Step 3: Use of Funds: Part A

1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

   No

2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

   Yes

   Nebraska continued to use Perkins funds to improve our system of postsecondary data submission aligned to Perkins performance measures. This is the second year of the new data reporting system. Clarification of data definitions and requirements were made to improve the quality and reliability of the data submitted. This system pulls the data from state level submissions rather than relying on individual data submissions from each of the postsecondary institutions. Funds were used for NDE data staff to work on the clarifications and improvements to the data reporting system as well as the analysis of the data to determine reliability. Nebraska also used funds to provide technical assistance to LEAs on data quality and submission.
Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

Nebraska conducts an ongoing assessment of the CTE programs funded through a system of monitoring activities designed to check compliance with assurances, financial records, expenditure of funds and quality of career and technical program offerings. These monitoring activities include:

Desk monitoring of each eligible recipient is completed on an annual basis that includes a review of:

-- Career and Technical Education Essential Components that are necessary to qualify for Perkins funds. The Essential Components are listed in Nebraska's State Plan and define Nebraska's required components to meet the size, scope and quality requirements to receive Perkins funds. Each LEA superintendent/community college president must certify that the district meets the essential components in order to qualify for participation in Perkins funds. This assures a minimum quality standard to participation.

-- Required implementation of at least one State Approved Model Program of Study. This information is included in the essential components and documented by NDE through a report of courses offered by each eligible LEA. The Nebraska Department of Education verifies the programs of study offered in each secondary LEA through our data system. The postsecondary programs are verified during on-site visits.

-- Performance measure indicator data and results including the strategies LEA's use to enable special populations to meet adjusted levels of performance.

Upon completion of the fiscal year, as a part of their final claim, each eligible recipient submits an annual report that documents their self-assessment and proposed changes for the future based on that assessment.

On-site monitoring of eligible recipients occurs at least once every three years. This on-site monitoring includes a review of all essential components, review of fiscal procedures and records, review of programs of study and interviews with administrators, teachers and students. The monitoring is documented as a part of the assessment of quality of CTE programs receiving Perkins funds. Nebraska’s Monitoring Manual continues to be used with on-site monitoring. This manual is designed specifically for secondary and postsecondary eligible recipients to more accurately assess status of eligible recipient programs and use of funds. It is aligned with the assurances and required uses of funds as outlined in the Perkins Legislation.

Nebraska identifies eligible recipients who offer state model approved programs of study and posts the approved programs of study by school on the State of the Schools Report on the Nebraska Department of Education website.

During 2015, The Nebraska Department of Education worked with the Nebraska State Board of Education on a year-long study of secondary career and technical education. This study committee was composed of NDE staff and three State Board of Education members. The study committee visited CTE programs, reviewed local, state and national literature, analyzed performance measures and current information on CTE programs, interviewed CTE professionals and created a final report. This report identified strengths and areas of opportunity for career and technical education in Nebraska. The report was updated in 2017 to document progress in accomplishing goals. The updated report was uploaded below.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?
Nebraska emphasizes the use of current and industry standard technology in CTE programs. Equipment purchased with Perkins funds was monitored to make certain it aligns with current industry standards and was appropriate technology to prepare students for the jobs of the future. Proposals to purchase equipment that do not meet industry standards are denied use of Perkins funds. Nebraska has clarified our requirements for the type of equipment that is allowed to be purchased with Perkins funds. These increased requirements only allow for industry grade equipment and technology reflective of what is currently in use business/industry. An updated listing of equipment and activities that is not eligible for Perkins funds was provided to each LEA.

Nebraska successfully conducted third year of the Microsoft Information Technology Academy for secondary and postsecondary schools. The third year of operation resulted in more schools joining the initiative and more students receiving industry certifications in Information Technology. A summary of the Initiative is uploaded below.

Professional development emphasized the use of technology including working with 1:1 computer initiatives and cloud technologies. Other professional development included an emphasis on technology such as: Windows Office, Interactive Whiteboards, iPads/Mobile Devices, Social Media, 3D Simulations and Gaming, Adobe Acrobat Pro, Photoshop, digital media, robotics, electronic portfolios, infusing multimedia into the classroom, Internet and media safety, web design, electric vehicles, food and nutrition science and energy.

