Rec'd 5/7/07

U. S. Department of Education
Office of Vocational and Adult Education

****

The Carl D. Perkins
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: Nebraska

Eligible Agency Submitting Plan on Behalf of State:

Nebraska Department of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: Richard Katt

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Type of State Plan Submission (check *all* that apply):

___ 6-Year

_X_ 1-Year Transition

_X_ Unified - Secondary and Postsecondary

___ Unified - Postsecondary Only

_X_ Title I only (*All Title II funds have been consolidated under Title I*)

___ Title I and Title II

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PART A: STATE PLAN NARRATIVE

I. PLANNING, COORDINATION AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

1. **The eligible agency shall conduct public hearings in the State, after appropriate and sufficient notice, for the purpose of affording all segments of the Public and interested organizations and groups (including charter school organizations and groups consistent with State law, employers, labor organizations, and parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec.122(a)(3)]**

NOT REQUIRED FOR TRANSITION PLAN

2. **A summary of [the above] recommendations and the eligible agency=s response to such recommendations shall be included in the State Plan. [Sec. 122(a)(3)]**

NOT REQUIRED FOR TRANSITION PLAN

3. **The eligible agency shall develop the State plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. The eligible agency shall consult the Governor of the State with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]**

NOT REQUIRED FOR TRANSITION PLAN

4. **The eligible agency shall develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]**

NOT REQUIRED FOR TRANSITION PLAN

5. **The eligible agency shall develop the portion of the 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, tech prep education and secondary career and technical education after consultation with the State agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education. If a State agency finds that a portion of the final State plan is objectionable, the State agency shall file its objections with the eligible agency. The eligible agency shall respond to any objections received in the State Plan submitted to the Secretary. [Sec. 122(e)(3)]

NOT REQUIRED FOR TRANSITION PLAN

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. **The eligible agency must prepare and submit to the Secretary a State plan for a 6-year period; or**

   The eligible agency may prepare and submit a transition plan for the first year of operation. [Sec. 122(a)(1)]

   Nebraska is submitting a Transition Plan for the first year of Carl D. Perkins Career and Technical Education Improvement Act of 2006, Public Law 109-270, The Transition Plan covers Fiscal Year 2008 (7/01/07 – 6/30/08).

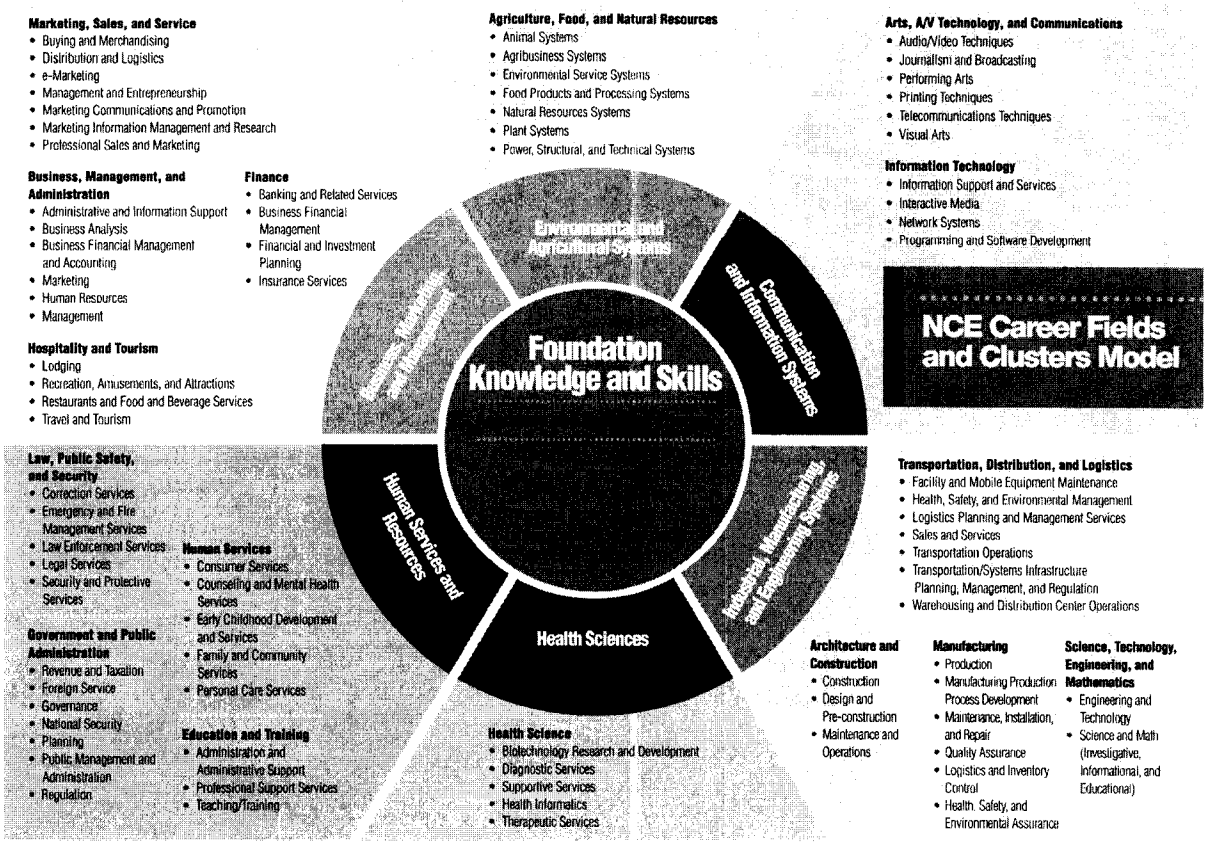
2. **Describe the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of –**

   (a) **The career and technical education programs of study, that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that –**

      i. **Incorporate secondary education and postsecondary education elements;**
      ii. **Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
      iii. **May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**

iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

During this transition period Nebraska will develop a framework and process for secondary and postsecondary education to identify and implement programs of study. The programs of study will use the Nebraska Career Fields and Clusters Model that was developed from the Career Clusters Framework as defined by the States Career Cluster Initiative.



The secondary programs of study will include a curriculum framework that will include academic courses, CTE exploratory (middle school), CTE foundational (8-9-10 grade), CTE concentration (10-11-12 grade sequence), and postsecondary articulated/aligned curriculum. The program of study will identify how it will lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The postsecondary programs of study will identify both the 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.

An electronic process will be developed for local grant recipients to submit the programs of study they offer for approval by NDE staff.

Each local grant recipient must meet the Essential Components to be eligible for Perkins funds. The Essential Components requirements will be developed during the transition year. The following proposed list will be validated with local grant recipients to determine appropriateness and measurement of the actual components. This list will ensure that all local grant recipients meet the requirement of size, scope and quality of program to receive Perkins funds.

Example Secondary Essential Components:
The Essential Components for secondary career education programs may include items such as:

- A sound rationale and need for the program including documented labor market demand and emphasis on high-skill, high-wage, and/or high-demand careers.
- Sequence of courses organized using the Nebraska Career Fields and Clusters Model
- Recommended academic courses
- Alignment with Nebraska Essential Learnings and Content Standards
- Alignment to postsecondary education that includes value-added opportunities for earning postsecondary credit through dual enrollment, articulated credit, transcripted credit
- Opportunities for students to earn or make progress toward an industry-recognized certificate or credential where appropriate
- Work-based learning experiences for students where appropriate
- Opportunities for leadership development provided through career education student organizations
- Appropriately certified Instructor(s)
- Safety Instruction as appropriate to the program of study

Example Postsecondary Essential Components:
The Essential Components for postsecondary career education programs may include items such as:

- Sequence of courses organized using the Nebraska Career Fields and Clusters Model
- Alignment and/or articulation of courses/knowledge and skills between appropriate secondary programs
- Alignment and/or articulation of courses/knowledge and skills between short-term, certificate, two-year degree and four-year degree programs
- a description of the student need, demand and employment potential
- Preparation for employment in high-skill, high-wage, and high-demand careers

(b) Describe how the state agency, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above;

The Nebraska Department of Education, Career Education Staff will continue to provide technical assistance to eligible recipients in the development and implementation of programs of study at both the secondary and postsecondary levels.

Beginning in the summer of 2007, a Program of Study Planning Committee will be appointed with representatives from secondary and postsecondary career education instructors and school counselors from eligible recipients, and business and industry representatives. This committee will define the process to be used in developing model programs of study.

The process defined by this Planning Committee will be used to bring committees of similar representatives together to develop and validate the actual model programs of study at the cluster and pathway levels.

The model programs of study will use the Nebraska Career Fields and Clusters Model that was developed from the Career Clusters Framework as defined by the States Career Cluster Initiative. The programs of study will be developed at the cluster and/or pathway levels as is appropriate. The work of the program of study committees will identify the course/knowledge and skill requirements for each program of study, using the national plans of study as a guide.

The completed work will be disseminated as model programs of study through technical assistance and the Nebraska Career Education website to all eligible recipients. Local grant recipients may adopt these model programs of study, or develop their own programs of study based on these models and submit for approval.

(c) Describe how the eligible agency will support eligible recipients in developing and implementing articulation agreements between secondary education and postsecondary education institutions;

The Nebraska Department of Education will us a portion of reserve funds in accordance with Section 112(a)(2) to support the development and implementation of articulation agreements between secondary and postsecondary education institutions.

A portion of reserve funds will be allocated through a competitive and formula process to eligible recipients that will facilitate the process of developing Advanced Learning Partnerships. These Partnerships will consist of secondary and postsecondary educators, administrators, counselors, and business and industry representatives. The work of the Partnerships will be to:

- build from the work done by the previous Tech Prep network
- establish a process to strengthen the alignment and eliminate transition barriers between secondary and postsecondary career education programs, including both two- and four-year postsecondary institutions;
- develop statewide articulation agreements; and
- improve academic integration in career education.

(d) Describe how programs at the secondary level will make information about career and technical programs of study offered by eligible recipients;

The Nebraska Department of Education will assist secondary schools in making information about programs of study available through the following strategies:

1. The annual Nebraska Career Education conference where presentations will be conducted on the Programs of Study and implementation.
2. Nebraska Career Education School Counseling staff will provide professional development through the Nebraska School Counselor Academies and other on-going professional development activities.
3. A special section featuring the sample programs of study will be placed on the newly developed *Nebraska CareerConncections.org* website. The website is available free to all Nebraskans
4. Nebraska Career Education staff will work with career education teacher educators to infuse instruction on the sample programs of study into their pre-service education programs for future career education teachers.
5. Schools will be encouraged to include their locally implemented programs of study into their course catalogs and school counseling/teacher advisement systems.
6. Nebraska Career Education staff will develop sample materials locals can use to educate students and parents on the programs of study.

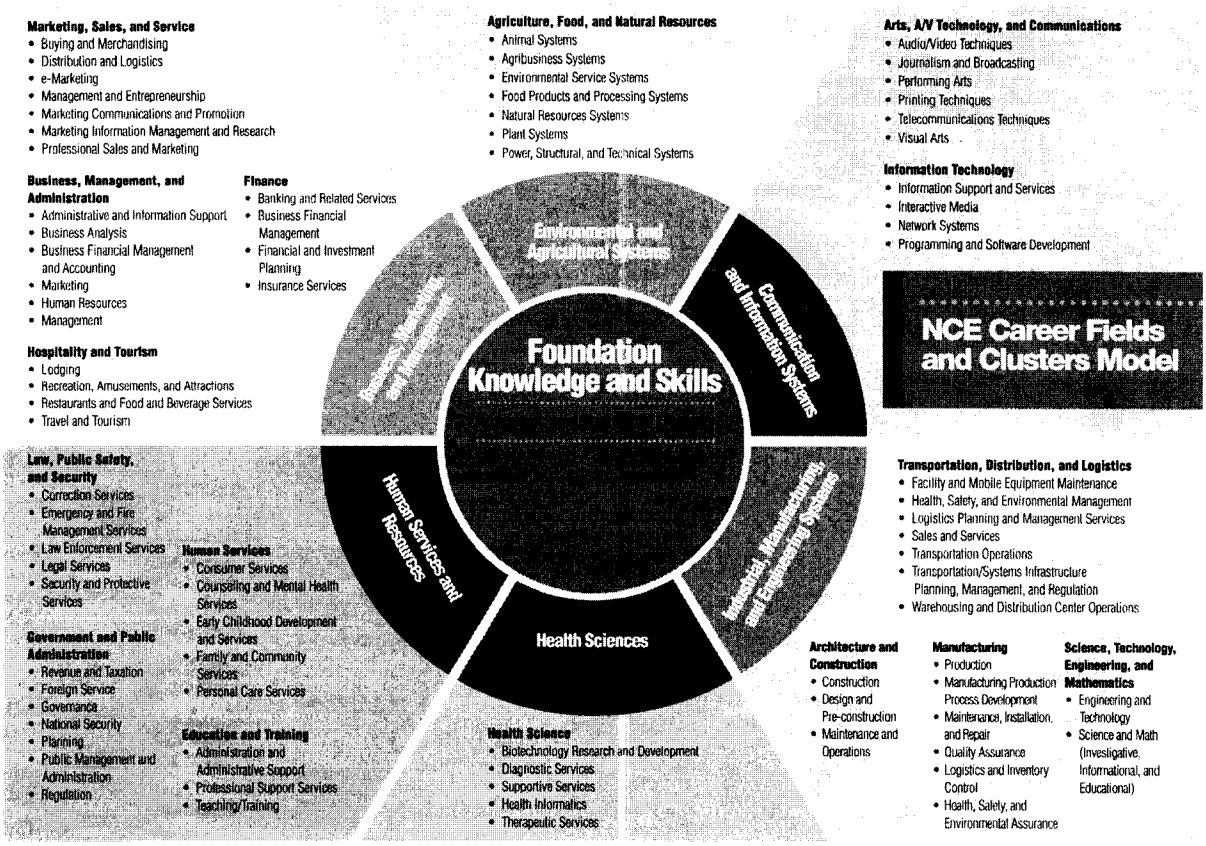
(e) Describe the secondary and postsecondary career and technical education programs to be carried out, including programs that will be carried out by the eligible agency, to develop, improve, and expand access to appropriate technology in career and technical education programs;

In cooperation with the Nebraska School Counseling Association, Nebraska Career Education staff developed the following career education model for learners:

- **Grades K-6**: Career awareness activities to heighten awareness of what is available and generate student interest
- **Grades 7-8:** Career exploration activities to provide hands-on exposure to career options; exploratory career education instruction
- **Grades 8-9-10:** Career planning while developing academic knowledge and skill readiness; career education instruction at the foundational level (cluster).
- **Grades 10-11-12**: Career preparation focus; career education instruction at the concentration (cluster/pathway) level
- **Postsecondary**: Career application readiness; career education at the pathway level
- **Career Management**: Training for professional growth or new career opportunities for workers
- **Parent Education**: Information on career opportunities and pathways including academic and financial realities of career preparation

Nebraska Career Education developed the Nebraska Career Fields and Clusters Model to provide a system of organizing instruction and provide a framework for career guidance and counseling. The Model groups the 16 nationally recognized career clusters into six career fields, Business, Marketing and Management; Communication and Information Systems; Environmental and Agricultural

Systems; Health Sciences; Human Services and Resources; and Industrial, Manufacturing and Engineering Systems. The Career Education Model provides for a more effective transition from high school to college and a format for aligning secondary and postsecondary programs of study.



