing valid and reliable assessments of competencies and technical skills and enhancing data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes • Increasing data collection associated with recognized postsecondary credentials, work-based learning and employment outcomes	1. Improve CTE 2. Report on the effectiveness of such use of funds in achieving the goals (section 122(d)(2)) and the SDLP (section 113(b)(3)(A)) and reducing disparities or performance gaps(section 113(b)(3)(C)(ii)(II))
Work-based Learning	• Establishing statewide partnerships among local educational agencies, institutions of higher education, adult education providers, Indian Tribes and Tribal organizations, employers, and parents to facilitate work-based learning opportunities, • Partnering with qualified intermediaries to improve training, the development of public-private partnerships, systems development, capacity-building, and scalability of the delivery of high-quality CTE, including work-based learning • Supporting the establishment and expansion of work-based learning opportunities that are aligned to CTE programs and programs of study	1. Improve CTE C. Recruiting, preparing, or retaining CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs
Sustained, Rigorous Professional Development	• Providing technical assistance to recipients for program review and to support the elimination of inequities in student access to and success in high-quality programs and effective instructors and instructional support personnel, • Providing high-quality comprehensive professional development to teachers, faculty, specialized instructional support personnel, and paraprofessionals providing CTE instruction, support services, and specialized instructional support services that is, to the extent	1. Improve CTE C. Recruiting, preparing, or retaining CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership

Strategic Priority	Activities	Required Use of Funds
	practical, grounded in evidence-based research and is coordinated and aligned with other professional development activities carried out by Nebraska, including multi-tiered systems of support and positive behavioral interventions and support, • Increase the ability of teachers, faculty, specialized instructional support personnel, and paraprofessionals providing CTE instruction to stay current with industry standards and earn industry-recognized credentials or licenses • Creating, evaluating, and supporting competency-based curricula • Making all forms of instructional content widely available, including the use of open educational resources	development programs D. Technical assistance for eligible recipients
Instructor Recruitment and Retention	• Developing and implementing programs and activities that help recruit, prepare, and retain CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals	1. Improve CTE C. Recruiting, preparing, or retaining CTE teachers, faculty, specialized instructional support personnel, or paraprofessionals, such as preservice, professional development, or leadership development programs
Middle School CTE	• Supporting the use of CTE programs and programs of study aligned with state, regional, or local high-wage, high-skill, and high-demand industry sectors or occupations • Improving career guidance and academic counseling programs that assist students in making informed academic and CTE decisions, including academic and financial aid counseling	1. Improve CTE A. Preparation for non-traditional fields in current and emerging professions, programs for special populations, and other activities that expose students,

Strategic Priority	Activities	Required Use of Funds
		including special populations, to high-wage, high-skill, and high-demand occupations B. Individuals in State institutions, including juvenile justice facilities, and educational institutions that serve individuals with disabilities D. Technical assistance for eligible recipients

In practice, funds may be used and applied through multiple strategic priorities and the general leadership of the Nebraska CTE staff.

2. Implementing CTE Programs and Programs of Study

a. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Secondary:

Nebraska currently supports 65 secondary state model programs of study inclusive of all 16 nationally recognized career clusters. Each program of study includes an introductory, intermediate, and capstone course and collectively are organized into six career fields:

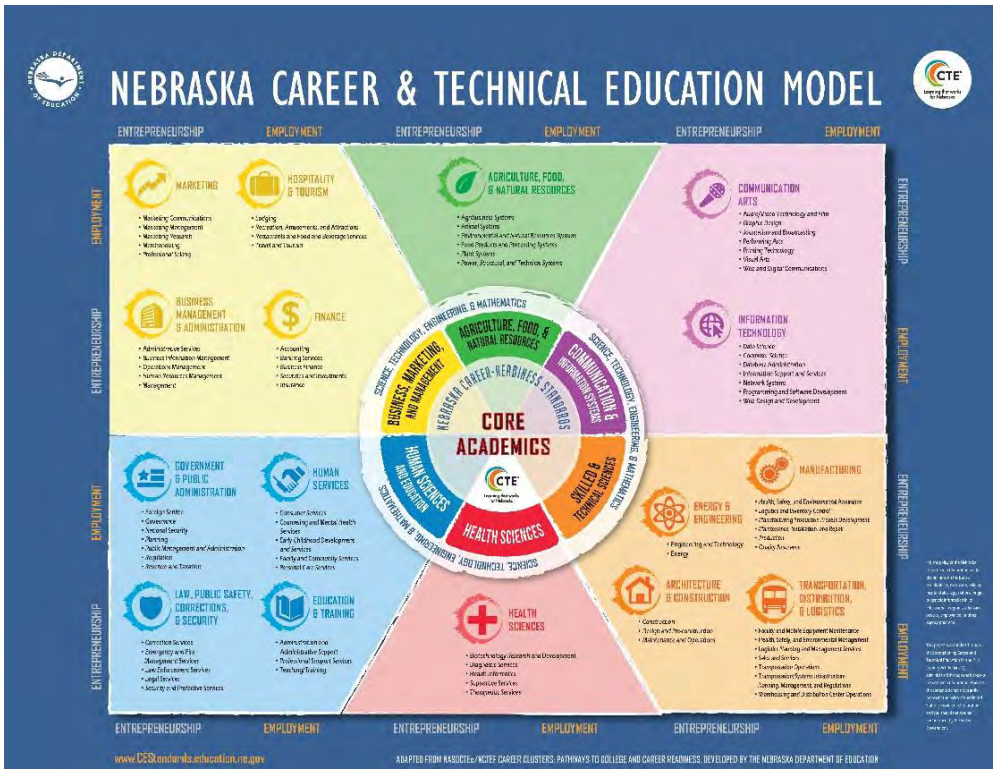
1. Agriculture, Food, and Natural Resources
2. Business, Marketing, and Management
3. Communication and Information Systems
4. Health Sciences
5. Human Sciences and Education
6. Skilled and Technical Sciences

State model programs of study are developed to:

- assist secondary schools in creating meaningful sequences of courses that adequately prepare individuals for seamless transitions to postsecondary education and careers eliminating duplication of coursework;

- assist students in identifying appropriate courses for high school and postsecondary education that lead to their chosen career;
- encourage collaboration between secondary and postsecondary education through curriculum alignment;
- offer opportunities for high-quality workplace experiences aligned to students' career interests;
- promote the advancement of early postsecondary opportunities (including dual-credit courses) for all students; and
- support postsecondary education options for students to further prepare them for successful transitions to their future careers.

These programs of study are organized around Nebraska's CTE Model and can be found at: http://cestandards.education.ne.gov.



Nebraska CTE Model

When developed, these **state model programs of study are**: coordinated, nonduplicative sequences of academic and technical content at the secondary and postsecondary levels that incorporate challenging State academic standards, address both academic and technical knowledge and skills, including Nebraska's Career Readiness Skills, are aligned with the needs of industries in Nebraska's economy, progress in specificity, have multiple entry and exit points that incorporate credentialing, and culminate in the attainment of a recognized postsecondary credential.

These state model programs of study assure that students across Nebraska have an equitable opportunity to participate in high-quality programming, regardless of where their district is located or what school they attend.

Each secondary local recipient must adopt and offer at least one state model program of study to be eligible for Perkins V funds.

Nebraska CTE will continue to work with postsecondary education leaders and other industry stakeholders to more clearly define a credential of value (at both the secondary and postsecondary level). This work will ensure alignment between the needs of business and industry and education and be instrumental in the development of state model programs of study.

Program of Study Development

Nebraska Revised Statute 79-760.01 requires the Nebraska State Board of Education to "adopt measurable academic content standards for at least the grade levels required for statewide assessment." Those standards cover the subject areas of reading, writing, mathematics, science, and social studies. The State Board of Education develops a plan to review and update standards for those subject areas every seven years. The NDE Standards Revision Timeline for All Content Areas can be found in Appendix D. The NDE content Area Standards Reference Guide can be found at: https://www.education.ne.gov/wp-content/uploads/2017/07/Nebraska-Standards-Reference-Guide_Final.pdf.

Moving beyond the minimum required by statute, the NDE has developed content area standards for fine arts, physical education, health education, and world languages, as well as course-based and program of study standards for CTE. These CTE standards are organized into a sequence of courses representing a state model program of study. Although not required by law, these content area standards provide a framework for quality teaching and learning for all content areas and districts are encouraged to adopt these state-approved content standards. CTE state model programs of study and course-based standards are revised on a five-year cycle to remain responsive to the rapid advances and needs of business and industry, help students explore a variety of postsecondary options and corresponding entrance requirements to help identify their next steps, and to align to changes in postsecondary programs.

During the CTE content area standards revision process, state model programs of study are developed. These programs of study are the result of extensive collaboration and cooperation with business and industry and Nebraska postsecondary institutions. The writing teams are comprised of CTE teachers, core academic teachers, and postsecondary instructors. Their task is to utilize their expertise and input from business and industry to identify which areas programs are needed statewide, and the things students should know and be able to do as a result of completing each program of study.

The final deliverable of the standards development process is a policy document approved by the State Board of Education. These standards create a framework for teaching and learning in CTE, and reflect the uniqueness of the specific content area. Additionally, they fit within the overall expectations for all content area standards and all schools in Nebraska.

Each state model program of study is published and available on the Nebraska CTE standards website: http://cestandards.education.ne.gov/. By career field and career cluster, each program of study is displayed with links to the related course-based standards. Additionally, information pertaining to appropriate teaching endorsements, middle school CTE, and supplemental resources are available on this site.

Five Phases of Program of Study Development

1. Business and industry community input meetings
2. Writing teams development of programs of study and course-based standards
3. Public input survey with proposed standards distributed and results analyzed
4. Standards and programs of study edited based on public input survey results
5. Program of study standards presented to the Nebraska State Board of Education for approval

Areas of Focus

Nebraska will continue to refine and update state model programs of study to ensure alignment with Nebraska's workforce needs and economic development priorities. There will be an intentional focus on developing programs of study that are cross-curricular, across other CTE content areas and core academic areas. Similarly, an entrepreneurship focus will be considered within most programs.

Moreover, key shifts in rigor and quality will be embedded into the program of study standards revision process as state model programs of study are revised and created.

Key Shifts	
Moving From…	**Moving Towards…**
Isolated content and experiences	Interdisciplinary approaches to teaching and learning
Grades and test focused	Learning focused
Limited guidance from NDE related to instructional material selection	Leadership/support from NDE related to instructional material selection
"Having" knowledge and skills	"Applying" knowledge and skills
Testing signals importance of content and content areas	Well-rounded education for all

A portion of leadership funds, in accordance with Section 112 (a)(2) to support the development and implementation of programs of study, will also be used to support the systematic implementation of CTE content area standards.

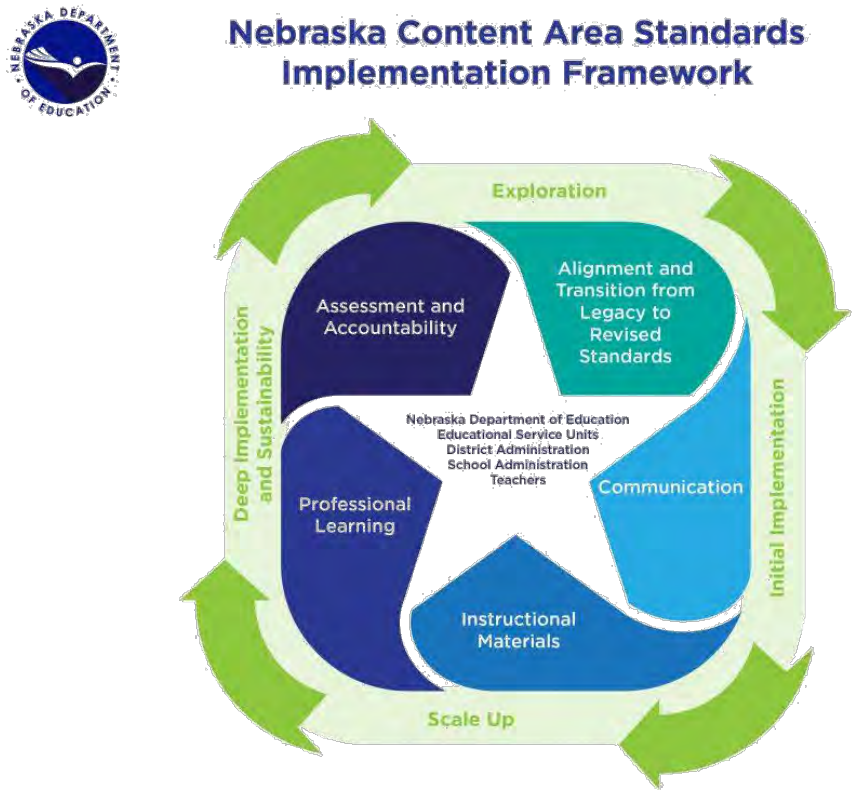
Program of Study Implementation

Two key categories of program of study implementation work identified as central to achieving Nebraska's CTE's strategic priorities are high-quality, standards-aligned instructional materials and professional learning. Nebraska will develop resources, strategies, and policies in these areas as they

are key to implementing programs of study with fidelity and narrowing equity gaps across subpopulations.

Based on implementation science, Nebraska has created a framework for standards implementation that can be contextualized for CTE use. This framework describes four stages of standards implementation – exploration, initial implementation, scale-up, and deep implementation and sustainability. This work is completed across five categories - alignment and transition, assessment and accountability, professional learning, instructional resources, and communication. The NDE, educational service units, district/administration, school/administration, and teachers all have roles in this work to detect the strength of activities related to implementation.

Using this framework, the systematic approach to implementing CTE programs of study and their related standards will be strengthened.



Postsecondary:

Community colleges have the flexibility to develop programs independently. These programs will be reviewed and approved by the State with a focus on both academic and CTE courses required to reach the appropriate credential, certificate, or degree as well as opportunities to articulate to four-year colleges and universities.

Nebraska's community colleges are a part of the Nebraska Community College System, created by the Nebraska legislature in 1971, which brought together all junior colleges, state vocational/technical

colleges, and area technical schools. There are currently six community college areas in the State, each governed by a locally-elected board.

The role and mission priorities for these colleges include, along with foundational education, 1) applied technology and occupational education, 2) transfer education, 3) public service, and 4) applied research. Their aim is to be the most accessible postsecondary educational system in the State, offering affordable, high-quality education. In addition, the colleges were envisioned to be the link between business and industry and a highly-skilled workforce.

Community colleges are represented by the Nebraska Community College Association, which: 1) prepares a system strategic plan, 2) coordinates the budget request for the biennium, 3) facilitates program-needs assessment and articulation, 4) recommends and facilitates the appointment of representatives to committees, boards, commissions, task forces, and any other state-level bodies requesting or requiring participation from the community college system, and 5) facilitates responses to data and information requests for the system.

Nebraska also has a strong four-year postsecondary system. The Nebraska's Coordinating Commission for Postsecondary Education (CCPE), created in 1990, has direct responsibilities for:

- developing and implementing a comprehensive statewide plan to guide Nebraska's higher education system,
- approving or disapproving programs based on specific criteria,
- assembling and analyzing statewide data and publishing reports tied to the State's higher education goals,
- protecting Nebraska students who attend for-profit institutions in the state by administering the Guaranty Recovery Cash Fund, and
- administering State appropriations to Nebraska's six community colleges.

Under Perkins V, CTE postsecondary program approval will be further developed in collaboration with Nebraska's CCPE, as they are already the entity approving and disapproving academic programs. This collaborative approach will ensure alignment with secondary programs and workforce demands, the promotion of academic achievement and technical skill attainment, expanded access to CTE for special populations, and the inclusion of employability skills into programs without adding a tremendous new burden to local postsecondary Perkins recipients.

Specifically, Nebraska CTE will work with the CCPE to strengthen the role of postsecondary CTE program approval through their existing program approval process to ensure Perkins criteria are considered and that communication and approval decisions are shared. This process will be developed within the first two years of implementing this Plan and be based on the systems alignment framework as seen in Appendix B.

b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways, including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 132 will—

i. promote continuous improvement in academic achievement and technical skill attainment;

ii. expand access to career and technical education for special populations; and

iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

Nebraska develops and approves a set of secondary state model programs of study responsive to statewide workforce and economic needs. These programs of study are informed by industry professionals and created by educators to ensure the content covered is sequenced appropriately and prepares students for entry into postsecondary education and careers. Programs of study at the postsecondary level will be jointly approved by the CCPE and Nebraska CTE. Each local eligible recipient at the secondary level must offer at least one state model program of study to be eligible for Perkins V funds.

Local Development

If an eligible secondary grant recipient identifies a workforce need in their local region not addressed in a state model program of study, they may submit a request to have a locally developed program of study approved. The need for a local program of study must be justified by:

- describing how it will meet local and/or regional workforce needs, including economic and workforce data that justifies the local program of study, and
- how it aligns to the state's economic priorities that are not currently addressed in any existing state model program of study. Alterations or modifications to existing state model programs of study are not permitted. Results from the reVISION process will be instrumental in justifying the need for a local program of study.

The required components of a local program of study include: (1) a credit-bearing introductory course, and (2) a minimum of two credit-bearing CTE courses to develop the appropriate knowledge and skills in preparation for employment or entrepreneurship.

Additionally, applicants must submit information to the NDE that ensures the proposed local program of study meets certain quality criteria and is at the same level of rigor as existing state model programs of study. Applicants must demonstrate how the new program of study:

- meets local and/or regional workforce demands and economic priorities that are not currently addressed in any existing state model programs of study,
- relates to high-wage, high-skill, and high-demand occupational preparation and Nebraska's economic priorities,
    - The Nebraska Departments of Education, Labor, and Economic Development developed the following website: http://h3.ne.gov/H3/ to provide information on Nebraska's High-Wage, High-Skill, and High-Demand occupations
- aligns to the efforts of appropriate Nebraska sector partnerships and other statewide workforce development efforts, and
- aligns with recommended academic and technical courses

Approval

Each locally developed program of study submitted for approval is reviewed by Nebraska CTE staff for its rigorous course standards and progressive, sequenced courses, secondary and postsecondary alignment, labor market demand and industry involvement, high-quality instruction, and inclusion of workplace learning experiences. Additionally, how the program of study promotes continuous

improvement in academic achievement and technical skill attainment, expands access to CTE for special populations, and how it supports the inclusion of Nebraska's Career Readiness Skills.

To ensure the approved local program of study meets the quality indicators above and to determine how successful the program was in accomplishing its goals, an annual report must be submitted to the NDE. This report will outline and demonstrate the local recipient's continuous improvement efforts in the academic achievement and technical skill attainment of its students, support for the inclusion of Nebraska's Career Readiness Standards within the local program of study, activities and strategies that expand access to CTE programs so that each learners, including those from special populations, is served equitably, and uses the latest information and labor market data to maintain relevance.

The elements within secondary state model programs of study implemented locally along with approved local programs of study will be reviewed by Nebraska CTE staff annually. This will encompass desk audits of annual activities and an assessment of the extent to which the size, scope, and quality Essential Components as described in section B(2)(h) of this plan are implemented. On a rotation and intermittently, programs will also have on-site monitoring visits reviewing the same criteria.

Postsecondary institutions have the flexibility to develop programs independently. These programs will be reviewed and approved jointly by the CCPE and Nebraska CTE with a focus on both academic and CTE courses required to reach the appropriate credential, certificate, or degree as well as opportunities to articulate to four-year colleges and universities. Only programs approved through this process will be eligible for Perkins funds. Programs will be reviewed according to the schedule established by the CCPE and local community college.

c. Describe how the eligible agency will -

i. Make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

The NDE will make information readily accessible on state model programs of study and Nebraska CTE programs through the following strategies:

1. The public Nebraska Career and Technical Education webpage (https://www.education.ne.gov/nce/) will serve as the main hub for all Nebraska CTE information including:
    - Career Academies
    - Career Development (self-awareness, career exploration, planning & management)
    - Career Fields and Clusters (Nebraska CTE Model)
    - Career & Technical Student Organizations (CTSOs)
    - Data and Research

- Entrepreneurship Education
- Nebraska Career Readiness Standards
- Nontraditional CTE Students
- Perkins Management and Administration
- Professional Development Opportunities
- School Counseling
- Special Populations
- State Model Programs of Study
- Workplace Experiences (awareness, exploration, work-based learning)

This site is currently accessible in 14 languages including English, Arabic, Chinese, French, German, Italian, Japanese, Korean, Norwegian, Polish, Portuguese, Russian, Spanish, and Vietnamese and is in compliance with Section 508 of the Rehabilitation Act of 1973 for website accessibility.

2. The annual Nebraska Career Education Conference where presentations will be conducted on state model programs of study, standards implementation, meeting the needs of special populations, closing equity and access gaps, technical skill development, career development, and implementing workplace experiences. Topical sessions and collaboration amongst professional teacher organizations and CTSOs also take place.

3. Nebraska's Open Educational Resources (OER) Hub is a collaboration between the Educational Service Unit Coordinating Council (ESUCC) and the NDE. This hub (https://www.oercommons.org/hubs/nebraska) allows for the creation and curation of quality OER that are aligned to Nebraska content area standards. These resources are public and provide teachers, including CTE teachers, with a digital course and content repository that can be accessed at any time to help inform instructional decisions.

4. School Counseling staff will provide professional development through Nebraska School Counselor Academies and other on-going professional development activities. Staff will also utilize the NDE's Career Development Toolkit (https://www.education.ne.gov/nce/careerdevelopment/) to provide a user-friendly, one-stop location for program planning, implementation of the Nebraska Career Development Model, Career Readiness Standards, family engagement, transitions for students, lesson plans and activities, and other relevant resources. This Toolkit is designed for use by state and local CTE, Special Education, and High Ability Learner staff. It is also designed for use by Nebraska Vocational Rehabilitation. The purpose of the website is to promote partnerships with business, industries, communities, and families to achieve systemic career development for all students.

5. Nebraska CTE staff will work with CTE teacher educators to infuse instruction on state model programs of study into their pre-service education programs for future CTE teachers, which includes the annual Teacher Educator Forum. See section B(4)(a) for more information.

6. Nebraska CTE career field specialists and cross-field specialists (staff) will work with teachers to infuse instruction on state model programs of study, standards implementation, technical skills development, and current information related to the Perkins V four-year State plan during the annual Fall Career Field Professional Development Workshops and Cross-Field Professional Development Workshops.

7. The Nebraska Workplace Experiences website (https://www.education.ne.gov/workplace-experiences/) will be maintained and updated with information and resources on implementation of the Nebraska Workplace Experiences Continuum. This site provides specific information on each form of a workplace experience in the three phases of the Continuum (Awareness, Exploration, Work-Based Learning). This site also provides sample forms (i.e. Adobe fillable format) that can be accessed and used by local educational agencies (school districts). Additional resources and publications are also provided on this site to enhance the skills and knowledge of local workplace experiences coordinators, businesses, teachers, school counselors, and administrators.

8. The Career Field Course Standards and Programs of Study website (http://cestandards.education.ne.gov/) provides state model programs of study and course-based standards for each of Nebraska's six career fields (Agriculture, Food and Natural Resources; Business, Marketing, and Management; Communication and Information Systems; Health Sciences, Human Sciences and Education/Family and Consumer Sciences; and Skilled and Technical Sciences). This website also provides relevant information and resources on CTE course codes, dual/concurrent credit, a CTE course code to cluster crosswalk, middle level courses, middle school career development, high school career development, the Nebraska Standards for Career Ready Practice, Career Cluster Resources, and the National Entrepreneurship Education standards.

9. Schools will be encouraged to include their locally implemented state model programs of study into their course catalogs and school counseling/teacher advisement systems.

10. Nebraska CTE will continue to develop high-quality, standards-aligned instructional resources and materials that can be used to help inform students and parents on Nebraska CTE, programs of study, career development, workforce demands, and, postsecondary options.

Throughout the duration of the plan, additional resources specifically focusing on postsecondary CTE (including career advising, work-based learning, articulated credit, credentials, and instructor recruitment and retention) will be developed.

ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

There are a number of ways Nebraska will facilitate collaboration among eligible recipients in the development and coordination of CTE programs.

1. Through the reVISION process, eligible recipients and education partners (including parents and students) will be strategically brought together for collaboration and coordination. Nebraska CTE staff will facilitate these meetings which will include an analysis of local CTE assessment findings and labor market information.

2. Through the development of state model programs of study, eligible recipients are not only

involved in the development of CTE programs and programs of study, but work together to coordinate implementation in the most effective and efficient way to meet the needs of all students, including the unique needs of those students from special populations. Both secondary and postsecondary recipients are involved in this process, which will ensure multiple entry and exit points are considered in the program development process.

3. In addition to collaborating with both the Nebraska Community College Association and the CCPE, the NDE will engage Nebraska's Educational Service Units (ESU) as key partners in the implementation of high-quality CTE across the state. The Nebraska State Legislature created the Educational Services Units of Nebraska in 1965 to provide supplementary services to local school districts upon request. There are currently 17 ESUs in Nebraska providing some core services (i.e. staff development, technology, and instructional materials) to all public school districts in the State. The ESUs are coordinated by the ESU Coordinating Council (ESUCC), which establishes strategic priorities, provides professional development, participates in joint planning with the NDE, and engages in statewide projects and coordination.

   A statewide CTE Cadre has been formed by the ESUs to bring together the ESU Perkins consortia liaisons to collaborate with the NDE and each other in the implementation of Nebraska Perkins V State plan. The NDE will engage the ESUs and the members of this Cadre to collaborate with both secondary and postsecondary partners as standards for programs of study and articulation are reviewed and updated.

4. To better target the needs of industry, including small and medium-sized enterprise, and to ensure that Perkins funds are focused on getting the most positive outcomes for all stakeholders, Nebraska will explore regional-focused planning for CTE. Secondary and postsecondary regional representatives would include workforce partners, ESUs, the Community College Association, and the CCPE in their planning groups to better align with current and emerging needs. Additional flexibility related to Nebraska's consortia structure will aid in this emphasis on collaboration among eligible recipients and meeting the needs of all students.

5. Nebraska will continue to support existing state organizations, such as the Association for Career and Technical Education of Nebraska (ACTEN), and convenings, such as the annual Nebraska Career Education and Administrators' Days conferences to encourage and facilitate enhanced collaboration and coordination among recipients.

iii. use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

Nebraska recognizes that up-to-date labor market information about occupations, training requirements, and wages is crucial in order to make important life decisions about career goals. The NDOL collects and disseminates information about employment levels and trends, wages and earnings, estimates of labor availability, industrial and occupational projections, business staffing patterns, career planning information, and labor force demographics in the State. The data are used to

describe a local area's economic picture which impacts social, fiscal, technological, and economic policies, employer hiring, and other business decisions, allocation of funds by policy makers, individual career choices, and educational programs.

To provide Nebraska CTE and all Nebraskans with current, valid, and reliable LMI and career information, the following resources are currently available across the state:

1. The H3 website offers quick access to Nebraska's "hot jobs." This easy-to-understand market information is updated weekly (http://h3.ne.gov/).
2. The NDOL website or app provides current job openings and labor market analysis facts, employment, wages, and projections (https://neworks.nebraska.gov/).
3. Nebraska Career Connections is an online comprehensive career information system which provides labor market information for Nebraska and nationwide. Additionally, it includes valuable tools for all phases of career awareness, exploration, planning, and management (http://www.nebraskacareerconnections.org/).

See section B(1)(a) of this Plan for additional information about Nebraska's operational definition for H3 occupations.

iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Primary to Nebraska CTE's Framework are four guiding principles – the first of which is Equitable. Nebraska CTE champions all schools, colleges, and communities in developing and maintaining a culture that supports learning opportunities for all students, across all backgrounds and circumstances, so that they receive meaningful access to and opportunities for success in high-quality CTE programs and personalized career development. Educational equity allows learners to discover and explore their passions and make meaningful connections within the context of their postsecondary interests.

Through the reVISION process, all recipients (secondary and postsecondary) are required to analyze student enrollment (and performance) data disaggregated by program and subpopulation. Portions of both the reVISION process and local application require recipients to identify any disparities in participation (and performance), develop strategies to address them, and direct Perkins funds towards alleviating and eliminating any barriers. Through grant and program monitoring at the state level, Nebraska CTE staff will provide ongoing assistance when needed. Statewide leadership funds as well as the required set-asides for special populations will be leveraged to develop and implement supports in this area.

Per Section 112(a) of Perkins V, these include an amount equal to not more than two percent (2%) of the amount allotted to the State under section 111 for the fiscal year be made available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities ($14,000); not less than $60,000 for services that prepare individuals for non-traditional fields ($60,000); and an amount for the

recruitment of special populations to enroll in CTE programs, which shall be not less than the lesser of— (i) an amount equal to 0.1 percent; or (ii) $50,000 ($733.57).

Regular coordination and collaboration among Nebraska CTE, Special Education, and Vocational Rehabilitation takes place to ensure equal access to CTE programs of study and activities for special populations. Nebraska CTE also works extremely closely with the Office of Teaching, Learning, and Assessment to strengthen the core academic integration of CTE content for each student.

Additionally, the NDE's Commitments to Equity within its Equity Playbook[9] will be relied upon to focus the work of Nebraska CTE. Related to postsecondary CTE and career readiness, the following strategies have been identified as priorities. Perkins funds will be used, in part, to support these efforts:

- Partnering with businesses, out-of-school programs, and community organizations to create a more comprehensive approach to equity in education.
- Increasing access to computer science at all levels and employing existing, high-quality professional development programs, such as Code.org, to allow teachers to become trained/ certified in computer science instruction.
- Ensuring that teachers and staff provide engaging learning experiences connected to the community and leverage civic and career-based service learning opportunities.
- Setting expectations among staff that personal learning plans and career pathway information be communicated clearly, early, and often with all students and families.
- Monitoring course options and prerequisites to determine whether low-income students and students of color are being provided a postsecondary and career-ready program of study.
- Aligning CTE with local business and industry needs and Nebraska Career Readiness Standards.

The NDE has an Equity Officer who coordinates these efforts across the agency to meet the needs of special populations. For additional information, see section 2(B)(3) of this plan.

v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

Nebraska CTE, the NDOL, the Nebraska Workforce Development Board and Nebraska's local workforce development boards have a strong commitment to collaboration in ensuring CTE and labor market needs are aligned, including through programs of study and career pathways. This is evident in the statewide, cross-agency adoption of the Nebraska Career Clusters Model[10].

Collaboration between Nebraska CTE and the workforce development boards is most prevalent through the reVISION process. As part of that process, school districts must develop a plan for aligning and supporting CTE systems with local, regional, and/or statewide economic priorities initiatives. And if districts desire to develop a new program of study, they must show how it meets local and/or regional workforce demands and economic priorities that are not currently addressed in any existing state model program of study.

[9] https://ndeday.education.ne.gov/wp-content/uploads/2019/08/2019AdminDays KeynoteHandout.pdf
[10] https://www.education.ne.gov/nce/career-clusters/

The NDOL and Workforce Development Boards provide support to school districts in the reVISION process, particularly in highlighting labor market needs and job trends in the state and local area. The NDOL and the local Workforce Development Boards serve as an intermediary in the reVISION process to help develop relationships between school districts and business, and support the growth of those relationships as necessary.

vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and

Through the reVISION process, representatives from secondary, postsecondary, business and industry, parents, students, and other community stakeholders will be intentionally brought together for a facilitated meeting on their regional and local CTE systems. These meetings are facilitated by Nebraska CTE staff to ensure the six key elements of the process are reviewed effectively: (1) career development, (2) local workforce alignment, (3) size, scope, and quality and implementing CTE programs of study, (4) student performance data, (5) recruitment, retention, and training of faculty and staff, and (6) work-based learning. Progress towards improving access and equity, instead of standing alone as an independent element, has been woven through each of the other six elements. This approach will ensure that on all levels, improving the access to and success in CTE programs for each student is examined and addressed.

As one of the six elements, work-based learning will be examined in detail with probing questions to be answered locally and regionally. Through this process, areas of strength will be identified and proposed for replication, and strategies will be developed for improving areas of weakness. Ongoing collaboration among stakeholders through advisory councils and other continuous improvement efforts will ensure students are provided experiences in all aspects of an industry through their CTE programming, strengthened by these partnerships.

In partnership with other Federal programs at the NDE, Title II-A funds have been earmarked to supplement the inaugural statewide Work-based Learning Summit to take place in 2020. The programming of this Summit will be developed in partnership with postsecondary CTE and the NDE Offices of Special Education, Vocational Rehabilitation, and Teaching, Learning, and Assessment. Additionally, community partners and entities invested in this work, including business and industry, will be take part in the programming. This collaboration is intended to ensure opportunities for all students across all programs, especially those representing special populations, to participate and find success in high-quality work-based learning experiences as well as generally expanding and refining the work-based learning system in Nebraska.

Nebraska CTE will additionally develop, incentivize, and support innovative delivery models for CTE which encourage inquiry- and performance-based learning activities.

vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special

populations. (Section 122(d)(4)(C) of Perkins V)

A CTE concentrator in Nebraska is defined as:

Secondary CTE concentrator:	A secondary student who, in grades 9 through 12, has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level.
Postsecondary CTE concentrator:	A postsecondary student who, in the reporting year, has earned twelve (12) credits in a *single* CTE program – OR – completed a CTE program if that program encompasses fewer than twelve (12) credits.

Nebraska CTE will assist educators in making a more formal shift from collecting data to using data to ensure local CTE programs create success for students and employers and reduce performance gaps for CTE concentrators, including those who are members of special populations. The quality and effectiveness of Nebraska CTE is dependent on the ability to constantly evaluate and improve. Through Nebraska's reVISION process, all local recipients are required to analyze disaggregated student performance data to identify performance disparities across student groups, detect root causes, and direct resources towards addressing both. These findings will be carried through to each recipient's annual application for Perkins funds. Within the application, a description of how concentrators from special populations are provided with programs that enable them to meet or exceed State determined levels of performance, and prepare them for further learning in high-skill, high-wage, and high-demand occupations will be included.

If a local recipient fails to meet State determined levels of performance or has made no meaningful progress, a Performance Improvement Plan must be submitted to articulate the steps that will be taken to address the performance deficiencies. This plan will need to include specific detail about how the recipient plans to address the performance gap along with strategies that will be implemented to address the gap, which may include the use of Perkins V funds. See section D(5) of this Plan for additional information.

d. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V).

Appropriate courses that may be offered for dual-credit are and will continue to be embedded within state model programs of study and encouraged in locally-developed programs of study. During the state model program of study standards revision process (see Appendix D), dual-credit and work-based learning opportunities are explicitly considered and identified for each program area for capstone-level courses.

In January of 2019, Nebraska's community colleges collaboratively established a statement of principles and standards for dual/concurrent enrollment credit. These five principles and their subsequent standards articulate the quality criteria for delivery of dual-credit, and will be reflected and aligned with state policies to the extent possible.

They include:

1. All postsecondary institutions shall ensure that dual-credit courses offered to high school students will be college-level courses. The rigor of the dual-credit courses shall be the same as the corresponding course offered at the postsecondary institution.
2. The decision to award high school credit for a college-level course being taken for dual-credit shall be the responsibility of the appropriate high school district.
3. All instructors for dual-credit courses, regardless of the mode of delivery, shall hold credentials consistent with a full-time faculty member employed to teach the college-level course for the postsecondary institution. All such selection criteria shall be consistent with the policies established by the institution for all faculty, which comply with the standards set forth by the Higher Learning Commission.
4. The quality of instruction and standards of excellence for dual-credit courses shall be consistent with other course offerings by the college.
5. The evaluation of the instructor and quality of instruction for dual-credit courses shall be comparable with the practices each college has in effect for other college courses.

Perkins V funds, the NDE will continue to refine statewide policies and practices related to dual-credit opportunities and offerings, especially with regard to their inclusion within CTE programs of study. As determined through meaningful stakeholder consultation and engagement, the current priorities are to:

- Identify the activities and practices that are currently available in the state;
- Enhance secondary/postsecondary program alignment, allowing for programs to culminate in certificate, diploma, and/or associate degree awards and result in readiness for work and further education;
- Increase secondary awareness of postsecondary entry-level skills and program offerings;
- Identify and address policy and administrative barriers that inhibit efficiency and effective use of resources to support dual-credit offerings or completion; and
- Develop a common course numbering systems at both the secondary and postsecondary levels.

e. Describe how the eligible agency will involve parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its CTE programs. (Section 122(d)(12) of Perkins V).