Professional development also included a continuing emphasis on teaching strategies for implementation of technology tools in their classrooms. Emphasis was given to strategies as teachers learned to develop digital documentaries and podcasts that integrated academic and technical competencies, online course management systems, and technology tools that can be integrated into instruction.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

Nebraska conducts a Teacher Educator Forum each year for all CTE teacher educators at Nebraska colleges and universities. The Teacher Educator Forum is a day-long in-service that focuses on research-based effective teaching strategies, data analysis of Perkins Performance Measures and current CTE data, strategies to improve pedagogy based on student achievement data, alignment of secondary and postsecondary curriculum, program of study implementation and integration of academic content into CTE instruction. Special emphasis was given this year to problem/project based learning, technology integration and career development. All Nebraska educator preparation institutions preparing CTE teachers were in attendance again this year. It is an awesome time time for collaboration and alignment of programs. This forum has resulted in sustained change in CTE teacher preparation.

NDE curriculum field specialists regularly present to pre-service students on CTE programs of study, data and strategies, services to special populations and work-based learning to prepare them for classroom/laboratory instruction.

Each of our Nebraska Career Education Field Specialists conducted a series of fall workshops for secondary and postsecondary teachers. These workshops are held on the campuses of our postsecondary eligible recipients and provide an opportunity for interaction between secondary and postsecondary instructors. The focus of the workshops includes work on implementation of State Model Programs of Study, alignment of secondary and postsecondary curriculum for transition, alignment to new state CTE standards and curriculum, technical updates and strengthening career guidance. Over 1,000 secondary and postsecondary teachers and administrators attended the workshops.

Leadership funds supported the annual Nebraska Career Education Conference attending by over 730 CTE secondary and postsecondary instructors, guidance counselors and administrators. The conference program provides professional development on current topics relevant to career cluster areas as well as general improvement of career and technical education including data analysis, programs of study, employer engagement, entrepreneurship, career academies, services for special populations and leadership development.

Continued work with the University of Nebraska-Lincoln and Nebraska Community Colleges in providing professional development on implementing and/or infusing entrepreneurship education modules and courses for secondary and postsecondary instructors. Continued to partner with NetForce, a collaboration of Nebraska Department of Education, University of Nebraska Lincoln, Nebraska Community Colleges and entrepreneurs to support entrepreneurship education in Nebraska.
Conducted the fifth year of the Beginning Teacher Institute. Teachers in attendance represented all CTE instructional areas and school counseling. The Institute receives extremely high evaluation marks from teachers and administrators. It will be continued in the future. This Institute focused on teachers who have completed one, two or three years of teaching. It is designed around three basic themes:

- My career education program - focusing on building support in the school and community and engaging parents and community. A special emphasis is placed on the engagement of employers.

- My career education classroom - focusing on improving classroom and laboratory instruction, implementing CTE standards and industry certifications and strategies for improving student achievement. Special emphasis was placed on services to special populations.

- My professional development - focusing on balancing work and personal life, the role of continued professional development and developing a personal career plan.

Conducted a new program designed to enhance integrated STEM education in secondary schools. This partnership between CTE and non-CTE instructional areas resulted in greater understanding of programs of study and new integration of CTE and academic program areas. The inservice also involved visiting businesses and industries to see STEM concepts in action across the state.

NDE staff provide updates through listservs and Twitter of current industry information, new teaching techniques and sharing of best practice. These listservs and Twitter have become an integral part of our career education teachers professional development.

Nebraska continues to emphasize the implementation of project and problem based learning in CTE classrooms. NDE continued emphasis on the implementation of our project-based Food and Nutritional Science curriculum, CASE curriculum for Agriculture, Food and Natural Resources and the Project Lead The Way curriculum in engineering and bio-science.

Because of our new data analysis capabilities, special professional development sessions were provided for teachers in specific career cluster area based on student performance in Perkins Performance Measures and on NeSA, Nebraska’s State Academic testing in reading and math. Teaching strategies were developed to help teachers with more purposeful instruction of academic concepts in CTE courses. Emphasis was give to those career cluster areas that performed the lowest on the state assessments.