The new Nebraska Career Education Middle School Curriculum will be piloted during the 2007-2008 school year. This new curriculum provides meaningful career exploration of the sixteen career clusters, awareness of Career Cluster Foundation Knowledge and Skills, and results in the development of the student's Personal Learning Plan (PLP) to provide guidance for their course selection during high school. The PLP also requires the students to identify career goals and explore postsecondary options. An electronic version of the PLP is made available free to all Nebraska schools via Nebraska CareerConnections.org.

Nebraska CareerConnections.org is a web-based career information and management system provided free to all Nebraskans. It allows students to take on-line assessments and inventories; explore careers, programs of study and postsecondary options; and develop and manage a resume and portfolio of work. Technical assistance is provided to all schools on the use of the website.

The Nebraska Career Education curricular model provides the opportunity for individuals to gain the technical knowledge and skills needed for employment in

high wage, high skill and/or high demand jobs in current or emerging fields along with a strong academic foundation.

The Nebraska Department of Education reviews and certifies all school technology plans. This certification allows schools to become eligible to apply for funding under the Universal Service Fund, Schools and Libraries Discount Program (E-rate). The Department certifies plans by ensuring that a basic set of components are addressed in their plan. The district technology plan aligns with the required uses of funds as per section 135 (4)(A)(B).

(f) Describe the criteria that the eligible agency will use to approve eligible recipients for funds under the Act, including criteria to assess the extent to which the local plan will –

i. Promote continuous improvement in academic achievement;
ii. Promote continuous improvement of technical skill attainment; and
iii. Identify and address current or emerging occupational opportunities;

Each local grant recipient must meet the Essential Components to be eligible for Perkins funds. The Essential Components requirements will be developed during the transition year. The following proposed list will be validated with local grant recipients to determine appropriateness and measurement of the actual components. This list will ensure that all local grant recipients meet the requirement of size, scope and quality of program to receive Perkins funds.

Example Secondary Essential Components:
The Essential Components for secondary career education programs may include items such as:

- A sound rationale and need for the program including documented labor market demand and emphasis on high-skill, high-wage, and/or high-demand careers.
- Sequence of courses organized using the Nebraska Career Fields and Clusters Model
- Recommended academic courses
- Alignment with Nebraska Essential Learnings and Content Standards
- Alignment to postsecondary education that includes value-added opportunities for earning postsecondary credit through dual enrollment, articulated credit, transcripted credit
- Opportunities for students to earn or make progress toward an industry-recognized certificate or credential where appropriate
- Work-based learning experiences for students where appropriate
- Opportunities for leadership development provided through career education student organizations
- Appropriately certified Instructor(s)
- Safety Instruction as appropriate to the program of study

Example Postsecondary Essential Components:
The Essential Components for postsecondary career education programs may

include items such as:

- Sequence of courses organized using the Nebraska Career Fields and Clusters Model
- Alignment and/or articulation of courses/knowledge and skills between appropriate secondary programs
- Alignment and/or articulation of courses/knowledge and skills between short-term, certificate, two-year degree and four-year degree programs
- a description of the student need, demand and employment potential
- Preparation for employment in high-skill, high-wage, and high-demand careers

During the transition year (2007-2008), local applicants will use the current Perkins application as found in the Nebraska Grants Management System. Only minor modifications in the questions have been able to be made for the transition year. Appropriate modifications will be made to the application beginning in 2008-2009 to address the necessary requirements under Perkins IV.

The Nebraska Department of Education will develop a new application that local grant recipients will use when preparing their five-year plan for submission and approval.

The new five-year plan will require local education agencies and eligible institutions to address all items listed under Section 134 (b)(1)-(12). The local plan will require the implementation of at least one Program of Study including emphasis on the integration of academic and career education. It will also describe how career education activities will be carried out with respect to meeting State and local adjusted levels of performance in accordance with Section 113 of Perkins IV. The approval process of the local plans will be developed during the transition year. After the five year local plan is submitted, local grant recipients will submit an annual application for approval of use of Perkins funds to achieve the goals and objectives established in the five-year plan.

The new local application will include an improvement plan for activities to address core indicators that were not within 90% of the final agreed upon level of performance; a description of how the funds will be used to address those items in the improvement plan; and a detailed budget summary.

(g) Describe how programs at the secondary level will prepare career and technical education students, including special populations, to graduate from secondary school with a diploma;

The Nebraska Department of Education, career education staff is currently providing technical assistance and professional development to assist schools in implementing career and education plans for all students. These are commonly referred to as Personal Learning Plans (PLP). The PLP identifies the student's career goal and course of study that will lead the student to that goal. It includes secondary courses and potential postsecondary institution choices and courses. The Personal Learning Plan provides the roadmap for all students to focus on

graduation, postsecondary education and or/work.

During the transition year, Nebraska Career Education will begin the process of aligning the Career Education Essential Learnings (Nebraska's term for standards outside of the four core areas of Math, Language Arts, Science and Social Studies) to the National Career Cluster Knowledge and Skills statements. After the alignment, this process will include a crosswalking of the revised Essential Learnings to the Nebraska Core Content Standards. The crosswalking will help to align the technical and academic content of career education to support the attainment of academic skills.

The local application requires eligible recipients to identify the goals for supporting special populations in career education programs. During the transition year, Nebraska will commission a study of career education's response and effectiveness in helping special populations achieve their goal of graduation, postsecondary education, and ultimate career goal. The results of the study will be used to frame the activities addressing services to special populations in our five-year state plan and the corresponding local plans.

(h) Describe how programs will prepare career and technical education students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage, or high-demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities;

During the transition year, Nebraska will commission a study of career education's response and effectiveness in helping special populations achieve their goal of graduation, postsecondary education, and ultimate career goal. The results of the study will be used to frame the activities addressing services to special populations in our five-year state plan and the corresponding local plans.

By requiring the Essential Components to be approved, secondary and postsecondary programs will focus on preparation for postsecondary education or entry into high-skill, high-wage, and/or high-demand occupations

Example Secondary Essential Components:
The Essential Components for secondary career education programs may include items such as:

- A sound rationale and need for the program including documented labor market demand and emphasis on high-skill, high-wage, and/or high-demand careers.
- Sequence of courses organized using the Nebraska Career Fields and Clusters Model
- Recommended academic courses
- Alignment with Nebraska Essential Learnings and Content Standards
- Alignment to postsecondary education that includes value-added opportunities for earning postsecondary credit through dual enrollment, articulated credit, transcripted credit

- Opportunities for students to earn or make progress toward an industry-recognized certificate or credential where appropriate
- Work-based learning experiences for students where appropriate
- Opportunities for leadership development provided through career education student organizations
- Appropriately certified Instructor(s)
- Safety Instruction as appropriate to the program of study

Example Postsecondary Essential Components:
The Essential Components for postsecondary career education programs may include items such as:

- Sequence of courses organized using the Nebraska Career Fields and Clusters Model
- Alignment and/or articulation of courses/knowledge and skills between appropriate secondary programs
- Alignment and/or articulation of courses/knowledge and skills between short-term, certificate, two-year degree and four-year degree programs
- a description of the student need, demand and employment potential
- Preparation for employment in high-skill, high-wage, and high-demand careers

Approved programs of study will be included in the school district student handbooks that are provided to all students and their parents. Information is also disseminated at career fairs, student assemblies, and through *Nebraska CareerConnections.org*.

(i) Describe how funds will be used to improve or develop new career and technical education courses –

i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended;
ii. At the postsecondary level that are relevant and challenging; and
iii. That lead to employment in high-skill, high-wage, or high-demand occupations;

Perkins Funds will be used to improve and develop career education courses by enforcing the Essential Components for approved programs. During the transition year, Nebraska Department of Education will develop a new local five-year plan and annual application for local grant recipients to complete. Part of the five-year plan and annual application will include how funds will be used to improve or develop new career and technical education courses. The Essential Components requires the inclusion of a sound rationale and need for the program including documented labor market demand and emphasis on high-skill, high-wage, and/or high-demand careers.

Postsecondary programs must include a description of the student need, demand and employment potential as part of the approval process for postsecondary programs of study.

Funds may be used to analyze the need, document the relevant knowledge and skill statements, and secure nationally recognized curricula such as Project Lead the Way, Cisco Networking Academies, National Academy of Finance, and Automotive Youth Education Systems (AYES). New courses must be aligned to knowledge and skill statements as developed and validated by the States Career Cluster Initiative.

(j) Describe how the eligible agency will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement;

Nebraska Department of Education, Career Education Staff will disseminate information on best practices to eligible recipients through the annual Nebraska Career Education Summer Conference, technical assistance visits and email, and the Nebraska Career Education Website.

(k) Describe how funds will be used to effectively link academic and career and technical education at the secondary level and at the Postsecondary level in a manner that increases student academic and career and technical achievement; and

The new Advanced Learning Partnerships will be formed to:

- build off what we learned and developed during the implementation of Tech Prep:
- establish a process to strengthen the alignment and eliminate transition barriers between secondary and postsecondary career education programs, including both two- and four-year postsecondary institutions;
- develop statewide articulation agreements; and
- improve academic integration in career education.

Funds will be used to support on-going technical assistance and professional development for eligible recipients designed to support the linkage of academic and career education at both the secondary and postsecondary levels.

(l) Describe how the eligible agency will report on the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs in order to adequately evaluate the extent of such integration. [Sec. 122(c)(1)(L)]

Nebraska Career Education will annually evaluate and report efforts to improve the integration of coherent and rigorous content aligned with challenging academic standards in career and technical education programs.

The information will be included in the Consolidated Annual Report (CAR) submitted to the Secretary of Education as well as in state reports such as the Nebraska Career Education Annual Report.

3. Describe how comprehensive professional development (including initial

teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that –

(a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop materials and pedagogical strategies;

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(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

NOT REQUIRED FOR TRANSITION PLAN

(c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;

NOT REQUIRED FOR TRANSITION PLAN

(d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;

NOT REQUIRED FOR TRANSITION PLAN

(e) Provides the knowledge and skills needed to work with and improve instruction for special populations; and

NOT REQUIRED FOR TRANSITION PLAN

(f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]

NOT REQUIRED FOR TRANSITION PLAN

4. Describe the efforts that the eligible agency and eligible recipients will make to improve –

(a) The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in group underrepresented in the teaching professions; and

NOT REQUIRED FOR TRANSITION PLAN

(b) The transition to teaching from business and industry, including small businesses. [Sec. 122(c)(3)(A)-(B)]

NOT REQUIRED FOR TRANSITION PLAN

5. Describe the efforts that the eligible agency and the eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

NOT REQUIRED FOR TRANSITION PLAN

6. Describe how the eligible agency will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in the State. [Sec. 122(c)(5)]

NOT REQUIRED FOR TRANSITION PLAN

7. Describe efforts the eligible agency and eligible recipients will make to –

(a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in –

i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and
ii. Career and technical education subjects;

NOT REQUIRED FOR TRANSITION PLAN

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

NOT REQUIRED FOR TRANSITION PLAN

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students.
[Sec. 122(c)(7)(A)-(C)]

NOT REQUIRED FOR TRANSITION PLAN

8. **Describe how the eligible agency will provide local educational agencies, area career and technical schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]**

   The Nebraska Department of Education is the sole state agency responsible for career education at the secondary and postsecondary levels. The Career Education staff at the Nebraska Department of Education is responsible for providing leadership, professional development, and technical assistance for career education in Nebraska.

   The Career Education staff provides leadership for career education by:
   - providing professional development and technical assistance;
   - securing industry input for program planning and evaluation;
   - managing programs and special initiatives; and
   - providing leadership for career and technical student organizations.

   Technical assistance specific to Perkins IV will be provided through webinar/Internet meetings, distance learning, and on-site assistance. The Nebraska Career Education staff also conducts Perkins monitoring visits to assess the grant recipient's compliance with the provisions of the Carl D. Perkins Career and Technical Education Act and to provide technical assistance in all areas of program administration and support.

   Accountability reviews are conducted annually along with the review of the Final Reports and Claims submitted by the local recipients. Technical assistance is provided as needed to ensure compliance with all policies and procedures.

9. **Describe how career and technical education in the State relates to the State's and the region's occupational opportunities. [Sec. 122(c)(16)]**

   NOT REQUIRED FOR TRANSITION PLAN

10. **Describe the methods the eligible agency propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]**

    NOT REQUIRED FOR TRANSITION PLAN

11. **Describe the procedures the eligible agency will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]**

    NOT REQUIRED FOR TRANSITION PLAN

B. Other Department Requirements

1. **Provide a copy of the local applications or plans for secondary and postsecondary eligible recipients, which meet the requirements in Section 134(b) of the Act.**

The Secondary Annual Application is located at Appendix A
The Postsecondary Annual Application is located at Appendix B

2. **Describe the State's governance structure for career and technical education.**

The Nebraska Department of Education is designated as the state agency responsible for the administration of the Carl D. Perkins Career and Technical Education Act of 2006. The Nebraska Department of Education 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 also serves as the State Board for Career and Technical Education. The State Board through the Commissioner of Education appoints an administrator (State Director for Career and Technical Education) for career education to serve as a part of the Department's Curriculum and Instruction Team. The career education administrator and assigned staff provide leadership for career education and for the administration of the Carl D. Perkins Career and Technical Education Act of 2006. The Nebraska Department of Education does not delegate any of its responsibilities to any other state agency.

The NDE Career Education staff provides leadership for career education by:
- providing professional development and technical assistance,
- securing industry input for program planning and evaluation
- managing programs and special initiatives, and
- providing leadership for career and technical student organizations.

3. **Describe the role of postsecondary career and technical education in the one-stop career center delivery system established by Title I of WIA.**

NOT REQUIRED FOR TRANSITION PLAN

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. **Describe the eligible agency=s strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of special populations –**

   (a) Will be provided with equal access to activities assisted under the Act.

Nebraska Career Education will fulfill the equal access requirements for special populations through the development of state and local plans that are responsive

to the special needs of those students. Eligible recipients for Perkins IV funding will be required to describe specific strategies that will be used to identify and eliminate barriers that prevent special populations from entering and succeeding in career education programs.

During the transition year, Nebraska will commission a study of career education's response and effectiveness in helping special populations achieve their goal of graduation, postsecondary education, and ultimate career goal. The results of the study will be used to frame the activities addressing services to special populations in our five-year state plan and the corresponding local plans.