Throughout the reVISION process at both the local and regional levels, parents, academic and CTE teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, are required to be engaged to help provide information on and evaluate the current state of their CTE system, areas for improvement, and opportunities for collaboration, among other elements. The same stakeholders that are required in Perkins V are required to be involved in the reVISION process. See Appendix F.

Nebraska CTE will utilize several additional strategies to ensure meaningful involvement throughout the system:

- **Program Development.** A description of stakeholder involvement in the program of study development process can be found in section B(2)(c)(ii) of this Plan.

- **Statewide Advisory Council.** Nebraska will develop and implement a statewide CTE advisory council to include CTE teachers, administrators, postsecondary faculty, career guidance and academic counselors, business and industry leaders, entrepreneurs, representatives from Indian Tribes and Tribal organizations, educational service unit representatives, parents, and students. Each economic development region and all six of Nebraska's community colleges will have representation. Representatives from existing entities that advocate for, support, and provide counsel to Nebraska CTE (e.g. Partnerships for Innovation and the Nebraska Career Education Innovation Foundation) may serve on this Council to provide guidance and direction and help identify additional partners needed to make the work successful.

  The Nebraska CTE Advisory Council will:
  - Review and develop short- and long-term strategies for implementing the new Perkins V State Plan
  - Make recommendations regarding the implementation and administration of the available statewide Perkins reserve funds used for innovative grant opportunities
  - Interact with the NDE on strategies, community engagement, and ways to measure success
  - Champion and align individual efforts with those of the Nebraska CTE system
  - Serve as a vocal champion for CTE in respective spheres of influence
  - Identify service gaps and provide advice on methods to close such gaps as they relate to youth and employees, workforce development, and employers on training needs
  - Confer with public and private entities for the purposes of promoting and improving CTE
  - Identify legislative recommendations to improve CTE
  - Promote coordination among existing CTE programs

  The Nebraska CTE Advisory Council will also collaborate with existing sector partnerships and advisory councils (e.g. the Nebraska Manufacturing Advisory Council and the Nebraska Entrepreneurship Taskforce) around the State to provide coherence with the overarching education and workforce development system, increase alignment and support for existing efforts, and reduce duplication. There will be a specific focus on transitions, dual-credit, and secondary/postsecondary program alignment, along with the eight strategic priorities outlined in this Plan.

- **Association for CTE of Nebraska**. Nebraska CTE will maintain and strengthen its partnership with the Association for Career and Technical Education of Nebraska (ACTEN) to aid in the informed planning, development, implementation, and evaluation of CTE. ACTEN is the professional organization for CTE educators in the State, and whose members include teachers, administrators, teacher educators, career counselors, teacher candidates, business partners and other professionals who support or advocate for career and technical education.

- **Local Advisory Committee.** All local recipients in Nebraska are encouraged to have an advisory committee that functions at the local or regional level to assist educators and partners in planning, conducting, and evaluating their program offerings, curricula, and operations. Ideally, an advisory committee would exist for each program area. Nebraska CTE

provides professional learning opportunities for advisory committees to establish best practices and to help educators and business and industry representatives strengthen their CTE programs. Each advisory committee should be made up of individuals with experience and expertise in the occupational field(s) that the program serves along with educators, school counselors and guidance professionals, students, and parents. Their role is to provide input on the design, development, implementation, evaluation, maintenance, and refinement of CTE programs. Advisory committees present an opportunity for the community to be linked to the educational system, and as such, should promote ongoing communication and collaboration among education, business, and industry, strengthen program alignment with local and regional workforce needs and economic development efforts, and promote career pathways throughout the community. Nebraska CTE suggests and encourages the active and meaningful involvement of parents, students, academic and CTE educators, administrators, faculty, career guidance and academic counselors, local businesses (including small businesses), and labor organizations in the planning, development, and implementation of CTE programs. The planning, development, implementation, and evaluation of a CTE program is carried out at the local level.

f. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

A copy of the local Perkins application template can be found in Appendix E.

g. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

A copy of the reVISION (Nebraska's comprehensive local needs assessment) template, including guidebook and resource manual, can be found in Appendix F.

h. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

The following definitions articulate the minimum criteria that will be used to ensure that local recipients' CTE systems and programs are of sufficient size, scope, and quality to meet the needs of all students served. They are intentionally framed around Nebraska CTE's Guiding Principles to provide coherence to the Nebraska CTE system.

Nebraska CTE will continue to refine these Essential Components to maintain relevance and rigor. The size, scope, and quality criteria for postsecondary CTE programs in particular will be reviewed in collaboration with postsecondary leadership and the CCPE to determine the criteria that is already being considered for postsecondary program approval to align with other academic areas.

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
Each student, including those from special populations, is provided with equitable **access** to CTE programs and activities, including CTSOs • Alternative education programs include CTE • Emphasis is given to the recruitment and retention of students into programs non-traditional for their gender	• 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 Secondary: • 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 & Technical Education Model (https://www.education.ne.gov/nce/careerdevelopment/)	Recipients meet or exceed **performance** targets established for state and federal Perkins accountability indicators • 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
Local CTE systems include programming inclusive of opportunities that represent the broad range of available Nebraska CTE career fields/program areas, including: • Agriculture, Food, and Natural Resources • Business, Marketing, and Management • Communication & Information Systems • Health Sciences • Human Sciences and Education, and • Skilled and Technical Sciences At the secondary level: • 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. At the postsecondary level: 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	• CTE programs are aligned to the Nebraska Career & Technical Education Model (see Figure 2). • A comprehensive understanding of and strong experience in all aspects of an industry are provided to students, including: o occupations and careers that represent the full scope of an industry; o 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 Secondary: Secondary CTE course instruction addresses at least 90% of the state-approved standards	• CTE programs of study and courses are delivered by instructors who meet Nebraska's requirements to teach at the secondary and/or postsecondary level(s) 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

through the reVISION process will be offered, and • No less than one state-authorized CTSO at the primary campus level, if applicable		

INNOVATIVE		
Size	Scope	Quality
• 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	• 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	• Offering meaningful workplace learning opportunities to all students, including those from special populations, that align with their CTE programs of study

COORDINATED		
Size	Scope	Quality
• 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	• 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	• 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

3. **Meeting the Needs of Special Populations**

   a. **Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations—**

      i. **will be provided with equal access to activities assisted under this Act;**

The NDE considers itself a champion for educational equity and has committed to lead the way in addressing inequities of the past by focusing on opportunities to learn for all students and by adopting a relentless focus on outcomes that ensure all stakeholders deliver on the promise of equity. Leveraging our five primary roles at the NDE, Nebraska CTE staff will:

1. Champion: The NDE will champion educational equity by actively leading the strategic vision, goals, and policy direction to support learning, earning, and living for all students.
2. Regulator: The NDE will regulate educational equity by leveraging policy authority to ensure delivery of high-quality, equitable education and services, beyond compliance with state and federal regulations.
3. Capacity Builder: The NDE will build capacity around educational equity by directing technical assistance and professional development opportunities and by promoting the sharing of best practices.
4. Connector: The NDE will build connections in support of educational equity by bridging the divide between learning, earning, and living, connecting schools, families, businesses, and communities.
5. Change Agent: The NDE will demonstrate change agency by exploring and supporting promising new innovations that advance educational equity.

Efforts that advance educational equity help to ensure that all students have the resources they need to graduate prepared for success in postsecondary, career, and civic life. Both the ESSA and Perkins Act give greater responsibility to states and districts to advance equity at the local level. The following Equity Taxonomy[11] depicts the NDE's ultimate goal: that all students are engaged, inspired, and successful learners. Each level is an integral component of an equitable school experience. This comprehensive approach to equity, including instructional excellence, opportunities to learn, social-emotional engagement, and physical integration, allow each student to develop the skills and knowledge necessary to pursue his or her dreams.

Across Nebraska, schools have strategically implemented a Multi-Tiered System of Supports (MTSS) framework[12] to promote an integrated system connecting general education and special education, along with all components of teaching and learning, into a high-quality, standards-based instruction and intervention system that is matched to a student's academic, social-emotional, and behavioral needs. MTSS is an essential component of the Continuous Improvement Process. Local school districts and ESUs are a critical part of the Nebraska MTSS network. Each school district and ESU is charged with multiple improvement efforts, have a variety of local expertise, and possess unique context.

[11] https://ndeday.education.ne.gov/wp-content/uploads/2019/08/2019AdminDaysKeynoteHandout.pdf
[12] http://nemtss.unl.edu/

Nebraska Department of Education's Equity Taxonomy

Along with the NDE's equity roles and commitments and in alignment with Nebraska's MTSS framework, Nebraska CTE utilizes Perkins V funds to employ a number of strategies and activities at both the state and local levels to provide equitable access to CTE activities and programs, including:

- Analyzing the performance data of members from special populations to determine gaps in access, completion, and performance and devise appropriate support strategies and activities at the State level,
- Providing a set-aside of leadership dollars focused on increasing participation in and completion of gender non-traditional students in CTE programs,
- Providing consultant services dedicated to monitoring civil rights compliance and making on-going technical assistance and professional development available to eligible recipients,
- Working with teacher education institutions to provide meaningful preparation for all teaching candidates on working with special populations and helping them achieve success in CTE,
- Providing an on-going program of professional development for Nebraska CTE instructors, counselors, administrators, and support personnel on strategies for helping students from special populations achieve success in CTE,
- Supporting the alignment of the data collection systems that serve the secondary and postsecondary CTE systems to improve data-informed decision making, including the analysis of participation and completion data of special populations in both secondary and postsecondary programs,,
- Requiring eligible recipients as part of their local application to describe:

- How their allocated funds will be used to promote the preparation of students from special populations and in non-traditional fields,
- The analysis of data that supports the activities planned to assess the effectiveness of programs and services that serve special populations,
- How the needs of special populations will be accommodated within the delivery of CTE instruction,
- How they will encourage increased access to CTSOs for students from special populations,
- How secondary and postsecondary programs will prepare members of special populations to earn diplomas, degrees, and credentials,
- How secondary and postsecondary programs are responsive to the special needs of these students, and
- The specific strategies that will be used to identify, alleviate, and ultimately eliminate barriers that prevent members of special populations from entering and succeeding in CTE programs.

ii. will not be discriminated against on the basis of status as a member of a special population;

Members of special populations will be placed into CTE programs in accordance with their individual needs and not on the basis of their status as members of a special population. The local Perkins application requires eligible recipients to describe specific strategies that will be used to prevent discrimination against individuals based on their status as a member of a special population.

Nebraska will continue to provide on-site monitoring of civil rights compliance in both secondary and postsecondary institutions offering CTE programs per the Methods of Administration (MOA) document. The NDE will also continue to provide technical assistance and consultant services for civil rights compliance. Capitalizing on the existing strong partnerships, Nebraska CTE will work with Nebraska Special Education and Vocational Rehabilitation to assist in the monitoring of activities to make certain special populations are not discriminated against.

iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;

Through Nebraska's reVISION process, local recipients are required to work collaboratively to assess performance data for all students across all special populations, identify performance gaps, positive or negative trends, and identify strategies for addressing any disparities in performance. These findings will be carried through to each recipient's local application and annual application for Perkins funds. Within the application, a description of how students from special populations are provided with programs that enable them to meet or exceed State determined levels of performance, and prepare them for further learning in high-skill, high-wage, and high-demand occupations is required.

The NDE will provide trend data to recipients to assist their analysis and interpretation. These reports will not only identify three-year trends for all performance indicators disaggregated by subpopulation,

but then break down performance by career cluster. These data will enable recipients to identify gaps in student performance and make plans for addressing any disparities.

Across the state, there are persistent gaps in performance among students experiencing homelessness, those in foster care, and English learners. Specific focus on addressing these disparities will be paid over throughout the duration of this Plan.

Nebraska CTE will develop a resource hub for meeting the needs of special populations, including briefs on each special population subgroup, common barriers they face, and strategies CTE educators can employ to help address any barrier to the success of these students, including meeting or exceeding state determined levels of performance. This resource hub will be developed in partnership with the NDE Offices of Special Education, Vocational Rehabilitation, and Federal Programs (supporting students such as those experiencing homelessness or those who are incarcerated). Vocational Rehabilitation will be an instrumental partner in assisting with CTE supports at the postsecondary level. Together, comprehensive professional development will also be provided.

iv. will be provided with appropriate accommodations

Nebraska's local application for Perkins funds will inform eligible recipients of the GEPA Section 427[13] statute and requirement, and require them to annually review all of the local CTE programs to:

- determine if any of these programs, based on local circumstances, has a gender, race, national origin, color, disability, or age barrier which could prevent or impede the access or participation of any student, teacher, and/or other program beneficiary with special needs;
- identify any program(s) that has such a barrier; and
- provide a clear and succinct description of the actions that will be taken to ensure that the barrier is effectively removed.

Nebraska provides consultant services dedicated to removing any potential barrier to participation or success in Nebraska CTE programs and makes ongoing technical assistance and professional development available to eligible recipients. As mentioned previously, Nebraska CTE will continue its strong partnership with the Offices of Special Education and Vocational Rehabilitation and other State agencies to ensure students are provided with appropriate accommodations in CTE.

v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

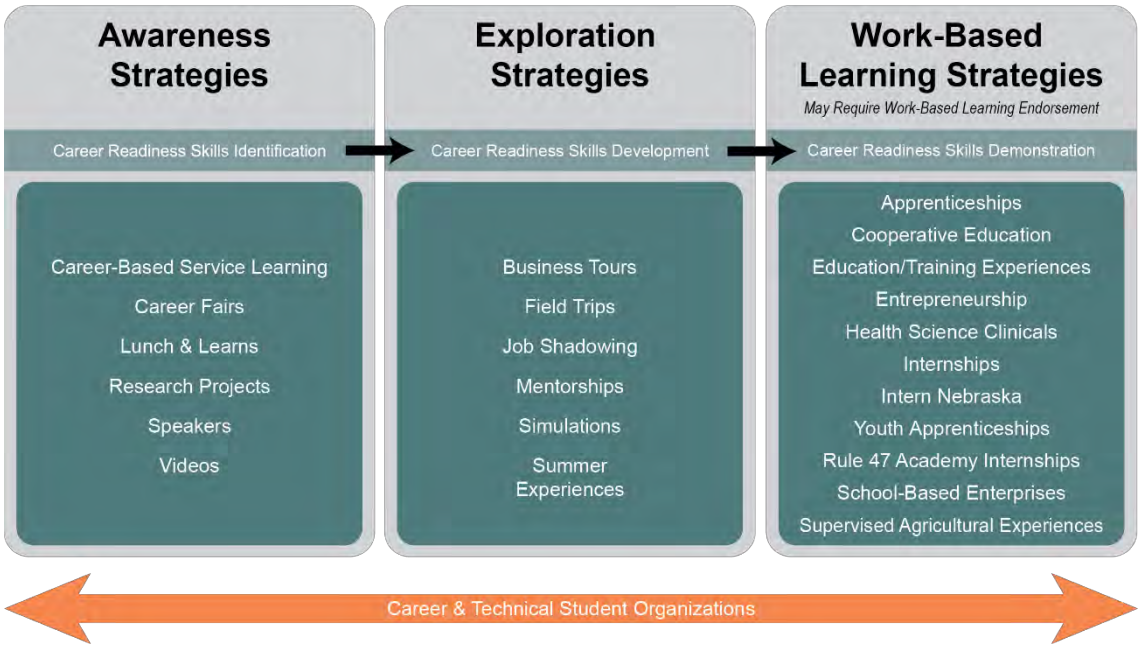
Work-based learning is included as a capstone-level course experience option in secondary state model programs of study and encouraged in postsecondary programs. The expectation from Nebraska CTE is that all students, secondary and postsecondary, will have access to these experiences, including those from special populations. The NDE will continue to provide, through Nebraska CTE and other Offices at the NDE such as Adult Education, Special Education, and Vocational Rehabilitation, professional development activities for CTE educators, paraprofessionals, counselors, administrators and special education teachers related to curriculum modifications, equipment

[13] https://www.federalregister.gov/documents/2016/10/31/2016-26123/agency-information-collection-activities-comment-request-gepa-section-427-guidance-for-all-grant

modifications, classroom modifications, supportive personnel, and instructional aids and devices. Similarly, local education agencies and community colleges should provide any necessary training and support, including support for transportation, childcare, or other access-related challenges.

Nebraska's Workplace Experiences Continuum illustrates how workplace experiences become more focused as a student progresses through their education. Students gain a better understanding of their talents, strengths, and interests; learn what postsecondary education is necessary for their career of choice; and practice the career readiness skills vital for entering the career of their choice.

Nebraska Workplace Experiences Continuum



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. Only those activities that allow students to learn "through" work, rather than learn "about" work, will be considered work-based learning. These experiences encompass only the third and most rigorous phase of the above continuum.

Partnerships with other agencies and organizations, including Nebraska Vocational Rehabilitation, Nebraska's ESUs, worksites, businesses, families, and community organizations can help create opportunities for students, including those from special populations, to develop transferrable skills to prepare for postsecondary education and employment. Work-based learning experiences with appropriate school- and site-based supervision provide opportunities for individuals to assess their interests, abilities, and strengths outside of the classroom. Participation in these job related tasks also provide a chance for learners to explore how to communicate disability-related work support and

accommodations, if necessary.

Transition-related services and work-based learning program information offered throughout Nebraska, including resources, will be available on Nebraska CTE's website and promoted through on-site and other technical assistance mechanisms. Nebraska postsecondary institutions play a critical role in this area as well and will be included in joint-planning activities.

4. **Preparing Teachers and Faculty**
   a. **Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)**

As highlighted as one of Nebraska CTE's Strategic Priorities, instructor recruitment and retention is a primary focus of the NDE. To deliver effective and relevant CTE programming, there must be an adequate supply of qualified instructors who are knowledgeable in their technical areas as well as in academic competencies and workplace requirements essential to their CTE program areas. Innovative and bold strategies will be employed to prepare, recruit, and retain CTE educators, especially in those areas with critical teacher shortages. Additionally, specific training and focus for core academic teachers on connecting their content with CTE, special education teachers to deliver CTE instruction, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals will be provided. A specific focus on diversifying Nebraska CTE's teachers will also be pursued.

Educator Preparation:

As detailed in Nebraska's ESSA plan[14], the NDE supports and prioritizes the attraction, preparation, development, and retention of excellent educators. This focus is also evident in the Nebraska Strategic Vision and Direction[15] and AQuESTT[16], Nebraska's accountability system. Both address the importance of a systematic approach to ensuring an effective educator workforce. Nebraska is fortunate to have a great majority of its CTE instructors appropriately endorsed in their area of instruction. This trend continues because of the strong partnership between the Nebraska CTE staff and teacher education institutions and faculty.

The NDE requires the completion of an approved teacher education preparation program to receive an Initial, Standard, or Professional level teaching certificate and is the entity responsible for overseeing and managing the teacher certification process for teachers, principals, and other school leaders in the State. Alternative pathways to certification are detailed below.

[14] https://www.education.ne.gov/essa/
[15] https://nebraskaeducationvision.com/
[16] https://aquestt.com/

There are 16 approved educator preparation programs in Nebraska. These programs undergo multiple program approval processes and most have attained national accreditation.

Nebraska CTE will continue to partner with other NDE Offices to host the annual Teacher Educator Forum, which is designed to promote meaningful conversations about the pre- and in-service needs of Nebraska educators. Perkins and ESSA Title II-A funds have both been utilized for this Forum. CTE teacher educators from all Nebraska institutions that prepare CTE instructors attend. Special sessions are held to focus on the specific needs of CTE.

Educator Recruitment & Professional Development

Each year the NDE conducts a teacher vacancy survey[17] to determine the areas for which teacher shortages exist and what districts/systems did to address those shortages. Regularly, CTE represents multiple areas where teacher shortages exist. For the Fall of 2018, these included: Agriculture Education; Business, Marketing or Information Technology; Family and Consumer Sciences; and Industrial Technology/Skilled and Technical Sciences, in addition to School Counselors. The number one reason given for these shortages was that there were no applicants.

To help mitigate these vacancies and assist in the recruitment of Nebraska educators, the NDE has established several alternate paths to teacher certification.

- The Transitional Certification Program (or Transition to Teaching program) was created through a partnership between the NDE and the University of Nebraska at Kearney. This program allows mid-career professionals and recent college graduates with a baccalaureate degree who wish to become Nebraska teachers a faster path to do so. Similar alternative routes to certification are available at most Nebraska institutions with approved educator preparation programs. Requirements for this certification include:
    - the applicant must have a baccalaureate degree that includes at least 75% of the course requirements for preparation in a secondary field or subject endorsement area;
    - a written request for the issuance of the certificate from the superintendent or governing body of the school system in which the applicant intends to teach, accompanied by documentation that the school system has not found a fully qualified teacher for the position;
    - an assessment of transcripts completed by a certification officer in a standard institution of higher education and a plan developed for completion of an approved initial teacher certification program;
    - a written plan from the school system for mentoring and supervision of the applicant;
    - completion of a pre-teaching seminar that includes information and skill development in the areas of diversity, classroom management, curriculum planning, and instructional strategies prior to assuming responsibility for the classroom; and
    - a written agreement with a Nebraska teacher education program to complete at least one supervisory visit each semester to the school system of the applicant.
- The Nebraska Career Education Teaching Permit is available for individuals hired to teach by a Nebraska school district in a CTE area where no teaching education program exists, where the instructional content of the course exceeds teacher preparation coursework, or for which a school system submits documentation that it has not found a qualified teacher for a specific course in the CTE field.

[17] https://cdn.education.ne.gov/wp-content/uploads/2019/02/2018TeacherVacancyReport.pdf

Professional Development

Nebraska recognizes that educators with Career Education Teaching Permits may need additional support to ensure effective instruction. As such, Nebraska CTE will utilize Perkins State leadership funds to provide in-service and pre-service professional development to encourage instructional success for those new to the field or teaching with a Career Education Teaching Permit. These experiences include the Nebraska CTE Beginning Teacher Institute, Nebraska CTE Jump Start, specialized sessions at the annual Nebraska Career Education Conference, and Career Readiness and Exploration Curriculum teacher training. The Beginning Teacher Institute is designed for CTE teachers who have completed their first through third year of CTE instruction. The core purposes are to explore and define each teacher's own CTE program, learn how to facilitate classroom and laboratory experiences, and internalize and practice classroom management strategies. The CTE Jump Start program is designed to assist those who are utilizing the Career Education Teaching Permit or another alternative pathway to teacher certification in learning the most essential elements of CTE instruction.

Additional professional development opportunities are promoted to all educators, including CTE teachers, administrators, and faculty at the secondary and postsecondary levels, school counselors, and special education teachers. These include the annual Nebraska Career Education Conference, fall content area teacher workshops, and a new statewide work-based learning summit to ensure both educators and business and industry may effectively partner to increase the availability and quality of experiences provided to CTE students.

Priorities:

Nebraska CTE is committed to recruiting and retaining diverse, high-quality CTE instructors, administrators, and school counselors at the secondary and postsecondary levels. Specific strategies to be prioritized include:

- Growing the Education & Training CTE career cluster pathways;
- Supporting retention efforts through sustained and ongoing new teacher in-service programs which include mentorship opportunities;
- Emphasizing the recruitment of non-traditional and underrepresented individuals for Nebraska CTE teaching;
- Utilize Career and Technical Student Organizations as a tool for recruitment, specifically Nebraska Educators Rising;
- Develop and provide existing teachers tools and resources that address their diverse needs, including specific training on supporting students who are members of a special population;
- Support existing content area efforts to recruit CTE educators into their field, such as the National Teach Ag campaign for recruiting Agriculture, Food, and Natural Resources instructors;
- Partner with Nebraska Community Colleges to expand 2+2 options for students to start their postsecondary coursework at community colleges and finish at a 4-year teacher preparation college; and
- Increasing the diversity of CTE instructors

C. Fiscal Responsibility

1. **Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—**
    a. **each eligible recipient will promote academic achievement;**
    b. **each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and**
    c. **each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)**

Nebraska's process for local application approval (both secondary and postsecondary) includes the signing of a set of assurances that Nebraska CTE's Essential Components of size, scope, and quality are implemented (see section B(2)(h) of this Plan) and the submission of an annual application through the NDE's grants management system. Within the application, key areas will be included to aid in and ensure the effective planning of CTE program delivery. Specifically, these include how the recipient will promote academic achievement, promote skill attainment, including skill attainment that leads to a recognized postsecondary credential, and how they will ensure their implementation of the reVISION process takes into consideration local economic and education needs (including H3 occupations).

Each local grant recipient must meet the size, scope, and quality Essential Components requirement to be eligible for Perkins funds. A review of the Essential Components is designed to determine if the local recipient's CTE system and programs are of sufficient size, scope, and quality to be effective, and, that the recipient is promoting academic achievement and skill attainment leading to a recognized postsecondary credential. Framed around Nebraska CTE's Guiding Principles, the size, scope, and quality Essential Components required for secondary and postsecondary participation in Perkins funding are defined in Section B(2)(h) of this Plan.

Acknowledgement that the Essential Components are in place, being met, or actively being developed will ensure that all local grant recipients meet the requirements of program size, scope, and quality to receive Perkins funds.

Within the local application, recipients will articulate their overall vision for their CTE system and describe the outcomes of their reVISION process. Based on these outcomes and a review of Perkins performance indicator outcomes, they will describe the aligned activities that will be funded during the fiscal year to support the continuous improvement of their CTE system. Activities must address the required uses of local funds as specified in Section 135 and further clarified in Nebraska CTE guidance documents and state policy.

Program Approval:

Each local recipient will be assigned a Nebraska CTE grant monitor who will review and assess the application's completeness, strength, and appropriateness of use of funds based on a set of quality criteria. These grant monitors will provide necessary assistance in year-round program planning and will request revisions to the application if needed. Once all criteria have been met, the grant monitor

and State CTE Director will approve the local program. This process has been put in place to ensure all local recipients maintain a strong focus on activities that promote academic achievement, skill attainment, recognized postsecondary credential attainment, and alignment to local and statewide workforce demands and economic priorities. The ongoing follow-up and monitoring by the Nebraska CTE staff ensures recipients promote academic and technical skill attainment consistently. If a program (secondary or postsecondary) at any point fails to maintain the Essential Components necessary to ensure programs are of sufficient size, scope, and quality, a re-approval process will be established and implemented.

As a requirement for eligibility, each secondary local recipient is required to offer at least one state model program of study. State model programs of study intentionally incorporate rigorous content area standards that embed contextualized core academic coursework, integration of career readiness skills, early postsecondary opportunities (i.e. dual-credit, attainment of a recognized postsecondary credential), and work-based learning experiences, where appropriate.

Postsecondary program approval will be conducted in collaboration with the CCPE as described in section B(2)(a).

Through the reVISION process, Nebraska will require all local eligible recipients to utilize labor market information and workforce data to identify high-skill, high-wage, high-demand occupations and occupational projections (such as through Nebraska's H3 website: http://h3.ne.gov/H3/). These data will be used as a rationale for Perkins expenditures and programming. Additionally, the annual Perkins application must demonstrate significant input from the local CTE advisory committee and business and industry representatives. Secondary and postsecondary eligible recipients in the same economic development and/or service region will be required to collaborate during the reVISION and local application planning processes to ensure alignment between secondary and postsecondary CTE programs, effective and efficient use of resources, and mitigation of potential duplication of efforts.

The local Perkins application (covering four years: 2020-2024) will require local recipients and eligible institutions to address all items listed under Section 134 (b). The local application will require the implementation of at least one program of study at the secondary level, including emphasis on the integration of core academic, career, and technical education. It will also describe how CTE activities will be carried out with respect to meeting State and local levels of performance in accordance with Section 113 of Perkins V. After the four-year local application is submitted, local grant recipients will submit an annual application for approval for the use of Perkins funds to achieve the goals and objectives established in the four-year application.

The annual application for Perkins funds will include an improvement plan for activities to address core indicators of performance that were not within 90% of the state determined level of performance, a description of how funds will be used to address those items in the improvement plan, and a detailed budget summary.

2. **Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed—**
    a. **among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including**

how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and

Funds made available under Section 111 of the Act will be allocated to both eligible secondary and postsecondary CTE programs. Based on an evaluation of the distribution under Perkins IV, program growth areas, use of funds annually, labor market needs, enrollment totals, concentrator and completion data, Perkins performance indicator data, equity gaps, funding source availability, and other factors that contribute to effective programming under the Act (i.e. reVISION), Nebraska will afford 60% to secondary CTE and 40% to postsecondary CTE.

The Perkins allotment to Nebraska serves eligible secondary school districts or a consortia of districts and eligible community colleges or a consortia of community colleges.

b. among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

Any secondary eligible recipient that did not qualify for an individual allocation greater than or equal to $15,000 will be required to join a consortium in order to receive Perkins V funds. Any postsecondary recipient that did not qualify for a minimum allocation greater than or equal to $50,000 will be required to join a consortium in order to receive Perkins V funds. Consortia serve as structures to provide services to all participating local eligible recipients. Within the consortia, funds will be distributed using project criteria that assures students are provided with the skills needed to succeed in postsecondary education and the workforce, and that programs are of sufficient size, scope, and quality to meet the needs of all students.

Waivers and Exemptions:

Secondary: Per section 131(c)(2) of Perkins, requests for an exemption from consortia membership will be limited. The requirement will be waived only in instances where the requesting district is able to demonstrate, through detailed documentation, it is:

- Located in a rural, sparsely populated area; and
- Unable to enter into a consortium for purposes of providing activities under Perkins

Postsecondary: Per section 132(c)(1) of Perkins V, there are no waivers or exemptions for the minimum allocation for postsecondary institutions or postsecondary consortiums.

For Perkins V funding purposes, funds allocated to a consortium (formed to meet the requirements of Section 135) will be based on the amount that would otherwise be distributed to the local educational agency.

Members of the consortium will jointly determine the method for identifying consortium activities and funding priorities based on each participating member's reVISION process, recommendations from any local or regional advisory committee, and funds available. The consortium determines a fiscal agent, such as an ESU or a district/college that is a member of the consortium. Members of the consortium must reach consensus upon the mutually-beneficial programs and purposes that Perkins

funds will support. Members will describe the purposes and programs, aligned with the outcomes of the reVISION process, in the local Perkins application. Funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

Because a consortium submits one four-year local application on behalf of all member schools, agencies, or entities, it is strongly recommended that local educational agencies remain in their consortia for the same time period. If a member school, agency, or entity decides to leave a consortium or terminate a cooperative agreement, they must appeal to the NDE.

For competitive awards from Perkins, any eligible recipient who completed the reVISION process and is interested in applying may do so, regardless of their participation within a consortium.

3. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)**

According to section 131(a)(1) of the Act, the distribution of funds to secondary school programs will be based on the following:

- Thirty percent based on the number of individuals aged 5 through 17 who reside in the school district served by the local educational agency for the preceding fiscal year, compared to the total number of such individuals who reside in the school districts served by all local educational agencies in the State for the preceding fiscal year (estimated at approximately $1,015,533.24 for 2020-2021);
- Seventy percent based on the relative number of individuals aged 5 through 17 who reside in the school district served by local educational agency and are from families below the poverty level for the preceding fiscal year, compared to the total number of such individuals who reside in the school districts served by all the local educational agencies in the State for the preceding fiscal year (estimated at approximately $2,369,577.56).

All secondary funds will be allocated to either comprehensive high schools or consortia of eligible recipients. The total projected allocation to secondary CTE programs is $3,180,035.92.

The NDE will use the data provided to the Secretary by the Bureau of the Census for the purposes of determining eligibility under Title I of the Elementary and Secondary Education Act of 1965.

4. **For the upcoming program year, provide the specific dollar allocations made available by the eligible agency for career and technical education programs and programs of study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.**

According to section 132(a) of the Act, the distribution of funds to eligible postsecondary institutions will bear the same relationship to the portion of funds made available under section 112(a)(1) as the

sum of the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who are enrolled in approved CTE programs in the preceding fiscal year compared to the number of such recipients enrolled in approved CTE programs within the State for such year.

All postsecondary funds will be allocated to either eligible postsecondary institutions or a consortia of eligible institutions. The total projected allocation to postsecondary CTE programs is $2,120,023.95.

Eligible postsecondary institutions are required to submit data on the number of individuals who are Federal Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who are enrolled in approved CTE programs to the NDE annually.

5. **Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)**

The NDE will adjust the data used to make allocations to reflect changes in school district boundaries operating approved CTE programs by using the criteria established by the NDE for use with the Elementary and Secondary Education Act of 1965.

6. **If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)—**
    a. **include a proposal for such an alternative formula; and**

The NDE will not be submitting an application for a waiver to the secondary allocation formula as described in section 131(a).

    b. **describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V)**

    Also indicate if this is a waiver request for which you received approval under the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Not applicable.

7. **If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—**

    a. **include a proposal for such an alternative formula; and**

The NDE will not be submitting an application for a waiver to the postsecondary allocation formula as described in section 132(a).

    b. **describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V)**

    Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Not applicable.

8. **If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.**

Funds reserved under Section 112(c) of the Act will be distributed through competitive grants as well as formula-based programs to secondary and postsecondary eligible recipients in support of activities that align with the guiding principles and strategic priorities of Nebraska CTE. Additionally, activities in support of innovation, development of resources, and efforts that serve as best practice models, provide services to regions or statewide entities, support program of study quality, improve equity and access, and create opportunities for synergy and networking will be emphasized. The collaboration among entities to reduce the duplication of resources and efforts in Nebraska to support the implementation of the Nebraska CTE system are a priority in the awarding of funds to eligible agencies.

9. **Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort, and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)**

Nebraska's aggregate expenditures that will establish a baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort is $787,606.68. This baseline is a continuing level.

D. Accountability for Results

1. **Identify and include at least one (1) of the following indicators of career and**

technical education program quality—

a. **the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**
b. **the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
c. **the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V). Please note that inclusion of "other" program quality measure(s) is optional for States.

Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Nebraska will examine the percentage of CTE concentrators graduating from high school having participated in work-based learning as its CTE program quality indicator.

This indicator was selected based on aligned agency priorities and overwhelming consensus from stakeholder engagement efforts. Work-based learning was identified as a priority for Nebraska CTE across all stakeholder groups, and identified as both an impactful focus area and an area in great need of improvement to ensure Nebraska CTE meets the needs of all learners. When directly asked which of the three potential program quality indicators Nebraska CTE should select, 45% of respondents selected work-based learning, with the next most common response being the attainment of CTE postsecondary credit 22%. Holding secondary recipients accountable for the work-based learning opportunities provided supports improving the quality of all CTE programs by ensuring all students, including those from special populations, have an equitable opportunity to participate in these experiences.

The measurement definition for this indicator (5S3) states:

Numerator: Number of CTE concentrators who, in the reporting year, graduated from high school having participated in work-based learning.

Denominator: Number of CTE concentrators who graduated from high school during the reporting year.

**Work-based learning does not include workplace experience strategies that are simply awareness or exploratory in nature. See https://www.education.ne.gov/workplace-experiences/continuum/ for additional information.*

2. **Provide on the form in Section V.B, for each year covered by the State plan beginning in FY 2020, State determined performance levels for each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V).**

Nebraska's State determined levels of performance will also act as the performance targets for local levels of performance. No negotiations for individual levels of performance with local recipients will occur.

Definitions for each indicator can be found in Section V of this Plan.