Nebraska also partnered with Educational Service Units (regional service providers) to provide technical assistance and professional development for CTE teachers. These sessions are well attended by teams from schools receiving Perkins funds. The focus was on program improvement, data usage, strategies for improving student achievement and equity.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

This year NDE contracted with a newly retired female construction CTE instructor to assist us with professional development in the area of gender non-traditional student success. She was one of the first “pioneers” in Nebraska as a female non-traditional teacher. Charm has been focusing primarily on the post-secondary LEAs in the effort to determine current status, what works in places where they are meeting performance indicators and what barriers might be in place in those LEAs that are struggling to meet the performance indicator. She is also working with secondary programs on inclusion of gender non-traditional and special populations to make certain they are afforded the same opportunities as all students. Charm has conducted technical assistance workshops on a regional basis, visited individual schools and campuses and is compiling a best practices report of successful Nebraska LEAs to share with other LEAs.

Nebraska also partnered with the Nebraska Manufacturing Coalition to identify female role models in the manufacturing sector. These individuals were featured in a set of posters and accompanying document that talks about their experiences, challenges and successes. These materials are being distributed to Skilled and Technical Sciences programs in Nebraska schools.
The state of Nebraska continues to support Nebraska Career Connections on-line career development tool with special emphasis on nontraditional careers. Partnering with Career Connections is a series of new parent materials that are designed to dispel myths and stereotypes including gender based career stereotypes. The development of these materials was started during this fiscal year and will be completed and dispersed to local schools and community colleges for distribution next fiscal year.

In cooperation with the Nebraska Department of Labor, NDE continues to provide the H3 website that provides real-time data on high skill, high wage, high demand jobs in Nebraska. This website pulls current openings and also provide projections of future demand for workers based on labor market information and projections. The H3 website has been a great tool for classroom teachers and counselors to use to acquaint students with job projections and locations. The website was updated to be more user friendly. The website can be found at http://h3.ne.gov/H3/

Nebraska also continued the development of the Nebraska Career Tours video project. This project provides a video tour of at least three Nebraska businesses in each of the career cluster areas. The tours provide a look at the industries in each of the 16 career clusters and include typical work sites, type of work involved, educational requirements, what they look for in new employees. The videos have helped to change the stereotypes of what industries such as manufacturing, logistics, etc are and who is employed in those industries. We are continuing to develop the tours until we have all 16 career clusters completed. The videos are available free of charge to schools and have student and teacher guides available to assist in the instructional process. Emphasis is placed on showcasing non-traditional workers and managers as well as highlighting special populations in the videos. The videos have enjoyed overwhelming use and success with counselors, parents and students. The tours can be found at http://www.necareertours.com/.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

Nebraska continued to invest leadership funds to improve school counseling programs with emphasis on effective career guidance strategies for special populations. Funds were used for professional development with counselors on how to help special population students experience success in CTE.

Leadership funds were used to support professional development for CTE instructors on strategies for engagement of special populations that supports both academic and technical skill attainment in CTE classes. This is an on-going effort to improve the skills of teachers to meet the needs of all students, especially special populations. Theses sessions were held at the Nebraska Career Education Conference and continued the emphasis at our Fall Workshops. Over 1,000 CTE instructors attended these sessions.

A special relationship is maintained with a student transitions team comprised of NDE CTE staff, Special Education, Vocational Rehabilitation, Educational Service Units and Community Colleges. This team focused on transitions and opportunities for special populations. Regular meetings are held to share data and initiatives to improve opportunities for special populations. New materials are being developed to share with schools and communities colleges to assist in service the needs of special populations. Special focus is placed on using data to assist in determining program and curriculum decisions. This effort is helping in the transition planning for individuals with disabilities. A joint effort is also underway to utilize the new Nebraska Career Readiness Standards to help understand and develop employability skills in all Nebraska students, but especially in special populations. Vocational Rehabilitation has adopted the Career Readiness Standards with their clients. A special effort was made to help CTE instructors and administrators be more knowledgeable about Vocational Rehabilitation services.