(b) Will not be discriminated against on the basis of their status as members of special populations; and

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

(c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how the eligible agency will prepare special populations for further learning and for high-skill, high-wage, or high-demand occupations. [Sec. 122(c)(9)(A)-(C)]

Nebraska Career Education will provide technical assistance to eligible recipients to enable them to identify and overcome barriers to equitable participation, including barriers based on gender, race, color, national origin, disability and age. Assistance will also be provided to avoid tracking students who are members of special populations into specific career and technical education programs.

Career Education staff will conduct Office of Civil Rights (OCR) reviews which will include an evaluation of services to students who are members of special populations. Staff will also provide technical assistance to eligible recipients to enable them to identify and overcome barriers to equitable participation.

2. **Describe how the eligible agency will adequately address the needs of students in alternative education programs, if there are such programs. [Sec. 122(c)(14)]**

NOT REQUIRED FOR TRANSITION PLAN

3. **Describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]**

NOT REQUIRED FOR TRANSITION PLAN

4. **Describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]**

NOT REQUIRED FOR TRANSITION PLAN

5. **Describe how the eligible agency will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act, as amended.**

NOT REQUIRED FOR TRANSITION PLAN

IV. ACCOUNTABILITY AND EVAUATION

A. Statutory Requirements

1. **Describe the procedures the eligible agency will use to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as for any other additional indicators of performance identified by the eligible agency. [Sec. 113(b)(1)(A)-(B), sec. 113(b)(2)(A)-(C)]**

The Nebraska Department of Education will post the proposed measurement definitions and approaches for the core indicators of performance on the Nebraska Career Education website and use an internet based survey to secure additional input. The Department will notify education leaders from community colleges, secondary administrators, and teachers to seek input. Additional input will be solicited for stakeholders through the normal channels of communications and with public hearings.

2. **Describe the procedures the eligible agency will use to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for career and technical education students at the secondary and postsecondary levels, as well as State levels of performance for any additional indicators of performance identified by the eligible agency. [Sec. 122(c)(10)(A), sec. 113(b)(3)(B)]**

The Nebraska Career Education staff will review the existing FAUPL. Alignment will be made where it is required with NCLB for academic attainment and graduation rates. A statewide secondary accountability committee will be formed to assist in establishing the State's adjusted levels of performance for the

secondary core indicators, using valid and reliable approaches. The committee's recommendations will be available for public comment.

A statewide postsecondary accountability committee will be formed to establish the state adjusted level of performance for the postsecondary core indicators, using valid and reliable approaches for the core indicators. The committee's recommendations will be available for public comment. Additional input will be solicited from stakeholders through various communication means and public hearings.

3. **Identify, on the forms in Part III of this guide, the valid and reliable measurement definitions and approaches that the eligible agency will use for each of the core indicators of performance for career and technical education students at the secondary and postsecondary/adult levels, as well as any additional indicators of performance identified by the eligible agency, that are valid and reliable. Describe how the proposed definitions and measures are valid and reliable. [Sec. 113(b)(2)(A)-(B)]**

See Part C for the student definitions and the measurement definitions and approaches for secondary academic attainment and graduation rates. These are included since Nebraska is submitting a one-year transition plan.

Nebraska Career Education staff have met and continue to meet with the appropriate Department staff regarding how to collect the data for Perkins IV accountability through the Nebraska State Student Record System (NSSRS), which is being developed by the Nebraska Department of Education. When fully implemented, NSSRS will help school districts maintain more accurate information and manage student data more efficiently, including the Perkins accountability measures.

4. **Describe how, in the course of developing core indicators of performance and additional indicators of performance, the eligible agency will align the indicators, to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or for any other purpose, is used to meet the Act's accountability requirements. [Sec. 113(b)(2)(F)]**

The Nebraska Career Education staff recommends and supports the development of measures, data collection, and reporting through the processes already being used. Additionally, it is the intent of the staff to use existing processes to reduce duplication of effort and use consistent and reliable data. Additional input on alignment and duplication will be solicited from stakeholders in the Nebraska Department Education as well as through the normal communication methods and public hearings.

5. **On the forms provided in Part C of this guide, provide, for the first two years covered by the State plan (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009), performance levels for each of the core indicators**

of performance, except that States submitting one-year transition plans are only required to submit performance levels for part of the indicators as discussed above. For performance levels that are required, the States' performance levels, at a minimum, must be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable; and require the State to continually make progress toward improving the performance of career and technical education students. [Sec. 113(b)(3)(A)(i)-(ii)]

Since Nebraska is submitting a one-year transition plan, only the performance levels for core indicators 1S1, 2S1, and 4S1 are listed on Form C, Appendix C. The States' performance levels are listed as percentages and require the State to continually make progress toward improving the performance of career and technical education students.

a. **Section 113(b)(2)(A)(i) of the Perkins Act requires a State to measure career and technical education students' attainment of "challenging academic content standards" and "student academic achievement standards" that a State adopted pursuant to section 1111(b)(1) of the ESEA. The Perkins Act further requires a State use its State's academic assessments (i.e. the State's reading/language arts and mathematics tests) implemented under section 1111(b)(3) of the ESEA to measure career and technical education students' attainment of these State standards.**

   Thus, two of a State's core indicators must be career and technical education students' proficiency in reading/language arts and mathematics as measured under 1111(b)(1) and (3) of the ESEA. Accordingly, under the Perkins Act, a State must report the number or percent of its career and technical education students who score at the proficient level or above on the State's assessments in reading/language arts and mathematics administered under the ESEA to measure the academic proficiency of secondary career and technical education students against the ESEA standards.

It is the State's intent to use the exact information, processes, and reporting used for No Child Left Behind for Perkins accountability through use of NSSRS, as described in A(2) on page.

The staff of Nebraska Career Education agreed that lower standards for career and technical education students would not send the correct message to stakeholders. The consensus at this time is to adopt the Annual Yearly Progress (AYP) cut scores approved by the Nebraska Department of Education. For reporting of No Child Left Behind data, the Department of Education makes the following exceptions:

- Thirty is the minimum number of students in a subgroup for reporting purposes
- The required number of students in a subgroup for accountability purposes is thirty

- In order to provide more validity and reliability to decisions about AYP based on subgroups,

Nebraska will use a cell size of 30 for students who are English Language Learners (ELL) and students with disabilities. These numbers were chosen following a statistical analysis and have been approved for No Child Left Behind purposes. The same exceptions will be used for Perkins reporting.

b. Section 113(b)(2)(A)(iv) of the Perkins Act requires a State to identify a core indicator to measure for its career and technical education students at the secondary level "student graduation rates (as described in section 1111 (b)(2)(C)(vi) of the [ESEA])." Thus, a State must report the number or percent of its career and technical education students whom the State includes as graduated in its graduation rate described under the ESEA. To ensure that a State's schools are making AYP as required under section 1111(b)(2)(A) of the ESEA, some States have established Statewide AMOs for graduation rates under section 1111(b)(2)(C)(vi), and others States have defined AYP only to require improvement in the graduation rate each year.

Again, it is our intent to use the exact information, processes, terminology and reporting procedures currently used in Nebraska for NCLB purposes. It may be more challenging in calculating graduation rates as most students will not achieve the "CTE Concentrator" status until their junior or senior year in high school.

It is our intent to compare graduations rates and develop disaggregated reports comparing CTE and non-CTE populations. It is our intent that the reports would have the same format as used for the AYP indicators in Nebraska.

The Department strongly encourages your State to reach agreement on "adjusted performance levels" required under section 113 of the Perkins Act for the three core indicators discussed in (a) and (b) above that are the same as your State's AMOs that your State adopted to ensure that your State's schools are making AYP as required under section 1111(b)(2) of the ESEA. However, as noted above, your State may not have established AMOs for graduations rates under the ESEA, or your State may wish to propose performance levels for these core indicators that are different from your State's AMOs. If so, your State must provide baseline data using your State's most recent year's achievement data or graduation rate under the ESEA, propose performance levels, and reach agreement with the Department on "adjusted performance levels." (The Secretary is considering whether to issue regulations requiring a State to agree to "adjusted performance levels" under the Perkins Act that are the same as the State's AMOs or targets for graduation rate under the ESEA. If the Secretary decides to regulate

on this issue and adopts final rules, a State may be required to amend its State plan.)

The Nebraska State Board of Education has approved proficiency standards for reading, mathematics, and writing. For Nebraska, the graduation rate is measured using the number of students who graduate from a public high school with a regular diploma (not including a GED or any other diploma not fully aligned with the state's academic standards) in the standard number of years. Nebraska includes in the graduation rate the number of students with disabilities who are entitled to services up to the age of 21 where the Individual Education Plan warrants the additional time to meet graduation requirements. The number of high school graduates and dropouts by grade has been reported to the Nebraska Department of Education for the last five years.

Nebraska uses the formula for graduation rate from the National Center for Educational Statistics (NCES). Graduation rate (G) is defined by NCES as the proportion of students that begin in ninth grade and go on to complete twelfth grade with a diploma. Nebraska includes students who complete high school under the IEP exception. A General Education Development (GED) certificate does not meet requirements that are comparable for receipt of a regular high school diploma. The graduation rate standard of 83.97%. Schools will be considered as having achieved AYP if they meet or exceed the standard or if they have made improvement toward the standard.

6. **Describe the eligible agency's process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]**

It is recognized that local level can negotiate for adjusted levels of performance if they do not accept the state adjusted level. For the transition year the state adjusted levels of performance would apply to all recipients. This would allow the state and locals to look at actual performance data for the measure. At this time, the state adjusted levels of performance will be reviewed and modified, if needed. Following establishment of the state baseline, the local would be able to negotiate with Nebraska Career Education for an adjusted performance level. Recipients would be required to formally request a change in performance levels to Nebraska Department of Education. This request would include a recommended level of performance based on valid and reliable data, as well as a rationale based on logical reasoning. A high level of alignment with AYP and Special Education improvement plans would be pursued.

7. **Describe the objective criteria and methods the eligible agency will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

In the event of unanticipated circumstances, the local grant recipient can apply for a one-year waiver from core indicators. This waiver, or "hold harmless" provision

may be extended depending on the nature of the unanticipated circumstances. The waiver will be considered by the Nebraska Department of Education. The criteria for a waiver would include:

- Recipient fell below the agreed upon performance level
- An unanticipated circumstance can be documented that would have impacted performance levels (natural disaster, epidemic, serious illness or death of a faculty member, etc.)
- Local recipient has formally requested a change in performance levels to NDE. If more than a one-year waiver is necessary, the state would evaluate the need to renegotiate the agreed upon performance level.

8. **Describe how the eligible agency will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how the eligible agency will ensure that the data reported from local educational agencies and eligible institutions, and the data that is reported to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

The timeline and format of the disaggregated career and technical education reports will be aligned to the greatest extent possible with the Annual Yearly Progress (AYP) reports published by the Nebraska Department of Education. Examples the Nebraska AYP format can be viewed at http://reportcard.nde.state.ne.us/Main/Home.aspx.

The Nebraska Career Education Staff will continue, to review the data elements for reliability and validity as they are applied at the program, school, and state levels. Because of variability of data, it was also determined that populations less than 30 would not be held to the performance standard in the subpopulations. Being a rural state, this will be a common occurrence for many subpopulations. It is a stated goal to move from data collection and reporting for compliance to a focus on program improvement and it is anticipated that the transition year will be used to test some of the data elements and reporting and to adjust, as needed.

9. **Describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]**

Individual recipients and consortiums will be treated the same regarding the level of performance. Each member school district in a consortium will be required to submit data on the core indicators of performance and may negotiate separately on the level of performance.

The performance measures for each member school of a consortium will be compared to the state FAUPL or the negotiated level. Any member school of a consortium that is required to submit an improvement plan will do so individually.

10. **Describe how the eligible agency will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how the eligible agency is coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]**

During the period covered by this state plan, review teams from Nebraska Career Education Staff will conduct the following activities to annually evaluate the effectiveness of the Carl D. Perkins Career and Technical Education Improvement Act of 06 (Perkins IV) funds as follows:

1. During the State Plan Period of FY2008 through FY2013, staff from the Division of Career and Technical Education will conduct on-site monitoring reviews of all recipients of Perkins IV funds.

2. A desk audit will be conducted annually based on the Perkins accountability measures and other data submitted annually by local grant recipients.

3. When a local grant recipient has been identified for on-site review, a letter and copy of the Carl D. Perkins IV Monitoring Manual will be sent to the local grant recipient contact approximately four weeks prior to the team visit. During the on-site review visit, team members will meet with the appropriate staff to determine if the local grant recipient is meeting the goals and objectives identified in their Five-Year Plan and Annual Applications.

4. An exit interview will be conducted to discuss results and identify any significant findings. A formal letter will be sent to the following the on-site review.

B. Other Department Requirements

1. **Except as noted above with respect the States submitting one-year transition plans, you must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2), including:**

   (a) The student definitions that you will use for "participants" and "concentrators" for the secondary core indicators of performance:

   (b) The student definition that you will use for "concentrators" for the postsecondary/adult core indicators of performance;

   (c) Baseline data for the core indicators of performance under section 113(b)(2) using data from the most-recently completed program year; and

The baseline data for 1S1, 2S1, and 4S1 will be set at the state levels set by the Nebraska Department of Education in making Annual Yearly Progress (AYP) determinations. These state goals are posted at http://reportcard.nde.state.ne.us/Page/AYP.aspx?Level=st

The State of Nebraska Consolidated State Application Accountability Workbook, which details the accountability requirements for NCLB, is posted at http://www.ed.gov/admins/lead/account/stateplans03/nbcsa.pdf.

For Nebraska, the definitions of several of the Perkins 4 measures are substantially different than the Perkins 3 measures. At the secondary level this would be measure 2S1 – Technical Skill Attainment. At the postsecondary level this would include 1P1-Technical Skill Attainment, and 3P1-Student Retention and Transfer. For these measures it will be necessary to conduct research prior to proposing baseline data and annual performance goals. In addition, the approaches used to define nontraditional participant in Nebraska have utilized the determination of concentration. This will change as a part of the transition to the new measures.

Proposed performance levels as discussed above, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs under the ESEA, you will only have to confirm this information with your Regional Accountability Specialist. Upon your request, the Regional Accountability Specialist will pre-populate the forms in Part C with your State's AMOs for the 2007-08 and 2008-09 program years and send the forms for you to finish completing.

These cells can be pre-populated for the Nebraska forms.

2. **You must identify the program areas for which the State has technical skill assessments, the estimated percentage of students who will be reported in the State's calculation of CTE concentrators who took assessments, and the State's plan for increasing the coverage of programs and students reported in this indicator in future program years.**

The Nebraska state policies regarding secondary and postsecondary NCE programs are posted at http://www.nde.state.ne.us/nce. Nebraska does not currently have a statewide system of measuring technical skill attainment. The current measure of technical skill attainment at the secondary level is,

"Concentrator's that meet locally developed assessments or criterion referenced tests in Career and Technical Education courses or earning a grade of B or higher in the concentration area program sequence of career and technical courses."

The current measure being used at the postsecondary level is,

"Concentrator's that have an accumulative aggregate GPA of 2.0 in all vocational courses with a 1.5 and 2.0 weighting in the state aid funding formula calculations."