Perkins V State Determined Levels of Performance					
Indicator	**Reporting Year**				
	Baseline (FY19)	**2021 (FY 20)**	**2022 (FY 21)**	**2023 (FY 22)**	**2024 (FY 23)**
SECONDARY					
1S1: Graduation Rate	**93.57%**	94.23%	94.89%	95.55%	96.21%
2S1: Proficiency in reading/language arts	**52.97%**	53.15%	53.33%	53.51%	53.69%
2S2: Proficiency in mathematics	**50.72%**	52.21%	53.69%	55.18%	56.66%
2S3: Proficiency in science	**55.57%**	56.81%	58.04%	59.28%	60.51%
3S1: Post-program placement	**79.05%**	80.20%	81.35%	82.50%	83.65%
4S1: Non-traditional concentration	**19.70%**	21.27%	22.85%	24.42%	25.90%
5S3: Participation in work-based learning	**5.31%**	6.70%	8.09%	9.47%	10.86%
POSTSECONDARY					
1P1: Postsecondary retention & placement	**76.08%**	77.27%	78.47%	79.66%	80.85%
2P1: Recognized postsecondary credential	**39.45%**	39.90%	40.36%	40.81%	41.26%
3P1: Non-traditional concentration	**19.54%**	20.27%	20.99%	21.72%	22.44%

3. **Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—**
    a. **a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);**

The State determined levels of performance were determined based on a longitudinal analysis of past performance in addition to meaningful stakeholder engagement. Additionally, the proposed measurement definitions and levels of performance were posted on the NDE's website for public comment for 60 days. Nebraska CTE notified education leaders from community colleges, secondary administrators, and teachers to seek input. Additional input was solicited from stakeholders through normal channels of communication and during the public hearings. Social media and local news outlets were also utilized to solicit input.

    b. **an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and**
    c. **a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).**

As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

Nebraska's baseline and State determined levels of performance were computed using a 95% confidence interval of the autoregressive integrated moving average (ARIMA), and, based only on the new definition of a CTE Concentrator per Perkins V (see section B(2)(b)(7) of this Plan). A historical trend analysis of the Perkins performance indicators and projections can be found in Appendix G. The NDE's estimated baselines mark the beginning of progress towards improvement in the State during the four-year plan in Perkins V. Where applicable, Nebraska's ESSA plan was reviewed to ensure that secondary metrics aligned with the NDE's goals related to graduation rate and related assessments. As we have inconsistently collected data related to work-based learning and there is no current statewide system to track these experiences, additional reporting mechanisms and increased participation have been identified as priorities for Nebraska CTE and the NDE and will be addressed throughout the duration of this Plan (including improving and expanding data systems). The targets set by other states were reviewed in detail for comparability purposes. Nebraska's targets align with states similar in size, structure, and administration.

It should be noted that between 2012-2016 and 2016-present, different statewide assessments for reading/language arts, mathematics, and science were used. As such, there is a noticeable performance decline between the 2015-2016 and 2016-2017 assessment years most likely due to the measurement approach.

4. **Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

   As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

Responses to public comments are provided in Appendix C of this State plan.

5. **Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)**

The NDE will address disparities or gaps in performance in each of the Plan years by:

- Reviewing student participation and performance data across the state by program, district, community college, and special population;
- Research, identify, and implement evidence-based strategies to support and provide technical assistance to eligible recipients to help close such gaps;
- Through the reVISION (and other NDE) processes and evaluations, local educational agencies are required to analyze performance data, identify effective strategies, and develop a plan to improve CTE students' performance. These data are reviewed in aggregate and disaggregated by race, gender, migrant status, and special population groups, and, across each CTE program area;
- Performance Improvement Plans will be required for recipients who failed to meet at least 90% of the state determined levels of performance for any of the core indicators of performance for all CTE concentrators. The recipient must develop and implement a program improvement plan that includes an analysis of the performance disparities or gaps and actions that will be taken to address such gaps in consultation with local stakeholders, during the first program year succeeding the program year for which the recipient failed to meet any of the levels of performance for any of the core indicators of performance.
    - If an eligible recipient has gaps or deficiencies in performance and no meaningful progress has been achieved prior to the third program year, the NDE will require that a percentage of local Perkins funds be used towards remediation based on consultation with Nebraska CTE staff. The eligible recipient will be required to submit an action plan to the NDE within 30 days of the consultation identifying the disparities or gaps in performance and the specific actions that will be taken. Nebraska CTE staff will review the action plan and the parties will come to a final consensus on a plan of action. One-third (or 33%) of the eligible recipients grant funds in the succeeding fiscal year must be spent on enacting the action plan approved by the NDE. The action plan will be reviewed annually and will remain in place until the disparities or gaps in performance have been resolved. Action plans should additionally reflect needs identified throughout the reVISION process that are consistent with the requirements of the Act.
    - The NDE may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient's allotment under this title if the eligible recipient fails to implement an improvement plan with respect to any specific

core indicator of performance that was identified in a program improvement plan or fails to meet at least 90 percent of the local level of performance for such core indicator for two consecutive years after the eligible recipient has been identified for improvement.

- Promoting examples of effective program improvement strategies include reinforcing English/language arts, mathematics, and science instruction in CTE curricula, increasing instructional planning time for academic and CTE teachers, and additional training for meeting the needs of students from special populations.

SECTION III: ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. Statutory Assurances

✓ The eligible agency assures that:

- It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)

- It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)

- It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)

- It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)

- None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)

- It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122 (d)(13)(D) of Perkins V)

B. EDGAR Certifications

- ✓ By submitting a Perkins V State plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

  1. It is eligible to submit the Perkins State plan.

  2. It has authority under State law to perform the functions of the State under the Perkins program(s).

  3. It legally may carry out each provision of the plan.

  4. All provisions of the plan are consistent with State law.

  5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.

  6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to submit the plan.

  7. The entity has adopted or otherwise formally approved the plan.

  8. The plan is the basis for State operation and administration of the Perkins program

C. Other Forms

- ✓ The eligible agency certifies and assures compliance with the following enclosed forms:

  1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf

  2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf

  3. Certification Regarding Lobbying (ED 80-0013 Form): https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf

  4. 4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf

B. Budget Form

State Name: Nebraska

Fiscal Year (FY): 2020

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	**Total Perkins V Allocation**	Not applicable	$7,335,723.00
2	**State Administration**	5%	$366,786.15
3	**State Leadership**	10%	$733,572.30
4	✓ Individuals in State Institutions	1.9%	$13,937.87
4a	- Correctional Institutions	Not required	--
4b	- Juvenile Justice Facilities	Not required	--
4c	- Institutions that Serve Individuals with Disabilities	Not required	--
5	✓ Non-traditional Training and Employment	Not required	$60,000
6	✓ Special Populations Recruitment	.1%	$733.57
7	**Local Formula Distribution**	85%	$6,235,364.55
8	✓ Reserve	15%	$935,304.68
9	- Secondary Recipients	Not required	--
10	- Postsecondary Recipients	Not required	--
11	✓ Allocation to Eligible Recipients	70%	$5,300,059.87
12	- Secondary Recipients	60%	$3,180,035.92
13	- Postsecondary Recipients	40%	$2,120,023.95
14	State Match *(from non-federal funds)*	Not applicable	$787,606.68

Secondary Performance Indicator Definitions		
Academic Year: 2019-2020 **Perkins Reporting Year**: 2020-2021 **Enrollment/Performance Data Used**: 2019-2020 **Placement Data Used**: 2018-2019		
Secondary Student Definitions: Concentrator**:** A secondary student who, in grades 9-12, has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level.		
INDICATOR	**INDICATOR DEFINITION**	**ENROLLED OR EXIT COHORT**
(1S1) Four-Year Graduation Rate	**Numerator**: The number of CTE concentrators who graduated from high school, as measured by the four-year adjusted cohort graduation rate. **Denominator**: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its adjusted four-year cohort graduation rate as defined in the State's Consolidated Accountability Plan.	Exiting Students
(2S1) Academic Proficiency in Reading / Language Arts	**Numerator**: Number of CTE concentrators who achieved reading/language arts proficiency on the statewide high school reading/language arts assessment (ACT or NSCAS-Alt) and who, in the reporting year, graduated high school. **Denominator**: Number of CTE concentrators who took the statewide high school assessments in reading/language arts (ACT or NSCAS-Alt) whose scores were included in the State's ESEA accountability reporting and who, in the reporting year, graduated high school.	Exiting Students
(2S2) Academic Proficiency in Mathematics	**Numerator**: Number of CTE concentrators who achieved mathematics proficiency on the statewide high school reading/language arts assessment (ACT or NSCAS-Alt) and who, in the reporting year, graduated high school. **Denominator**: Number of CTE concentrators who took the statewide high school assessment in mathematics (ACT or NSCAS-	Exiting Students

	Alt) whose scores were included in the State's ESEA accountability reporting, and who, in the reporting year, graduated from high school.	
(2S3) Academic Proficiency in Science	**Numerator**: Number of CTE concentrators who achieved science proficiency on the statewide high school science assessment (ACT or NSCAS-Alt) and who, in the reporting year, graduated high school. **Denominator**: Number of CTE concentrators who took the statewide high school assessment in science (ACT or NSCAS-Alt) whose scores were included in the State's ESEA accountability reporting and who, in the reporting year, graduated high school.	Exiting Students
(3S1) Post-Program Placement	**Numerator**: The number of CTE concentrators who, in the second quarter after graduating from high school in the previous reporting year, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(1) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed. (*Concentrators who graduated by June 30, 2018 would be assessed between October 1, 2018 and December 31, 2018).* **Denominator**: The number of CTE concentrators who graduated high school during the previous reporting year.	Previous Year / Exiting Students
(4S1) Nontraditional Program Concentration	**Numerator**: Number of CTE concentrators from underrepresented gender groups enrolled in CTE programs and programs of study that lead to non-traditional fields. **Denominator**: Number of CTE concentrators enrolled in a CTE program or program of study that leads to a non-traditional field, during the reporting year.	Active / Enrolled
(5S3) Participation in Work-based Learning	**Numerator**: Number of CTE concentrators who, in the reporting year, graduated from high school having participated in work-based learning. **Denominator**: Number of CTE concentrators who graduated from high school during the reporting year. **Work-based learning does not include workplace experience strategies that are simply awareness or exploratory in nature.*	Exiting Students

Postsecondary Performance Indicator Definitions		
Academic Year: 2019-2020 **Perkins Reporting Year**: 2020-2021 **Enrollment/Performance Data Used**: 2019-2020 **Placement Data Used**: 2018-2019		
Postsecondary Student Definition: Concentrator**:** A postsecondary student who, in the reporting year, has earned twelve (12) credits in a *single* CTE program OR completed a CTE program if that program encompasses fewer than twelve (12) credits.		
INDICATOR	**INDICATOR DEFINITION**	**ENROLLED OR EXIT COHORT**
(1P1) Postsecondary Retention and Placement	**Numerator**: Number of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under Title 1 of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(1) of the Peace Corps Act (22 U.S.C. 2504(a)) or are retained in employment. *(Concentrators who graduated by June 30, 2018 would be assessed between October 1, 2018 and December 31, 2018).* **Denominator**: Number of CTE concentrators who completed their program in the reporting year. **Retention includes students who remained enrolled in their original postsecondary institution or transferred to another 2- or 4- year institution during the reporting year.*	Previous Year/ Exiting Students
(2P1) Earned Recognized Postsecondary Credential	**Numerator**: Number of CTE concentrators who receive a recognized postsecondary credential during participation in or within one (1) year of program completion. **Denominator:** Number of CTE concentrators who left postsecondary education in the prior reporting year. **A recognized postsecondary credential includes an industry-recognized certification, a certificate of completion of an apprenticeship, an occupational licensure, an associate's degree, or a bachelor's degree.*	Active/ Enrolled; as well as Exiting Students

(3P1) Non-Traditional Program Concentration	**Numerator**: Number of CTE concentrators, from underrepresented gender groups, enrolled in CTE program and programs of study that lead to non-traditional fields during the reporting year. **Denominator:** Number of CTE concentrators enrolled in a CTE program of program of study that leads to a non-traditional field during the reporting year.	Active / Enrolled

Perkins V State Determined Levels of Performance					
Indicator	**Reporting Year**				
	Baseline (FY19)	**2021 (FY 20)**	**2022 (FY 21)**	**2023 (FY 22)**	**2024 (FY 23)**
SECONDARY					
1S1: Graduation Rate	**93.57%**	94.23%	94.89%	95.55%	96.21%
2S1: Proficiency in reading/language arts	**52.97%**	53.15%	53.33%	53.51%	53.69%
2S2: Proficiency in mathematics	**50.72%**	52.21%	53.69%	55.18%	56.66%
2S3: Proficiency in science	**55.57%**	56.81%	58.04%	59.28%	60.51%
3S1: Post-program placement	**79.05%**	80.20%	81.35%	82.50%	83.65%
4S1: Non-traditional concentration	**19.70%**	21.27%	22.85%	24.42%	25.90%
5S3: Participation in work-based learning	**5.31%**	6.70%	8.09%	9.47%	10.86%
POSTSECONDARY					
1P1: Postsecondary retention & placement	**76.08%**	77.27%	78.47%	79.66%	80.85%
2P1: Recognized postsecondary credential	**39.45%**	39.90%	40.36%	40.81%	41.26%
3P1: Non-traditional concentration	**19.54%**	20.27%	20.99%	21.72%	22.44%

APPENDIX A: Public Hearings

Notice of Public Hearings:

STATE OF NEBRASKA)
) ss.
LANCASTER COUNTY)

NOTICE OF HEARING ON THE STATE PLAN FOR THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTURY ACT
NEBRASKA DEPARTMENT OF EDUCATION

NOTICE is hereby given that the Department of Education will hold two hearings on the proposed State Plan for the Strengthening Career and Technical Education for the 21st Century Act on February 4, 2020 and a virtual hearing on February 20, 2020.

The February 4, 2020 hearing will begin at 9:00 am CT and will be held in the Nebraska State Office Building, The Nebraska Department of Education State Board Room, 6TH Floor, 301 Centennial Mall, Lincoln, NE.

The February 20, 2020 virtual hearing will be held at 1:00 pm CT via Zoom by accessing https://educationne.zoom.us/j/4024714815.

The PURPOSE of the hearings is to receive public input on the proposed State Plan for the Strengthening Career and Technical Education for the 21st Century Act provided in Nebraska Secondary Schools and Community Colleges.

All INTERESTED PERSONS are invited to ATTEND and TESTIFY at the hearing.
All testimony must be provided IN WRITTEN form at the hearing site and may be read into the official transcript of the hearing.

Interested persons may review the proposed State Plan and related information at https://www.education.ne.gov/nce/perkins-v-state-plan/

Interested persons may also submit written comments to the Nebraska Department of Education prior to the hearing, and those comments will be made a part of the hearing record. Written comments may be submitted to https://bit.ly/2MOaQZi

Dated at Lincoln, Nebraska this 2 day of January, 2020.

Nebraska Department of Education
Matthew L. Blomstedt, Commissioner of Education

Testimony received from February 4, 2020 hearing:

Tuesday, February 4, 2020

Public Hearing 9:00 –10:00 a.m. CST

Katie Graham, state director of Career and Technical Education opened the public hearing at 9:00 a.m.
NDE Staff: Carol Packard, Teri Sloup, Terri Behl and Terri Donahue were also in attendance.

Katie summarized the purpose of the Public Hearing:
This state plan will be in effect from 2020-2024. It was written in response to the Strengthening Career and Technical Education for the 21st Century act that was enacted in July, 2019. Nebraska is securing input at this time to present back to the State Board of Education for their consideration on March 6. If the State Board of Education approves the plan, it will be submitted to the United State Department of Education by April 15, 2020.

Katie noted that the opportunity still exists to amend the state plan if there is a major change. If an amendment is presented, than this procedure will be repeated through the Public Hearing process.

Katie called the meeting to order – Public to submit testimony were invited to speak.

Kelly Bruns, University of Nebraska- NCTA--Nebraska College of Technical Agriculture
Dr. Bruns opened his statement thanking NDE for the opportunity to speak in regards to the Strengthening Career and Technical Education for the 21st Century Act.

NCTA has overwhelming support for the reVISION process and the collaboration it generates from postsecondary institutions and high schools. Dr. Bruns noted that Perkins funds have been beneficial to NCTA in upgrading technology and dual credit offerings to the students in his region. Enrollment in NCTA has doubled with this support.

Dr. Bruns offered examples and highlighted how the Perkins funds have benefitted the college and area high schools.

Dr. Bruns ended his statement stating NCTA is looking forward to future collaborations through the strategic investment of Perkins funds in the state of Nebraska.

Tom McDonnell, Metropolitan Community College
Representing Metropolitan Community College career education departments- Dr. McDonnell attended to hear and learn from the Hearing.

Melanie Olson, Millard Public Schools
Representing Millard Public Schools on behalf of Dr. Heather Phipps.

Ms. Olson relayed concerns with the data requirements written within the new Legislation.

- 3S1 Post School Placement
- 4S1 Nontrad Concentrators (what reporting system will be used to measure this indicator?)
- 5S3 Participation in Work-based Learning (Although the intent is good - what system measures this?)

Work-Based Learning does not include Work-Based Experiences. How has this indicator been set to 9%?

Will there be support from the state? Or could the goal be decreased?

Dual Enrollment problems-

One of the most problematic is that Community College staff have extensive credentialing requirements for K-12 teachers.

The timing of the new grant application has been problematic. Applications will be due May 22 but regional meetings won't be held until April. This timeline has been an issue.

Katie Graham left the meeting open for other possible testimony. No other testimony was presented.

Katie Graham closed the public hearing at 9:15 a.m.

Perkins V State Plan Public Hearing

Tuesday, February 4, 2020

First Name	Last Name	Organization	Email Address
Kelly	Bruns	University of NE	Kelly.Bruns@unl.edu
Tom	McDonnell	MCC	tjmcdonnell3@mccneb.edu
Melanie	Olson	Millard	molson@mpsomaha.org
Carol	Packard	NDE	

HEARING ON THE STATE PLAN FOR THE STRENGTHENING CAREER AND TECHNICAL EDUCATION FOR THE 21ST CENTRURY ACT, NEBRASKA DEPARTMENT OF EDUCATION

February 4, 2020

By Kelly Bruns, Ph.D., University of Nebraska
Interim Dean, Nebraska College of Technical Agriculture, Curtis, Nebraska
Director of the West Central Research Extension and Education Center, North Platte, Nebraska

I am Kelly Bruns (K E L L Y B R U N S) Interim Dean of the Nebraska College of Technical Agriculture located in Curtis, Nebraska and Director of the West Central Research, Extension and Education Center in North Platte, Nebraska. Thank you for allowing for public input on the proposed State Plan for Strengthening Career and Technical Education for the 21st Century Act in Nebraska Secondary Schools and Community Colleges.

I have been directly involved in two reVISION processes, one with North Platte Public Schools and one with the schools within Lincoln, Logan and McPherson Counties. The process was well received by those within these communities and provided evidence of the need for agriculture curriculum in our secondary programs. Unique to these discussions was the overwhelming support of the opportunities for collaborations with the faculty of the University of Nebraska and our facilities located across the state. Recently, the University of Nebraska added "Education" to the name and mission of our Research and Extension Centers located at North Platte, Scottsbluff and near Ithaca. The University's ability to collaborate with institutions wishing to develop our agriculture workforce is a priority for us.

Agriculture is Nebraska's No. 1 industry, supporting one out of every four jobs in the state. There are over 300 different jobs existing in agriculture, which include business, science, technology, animal health and related fields. The US Department of Agriculture estimates that nearly 58,000 jobs are available annually to students with a degree in agriculture. Many of these positions require post-secondary training, which the Nebraska College of Technical Agriculture is legislated to provide. Previous awards by Perkins Funds have been used to upgrade technology and equipment for our precision farming systems, and to enhance X-ray equipment and lab equipment for our Veterinary Technology students to stay current with industry standards.

The Nebraska Department of Labor reported that 69 of Nebraska's counties are completely or mostly rural and that the population of these counties is projected to steadily decline through 2050. With 33% of Nebraska farms hiring farm labor, this decline will create both opportunities and challenges for the agricultural sector. NCTA strengthens career development by providing dual credit course work in agriculture being available for our students. Last fall dual credit enrollment doubled by high school youth in agricultural courses at the Nebraska College of Technical Agriculture as students are seeking additional course work in agriculture.

Faculty affiliated with our Research, Extension and Education Center in North Platte reached 1,110 high school youth at seven Youth Science Field Days, 1,200 middle school youth through a science based biology program called "Animals Inside and Out," and 3,700 students across Nebraska with our Mobile Beef Lab. These programs focus on connecting students to careers in STEM and agriculture. The state wide program of "Connect the Dots" reached 3,500 9th and 10th grade students to learn about careers and connect the dots to post-secondary education to the work place. Schools have supported this program with Perkins Funds.

Future collaborations and strategic investment by the Nebraska Department of Education with Perkins Funds to connect students to the science and technology of agriculture will be important to the states #1 Industry. Collaborations that allow our secondary programs and our community colleges to connect with the Nebraska College of Technical Agriculture as well as the University of Nebraska's statewide Research, Extension and Education Centers will leverage the states funding to fill an important need in agriculture workforce development.

Thank you.

Millard PUBLIC SCHOOLS

Don Stroh Administration Center . 5606 So. 147th Street Omaha, NE 68137-2647 . (402) 715-8200 (Fax) (402) 715-8409

February 2020

Commissioner Blomstedt, Katie Graham, and Nebraska Department of Education Staff,

Thank you for allowing this opportunity to provide feedback and input on the Proposed State Plan for the Strengthening Career and Technical Education for the 21st Century Act. I'm sure we all agree that it is time to reVISION our goals and our plans around career and technical education in Nebraska. With our current workforce shortages, we know this is more important than ever.

Below are our specific thoughts, concerns, and suggestions.

Indicator (3S1) Post-Program Placement.

- Numerator: The number of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under Title 1 of the National and Community Service Act of 1990, or are employed.
- **Our concern is how to find this data, specifically: *advanced training, military service or a service program that receives assistance under Title 1 of the National and Community Service Act of 1990, or are employed.* How will districts be able to find the information not included in the Student Clearinghouse?**

Indicator (4S1) Nontraditional Program Concentrator

- Numerator: Number of CTE concentrators from underrepresented gender groups enrolled in CTE programs and programs of study that lead to non-traditional fields. Denominator: Number of CTE concentrators enrolled in a CTE program or program of study that leads to a non-traditional field, during reporting year.
- **What reporting system will be used to measure this indicator?**

Indicator (5S3) Participation in Work Based Learning

- Numerator: Number of CTE concentrators who, in the reporting year, graduated from high school having participated in work-based learning. *Work based learning does not include workplace experience strategies that are simply awareness or exploratory in nature.
- **The intent of this is good, increasing opportunities for students and supporting work-based learning. The concern is in the logistics and metrics used to measure the attainment of this goal (9% by 2024).**
- **In the Omaha Metro area, we have a new high school internship program called Intern Omaha. It is growing rapidly, but we have learned first-hand the challenges in creating meaningful internships for high school students. We do not have control over business and industry to**

partner with us to provide the "seats" needed for this volume of work-based learning experiences. Will business and industry be incentivized to support this goal?
- **Will there be support for schools in terms of student transportation costs to and from these experiences or staff supervision of students at the worksites?**
- **Could there be flexibility to include other career exploration opportunities or to decrease the initial goal?**

In the funding application #7 states: *how students participating in CTE will have the opportunity to gain postsecondary credit while still attending high school.*

- **We are having significant issues in the area of career and technical education finding dual enrollment opportunities for students. The requirements the Community College staff has for credentialing K-12 teachers in CTE areas is problematic. While we are working closely with them, we have yet to resolve these issues.**

The funding model in our Perkins V plan mirrors the model in the 2004 plan as allowed by the federal government. **We recognize that state level support is critical, but 15% of the funding does not make its way to districts. We would ask that you consider lowering the level of funding that stays at the state level.**

Finally, the timeline of this has been problematic for districts. The hearings are happening during February to gather feedback, but districts were notified on January 27, 2020 that our comprehensive needs assessment has to be submitted by February 28, 2020. The regional meeting is not until April 13, 2020, and our Local Application is due May 22, 2020. The timeline to complete the needs assessment is aggressive given the fact that NDE is still gathering feedback on the plan.

Again, thank you for the opportunity to submit feedback. We appreciate your work.

Heather Phipps

Heather Phipps, Ed.D.
Associate Superintendent
Millard Public Schools

Testimony received from February 20, 2020 hearing:

Thursday, February 20, 2020

Public Hearing 1:00 –1:25 p.m. CST

Katie Graham, state director of Career and Technical Education, opened the public hearing at 1:00 p.m. She asked the participants to state their name and organization for recording purposes. NDE Staff: Sydney Kobza, Therese Marzouk, Jacqui Garrison, Teri Sloup and Terri Donahue were also in attendance.

Katie summarized the purpose of the Public Hearing:
This state plan will be in effect from 2020-2024. It was written in response to the Strengthening Career and Technical Education for the 21st Century act that was enacted in July, 2019. Nebraska is securing input at this time to present back to the State Board of Education for their consideration on March 6. If the State Board of Education approves the plan, it will be submitted to the United State Department of Education by April 15, 2020.

Katie called the meeting to order – Public to submit testimony were invited to speak.

Tom McDonnell, Metropolitan Community College
Representing Metropolitan Community College career education departments- Dr. McDonnell opened his statement thanking NDE for the opportunity to speak in regards to the Strengthening Career and Technical Education for the 21st Century Act.

Work-based learning or experiential learning. As was stated at the last hearing on February 4, there is concern about the logistics of requiring work-based learning experiences, and the challenge of finding meaningful experiences for all who need them. There needs to be a way to code a capstone on-campus experiential practicum as work-based learning.

It is our belief that the State Perkins V plan needs more clarity in terms of how the work we already do in the accountability arena can easily translate to the reVISION process described in the plan.

MCC would support a revised statewide advisory committee of community college and K-12 leaders to strengthen ties between Perkins recipients and the NDE, as well as foster innovative partnerships to achieve statewide goals, as a part of NDE's administrative overhead.

Metropolitan Community College appreciates the opportunity to provide input and Dr. McDonnell thanked the NDE for hosting the hearing.

Katie Graham left the meeting open for other possible testimony. No other testimony was presented.

Katie Graham closed the public hearing at 1:25 p.m.

Perkins V State Plan Public Hearing

Thursday, February 20, 2020

	First Name	Last Name	Organization	Email Address
1.	Jason	Thomsen	Lincoln Public	jthomse@lps.org
2.	Therese	Marzouk	NDE	
3.	Katie	Graham	NDE	
4.	Teri	Sloup	NDE	
5.	Dawn	Lindsley	~~County Extension~~ Public	
6.	Melanie	Olson	Millard PS	mlolson@mpsomaha.org
7.	Sydney	Kobza	NDE	
8.	Tom	McDonnell	Metro CC	tjmcdonnell3@mccneb.edu
9.	Terri	Donahue	NDE	
10.	Joequin	Garrison	NDE	
11.	Tennille	Allison	Kearney HS	tenallison@kearneycats.com
12	Annette	Weise	ESU #5	aweise@esu5.org
	~~K. ahrends~~ Kirk	ahrends	Walthill	Kahrends@walthillschool.org

METROPOLITAN
Community College

To: Nebraska Department of Education
From: Tom McDonnell, Vice president for Academic Affairs, Metropolitan Community College
RE: Written Testimony for Public Hearing on the proposed Nebraska Plan for the Strengthening Career and Technical Education for the 21st Century Act
Date: February 20, 2020

Metropolitan Community College has a long history of success in career-based education. MCC has, in recent years, made a significant commitment to Career and Technical Education in the Omaha metropolitan area with multimillion dollar facilities for construction education, advanced manufacturing, just-in-time workforce training, and automotive education. Staying current with industry needs, as well as filling demand for a trained workforce is a full time job, and then some. Further, we recognize and appreciate the additional support we receive from the Perkins program to enhance and expand what we do in the CTE arena. Perkins provides vital support to the CTE mission of MCC.

As final revisions are made to the Nebraska plan, I want to take the opportunity to emphasize (or re-emphasize) important priorities for Career and Technical Education as they relate to MCC:

1. Work-based learning or experiential learning can be accomplished in multiple ways. As was stated at the last hearing on February 4, there is concern about the logistics of requiring work-based learning experiences, and the challenge of finding meaningful experiences for all who need them. MCC has had great success with high school career academy students participating in capstone experiential learning opportunities, such as our interdisciplinary home-building capstone in the Construction Education Center. There needs to be a way to code a capstone on-campus experiential practicum as work-based learning.

2. As a postsecondary partner in the state's CTE effort, MCC is held accountable by industry partners, local employers, program accreditors, our institutional accreditor (The Higher Learning Commission), and the Coordinating Commission for Postsecondary Education among others. It is our belief that the State Perkins V plan needs more clarity in terms of how the work we already do in the accountability arena can easily translate to the reVISION process described in the plan.

3. MCC understands that the Partnership for Innovation funding structure and process for reallocation of a percentage of Perkins funds to PFI is no longer allowable. That said, MCC would support a revised statewide advisory committee of community college and K-12 leaders to strengthen ties between Perkins recipients and the NDE, as well as foster innovative partnerships to achieve statewide goals, as a part of NDE's administrative overhead.

Metropolitan Community College appreciates the opportunity to provide input to proposed State Plan for Strengthening Career and Technical Education for the 21st Century Act, commonly referred to as the Perkins V plan.

Thank you.

APPENDIX B: Systems Alignment Report and Framework

Learning that works for Nebraska
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SYSTEMS ALIGNMENT: SECONDARY AND POSTSECONDARY CTE

Report for the Nebraska Department of Education Career and Technical Education (CTE)

PREPARED BY VIVAYIC
PRINCIPAL INVESTIGATOR: TIFFANY SANDERSON
FEBRUARY 3, 2020

VIVAYIC
LEARNING AS STRATEGY

EXECUTIVE SUMMARY

The careers we prepare our learners for are constantly changing and emerging. Career and Technical Education (CTE) programs allow learners the chance to explore career options, identify their interests, and develop the knowledge and skills that prepare them to transition to postsecondary education and into entry-level careers. These programs must be well aligned to the next opportunities learners encounter and keep pace with the constant evolution found in the marketplace.

Designing relevant and aligned CTE programs requires a thoughtful approach and the insight and partnership of many. The 2018-19 Nebraska Systems Alignment: Secondary and Postsecondary CTE project focused on improving the system so that **each student has meaningful education experiences that allows him or her to smoothly transition from secondary to postsecondary education and, eventually, into the workforce.** The project was designed to 1) shape priorities for strengthening alignment, 2) build relationships between educators who provide CTE programming, and 3) begin addressing challenges in the system.

A vision was set for alignment among the CTE system in Nebraska: Each Nebraska student will have meaningful CTE experiences. The public at-large will understand the value for both students and employers of high-quality career and technical education.

Over the next five years (in 2024), alignment between Nebraska's secondary and postsecondary CTE systems will be:

1. Intentional and seamless, with no duplication of content.
2. Accessible to each student, including those with interests in dual credit and workplace experiences.
3. Incentivized for key economic and employer needs.

In that same time period, students who enroll in postsecondary coursework and programs will be **fully prepared for credit-bearing college coursework** in math and English.

In summary, five recommendations are offered to holistically address alignment within Nebraska CTE:

RECOMMENDATION 1:
Develop a **comprehensive vision** and its related strategies and policies for the Nebraska CTE system.

RECOMMENDATION 2:
Dedicate **staff time and responsibilities** to provide support for alignment within the system.

RECOMMENDATION 3:
Construct **routine system structures** for communicating among educators/partners, ensuring equity & access for learners, and orchestrating existing networks.

RECOMMENDATION 4:
Build and maintain **relationships with key stakeholders** (business and industry; community colleges, technical colleges, and universities; state policy makers; and partner state agencies) to advance the system's vision, opportunities for learners, and development of skilled employees for business and industry.

RECOMMENDATION 5:
Use systemic processes to **shape and drive alignment** between secondary and postsecondary programs.

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PROJECT OVERVIEW

In 2018, the Nebraska Department of Education's Office of Career, Technical, and Adult Education (CTE), with grant funding from Partnerships for Innovation (PFI), commissioned a project to advance alignment between the secondary and postsecondary levels of the state's CTE system. The ultimate goal was to improve the system so that **each student has meaningful education experiences that allows him or her to smoothly transition from secondary to postsecondary education and, eventually, into the workforce.** The project was designed to 1) shape priorities for strengthening alignment, 2) build relationships between educators who provide CTE programming, and 3) begin addressing challenges in the system.

The project was staged in four phases:

- **Phase 1:** Identify existing relationships among secondary and postsecondary programs.
- **Phase 2:** Identify gaps and priorities in each career field (needs assessments).
- **Phase 3:** Develop statewide program and policy development.
- **Phase 4:** Document an alignment framework to address Nebraska's needs.

Funding

This project was funded through the Carl D. Perkins Career and Technical Education Act of 2006 as a grant from Partnerships for Innovation (PFI) in 2018-19. The contents do not necessarily represent the policy of the United States Department of Education, and the reader should not assume endorsement by the Federal Government.

Aligned CTE Programs

Employers commonly identify workforce as their lead issue. A combination of factors are shared in their stories, including a lack of applicants with the skills needed for open positions and a serious shortage of job seekers. In September 2019, unemployment in Nebraska was just 3.1% *(U.S. Bureau of Labor Statistics).* The *Omaha World Herald* reported in March 2019 on the seriousness of the issue in an article titled "'We have a workforce crisis': Nebraska leaders sounding alarm about unfilled jobs". Experts from the article illustrate the voices of employers across the state:

"We have a workforce crisis in this state," said University of Nebraska President Hank Bounds.

"This is now the most pressing economic issue in the state," agreed Bryan Slone, president of the Nebraska Chamber of Commerce and Industry. "It doesn't get a lot of attention, but we are on the cusp of this becoming the 1,000-pound gorilla."

For decades, the economic development strategy of the state has been largely built around attracting employers and their jobs into the state. But Slone and others say the biggest challenge over the next decade will likely be training, keeping and luring the people needed to fill jobs in Nebraska.

Career and Technical Education plays a significant role in helping learners identify their career interests and in developing their knowledge and skills to be well-prepared for postsecondary education and entry-level careers. CTE programs must be intentional at all levels – middle school, high school, and postsecondary – so that young people are skilled, engaged employees in their adult lives.

BACKWARD PROGRAM DESIGN

To be fully aligned, the system must be built backwards – by beginning with the end in mind. Well-constructed CTE programs start with industry expectations at their core and work their way backward, establishing age appropriate educational experiences at the postsecondary level and seamlessly aligning them back to what students learn and experience in high school, and similarly back to the middle school level. Designing CTE programs that are aligned to their partner programs allows students to progress smoothly through experiences that allow them both to explore their options and to learn skills that prepare them for their futures.

Aligned Career and Technical Education programs set young people up for success as engaged, productive employees, entrepreneurs, and citizens. If a region or state has a need for an engineering pipeline, or electrician pipeline, teacher pipeline, computer programming pipeline, or any other talent, the technical knowledge and skills and career ready practices learners master should follow the system from the end (workforce) back to the beginning (education).

Postsecondary Education

- Specialized, fine-tuned technical skills
- Early professional-level employability skills
- On-the-job training
- Entrepreneurial understanding
- Credentials for in-demand employment

High School

- Transition from career exploration to career experience
- Introductory to advanced technical skill development
- Career readiness skill development
- Capstone experiences to bridge to postsecondary programs
- Workplace experiences

Middle School

- Career exploration
- Transferable skill development (social skills to early career readiness skills)
- Introductory technical skill development
- Introductory workplace experiences

What is Alignment?

In the context of Career and Technical Education, alignment is a multi-faceted approach, capturing the idea that students' educational experiences, including those in and out of the classroom, are **intentional, seamless, and progressive.** Students' experiences are nurtured through collaborative ownership and leadership by educators and employers throughout the CTE system.

Another way to think about systems alignment in CTE is by routinely asking, "Is this **student-centered**?" Alignment ensures that learners' experiences are clear and easy to navigate as they journey from start to finish. It is easy for administrators in the system to design programs and set policies based on what's convenient for the state, district, school, academy, or CTE program. Alignment is about the learner's experience and designing programs that help him or her focus on preparing for college AND careers in a way that marries real world experiences with academics.

As career and technical education programs are structured to give each student the opportunity to explore careers and prepare for his or her future, educators must work across the different levels of the system on a consistent basis. This provides certainty that appropriate opportunities are offered to learners at each stage (i.e., middle school, high school, community/technical college, university).

As **courses** are designed, **facilities** built or stocked, **equipment** and **materials** are purchased, **teachers are trained** and continue their learning over time, and **advisory committees** are routinely called together, school and CTE administrators must think about both the what students experience and how they are set up for success with a clear path forward. See Appendices M and N for additional information.

CTE Alignment

"Alignment is about the learner's experience and designing programs that help him or her focus on preparing for college AND careers in a way that marries real world experiences with academics."

A more recent opportunity for alignment in CTE programs is through **dual credit courses.** Dual enrollment can be offered in multiple ways, but the result for students is the same: earn high school and college credit simultaneously.

Higher education accreditation standards require dual credit courses to be offered as full post-secondary courses, taught by qualified educators. Educator qualifications to teach dual credit are different from, and separate from, secondary teacher certification requirements. Many middle and high school educators do not qualify to teach dual credit without taking 18 credits of graduate-level course work in the content area they wish to teach a postsecondary course in.