CTE has partnered with Vocational Rehabilitation on the relaunch of work-based learning program in Nebraska schools. This partnership has brought emphasis to the opportunities for students with disabilities to participate in meaningful work-based learning. New materials, videos and informational workshops have been developed and shared across the state.

Nebraska encourages eligible recipients to expend Perkins funds to support CTE in alternative education settings. With growing numbers of students seeking alternatives to the traditional high school, enrollment in alternative education programs are increasing. Local Perkins funds were used to enhance CTE opportunities for all students and develop new CTE programs. Nebraska leadership funds were used for professional development to support the local programs.

CTE data is analyzed annually to determine participation and concentration in CTE programs of study by special populations. LEAs with low participation are identified and targeted with visits from CTE staff for technical assistance.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?
Nebraska Department of Education Career Technical Education staff continue to use listserv, websites, Twitter and Facebook to provide current information for teachers and administrators. Over 2,000 teachers and administrators receive this regular communication.

Each of our CTE career field specialists travel to schools/community colleges as requested to provide direct technical assistance to teachers and administrators. This assistance centers on program improvement, new curriculum, review of student achievement data, visioning for future direction and program planning. A majority of time this past year was spent on the implementation of new state standards for CTE courses and programs of study.

Staff has made a concerted effort to present at district superintendent and principal meetings held regionally at Nebraska's Education Service Units. These sessions inform district administrators on state model programs of study and current initiatives in career technical education. Garnering administration support is a vital part of program improvement for career technical education. Over 200 administrators have participated in these sessions.

NDE staff have developed targeted technical assistance delivered through multiple venues. This approach avoids the one-hour workshop approach. Starting with introduction to the technical assistance theme at the Nebraska Career Education Conference attended by over 725 CTE instructors and administrators. The theme is then supported throughout the year. Day-long fall workshops are held for career technical teachers by career fields to reinforce the theme for the year. Technical assistance sessions for teachers are held at CTSO fall and state conferences. The theme this past year was the implementation new state standards for CTE courses and new programs.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions: 40000

Number of students participating in Perkins CTE programs in state correctional institutions: 314

Describe the CTE services and activities carried out in state correctional institutions.

Nebraska has a partnership with the Department of Corrections to provide transition services to individuals who are preparing for parole and support services for the first few months after parole. The services provided include career assessments, employability skill training, workplace placement, exploration of completion of GED or postsecondary education, and mentoring while on the job for the first few months to support individuals needs. A major use of the funds consists of employment assessments to determine skills and interest areas and help individuals devise a plan that will result in full time, long-term employment to avoid recidivism. While not 100%, data on individuals served verifies the impact of this funding on helping individuals return to society as a productive citizen.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities: 0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities: 0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

Nebraska does not provide additional dollars to support individuals with disabilities. Most of the individuals served in Corrections (Part I) do have a disability. The money however is not targeted to serve them differently from the general population. Although we don't specify a separate amount of money to be used for individuals with disabilities, approximately 280 of the 314 individuals served have either a mental, physical or substance abuse disability.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?
9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

Yes

Nebraska provided financial support for the professional development of Family and Consumer Science (FACS) teachers through technical assistance workshops. Nebraska also uses leadership funds to support staff for the supervision and development of Family and Consumer Sciences programs in Nebraska. Emphasis is placed on occupational preparation and local Perkins funds are only used to support occupational programs.

During this fiscal year, industry was the driving force for the review and revision of our standards and programs of study in the Family and Consumer Sciences area. Perkins funds were used for the review and revision process. Programs of study were revised to align to labor market needs and Nebraska’s economic priorities. Standards were revised to include more academic content to be taught in context of Family and Consumer Sciences.

Emphasis continues on the shift to programs focusing on occupational FACS rather than general instructional purposes. Significant growth was evident in early childhood education programs and occupational programs such as culinary arts and food science.