It was determined that these measures will not meet the Perkins 4 requirements. It was decided that a statewide system that supports, collects, and develops a cadre of technical skill attainment would be pursued. The following process will be followed:

The Nebraska Department of Education will survey programs located in comprehensive high school and technical colleges on technical measures currently utilized.

The NDE will prepare a report listing programs statewide and the technical skill measures being used. Included in the report will be strategies for integrating and connecting with the current Student based Teacher led Assessment and Reporting System (STARS) as a means to achieve validation of technical skill attainment. The report will be distributed to the state NCE program managers and school administration for review.

A technical assessment team consisting of secondary and postsecondary representatives will meet to discuss existing technical measures and strategies for statewide implementation. Strategies must include programs for which specialized accreditation is available and those programs that do not have an accrediting organization.

The goal for beginning the implementation will be the fall of 2007 with the first technical assessment pilot efforts conducted in the spring of 2008. The results of the first years experience and testing will be reviewed for procedural changes and the establishment of state performance levels.

C. Procedural Suggestions and Planning Reminders

Your State is responsible for identifying, using national, state, or regional data, the career and technical education programs that lead to non-traditional fields. See section 113(b)((2)(A)(vi) and section 113(b)(2)(B)(v).

The existing lists provided through National Alliance for Partnerships in Equity (NAPE) that is updated annual using the Bureau of Labor statistics data will be used to identify the Career and Technical Education programs of study that lead to non-traditional fields until further guidance is provided on updating the list.

Your State is responsible for identifying, using national, state, or regional data, the occupations or professions that it will classify as high-skill, high-wage, or high-demand. See section 113(b)(2)(B)(iv).

The Nebraska Department of Education is working with the Nebraska Department of Labor to define high wage, high skill, and high demand occupations. Additional input will be solicited from other stakeholders in finalizing the definitions. Once

the definitions are finalized, accessing the resources and tools such as CC Benefits and Labor Market Information will create a regional and statewide list of occupations that meet those definitions. Example draft definitions are given below.

1. **High Wage** – The Nebraska Department of Labor report occupational employment and wages in quartiles. The statewide totals and access to wage information is through the webpage http://www.dol.state.ne.us/nwd/center.cfm?PRICAT=4&SUBCAT=4C Working with the Department of Labor to determine the best strategies for high wage will occur during the transition year.

2. **High Skill** – One of the labor statistics that relates to this definition is "training requirement", which generally refers to the level of education, training, or on-the-job experience required. Tentatively, we will suggest that occupations with a training requirement of Postsecondary Professional-Technical Certificate, Associate Degree or higher, and long-term on-the-job training are considered High Skill occupations.

3. **High Demand** – According to the Nebraska Department of Labor, the average increase in demand for all occupations from 2004-2014 is projected to be 8.9 %. Tentatively, we might suggest that high demand occupations in Nebraska be defined as: Any occupation that statewide employs over 1,000 Any occupation that has an increase in employment of 15% or higher for the years 2004-2014

V. TECH PREP

In accordance with Section 202(a) of the act, the Nebraska Department of Education has consolidated all of the funds received under section 201 with funds received under Section 111 in order to carry out the activities described in the State Plan submitted under Section 122. Therefore, this section will not be completed.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. Describe how the eligible agency will allocate funds it receives through the allotment made under Section 111 of the Act, including any funds that are consolidated under Section 202(a) of the Act among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]

Funds made available under Section 111 of the Act, including funds consolidated under Section 202(a) of the Act will be allocated to both secondary and postsecondary/adult career and technical education programs. Of the funds available under Section 112(a) (1) $500,000 will be reserved in accordance with

Section 112(c). The remaining funds will be allocated 55% to the secondary education programs and 45% to postsecondary education programs.

Rationale for Split

The split between secondary and postsecondary career and technical education programs is based upon historical trends and appropriations. In the past the Tech Prep funds were distributed to Postsecondary institutions to create regional consortium. The merging of Title I and Title II funds creates a single source of basic grant resources and increases the focus of secondary and postsecondary transition for all schools on a statewide basis. A change from 40% to 45% for the postsecondary represents a consistent overall transition of the separate Title II funds to the postsecondary level to enhance and integrate the efforts of transition from secondary to postsecondary education and from two year postsecondary to four year programs of study at the postsecondary level.

Comparing participants, concentrators, and FTE's among the secondary and postsecondary yield a variety of different results based upon the different definitions.

2. **Provide the specific dollar allocations made available by the eligible agency for career and technical education under Section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the state. [Sec. 131(g)]**

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

• 30% based on the number of individuals aged 5 through 17 who reside in the school district served by the local educational agency ($ 1,014,468 -estimated)
• 70% based on the number of individuals aged 5 through 17 who reside in the school district served by the local educational agency and are from families below the poverty level ($2,367,092-estimated)

All secondary funds will be allocated to either comprehensive high schools or consortia of eligible recipients.

3. **Describe how the eligible agency will allocate any of those funds among any consortia that will be formed among secondary schools and eligible institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

Secondary schools that do not qualify for the $15,000 minimum will be required to join a regional or local consortium with other secondary recipients in order to receive Perkins IV funds. Regional and local consortia serve as structures to provide services to all participating LEAs. Projects will include shared activities that are defined as: (1) an activity that is conducted at a central location with

students from all member sites participating; or (2) an activity that is delivered at all sites by a facilitator; or (3) a like activity that is provided at all sites under centralized supervision and coordination.

4. **Describe how the eligible agency will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

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

5. **Describe any proposed alternative allocation formula(s) requiring approval by the Secretary as described in Section 131(b) or 132(b) of the Act.**

The Nebraska Department of Education will allocate funds for secondary and postsecondary career and technical education in accordance with Sections 131(a) and 132(a) and will not seek approval of an alternative allocation formula(s).

B. Other Department Requirements

1. Pursuant to Sections 112(a)(1)- (a)(3), 112(b) and 112(c), the State Division of Career and Technical Education will reserve funds and provide match as shown in PART B, Perkins IV Budget Table – Program Year 1.

2. **Provide a listing of allocations made to consortia (secondary and postsecondary) from funds available under sections 112(a) and (c) of the Act.**

The table below lists the secondary consortia that were approved in FY2006 and will be continued during the transition year. The amounts provided reflect the previous year's allocations and do not reflect the 07-08 fiscal year as the calculations have not been completed yet.

2006-07 Perkins Allocations

Consortium	Name	
Alliance Public School		
Alliance Public School	ALLIANCE PUBLIC SCHOOLS	$23,074.92
		$23,074.92

Ashland-Greenwood/Wahoo		
Ashland-Greenwood/Wahoo	ASHLAND-GREENWOOD PUBLIC SCHS	$6,521.53
Ashland-Greenwood/Wahoo	WAHOO PUBLIC SCHOOLS	$9,473.42
		$15,994.95
Beatrice Public School		
Beatrice Public School	BEATRICE PUBLIC SCHOOLS	$25,396.95
		$25,396.95
Bellevue Public School		
Bellevue Public School	BELLEVUE PUBLIC SCHOOLS	$73,575.42
		$73,575.42
Columbus Public School		
Columbus Public School	COLUMBUS PUBLIC SCHOOLS	$33,471.32
		$33,471.32
Eastern Midlands Conference Consortium		
Eastern Midlands Conference Consortium	BLAIR COMMUNITY SCHOOLS	$15,559.52
Eastern Midlands Conference Consortium	ELKHORN PUBLIC SCHOOLS	$13,801.34
Eastern Midlands Conference Consortium	GRETNA PUBLIC SCHOOLS	$9,551.65
Eastern Midlands Conference Consortium	SOUTH SARPY DIST 46	$9,946.76
		$48,859.27
ESU 01		
ESU 01	ALLEN CONSOLIDATED SCHOOLS	$820.72
ESU 01	BLOOMFIELD COMMUNITY SCHOOLS	$2,541.31
ESU 01	COLERIDGE COMMUNITY SCHOOLS	$1,824.83
ESU 01	CREIGHTON PUBLIC SCHOOLS	$6,930.97
ESU 01	CROFTON COMMUNITY SCHOOLS	$4,984.33
ESU 01	EMERSON-HUBBARD SCHOOLS	$4,571.94
ESU 01	HARTINGTON PUBLIC SCHOOLS	$6,249.85
ESU 01	HOMER COMMUNITY SCHOOLS	$3,564.95
ESU 01	LAUREL-CONCORD PUBLIC SCHOOLS	$3,549.74
ESU 01	NEWCASTLE PUBLIC SCHOOLS	$2,208.87
ESU 01	NIOBRARA PUBLIC SCHOOLS	$3,034.51
ESU 01	PENDER PUBLIC SCHOOLS	$3,614.15
ESU 01	PONCA PUBLIC SCHOOLS	$4,029.39
ESU 01	RANDOLPH PUBLIC SCHOOLS	$4,079.61
ESU 01	WAKEFIELD PUBLIC SCHOOLS	$5,732.95
ESU 01	WAUSA PUBLIC SCHOOLS	$3,056.61
ESU 01	WAYNE COMMUNITY SCHOOLS	$4,952.98
ESU 01	WINSIDE PUBLIC SCHOOLS	$4,130.66
ESU 01	WYNOT PUBLIC SCHOOLS	$2,031.70

		$71,910.07
ESU 02		
ESU 02	BANCROFT-ROSALIE COMM SCHOOLS	$3,416.28
ESU 02	CEDAR BLUFFS PUBLIC SCHOOLS	$3,219.01
ESU 02	DODGE PUBLIC SCHOOLS	$3,417.14
ESU 02	LOGAN VIEW PUBLIC SCHOOLS	$6,772.16
ESU 02	LYONS-DECATUR NORTHEAST SCHS	$4,911.14
ESU 02	MEAD PUBLIC SCHOOLS	$2,920.13
ESU 02	NORTH BEND CENTRAL PUBLIC SCHS	$5,001.61
ESU 02	OAKLAND CRAIG PUBLIC SCHOOLS	$4,990.27
ESU 02	PRAGUE PUBLIC SCHOOLS	$3,003.98
ESU 02	RAYMOND CENTRAL SCHOOLS	$4,552.75
ESU 02	SCRIBNER-SNYDER COMM. SCHS	$4,405.31
ESU 02	YUTAN PUBLIC SCHOOLS	$3,063.07
		$49,672.85
ESU 03		
ESU 03	ARLINGTON PUBLIC SCHOOLS	$4,825.52
ESU 03	BENNINGTON PUBLIC SCHOOLS	$2,359.00
ESU 03	CONESTOGA PUBLIC SCHOOLS	$8,264.32
ESU 03	DOUGLAS CO WEST COMM SCHS	$7,785.16
ESU 03	ELMWOOD-MURDOCK SCHOOLS	$2,234.24
ESU 03	FORT CALHOUN COMMUNITY SCHS	$5,323.26
ESU 03	LOUISVILLE PUBLIC SCHOOLS	$5,239.81
ESU 03	PLATTSMOUTH COMM SCHOOLS	$13,741.44
ESU 03	WEEPING WATER PUBLIC SCHOOLS	$4,181.42
		$53,954.17
ESU 04		
ESU 04	AUBURN PUBLIC SCHOOLS	$9,389.64
ESU 04	FALLS CITY PUBLIC SCHOOLS	$12,161.43
ESU 04	HUMBOLDT TABLE ROCK STEINAUER	$5,066.10
ESU 04	JOHNSON-BROCK PUBLIC SCHOOLS	$2,223.64
ESU 04	LEWISTON CONSOLIDATED SCHOOLS	$2,112.18
ESU 04	NEBRASKA CITY PUBLIC SCHOOLS	$16,033.49
ESU 04	NEMAHA VALLEY SCHOOLS	$2,010.91
ESU 04	PALMYRA DISTRICT O R 1	$3,617.74
ESU 04	PAWNEE CITY PUBLIC SCHOOLS	$2,892.94
ESU 04	SE NEBRASKA CONSOLIDATED SCHS	$2,706.87
ESU 04	STERLING PUBLIC SCHOOLS	$2,311.76
ESU 04	SYRACUSE-DUNBAR-AVOCA	$5,565.47

	SCHOOLS	
ESU 04	TECUMSEH PUBLIC SCHOOLS	$5,526.65
		$71,618.82
ESU 05		
ESU 05	BRUNING-DAVENPORT UNIFIED SYS	$2,829.61
ESU 05	DESHLER PUBLIC SCHOOLS	$3,559.74
ESU 05	DILLER-ODELL PUBLIC SCHOOLS	$2,735.22
ESU 05	FAIRBURY PUBLIC SCHOOLS	$8,988.58
ESU 05	FREEMAN PUBLIC SCHOOLS	$1,614.98
ESU 05	MERIDIAN PUBLIC SCHOOLS	$2,269.93
ESU 05	SOUTHERN SCHOOL DIST 1	$6,741.38
ESU 05	THAYER CENTRAL COMMUNITY SCHS	$5,051.34
ESU 05	TRI COUNTY PUBLIC SCHOOLS	$5,405.60
		$39,196.38
ESU 06		
ESU 06	CRETE PUBLIC SCHOOLS	$14,851.34
ESU 06	DORCHESTER PUBLIC SCHOOLS	$2,043.67
ESU 06	EXETER-MILLIGAN PUBLIC SCHOOLS	$4,433.94
ESU 06	FRIEND PUBLIC SCHOOLS	$3,198.92
ESU 06	MALCOLM PUBLIC SCHOOLS	$2,039.52
ESU 06	MC COOL JUNCTION PUBLIC SCHS	$1,809.98
ESU 06	MILFORD PUBLIC SCHOOLS	$5,919.83
ESU 06	NORRIS SCHOOL DIST 160	$9,831.91
ESU 06	SHICKLEY PUBLIC SCHOOLS	$1,213.76
ESU 06	WAVERLY SCHOOL DISTRICT 145	$14,457.76
ESU 06	WILBER-CLATONIA PUBLIC SCHOOLS	$5,139.22
		$64,939.85
ESU 07		
ESU 07	BOONE CENTRAL SCHOOLS	$7,280.99
ESU 07	CEDAR RAPIDS PUBLIC SCHOOLS	$2,569.30
ESU 07	CENTRAL CITY PUBLIC SCHOOLS	$8,678.55
ESU 07	CLARKSON PUBLIC SCHOOLS	$2,022.33
ESU 07	CROSS COUNTY COMM SCHOOLS	$2,618.82
ESU 07	DAVID CITY PUBLIC SCHOOLS	$9,845.02
ESU 07	EAST BUTLER PUBLIC SCHOOLS	$5,134.91
ESU 07	FULLERTON PUBLIC SCHOOLS	$4,859.94
ESU 07	HIGH PLAINS COMMUNITY SCHOOLS	$2,830.55
ESU 07	HOWELLS PUBLIC SCHOOLS	$2,512.34
ESU 07	HUMPHREY PUBLIC SCHOOLS	$10,303.44
ESU 07	LAKEVIEW COMMUNITY SCHOOLS	$10,619.41
ESU 07	LEIGH COMMUNITY SCHOOLS	$2,764.06
ESU 07	OSCEOLA PUBLIC SCHOOLS	$2,490.81