In January 2019, five of Nebraska's community colleges (Central, Mid-Plains, Northeast, Southeast, and Western Nebraska) signed the "Nebraska Community Colleges Statement of Principles and Standards for Dual/Concurrent Enrollment Credit". This agreement ensures the participating colleges hold to the following principles of higher education accreditation for dual enrollment:

1. All post-secondary institutions shall ensure that dual credit courses offered to high school students will be college-level courses. The rigor of the dual credit course shall be the same as the corresponding course offered at the post-secondary institution.
2. The decision to award high school credit for a college-level course being taken for dual credit shall be the responsibility of the appropriate high school district.
3. All instructors for dual credit courses, regardless of the mode of delivery, shall hold credentials consistent with a full-time faculty member employed to teach the college-level course for the post-secondary institution. All such selection criteria shall be consistent with the policies established by the institution for all faculty, which comply with the standards set forth by the Higher Learning Commission (HLC).
4. The quality of instruction and standards of excellence for dual credit courses shall be consistent with other course offerings by the college.
5. The evaluation of the instructor and quality of instruction for dual credit courses shall be comparable with the practices each college has in effect for other college credit courses.

In Nebraska, the community colleges, universities, and technical college offer dual credit. These are delivered on college campuses, at high schools by the colleges, at high schools by qualified secondary teachers, and online. In an aligned CTE system, dual credit courses allow high school students to jumpstart their postsecondary education, acquiring advanced coursework that counts toward requirements in the postsecondary program of their choice. When dual credit is offered to high school students, but it does not count toward postsecondary program requirements or duplicates content the students have already learned in high school, the credit options are considered unaligned.

The federal Perkins grant, officially titled *Strengthening Career and Technical Education for the 21st Century Act,* was reauthorized by Congress and signed by the President in July 2018. Known as Perkins V, this law focuses on CTE program improvement, flexibility, and data/accountability. The law requires a commitment to improvement through programs of study. Programs of study are formally defined as follows:

The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

(A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

(B) addresses both academic and technical knowledge and skills, including employability skills;

(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;

(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);

(E) has multiple entry and exit points that incorporate credentialing; and

(F) culminates in the attainment of a recognized postsecondary credential.

To fully accomplish the design of strong programs of study, CTE systems (and their included content areas) must be structured in intentional, seamless, and progressive fashions from middle school through entry points to in-demand careers.

Strong **relationships** among educators and administrators in aligned CTE systems cannot be overstated. For students to gain the maximum benefit in their preparation for future careers, frequent and open communication must be a routine practice. Being part of a connected, professional network gives educators a system in which to belong and thrive. They can share information, learn from one another, collaborate on program and course design, share equipment or other resources, and make connections with their personal network of employers and professionals. Professional networks of secondary educators, postsecondary educators, and industry professionals is mutually beneficial for adults working in and with the system. They also have positive impacts on students through access to resources, experiences, and better designed programs.

Aligning CTE programs is simple in theory and challenging in practice. Designing fully aligned systems requires making the alignment a priority and approaching it strategically. Once designed, maintaining the points of alignment takes attention and routine care. That being the case, students, schools, communities, and business and industry all benefit from the efforts invested in well-aligned CTE systems.

Project Goals

From the onset, the intended outcomes of the project focused on improving the overall CTE system so that students have meaningful education experiences, allowing them to smoothly transition from secondary to postsecondary education and, eventually, into the workforce.

Long-term goals that will be impacted by the project include:

- Strengthen **program and course alignment** between Nebraska's secondary programs, community college/technical college programs, and applicable university programs.
- **Retain students** in Nebraska's colleges and careers by ensuring critical transition points in and between each system are easily navigable by students.
- Identify appropriate **dual credit offerings** in each program area and where they fit within the secondary and postsecondary sequence of courses.
- **Align duplicated courses** at the community/technical colleges so that students can transfer credits easily throughout the state.

Short-term goals accomplished during the project include:

- Draft a guiding framework for the development of **aligned middle school programs** in Nebraska.
- **Map H3 career pathway** options in each content area. Each map will identify specific career options with suggested secondary programs and courses, dual credit courses available in the pathway, and the 2- and 4-year postsecondary programs available to students in the state.
- Facilitate **strategic planning** for Nebraska's Agriculture, Food, and Natural Resources programs.

The Project Overview above noted that the project was designed in four phases. Details on each phase are described below.

Phase 1: Identify existing relationships among secondary and postsecondary programs.

- Interview secondary and postsecondary career & technical educators (community/tech college Deans of Academics/Vice Presidents and Department Chairs, secondary principals and counselors) on their perceptions, current agreements and priorities, and future goals for alignment.
- Write a brief to summarize existing secondary and postsecondary partnerships, including their strengths and opportunities and noting best practices.
- Define system alignment for secondary and postsecondary education in Nebraska's CTE programs with key stakeholders. Establish the value of this work on the state's economic and workforce development pipeline. Weave in the need for student accessibility to education and training.

Phase 2: Identify gaps and priorities in each career field (needs assessments).

- For each career field, bring secondary and postsecondary staff and administrators together to review Phase I findings, including Team Ag Ed members for the Ag program review. Highlight strengths, gaps, and opportunities.
- Determine priority work for the development of Nebraska's alignment framework and program improvement.
- Facilitate Ag Ed strategic planning and report.

- Provided necessary financial supports for Health Science Deans to convene and build a professional network.
- Synthesize a report of opportunities for program and policy development.

Phase 3: Develop statewide program and policy development.

- Support NDE's Office of Career, Technical, and Adult Education (CTE) with Perkins V planning.
- Craft guidance for alignment through facilities, equipment, and professional development for secondary programs.
- Map H3 career pathways for students, parents/guardians, counselors, and teachers.

Phase 4: Document an alignment framework to address Nebraska's needs.

Major Activities

To accomplish the charge of the alignment project, several activities helped to shape the work:

1. Nebraska Office of Career, Technical, and Adult Education staff were interviewed for their insights on alignment within the state's entire CTE system and within their content areas.
2. Community and technical college academic deans and/or vice presidents were interviewed through site visits to provide insights into existing partnerships with high schools, including dual credit coursework, career counseling services, training provided to high school teachers, or other agreements. In addition, the interviews provided input on strengthening the state's CTE system and raising the value of postsecondary technical education in the state. See Appendix A and C.
3. Secondary school principals and counselors were interviewed to gain understanding of their existing partnerships with 2-year public colleges in Nebraska, including dual credit coursework, career counseling services, training provided to high school teachers, or other agreements. The interviews also provided input and idea gathering on ways to strengthen Nebraska's CTE system and raise the value of technical education in the state. See Appendix B and C.
4. Research was conducted on promising practices from across the country in terms of systems alignment and related services for students. See Appendix D for a summary of the findings.
5. Stakeholders were convened to set the vision for alignment in Nebraska CTE. Attending the meeting were 23 individuals representing secondary and postsecondary education, business and industry, the Nebraska Coordinating Commission for Postsecondary Education, and partner state agencies (Department of Labor, Department of Economic Development, Department of Education). See Appendix E.
6. Nebraska Office of Career, Technical, and Adult Education Career Field Specialists identified five H3 careers (high wage, high skill, high demand) in Agriculture, Food, and Natural Resources; Skilled and Technical Sciences; Human Services; Business, Marketing and Management; Communication and Information Systems; and Health Sciences from which to base the content for H3 maps. Five detailed maps were created for each content area to promote excellent Nebraska education and career options for students and their families. See Appendix F for an example.
7. Content-area stakeholder meetings (Health Sciences; Early Childhood Education; Business, Marketing, and Management Education; Computer Science and Technology; Skilled and Technical Sciences; and Agriculture, Food, & Natural Resources) brought together secondary and post-

secondary educators, community providers and non-profit agencies, state agency representatives, and business and industry professionals. The meetings served to begin and foster relationships, conduct needs analysis for alignment specific to the content area, and identify priority strategies to move alignment forward in the content area. See Appendices G – L.

8. Researched major Nebraska CTE and workforce development programs and ways they can be appropriately connected through NE CTE's focus on systems alignment.
9. Facilitated vision session with Nebraska Office of Career, Technical, and Adult Education staff focused on actionable ways to serve and bring together key CTE stakeholders: Students and Parents, State Agencies and Partners, Secondary Education, Postsecondary Education, and Business and Industry.
10. Drafted a guiding framework for schools in the development of aligned middle school programs in Nebraska. See Appendix M.
11. Drafted a guide for school boards and administrators on CTE program design, facilities, equipment, and teacher professional development. The guide is designed to be used as schools create or redesign their middle and high school CTE programs. See Appendix N.

THE STATE OF ALIGNMENT

Phases 1 and 2 of the project were designed to identify the existing partnerships among secondary and postsecondary education and to conduct a needs assessment for alignment in each career field area. This research shaped an understanding of the state of alignment in the Nebraska CTE system, from which Phases 3 and 4 of the project took their form: recommendations for statewide resources and policies to improve alignment.

With the project's focus to advance alignment between secondary and postsecondary education in the state's CTE system, it was critical to decipher strengths and opportunities in the system at the time the project began. Prior to hosting stakeholder meetings and large-group discussions on the vision for alignment or strategies to improve alignment within the CTE system, secondary and postsecondary educators weighed in over the course of spring 2018. They shared about partnerships they were part of and the insights they had for strengthening the state's CTE system. Teachers, faculty, staff, and administrators from the six community colleges, the Nebraska College of Technical Agriculture, and seven school districts were interviewed. A summary of these discussions is illustrated through a SWOT analysis, also found in Appendix C.

STRENGTHS

- Strong secondary and postsecondary partnerships*
- Postsecondary service orientation
- Expansion of secondary CTE pathway choices
- College investment in K-12 Career Guidance
- Strong local flexibility
- Career Academies

WEAKNESSES

- Variance of practice across service areas
- Limited alignment of K-16 compentencies
- Lack of measures to drive student and system outcomes*
- Minimal advisory committee coordination*
- Secondary and postsecondary structures and policy variances (terms, instructor requirements, language, etc.)*

OPPORTUNITIES

- Business and industry interest
- Secondary CTE Instructor Professional Dev.
- Distance Learning Technology – ITV, NIVS, DL
- Student acceleration to certificate or degree

THREATS

- Business model sustainability
- Counselor and parent perception of community college pathways*
- Lack of a statewide approach
- Availability of qualified instructors*
- Varied student cost of tuition
- Transportation

KEY

Black = Postsecondary

Red = Secondary

* = *both* secondary and postsecondary

Once a vision was set for alignment in Nebraska Career and Technical Education, stakeholder meetings for each career field were held through Fall 2018 and Spring 2019. Seventy-nine secondary and postsecondary educators, community providers and non-profit agencies, state agency representatives, and business and industry professionals attended at least one of six career field meetings.

The meetings served to begin and foster relationships, conduct needs analysis for alignment specific to the content area, and identify priority strategies to move alignment forward in the content area. Further detail of each meeting's findings is available in Appendices G-L. Each meeting hosted discussions on the topics bulleted here.

- **Indicators** of aligned CTE systems
- SOAR Analysis **(Strengths, Opportunities, Aspirations, and Results)** for alignment in the content area
- What an aligned CTE system **will look like** in five years
- **Priority work areas** for alignment in the content area

The Nebraska CTE staff have worked closely for years with their partners to provide invaluable resources, professional development, and technical assistance to secondary schools. This has built strong, resilient programs at secondary schools around the state. Labor market insights, content standards, student organizations, entrepreneurship education, workplace experiences, and career development have been well-tended with visionary leadership and thoughtful program management. Secondary schools and their students have benefited immensely. Strong alignment between secondary and postsecondary programs, however, has not been a priority. As workforce shortages have grown and federal legislation has altered priorities, the clear next step in the development of Nebraska Career and Technical Education was to address systems alignment.

Throughout Phases 1 and 2 of the project, the following themes rose up as positive aspects of systems alignment:

- Secondary and postsecondary educators, employers, state agencies, non-profit organizations, and Nebraska Department of Education staff are wholly interested in doing what is right for students.
- There is a pervasive desire to work together and to learn from one another in the secondary and postsecondary systems.
- There are many good examples of partnerships between secondary schools and community/technical colleges.
- Postsecondary educators hold a service orientation to working with secondary schools. They see this as part of their mission and as a student recruitment strategy.
- Several colleges provide career guidance and advising through their work with secondary schools.
- There are many options available to students – advanced coursework, advising services, work-based learning, career fairs, company tours, and more.
- Stakeholders with influence on the system and the educators within the system are united in their interest for creating greater understanding of modern career and technical education and its benefits and value.

- Many employers and industry organizations are involved with local schools or colleges in a variety of ways.
- Career academies provide tremendous structure and focus for partnerships in a variety of student experiences. There is likely some opportunity for the state CTE office to share career academy models with schools and colleges for different geographic locations and school sizes.
- State CTE staff are experts with respected experience in secondary education.

Several gaps were identified in the current attempts at systems alignment:

- Though there are many good examples of partnership in place, limited bandwidth is available to expand these partnerships. With limited time for collaboration, educators are seeking guidance and support to make improvements.
- Though colleges make a variety of options available to secondary students, it is not always easy for them to identify clear pathways to reach their personal goals (or how to access the best fit for their interests). The student perspective should be considered more frequently and programs and their promotions be adjusted accordingly.
- Course standards/objectives and curriculum are mostly developed for secondary and postsecondary students independent of one another. Greater collaboration would strengthen students' experiences, make for smoother transitions between the systems, and keep programs in-step with industry expectations.
- Nearly every educator who was part of the project expressed (in some way) the limitations on their time. The state and its strategic partners can provide value by creating thoughtful, turn-key resources for use by districts, schools, counselors, and classroom teachers. Local control and decision making must be respected, but schools are seeking vision, leadership, and technical assistance to improve their programs.
- Logistical program elements like scheduling and transportation frequently step in the way of solutions for meaningful student experiences. State CTE staff can facilitate these challenges between secondary and postsecondary providers.
- State CTE staff largely do not have experience in or expertise for postsecondary education. Build and maintain strong networks and relationships with business and industry leaders, community college leaders, staff at the Nebraska Coordinating Commission for Postsecondary Education, state policy makers, and partner state agencies.
- The out-of-pocket cost for students to access dual credit courses through the community and technical colleges varies widely. A statewide program with uniform, reduced tuition should be considered.
- Dual credit courses are difficult for low income students to access. Expand the ACE scholarship.
- Understanding by high school students and their families around dual credit coursework (usefulness of credits, expectations for taking college courses, etc.) still exists. Additional guidance for students and parents would be appreciated.
- Secondary teachers view earning credentials to teach dual credit courses as a major hurdle, and often, not worth the work. Making access to required graduate-level courses available may create a smoother ramp to expanding dual credit course offerings in schools.

- Colleges are sometimes offering dual credit course options that duplicate large amounts of content from secondary CTE courses or offering credit options that do not directly apply to postsecondary program requirements. These practices should end. Focus should be placed on making entry-level courses that are required for program completion available as dual credit courses.
- Staff turnover at state agencies, school districts, industry organizations, and colleges all impact the shelf-life of partnerships. Retention of staff and documentation of partnerships is key to building a robust, aligned CTE system.
- Perkins consortiums often are based on a provider who can serve as a fiscal agent. To accelerate and maintain partnerships and program alignment, consortiums must provide both programmatic leadership and fiscal administration.
- The existing community college service areas make it difficult for high school students to readily access their interests or the best fit for their personal goals while they're in high school. Consideration should be given to policies that support high school students' learning and growth over system structures.

Recommendations to build on the positive aspects of alignment in the CTE system and to address gaps are listed below, especially as they apply to the Office of Career, Technical, and Adult Education. Staff could choose any of the elements noted in this section to give direction for their work on alignment as well.

Statewide Resources

In addition to the recommendations outlined in this report and the content-specific priorities noted in Appendices G-L, guides and resources were developed for use by staff in the Office of Career, Technical, and Adult Education from this early review of alignment. Each of the resources kept the project's ultimate goal in view: Improve the system so that each student has meaningful education experiences that allows him or her to smoothly transition from secondary to postsecondary education and, eventually, into the workforce.

- The **Middle School CTE Programs: Alignment in Career Education** presentation and guidance was drafted for school boards, school administrators, employers, community organizations, and CTE directors.
- Thirty-five **H3 Career Maps** were designed for students, parents, teacher advisors, and school counselors.
- **Facilities, Equipment, and Professional Development: A Guide for Secondary School Leaders** was written to advise anyone who makes decisions regarding the development, appointment, maintenance, growth, and evolution of CTE programs in Nebraska.
- **Theory of Action statements** were shared with staff to guide CTE staff in incorporating mechanisms to develop stronger alignment and improve students' transitions and readiness for further education and careers.

PROJECT FINDINGS

The conclusions and priorities developed through the alignment project are summarized in two sections: 1) Vision and 2) Actions.

Vision for an Aligned CTE System in Nebraska

The vision for alignment in the Nebraska CTE system came from the project's early stakeholder meeting. The group was tasked with analyzing and articulating areas in which the system must focus in order to best serve learners and employers. Their work is outlined below.

ALIGNED NEBRASKA CTE SYSTEM VISION:

Each Nebraska student will have meaningful career and technical education experiences. The public at-large will understand the value for both students and employers of high-quality career and technical education.

Over the next five years (in 2024), alignment between Nebraska's secondary and postsecondary CTE systems will be:

1. Intentional and seamless, with no duplication of content.
2. **Accessible** to each student, including workplace experiences and dual credit courses.
3. Incentivized for key economic and employer needs.

In that same time period, students who enroll in postsecondary coursework and programs will be **fully prepared for credit-bearing college coursework** in math and English.

Vision for Alignment

Each Nebraska student will have meaningful career and technical education experiences. The public at-large will understand the value for both students and employers of high-quality career & technical education.

The stakeholders who defined the vision for systems alignment discussed at length the need for the system to work for the benefit of students rather than the convenience of its administrators. The group challenged those who influence the CTE system in any way to continually look for ways to make programs and opportunities for learners, whether in the classroom, through a student organization, or at a job site, easy to access, navigate, and adapt from.

The visioning group reiterated the importance of removing barriers for the learners who are prepared and ready to accelerate through programs and to simultaneously provide supports for success for those who need additional guidance and coaching. The ultimate goal is that students find career paths of interest and gain meaningful experiences that help them prepare for education and careers in their futures.

In addition to the vision for an aligned CTE system, the group recognized the need for policy, strategies, and finances to support the vision. Some of the noted areas cross the administration of all CTE programs. Others can be addressed through programing in individual content areas. The group recognized that some of these areas are addressed in the state already and should be continued or strengthened; others may need to be established.

The strategies, practices, and policy impacts that cross administration of CTE programs at the state level include:

- Align to the State Board of Education's strategic plan: nebraskaeducationvision.com/about/.
- Communicate the vision and priorities for alignment with the Commissioner of Education, Governor, Legislature, school districts, colleges, and Perkins consortiums.
- Seek appropriate and necessary funding. Complete a cost benefit analysis for any funding request.
- Seek policies and funding that make dual credit consistently priced and affordable (rather than free) across the state for high school students. Pricing dual credit on a statewide, negotiated rate should consider the costs of required books, tools, and other items required for course taking.
- Equip students and/or families with the tools needed to confidently prepare for and access CTE programs, including dual credit courses.
- Develop a shared understanding of both sides of the education system - secondary and postsecondary – through common language and by continuing to build and nurture relationships.
- Structure and put to use sound data for the state CTE system.
- Create a common numbering system for community college courses to assist students and families with credit transferability.
- Build a needs assessment for students, families, and counselors to use in recognizing and fully understanding the expectations for enrolling in dual credit courses.

Several of the strategies, practices, and policy impacts are best fit through specific content-area programming. These items should be addressed through a combination of state and local efforts.

- Implement the full spectrum of workplace experiences (career awareness, exploration, and preparation), including registered apprenticeships.
- Align content in each career pathway to eliminate duplication between the middle school, high school, and postsecondary levels.
- Offer innovative delivery of CTE experiences through technology (ex. online learning and employer connections).

Actions for an Aligned CTE System in Nebraska

Actions for alignment in the Nebraska CTE system were developed through content-area meetings, insights from staff in the Office of Career, Technical, and Adult Education, and discussions with educators. These strategies are intended to provide staff direction for adjusting the priorities and services offered to better facilitate alignment among the CTE system.

The Nebraska Office of Career, Technical, and Adult Education's role is to create a dynamic, progressive environment through policy, trained educators, funding streams, and programs that enables each student to prepare for his/her future education and early career. At the foundation is a skilled staff that understands the needs and demands of business and industry, secondary education, and community colleges/technical colleges/universities.

To tee students up for success in this way (an end-in-mind approach), staff must:

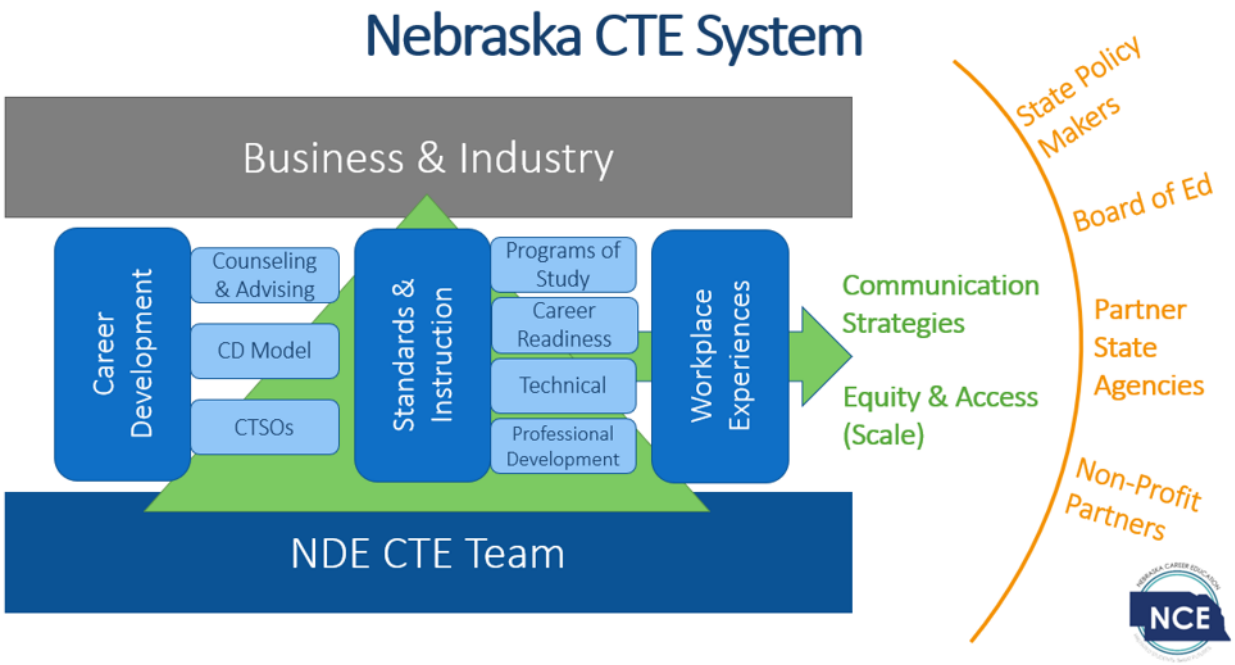
- Be purposeful in two-way communication with stakeholders and partners,

- Create routine opportunities for dialogue among partners,
- Ensure each student, without exception, has access to high-quality CTE programs, and
- Administer programs in three primary areas: 1) career development, 2) standards & instruction, and 3) workplace experiences.

The graphic below is a rough sketch to summarize a student focused, fully aligned CTE system. It is intended to simply illustrate the relationship between industry, key partners, and the CTE system while noting the major programmatic elements that should be considered when improving alignment.

The first layer of the sketch shows business and industry at the top of the system. The knowledge and skills employers require inform, directly and indirectly, the work of the Office of Career, Technical, and Adult Education and secondary and postsecondary educators (the NDE CTE Team). The green arrow beneath the programmatic elements notes the essential connection between the two. It also represents an approach saturated by strategic communication with partners in the CTE system (pictured in orange) and policy that creates equity and access to high-quality CTE programs for students.

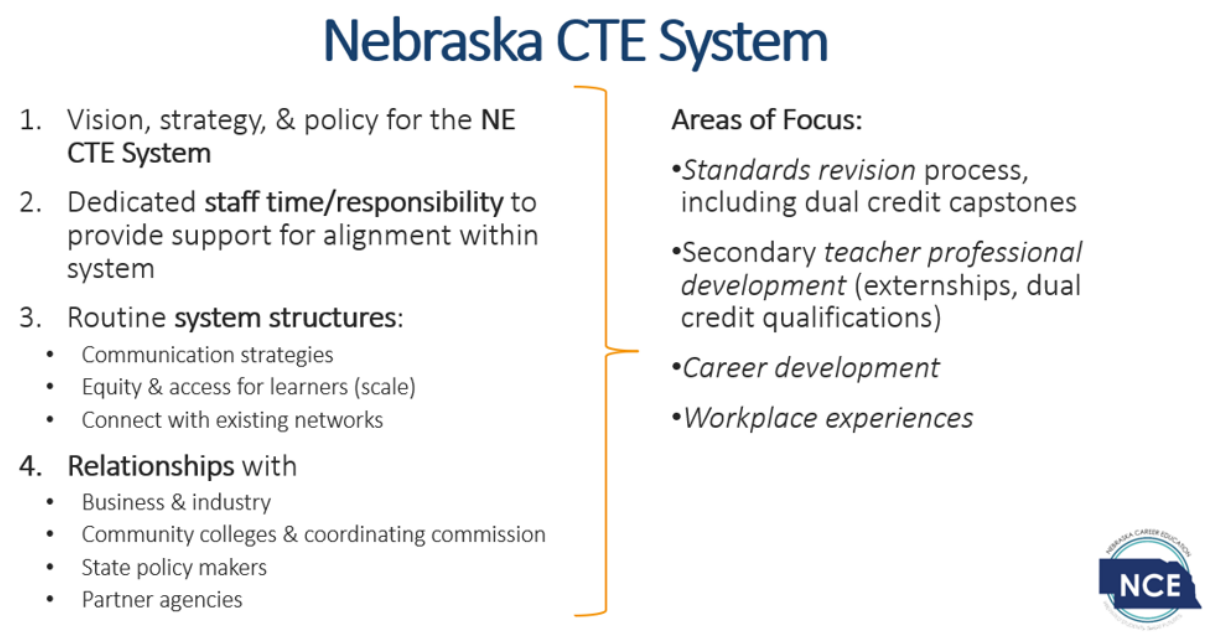
The top layer of the sketch, shown in shades of blue, highlights the major programmatic areas of the CTE system, inclusive of middle school, high school, and college. Each program has a role in ensuring the system is well-aligned and offers a student-centered experience. As priorities are set and decisions made for programs in the CTE system, guidance from employers should be sought, considered, and incorporated in age-appropriate ways.



RECOMMENDED ACTIONS – STATEWIDE THEMES FROM PROJECT FINDINGS:

The recommendations that follow are designed to assist the CTE office in developing stronger alignment and improving students' transitions and readiness for further education and careers. This section applies to the statewide CTE system. The next section highlights the findings in each content area.

The recommendations listed grant that staff time and expertise may be redirected and responsibilities shifted to more fully align elements of the CTE system. Staff in the Office of Career, Technical, and Adult Education are encouraged to consider these recommendations among all other realities and priorities, and adjust accordingly. Some of the actions and recommendations shared here may currently be addressed, partially or fully. The goal is to simply package options for developing strong alignment within the Nebraska CTE system from the learnings of the alignment project.



Recommendation 1:
Develop a **comprehensive vision** and its related strategies and policies for the Nebraska CTE system.

Staff and stakeholders alike can rally around a clear vision for Nebraska Career and Technical Education. From that vision come actionable strategies and policies focused on helping students succeed and changing misperceptions from the public. The vision should encompass the full spectrum of CTE, from 5th grade up through learners' transitions to the workforce. The vision and its strategies will allow the Office of Career, Technical, and Adult Education to leverage resources in intentional, strategic, and coordinated ways. The vision will also help to communicate and reinforce for staff, schools, colleges, and stakeholders where efforts should be invested to best serve students and the state's employers.

Recommendation 2:
Dedicate **staff time and responsibilities** to provide support for alignment within the system.

The current CTE staff largely has expertise and experience in the secondary education system. To maximize structural alignment in the broad system, learning and leveraging the language, priorities, and approaches of the postsecondary system will be critical to long-term relationship building and student success.

Secondary and postsecondary education must be viewed together as the primary customer of staff. Provide staff on-going opportunities to learn about both systems and build strong networks with educators in each level.

Recommendation 3:
Construct **routine system structures** for communicating among educators/partners, ensuring equity & access for learners, and orchestrating existing networks.

Two resounding messages from stakeholders through the project included variations on themes of **communication within the system** and **relationships with those who care about and influence CTE,** whether at the state or local level.

Stakeholders also emphasized the importance of each student having access to high-quality programs, across locations, gender, race, or economic status. Beyond early access, the system must be aligned to offer the supports each student needs to complete their program of study.

In addition to opening lines of communication within the traditional CTE system, communication should also extend to core academic areas so that, over time, students' CTE experiences are blurred with their academic learning and vice versa.

Where 'random acts of guidance' exist, students' access to advising and counseling can be made more accessible, convenient, and compelling. Multiple partnerships exist throughout Nebraska between colleges and high schools to provide career counseling and advisement. These opportunities must be expanded so that all students have quality advisement, helping them sort through critical life decisions.

Recommendation 4:
Build and maintain **relationships with key stakeholders** (business and industry; community colleges, technical colleges, and universities; state policy makers; and partner state agencies) to advance the system's vision, opportunities for learners, and development of skilled employees for business and industry.

State CTE systems are complex and multi-faceted. Both to construct and to adapt these systems requires the routine and frequent input and partnership by stakeholders. Education is part of Nebraska's larger workforce system. If the interests and needs of stakeholders aren't facilitated skillfully, CTE systems can exert a great deal of mis-informed energy in their attempt to prepare future professionals for the workforce. The Office of Career, Technical, and Adult Education should convene stakeholders and facilitate professional networks. Over time, foster relationships where they aren't as strong as desired, such as with legislators and the Governor.

The CTE office is well positioned to lead the alignment work, but does not have to take ownership for every aspect of this work. Existing business partners, education service units, state agencies, nonprofit organizations, schools, and educators are well positioned to assist the state in taking action on these recommendations. As an example, the Nebraska Coordinating Commission for Postsecondary Education conducted a study and recognized several needs surrounding offering an equitable, statewide dual credit program in 2011. More recently, the Department of Education studied dual credit and worked to advance more of the Commission's ideas on quality dual credit. Through both efforts, progress has been made, but additional opportunity exists.

Recommendation 5:
Use systemic processes to **shape and drive alignment** between secondary and postsecondary programs.

The scheduled standards revision process will allow each content area to consider alignment in career pathways through program and course standards, informed from the beginning by business and industry and other key partners. Appropriate dual credit capstone experiences can be incorporated in career pathways to make advanced course options available, no matter districts' regional community college partners or their physical location. Dual credit can be a flexible way to build relevant programs of study in rural areas. Program approval processes can be adjusted to recognize and incent alignment between secondary and postsecondary CTE.

Secondary teacher professional development can focus on specialized content acquisition. Teachers can also gain industry experience through short-term externships. Graduate-level coursework can be offered to build capacity in secondary teachers to teach dual credit courses in their high schools.

Age appropriate elements of career development should be woven into students' experiences throughout secondary and postsecondary CTE. Workplace experiences should serve as a catalyst for students as they navigate their college and career journey. Youth-based apprenticeships should be held up as a model for learners seeking to enter non-traditional careers.

Grant awards can be incented with requirements for alignment and partnerships with industry, state agencies, or key other stakeholders. Consortiums formed for program planning and fiscal management should be leveraged to drive aligned CTE programs that offer equitable access for all students.

RECOMMENDED ACTIONS – CONTENT AREA THEMES FROM PROJECT FINDINGS:

Stakeholder meetings were held from the Fall of 2018 through Spring of 2019 with stakeholders in each of the Nebraska CTE content areas:

- Agriculture, Food, and Natural Resources
- Business, Marketing, and Management
- Communications and Information Systems
- Health Sciences
- Human Sciences and Education
- Skilled and Technical Sciences

These meetings brought together a total of 79 professionals: secondary and postsecondary educators, community providers and non-profit agencies, state agency representatives, and business and industry professionals. The meetings served to begin and to foster relationships, conduct needs analysis for alignment specific to the content area, and identify priority strategies to move alignment forward in the content area.

In addition to the themes that emerged across all content areas (described in the recommendations above) priorities specific to each content area were identified through the stakeholder meetings. Details on those meetings and the resulting priorities are found in the Appendices:

- Appendix G: Agriculture, Food, and Natural Resources
- Appendix H: Business Education
- Appendix I: Computer Science
- Appendix J: Health Sciences

- Appendix K: Early Childhood Education
- Appendix L: Skilled and Technical Sciences

Each meeting hosted discussions on the topics bulleted here.

- **Indicators** of aligned CTE systems
- SOAR Analysis (**Strengths, Opportunities, Aspirations, and Results**) for alignment in the content area
- What an aligned CTE system **will look like** in five years
- **Priority work areas** for alignment in the content area

While the recommendations shared to this point in the report outline global recommendations for alignment in the Nebraska CTE system, the summaries found in Appendices G-L detail ideas for Career Field Specialists, secondary educators, postsecondary educators, and other engaged stakeholders to consider and take action on.

CONCLUSION

Innovative and responsive systems step back, assess, and adjust from time-to-time. This allows them to determine what must be addressed to a greater extent or through a different approach. The Nebraska Office of Career, Technical, and Adult Education's review of alignment in the CTE system was timely, broadly supported by stakeholders, and gleaned several options for staff to prioritize over the next five years.

To improve students' experiences and the long-term outcomes of the CTE system in Nebraska, staff is encouraged to

1. review the recommendations and supporting documents in the Appendices,
2. identify the actions (or iterations of the proposed actions) that will move alignment forward in significant ways,
3. craft realistic action plans for the identified priorities (stakeholders to involve, support for or opposition to the issue(s), strategies to address needs, timelines, budgets, etc.), and
4. work systematically through the action plans, adapting as necessary to meet the system's goals.

Nebraska Career and Technical Education has a long history of quality programming, innovative solutions to workforce education challenges, and strong outcomes for students and employers. As the next stage in the development and improvement of the Nebraska CTE system, prioritizing systems alignment and supporting employers and educators through programmatic development and implementation will both set a precedent for other states' and produce long-lasting, meaningful impacts for learners and businesses across the state.

APPENDICES

The resources that follow are key summaries of the work and convenings that took place throughout the alignment project. Reviewing these documents will provide deeper insights into the discussions and identified priorities by engaged stakeholders.

APPENDIX A: POSTSECONDARY SITE VISIT INTERVIEW PROTOCOL

Aligning Nebraska's Secondary and Postsecondary CTE Programs

COMMUNITY & TECHNICAL COLLEGE SITE VISIT AND INTERVIEW PROTOCOL

Introduction

As part of the Aligning Nebraska's Secondary and Postsecondary CTE Programs project, supported by Nebraska's Partnerships for Innovation, the project team from Vivayic will be conducting site visits to each of the state's community and technical colleges.

The site visits will provide insights into existing partnerships with high schools, including dual credit coursework, career counseling services, training provided to high school teachers, or other agreements. In addition, the visits will provide ample time for idea gathering and input on strengthening Nebraska's career education system and raising the value of postsecondary technical education in the state.

Overall project outcomes include:

1. Strengthen **program and course alignment** between Nebraska's secondary programs, community college/technical college programs, and applicable university programs.
2. Identify appropriate **dual credit offerings** in each program area and where they fit within the secondary and postsecondary sequence of courses.
3. Draft a guiding framework for the development of **aligned middle school standards** in Nebraska.
4. **Map H3 career pathway options** in each content area. Each map will identify specific career options with suggested secondary programs and courses students can pursue, dual credit courses that are available in each pathway, and the 2- and 4-year postsecondary programs available to students in the state. For each program offering, available delivery models will be identified.
5. **Align duplicated courses** at the community/technical colleges so that students can transfer credits easily throughout the state.
6. Facilitate **strategic planning** for Nebraska's Agriculture, Food, and Natural Resources programs.

Overview of Site Visit

SITE VISIT PARTICIPANTS:

Each site visit will last one to two hours and include interviews with

- chief academic officer (CAOs);
- dual enrollment or early college coordinator;
- agriculture and/or health program director, if available.