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

Yes

Our reVISION school improvement program was created as a tool for school districts to evaluate their current CTE program offerings, programs of study, and career guidance efforts, with the primary emphasis on aligning programs of study to Nebraska’s workforce and economic priorities and to ensure that programs of study prepare students for H3 jobs of the future. reVISION is being conducted in partnership with Nebraska’s community colleges, and Nebraska Departments of Labor and Economic Development.

reVISION requires local districts to partner with their community college, local workforce and economic development personnel, and the local community to evaluate current CTE offerings and create a plan for program improvement including tighter alignment to local/regional labor market needs and economic priorities. One of the most significant aspects of reVISION is the community engagement meeting designed to get input from business/industry, parents, community leaders and students. These meetings have proven invaluable to moving the agenda forward to modernize programs and align to workforce needs.

After the initial reVISION process is complete and a reVISION Action Plan is submitted to NDE, the district becomes eligible for the reVISION Action Grants. These grants are awarded through a competitive process to implement the activities as identified in the Action Plan. Only those activities that align with Nebraska’s workforce and economic priorities are funded. Materials related to reVISION are uploaded below

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No
Consolidated Annual Report, Program Year 2016 - 2017
Nebraska

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Specific projects that continued to be supported by Perkins funds to improve the academic and career and technical skills of students through the integration of academics included:

Again this year, professional development initiatives were conducted by career cluster area to examine student achievement by area of concentration in a specific career cluster. Strategies were shared with teachers and administrators to help students below state averages. Emphasis was placed on the infusion of academic concepts into CTE courses in the cluster areas of concern.

Standards for CTE courses were revised this year based on industry and instructor input. As the standards were reviewed, specific emphasis was given to the infusion of academic standards and career readiness standards. These standards were infused rather than just cross-walked. Professional development is now a priority to help teachers know how to make certain they address the academic and career readiness standards in their instructional program. Nebraska’s career readiness standards have also been infused into the academic standards that have been revised.

Continued work with the Nebraska Standards Instruction Tool (SIT) Enhancements - NDE continued to review and provide contextualized examples in the English Language Arts (ELA) Standards Instructional Tool (SIT). The overall goal of the project is to improve student mastery of the Nebraska ELA Standards by providing content-specific teaching strategies that support the standards across all disciplines at the secondary level. To finalize the work initiated last summer, we will be expanding and clarifying the contextual format of the examples written previously. CTE teachers developed contextualized strategies that help students learn literacy skills/strategies through CTE contexts. Each Career Field Specialist has created professional learning experiences for teachers using that work (fall workshops, webinars, etc.)

Continued the work on the Math-in-Business Connections project - The Nebraska Mathematics Standards reflect the math content and knowledge required for success in postsecondary education as well as the math content used in employment and entrepreneurship. As part of the process, the team developed authentic problems that highlight how math is used in the workplace – essentially answering the infamous question posed by students “When will I ever use this?” In order to develop these authentic workplace problems, we are hoping to provide our writing team with the chance to spend a day with area businesses learning about how math is used in each business. After that experience, the writers developed problems and/or activities and that showcase the math used in each business. The resources created are available for all Nebraska math teachers to use within the courses they teach. The same examples are shared with CTE instructors to use in their classrooms to make the academic connection to their CTE content.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills?

Nebraska CTE staff hold a seat on the Nebraska Partner Council. This council was developed by NDE CTE staff and the Nebraska Department of Labor to bring together WIA partners and others interested in the advancement of career education, workforce programs and serves to special populations. The Partner Council played an important role in the transition from WIA to WIOA and provided the leadership for bringing the partners to the table and moving a progressive agenda forward. The purposes of the council are outlined in the attached MOU. The council meetings quarterly for the purpose of coordination of work and exploration of funding opportunities to advance the work of the Council. Members of the Nebraska Partner Council are:

Nebraska Department of Education: Adult Education; Career and Technical Education; and Vocational Rehabilitation

Nebraska Department of Economic Development
Nebraska Department of Labor: Adult, Dislocated Worker, and Youth programs; Jobs for Vterrans State Grant; Office of Labor Market Information; Trade Adjustment Assistance Program; Unemployment Insurance Program, Wagner-Peyser Employment Services Program

Nebraska Department of Human Services: Community Services Block Grant; Senior Community Services Employment Program; Supplemental Nutrition Assistance Program; Temporary Assistance for Needy Families

Nebraska Community College Association

Nebraska Commission for the Blind and Visually Impaired

Proteus, Inc. Nebraska Migrant and Seasonal Farmworker Program

With the passage of WIOA and the new collaborative work that is taking place, the Partner Council's work has expanded to be the public sector side of the implementation of WIOA. The membership has been expanded to include all agencies involved in workforce development. A sample of the collaborative work is attached.