ESU 07	PALMER PUBLIC SCHOOLS	$3,611.05
ESU 07	RISING CITY PUBLIC SCHOOLS	$1,168.57
ESU 07	SCHUYLER CENTRAL HIGH SCHOOL	$17,499.03
ESU 07	SHELBY PUBLIC SCHOOLS	$3,375.55
ESU 07	ST EDWARD PUBLIC SCHOOLS	$1,972.02
ESU 07	TWIN RIVER PUBLIC SCHOOLS	$6,300.34
		$108,457.03
ESU 08		
ESU 08	BATTLE CREEK PUBLIC SCHOOLS	$5,300.67
ESU 08	CHAMBERS PUBLIC SCHOOLS	$2,599.29
ESU 08	ELGIN PUBLIC SCHOOLS	$3,219.72
ESU 08	ELKHORN VALLEY SCHOOLS	$7,361.54
ESU 08	EWING PUBLIC SCHOOLS	$2,893.07
ESU 08	LYNCH PUBLIC SCHOOLS	$615.70
ESU 08	MADISON PUBLIC SCHOOLS	$11,764.43
ESU 08	NEBRASKA UNIFIED DISTRICT 1	$6,493.39
ESU 08	NELIGH-OAKDALE SCHOOLS	$6,239.29
ESU 08	NEWMAN GROVE PUBLIC SCHOOLS	$4,339.83
ESU 08	O'NEILL PUBLIC SCHOOLS	$9,670.62
ESU 08	OSMOND PUBLIC SCHOOLS	$2,828.66
ESU 08	PIERCE PUBLIC SCHOOLS	$6,530.95
ESU 08	PLAINVIEW PUBLIC SCHOOLS	$5,111.49
ESU 08	STANTON COMMUNITY SCHOOLS	$5,013.81
ESU 08	STUART PUBLIC SCHOOLS	$2,293.13
ESU 08	WEST BOYD UNIFIED SYSTEM	$3,750.36
ESU 08	WEST HOLT RURAL HIGH SCHOOL	$7,337.45
ESU 08	WHEELER CENTRAL SCHOOLS	$2,087.61
		$95,451.01
ESU 09		
ESU 09	ADAMS CENTRAL JR-SR HIGH SCH	$9,654.33
ESU 09	BLUE HILL PUBLIC SCHOOLS	$3,351.51
ESU 09	CLAY CENTER PUBLIC SCHOOLS	$2,041.42
ESU 09	DONIPHAN-TRUMBULL PUBLIC SCHS	$4,797.98
ESU 09	GILTNER PUBLIC SCHOOLS	$2,852.98
ESU 09	HAMPTON PUBLIC SCHOOLS	$1,316.30
ESU 09	HARVARD PUBLIC SCHOOLS	$3,002.59
ESU 09	KENESAW PUBLIC SCHOOLS	$2,865.66
ESU 09	RED CLOUD COMMUNITY SCHOOLS	$2,992.87
ESU 09	SILVER LAKE PUBLIC SCHOOLS	$3,181.88
ESU 09	SO CENTRAL NE UNIFIED SYSTEM 5	$12,842.43
ESU 09	SUTTON PUBLIC SCHOOLS	$5,469.64

		$54,369.59
ESU 1 (Reservation Schools)		
ESU 1 (Reservation Schools)	SANTEE COMMUNITY SCHOOLS	$2,387.38
ESU 1 (Reservation Schools)	UMO N HO N NATION PUBLIC SCHS	$11,562.34
ESU 1 (Reservation Schools)	WALTHILL PUBLIC SCHOOLS	$7,335.80
ESU 1 (Reservation Schools)	WINNEBAGO PUBLIC SCHOOLS	$11,645.25
		$32,930.77
ESU 10		
ESU 10	AMHERST PUBLIC SCHOOLS	$1,734.97
ESU 10	ANSELMO-MERNA PUBLIC SCHOOLS	$3,433.32
ESU 10	ANSLEY PUBLIC SCHOOLS	$2,510.05
ESU 10	ARCADIA PUBLIC SCHOOLS	$1,326.83
ESU 10	ARNOLD PUBLIC SCHOOLS	$3,000.16
ESU 10	BROKEN BOW PUBLIC SCHOOLS	$11,770.92
ESU 10	BURWELL JR-SR HIGH SCHOOL	$3,528.21
ESU 10	CALLAWAY PUBLIC SCHOOLS	$3,403.60
ESU 10	CENTURA PUBLIC SCHOOLS	$5,079.67
ESU 10	COZAD CITY SCHOOLS	$11,251.58
ESU 10	ELBA PUBLIC SCHOOLS	$2,460.34
ESU 10	ELM CREEK PUBLIC SCHOOLS	$3,103.74
ESU 10	GIBBON PUBLIC SCHOOLS	$5,851.05
ESU 10	GOTHENBURG PUBLIC SCHOOLS	$7,298.80
ESU 10	GREELEY-WOLBACH SCHOOLS	$2,797.07
ESU 10	LITCHFIELD PUBLIC SCHOOLS	$1,654.74
ESU 10	LOUP CITY PUBLIC SCHOOLS	$4,861.99
ESU 10	LOUP COUNTY PUBLIC SCHOOLS	$1,798.37
ESU 10	NORTH LOUP SCOTIA PUBLIC SCHS	$3,043.64
ESU 10	NORTHWEST HIGH SCHOOL	$12,483.78
ESU 10	ORD PUBLIC SCHOOLS	$7,514.51
ESU 10	OVERTON PUBLIC SCHOOLS	$4,694.37
ESU 10	PLEASANTON PUBLIC SCHOOLS	$2,726.81
ESU 10	RAVENNA PUBLIC SCHOOLS	$3,995.54
ESU 10	SANDHILLS PUBLIC SCHOOLS	$1,615.53
ESU 10	SARGENT PUBLIC SCHOOLS	$2,482.16
ESU 10	SHELTON PUBLIC SCHOOLS	$5,792.10
ESU 10	SPALDING PUBLIC SCHOOLS	$2,268.55
ESU 10	ST PAUL PUBLIC SCHOOLS	$6,638.69
ESU 10	SUMNER-EDDYVILLE-MILLER SCHS	$2,413.50
ESU 10	WOOD RIVER RURAL MS/SR HIGH	$7,973.42
		$140,508.01
ESU 11		
ESU 11	ALMA PUBLIC SCHOOLS	$2,985.57
ESU 11	ARAPAHOE PUBLIC SCHOOLS	$3,229.44
ESU 11	AXTELL COMMUNITY SCHOOLS	$3,330.15
ESU 11	BERTRAND PUBLIC SCHOOLS	$1,940.69

ESU 11	CAMBRIDGE PUBLIC SCHOOLS	$2,589.39
ESU 11	ELWOOD PUBLIC SCHOOLS	$2,891.79
ESU 11	EUSTIS-FARNAM PUBLIC SCHOOLS	$2,219.69
ESU 11	FRANKLIN PUBLIC SCHOOLS	$4,738.84
ESU 11	LOOMIS PUBLIC SCHOOLS	$1,234.78
ESU 11	SOUTHERN VALLEY SCHOOLS	$8,021.23
ESU 11	WILCOX-HILDRETH PUBLIC SCHOOLS	$2,696.33
		$35,877.90
ESU 13		
ESU 13	BANNER COUNTY PUBLIC SCHOOLS	$1,640.65
ESU 13	BAYARD PUBLIC SCHOOLS	$6,920.36
ESU 13	BRIDGEPORT PUBLIC SCHOOLS	$6,821.39
ESU 13	CHADRON PUBLIC SCHOOLS	$9,971.77
ESU 13	CRAWFORD PUBLIC SCHOOLS	$6,121.16
ESU 13	CREEK VALLEY SCHOOLS	$3,594.57
ESU 13	GARDEN COUNTY HIGH SCHOOL	$4,749.27
ESU 13	GORDON-RUSHVILLE HIGH SCHOOL	$12,956.87
ESU 13	HAY SPRINGS PUBLIC SCHOOLS	$2,450.47
ESU 13	HEMINGFORD PUBLIC SCHOOLS	$5,190.26
ESU 13	KIMBALL PUBLIC SCHOOLS	$8,124.12
ESU 13	LEYTON PUBLIC SCHOOLS	$3,774.96
ESU 13	MINATARE PUBLIC SCHOOLS	$4,771.53
ESU 13	MITCHELL PUBLIC SCHOOLS	$9,427.73
ESU 13	MORRILL PUBLIC SCHOOLS	$6,226.36
ESU 13	POTTER-DIX PUBLIC SCHOOLS	$3,205.68
ESU 13	SIDNEY PUBLIC SCHOOLS	$11,976.63
ESU 13	SIOUX COUNTY HIGH SCHOOL	$1,957.53
		$109,881.31
ESU 15		
ESU 15	CHASE COUNTY SCHOOLS	$5,488.81
ESU 15	DUNDY COUNTY PUBLIC SCHOOLS	$3,907.31
ESU 15	HAYES CENTER PUBLIC SCHOOLS	$1,431.89
ESU 15	HITCHCOCK CO UNIFIED SCH SYSTM	$5,557.17
ESU 15	MAYWOOD PUBLIC SCHOOLS	$1,323.37
ESU 15	MEDICINE VALLEY PUBLIC SCHOOLS	$2,606.40
ESU 15	SOUTHWEST PUBLIC SCHOOLS	$7,293.20
ESU 15	WAUNETA-PALISADE PUBLIC SCHS	$4,166.85
		$31,775.00
ESU 16		
ESU 16	ARTHUR COUNTY HIGH SCHOOL	$795.82
ESU 16	BRADY PUBLIC SCHOOLS	$2,297.18

ESU 16	HERSHEY PUBLIC SCHOOLS	$4,601.90
ESU 16	HYANNIS HIGH SCHOOL	$2,202.24
ESU 16	MAXWELL PUBLIC SCHOOLS	$4,607.12
ESU 16	MC PHERSON COUNTY HIGH SCHOOL	$1,343.05
ESU 16	MULLEN PUBLIC SCHOOLS	$1,740.57
ESU 16	OGALLALA PUBLIC SCHOOLS	$12,811.65
ESU 16	PAXTON CONSOLIDATED SCHOOLS	$3,049.57
ESU 16	PERKINS COUNTY SCHOOLS	$6,155.60
ESU 16	SOUTH PLATTE PUBLIC SCHOOLS	$2,863.24
ESU 16	STAPLETON PUBLIC SCHOOLS	$1,609.94
ESU 16	SUTHERLAND PUBLIC SCHOOLS	$4,236.47
ESU 16	THEDFORD RURAL HIGH SCHOOL	$1,355.46
ESU 16	WALLACE PUBLIC SCH DIST 65 R	$2,480.01
		$52,149.82
ESU 17		
ESU 17	AINSWORTH COMMUNITY SCHOOLS	$7,265.02
ESU 17	CODY-KILGORE PUBLIC SCHS	$1,756.24
ESU 17	KEYA PAHA COUNTY HIGH SCHOOL	$2,443.87
ESU 17	ROCK COUNTY HIGH SCHOOL	$4,052.41
ESU 17	VALENTINE RURAL HIGH SCHOOL	$11,275.72
		$26,793.26
Fremont Public School		
Fremont Public School	FREMONT PUBLIC SCHOOLS	$46,441.42
		$46,441.42
Gering Public School		
Gering Public School	GERING PUBLIC SCHOOLS	$22,344.61
		$22,344.61
Grand Island Public School		
Grand Island Public School	GRAND ISLAND PUBLIC SCHOOLS	$110,397.99
		$110,397.99
Hastings Public School		
Hastings Public School	HASTINGS PUBLIC SCHOOLS	$40,288.90
		$40,288.90
Heartland Consortium		
Heartland Consortium	CENTENNIAL PUBLIC SCHOOLS	$8,468.17
Heartland Consortium	FILLMORE CENTRAL PUBLIC SCHS	$6,454.58
Heartland Consortium	HEARTLAND COMMUNITY SCHOOLS	$4,381.81
Heartland Consortium	SEWARD PUBLIC SCHOOLS	$11,555.88
Heartland Consortium	YORK PUBLIC SCHOOLS	$13,108.16
		$43,968.60
Holdrege Consortium		
Holdrege Consortium	AURORA PUBLIC SCHOOLS	$11,270.90

Holdrege Consortium	HOLDREGE PUBLIC SCHOOLS	$15,428.44
Holdrege Consortium	MINDEN PUBLIC SCHOOLS	$7,020.88
		$33,720.22
Kearney Public School		
Kearney Public School	KEARNEY PUBLIC SCHOOLS	$53,466.55
		$53,466.55
Lexington Public School		
Lexington Public School	LEXINGTON PUBLIC SCHOOLS	$34,553.72
		$34,553.72
Lincoln Public Schools		
Lincoln Public Schools	LINCOLN PUBLIC SCHOOLS	$393,876.22
		$393,876.22
McCook Public School		
McCook Public School	MC COOK PUBLIC SCHOOLS	$16,552.75
		$16,552.75
Millard Public School		
Millard Public School	MILLARD PUBLIC SCHOOLS	$121,803.56
		$121,803.56
Norfolk Public School		
Norfolk Public School	NORFOLK PUBLIC SCHOOLS	$55,251.73
		$55,251.73
North Platte Public School		
North Platte Public School	NORTH PLATTE PUBLIC SCHOOLS	$55,480.75
		$55,480.75
Omaha Public Schools		
Omaha Public Schools	OMAHA PUBLIC SCHOOLS	$840,286.37
		$840,286.37
Papillion-LaVista Public School		
Papillion-LaVista Public School	PAPILLION-LA VISTA PUBLIC SCHS	$63,504.37
		$63,504.37
Ralston Public School		
Ralston Public School	RALSTON PUBLIC SCHOOLS	$18,897.21
		$18,897.21
Scottsbluff Public School		
Scottsbluff Public School	SCOTTSBLUFF PUBLIC SCHOOLS	$61,366.35
		$61,366.35
South Sioux City Community School		
South Sioux City Community School	SO SIOUX CITY COMMUNITY SCHS	$46,116.03
		$46,116.03
West Point Consortium		
West Point Consortium	TEKAMAH-HERMAN COMMUNITY SCHS	$6,923.40
West Point Consortium	WEST POINT PUBLIC SCHOOLS	$10,737.63
West Point Consortium	WISNER-PILGER PUBLIC SCHOOLS	$5,055.96
		$22,716.99

Westside Community School		
Westside Community School	WESTSIDE COMMUNITY SCHOOLS	$31,735.29
		$31,735.29

3. **Describe the secondary and postsecondary formulas used to allocate funds available under Section 112(a) of the Act, as required by Section 131(a) and 132(a) of the Act.**

Secondary Formula

Thirty percent of the funds reserved under Section 112(a)(1) for distribution to secondary education programs under Section 131(a) of the Act, will be allocated to local educational agencies based on the relative share of individuals aged 5-17, inclusive, who reside in the school district served by the local educational agency for the preceding year compared to all individuals aged 5-17, inclusive, who reside in the school districts served by all local educational agencies in the State for the preceding fiscal year.