SITE VISIT OBJECTIVES:

- Introduce the project details and our role (customized to their knowledge of the project as possible) – focus on outcomes/benefits for the state
- Outline their roles (campus – CAOs, dual enrollment coordinator, department heads) in the project to reach those outcomes
- Describe the goal of the interview
- Share highlights of next steps (what will become of the information they share?)

DRAFT AGENDA

1. Introductions
2. Project Overview and Outcomes
3. Site Visit Overview and Objectives
4. Interview Questions

Interview Questions

Note: Prior to beginning the conversation, ask the participants if they are comfortable being recorded. Explain that the recording will allow us, Vivayic, to more accurately portray the best practices and ideas for improvement that they will be sharing. In addition, explain that the recording will only be used to create a transcript of the conversation and will not be shared with anyone beyond the project team. Offer to send the interviewees a copy of the transcript for their records.

BACKGROUND

1. Please introduce yourself and describe your position at this institution.
2. How long have you been in this position?
3. Please describe your involvement connecting aligning secondary and postsecondary CTE.

EXAMPLES OF ALIGNMENT

1. What is your current philosophy and approach for dual enrollment and alignment with secondary schools?
2. What partnerships do you have in place with high schools (dual credit coursework, career counseling services, training you provide high school teachers, or other agreements)?

3. What is it that you are doing with these alignments that make them successful; or, why should other colleges seek to replicate your work?
4. What is your interest/motivation to be part of this project? What value do you see in expanding alignment and dual enrollment efforts?
5. How are secondary students recruited into the aligned/dual enrollment program?
6. What types of support services and student retention strategies are necessary and/or offered to help secondary students complete the program, and who provides them? How are these efforts funded?
7. How do students benefit from participation in the aligned program?

OUTCOMES

How is success measured? What evidence determines effectiveness at the student, high school, and college level?

LESSONS LEARNED

1. What are the "must haves" that need to be in place for a successful program that connects secondary and postsecondary CTE programs?
2. In the spirit of partnerships and alignment with secondary schools, what have you tried that didn't work?
3. What does it take to build and sustain strong education-business partnerships?
4. What do you see as the greatest challenges/barriers to creating effective secondary and postsecondary alignments? *[Prompt: Were there challenges related to policy, legislative, administrative, or funding barriers?]*
5. What are the solutions to overcoming these barriers?
6. What would you like to try in the future? What opportunities do you see that will strengthen NE's career education system?
7. For the general public to appreciate the full value of postsecondary technical education in NE, what needs to happen?

APPENDIX B: SECONDARY EDUCATOR INTERVIEW PROTOCOL

Aligning Nebraska's Secondary and Postsecondary CTE Programs

SCHOOL DISTRICT INTERVIEWS

Introduction

As part of the Aligning Nebraska's Secondary and Postsecondary CTE Programs project, supported by Nebraska's Partnerships for Innovation, the project team from Vivayic will be conducting interviews with select middle and high school administrators and school counselors.

The interviews will provide insights into existing partnerships with 2-year public colleges in Nebraska, including dual credit coursework, career counseling services, training provided to high school teachers, or other agreements. In addition, the discussions will provide ample time for idea gathering and input on strengthening Nebraska's career education system and raising the value of technical education in the state.

Overall project outcomes include:

1. Strengthen **program and course alignment** between Nebraska's secondary programs, community college/technical college programs, and applicable university programs.
2. Identify appropriate **dual credit offerings** in each program area and where they fit within the secondary and postsecondary sequence of courses.
3. Draft a guiding framework for the development of **aligned middle school standards** in Nebraska.
4. **Map H3 career pathway options** in each content area. Each map will identify specific career options with suggested secondary programs and courses students can pursue, dual credit courses that are available in each pathway, and the 2- and 4-year postsecondary programs available to students in the state. For each program offering, available delivery models will be identified.
5. **Align duplicated courses** at the community/technical colleges so that students can transfer credits easily throughout the state.
6. Facilitate **strategic planning** for Nebraska's Agriculture, Food, and Natural Resources programs.

Interview Questions

BACKGROUND

1. Please introduce yourself and describe your position at your school.
2. How long have you been in this position?

ALIGNMENT

Administrators and Counselors

1. In what ways would you say that your school(s) is aligned to the community college in your service area or NCTA through Career and Technical Education programs? (i.e. dual credit course-work, career counseling services, training you provide high school teachers, or other agree-ments)? What is working with these programs? What is not?
2. In what ways are you not aligned where you would like to be?
3. How are students recruited into the aligned/dual enrollment CTE program?
4. What types of career guidance does your district provide students? What resources/support is provided by your postsecondary institution? What would you like for your postsecondary institution to provide?
5. How do you determine if a CTE dual enrollment opportunity will be of value to a student?
6. What types of support services and student retention strategies does the postsecondary institution provide your students?
7. How would you characterize the accessibility of CTE dual enrollment programs in your district? Across your service area? Across the state?

Administrators Only

1. When it comes to programs that are connected to a postsecondary program, how is the curriculum alignment and/or sequence determined? What do you like about that? How might the process be improved? *[If no curricular partnerships exist, ask if this is something of interest from the secondary level.]*
2. In what ways do your teachers connect or collaborate with postsecondary faculty?
3. How do your CTE programs involve postsecondary faculty/representatives in advisory committee meetings?

OUTCOMES

How do you measure the success of your alignments with your postsecondary institution? What evidence shows effectiveness at the student, high school, and college level?

LESSONS LEARNED

1. What are the "must haves" that need to be in place for a successful program that connects secondary and postsecondary CTE programs?
2. What do you see as the greatest challenges/barriers to creating effective secondary and postsecondary alignments? *[Prompt: Were there challenges related to policy, legislative, administrative, or funding barriers?]*
3. What are the solutions to overcoming these barriers?
4. What would you like to try in the future? What opportunities do you see that will strengthen NE's career education system?

APPENDIX C: NEBRASKA CTE SYSTEM ALIGNMENT SWOT ANALYSIS – APRIL 2018

STRENGTHS

- Strong secondary and postsecondary partnerships*
- Postsecondary service orientation
- Expansion of secondary CTE pathway choices
- College investment in K-12 Career Guidance
- Strong local flexibility
- Career Academies

WEAKNESSES

- Variance of practice across service areas
- Limited alignment of K-16 compentencies
- Lack of measures to drive student and system outcomes*
- Minimal advisory committee coordination*
- Secondary and postsecondary structures and policy variances (terms, instructor requirements, language, etc.)*

OPPORTUNITIES

- Business and industry interest
- Secondary CTE Instructor Professional Dev.
- Distance Learning Technology – ITV, NIVS, DL
- Student acceleration to certificate or degree

THREATS

- Business model sustainability
- Counselor and parent perception of community college pathways*
- Lack of a statewide approach
- Availability of qualified instructors*
- Varied student cost of tuition
- Transportation

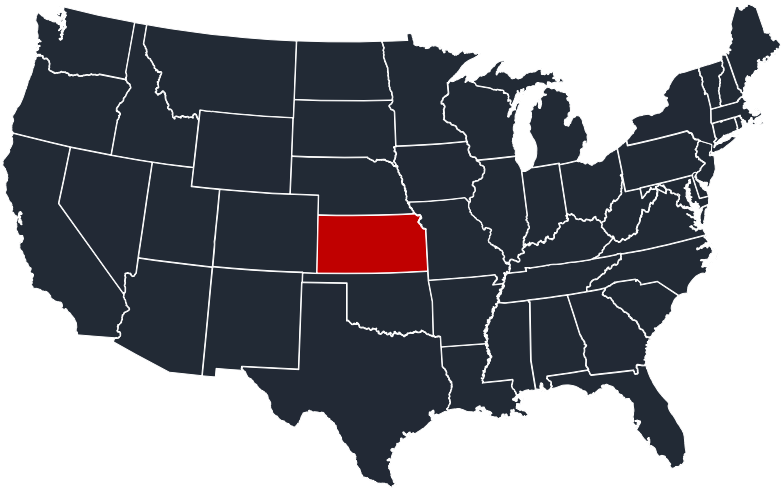
KEY

Black = Postsecondary
Red = Secondary
* = *both* secondary and postsecondary

APPENDIX D: PROMISING PRACTICES IN CTE ALIGNMENT

Best Practices across the US

Secondary to Postsecondary CTE Alignment

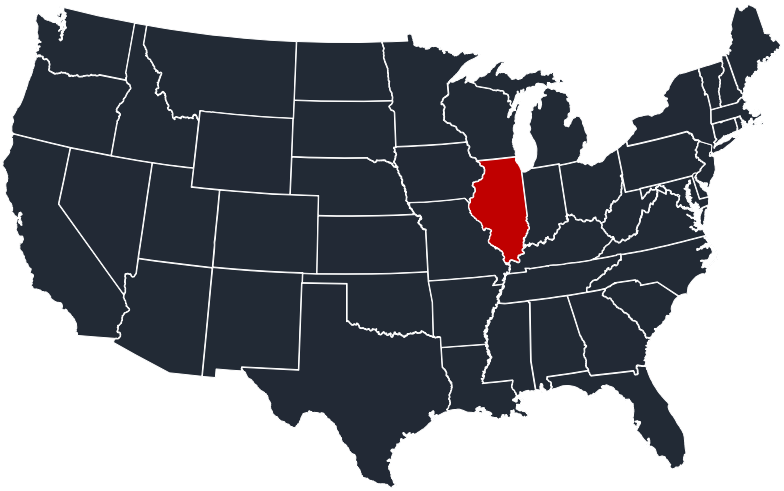


KANSAS

150 % *increase in CTE dual enrollment (2012-16)*

Best Practices across the US

Secondary to Postsecondary CTE Alignment

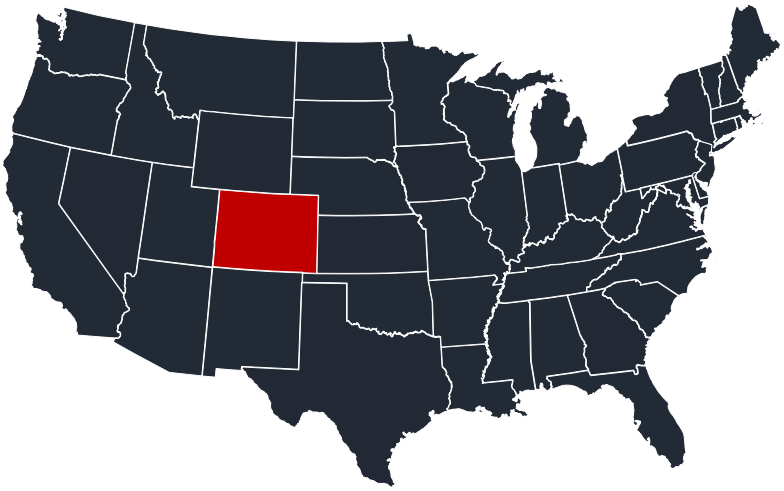


ILLINOIS

Created the ***Higher Education Commission on the Future of the Workforce***

Best Practices across the US

Secondary to Postsecondary CTE Alignment

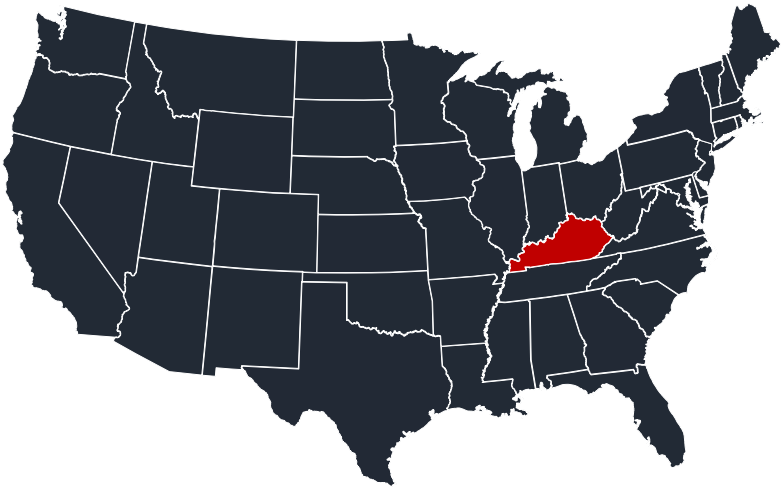


COLORADO

*Moved to **Common Course Numbering** throughout throughout their system.*

Best Practices across the US

Secondary to Postsecondary CTE Alignment



KENTUCKY

*Created the **adjunct certification process***

Alignment

OVERVIEW

Colorado has developed a **Common Course Numbering System** for all credit courses offered in the state's 15 community colleges and 3 technical colleges. The system was developed to facilitate ease in transfer for community college students from one community college to the other and from the community college to the four-year educational institutions, to improve program planning, to increase communication among all of the colleges, and to facilitate articulation arrangements from high schools to the community colleges. When the system was conceptualize, the intent was to standardize all degree and certificate programs.

However, the planning group soon learned, CTE programs must be driven by local workforce needs. The structure is course specific rather than program, department or discipline. The goal of the Common Course Numbering System is to establish consistency in course offerings across the state. Courses with common content carry the same prefix, number, title, credits, description and competencies. Each approved course contains a common course description, course learning outcomes and a topical outline. A statewide committee consisting of one transfer and one CTE faculty from each college review all new courses and proposed course changes, advise and make recommendation to the statewide vice presidents' leadership group on matters related to the common course numbering system. Faculty groups formed by prefix meet annually to review the curriculum and numbering system.

Idaho has improved on the Colorado model by creating technical program alignment between secondary CTE programs (both pathways and career specialties) and first semester courses offered at Idaho's technical and community colleges. The priority of this alignment process is to increase the matriculation of high school program concentrators into postsecondary like programs, in order that they might complete the postsecondary CTE program with a degree or industry credential. In 2014, Idaho CTE updated the standards and student learning outcomes for each secondary CTE program.

Each secondary program has a program-ending Technical Skills Assessment based on critical student learning outcomes. The second phase of this dynamic process included the collaboration of postsecondary institutions to determine the standards to be included in first semester postsecondary courses in order to create Advanced Opportunities and statewide credit transfer. Advanced Opportunities allow Idaho students to individualize their high school learning plan to get an early start on postsecondary options. These options include dual credit, technical competency credit, Advanced Placement, and International Baccalaureate programs. Postsecondary instructors determined which student learning outcomes meet the expectations of postsecondary program courses and are in the process of modifying courses to include common learning outcomes for statewide credit transfer.

BENEFITS

The alignment work completed in Colorado and Idaho facilitates transfer and articulation arrangements for secondary and community college students and ensure curriculum quality across each state. Comprehensive program alignment process is not a one and done implementation. The process for each technical program pathway is be approximately 3-4 years.

Emphasis should be placed on several foundational components: 1. Provide advanced learning opportunities for secondary concentrators enrolling in postsecondary programs; 2. Ensure those students enrolling are not repeating coursework already mastered; and 3. Confirm that students receiving credit are proven eligible through a comprehensive process of didactic and practical application assessments.

POLICY/PRACTICE IMPLICATION

The Colorado General Assembly passed legislation creating the Common Course Numbering System. To create a dynamic statewide alignment, every CTE program and community college must actively participate. Legislation may be required to ensure 100% compliance.

CONTACT

Colorado – Diane.Hegeman@cccs.edu

Idaho - steve.rayborn@cte.idaho.gov

Alignment

OVERVIEW

In 2015, the Illinois General Assembly passed H.J.R. 52, which directed the Board of Higher Education to establish a **Higher Education Commission on the Future of the Workforce,** to examine current and projected workforce needs, and identify partners to support efficient and effective delivery of postsecondary credential and degree programs aligned with regional workforce needs. The Community College System envisioned an overall statewide information gathering activity with the goal of achieving alignment between the community college system and the state's workforce development system in order to create a talent pipeline for all citizens of Illinois. The Illinois Community College Board collaborated with the state Department of Commerce and Economic Opportunity to facilitate 11 regional forums to identify potential strategies the community college could implement to enhance the alignment of its programs and services with the needs of employers in critical industry sectors, other partners in education and workforce and economic development agencies. Forum participants included secondary and postsecondary educators, workforce and economic development managers and staff, and employers.

The Forum Agenda Included:

- Overview of project and Regional Forum purpose and alignment goals
- Review of a regional environmental scan that provided critical baseline information about the region's economy, talent pipeline and status of the regional workforce
- Examination of critical community college related data for credit and non- credit education and training programs, secondary and postsecondary career and technical and adult education programs in the region
- Facilitated employer panel comprised of regional industry representatives who provided insight into company and industry immediate and long-term workforce priorities, needs and challenges
- Regional Forum participant engagement in one of three key breakout groups
    1. Employer Engagement
    2. Talent Development System Alignment
    3. Education System Alignment

BENEFITS

The outcome of the statewide forums was a set of recommendations and strategic initiatives the community college system.

Examples include:

- Use competency-based assessments, professional development, and employers as classroom mentors to improve skill levels and work readiness.
- Strengthen accountability through national industry assessments.
- Strengthen articulation through stable funding, expansion of transfer tools and development of an objective measure of transfer and acceptance of credits.
- Increase the number of postsecondary degrees in fields of critical skills shortages.

POLICY/PRACTICE IMPLICATION

Illinois was "pushed" to complete these important statewide conversations through the legislative process. Once completed the community college, State Board and Governor's Office were excited to see the regional outcomes. Each community college could complete a similar set of forums within their region as part of the first steps to an aligned talent pipeline.

ADDITIONAL INFORMATION

217-785-0123

Dual Credit

OVERVIEW

The **Montana Dual Credit Incentive Program** offers any public or recognized private high school educator teaching a concurrent enrollment class with at least four students receiving dual credit, a credit-for-credit coupon to cover tuition costs for a course offered at any public or tribal college in Montana. In other words, for every dual credit hour taught (based on a college credit hour) by a high school teacher, the Montana University System will provide a coupon for the same number of credits, covering the cost of tuition. Teachers can earn up to 24 credits over the life of the two-year pilot program. Coupons may be transferable to anyone, and are valid for resident graduate or undergraduate tuition.

BENEFITS

While the Montana Dual Credit Incentive Program is an effort to reward high school teachers for teaching dual credit (concurrent enrollment) courses, it did expand opportunities for high school CTE students to earn graduation credits and postsecondary/industry certification concurrently.

An additional benefit, shared was the ability for secondary CTE teachers to use the credit for credit vouchers to enroll in summer industry internship programs through the local community college.

POLICY/PRACTICE IMPLICATION

Montana has a single higher education system, which includes the public University, 4-year colleges and all community colleges. A directive from the Board of Regents easily initiated the

pilot program. States with multiple higher education governing boards would require action by the Coordinating Commission for Postsecondary Education.

ADDITIONAL INFORMATION

dualcredit@montana.edu

Dual Credit

OVERVIEW

South Texas College is a national leader in creating dual enrollment opportunities for secondary students. While many colleges focus on pathways to a bachelorette degree through dual enrollment, STC understands dual enrollment opportunities should be available to students interested in applied field careers. South Texas College began offering a unique opportunity for high school students in 2005. **The Dual Enrollment Academy Program** allows students to earn an associate degree at STC while they complete their high school graduation requirements. The Academies are full time, two-year programs designed for students entering the junior year in high school. Ninety-three percent of the students each a high school diploma and an associate degree concurrently. Currently, six different academies are offered:

- Medical Science Academy (Established in 2005)
- Engineering Academy (Established in 2006)
- Computer Science Academy (Established in 2010)
- Criminal Justice Academy (Established in 2012)
- Welding (Summer 2012)
- Business Administration Academy (Established in 2017)

In addition to the Dual Enrollment Academy Program, the college provides workforce development instruction to high school students through its **Contract Instruction Program.** This program allows high school students the opportunity to enroll in postsecondary technical courses. Different from traditional dual enrollment programs where students receive both high school and college credits, the program places earned credits in escrow. The Registrar officially transcripts the course grades when the student enrolls at the college and successfully completes six hours.

BENEFITS

Dual enrollment programs often focus on high-achieving students, but as the South Texas programs validates, CTE dual enrollment is beneficial in promoting academic rigor and easing the high school to college transition for students with average GPA's and an interest in technical careers. An examination of Florida's program found that dual enrollment is positively associated with the likelihood that students will continue to succeed.

Students who participated in CTE dual enrollment in high school had significantly higher cumulative college GPAs three years after high school graduation than did their peers who did not participate in dual enrollment programs, and they had also earned more college credits (indicating progress toward a degree) than non-participating peers. Florida researchers concluded that male and low-income students seem to glean a particularly strong benefit from the dual enrollment programs, while, on some measures, students with lower high school grades benefit more than students with higher grades.

POLICY/PRACTICE IMPLICATION

The Nebraska Dual Enrollment Standards, which serve as guidelines but do not have the force of law, do not provide any provision for CTE dual enrollment programs. The addition of guidance is important to expanding innovative postsecondary options for students.

ADDITIONAL INFORMATION

mramos17@southtexascollege.edu

Career Counseling

OVERVIEW

One of the most important things that any high school graduate needs to learn is how to qualify for and succeed at their first job. Having an opportunity to explore many opportunities within a single career cluster is also helpful in developing an individual's personalized career pathway.

In Grand Junction, Colorado, the Chamber of Commerce, the Mesa County Workforce Center and Mesa County Valley school district collaborated to implement the Hire Me First program for juniors and seniors who are in a designated career pathway. The **Hire Me First Program** is a career exploration program that includes workplace skill development, career assessments and job immersion. Students that successfully complete the program are given priority when it comes to applying for work with a participating employer.

A one semester course is offered at the Mesa County Workforce Center. Components of the class include ACT WorkKeys Assessments and completion of a cover letter, resume, and mock interview for a position in the student's area of interest. Each student is matched with a local employer for Job Shadow opportunities. Job Shadow opportunities allow students to explore up to six different careers in a single cluster. At the completion of the 16-week class, students will "graduate" with a "Hire Me First" certificate that they can presented to employers during job interviews.

BENEFITS

Comprehensive guidance and counseling programs consist of subject matter and related techniques and methods organized to facilitate the academic, career, and personal/social development of all students. The reality is that workload of high school counselors and CTE teachers is often too great to provide a comprehensive program to all students. The Hire Me First program partnership allows students in Mesa County Colorado to receive an intensive 16-week career exploration program provided by qualified career guidance professionals. At little cost to the district, the program graduates understand their own career interests, preferences, goals and career requirements. They have perspective regarding the pathways available to them and the time, effort and experience necessary to pursue their chosen career.

POLICY/PRACTICE IMPLICATION

Successful implementation of a similar program does not require statewide policy revisions. However, district policy/procedures and graduation requirements may need to be reviewed to allow graduation credit for the course.

ADDITIONAL INFORMATION

Terri@gjchamber.org

970-263-2916

Teacher Professional Development

OVERVIEW

Recruiting and retaining qualified career and technical teachers is critical to the success of all CTE programs. While decisions related to recruiting, hiring and developing competent teachers are generally made at the local level; many states have discovered that a *statewide-shared responsibility* approach provides a greater return on investment.

Missouri has designed and implemented the **New Teacher Institute and Mentorship Program** to provide quality real-time professional development and support to CTE teachers. New secondary and postsecondary CTE educators (protégés) attend a four- day summer program. Participants are matched with five to seven career cluster peers and one experienced master teacher. Master teachers, who lead the Institute, must have five years teaching experience in a CTE subject-like classroom. The mentorship continues for two years at which point the teachers receive full state teacher certification. The state Department of Elementary and Secondary Education recruits and provides mentor training during the annual Association for Career and Technical Education summer conference. Mentors receive $500 annually and each protégé's district receives $200 to cover travel and classroom substitutes.

Kentucky offers "industry experts" the ability to teach in career and technical programs while maintaining their full or part-time industry position. Created in 1984 by the Kentucky Education Professional Standards Board, the **adjunct certification program,** allows CTE secondary teachers the ability to teach while maintaining a relationship with business and industry. While many states are using some form of alternative certification, this program allows districts to list the adjunct teacher as the teacher of record and to negotiate the teaching schedule in partnership with the industry partner. A required **summer boot camp** prepares the industry experts for teaching at the secondary level.

BENEFITS

The New Teacher Institute and Mentorship Program and the summer Boot Camp are examples of Professional Learning Communities (PLC). PLC's provide an on-going body of support for new teachers who may feel isolated in a district where they are the only CTE teacher in a career cluster. These groups are collaborative and reflective; they utilize the experiences of each member, as well as the mentor, to continually promote the integration of new techniques and ideas into the classroom.

The PLC concept provides positive benefits in Six important ways:

- Improved Student Achievement
- Increases Teacher Retention
- Builds Novice Teacher Confidence and Credibility More Quickly
- Ensures Statewide Quality Professional Development
- Demonstrates Value and Expertise of Experienced CTE Teachers
- Provides Collaborative Community for Novice Teachers

POLICY/PRACTICE IMPLICATION

State Board of Education policy or legislative statute should require the development of the New Teacher Institute and Mentorship Professional Development Institute. While a search for mandated CTE training did not result in a best model, following policy related to statewide AP teacher training

seemed to align with the goals and objectives of a CTE training program. Statute should provide that the purpose of the CTE teacher-training program is to provide access to quality CTE pathways for all students by providing common cluster focused training for all high school CTE educators in the state. Statute should direct the department to promulgate rules, regulations and procedures necessary for the implementation of the CTE Teacher Professional Development Institute. Statute should provide that if insufficient funds are not appropriated to provide funding for all eligible school entities, the department must prioritize funding of eligible school entities based on a pre-designed school district need matrix (CTE enrollment, small, rural district with single teacher in cluster). The training requirement for either part-time industry experts or all novice CTE educators must align with the state's teacher certification rules.

ADDITIONAL INFORMATION

Career Education

573-751-3500

webreplyvae@dese.mo.gov

Teacher Professional Development

OVERVIEW

Providing ongoing professional development to meet the needs of experienced CTE teachers can be difficult for small districts. Limited professional funds make individually designed activities more difficult especially when travel is required.

School districts in Georgia collaborated to create the **Career, Technical and Agricultural Education Resource Network (CTAERN).** The unique non-profit organization was established to strengthen and support Career, Technical, and Agricultural Education (CTAE) initiatives. However, the consortium mission expanded to provide exemplary professional development activities to meet the instructional career development needs and resources for educators in each career cluster. CTAERN provides professional development through in-person workshops, webinars, full- unit lesson plans and foundation skills activities.

CTAERN membership includes all school systems in Georgia. CTAERN is funded by federal Carl D. Perkins Career and Technical Education Act funds that are allocated through school systems' individual CTAE Perkins Professional Development Grants.

BENEFITS

Collaborating to provide professional develop, allows each member district to provide quality, cost effective training to meet the diverse needs of CTE educators across the state. The webinar component provides convenient on-demand economical training as the need for travel and date specific scheduling are eliminated.

POLICY/PRACTICE IMPLICATION

There is no reason for a legislative mandate to form a similar consortium. In Georgia, the Career Technical and Agriculture Education professional association provided leadership in forming the nonprofit organization.

ADDITIONAL INFORMATION

hotline@ctaern.org

866-454-2823

APPENDIX E: VISION FOR ALIGNMENT IN NEBRASKA CAREER AND TECHNICAL EDUCATION SYSTEM

Nebraska Career Education Alignment Project

Project Outcomes

- Strengthen **program and course alignment**
- Identify appropriate **dual credit offerings** in each content area
- Draft guiding framework for the development of **aligned middle school standards**
- **Map H3 career pathway options** in each content area
- **Align duplicated courses** at the community/technical colleges
- Facilitate **strategic planning** for AFNR

2

Project Deliverables

3

4/30/18 Stakeholder Definition Meeting

All Nebraska students will have meaningful career education experiences.

4/30/18 Stakeholder Definition Meeting

The general mindset and culture around Career Education will recognize the value for all students and employers in Nebraska.

In 2023, alignment between Nebraska's secondary and postsecondary systems will be…

- Intentional and seamless, with no duplication of content
- Students are prepared for credit-bearing college coursework
- Accessible by all students with an interest in dual credit and work-based learning
- Incentivized for key economic and employer needs

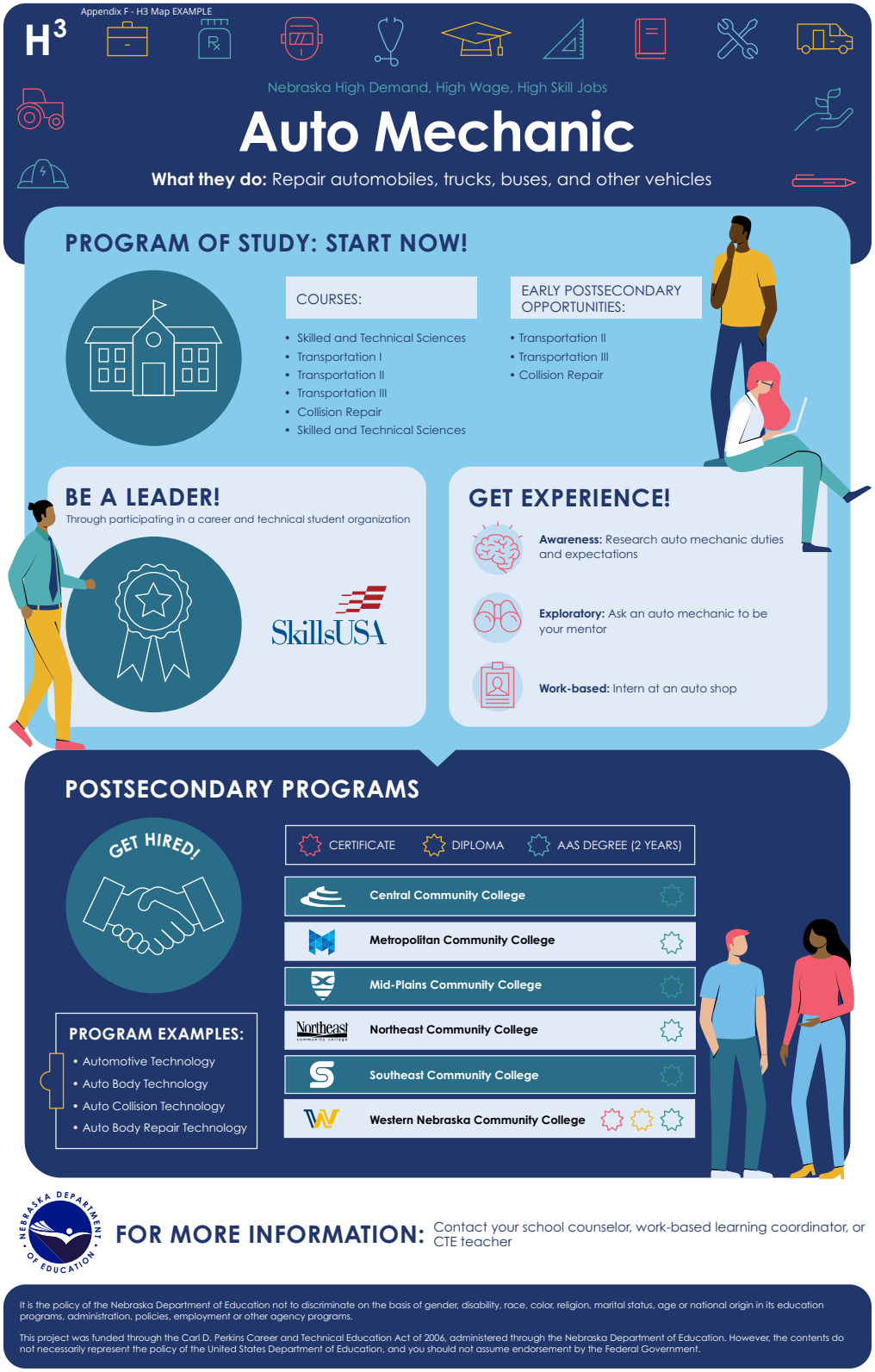
Priority Strategies, Practices, Tactics & Policies – Initial Ideas

- State Board goals – align to their strategic plan (2020 dual credit, 2026 AP, dual credit, certification) – Gov & Leg policy and funding
- Start with Commissioner, Governor & Legislature (funding proposals)
- Affordable dual credit rather than free – more equitable cost per credit – consider books, tools, etc. costs during course taking
- Incent schools and/or families – ex. industry/workforce liaison between schools and business
- Common language/terminology for this project. Put to use. Develop shared understanding of both systems.
- Sound CTE data
- Make dual credit understandable
- Common numbering system between CC's
- Needs assessments for dual credit expectations
- Cost benefit analysis for funding any priority

Priority Strategies, Practices, Tactics & Policies – Initial Ideas

- WBL – full spectrum, including registered apprenticeships
- Content alignment to eliminate duplication
- Technology for online learning and WBL connections.
- Support for secondary students to navigate dual credit expectations.
- Shared resources regionally among secondary and postsecondary
- Access (transportation, online, funding to support that)
- Start early with students; include industry in the classroom
- Encourage SMART dual credit – does it fit in students' future plans?
- Celebrate Career Education to change culture/mindset – signing day, student success stories
- Build relationships with business/industry in community
- Leverage existing resources (ex. Workforce partners at DOL) for a systems approach
- Existing measures of success to support funding/policy requests. What should be measured?

APPENDIX F:
H3 CAREER MAP EXAMPLE



APPENDIX G: CAREER FIELD STAKEHOLDER MEETING: AGRICULTURE, FOOD, & NATURAL RESOURCES

Nebraska AFNR Stakeholder Meeting February 1, 2019

GOAL FOR DAY (FOCUS ON WHAT, NOT HOW)

Make students' transitions between secondary and post-secondary more smooth by identifying:

- Alignment Opportunities
- Work Plans
- Key Metrics

ATTENDEES

1. Tina Smith, University of Nebraska's College of Technical Agriculture
2. Tom Hofmann, High Plains Community Schools, NVAF
3. Ann Dvorak, Rock County High School, NAEA
4. Stacey Agnew, Nebraska FFA Foundation
5. Brent Nollette, Valentine High School
6. Lex Larsen, Western Nebraska Community College
7. Mike Roeber, Northeast Community College
8. Matt Habrock, LandMark Implement
9. Kris Spath, Waverly High School
10. Amy Tomlinson, NDE
11. Krystl Knabe, NDE

SIGNALS – INDICATORS OF AN ALIGNED SYSTEM

- Industry is at the table and allowed to give guidance and direction
- Dual credit doesn't replace secondary coursework, but serves to transition and launch postsecondary programs
- Qualified instructors 1. Retention, 2. Ongoing professional development and support, 3. Communication between systems
- Informed educators, parents, and students Transparent paths = navigable with few hurdles High quality instructional materials
- All education paths are valued Students succeed = Prepared

2024 – WHAT AN ALIGNED SYSTEM WILL LOOK LIKE

Career guidance

- Counselors
- Coursework
- Experiences
- Career readiness

Teacher development – externships

Standards/program development

- Industry-aligned
- Capstones
- Dual credit

NE AFNR Alignment Goals:

1. Standards:
    a. Technical
    b. Academic
    c. Career Readiness
2. Courses
    a. Little duplication
    b. Introductory to advanced to specialized
        i. Secondary program of study
        ii. Capstone
        iii. Dual credit
        iv. Postsecondary
    c. Industry – Programs reflect needs and realities of education systems
3. Career development to make informed decisions
    a. Awareness
    b. Exploration
    c. Experience

SOAR ANALYSIS RESULTS

STRENGTHS

1. Ag academies – work and can be built on
2. All postsecondary institutes have strengths. Need to capitalize on marketing these to students!