Nebraska CTE staff assist in the coordination of Nebraska Industry Councils sponsored by the Nebraska Department of Economic Development and Department of Labor. Industry Councils currently exist in the economic priority areas of Construction, Manufacturing, Information Technology, Logistics, Health Science and Biosciences. These councils are made up of employers and work with staff from NDE, Dept of Labor and Economic Development to identify strategies to overcome workforce shortages, skill gaps and other areas of mutual concern.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Nebraska supports a full-time staff person to serve as the school counseling specialist for the state. This person provides professional development and technical assistance to middle, high school and postsecondary career counselors. A. website is maintained as a resource for school counselors on career guidance.

Nebraska also annually supports a School Counselor Academy with primary emphasis on career guidance. This three-day Academy is attended by over 200 counselors. This year a major part of the Academy was focused on meeting the needs of industry and the skill gap. The sessions helped school counselors understand the workforce needs and economic priorities that drive Nebraska's economy and how to advise students on these opportunities.

We are continuing our partnership with Vocational Rehabilitation on their career pathway project that is helping to create opportunities for individuals with disability to enhance their skills and move up in the organization to create an opening for another person with a disability. This upscaling project is emphasizing the manufacturing, information technology and transportation industries.

Nebraska is in the process of designing a new PK-12 career development system. This initial work will culminate in a new model of career development for Nebraska school districts. It is systemic PK-12 model that will eliminate random acts of career guidance in favor of a planned, intentional program to help all students make good education and career decision based on their interest, knowledge and skills.

Nebraska continues to support the further development and use of the Nebraska Career Connections career information system. This system is provided free to all Nebraska schools and is used to explore careers, develop personal learning plans, explore Nebraska CTE programs of study, and review colleges and career opportunities.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes
Nebraska continues to work on the development of dual-credit options as capstone courses for programs of study. We currently have over 300 courses identified as dual-credit courses. Each of our community colleges is independent so we must develop understandings with each of the colleges to recognize their courses for dual-credit. A new statewide common course database was developed in cooperation with Nebraska’s P-16 Initiative to eliminate duplicate efforts of working with each of the community colleges.

Nebraska continues to work with the Nebraska Transfer Initiative that identifies those courses that will transfer between community colleges and between community colleges and Nebraska’s public four-year colleges and universities.

Nebraska is launching a two-year initiative to bring secondary and postsecondary instructors and administrators together to examine the alignment of standards, programs of study and curriculum to make certain students are prepared for entrance into postsecondary education or the workplace. Work has begun in the Health Science, Information Technology/Computer Science and Agriculture, Food and Natural Resources areas.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Perkins leadership funds were used to support Career and Technical Student Organizations through employment of staff to align activities to CTE curriculum, coordinate activities and align to Nebraska’s new career readiness standards. The staff continued work on alignment of CTSO activities with current curriculum and labor market needs with a special emphasis on aligning competitive events to the assessment of technical skills and Nebraska’s Career Readiness Standards.

Nebraska CTSOs worked together to identify the areas of career readiness development and/or demonstration that currently exist in their organizations and are working to expand opportunities for the development of career readiness skills through CTSO activities.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

All eligible recipients are required to address this point in their local application. NDE uses leadership funds to support professional development to assist eligible recipients in developing strategies to address all aspects of an industry. Our new course based CTE standards and programs of study help students progress in complexity of content and understanding of all aspects of an industry.