Seventy percent of the funds reserved under Section 112(a)(1) for distribution to secondary education programs under Section 131(a) of the Act will be allocated to local educational agencies based on the relative share of individuals aged 5-17, inclusive, who reside in the school district served by the local educational agency and are from families below the poverty level for the preceding year compared to all individuals aged 5-17, inclusive, who reside in the school districts served by all local educational agencies in the State and are from families below the poverty level for the preceding fiscal year.

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

Postsecondary Formula

Funds reserved under Section 112(a) for distribution to postsecondary education programs under Section 132(a) will be allocated based on the relative number of individuals who are Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who are enrolled in state funded occupational and technical programs in the preceding fiscal year compared to the total number of individuals who are Pell Grant recipients and recipients of assistance from the Bureau of Indian Affairs who are enrolled in state funded occupational technical education programs in the State in the preceding fiscal year.

4. **Describe the competitive basis or formula to be used to award reserve funds under Section 112(c) of the Act.**

Funds reserved under Section 112(c) of the Act will be distributed through competitive innovation grants and formula based programs to eligible recipients in support of innovation, development of the Advanced Learning Partnerships network, and eliminating duplication of resources in each region of the State. The Advanced Learning Partnerships will also receive funds from eligible recipients and eligible institutions in accordance with Section 135(c)(19)(C) of the Act.

5. **Describe the procedures used to rank and determine eligible recipients seeking funding under Section 112(c) of the Act.**

The eligible recipients will submit an application in response to specific RFP's through competition each year to apply for funds reserved under Section 112(c) of the Act and use of the performance measures results will be used as a determining factor in appropriation of the funds.

6. **Describe the procedures used to determine eligible recipients in rural and sparsely populated areas under Section 131(c)(2) or 132(a)(4) of the Act.**

Nebraska is one of the most rural states in the nation. A significant number of Nebraska's towns have populations of less than 2,500 and a large number of school districts have less than 200 total students.

The use of regional Educational Service Units as a coordinating entity of services for schools provides an opportunity for rural and sparsely populated areas to coordinate and conduct the activities ascribed by the purposes of this law.

C. Financial Certifications

1. Provision of Services – Restriction Prior to Seventh Grade
The Nebraska Department of Education and eligible recipients will not use funds under the Act to provide career and technical education programs and services to students prior to the seventh grade, except that equipment and facilities purchased with funds under the Act may be used by such students. [Sec. 315]

2. Maintenance of Effort
The Nebraska Department of Education will meet the maintenance of effort requirements on either a per student or aggregate expenditure basis. [Sec. 311(b)(1)(A)]

3. Specific Career Path or Major - Prohibition
The Nebraska Department of Education and eligible recipients will not use funds under the Act to require any secondary student to choose or pursue a specific career path or major. [Sec. 314(1)]

4. Mandatory Participation in Career and Technical Education Programs
The Nebraska Department of Education and eligible recipients will not use funds made available under the Act to mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Sec. 314(2)]

5. Use of Funds
The Nebraska Department of Education and eligible recipients will use funds made available under the Act in accordance with the Act. [Sec. 6]

7. Supplement, Not Supplant Non-Federal Funds
The Nebraska Department of Education and eligible recipients will use funds made available under the Act to supplement, not supplant, non-federal funds expended to carry out career and technical education activities. [Sec. 311(a)]

8. Incentives or Inducements to Relocate Out-of-State Businesses
The Nebraska Department of Education and eligible recipients will not use any funds made available under the Act for the purpose of directly providing incentives or inducements to an employer to relocate a business from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements. [Sec. 322]

VII. EDGAR CERTIFICATIONS AND OTHER ASSURANCES

In accordance with **34CFR 76.104** of the Education Department General Administrative Regulations (EDGAR), the Nebraska State Board of Education and the Nebraska Department of Education provide the following certifications:

A. Requirements

1. The Nebraska Department of Education is eligible to submit the State Plan for Career and Technical Education. [34 CFR 76.104(a)(1)]

2. The State agency has authority under State law to perform the functions of the State under the program. [34 CFR 76.104(a)(2)]

3. The State legally may carry out each provision of the plan. [34 CFR 76.104(a)(3)]

4. All provisions of the plan are consistent with State law. [34 CFR 76.104(a)(4)]

5. The state officer, specified by title in the certification, has authority under State law to receive, hold, and disburse Federal funds made under the plan. [34 CFR 76.104(a)(5)]

6. The state officer who submits the plan, specified by title in the certification, has authority to submit the plan. [34 CFR 76.104(a)(6)]

7. The Nebraska Department of Education has adopted or otherwise formally approved the plan. [34 CFR 76.104(a)(7)]

8. The Plan is the basis for State operation and administration of the program. [34 CFR 76.104(8)]

Date

5-7-2007

Richard Katt, State Director
Nebraska Career Education
Nebraska Department of Education

B. Other Assurances

1. Single Point of Contact, Executive Order 12372
(Executive Order 12372; 34 CFT 79]

Nebraska does have a single point of contact pursuant to Executive Order 12372. Efforts to connect and coordinate with the SPOC if one is identified will occur in the future.

2. Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements

The signed Certifications Regarding Lobbying; Debarment; Suspension and Other Responsibility Matters; and Drug-Free Workplace Requirements are included in Appendix C, Certifications and Assurances.

3. Assurance for Non-Construction Programs Form

The signed Assurance for Non-Construction Programs form is included in Appendix C, Certifications and Assurances.

4. Requirements of the Act and Provisions of the State Plan

The Nebraska Department of Education will comply with the requirements of the Act and the provisions of the State plan, including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs.
[Sec. 122(c)(11)]

5. Equipment Acquisition

The Nebraska Department of Education will not expend any funds under the Act to acquire equipment (including software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring agency or the employees of the acquiring agency, or any affiliate of such an organization. [Sec. 122(c)12)]

6. Waiver of Minimum Allocation

The Nebraska Department of Education will not waive the minimum allocation required under section 131(c)(1) in any case in which the local educational agency is located in a rural, sparsely populated area. [Sec. 131(c)(2)]

7. Non-Federal Match

The Nebraska Department of Education will provide, from non-federal sources for costs incurred for administration of programs under the Act, an amount that is not less than the amount provided by the eligible agency from non-federal sources for such costs for the preceding fiscal year.

8. Professional Development – Nonprofit Private Schools

The Nebraska Department of Education and eligible recipients that use funds under the Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel will, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary school teachers, administrators, and other personnel in nonprofit private schools offering career and technical education programs located in the geographical area served by the eligible agency or eligible recipient. [Sec. 317(a)]

9. Participation of Private Nonprofit Private School Secondary Students

Except as prohibited by state or local law, the eligible recipient may, upon written request, use funds under the Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under the Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the eligible recipient. [Sec. 317(b)(1)]

10. Nonprofit Private School Consultation

The eligible recipients that receive an allotment under the Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the eligible recipient regarding the meaningful participation, in career and technical education programs and activities receiving funding under the Act, of secondary school students attending nonprofit private schools. [Sec. 317(b)(2)]

11. Student Financial Aid

The portion of any student financial assistance received under the Act that is made available for attendance costs will not be considered as income or resources in determining eligibility for assistance under any other program funded in whole or in part with Federal funds.
[Sec. 324(a)]

12. Individualized Education Program

Eligible recipients may use funds made available under the Act to pay for career and technical education services required in an individualized education program developed pursuant to section 614(d) of the Individuals with Disabilities Education Act and services necessary to the requirements of section 504 of the Rehabilitation Act of 1973 with respect to ensuring equal access to career and technical education. [Sec. 324(b)]

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE – PROGRAM YEAR 1
(For Federal Funds to Become Available Beginning on July 1, 2007)

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

A.	Total Title I Allocation to State	$7,081,437
B.	Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds	$ 709,518
C.	Total Amount of Combined Title I and Title II Funds to be Distributed Under Section 112 (*Line A + Line B*)	$7,790,955
D.	Local Formula Distribution (*Not Less Than 85% of Line C) (Line C x 85%*)	$6,622,311
	1. Reserve (Not More Than 10% of Line D)	$ 550,000
	a. Secondary Programs (of Line D)	$ 302,500
	b. Postsecondary Programs (of Line D)	$ 247,500
	2. Available for Formula Distributions (Line D minus Line D.1)	$ 6,072,311
	a. Secondary Programs (55% of Line D.2)	$ 3,339,771
	b. Postsecondary Programs (45% of Line D.2)	$ 2,732,540
E.	Leadership (Not More Than 10%*) (Line C x 10%)*	$ 779,095
	a. Nontraditional Training and Employment ($60,000)	$ 60,000
	b. Corrections or Institutions ($ 40,000)	$ 40,000
F.	State Administration (not more than 5%) (*Line C x 5%*)	$ 389,547
G.	State Match (*from non-federal funds*)	$ 389,547

PART C: ACCOUNTABILITY FORMS

INSTRUCTIONS

Definitions of Student Populations

You must provide the career and technical education (CTE) student definitions that you will use for the secondary and postsecondary/adult core indicators of performance, e.g., "CTE participants" and "CTE concentrators." These are the students on which you will report data annually to the Secretary under section 113(c)(1)-(2) of the Act.

Identification of Measurement Definitions/Approaches

In Columns 2 and 3 of the Final Agreed Upon Performance Levels (FAUPL) forms on pages 44-48, you must provide your valid and reliable measurement definitions and approaches, respectively, for each of the core indicators of performance required under section 113(b) of the Act. Each definition must contain a description of the numerator (the number of individuals achieving an outcome) and a denominator (the number of individuals seeking to achieve an outcome). As discussed above in Part A, Section IV, A.3, based on our non-regulatory guidance, we have pre-populated the FAUPL form with the measurement definitions and approaches for the core indicators to measure student attainment of challenging academic content standards and student academic achievement standards in reading/language arts and mathematics under the ESEA (1S1 and 1S2, respectively) and student graduation rates under the ESEA (4S1). A State may choose to propose other student definitions and measurement approaches, but it would have to describe in its new State plan how it's proposed definitions and measures would be valid and reliable.

Baseline Data

In Column 4 of the FAUPL forms, you must provide baseline data, using data for the most recently completed program year (July 1, 2005 – June 30, 2006), on the performance of career and technical education students on each of the core indicators of performance, except that, for the indicators for which your State must use your State's standards, assessments, and graduation rates adopted under Title I of the ESEA, if your State chooses to use its AMOs and targets under the ESEA, you will not need to submit baseline data. The Department will use your baseline data as a starting point for reaching agreement with you on the core indicators of performance for the first two program years under section 113(b)(3)(iii) of the Act, except that States that submit a one-year transition plan need to provide baseline data only for the core indicators of performance as provided below:

Indicators		Transition Plan	Six-Year Plan
Secondary Level – 8 Indicators			
1S1	Academic Attainment – Reading/Language Arts	X	X
1S2	Academic Attainment – Mathematics	X	X
2S1	Technical Skill Attainment	Not required	X
3S1	Secondary School Completion	Not required	X
4S1	Student Graduation Rates	X	X
5S1	Secondary Placement	Not required	X
6S1	Nontraditional Participation	Not required	X
6S2	Nontraditional Completion	Not required	X
Postsecondary/Adult Level – 6 Indicators			
1P1	Technical Skill Attainment	Not required	X
2P1	Credential, Certificate, or Diploma	Not required	X
3P1	Student Retention or Transfer	Not required	X
4P1	Student Placement	Not required	X
5P1	Nontraditional Participation	Not required	X
5P2	Nontraditional Completion	Not required	X

Performance Levels

In Columns 5 and 6 of the FAUPL forms, you must provide proposed levels of performance for each of the core indicators of performance for the first two program years (July 1, 2007 – June 30, 2008 and July 1, 2008 – June 30, 2009) as required under section 113(b)(3)(ii) of the Perkins Act, except that, for the indicators for which the State must use its State's standards, assessments, and graduation rates adopted under Title I of the ESEA, a State that chooses to use its AMOs or targets under the ESEA will only have to confirm this information with its OVAE Regional Accountability Specialist. At a State's request, the Regional Accountability Specialist will pre-populate the forms in Part C with the State's AMOs or targets for the 2007-08 and 2008-09 program years before sending the forms to

you to finish completing. States that submit a one-year transition plan need to provide performance levels only for the core indicators of performance listed in the chart above.

State Confirmation of Final Agreed Upon Performance Levels

After you reach agreement with the Department on your State's final agreed upon adjusted performance levels for the first two program years, you will be asked to confirm these levels via e-mail submission of your State's FAUPL form. Your State's final agreed upon performance levels for the first two program years for the ESEA indicators will be incorporated into your State plan and your July 1, 2007 Perkins grant award. Your State's final agreed upon performance levels for the first two program years for all other for all other indicators will be incorporated into your State plan and your July 1, 2008 Perkins grant award.