3. Student-focused programs
    a. Large number of opportunities to meet needs of students
    b. Cater to our students' interests regardless of what our strengths are
    c. Relationships with students
    d. Proud of students
4. Dual credit – build on what's already working
5. Willing to adapt
6. Culture
    a. Make people better through relationships
    b. More opportunity
    c. Teachers care and are invested in profession, community and students. Need to help new teachers make that connection to community.
    d. Build on communication

OPPORTUNITIES

1. Involve all stakeholders – counselors and administrators
2. Experiences and resources
    a. Database of virtual field trips and experiences for all students to have access
    b. Develop assessments and resources for career exploration
    c. Experiences include career readiness skills and exposure to hard skills (industry skills)
3. Delivery Models
    a. Career academies
    b. There are a ton of opportunities to still grow in larger schools. Define a job in ag teaching to broad, so many careers to prepare students for.
    c. Summer classes to do dual credit that offer more skills during the summer.
4. Mesh Generations within Profession: Young instructors willingness to cooperate with other instructors
5. Future/Forecasting: How we prepare kids for jobs that don't exist. Do we have the resources in the classroom to do everything they need to do?
6. What would an externships locally look like?
7. Move forward together:
    a. Open dialogue to promote what we're about
    b. Leverage buy-in
    c. Support one another
    d. Stop competing

   e. Focus on education (back to basics)
   f. Need for continued adaptation
   g. Have conversations on alignment and making it better for students

ASPIRATIONS

1. Make CTE great again!
   a. Treat college readiness same as athletics
   b. Get school counselors on board with alignment between systems
   c. Supportive, understanding administrators
2. Student success
   a. Individual success
   b. What is best for the student?
3. Flexible pathways
   a. Customized educational paths
   b. Pathway for non-college students
   c. Continued education/life-long learning
4. Diverse experiences
5. Consistency in programs and leveraging resources
   a. Local classrooms have technical resources/facilities or a local industry partnership

RESULTS

1. Teacher retention
2. Students have less college debt
3. Graduate outcomes
   a. Job placement
   b. Students are employable
   c. Are we retaining students for careers in NE? Are they staying?
4. Satisfaction
   a. Post-graduation surveys
   b. Satisfied, well-prepared students
   c. Understand what success looks like for each student
   d. Meet student goals
   e. Students find career paths that they're successful in

5. Well-equipped
    a. Have students think critically, problem solve, and be team players
    b. Have good communication and integrate technology
6. Local/Global Balance
    a. We need to have courses that are broad and so students have flexibility in their career paths
    b. Have classes that discuss local and global agriculture
7. Seamless and any dual credit they have in CTE will be useful in completion of a degree

WORK PLANS: AREAS OF FOCUS

1. Teacher Development/Externships
2. Standards and Program Development
3. Career Guidance

APPENDIX H: CAREER FIELD STAKEHOLDER MEETING: BUSINESS EDUCATION

Alignment in Secondary & Postsecondary Career Education Nebraska Business Education Stakeholder Meeting Wednesday, January 16, 2019

GOAL FOR DAY (FOCUS ON WHAT, NOT HOW)

Make students' transitions between secondary and post-secondary smoother by identifying:

- Alignment Opportunities
- Work Plans
- Key Metrics

ATTENDEES

1. Richard Baier – Nebraska Bankers Association: Business or Industry Representative
2. Jean Condon – Mid-Plains Community College: Postsecondary CTE; Teacher/Faculty
3. Jennifer Davidson – Nebraska Council on Economic Education: Teacher/Faculty; Parent
4. Dawn Friedrich – Wausa Public Schools: Secondary CTE; Teacher/Faculty; Career Advisor; Parent
5. Jacqui Garrison – Nebraska Department of Education: Secondary CTE; Postsecondary CTE
6. Ally Gilin – Papillion La Vista South, Nebraska DECA: Secondary CTE; Teacher/Faculty
7. DeLayne Havlovic – Omaha Public Schools: Secondary CTE; Teacher/Faculty; School Leader/Administrator; Instructional Support Personnel; Parent
8. Josh Hinrichs – Lincoln Public Schools, Lincoln Southwest High School: Secondary CTE; Teacher/Faculty; Student
9. Julie Hippen – Lincoln Public Schools: Secondary CTE; Teacher/Faculty; School Leader/Administrator; Instructional Support Personnel
10. Roxann Holliday – Central Community College: School Leader/Administrator
11. Bradley Keasling – Central Community College, Grand Island: Postsecondary CTE; School Leader/Administrator; Parent; Student
12. Shawna Koger – Arlington Public Schools: Secondary CTE; Teacher/Faculty; Parent
13. Diane Reiners – Millard Public Schools: Secondary CTE; School Leader/Administrator; Instructional Support Personnel
14. Jamie Robinson – Millard Public Schools: Secondary CTE; Teacher/Faculty
15. Melissa Schram – Millard Public Schools, Millard West High School: Secondary CTE

16. Jacob Shaffer – Elmwood-Murdock High School: Secondary CTE; Teacher/Faculty
17. Debra Stroh – Gibbon High School: Secondary CTE; Teacher/Faculty; Parent; Student

SIGNALS – INDICATORS OF AN ALIGNED SYSTEM

- Aligning to business & industry needs
- Clear and purposeful career pathways (from secondary to post-secondary)
- Improve career readiness
- Key/appropriate stakeholder engaged
- Less frustrated parents regarding dual credit Leverage partnerships
- Metrics for what education can do for business & industry
- More business & industry input
- More engaged parents
- Schools broaden perspectives and opportunities
- Single class mastery (students not duplicating classes)

SOAR ANALYSIS RESULTS

STRENGTHS

1. Stakeholder Engagement
    a. Collaboration
    b. Communication between secondary and post-secondary (but we still have work to do)
    c. CTSOs (FBLA, DECA)
    d. Leverage Partners
2. Dedicated Instructors
    a. Passion & Dedication
3. High Quality Content Curriculum and Program Standards
    a. Content
    b. Curriculum – standard alignment to curriculum
    c. Dual credit
    d. Measurement & assessment (bot secondary and post-secondary)

OPPORTUNITIES

1. Targeted Stakeholder Engagement
    a. Creativity and engagement
    b. Having all stakeholders (4-year representative) speak at the same table

   c. High school involvement in post-secondary advisory boards
2. Increased and Intentional Business & Industry (B&I) Input and Involvement
   a. Input from industry
   b. More industry connections in schools
3. Application of Transferrable Skills (Core and Work Readiness Skills)
   a. Open educational resources will be developed
   b. Soft Skills – disconnection between what's taught and what's applied Structure to embed students in collaboration & career readiness skills in secondary and post-secondary
   c. Transfer of core skills to career ready skills
4. Communicating Expectations
   a. Pathway knowledge beyond secondary
5. Professional Development
   a. Get colleagues to participate professionally
   b. New teacher support
   c. Professional development: secondary to post-secondary; post-secondary to secondary
6. Dual Credit and Dual Enrollment
   a. Dual credit/online
7. Credentialing
   a. No post-its; added during discussion of Opportunities

ASPIRATIONS

1. Workplace Experiences
   a. Grant money for unpaid internships
   b. Internships become work-based learning experiences & marketing work- based learning to industry
   c. Real world opportunities and learning Student apprenticeships
   d. Work experience for all
   e. Work-based learning opportunities
   f. Workplace learning entities at schools like counseling center (task for ESUs?)
2. Transition to Post-Secondary
   a. Seamless transition from secondary to post-secondary and from/to work
   b. Secondary to 2-year institutions; doesn't have to be 4-year
3. Instructor Professional Development and Recruitment
   a. Dual enrollment teacher qualification (are they equal across?)

   b. Increased rigor for teacher certification and higher salary
   c. Relevant coursework through improved advising
   d. Teacher shortage
4. Improved Perception
   a. Returning a status of professionalism to teachers
5. Increased Stakeholder Involvement
   a. More people here including 4-year career services

RESULTS

1. Prepared Workforce
   a. Get students to H3 (they are prepared)
   b. Positive feedback from industry
2. College and Career Ready
   a. No post-its; added during discussion of Results
3. Student Plans (Personalized)
   a. Adapting curriculum timelines
   b. Dialogue
   c. Less student loan debt

2024 – WHAT AN ALIGNED SYSTEM WILL LOOK LIKE

1. More public awareness regarding 4-year program options and 2-year options
2. Relevant workplace experiences for all students
3. Students have personalized plan and follows them
4. System has multiple on-ramps and off-ramps

WORKPLANS: AREAS OF FOCUS

1. Dual Credit/Credentialing
2. Program & Content Alignment
3. Teacher Professional Development/Qualifications
4. Work-Based Learning

APPENDIX I: CAREER FIELD STAKEHOLDER MEETING: COMPUTER SCIENCE

Alignment in Secondary & Postsecondary Career Education Nebraska Business Education Stakeholder Meeting Wednesday, January 16, 2019

GOAL FOR DAY (FOCUS ON WHAT, NOT HOW)

Make students' transitions between secondary and post-secondary smoother by identifying:

- Alignment Opportunities
- Work Plans
- Key Metrics

ATTENDEES

1. Tennille Allison – Kearney High School: Secondary CTE; Teacher/Faculty
2. Derek Babb – Omaha Public Schools, Omaha North High School: Secondary CTE; Teacher/Faculty
3. Jean Condon – Mid-Plains Community College: Postsecondary CTE; Teacher/Faculty
4. Scott Fox – Grand Island Public Schools: Secondary CTE; Teacher/Faculty; School Leader/Administrator
5. Sherri Harms – University of Nebraska-Kearney: Postsecondary CTE; Adult CTE; Teacher/Faculty; School Leader/Administrator; Career Advisor; Parent
6. DeLayne Havlovic – Omaha Public Schools: Secondary CTE; Teacher/Faculty; School Leader/Administrator; Instructional Support Personnel; Parent
7. Julie Hippen – Lincoln Public Schools: Secondary CTE; School Leader/Administrator; Instructional Support Personnel
8. Roxann Holliday – Central Community College: School Leader/Administrator
9. Kyleigh Lewis – Dorchester High School: Secondary CTE; Teacher/Faculty
10. Jayson McCune – Metropolitan Community College: Post-secondary CTE; Adult CTE; Parent
11. Glenn Pasho – Southeast Community College: Post-secondary CTE; School Leader/Administrator
12. Diane Reiners – Millard Public Schools: Secondary CTE; School Leader/Administrator; Instructional Support Personnel
13. Hugh Schuett – Metropolitan Community College: Post-secondary CTE; Teacher/Faculty; Parent
14. Kristeen Shabram – Westside Middle School: Secondary CTE; Teacher/Faculty; Parent
15. Matt Stansberry – P2T: Secondary CTE; Teacher/Faculty

16. Shawn Tillotson – Northeast Community College: Teacher/Faculty; School Leader/Administrator
17. Ramsey Young – Millard Public Schools: Teacher/Faculty

WHAT WE LOOK LIKE NOW

WORKING WELL

- Communication (secondary and post-secondary)
- Conversations about what is needed
- Have successful models that work
- Lots going in with individuality in the state
- Lots of autonomy (also Needs Improvement)
- Multiple priorities for curriculum, outside voices (also Needs Improvement)
- Strong business and industry opportunities
- Strong post-secondary opportunities

NEEDS IMPROVEMENT

- Broad computer science focus with fear of narrowing focus
- Local control
- Lots of autonomy (also Working Well)
- Lots of misinformation about what career involves
- Multiple priorities for curriculum, outside voices (also Working Well)
- Not aligned with core content
- Not recognized nationally
- Resources available for computer science
- Standards implementation
- Too inclusive of “computer science”
- Training and professional development of university faculty to train teachers about needs

SIGNALS – INDICATORS OF AN ALIGNED SYSTEM

- Expanded Work-Based Learning continuum in IT
- High school computer science programs offered
- High school students aware of career needs/options
- High school students prepared for credit courses Increased dual enrollment
- Increased number of successful completers
- Increased numbers of schools offering computer science

- K-12 initiative for computer science/IT (bench marks) lead to informed high school career pathway opportunities
- Qualified instructors
- Student retention in Nebraska from secondary to post-secondary
- Sustainability of computer science programs after teachers have left; "institutionalize" computer science into schools

SOAR ANALYSIS RESULTS

STRENGTHS

1. Communication
    a. Communication and involvement: NDE, secondary, post-secondary
    b. Communication is good and gaining momentum between secondary and post-secondary
2. Professional Development
    a. Professional development
    b. State universities are invested in K-12 (secondary education and professional development)
    c. Support for teachers/faculty
3. Emerging Pedagogy
    a. A great idea to have a focused set of standards for state
    b. Endorsement program (revised courses)
    c. Increase computer science knowledge
4. Best Practices
    a. Code.org training
    b. Exposing districts to computer science
    c. Kent Stein (LPS) model (elementary, middle school, high school); "Pieces of Success"
    d. We can build on districts or schools that have effective computer science models
    e. We value computer science education and everyone provides it in the same shape or form (hour of code; code.org; bootcamp)
5. Business & Industry Buy-in and Demand
    a. No post-its; added during discussion of Strengths

OPPORTUNITIES

1. Teacher Qualification
    a. Bachelor of Science people » Master of Science in Computer Science/Information Technology education
    b. Communicate university Computer Science/Information Technology certification opportunities (ex. UNK online program)

   c. Getting non-Computer Science endorsed teachers the resources they need
   d. Make it easer for teachers to teach Computer Science
   e. More opportunities for Computer Science training as professional development
   f. More pathways to supplemental endorsements and professional development
   g. Recruit more teachers into BMIT/IT
2. Instructional Materials
   a. Resources available for instructors to be able to teach all/part of a Computer Science course
3. Branding (Availability, Access, Equity)
   a. Bring groups of students together from different backgrounds (race, gender, socio-economic) and help them find a connection to Computer Science/Information Technology
   b. Buy-in from all stakeholders is growing
   c. Sell Computer Science better to students, parents, staff and board
4. Business & Industry Engagement (Workforce Development)
   a. Industry workforce demand
   b. Need is there (jobs) » need pipeline
5. Dual Credit
   a. Dual credit
6. Sustainability
   a. Develop a plan to have the courses continue on when an instructor leaves
   b. Momentum to work together along the entire K-16 pipeline
7. Standardization
   a. Open mindset to align plans and “beat the movement”
8. Instructional Methods
   a. No post-its; added during discussion of Opportunities

ASPIRATIONS

1. Workforce Development Trends
   a. A student’s experience would include industry
   b. Educated on various Computer Science jobs
   c. Keeping pace with technology change and workforce demands
   d. Keeping students local and within the state
2. Sustainability
   a. Fundable (Omaha Business Foundation OPS; why not a bit pot for all?)
   b. Not teacher specific

   c. Program delivered no matter who teaches it
   d. Sustainable, not fits and starts
3. Teacher Qualifications and Professional Development (Computer Science specific; codified for Computer Science)
   a. Flexibility in parameters; still want to keep quality
   b. Teach all educators basic skills on how to teach Computer Science (like they are taught to teach Math and English for K-6
   c. Teach all teacher educators
   d. Teaching experience? 18 graduate credit hours; hours work experience; are there other options?
4. Flexible Standards
   a. Flexibility needed in secondary standards and curriculum guides; 5-8 years is too long
   b. University recognize Computer Science for admission as Math/Science
5. Computer Science Foundation
   a. Areas of need – cybersecurity
   b. College/Career specialists
   c. CS 4 All
   d. Educate students on all areas of Computer Science
   e. Equity: female, rural, minority, income
   f. High school transfer specialists
6. Stakeholder Engagement
   a. Higher Learning Commission to the table
7. Student Engagement
   a. No post-its; added during discussion of Aspirations

RESULTS

1. Work-Based Learning and Workforce Development
   a. Meeting Computer Science/Information Technology job demand in Nebraska
   b. Students looking jobs and filling workforce demand
   c. Students who use high school internships to advance in their field
   d. You can measure success with industry having a larger pool to hire from
2. Career Readiness
   a. Broad-based data science
   b. Career readiness focus, not about credits
   c. Computer Science as needed as Math, English, etc. for all K-12 students

   d. Computer science breadth focused
   e. CS 4 All
   f. Problem solving
3. Program Metrics and Offerings
   a. A large number of students taking AP CSP and passing the exam
   b. Increased enrollment in Computer Science programs
   c. You can measure success by an increase in offerings across the state
4. Access and Equity
   a. Equity of students
   b. Female participation in Computer Science/Information Technology (and under-represented groups)
   c. Valuing qualitative data: anecdotes about rural schools, schools new to Computer Science
5. Continuous Improvement
   a. Evolve

2024 – WHAT AN ALIGNED SYSTEM WILL LOOK LIKE

- Business and Industry advisory councils
- Computer Science skills incorporated into all teacher education programs Defined Standards
- Have a K-16 Computer Science model with multiple locations Improved workforce development numbers
- Increased people and better trained Increased qualified instructors
- Leverage technology for teacher/instruction method New initiatives in place
- Recognized by secondary and post-secondary as entry requirements Statewide funding equity
- Statewide internship program
- Sustainability: programs continue; institutionalized
- Transition from Middle School to High School to Post-Secondary; more defined K- 16 pathways (smoother)

WORKPLANS: AREAS OF FOCUS

1. Business & Industry
2. Equity and Access (wholistic)
3. Standards
4. Teacher Professional Development and Qualification
5. Work-Based Learning (internships, Registered Apprenticeships) (no workplan developed)

APPVum, Lincoln Public Schools

1. Ronda Kinsey, Western Nebraska Community College
2. Paulette Woods-Ramsey, Central Community College
3. DeLayne Havlovic, Omaha Public Schools
4. Dr. Michelle Gill, Northeast Community College
5. Joe Peitzmeier, ESU2, P2T
6. Dale Mundil, P2T, ESU2
7. Nicole Carritt, UNMC, NE AHEC
8. Jeff Hoffman, Norfolk Public Schools
9. Amy Himes, Millard Public Schools
10. Tracy Wiese, The Career Academy
11. Heather Claussen, Northeast Community College
12. Linda Munderloh, Bancroft Rosalie School
13. Jill Sand, Southeast Community College

SIGNALS – INDICATORS OF AN ALIGNED SYSTEM

- Seamless experience for students
- All students have access to quality health science programs, no matter their location (including virtual access and hybrid delivery models)
- Schools broaden perspectives and opportunities
- Students experience little duplication
- Key/appropriate stakeholder engaged
- Less frustrated parents regarding dual credit
- Clear and purposeful career pathways (from secondary to post-secondary)

2024 – WHAT AN ALIGNED SYSTEM WILL LOOK LIKE

- Relevant workplace experiences for all students – adequate clinical experiences are available
- Content expectations in health science aligns between the systems
- More awareness regarding 4-year program options and 2-year options
- System has multiple on-ramps and off-ramps
- Students understand the dual credit opportunity and if it is a good fit for them
- Barriers to transferability and access to service areas are lessened
- The psychosocial implications of seeing and experiencing healthcare as a young adult are considered and accounted for

Short-term Topics to Tackle:

- Dual credit
- Strengthen communication
- Program and content alignment through standards revisions and on-going communications
- Career counseling in secondary and postsecondary
- Advisory councils – collaboration between secondary and postsecondary levels

NOTE: AHEC can be a resource related to program development and careers throughout NE. Nicole Carritt, UNMC, NE AHEC is the lead contact.

SOAR ANALYSIS RESULTS

STRENGTHS

1. Successful graduates
    a. Low debt
    b. Great careers
    c. Proud to create next generation of health care workers
2. Inclusive practices (ex. including secondary teaching partners in department emails for the benefit of dual credit courses)
3. Early exposure to healthcare
4. Collaboration & communication
    a. Meetings
    b. Community colleges support dual credit
    c. NDE supports CTE and is a resource
5. Attentive to community needs (ex. increased numbers of CNAs)
6. Quality facilities
    a. Community colleges share equipment, facilities, etc. for demonstrations
7. Keep learners first
    a. Concerned for good outcomes for learners
    b. Student interests/successes at the heart of work

OPPORTUNITIES

1. Leverage resources
    a. Share existing resources
    b. Improve equity & access
2. Embrace opportunities
    a. Bring stakeholders together

   b. Communicate opportunities and changes
   c. Say Yes before No
   d. Improve communications
   e. Reach out and host gatherings – share success stories, barriers, ideas, etc.
   f. Collaboration and communication between high schools, community colleges, and universities
3. Clear process for communicating with community college programs (not just enrollment/recruitment contact at the community college)
4. Work-based Learning: Build relationships with business/industry
5. Incorporate critical skills/practices at high school
   a. HIMS
   b. Community health worker
   c. EMR (not EMT or Paramedic in high school)
   d. Med Lab Assist (rather than phlebotomy)
   e. Patient care technicians
6. Career advisement
   a. Find correct fit for students
   b. Teach the skills students need to do well in college and health care professions (holistic perspectives)
   c. Access to experiences and programming (clinicals, ways to use health care degrees, internships while in high school)

ASPIRATIONS

1. Life-long Learners
   a. Students who are engaged and prepared for a global, diverse workforce.
   b. Relevant, real-life learning
   c. Life-long learning mindset to ladder up – keep learning & growing
2. Workplace Experiences
   a. Mentorships with community members
   b. Authentic experiences
   c. Exposure to opportunities
3. Student success:
   a. Meaningful transitions from high school to college
   b. Students become caregivers and not “things” because the workforce needs them
4. Keep high school programs current. Examples:
   a. Incorporate health care accounting

   b. Quality improvement technician/data collection
5. Capture success stories to show "I can too!"
6. "Credit" course – gap funding approved by legislature
7. Customer relations courses/instruction in high school

RESULTS

1. Students' ability to navigate to healthcare careers
   a. Identify next steps
   b. Students meet goals and set new ones
   c. Flexibility and responsiveness of education programs
   d. Students find area of healthcare career field that matches their interests and needs
2. Course/program alignment
3. Graduates entering healthcare fields
   a. Are we meeting the needs of employers?
   b. Are education programs meeting learners' needs?
   c. Students are meaningfully employed after graduation
4. Growth and quality of programs (Secondary and Postsecondary)
   a. Growing
   b. Thriving
   c. Retaining industry partners
   d. Graduates come back to share success stories

WORK PLANS: AREAS OF FOCUS

1. Strengthened and routine communication, including cohort meetings for academy directors or CTE directors
2. Workplace experience access, especially for clinicals
3. Program/content alignment (standards revision)
4. Experience in & understanding of all aspects of the industry, including career counseling
   a. Goals/Overview:
      i. Open access to health science programs
         1. Virtual reality
         2. Multi-disciplinary
         3. Distance technology for delivery
         4. Emphasize:
            a. Telehealth

        b. Teamwork
        c. Problem-solving
    b. Major Activities:
        i. NDE - New pathways for more flexibility, esp. for student exploration
            1. Non-therapeutic pathways
            2. Behavior/mental health
            3. HIT – coding/documentation
            4. Diagnostics
    c. Resources:
        i. Grant funding and professional technologies
5. Equity & access to high school programs & dual credit
    a. Goals
        i. All students will have equal opportunity to be informed of their options
        ii. Distribute information on opportunities for students of ALL teachers
        iii. Define real barriers versus self-imposed barriers
        iv. Pool resources
    b. Major Activities:
        i. Design a relevant transportation plan
        ii. Yearly retreat for community college deans in health science, secondary teachers, relevant organizational leaders, etc.
        iii. Collective communication of community college offerings.
    c. Resources:
        i. i. Sharing resources
        ii. ii. Merging information
    d. Policy Implications:
        i. Boundaries for service areas
        ii. Out-of-state programs encroaching in hospitals
    e. Measure Progress:
        i. Less confusion
        ii. Better understanding of opportunities by students, parents & teachers
6. Teacher professional development & qualifications
    a. Goals:
        i. Collaboration between secondary and postsecondary programs
    b. Major Activities:

   i. Look at alignment of state standards and what is required at postsecondary
   ii. Joint professional development sessions between secondary and postsecondary educators

c. Resources:
   i. “Us” (those around the table and others in similar positions
   ii. Communication
   iii. National and state standards and pathway programs

d. Policy Implications:
   i. HLC policy changes
   ii. Learner certifications – age-regulated for employment

e. Measure Progress:
   i. Visual/documented evidence that joint PD sessions occur and changes happen in programs
   ii. Teachers and their programs are recognized regionally and statewide

APPENDIX K: CAREER FIELD STAKEHOLDER MEETING: EARLY CHILDHOOD

Alignment in Secondary & Postsecondary Career Education Nebraska Early Childhood Education Stakeholder Meeting Tuesday, January 15, 2019

GOAL FOR DAY (FOCUS ON WHAT, NOT HOW)

Make students' transitions between secondary and post-secondary smoother by identifying:

- Alignment Opportunities
- Work Plans
- Key Metrics

ATTENDEES

1. Cama Charlet – Buffet Early Childhood Institute at University of Nebraska: Teacher/Faculty; Parent; Workforce Development Board; Business or Industry Representative
2. Denise Haag – Lincoln Public Schools: Secondary CTE; School Leader/Administrator
3. Frances Heiman – Randolph Public Schools: Secondary CTE; Teacher/Faculty; Career Advisor; Parent
4. Candi Kadar – Omaha Public School, Omaha Central: Secondary CTE
5. Crystal Kozak – Southeast Community College: Postsecondary CTE; Teacher/Faculty
6. Katie Miller – Nebraska Department of Education Office of Early Childhood: Career Advisor; Business or Industry Representative; Agency or organization representing economically disadvantaged youth and adults; Agency or organization representing individuals preparing for nontraditional fields (by gender); Agency or organization supporting English learners; Agency or organization supporting youth in or aged out of the foster care system
7. Connie Sixta – Northeast Community College: Postsecondary CTE; School Leader/Administrator; Career Advisor
8. Kristin Vest – Nebraska Department of Education: Secondary CTE; Teacher/Faculty

SIGNALS – INDICATORS OF AN ALIGNED SYSTEM

- Accessing useful data
- Classes based on interest
- Competency based system and entrance exam (test out of classes)
- Credit for practicum experience

- Dual credit focus (ex. Fridays at NECC)
- Flexible high school schedule to explore workplace experiences
- "Inclusive Programs" (4-year early childhood inclusive form birth – 3rd grade)
- Increase enrollments in post-secondary degree programs
- Secondary teachers as recruiters
- Southeast Community College Applied Associate of Science with Entrepreneurship focus to own business (specialization in some 4-year colleges)
- Successful completers (stay in field for work)
- TCA early childhood focus area (emphasized in Lincoln area)
- Use multiple measures for class placement (more than one test score)

SOAR ANALYSIS RESULTS

STRENGTHS

1. Strong Stakeholder Engagement
    a. Aware of a need to close existing gaps
    b. Educate people past "not my problem" Innovative projects (i.e. Buffett projects)
    c. Recognizing system need for growth
    d. Representatives from different systems have come together to begin the hard work of improving
    e. The First Five campaign has been success in bringing Early Childhood Education to the forefront of discussions and advocacy
2. Strong Post-Secondary Relationships
    a. 2-year and 4-year institutions have relationships (some much stronger than others)
    b. Community College staff work together (aligning curriculum, core course numbers, etc.)
    c. Community Colleges are strong in the birth – 3 year education. Students are very prepared for working with this age group
3. Availability and Reach of Early Childhood Education Programs Offered
    a. No post-its; added during discussion of Strengths

OPPORTUNITIES

1. Post-Secondary Outcomes
    a. A post-secondary degree brings a whole different outlook towards careers
    b. Clarify dual enrollment (align between 2-year and 4-year)
    c. Improve articulation agreements with colleges
2. Engage and Educate Community Stakeholders

   a. Community – negative perception ("you're just a babysitter"; educate people beyond this perception)
   b. Community engagement (advisory committee)
   c. Diverse groups
   d. Recognition for the importance of Early Childhood Education programming
3. Resources (Internal and External)
   a. Resources and experiences shared with both

ASPIRATIONS

1. Secondary Programs are Pipeline for Post-Secondary (Strategically Plan Program Elements; practicum example)
   a. Child development as a graduation requirement
   b. Childcare classroom lab in each high school
   c. Increase enrollment and graduation with early childhood and/or Early Childhood Education inclusive degrees
   d. Increase enrollment in H. CD1-2, 3-4 courses (high school courses)
   e. Nebraska to have a clear career ladder for students
   f. Smooth transfer from secondary to post-secondary
2. Valuable Workforce Pipeline (includes Workplace Experience, Registered Apprenticeships)
   a. Appropriate pay for Early Childhood educators
   b. Educating the public about what quality is
   c. Licensed childcare provider in every community
   d. Quality educators
3. Policy reflects priority in Early Childhood Education
   a. No post-its; added during discussion of Aspirations
4. Improving Resourcing
   a. 8 preparations in 4 sub areas
   b. Teachers stretched too thin

RESULTS

1. Aligned set of expectations for credential titles, requirements and opportunities
   a. Clear child development education credentials
   b. Each institution has different requirements (ex. Head Start, After School)
   c. Increase in Step up to Quality, NAEYC, college, courses
2. Common and Shared Language
   a. What is the difference between Child Care Center or Child Development (big difference)

3. All communities have quality childcare options
    a. Community support (Red Cloud model)
    b. Make a living wage and benefits as a professional
    c. Quality childcare choice for families with an educated workforce (connect to Step Up to Quality)

2024 – WHAT AN ALIGNED SYSTEM WILL LOOK LIKE

- Equity and access for marginalized populations
- Every child has access to a quality Early Childhood opportunity
- Incentives (living wages and benefits)
- Loan forgiveness programs
- Multiple entry points in field (sequences in courses, programs of study matter)
- Parents have options/opportunities for quality Early Childhood Education childcare
- Scholarship and funding opportunities

WORKPLANS: AREAS OF FOCUS

1. Equity and Access
2. Practicum Advocacy and Opportunities (Work-Based Learning, Workplace Experience)
3. Program/Content Alignment (Credentialing) (no workplan developed)

APPENDIX L: CAREER FIELD STAKEHOLDER MEETING: SKILLED TECHNICAL SCIENCES

Alignment in Secondary & Postsecondary Career Education Nebraska Skilled & Technical Science Stakeholder Meeting Tuesday, February 26, 2019

GOAL FOR DAY (FOCUS ON WHAT, NOT HOW)

Make students' transitions between secondary and post-secondary smoother by identifying:

- Alignment Opportunities
- Work Plans
- Key Metrics

ATTENDEES

1. Nate Allen – Central Community College: Postsecondary CTE; Adult CTE; Parent
2. Nathan Barry – Metropolitan Community College: Postsecondary CTE; School Leader/Administrator; Workforce Development Board
3. Charlie Gregory – Western Nebraska Community College: Postsecondary CTE; Adult CTE; School Leader/Administrator
4. Stan Haas – Lincoln Public School STS Coordinator: School Leader/Administrator
5. Dennis Headrick – Southeast Community College: Postsecondary CTE
6. Matt Hurt – Hastings Senior High School: Secondary CTE
7. Monty Johnson – Northeast Community College: Postsecondary CTE; School Leader/Administrator
8. Jason Novatny – Gretna Public School: Secondary CTE
9. Glenn Pasho – Southeast Community College: Postsecondary CTE; School Leader/Administrator
10. Shawn Scott – Adams Central Public Schools: Secondary CTE; School Leader/Administrator; Parent
11. Greg Stahr – Nebraska Department of Education: Secondary CTE; Postsecondary CTE
12. Kris Valentin – Avenue Scholars Foundation/Blueprint Nebraska Educational Attainment Industry Council: Parent; Agency or organization representing economically disadvantaged youth and adults

WHAT WE LOOK LIKE NOW

WORKING WELL

- Career Academies (also Needs Improvement)
- Dual credit (could be better)
- Internships and Work-Based Learning
- Manufacturing Advisory Team driven by high school (Hastings)
- Relationship with business and industry (also Needs Improvement)
- Secondary and post-secondary relationships (also Needs Improvement)

NEEDS IMPROVEMENT

- Career Academies: number of students, rural schools, vision, student experience to participate (also Working Well)
- Communicating student skills for workforce » college versus high school
- Crosswalk for college credit (Iowa example)
- Funding for instructors or equipment
- High school instructor qualification for dual credit through community college
- Perception of 4-year college is “best solution”
- Relationship with business and industry (also Working Well)
- Secondary and post-secondary relationships (also Working Well)

SIGNALS – INDICATORS OF AN ALIGNED SYSTEM

- Apprenticeship integration
- Business and industry buy-in (positive feedback, tells if we’re ok)
- Business and industry partnerships/engagement
- Career academies
- Career pathways
- Career readiness skills, professional skills Degree and certificate completion
- Dual credit
- Industry co-ops (internships, Work-Based Learning)
- Less remediation at post-secondary level
- Regional advisory committees
- STS branding
- STS enrollment numbers

SOAR ANALYSIS RESULTS

STRENGTHS

1. Dual Credit
    a. Dual credit
2. Career Academies and Pathways
    a. Career Academies
3. Collaboration
    a. Career Education
    b. Collaboration
    c. Community Colleges
    d. Community Colleges work well together
    e. Involving industry
4. Professional Development
    a. Knowledge and professional development of Nebraska instructors
    b. STS educational professionals' growth
5. Project Based Learning
    a. CTSOs
    b. Hands on project-based learning
    c. SkillsUSA
6. Local Control
    a. Flexibility to innovate and customize solutions
    b. Local control

OPPORTUNITIES

1. Professional Development
    a. Education opportunity between high school and post-secondary training (2-way street)
    b. Get high school faculty credentialed to teach dual credit
    c. Hands on training at statewide conference with K-12 and post-secondary teachers with industry support
    d. Share best practices
2. Promotion (Opportunities & Programs)
    a. 3-5 minute promotional videos from Community College programs/virtual tours
    b. Expand career exploration in all areas (6-10 grade levels)

   c. Highlight high school students who choose CTE careers
   d. Influence policymakers regarding funding discussions
   e. Promote career and academic signing days
   f. Promote opportunities in CTE/STS careers
   g. Utilize technology (i.e. virtual reality for instructor and student training and learning)
3. Enhance Student Experience
   a. Apprenticeships
   b. Employer sponsorships of students
   c. Expand CTSO and SkillsUSA
   d. Identify and develop entrepreneurs
4. Curriculum Delivery
   a. Common course numbering
   b. Emphasis on well-rounded students
   c. Matriculation agreements
   d. More general education classes as part of college credit and high school credit (dual credit)
   e. STS vision of delivery of education
   f. Time schedules and block scheduling
5. Equity and Accessibility (non-traditional populations)
   a. No post-its; added during discussion of Opportunities

ASPIRATIONS

1. Relevant Core Education (applied side of it; contextual learning)
   a. “Applied” math and physics for CTE
   b. Ideally pared classes (an STS and general education class)
   c. Industry flavored general education classes
   d. More competency-based education
   e. Relevant for business and industry
2. Lifelong Learning
   a. Continuing education as part of career
   b. Focus more on basic life skills
   c. Prepare students for future career growth beyond degree completion
3. Workplace Experience
   a. More competency-based education

   b. More job shadows and internships from state level graduation requirements
   c. Work-Based Learning
4. Compensation Recognition
   a. Attracting more educators
   b. Correct branding and marketing
   c. Funding for well-rounded students
   d. Nebraska can be national leader in this area
   e. STS education professional growth
5. Collaborations
   a. Consistent training and assessment of skills for K-12 and post-secondary instructors
   b. We could have more high school and community college collaboration

RESULTS

1. Work Readiness Skills
   a. Development of critical thinking and problem-solving skills
   b. Engaged students
   c. Responsive and productive citizens
2. Business & Industry Engagement
   a. Employer feedback on Career Readiness
   b. Engaged employers
   c. Happier employers
   d. Integration of statewide specialty programs
3. Graduate Outcomes
   a. High school graduation recognizing STS students with college completion
   b. Need to do a better job of tracking graduate outcomes

2024 – WHAT AN ALIGNED SYSTEM WILL LOOK LIKE

- Business and Industry scorecard (secondary and post-secondary) based on their measure of success
- Increased number of Career Academies
- Increased number of dual credit classes
- Increased number of non-traditional students
- Increased number of SkillsUSA programs Increased retention rates at Community Colleges
- Number of students matriculating into STS programs (from secondary to post- secondary)
- Seamless transition for students; meet individual student needs)
- STS test rates with similar levels of success

WORKPLANS: AREAS OF FOCUS

1. Business, Industry and Community Engagement (non-profits, comm.org, etc.)
2. Contextualized Learning (certificates, apprenticeships, common core, etc.) (no workplan developed)
3. Enhanced Student Opportunities (CTSOs, Career Academies, Pathways, etc.)
4. Professional Development
5. Promotion (perception, branding, etc.)

APPENDIX M: MIDDLE SCHOOL GUIDING FRAMEWORK

Middle School CTE Programs: Alignment in Career Education

Nebraska Career & Technical Education

- Career education programs at the middle school level have been around for years, but largely haven't received the attention that high school and postsecondary programs have.
- Employers commonly identify workforce as their lead issue.
- Career education programs need to be intentional at all levels in preparing young people to be skilled, engaged employees in their adult lives.
- Designing middle school career education programs that are aligned to their high school partner programs allows students to progress through seamless and age-appropriate experiences that help them both explore their options and learn skills that prepare them for their futures.

The **transition** between middle school and high school is **critical** in learners' development.

As much so as the transition between high school and postsecondary.

Do we plan for it as **intentionally?**

Discuss with group as appropriate. What's their perspective on MS CTE? What has their experience been? What opportunities might be capitalized on? What challenges have they faced in designing MS CTE programs?