Nebraska continued our partnership with the Nebraska Department of Labor, Economic Development, Nebraska Industry Councils, Vocational Rehabilitation and Special Education to develop a new workplace experiences continuum program. This new program includes an expanded work-based learning system for secondary and postsecondary students and adult job seekers. This new work-based learning programs will be completed and implemented during the next fiscal year. It has involved significant employer engagement to assist local communities in implementing the programs.

A new emphasis is being added on Registered Apprenticeships. Nebraska has our first ever youth apprenticeship programs in place this year and have several more in the pipeline. We are working with the Department of Labor and our Registered Apprenticeship Coordinator to grow this program throughout the state.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes
The Nebraska CTE staff annually present to pre-service students who are preparing to become CTE instructors. In addition, CTE staff are adjunct methods instructors at the University of NE-Lincoln and other teacher education institutions.

CTE staff work in partnership with the Dream It, Do It manufacturing campaign and business/industry representatives to evaluate and update manufacturing curriculum on the secondary and postsecondary levels.

NDE staff also serve on the Nebraska Industry Councils developed by the Nebraska Department of Economic Development. These councils bring together employers and educators to discuss industry needs and develop the talent pipeline. Active councils are in place in the areas of manufacturing, information technology, bio-science, construction, logistics and health science. Nebraska continues to explore the expansion of work-based learning opportunities including the integration of work-based learning strategies into all CTE classrooms as well as meaningful internships.

Our NDE CTE staff is working with the Intern Nebraska Program sponsored by the Nebraska Department of Economic Development to make it available to secondary students as well as postsecondary. The program was changed this year to allow 18-year-old students to participate. Work continues on how this program may be used to provide work-based learning experiences for high school students.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Nebraska used Perkins funds to continue professional development for the implementation of our new career exploration course for seventh or eighth grade students entitled “Engage”. This new course introduces the 16 career clusters, Nebraska career readiness standards, provides hands-on experiences in each of the 16 clusters and addresses stereotypes and biases held based on gender or disability. The course has been well-received and is growing in implementation in school districts.

Nebraska also continued the implementation of Rule 47 and has identified State Approved Career Academies. This new program provides a quality standard recognizing those career academies that meet high standards of operation, ensuring a meaningful experience for students. A Rule 47 Statewide Advisory Committee has been formed to provide input and support for the expansion of career academies, development of needed materials and professional development and to explore the evaluation and performance metrics of career academies in Nebraska.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

Yes

Developed and staffed exhibits at a variety of conferences that showcased the work of NET-Force, Nebraska Career Education, and local educational agencies and districts throughout the state.

Continue to provide professional development for teachers and informational programs for parents, students and community leaders on Building Entrepreneurial Communities.

Assisted in entrepreneurship education professional development activities conducted statewide and at individual locations. Special priority was given to Native American and Hispanic students and students with disabilities.

Nebraska cooperates with the University of Nebraska Cooperative Extension and Nebraska Community Colleges to co-host an Entrepreneurship Summit that brings together educators, community leaders and entrepreneurs to continue to build Nebraska’s entrepreneurship education efforts. The Summit highlights successful entrepreneurs and provides professional development for teachers to initiate or expand entrepreneurship education programs.

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes
Nebraska launched a "Teach to Your Power" recruitment campaign targeting high school students to encourage them to explore teaching CTE as a career choice. The campaign consisted of posters, information cards and a website for students to explore opportunities. The web address is: http://teachtoyourpower.org/

NDE CTE staff regularly present information about Nebraska’s CTE career cluster and pathway model, programs of study, and strategies for improving student academic and technical skill attainment to University/College undergraduate teacher preparation students.

NDE CTE staff regularly addresses teaching methods classes for undergraduate teacher preparation students. CTE staff continues to collaborate with NDE Teacher Certification Staff to implement the new Career Education Certificate program that allows community college CTE staff and individuals from business and industry to provide secondary career technical education instruction. This new certificate has an expanded application for CTE courses to be offered in secondary schools.

CTE staff worked with the Nebraska Council on Teacher Education to revise the endorsement and certification requirements for all areas of CTE instruction.

CTE staff worked to implement an Education and Training Career Academy model with several area schools to support recruitment and retention.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No