STATE NAME: NEBRASKA

FINAL AGREED UPON PERFORMANCE FORM (FAUPL)
A. SECONDARY LEVEL

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1S1 Academic Attainment – Reading/Language Arts 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **reading/language arts** assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. **Denominator:** Number of CTE concentrators who took the ESEA assessment in **reading/language arts whose scores were included in the State's computation of AYP** and who, in the reporting year, left secondary education.	State and Local Administrative Records	B:2006-07 75%	L: *83* A:	L: *83* A:

1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)	**Numerator:** Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school **mathematics** assessment administered by the State under Section 1111(b)(3) of the (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education. **Denominator:** Number of CTE concentrators who took the ESEA assessment in **mathematics whose scores were included in the State's computation of AYP** and who, in the reporting year, have left secondary education.	**State and Local Administrative Records**	**B: 2006-07** **72%**	**L:** ***81*** **A:**	**L:** ***81*** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
2S1 Technical Skill Attainment 113(b)(2)(A)(ii)	**Numerator:** Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. **Denominator:** Number of CTE concentrators who took the assessments during the reporting year.	**State and Local Administrative Records**	**B:** NOT REQUIRED FOR TRANSITION PLAN	**L:** **A:**	**L:** **A:**
3S1 Secondary School Completion 113(b)(2)(A)(iii)(I-III)	**Numerator:** Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) during the reporting year. **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.	**State and Local Administrative Records**	**B:** NOT REQUIRED FOR TRANSITION PLAN	**L:** **A:**	**L:** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
4S1 Student Graduation Rates 113(b)(2)(A)(iv)	**Numerator:** Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA. **Denominator:** Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.	**State and Local Administrative Records**	**B:** NOT REQUIRED FOR TRANSITION PLAN	**L:** *83.7* **A:**	**L:** *83.7* **A:**
5S1 Secondary Placement 113(b)(2)(A)(v)	**Numerator:** Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). **Denominator:** Number of CTE concentrators who left secondary education during the reporting year.	**State and Local Administrative Records**	**B:** NOT REQUIRED FOR TRANSITION PLAN	**L:** **A:**	**L:** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
6S1 Nontraditional Participation 113(b)(2)(A)(vi)	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B:** NOT REQUIRED FOR TRANSITION PLAN	**L:** **A:**	**L:** **A:**
6S2 Nontraditional Completion 113(b)(2)(A)(vi)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B:** NOT REQUIRED FOR TRANSITION PLAN	**L:** **A:**	**L:** **A:**

STATE NAME: NEBRASKA

FINAL AGREED UPON PERFORMANCE FORM (FAUPL)
B. POSTSECONDARY LEVEL/ADULT

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
1P1 Technical Skill Attainment 113(b)(2)(B)(i)	**Numerator:** Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year. **Denominator:** Number of CTE concentrators who took technical skill assessments during the reporting year.		B: NOT REQUIRED FOR TRANSITION PLAN	L: A:	L: A:
2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)	**Numerator:** Number of CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year. **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.		B: NOT REQUIRED FOR TRANSITION PLAN	L: A:	L: A:

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6

Indicator & Citation	Measurement Definition	Measurement Approach	Baseline (Indicate Year)	Year One 7/1/07-6/30/08	Year Two 7/1/08-6/30/09
3P1 **Student Retention or Transfer** **113(b)(2)(B)(iii)**	**Numerator:** Number of CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the reporting year and who were enrolled in postsecondary education in the fall of the previous reporting year. **Denominator:** Number of CTE concentrators who were enrolled in postsecondary education in the fall of the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree in the previous reporting year.	**State and Local Administrative Records**	**B:** NOT REQUIRED FOR TRANSITION PLAN	**L:** **A:**	**L:** **A:**
4P1 **Student Placement** **113(b)(2)(B)(iv)**	**Numerator:** Number of CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). **Denominator:** Number of CTE concentrators who left postsecondary education during the reporting year.	**State and Local Administrative Records**	**B:** NOT REQUIRED FOR TRANSITION PLAN	**L:** **A:**	**L:** **A:**

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicator & Citation	**Measurement Definition**	**Measurement Approach**	**Baseline (Indicate Year)**	**Year One 7/1/07-6/30/08**	**Year Two 7/1/08-6/30/09**
5P1 Nontraditional Participation 113(b)(2)(B)(v)	**Numerator:** Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B:** NOT REQUIRED FOR TRANSITION PLAN	**L:** **A:**	**L:** **A:**
5P2 Nontraditional Completion 113(b)(2)(B)(v)	**Numerator:** Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. **Denominator:** Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.	**State and Local Administrative Records**	**B:** NOT REQUIRED FOR TRANSITION PLAN	**L:** **A:**	**L:** **A:**

Appendix A

Perkins Grants

Basic Grant Overview --4720

Tab 1 – Overview

This application for Perkins funds is the application for the Perkins Basic Grant - Nebraska Career and Technical Education. The funds are provided under the Carl D. Perkins Career and Technical Education Act of 2006. Nebraska as opted to merge the funding streams of Title I (Basic Grant) and Title II (Tech Prep) of the Act into a single finding stream for the basic grant covered by this application.

Career and Technical Education is an organized instructional program represented by the Nebraska Career Fields and Clusters model that provides integrated academic and technical curriculum to prepare secondary and postsecondary students for continuing education and employment.

Tab 2 – Allocations

	Perkins Basic
Current Year Allocation	$0
ReAllocated Funds (+)	0
Released Funds (-)	0
Carryover (+)	0
SUB TOTAL	$0
Cooperative/Consortia	
Transfer In (+)	$
Transfer Out (-)	0
Fiscal Agent	
ADJUSTED SUB TOTAL	$
TOTAL FUNDS AVAILABLE	$0
	Perkins Basic

Tab 3 – Assurances

Upon acceptance of federal career and technical education funds, the local educational agency, consortium, or community college agrees to the following assurances:

Equity
1. Career and technical education programs will address equity issues and provide equal opportunities to individuals without discrimination on the basis of race, color, national origin, sex, marital status, disability, creed, or age.

Coordination and Planning
2. Career and technical education programs will be jointly planned and coordinated with programs conducted under the Workforce Investment Act, Adult Education, Title 1, IDEA, and the Rehabilitation Act, and with apprenticeship programs to ensure non-duplication with other federal programs.
3. The local plan application will be made available for review and comment by interested parties including the Local Workforce Development Boards authorized under the Workforce Investment Act (PL105-220).
4. Parents, students, teachers, representatives of business and industry, representatives of special populations, and other interested individuals, as well as the local career and technical education advisory committee, are involved in developing, implementing, and evaluating all career and technical education programs.
5. To the extent consistent with the number and location of students enrolled in private or religious secondary schools or home schools, provision is made for the participation of these students in the career and technical education programs of the local educational agency.
6. Effective procedures will be developed, including an expedited appeals procedure; by which concerned parents, students, teachers, and area residents will be able to directly participate in local decisions that impact programs offered under this Act.

Program Requirements for Use of Funds
7. Students who participate in career and technical education programs will be taught to the same academic standards as all other students and encouraged through counseling to pursue a coherent sequence of courses that integrate academic and career and technical education disciplines.
8. Career and technical education programs will provide students with a strong experience in and an understanding of all aspects of an industry.
9. The local educational agency will develop, improve, or expand the use of technology in career and technical education, which may include teacher training to use state-of-the-art technology, providing students with skills to enter a high technology and telecommunications field, internships, and mentoring programs in high technology industries.
10. The local educational agency will provide professional development activities, which may include effective teaching skills, improving community involvement, becoming current with all aspects of the industry, business internships, technology use and application.
11. The local educational agency will initiate, improve, expand, and modernize quality career and technical education programs.
12. The local educational agency will provide a career and technical education program that is of such size, scope, and quality as to bring about improvement in the quality of education offered by the school.
13. Secondary and postsecondary institutions will link career and technical education programs including implementing Tech Prep programs.

Financial Regulations
14. Local educational agencies will submit required statistical, financial, and descriptive reports to the Nebraska Department of Education.
15. Funds will be used to supplement state and local funds for career and technical education, and not supplant such state and local funds.
16. Organizations representing the interests of the purchasing entity or its employees or any affiliate of such an organization may not directly benefit financially from funds used to acquire any equipment (including computer software).
17. No funds under this Act shall be used to (1) require any secondary school student to choose or

pursue a specific career path or major; and (2) mandate that any individual participate in a career and technical education program, including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery.
18. No funds received under this Act may be used to provide career and technical education programs to students prior to the seventh grade, except that such students may use equipment and facilities purchased with funds under this Act.
19. All of the funds under this Act shall be used in accordance with the requirements of this Act. None of the funds under this Act may be used to provide funding under the School-to-Work Opportunities Act of 1994 or to carry out, through programs funded under this Act, activities that were funded under the School-To-Work Opportunities Act of 1994.

General
20. Students who participate in career and technical education programs will meet state adjusted levels of performance and will be prepared for opportunities in postsecondary education or entry into high skill, high wage jobs in current and emerging occupations.
21. Professionally trained counselors and teachers will provide guidance, counseling and career development activities, including those activities designed to facilitate the transition from school to post-school employment, postsecondary education, or other career opportunities.
22. The local educational agency will adequately address the career and technical education needs of students in alternative education programs, if appropriate.

Special Populations
The term special populations means individuals with disabilities, economically disadvantaged (including foster children), individuals preparing for nontraditional employment, single parents (including single pregnant women), displaced homemakers, and individuals with other barriers to educational achievement (including individuals with limited English proficiency).
23. Individuals who are members of special populations will be provided equal access to career and technical education programs and will not be discriminated against on the basis of their status.
24. Career and technical education programs will identify strategies to overcome barriers for members of special populations to succeed through support services.
25. The local educational agency will meet the needs of special populations by designing career and technical education programs to enable these students to meet state adjusted levels of performance and to prepare them for further learning or for high skill, high wage careers in current and emerging occupations.
26. Career and technical education planning for students with disabilities will be coordinated between appropriate representatives of career and technical education, special education, and state vocational rehabilitation agencies.

Core Indicators
27. Local educational agencies will measure and evaluate career and technical education programs and also will assess how the needs of special populations are met. The evaluation submitted to NDE will include a measurement of:
A. Student attainment of challenging state established academic, and vocational and technical skill proficiencies.
B. Student attainment of a secondary school diploma or its recognized equivalent, proficiency credential in conjunction with a secondary school diploma, or a postsecondary degree or credential.
C. Placement in, retention in, and completion of, postsecondary education or advanced training, placement in military service, or placement or retention in employment.
D. Student participation in and completion of career and technical education programs that lead to nontraditional training and employment.

Local Educational Agency Comparability
28. State and local funds will be used in the schools of each local educational agency receiving funds to provide services which, taken as a whole, are at least comparable to services being

provided in schools in the local educational agency not receiving such funds.
A local educational agency will have met the comparability requirement if it has established and implemented the following written procedures:
A. a district-wide salary schedule; a policy to ensure equivalence among schools in teachers, administrators, and auxiliary personnel; and a policy to ensure equivalence among schools in instructional supplies; or
B. other measures such as student/instructional staff ratios and student/instructional staff salary ratios.
Evidence that comparability measures implemented do, in fact, achieve comparability will be on file locally for review.

CERTIFICATIONS REGARDING LOBBYING; DEBARMENT, SUSPENSION AND OTHER RESPONSIBILITY MATTERS; AND DRUG-FREE WORKPLACE REQUIREMENTS
Applicants should refer to the regulations cited below to determine the certification to which they are required to attest. Applicants should also review the instructions for certification included in the regulations before completing this form. Signature of this form provides for compliance with certification requirements under 34 CFR Part 82, New Restrictions on Lobbying, and 34 CFR Part 85, Government-wide Debarment and Suspension (Nonprocurement) and Government-wide Requirements for Drug-Free Workplace (Grants).The certifications shall be treated as a material representation of fact upon which reliance will be placed when the Department of Education determines to award the covered transaction, grant, or cooperative agreement.

1. Lobbying
As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

a. No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress, in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement.

b. If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form LLL, Disclosure Form to Report Lobbying, in accordance with its instructions.

The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers, including subgrants, contracts under grants and cooperative agreements, and subcontracts, and that all subrecipients shall certify and disclose accordingly.

2. DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS.
As required by Executive Order 12549, Debarment and Suspension, and implemented at 34 CFR Part 85, for prospective participants in primary covered transactions, as defined at 34 CFR Part 85, Sections 85.105 and 85.110:

A., The applicant certifies that it and its principals:
(a) Are not presently debarred, suspended, proposed for debarment, declared ineligible, or voluntarily excluded from covered transactions by any Federal department or agency.
(b) Have not within a three-year period preceding this application been convicted of or had a civil judgment rendered against them for commission of fraud or a criminal offense in connection with

obtaining, attempting to obtain, or performing a public (Federal, State, or local) transaction or contract under a public transaction; violation of Federal or State antitrust statutes or commission of embezzlement, theft, forgery, bribery, falsification or destruction of records, making false statements, or receiving stolen property;
(c) Are not presently indicted for or otherwise criminally or civilly charged by a governmental entity, Federal, State, or local, with commission of any of the offenses enumerated in paragraph (1)(b) of this certification; and
(d) Have not within a three-year period preceding this application had one or more public transactions, Federal, State, or local, terminated for cause or default; and

B. Where the applicant is unable to certify to any of the statements in this certification, he or she shall attach an explanation to this application.

3., DRUG-FREE WORKPLACE (GRANTEES OTHER THAN INDIVIDUALS)
As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610

The applicant certifies that it will or will continue to provide a drug-free workplace by:
a. Publishing a statement notifying employees that the unlawful manufacture, distribution, dispensing, possession or use of a controlled substance is prohibited in the grantee's workplace and specifying the actions that will be taken against employees for violation of such prohibition.
b. Establishing an on-going drug-free awareness program to inform employees about:
(1) The dangers of drug abuse in the workplace;
(2) The grantee's policy of maintaining a drug-free workplace;
(3) Any available drug counseling, rehabilitation, and employee assistance program; and
(4) The penalties that may be imposed upon employees for drug abuse violations occurring in the workplace.
c. Making it a requirement that each employee to be engaged in the performance of the grant be given a copy of the statement required by paragraph (a).
d. Notifying the employee in the statement required by paragraph (a) that, as a condition of employment under the grant, the employee will:
1. Abide by the terms of the statement; and
2. Notify the employer in writing of his or her conviction for a violation of a criminal drug statute occurring in the workplace no later than five calendar days after such conviction.
e. Notifying the agency, in writing, within ten calendar days after receiving notice under subparagraph (d)(2) from an employee or otherwise receiving actual notice of such conviction. Employers of convicted employees must provide notice, including position title, Director, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.Notice shall include the identification number(s) of each affected grant.
f. Taking one of the following actions, within 30 calendar days of receiving notice under subparagraph (d)(2), with respect to any employee who is so convicted:
1. Taking appropriate personnel action against such an employee, up to and including termination; consistent with the requirements of the Rehabilitation Act of 1973, as amended; or
2. Requiring such employee to participate satisfactorily in a drug abuse assistance or rehabilitation program approved for such purposes by a Federal, State, or local health, law enforcement, or other appropriate agency.
g. Making a good faith effort to continue to maintain a drug-free workplace through implementation of paragraphs (a),(b),(c),(d),(e), and (f).

DRUG-FREE WORKPLACE (GRANTEES WHO ARE INDIVIDUALS)
As required by the Drug-Free Workplace Act of 1988, and implemented at 34 CFR Part 85, Subpart F, for grantees, as defined at 34 CFR Part 85, Sections 85.605 and 85.610--
A. As a condition of the grant, I certify that I will not engage in the unlawful manufacture, distribution,

dispensing, possession, or use of a controlled substance in conducting any activity with the grant; and
B. If convicted of a criminal drug offense resulting from a violation occurring during the conduct of any grant activity, I will report the conviction, in writing, within 10 calendar days of the conviction, tDirector, Grants and Contracts Service, U.S. Department of Education, 400 Maryland Avenue, S.W. (Room 3124, GSA Regional Office Building No. 3), Washington, DC 20202-4571.Notice shall include the identification number(s) of each affected grant.

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.
2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.
3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.
4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.
5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. "4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).
6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited t (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. "1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. '794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. " 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) " 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. " 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. ' 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made;

and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.
7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.
8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. "1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.
9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. "276a to 276a-7), the Copeland Act (40 U.S.C. '276c and 18 U.S.C. "874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. " 327-333), regarding labor standards for federally assisted construction subagreements.
10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is$10,000 or more.
11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. "1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. "7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and(h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).
12. Will comply with the Wild and Scenic Rivers Act of 1968(16 U.S.C. "1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.
13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. '470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. "469a-1 et seq.).
14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.
15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. "2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.
16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. "4801 et seq.) which prohibits the use of lead- based paint in construction or rehabilitation of residence structures.
17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, Audits of States, Local Governments, and Non-Profit Organizations.
18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

Tab 4 – Submit

Tab 5 – Application History

Perkins Grants

Basic Grant Overview --4700

Tab 1 – Overview

Nebraska Career Education

Definition:
Career and Technical Education is an organized instructional program represented by the Nebraska Career Fields and Clusters model that provides integrated academic and technical curriculum to prepare secondary and postsecondary students for continuing education and employment.