Purpose: Career Education in Middle School

- Expand awareness of careers
- Learn personal interests, skills, and talents [and their relation to careers]
- Introduce how to get a job
- Experience elements of work

- Middle school career education is all about career exploration, gaining transferrable skills like communication and customer service, seeing relevance in academics, and learning basic technical skills.
- These years emphasize flexibility – students can easily change their areas of interest as they learn more about themselves.
- Programing at the middle school level should provide opportunity to explore all career fields, not just a limited few.
- This may be the first time students have the opportunity to engage with business professionals and employers in careers they find interesting.
- If appropriate: For students with clear interests, it may make sense for them to begin taking introductory courses at the high school level.

How do we design great middle school programs?

Clear Purpose
Intentional Alignment

- Alignment is critical from middle school to high school, high school to postsecondary, postsecondary to the workforce.
- To be fully aligned, we must build the system backwards – begin with the end in mind. It starts with industry and what their needs are for well trained, engaged employees.
- If there is a need to develop the engineering talent pipeline, or electrician pipeline, or medical lab tech pipeline, or teacher pipeline, or the pipeline for computer programming, the technical knowledge and skills and career ready practices students learn should follow the system from the end to the beginning.
- This design sets young people up for success as engaged, productive employees, entrepreneurs, and citizens.

What *is* alignment in CTE program design?

- Seamless system = student-focused
- Progressive learning
- Collaborative ownership & leadership
- Multi-faceted

- Alignment primarily centers on ensuring that a learners' experiences make sense (are clear) as they navigate from start to finish.
- It's easy to design systems and set policies based on what's convenient for the district, school, or CTE program. Alignment is about the learner's experience and designing programs that help them focus on preparing for college AND careers in a way that marries real world experiences with academics.
- As we design career education programs that give all students opportunity to explore careers and prepare for their futures, we have to work across the different levels of the system on a routine basis. This helps us ensure that appropriate opportunities are shared with learners at each stage (i.e., MS, HS, postsecondary).
- As **courses** are designed, **facilities** built or stocked, **equipment and materials** are purchased, teachers are **trained** and continue their learning over time, and **advisory committees** are routinely called together, we have to think about both the what students experience and how it sets them up for success and a clear path forward at the next step.

Backward Program Design

Start with Industry:

Expectations of entry-level employees (knowledge, skills, and abilities).

Backward Program Design

Postsecondary Education →

- Specialized, fine-tuned technical skills
- Early professional-level employability skills
- On-the-job training
- Entrepreneurial understanding
- Credentials for in-demand employment

High School →

- Transition from career exploration to career experience
- Introductory to advanced technical skill development
- Career readiness skill development
- Capstone experiences to bridge to postsecondary programs
- Workplace experiences

Middle School

- Career exploration
- Transferrable skill development (social skills to early career readiness skills)
- Introductory technical skill development
- Introductory workplace experiences

- Share/discuss examples of what's appropriate and meaningful at each level, especially what distinguishes effective middle school programs.

Middle School CTE

- Exploration > Skills
- Widen exposure
- Recognize the problems people solve in a variety of careers
- Add relevancy to learning experiences

- **"Try a bite before taking a plate."** Help learners try a bite or two of everything on the buffet of the world of work while they're in middle school. As they transition to high school and beyond, they'll have the ability to decipher what they want to fill their plate with and fully pursue.
- Middle school is the perfect time for exploration – a time before learners have to make serious decisions. Help students learn about industries, the careers that make them up, and the problems they address in the world.
- At this age, **exposure biases** can limit students' ability to consider their options. They tend to only think they like or dislike something when they're familiar. Middle school career education can widen learners' exposure to industries and careers. **More (frequency) and broader (variety) experiences** help them find their interests and passions.
- Adds relevancy to students' learning experiences by exposing them to real-world options and connecting academics to career and college options.

Middle School CTE

Delivery Models

- Rotational courses (ex. 6-9 weeks)
- Semester courses
- After- and out-of-school experiences

Focus

- Flexibility
- Career awareness
- Career exploration (with advisement)
- Workplace experiences
- Prepare for college AND careers
- Launch into high school academics

- There are multiple models of middle school career education program that have value.
- No matter the structure, programs should support flexibility for students to learn about and pursue a variety of career fields.
- Engage students and employers (guest speakers, company tours, career fairs, interviews, job shadow experiences, etc.) so students see multiple perspectives and personalities in the world of work. These engagements also will help students see a variety of postsecondary education experiences.
- With advisement, effective middle school programs help learners design meaningful personal learning plans, allowing them to transition confidently to high school.

Building Aligned Middle School CTE Programs

- *Use the high points of reVISION 2.0 to share guidance on structuring quality programs so that the same information is used in both places.*

TBD with reVISION 2.0

Middle School Program Resources

- CTE Course Standards and Programs of Study
- Middle-Level Courses
- Nebraska Career Connections
- Nebraska Standards for Career Ready Practice
- Workplace Experiences for Nebraska

Contact

Name, Title

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Questions?

APPENDIX N: FACILITIES, EQUIPMENT, & PROFESSIONAL DEVELOPMENT: A GUIDE FOR SECONDARY SCHOOL LEADERS

Nebraska Career Education
August 2019

Project Background

This resource was developed by the Nebraska Department of Education's Career Education team as part of a grant from Partners in Innovation in 2018-19. The information shared in this guide is part of a larger project to strengthen the alignment between secondary and postsecondary career education systems. We acknowledge and thank the educators, community colleges, high schools, employers, state agencies, and nonprofit organizations who contributed to the project's vision, identified needs, and work toward a more learner- centered system.

It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age or national origin in its education programs, administration, policies, employment or other agency programs.

This project was funded through the Carl D. Perkins Career and Technical Education Act of 2006. The contents do not necessarily represent the policy of the United States Department of Education, and you should not assume endorsement by the Federal Government.

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INTRODUCTION

This guide is designed to assist all those who make decisions about the design, development, appointment, maintenance, growth, and evolution of career education programs in Nebraska. Whether you serve on a school board, lead a middle or high school as an administrator, provide direction on an advisory committee, teach in a classroom, direct career and technical education in your district, counsel learners, or serve in another capacity, the resources and questions for consideration in these pages are crafted to help you create programs that align to your district's vision for career and technical education programs.

What kinds of programs are we talking about here? Any middle or high school program that falls within the Nebraska Department of Education's Career and Technical Education (CTE) spectrum:

- Agriculture, Food, and Natural Resources
- Business, Marketing, and Management
- Communications and Information Systems
- Health Sciences
- Human Sciences and Education
- Skilled and Technical Sciences

Some resources in this guide connect to decisions you'll make for your district's CTE system. Others apply to more granular elements at the career field level within programs of study.

Each district has different realities they must work within. The resources offered here recognize those differences and provide the flexibility for decision makers to respond to their local needs. This guide does not set forth requirements by the state; it is simply a resource to offer ideas for building quality CTE programs and aligning systems. Build on your strengths to the benefit of your students and community. Feel free to use this guide as you consider the future of non-CTE programs as well.

Aligning with Postsecondary Education and the Labor Market

The careers we prepare our learners for are constantly changing and emerging. Middle and high school career education programs allow young people the chance to explore career options, identify their interests, and develop the knowledge and skills that prepare them to transition to postsecondary education or into entry-level careers. Our programs must be well aligned to the next opportunities learners encounter and keep pace with the constant evolution found in the marketplace.

If you seek to start a program from scratch, want to revamp an existing program, or wonder if you are headed in a useful direction, the information in this guide will assist as your think through facilities, equipment, and educators' professional development and continued learning.

Navigating This Guide

There are four sections in this guide:

1. Program Design
2. Facilities
3. Equipment
4. Professional Development

The purpose of each section is to provide guidance and pose questions as you make decisions about the future of your career and technical education programs. Most of the information found here relates to the development of technical knowledge and skills and career readiness practices. Students' technical capabilities and their abilities to bring value to their workplaces and communities hinge on their experiences being aligned to postsecondary education and careers from the time they're in middle and high school CTE programs.

As you scope out your CTE program design plans, thoughtfully make connections to your district's academic core, career development programming, workplace experiences, entrepreneurship offerings, and Career and Technical Student Organizations.

For assistance at any point in your planning process, contact the Nebraska Department of Education's Career Education staff. education.ne.gov/nce/nebraska-career-education-staff

PROGRAM DESIGN

Designing relevant and aligned career education programs requires a thoughtful approach and the insight and partnership of many. Seek input from a wide swath of local stakeholders: employers, industry professionals, community college or university faculty, parents, students, workforce and economic development professionals, local taxpayers, and secondary educators. Stakeholders will help you identify regional workforce needs and the outcomes they want of students in their local career education programs.

Once the vision for your new or revised program is identified, use the questions and resources below to solidify the design of your program. With a clear line of sight to the end product, consult the sections on facilities, equipment, and professional development to begin the process of bringing your vision to reality.

As you consider the future of your program(s), center on making decisions based on your intended outcomes. The plan should organize a comprehensive and appropriately sequenced offering for students in middle and high school.

Questions to Consider: Program Design

PROGRAM OUTCOMES

These questions are intended to guide the development of your district's CTE system. Questions for individual programs of study are found in later sections.

- What qualities do you want graduates of your program to possess?
- What businesses and industries are seeking a steady supply of employees?
- What knowledge, skills, and abilities are in-demand in your region? The state?
- From what programs are community college and university graduates finding well-paying, stable careers and opportunities for advancement?
- What career and technical education programs could be offered in your district for middle and high schoolers to explore their career options and prepare for postsecondary education or entry-level careers?
- Why should you go down this road rather than another route?
- What considerations do you need to make regarding our school schedule to optimize students' learning?
- What career fields best align with the needs in your region?
- Once you identify the career field(s) to offer, which program(s) of study best fit your needs?
  - Agriculture, Food and Natural Resources
  - Business, Marketing and Management
    - Business Administration
    - Finance
    - Hospitality and Tourism
    - Marketing
  - Communication and Information Systems
    - Communication Arts
    - Information Technology
  - Health Sciences
  - Human Sciences and Education
    - Education and Training
    - Government and Public Administration
    - Human Services
    - Law, Public Safety, Corrections and Security
  - Skilled and Technical Sciences (STS)
    - Architecture and Construction
    - Energy and Engineering
    - Manufacturing
    - Transportation, Distribution and Logistics

Course Offerings, Workplace Experiences, and Student Organizations

The questions in this section should be considered for each career field the district offers within your CTE system.

- How does a program like this help your students get jobs, further education, and become good citizens?
- What are the present and long-range goals of the program?
- What courses will be offered at the middle school to generate interest and prepare students for high school courses?
  - Agriculture, Food, and Natural Resources
  - Business, Marketing, and Management
  - Communications and Information Systems
  - Health Sciences
  - Human Sciences and Education
  - Skilled and Technical Sciences
- What cross-field, foundational courses will equip your graduates with the desired qualities you have identified?
- How will academic knowledge and skills be put to use in your program?
- In what ways will career ready practices be developed through the program?
- What advanced coursework or capstone experiences could you offer through dual credit?
- What experiences beyond the classroom will students participate in through Career and Technical Student Organizations (CTSOs)?
- What real-world workplace experiences will be a part of your program?

Teacher Qualifications

The questions in this section should be considered for each career field the district offers within your CTE system.

- What teaching endorsements are required for the courses you've identified?
- What qualities and experiences will ideal candidates have to lead the program you've designed?

Measuring Success

The questions in this section should be considered for each career field the district offers within your CTE system.

- How will the program's success be measured?
- What results do you expect from the program?
- What data should be collected to track progress?
- What sources of funds exist to help us make this change?
- Does the plan allow for flexibility with changing enrollments or industry standards?

H3 OCCUPATIONS, ECONOMIC DEVELOPMENT RESEARCH, AND NEBRASKA'S NEXT ECONOMY

As a district you are not alone in working to identify what the right mix of opportunities for your students are. Much research and analysis has been done recently to ensure Nebraska employers can hire the trained talent they need for success. The resources noted below lay out data you can use to mold a program that both fits your local needs and sets students up for success in their careers.

You'll find useful information in the Nebraska high wage, high skill, and high demand occupational data. High wage, high skill, and high demand jobs, also known as H3 Occupations or in-demand jobs, identify areas where secondary education programs can supply career paths to meaningful, well-paying careers for Nebraska learners. NEworks is another bank of curated labor market data to refer to thanks to the Nebraska Department of Labor.

Research has been conducted on where the state of Nebraska can collectively leverage its resources to capitalize on its economic opportunities. The Nebraska's Next Economy report shares analysis and recommendations to position the state as a "home to technology- intensive, well-paid jobs served by a reliable, highly skilled workforce pipeline." The report shares insights for alignment of educational programs that focus on growing and lucrative careers.

The Nebraska Department of Economic Development's resources include economic trends, research reports, statistics, and profiles through Opportunity Nebraska, noting valuable insights for key industries and the landscape of business in the state.

NEBRASKA reVISION

If your district is seeking assistance with a strategic approach to analyze your current education system and make plans, as needed, for adjustments, consider reVISION. The reVISION process is a year-long process that provides Nebraska schools with the opportunity to analyze and transform their current career education systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy.

PERKINS GRANT COMPREHENSIVE LOCAL NEEDS ASSESSMENT

In the comprehensive local needs assessment required of Perkins V recipients, there are five categories of requirements that will be considered every two years (Student Performance; Program Quality; Workforce Alignment; Implementing CTE Programs & Programs of Study; and Recruitment, Retention, and Professional Development of CTE Educators).

Two categories are salient as districts consider new or revamped programs:

Description of CTE programs offered: Perkins V Section 134(c)(2)(B)

A description of how career and technical education programs offered by the eligible recipient are –

(i) Sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and

(ii) (I) aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board described in section 101 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3111) (referred to in this section as the 'State board' or local workforce development board, including career pathways, where appropriate; or (II) designed to meet local education or economic needs not identified by State boards or local workforce development boards.

Equity: Perkins V Section 134(c)(2)(E)

A description of progress toward implementation of equal access to high-quality career and technical education courses and programs of study for all students, including –

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

(ii) Providing programs that are designed to enable special populations to meet the local levels of performance; and

(iii) 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.

The Nebraska Career & Technical Education Comprehensive Local Needs Assessment Guidebook is available to assist Perkins grant recipients as they consider impact of the law's requirements on program design.

LINKS TO AQUESTT IN NEBRAKSA

The AQuESTT system, or Accountability for a Quality Education System, Today and Tomorrow, sets out six tenets of accountability focused on supporting and rewarding continuous improvement for every student, school, and educator. The intersections between career education and AQuESTT are strong. Consider them as you design your program and equip it.

Student Success and Access

1. Positive Partnerships
2. Transitions
3. Educational Opportunities and Access

Teaching and Learning

1. College and Career Ready
2. Assessment
3. Educator Effectiveness

FACILITIES

Designing Career Education Facilities

Quality facilities that act as a catalyst for their purpose - providing a safe and welcoming learning environment – are an essential element of a quality CTE program. To accommodate learning in a career education program, districts do not have to invest top dollar to provide quality facilities for learning. Facilities should be of adequate size for the number of students they serve, be safe, and aesthetically pleasing. As a decision maker, consider if the facilities you're constructing or renovating are spaces you'd enjoy spending your work day in?

Just as with Program Design, facility planning should be a collaborative and cooperative process. Bring together CTE educators, school administrators, advisory committee members, community leaders, school board members, local experts in the content area, students, and specialists (e.g., architects). If possible, visit other schools, including community colleges, to get ideas for space needed, equipment, layout, and other features.

Using the questions below, develop a written, educational facilities plan document. This will keep everyone involved moving together as decisions are made for the new or renovated facilities.

Questions to Consider: Facilities

The questions in this section should be considered for each career field the district offers.

PHYSICAL SPACES

- Considering the program's identified emphasis:
  - What physical spaces will be necessary (classroom(s), lab(s), shop(s), office(s), storage area(s), sink(s), etc.)?
  - Where should each of these spaces be located?
  - Do you have the space available? Or can it be made available?
  - What equipment will assist students in mastering the knowledge, skills, and abilities required in the standards? Consider middle school, high school, and dual credit courses, career ready practices, and workplace experiences.

- What equipment might be nice to have to enhance the course offerings you've identified?
- What is the maximum number of students that can enroll in each course? Consider the content students need to master and the appropriate student to teacher ratio. Factor in hands-on experiences and safety requirements.
- What permanent fixtures (plumbing, electrical, heating/cooling, ventilation, lighting, technology, etc.) must be accounted for in the facility plans?
- Will the facilities meet industry quality and standards?
- How much space is required in each area (classroom, lab, etc.) to accommodate the number of students that might enroll and the appropriate number of each piece of equipment?
- How will the facilities meet the requirements of local, state, or federal health and safety standards? Refer to the Nebraska Fire Marshal regulations, guidance documents, and state laws; the Office of Civil Right facilities requirements; and local building codes.
- How can the space be arranged for maximum flexibility and teacher supervision of multiple activities?
- How will the facility mirror the work environment(s) students might enter after completing the program?
- What kinds of storage and organization features will be included to create an environment conducive to learning and teaching?

COSTS

- What will the cost of the facilities be at the time of construction or renovation?
- What will the on-going costs for maintenance and repair be? What is the life expectancy of the facilities?
- In what ways can you justify the investment in this program?

HEALTH AND SAFETY

- How can the program's facilities provide the flexibility to adapt to future needs?
- In what ways will the facilities emphasize the district's desire for students to feel safe, welcome, empowered, and creative?
- How will the facility accommodate educators or students with disabilities?
- What provisions exist for the safety and health of educators and students?

Funding Career Education Facilities

The question of how to fund new or remodeled facilities can be challenging. With a strong vision in place, created from a wide group of stakeholders, that voices the advantages students and the community will realize through the new approach, building a coalition who believes in the change and advocates for it will be much easier.

District capital outlay funds or bonds are the most common financial tool used for major construction or

renovation. The needed funds might be obtained through a capital campaign from private investors. In some cases, grant funds may be available to support the district's work.

The construction, new or for renovations, are not allowable through Perkins grant funds:

Perkins Grant Non-Allowable Uses of Funds (excerpt):

- *Capital Expenditures:* Building modifications, attachments, accessories, construction (including plumbing, wiring, HVAC, etc.) or land purchases are not approvable.
- *Supplanting:* Using Perkins fund to provide services the recipient is required to make available under other federal, state or local laws OR using Perkins funds to provide services the recipients provided with state or local funds in the prior or previous years is not allowable.
- *Construction or renovation costs:* Construction costs and materials for a permanent structure (e.g., greenhouse) or anything that becomes *a part of* a permanent structure are not allowable expenditures.
- *Installation:* Expenses for installing equipment or materials including wiring are not approvable. Perkins funds *may be used* for professional development for the use or set-up of equipment.

EQUIPMENT

Identifying Equipment Needs in Career Education Programs

Decisions on how to equip a CTE program come directly from the Program Design, facilities plan, and the educational standards students will master in the program of study. For students to gain the most out of the program, equipment must facilitate the knowledge, skills, and abilities they are expected to acquire.

Equipment, materials, and facilities should be compatible with those used in the workplace and should be structured to accommodate the individual needs of students. They should be kept up-to-date through a regular maintenance and replacement schedule.

Rapid changes in technology and the workplace require regular updates to tools, equipment, and materials. The district must consider these needs and have an on-going schedule for updating the tools, equipment, and materials needed in the classroom, laboratories, and other work spaces. Consumable materials (e.g., 3D printer filament, food, lumber, metal, paper, lab reagents, etc.) must be accounted for in the replacement schedule.

The questions below are not intended to be all encompassing. They are specific to questions districts should ask themselves around the equipment needed to offer a quality CTE program. The district will need to exercise similar considerations for selecting curriculum and instructional materials.

Questions to Consider: Equipment

The questions in this section should be considered for each career field the district offers.

Some of the questions below may have been answered when developing the educational facilities plan. Equipment and materials have a shorter life span than facilities, so the answers to this section

should be seen as dynamic and revisited routinely to ensure they are kept up-to-date and aligned with community college, university, and industry expectations.

- What equipment, supplies, and materials are used in business or industry currently?
- Is there an industry-standard for equipment that the district should follow in its program?
- What equipment will assist students in mastering the knowledge, skills, and abilities required in the standards? Consider middle school, high school, and dual credit courses, career ready practices, and workplace experiences.
- What equipment might be nice to have to enhance the course offerings you've identified?
- If offering a dual credit course with a community college or university, is there equipment the district must provide for that course?
- What is the maximum number of students that can enroll in each course? Consider the content students need to master and the appropriate student to teacher ratio. Factor in hands-on experiences and safety requirements.
- What equipment, supplies, or materials will be used routinely in the program? What equipment, supplies, or materials are specialized and will be used infrequently?
- What equipment makes sense for the district to own and keep up-to-date? What equipment should the district consider leasing?
- What equipment could be shared with another middle or high school? Community college? Business partner?
- How many of each piece of equipment should the district provide?
- What safety and health standards, including building codes, need to be accounted for in using the equipment?
- How will equipment be cleaned and maintained?
- What equipment will be stored (and how) versus equipment that will always be out and available?
- How will equipment be accounted for (inventoried)?
- How will classroom tables, chairs, lab stations, or desks allow for flexibility in the learning environment?

Funding Equipment for Career Education Programs

If you apply for Perkins grant funds to equip your new or updated program, consider the following accounting object codes for the grant:

Object Code 600 – Supplies (Instructional Equipment items <$5,000)

Instructional materials, software and/or equipment must enhance instruction for students to gain knowledge and skills that meet industry standards and expectations in high wage, high skill and high demand occupations.

Instructional equipment for this section costs less than $5,000 per individual unit and is described as a movable or portable item, an implement, a device or a machine designed for a specific instructional purpose that meets the following conditions:

- It retains its original shape and appearance with use and is non-consumable
- Equipment purchased using lease/purchase is approvable
- It is generally repairable
- It retains its identity
- It is a necessary adaptation to upgrade an existing item of equipment in order to be consistent with technology found in business and industry (software is considered as supplies as long as it is not a subscription)

Object Code 700 – Capital Assets (Equipment items >$5,000)

Capital Assets are defined as equipment that costs more than $5,000 per individual item.

There are some instances when Perkins grant funds cannot be used to purchase equipment (expert):

- *Basic Tools:* Basic hand tools that would not be considered innovative are not allowable (e.g., chisels, clamps, gardening tools, hammers, hand saws, levels, planes, pliers, punches, rasps, screwdrivers, tape measures, trouble lights, vise grips, wrenches) are **not** allowable.
- *Equipment:* Expenditures for equipment that are not specifically used for approved career technical education courses/programs of study and are housed in appropriate CTE classrooms/labs/workshops is **not** allowable. Equipment that is used for general administrative or personal use is **not** allowed. Equipment that is mounted or becomes a part of a building or structure is **not** allowed. Equipment warranties and service contracts beyond the current grant year. This includes any warranties on computers or other electronic items that are considered supplies. Equipment and supplies needed for building maintenance are **not** allowed. Equipment must be inventoried and clearly labeled as purchased with Perkins funds. Equipment that is hobby, craft, or non-occupational is not approvable.
- *Culinary/Kitchen Tools:* Basic kitchen and culinary tools are not approvable. This includes flatware, dishes, food containers, spatulas, whisks, etc. Any tools or equipment for culinary must be industry grade and commonly found in professional culinary kitchens. Residential type kitchen tools are not allowable (e.g., salt and pepper shakers, flatware, dishes, spatulas, private label products sold through home party outlets, light-grade plastic products). Equipment MUST be industry grade and quality and demonstrate or showcase the most recent technology within the category. Examples of residential grade equipment that would not be allowable include:
    - Electric ranges (Low end, coil burner)
    - Washers/dryers
    - Dishwashers
    - Pressure canners
    - Food dehydrators (unless they are industry-grade)
    - Quilting machines
    - Embroidery machines (unless industry grade and tied directly to a school- based enterprise)
- *Equipment – repair, or replacement of lost, stolen or broken:* The cost of replacing or repairing federally funded equipment that is lost, stolen or broken is the responsibility of the grant recipient.

- *Equipment – uncommon:*
  - Animal Cages/Containment Units: Approvable only if industry/commercial grade that have a long time-span for use as in multiple years.
  - Food dehydrator: Exception would be the written rationale for the item and whether or not it is a part of the Food Science courses.
  - Chicken Tractor
- *Furniture:* Furniture is not approvable. Furniture required to make reasonable accommodation for a student with disabilities may be approvable. Exception: if the furniture is unique to a tool or piece of equipment and is required for that tool or equipment to operate safely and properly, furniture may be approvable.
- *Maintenance contracts or agreements:* These contracts or agreements are not approvable. This includes repair plans that may be purchased when purchasing a piece of equipment.
- *Repair expenditures:* Repairs (e.g., car repairs) are not allowable.
- *Storage:* Storage files or cabinets are not approvable.
- *Vehicles:* Purchase or leasing of automobiles, trucks, buses, airplanes, boats, golf carts, motorcycles, tractors, trailers.

PROFESSIONAL DEVELOPMENT FOR SECONDARY EDUCATORS

Educators are the most critical component in students' journeys to success in the classroom. For CTE programs, that includes their time in a traditional classroom as well as in labs, shops, outdoor learning spaces, workplace experiences, and through participation in Career and Technical Student Organizations (CTSOs). Classroom practice and program leadership can be continuously improved through tailored, on-going professional development. This includes support for educators, follow-up, feedback, and evaluation.

Questions to Consider: Professional Development

The questions in this section apply to both the district's CTE system and to each career field offered.

- What data is available to provide insight on educator's professional development needs?
- Are teachers and counselors equipped to facilitate students' mastery of Nebraska's Career Readiness Standards? These standards and related practices are not limited to formal CTE programs nor to the middle school or high school level. Rather, these standards and practices should be used over and over again with increasing complexity and relevance by students as they progress through their educational pathway.
- Are teachers equipped to facilitate students' mastery of the technical standards in the career field?
- In what ways might educators build their pedagogical expertise?
- Are educators equipped to offer valid and reliable assessments of student knowledge and performance?

- Are educators equipped to facilitate students' career development, workplace experiences, entrepreneurism, and Career and Technical Student Organization participation?
- How can educators build their technical experience and expertise?
- Might educators benefit from a mentor relationship or learning from postsecondary faculty?
- Might educators benefit from an externship with a local employer?
- Do educators feel confident in providing equal access to every student? Are they effective in doing so?
- Do educators feel confident in their ability to support students in under-represented or special populations? Are they effective in doing so?
- Are educators equipped to advise students in the development and revision of their personalized learning plans?
- Do teachers know how to fully operate the equipment in the program?
- Is there training available for educators on how to use equipment effectively and safely in the classroom?
- Do teachers or counselors have the credentials to offer applicable dual credit courses? If not, what coursework do they need?
- Are school leaders equipped to provide vision and leadership for career and technical education programs?
- How might educators strengthen their effectiveness as promoters, advocates, and partners in the community?

Faculty Qualifications for Offering Dual Credit Courses

Public institutions (community colleges, state colleges, and universities) in Nebraska are accredited by the Higher Learning Commission. For secondary educators to offer postsecondary courses and credit, certain requirements must be met. Work with your partner community college or university to determine if your educators meet these requirements. If educators currently do not meet the requirements and you would like for them to offer postsecondary coursework in your district, work with your partner institution(s) to identify the coursework or industry experience educators need to secure.

Funding Professional Development for CTE Educators

Perkins V law requires grant recipients to conduct a comprehensive local needs assessment every two years. Part of that assessment includes educator supports:

> **Recruitment, Retention, and Training: Perkins V Section 134(c)(2)(D)**
>
> A description of how the eligible recipient will improve recruitment, retention, and training of career and technical education teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.

This requirement can prompt your district's work to identify the on-going training that your administrators, teachers, and counselors will benefit from as they facilitate students' mastery of technical knowledge and skills and prepare them for postsecondary education and entry-level careers.

In some cases, Perkins grant funds can be used to support educators' professional development (expert):

- *Conferences (CTE Conferences only are permissible):* Conference registration fees for teachers to attend a CTE-focused professional development workshop, seminar or conference **are** permissible.
- *Non CTE-focused Conference Expenses:* Perkins can only pay for expenses of CTE teachers, school counselors or Perkins administrators attending conferences that are **directly related** to CTE instruction.

Membership dues for faculty, counselors, or administrators to professional organizations and societies cannot be supported with Perkins grant funds. Postsecondary fees for teachers related to postsecondary education are also not approvable.

Perkins V outlines nine Local Uses of Funds to "provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals" in Section 135(b)(2).

WEB LINKS

Navigating This Guide

- Technical Knowledge and Skills:
  https://cestandards.education.ne.gov/
- Career Readiness:
  https://www.education.ne.gov/nce/careerreadinessstandards/
- Academic Core:
  https://www.education.ne.gov/contentareastandards/
- Career Development:
  https://www.education.ne.gov/nce/careerdevelopment/
- Workplace Experiences:
  https://www.education.ne.gov/workplace-experiences/
- Entrepreneurship:
  https://www.education.ne.gov/entreped/
- Career and Technical Student Organizations:
  https://www.education.ne.gov/nce/career-technical-student-organizations-ctsos/
- Nebraska Department of Education's Career Education Staff:
  https://www.education.ne.gov/nce/nebraska-career-education-staff/

Program Design

PROGRAM OUTCOMES

- Career Fields:
  https://cestandards.education.ne.gov
- Agriculture, Food and Natural Resources:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Ag&Pg=Ag
- Business Administration:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Mk&Pg=B
- Finance:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Mk&Pg=F
- Hospitality and Tourism:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Mk&Pg=HT
- Marketing:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Mk&Pg=Mk
- Communication Arts:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Cm&Pg=A
- Information Technology:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Cm&Pg=I
- Health Sciences:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=He&Pg=HS
- Education and Training:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Hu&Pg=ET
- Human Services:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Hu&Pg=HS
- Law, Public Safety, Corrections and Security:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Hu&Pg=L
- Architecture and Construction:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Sk&Pg=AC
- Energy and Engineering:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Sk&Pg=S
- Manufacturing:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Sk&Pg=M
- Transportation, Distribution and Logistics:
  https://cestandards.education.ne.gov/Program_FileLink_Multi.aspx?Sub=Sk&Pg=T

COURSE OFFERINGS, WORKPLACE EXPERIENCES, AND STUDENT ORGANIZATIONS

- Agriculture, Food, and Natural Resources:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=Ag&List=Middle

- Business, Marketing, and Management:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=Mk&List=Middle
- Communications and Information Systems:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=Cm&List=Middle
- Health Sciences:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=He&List=Middle
- Human Sciences and Education:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=Hu&List=Middle
- Skilled and Technical Sciences:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=Sk&List=Middle
- Cross-field, Foundational Courses:
  https://cestandards.education.ne.gov/CourseList_FileLink.aspx?Sub=Ag&List=Foundational
- Career Ready Practices:
  https://www.education.ne.gov/wp-content/uploads/2017/07/NCRStandardsAlignmentBook-letWEB.pdf
- Career and Technical Student Organizations:
  https://www.education.ne.gov/nce/nebraska-career-technical-student-organizations/
- Workplace Experiences:
  https://www.education.ne.gov/workplace-experiences/

H3 OCCUPATIONS, ECONOMIC DEVELOPMENT RESEARCH, AND NEBRASKA'S NEXT ECONOMY

- Occupational Data:
  http://h3.ne.gov/H3/
- NEworks:
  https://neworks.nebraska.gov/vosnet/Default.aspx
- Nebraska's Next Economy:
  https://www.education.ne.gov/wp- content/uploads/2017/07/Nebraskas20Next20Economy.pdf
- Opportunity Nebraska:
  https://opportunity.nebraska.gov/research/#1471277934569-6a4f1aff-2f83

NEBRASKA reVISION

- reVISION:
  https://www.education.ne.gov/nce/revision/

PERKINS GRANT COMPREHENSIVE LOCAL NEEDS ASSESSMENT

- Comprehensive Local Needs Assessment:
  link when available online
- Size, Scope, and Quality:
  link when available online

- Guidebook:
  link when available online

AQuESTT IN NEBRAKSA

- AQuESTT:
  https://aquestt.com
- The intersections between career education and AQuESTT:
  https://cdn.education.ne.gov/wp-content/uploads/2017/07/AQuESTT_CareerEd.pdf

Facilities

QUESTIONS TO CONSIDER: FACILITIES

- Nebraska Fire Marshal Regulations:
  https://sfm.nebraska.gov/regulations
- Nebraska Fire Marshal Guidance Documents:
  https://sfm.nebraska.gov/guidance-documents
- Nebraska Fire Marshal State Laws:
  https://sfm.nebraska.gov/state-laws
- Office of Civil Rights Facilities Requirements:
  https://sfm.nebraska.gov/regulations

FUNDING CAREER EDUCATION FACILITIES

- Perkins Grant Non-Allowable Uses of Funds:
  https://cdn.education.ne.gov/wp- content/uploads/2018/11/NonAllowableUseofFunds.pdf

Equipment

FUNDING EQUIPMENT FOR CAREER EDUCATION PROGRAMS

- Perkins Grant Funds Cannot be Used:
  https://cdn.education.ne.gov/wp- content/uploads/2018/11/NonAllowableUseofFunds.pdf

Professional Development

QUESTIONS TO CONSIDER: PROFESSIONAL DEVELOPMENT

- Nebraska's Career Readiness Standards:
  https://www.education.ne.gov/wp- content/uploads/2017/07/NCRStandardsAlignmentBook-letWEB.pdf

FACULTY QUALIFICATIONS FOR OFFERING DUAL CREDIT COURSES

- Certain Requirements Must be Met:
  http://download.hlcommission.org/FacultyGuidelines_2016_OPB.pdf

FUNDING PROFESSIONAL DEVELOPMENT FOR CTE EDUCATORS

- Perkins Grant Funds Can be Used:
  https://cdn.education.ne.gov/wp- content/uploads/2018/11/NonAllowableUseofFunds.pdf
- Section 135(b)(2):
  https://cte.careertech.org/sites/default/files/PerkinsV_September2018.pdf

APPENDIX C: Responses to Public Comment

Nebraska Perkins V State Plan

Responses to Public Comments

Public input on the Nebraska Perkins V State Plan and the State Determined Levels of Performance was accepted between December 9, 2019 – and February 9, 2020. Comments received during this period for both the State Plan and the State Determined Levels of Performance are grouped together below by topic area. All comments were taken into consideration when developing and revising Nebraska's State Plan. No State agency (as identified in section 122(e)(1)(A)-(C)), submitted documentation indicating they found the State Plan or a portion of the State Plan to be objectionable. While not required under Perkins V, the NDE provides the following responses to common and relevant comments that were received to aid in understanding, transparency, and local CTE implementation.

General

"The State Plan and the Performance Targets are very comprehensive. I appreciate the partnerships that are made with the tribal organizations as we have a high percentage of Native American students. Also, many of our students can be labeled as "special needs" for a variety of reasons. I like that you have provided a section that helps guide the program for the students that fit into this category. Everything is very organized, easy to understand, and explains the process very well. Great job!"

"I completely agree with the intent of Perkins V, and I am in favor of placing a greater emphasis on CTE and incorporating more work-based learning experiences and personalized learning plans for our students. I believe wholeheartedly in collaborating with community and businesses within the region to prepare our students for a career that can support themselves and contribute in a positive way to the local economy."

Strategic Priorities and Goals

Comment: Concern computer science (including computing, data science, information technology, and informatics education) did not have a greater presence in the State Plan. Concern there was not greater emphasis placed on distance learning and the infrastructure to support distance learning (capacity). Concern computer science was singled out as an area of focus above other content areas.

Response*: The NDE's State Plan is written in response the U.S. Department of Education's Perkins State Plan Submission Guidelines. As there were no questions related to individual content areas, but rather those focused on policy and system considerations, the NDE's approach was to rely on aligned goals of the whole agency and with other workforce development and education partners. This includes the NDE's Strategic Vision and Direction and Equity Playbook (e.g. "Increase access to computer science at all K-12 levels and employ existing, high-quality professional development programs, such as Code.org, to allow teachers to*

become trained/ certified in computer science instruction" and "Invest in technological infrastructure to give students access to high-quality distance and virtual learning options"). Ongoing stakeholder engagement, including throughout the standards revision process, will ensure the most pressing needs of students and employers in the state are being addressed and reevaluated regularly.

Comment: Clarification needed for the difference between "high-demand" and "in-demand" and the state's definition of high-wage, high-skill, and high-demand occupations.

Response: *After meaningful stakeholder consultation, Nebraska CTE has operationally defined H3 in alignment with the Nebraska Department of Labor and other workforce development efforts around the state (including those under the Workforce Innovation and Opportunity Act). This includes using the term "high-demand" when referring to "in-demand" occupations and necessitating all three conditions being met.*

Throughout Nebraska, high-skill, high-wage, and high-demand jobs are defined as:

- *Occupations are high wage when at least half of their wage measures are at or above the regional average for all occupations.*
- *Occupations that require some college, no degree, or a higher level of educational attainment are high-skill, as well as occupations that require a high school diploma or equivalent plus long-term on-the-job training, an apprenticeship, or internship/residency.*
- *The number of annual openings, net change in employment, and growth rate determine whether an occupation is high-demand.*

An occupation must be high-wage, high-skill and high-demand to be an H3 occupation. Additional information can be found at: http://h3.ne.gov/.

The NDE will continue to promote and align programming to those occupations which will lead to a family-sustaining wage. This does not limit what programs may be offered locally, as there are other processes in place and those being updated to continue to provide local flexibility, including the approval of a local program of study.

reVISION (Comprehensive Local Needs Assessment)

Comment: Concern that the reVISION process (and related data analysis requirements) creates an undue burden on local recipients given the small Perkins allocations and local capacity available.

Response: *One of the most significant changes in Perkins V is the new requirement for local recipients to conduct a comprehensive local needs assessment (CLNA) and update it at least every two years to be eligible to participate in Perkins. Because the reVISION process has been instrumental in improving and strengthening CTE in Nebraska schools for over a decade, reVISION has been updated and expanded to meet the new required elements of Perkins V. reVISION is ultimately about assisting all schools and colleges 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 original reVISION process and the updated reVISION process are similar, but the requirements on local districts and colleges have changed in response to capacity concerns. Some components of the process will

be done individually, some regionally, and some with assistance from NDE staff. The NDE has many resources and supports available to provide assistance to any recipient who requests it. There are many areas of the reVISION assessments that overlap with other efforts already happening in schools, colleges, and districts. Capitalizing on existing work will help avoid duplicative efforts. Process support grants are available to help offset the financial burden of completing the process the first time.

Performance Indicators and Targets

Comment: Concern work-based learning was selected as the program quality indicator (5S3) above CTE dual-credit attainment.

Response: *Through multiple means of stakeholder engagement and consultation across Nebraska, meaningful work-based learning experiences (including internships and registered apprenticeships) emerged as the focus area that would be most impactful in the State. This finding was true across stakeholder groups. Both CTE dual-credit and CTE credential attainment were also considered. Support for dual-credit and credential attainment will remain a focus of both the NDE and NE CTE. However, they will not be used as Perkins accountability indicators for program quality. Rather, opportunities for students to earn postsecondary credit and credentials while in high school will be promoted and supported to ensure smooth transitions between secondary and postsecondary education. Both dual-credit and credentialing opportunities will similarly be infused throughout NE CTE's high-quality state model programs of study.*

Comment: Concern it may be difficult for local districts to track and measure work-based learning experiences, or ensure there will be sufficient opportunities to meet the statewide performance target. Concerns additional staff will need to be endorsed in work-based learning.

Response: *Successfully implementing a work-based learning system will take both time and a shared ownership. The NDE and several other statewide agencies and partners are working to develop a sustainable and high-quality system of work-based learning in Nebraska. This system must meet the needs of both rural and urban areas, as well as large and small businesses. For employers to have the talent pipeline required to grow and for educators and communities to ensure students are well prepared for postsecondary education and employment, it will take all working together and sharing ownership to achieve the mutually beneficial goals. This may include incentivizing teacher endorsements in supervising work-based learning. Existing structures in the state may be used as models, including those in Nebraska Vocational Rehabilitation and Special Education programs.*

The NDE has applied for and was awarded technical assistance for implementing a statewide system of work-based learning. Throughout the first several years of the Plan, NE CTE will be assisted in assessing options for instituting a statewide work-based learning system that is not based on hiring local (district or economic regions) specialized staff. Additionally, work-based learning data will be examined to determine how Nebraska can ensure student-level work-based learning data reflect participation in experiences that align to the state's definition of quality work-based learning, how to collect these data beyond participation (i.e. qualitative and quantitative descriptions of the experience and student learning), how to message these findings to reinforce and promote the vision for quality work-based learning, and how to reinforce employer buy-in through work-based learning branding. It will be incumbent upon state and local CTE systems and other workforce development programs to address concerns and ensure both employers, educators, and families are well informed on best practice and how to provide equitable work-based learning opportunities for all students. The NDE has several initiatives currently underway to provide greater support in this area.

Comment: Concern over "what counts" as work-based learning for accountability purposes.

Response: *Perkins V provides a clear definition for work-based learning: "the term work-based learning means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution to foster in-depth, firsthand engagement with the tasks required in a given career field, that are aligned to curriculum and instruction." As defined and relying on Nebraska's workplace experiences continuum, career awareness and exploration activities (e.g. career fairs, job shadows, guest speakers, field trips) would not meet the threshold for work-based learning. To determine the best path forward for Nebraska regarding "what is/counts as work-based learning," the NDE has applied for and was awarded technical assistance. Throughout the first several years of the Plan, NE CTE will be assisted in determining options for a rigorous statewide definition of quality work-based learning that allows flexibility for employers and rural locations and reflects stakeholders input.*

Comment: Concern 2020 baseline goal of 5% of concentrators graduating having participated in work-based learning experiences is too high.

The 2020 projected baseline target for 5S3 was computed using a 95% confidence interval of the autoregressive integrated moving average (ARIMA) for the past six years, and, based on the proposed new definition of a concentrator. The current baseline statewide target is set for only those students who graduate as a concentrator (a secondary student who has earned credit in at least two courses in a single career cluster program at the intermediate or capstone level). This is comparable to the targets set by states similar in size and administration to Nebraska, as was determined in a review of performance targets across the nation.

The NDE will continue to evaluate the secondary program quality indicator target and will make adjustments to the targets as appropriate by the April 15 submission deadline. It is difficult to estimate a true baseline when no work-based learning standards currently exist, and the use of a course code is the only means to track participation. Prior to the third program year covered by the state plan, the NDE may revise the state determined levels of performance for any of the core indicators for the subsequent program years if necessary. No changes to the State plan were made as a result of this concern at this time.

Comment: Concern over lack of clarity related to the repercussions of a recipient not meeting a core performance indicator target.

Response*: Per Section 123(b), the NDE is responsible for annually reviewing the performance of each recipient on the core Perkins performance indicators. This is accomplished through regular desk audits of each recipient. If an eligible recipient fails to meet at least 90% of the state determined levels of performance for any of the core indicators of performance for all CTE concentrators, the eligible recipient must develop and implement a program improvement plan that includes an analysis of the performance disparities or gaps identified under section 113(b)(3(C)(ii)(II), and actions that will be taken to address such gaps in consultation with local stakeholders, during the first program year succeeding the program year for which the recipient failed to meet any of the levels of performance for any of the core indicators of performance.*

If the NDE believes the local recipient is not making substantial progress in meeting the purposes of the Act based on the local levels of performance, the NDE will work with the recipient to implement activities consistent with the requirements of the Act. Further, the NDE may, after notice and opportunity for a

hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient's allotment under this title if the eligible recipient fails to implement an improvement plan with respect to any specific core indicator of performance that was identified in a program improvement plan or fails to meet at least 90 percent of the local level of performance for such core indicator for two consecutive years after the eligible recipient has been identified for improvement.

Fiscal Responsibility

Comment: Concern basic needs are not being met with the heavy focus on innovation (basic tools, structural improvements) related to funding priority and decisions.

Response*: Under Perkins V, all funds must be used to address the outcomes of each recipient's reVISION (comprehensive local needs assessment) process. reVISION will be used as the foundation for local CTE implementation – it will drive the local application development (for stand-alone districts, consortia, and community colleges) and future spending decisions. It is a chance for all schools and colleges to take an in-depth look at their entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. If, after the reVISION outcomes are synthesized, a needed expenditure is an allowable use of Perkins funds and included in the recipient's four-year plan, it will be considered permissible and should be included in the annual application for Perkins funds.*

Under Perkins V, there are also six required uses of funds:

1. *Provide career exploration and career development activities through an organized systematic framework designed to aid students, including in the middle grades, before enrolling and while participating in CTE programs, in making informed plans and decisions about future education and career opportunities and programs of study;*
2. *provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals;*
3. *provide within career and technical education the skills necessary to pursue careers in high-skill, high-wage, and high-demand industry sectors or occupations;*
4. *support integration of academic skills into career and technical education programs and programs of study to support CTE participants at the secondary school level in meeting the challenging State academic standards and CTE participants at the postsecondary level in achieving academic skills;*
5. *plan and carry out elements that support the implementation of career and technical education programs and programs of study and that result in increasing student achievement of the local levels of performance; and*
6. *develop and implement evaluations of the activities carried out with Perkins funds, including evaluations necessary to complete the comprehensive local needs assessment*

Collaboration

Comment: Concern Nebraska Vocational Rehabilitation and Nebraska CTE are not collaborating or sharing resources effectively.

Response: *Within the NDE, there are three Divisions which make up all related Offices. This organization facilitates and encourages collaboration within and between Offices. Currently, the Student and Client Success and Services Division encompasses the Offices of Career, Technical, and Adult Education, Special Education, Vocational Rehabilitation, and ESSA/Federal Programs. Administrators and staff from these*

Offices meet monthly at a minimum, allowing for robust discussions on programmatic alignment between Perkins, the Every Student Succeeds Act (ESSA), the Individuals with Disabilities Education Act (IDEA), the Higher Education Act (HEA), and Adult Education.

Sharing resources and aligning systems (i.e. career pathways, career advisement, transition services) have all been areas of focus. Similarly, work-based learning is an area where Nebraska CTE works closely with Special Education and Vocational Rehabilitation, relying on each other's areas of expertise, to develop aligned and mutually-supportive programs and policies. Throughout the Perkins V State plan development process, these regular interactions were instrumental in ensuring a strong focus on equitable services, reviewing any areas where services may be duplicated, and innovative ways to partner to achieve the NDE's strategic priorities and goals.

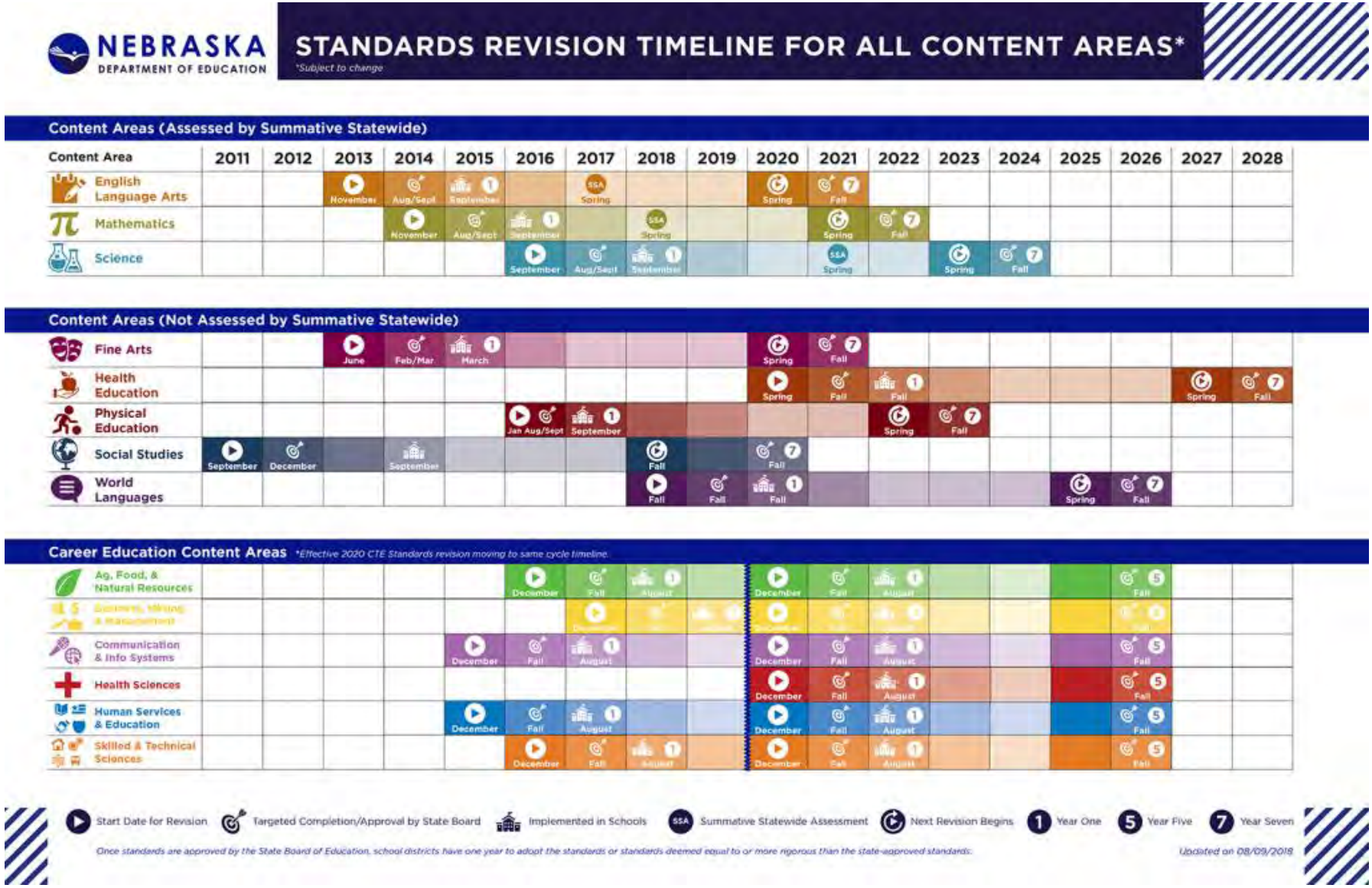
Comment: Concern participation of private school personnel and students is not emphasized sufficiently in plan.

Response: *While every educational consideration cannot be included in the four-year state plan, the NDE is still held responsible for all provisions within the Law. This includes section 217(a)-(b) of the Act.*

Comment: Concern the section about postsecondary CTE program approval is incomplete.

Response: *The Secretary acknowledges that it will take time to fully develop and implement processes and policies that reflect the Act. It is the intent of Nebraska to utilize the years covered under the plan to achieve these goals. After consultation with the Nebraska Coordinating Commission for Postsecondary Education, the entity already governing postsecondary program approval in Nebraska, ongoing coordination, alignment, and planning has been agreed upon. This approach was preferred over quickly developing and implementing new policies that would be duplicative. Rather, this direction will afford existing systems unique to Nebraska to be reviewed and built upon, so as not to create additional burden on local recipients or duplicate efforts.*

APPENDIX D: Standards Revision Timeline for All Content Areas



APPENDIX E: Perkins Local Application Template

LOCAL PERKINS APPLICATION 2020-2024

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
NEBRASKA DEPARTMENT OF EDUCATION
301 Centennial Mall South, Lincoln, NE

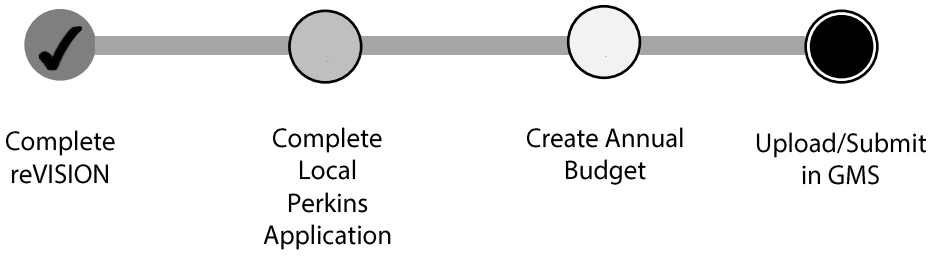
General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



The Local Perkins Application and Resources are available online at
https://www.education.ne.gov/nce/perkins-administration/

Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs of are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of $15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of $50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified though multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement*; and
6. Develop and implement evaluations of the activities funded by Perkins.

**Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the Perkins Management Guide for additional information about allowable uses of Perkins funds.

Timeline and Deadlines

- Annual Intent to Participate Due: March
- Local Perkins Applications Due (2020-2024): May 22, 2020 (*tentative*)
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

**Dates are subject to change. Please visit https://www.education.ne.gov/nce/perkins-administration/ for updated information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

Application Elements

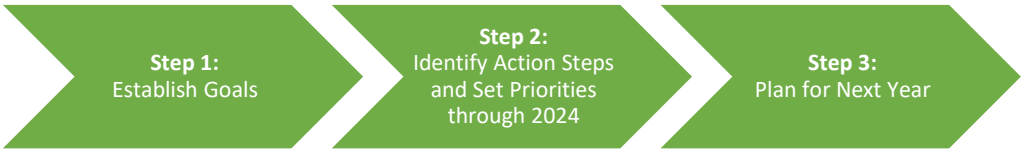
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

Section 1: reVISION Summary
Section 2: Narrative Responses
Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once.** For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high-priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website: https://www.education.ne.gov/nce/perkins-administration/. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska's opportunity for schools and community colleges 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. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

reVISION Summary. Considering your district's Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your district might pursue in strengthening the CTE programming for your students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Current State	Overarching Goal(s)
SAMPLE: ***Size, Scope, and Quality and Implementing CTE Programs of Study***	*Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in our local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the district.*	*Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.* *Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE's Standards Implementation Framework.*

reVISION SUMMARY		
Element	**Summary of Current State**	**Overarching Goal(s)**
Career Development		
Local Workforce Alignment		
Size, Scope, & Quality and Implementing CTE Programs of Study		
Student Performance Data		

Recruitment, Retention, and Training of Faculty and Staff		
Work-Based Learning		

Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at: http://bit.ly/SmartCTEGoals.

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the district's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

1. **Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:**
    a) **Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
    b) **Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
    c) **Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
    d) **An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

RESPONSE:

2. **In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**	
District's Goal(s) for Career Development: *(Copy and paste from the reVISION Summary)*	
Prioritized Action Steps for Career Development:	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: ***2020-2021***	
Year 2: ***2021-2022***	
Year 3: ***2022-2023***	
Year 4: ***2023-2024***	

Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of your local and regional CTE assessments to improve the alignment between educational programming and labor market needs.

3. **How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?**
RESPONSE:

4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.
RESPONSE:
5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.
RESPONSE:
6. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.
District's Goal(s) for Local Workforce Alignment: *(Copy and paste from the reVISION Summary)*

Prioritized Action Steps for Local Workforce Alignment:	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: ***2020-2021***	
Year 2: ***2021-2022***	
Year 3: ***2022-2023***	
Year 4: ***2023-2024***	

Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's state model programs of study are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study. Justify these offerings with the local and regional CTE assessment results.

RESPONSE:

8. How will your district improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

RESPONSE:

9. Describe how your district will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

RESPONSE:

10. In your district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for ***Size, Scope, and Quality and Implementing CTE Programs of Study*** *(Copy and paste from the reVISION Summary)*

Prioritized Action Steps for ***Size, Scope, and Quality and Implementing CTE Programs of Study*:**	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: ***2020-2021***	
Year 2: ***2021-2022***	
Year 3: ***2022-2023***	
Year 4: ***2023-2024***	

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, your district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

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;
- Individuals experiencing homelessness
- 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

11. Describe how the district will provide support to teachers so they will:

a. **Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
b. **Prepare CTE participants for non-traditional fields**
c. **Provide equal access for special populations to CTE courses, programs, and POS; and**
d. **Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

RESPONSE:

12. How will the district address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will be taken to develop strategies to eliminate those disparities or gaps.

RESPONSE:

13. In your district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Student Performance Data:
(Copy and paste from the reVISION Summary)

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	
Year 2: 2021-2022	
Year 3: 2022-2023	
Year 4: 2023-2024	

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your district's approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of your district's Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your district will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE:

15. In your district's Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff
(Copy and paste from the reVISION Summary)

Prioritized Action Steps for the Recruitment, Retention, and Training of Faculty and Staff:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	
Year 2: 2021-2022	
Year 3: 2022-2023	
Year 4: 2023-2024	

Element 6: Work-based Learning

Context: Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here: https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/.

16. Describe the WBL opportunities provided to CTE students in your district and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

17. In your district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Work-based Learning:
(Copy and paste from the reVISION Summary)

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	
Year 2: 2021-2022	
Year 3: 2022-2023	
Year 4: 2023-2024	

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE:

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

1. **Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
2. **Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
3. **Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your district will continue to meaningfully engage them throughout the duration of the Application (2020-2024).**

It is recommended existing structures and means for engaging stakeholders that local districts no doubt already have in place are utilized as a starting point.

RESPONSE:

Section 3: Annual Budget Worksheets

The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

Click here for the Annual Perkins Budget Worksheet Template

Helpful Tip

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.

APPENDIX F: reVISION Template

reVISION

GUIDEBOOK

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
NEBRASKA DEPARTMENT OF EDUCATION
301 Centennial Mall South, Lincoln, NE 68509-94987

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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 pervious 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.

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.

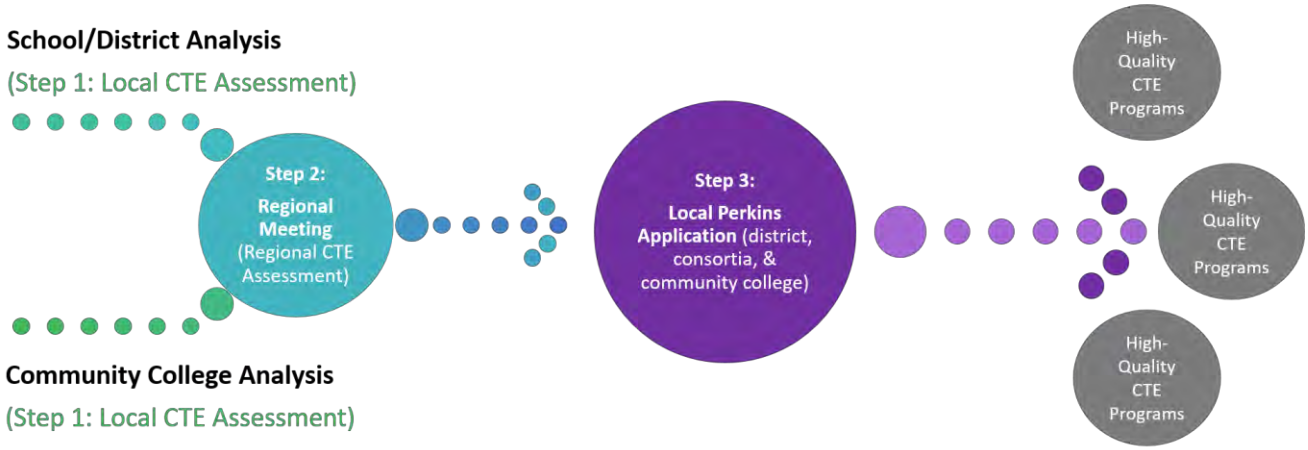
If your district consorts for Perkins purposes with a group of schools or an ESU, **you are still required to actively participate in the reVISION process** to be considered eligible for any Perkins funds or Perkins funded programs. The NDE has created a process that is manageable and reduces as much 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.

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 econoimc development region. It assesses the econoimc 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

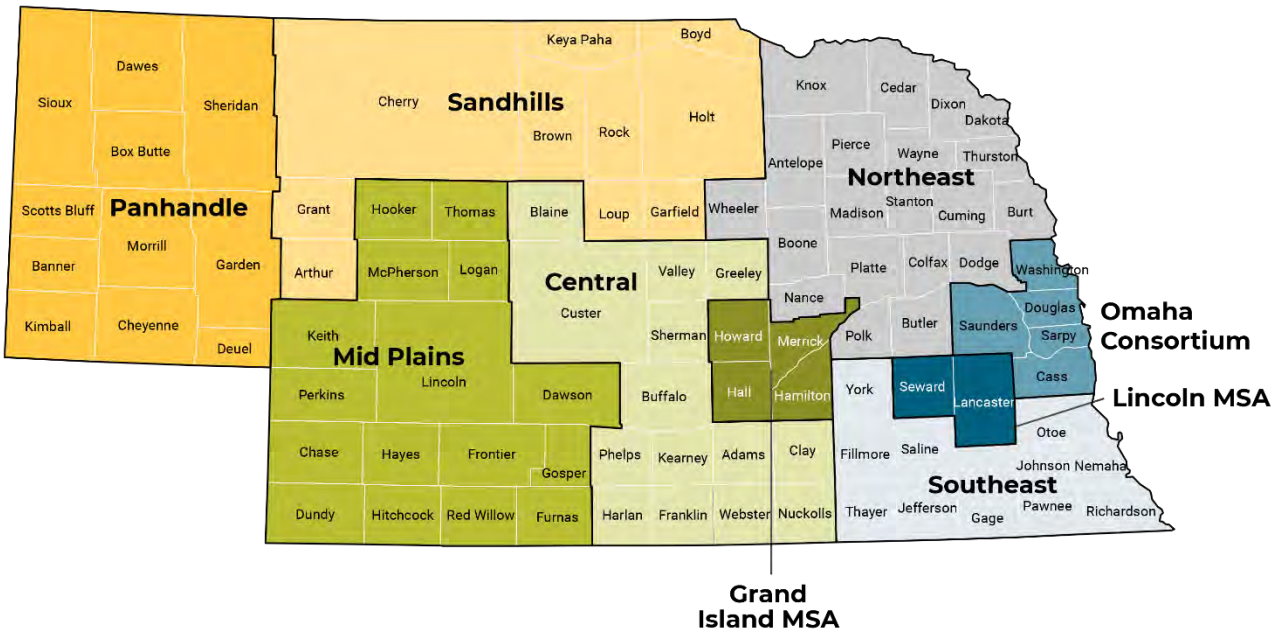
A four-year Local Perkins Application is required for each eligible Perkins recipent. This application outlines the short- and long-term goals for the CTE system in the local district, consortia, or community college. **Only outcomes identified throughout the reVISION process are eligible for Perkins 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 minium 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 to 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;

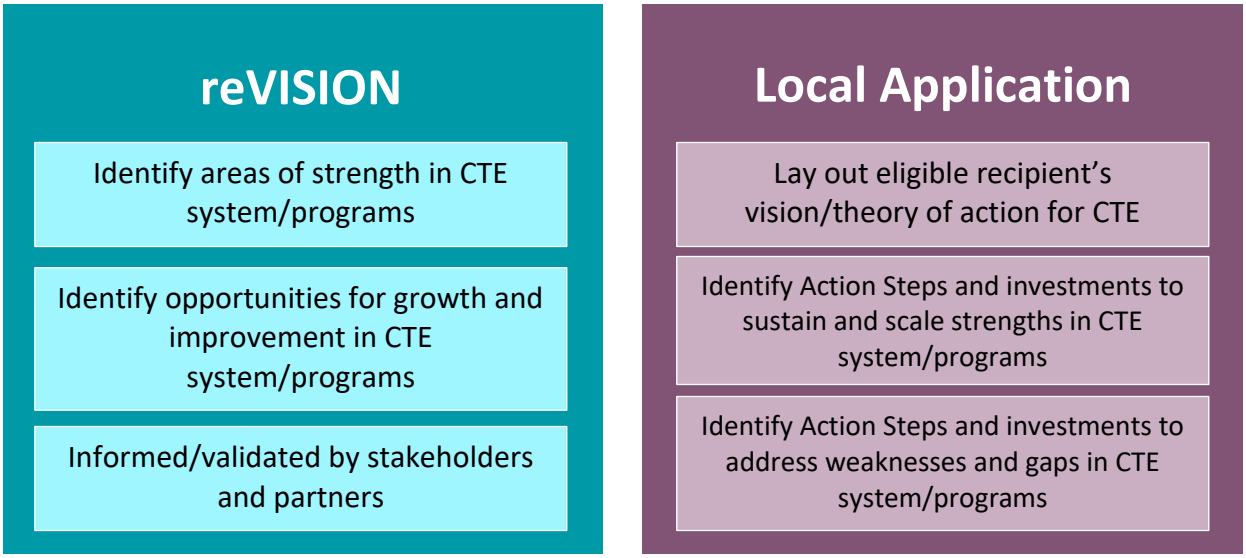
- A more efficient use of resources in preparing for and completing reVISION and implementation of CTE programs.

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.

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.

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

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.

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.

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.

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

Element 1

Career Development

Element 2

Local Workforce Alignment

Element 3

Size, Scope, & Quality and Implementing CTE Programs of Study

Element 4

Student Performance Data

Element 5

Recruitment, Retention, and Training of Faculty and Staff

Element 6

Work-Based Learning

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	**Suggested Strategies for Consultation**
• Middle, secondary and postsecondary teachers/faculty • Administrators, teachers, and faculty	Workgroup to examine data including educators, school counselors/advisement professionals, and representatives of special populations.

• 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	Focus groups, interviews, study circles, and surveys with: • 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

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

- 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

• Administrators, teachers, and faculty
• School counselors and advisement professionals
• Former students
• Representatives of special populations
• Local data staff
	Workgroup to examine data including educators, school counselors/advisement personnel, and workforce development staff
	• Engagement of advisory council for input into workforce alignment
	• Focus groups, interviews, study circles, surveys with:
	  o Students and former students
	  o Local agencies involved in workforce initiatives

Questions to Consider

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
Each student, including those from special populations, is provided with equitable **access** to CTE programs and activities, including CTSOs • Alternative education programs include CTE • Emphasis is given to the recruitment and retention of students into programs non-traditional for their gender	• 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 Secondary: • 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/)	Recipients meet or exceed **performance** targets established for state and federal Perkins accountability indicators • 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
Local CTE systems include programming inclusive of opportunities that represent	• CTE programs are aligned to the Nebraska Career	• CTE programs of study and courses are delivered by instructors who meet

the broad range of available Nebraska CTE career fields/program areas, including: • Agriculture, Food, and Natural Resources • Business, Marketing, and Management • Communication & Information Systems • Health Sciences • Human Sciences and Education, and • Skilled and Technical Sciences At the secondary level: • 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. At the postsecondary level: • 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	Education Model (see Figure 2). • A comprehensive understanding of and strong experience in all aspects of an industry are provided to students, including: o occupations and careers that represent the full scope of an industry; o 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 Secondary: • Secondary CTE course instruction addresses at least 90% of the state-approved standards	Nebraska's requirements to teach at the secondary and/or postsecondary level(s) • 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

COORDINATED		
Size	Scope	Quality
• 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	• 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	• 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
• 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	• 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	• 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		
Size (capacity focus) • Total number of programs/programs of study and number of courses within each • CTE participant and concentrator enrollment for the past three years,	**Scope (curricular focus)** • Documentation of CTE programs of study course sequences from secondary to postsecondary including aligned curriculum • Credit transfer agreements for CTE programs	**Quality (outcome focus)** • Curriculum standards and frameworks showing alignment to industry needs • Assessments leading to credential(s) of value

aggregate and disaggregated • 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	• 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	• 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)

Suggested Stakeholders to Engage	Suggested Strategies for Consultation

• Administrators, teachers, and faculty
• School counselors and advisement professionals
• Parents and Students
• Special Education staff
• Representatives of special populations
• Local data stewards
	• 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:
	  o Parents and students
	  o Employers
	  o School counseling staff and career advisement professionals

Questions to Consider

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:
  o Gender
  o Race and ethnicity
  o Migrant status
  o Individuals with disabilities
  o Individuals from economically disadvantaged families including low-income youth and adults
  o Individuals preparing for nontraditional fields
  o Single parents including single pregnant women
  o Out of work individuals
  o English learners
  o Homeless individuals
  o Youth who are in or who have aged out of the foster care system
  o Youth with a parent who is on active duty military
• Comparison data for 'all' students
  o Secondary: comparisons for graduation rates, academic performance and placement
  o 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	Suggested Strategies for Consultation
• 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	• 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.

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- 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)

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<tr><th>Suggested Stakeholders to Engage</th><th>Suggested Strategies for Consultation</th></tr>
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- 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

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- Workgroup to examine data including educators, school counselors/advisement professionals, and human resources staff
- Focus groups, interviews, study circles with:
    - Veteran teachers
    - Developing teachers
    - Individuals charged with selecting, designing, and implementing professional development
    - Human Resources staff

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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?

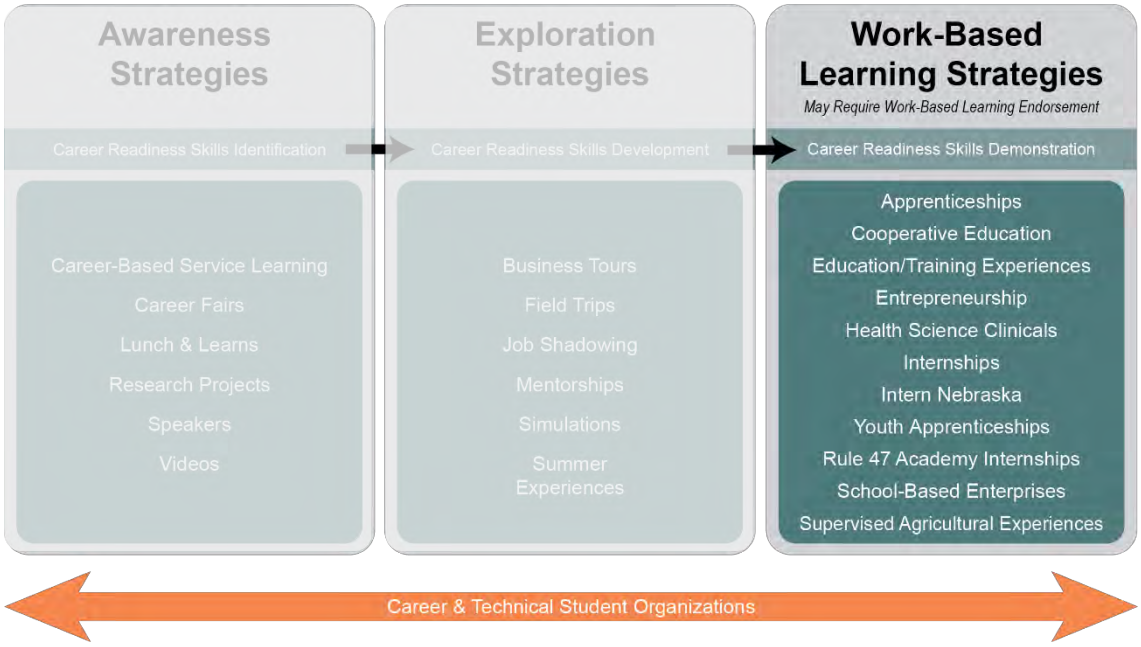
2. What strategies are we using to retain CTE educators?

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	Suggested Strategies for Consultation

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

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.

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.

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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APPENDIX G: Perkins Performance Indicator Historical Trend Analysis and Projections

The following projections were computed using a 95% confidence interval of the autoregressive integrated moving average (ARIMA), and, based only on the proposed new definition of a Concentrator.

Perkins Performance Indicators	2015-2016	2016-2017	2017-2018	2018-2019	BASELINE 2020	PROJECTED 2021-2024
Graduation Rate (1S1)	95.57	94.71	95.25	94.03	**93.57**	(94.23 - 96.21)
Academic Proficiency in Reading/Language Arts (2S1)	71.77	74.58	53.20	53.46	**52.97**	(53.15 - 53.69)
Academic Proficiency in Math (2S2)	63.91	65.46	52.62	54.76	**50.72**	(52.21 - 56.66)
Academic Proficiency in Science (2S3)	77.10	77.55	57.15	58.93	**55.57**	(56.81 - 60.51)
Post-Program Placement (3S1)	N/A	84.70	82.18	80.52	**79.05**	(80.20 - 83.65)
Nontraditional Concentration (4S1)	25.42	25.24	21.71	23.98	**19.70**	(21.27 - 25.90)
Participation in Work-based Learning (5S3)*	7.75	6.66	7.89	10.04	**5.31**	(6.70 - 10.86)
Postsecondary Retention and Placement (1P1)	77.15	79.71	77.73	79.26	**76.08**	(77.27 - 80.85)
Earned Recognized Postsecondary Credential (2P1)	40.78	40.46	40.49	39.70	**39.45**	(39.90 - 41.26)
Nontraditional Program Concentration (3P1)	20.65	22.02	20.98	20.31	**19.54**	(20.27 - 22.44)

**Note*: *The primary statewide assessment was changed between 2015-2016 (NESA) and 2016-2017 (NSCAS).*