Mission:
The mission of Nebraska Career Education is to prepare all individuals to LEARN through career exploration and technical skill development while meeting academic standards, EARN as productive citizens in a global society, and LIVE as a contributing member of their community.

We believe Career Education provides students with:

- knowledge, attitudes and skills to live and work as productive individuals who are successful in their work, family and community
- educational experiences for personal and professional growth
- opportunities to apply academic knowledge and skills
- world of work application of academic skills
- preparation to meet the challenges of a fast-changing society
- meaningful experiences through partnerships in the business community
- contextual learning, work-based learning and workplace skills delivered through a relevant, rigorous curriculum
- personal development through student-led leadership, learning environments conducive to authentic assessment.

Delivery:
Career Education is delivered through a variety of programs of study in the Nebraska Career Fields. The identified Nebraska Career Fields are:

Career Field: Business, Marketing and Management
Career Clusters: Marketing, Sales and Service; Business, Management and Administration; Finance; Hospitality and Tourism

Career Field: Communication and Information Systems
Career Clusters: Arts, Audio-Visual Technology and Communication; Information Technology

Career Field: Environmental and Agricultural Systems
Career Clusters: Agriculture, Food and Natural Resources

Career Field: Health Science
Career Clusters: Health Science and Technology

Career Field: Human Service and Resources

Career Clusters:
Education and Training; Human Services; Law, Public Safety and Security; Government and Public Administration

Career Field: Industrial, Manufacturing and Engineering Systems
Career Clusters: Architecture and Construction; Manufacturing; Science, Technology, Engineering and Mathematics; Transportation, Distribution and Logistics

Goals for Nebraska Career Education Learners:

- All learners should have access to quality career education programs.
- All learners should achieve high academic standards, technical and employability skills so they are prepared for employment and further education.
- All learners should have access to quality career management information.
- All learners should be able to make smooth transitions through the education system into the workplace to attain economic self-sufficiency and become contributing members of their family and community.

Tab 2 – Program Information

❖ Basic Grant Contact Information

Authorized Representative:

First Name
Last Name
Phone Extension
E-Mail
Fax

Grant Contact:
First Name
Last Name
Phone Extension
E-Mail
Fax

❖ Advisory Committee

Eligible recipients must have a career education advisory committee that meets regularly. The advisory committee should provide counsel, direction, and assistance to career education programs. Although persons may be asked to participate at the discretion of the eligible recipient, committee representation should include at least one individual from each of the categories as indicated from the drop down list under Predominant Category Represented.

Name	Business/Agency	Predominant Category Represented

Tab 3 – Goals and Needs

Basic Grant Justification

This section is designed to analyze past performance data and describe how the use of this data influences the plan for activities for the upcoming grant year. The review and evaluation of the data (including prior year data) should provide the foundation for the rationale for selecting priorities for the use of Perkins funds.

1. The following questions support the transition process to Perkins IV and the priorities of Nebraska Career Education:
    a. Looking over the past five years of data, summarize the progress and describe how this will influence the priorities for using Perkins funds. Include an evaluation of the sub-populations (special population and/or ethnicity) or program areas that did not perform as well. For information on previous years performance, access information online at http://perkins.nde.state.ne.us (2,500 character limit maximum which includes spaces)

    b. Perkins IV requires alignment to economic development/workforce priority areas. Describe the use of labor market information, career interest inventories, and/or other sources of data to address the planning priorities during this transition year.(2,500 character limit maximum which includes spaces)

    c. Perkins IV requires a stronger alignment to school improvement processes to support academic attainment and graduation. Briefly describe the plans for integrating and coordinating these efforts.(2,500 character limit maximum which includes spaces)

    d. Perkins IV requires a link between secondary and postsecondary programs of study. Briefly describe the plans over this transition year to increase relationships with postsecondary. (2,500 character limit maximum which includes spaces)

    e. Briefly describe the plans for implementing the Nebraska Career Fields/Clusters model to support student preparation for postsecondary education and employment.

2. Briefly describe the activities during this transition year that might support development of the five-year local strategic plan for Perkins and career education. (Include information such as role of advisory council, realignment of curriculum, needs assessments, etc.)

3. Identify the priority activities for Perkins funds during this transition year.

4. Please indicate your willingness to participate in the new Partnership for Innovation statewide consortium. This partnership will require a 10% contribution of your Perkins funds to participate in the consortium and receive the benefits. Choosing not to participate will result in having to address the issues as an individual entity. Please reference the following website for more details http://www.nde.state.ne.us/NCE/

Basic Grant Target Areas

Student Gains on Performance Indicators
Describe the goal(s) related to Student Gains on Performance Indicators.(2,500 character limit maximum which includes spaces)

Describe the expected impact on Performance Indicators and other possible measures of success.(2,500 character limit maximum which includes spaces)

Professional Development
Describe the goal(s) related to Professional Development.(2,500 character limit maximum which

includes spaces)

Describe the expected impact on Performance Indicators and other possible measures of success.(2,500 character limit maximum which includes spaces)

Special Populations
Describe the goal(s) related to Special Populations.(2,500 character limit maximum which includes spaces)

Describe the expected impact on Performance Indicators and other possible measures of success.(2,500 character limit maximum which includes spaces)

Career Guidance and Counseling
Describe the goal(s) related to Career Guidance and Counseling.(2,500 character limit maximum which includes spaces)

Describe the expected impact on Performance Indicators and other possible measures of success.(2,500 character limit maximum which includes spaces)

Nontraditional Programs
Describe the goal(s) related to Nontraditional Programs.(2,500 character limit maximum which includes spaces)

Describe the expected impact on Performance Indicators and other possible measures of success.(2,500 character limit maximum which includes spaces)

Secondary/Postsecondary Alignment
Describe the goal(s) related to Secondary-Postsecondary Alignment. (2,500 character limit maximum which includes spaces)

Describe the expected impact on Performance Indicators and other possible measures of success.(2,500 character limit maximum which includes spaces)

Tab 4 – Activities

Provide detailed information regarding the career education, activities and strategies and select the target area goal(s) below. If these are specific expenditure items, provide detail for those in the narrative. The activities are copied forward to the budget detail page for budgeting. For additional activities, click on the add additional entries button.(2,500 character limit maximum which includes spaces)

Check the Target Area(s) that will support this Activity.

Student Gains	Professional Development	Nontraditional
Special Populations	Career Guidance and Counseling	Secondary/Postsecondary Alignment

Tab 5 – Capital Outlay

Basic Grant Capital Outlay

Capital Outlay is defined as equipment that costs more than $5,000 per individual item. Equipment

is described as a moveable or portable item, an implement, a device or a machine designed for a specific instructional purpose. Select Add Additional Entries if you need to enter more items.

This page is not linked to the Budget Summary and must be entered on the Budget Detail page in the 500 Object Code column.

Itemize proposed Capital Outlay (equipment) that will be funded with this grant.
Location:
Unit Cost:
Quantity:
Calculated Total Cost:

Tab 5 – Budget Detail

Total Funds Available: **Total Funds Budgeted:** **Amount Remaining:**

Would you like a budget item to be created for Indirect Costs? ☐ Yes ☐ No

Complete Budget Details for each description copied from the Goals and Needs pages of your consolidated application. These Budget Details should indicate how you will use funds for allowable activities from this program to address that specific Goal and/or Need.

Expenditure Amount
100-Salaries 200-Employee Benefits 300-Purchased Service/Lease Agreement 400 - Supplies & Materials/Computer Software 500 - Computer Hardware/Equipment 600 - Travel/Professional Development

Tab 5 – Budget Summary

Activity Description	100 - Salaries	200 - Employee Benefits	300 - Purchased Service/Lease Agreement	400 - Supplies & Materials/Computer Software	500 - Computer Hardware/Equipment	600 - Travel/Professional Development	TOTAL
Administration (limted to 5%)							
Community Involvement							
Expanded Use of Technology							
Extended Learning (Work Based)							
Lease/Purchase Equipment							
Mentoring and Support							
Modernize Programs							
New Career Education Course							
Nontraditional Training and Support							
Partnerships (business and education)							

Professional Development							
Program Evaluation (for Special Populations)							
School and Academic Counseling							
Secondary/Postsecondary Linkages							
Special Populations							
Strengthen Academic Skills							
Strengthen Technical Skills							
Student Organizations (CSO's)							
Total Object Code	3,109	486					

APPENDIX B

Perkins Grants

Perkins Post Secondary Grant --4701

Tab 1 – Overview

Nebraska Career Education

Definition:
Career Education is an organized instructional program that provides integrated academic and technical curriculum to prepare secondary/postsecondary students for employment, continuing education and a career.

We believe Career Education provides students with:

- knowledge, attitudes and skills to live and work as productive individuals who are successful in their work, family and community
- educational experiences for personal and professional growth
- opportunities to apply academic knowledge and skills
- world of work application of academic skills
- preparation to meet the challenges of a fast-changing society
- meaningful experiences through partnerships in the business community
- contextual learning, work-based learning and workplace skills delivered through a relevant, rigorous curriculum
- personal development through student-led leadership, learning environments conducive to authentic assessment.

Delivery:
Career Education is delivered through a variety of programs of study in the Nebraska Career Fields. The identified Nebraska Career Fields are:

Career Field: Business, Marketing and Management
Career Clusters: Marketing, Sales and Service; Business, Management and Administration; Finance; Hospitality and Tourism

Career Field: Communication and Information Systems
Career Clusters: Arts, Audio-Visual Technology and Communication; Information Technology

Career Field: Environmental and Agricultural Systems
Career Clusters: Agriculture, Food and Natural Resources

Career Field: Health Science
Career Clusters: Health Science and Technology

Career Field: Human Service and Resources
Career Clusters: Education and Training; Human Services; Law, Public Safety and Security; Government and Public Administration

Career Field: Industrial, Manufacturing and Engineering Systems
Career Clusters: Architecture and Construction; Manufacturing; Science, Technology, Engineering

and Mathematics; Transportation, Distribution and Logistics

Goals for Nebraska Career Education Learners:

- All learners should have access to quality career education programs.
- All learners should achieve high academic standards, technical and employability skills so they are prepared for employment and further education.
- All learners should have access to quality career management information.
- All learners should be able to make smooth transitions through the education system into the workplace to attain economic self-sufficiency and become contributing members of their family and community.

Tab 2 – Program Information

Postsecondary Grant Contact Information

Authorized Representative:

First Name
Last Name
Phone
E-Mail
Fax

Grant Contact:

First Name
Last Name
Phone
E-Mail
Fax

Financial Contact:

First Name
Last Name
Phone
E-Mail
Fax

Tab 2 – Program Information

Postsecondary Grant Advisory Committee

Eligible recipients must have a career education advisory committee that meets regularly. The advisory committee should provide counsel, direction, and assistance to career education programs. Although persons may be asked to participate at the discretion of the eligible recipient, committee representation should include two individuals from each of the categories as indicated from the drop down list under Predominant Category Represented.

Name	Business Agency	Predominant Category Represented

Tab 3 – Goals and Needs

This section is designed to analyze past performance data and describe how the use of this data influences the plan for activities for the upcoming grant year. The review and evaluation of the data (including prior year data) should provide the foundation for the rationale for selecting priorities for the use of Perkins funds.

5. The following questions support the transition process to Perkins IV and the priorities of Nebraska Career Education:
    a. Looking over the past five years of data, summarize the progress and describe how this will influence the priorities for using Perkins funds. Include an evaluation of the sub-populations (special population and/or ethnicity) or program areas that did not perform as well. For information on previous years performance, access information online at http://perkins.nde.state.ne.us (2,500 character limit maximum which includes spaces)

    b. Perkins IV requires alignment to economic development/workforce priority areas. Describe the use of labor market information, career interest inventories, and/or other sources of data to address the planning priorities during this transition year.(2,500 character limit maximum which includes spaces)

    c. Perkins IV requires a stronger alignment to school improvement processes to support academic attainment and graduation. Briefly describe the plans for integrating and coordinating these efforts.(2,500 character limit maximum which includes spaces)

    d. Perkins IV requires a link between secondary and postsecondary programs of study. Briefly describe the plans over this transition year to increase relationships with postsecondary. (2,500 character limit maximum which includes spaces)

    e. Briefly describe the plans for implementing the Nebraska Career Fields/Clusters model to support student preparation for postsecondary education and employment.

6. Briefly describe the activities during this transition year that might support development of the five-year local strategic plan for Perkins and career education. (Include information such as role of advisory council, realignment of curriculum, needs assessments, etc.)

7. Identify the priority activities for Perkins funds during this transition year.

8. Please indicate your willingness to participate in the new Partnership for Innovation statewide consortium. This partnership will require a 10% contribution of your Perkins funds to participate in the consortium and receive the benefits. Choosing not to participate will result in having to address the issues as an individual entity. Please reference the following website for more details http://www.nde.state.ne.us/NCE/

Tab 4 – Budget Details

Total Funds Available:____ **Total Funds Budgeted:____**
Amount Remaining: ___

Would you like a budget item to be created for Indirect Costs? Yes No

On the Goals and Needs pages, no funds from this program were identified for use. You must modify Goals and Needs pages prior to completing Budget Details.

Activity Description	100 - Salaries	200 - Employee Benefits	300 - Purchased Service/Lease Agreement	400 - Supplies & Materials/Computer Software	500 - Computer Hardware/Equipment	600 - Travel/Professional Development	TOTAL
Administration (limited to 5%)							
Community Involvement							
Expanded Use of Technology							
Extended Learning (Work Based)							
Lease/Purchase Equipment							
Mentoring and Support							
Modernize Programs							
New Career Education Course							
Nontraditional Training and Support							
Partnerships (business and education)							
Professional Development							
Program Evaluation (for Special Populations)							
School and Academic Counseling							
Secondary/Postsecondary Linkages							
Special Populations							
Strengthen Academic Skills							
Strengthen Technical Skills							
Student Organizations (CSO's)							
Total Object Code							

Appendix C: Certifications and Assurances

Assurances Debarment Nebraska

NE Non Construction Assurances Signed 07

OMB Approval No. 0348-0040

ASSURANCES - NON-CONSTRUCTION PROGRAMS

Public reporting burden for this collection of information is estimated to average 15 minutes per response, including time for reviewing instructions, searching existing data sources, gathering and maintaining the data needed, and completing and reviewing the collection of information. Send comments regarding the burden estimate or any other aspect of this collection of information, including suggestions for reducing this burden, to the Office of Management and Budget, Paperwork Reduction Project (0348-0040), Washington, DC 20503

PLEASE DO NOT RETURN YOUR COMPLETED FORM TO THE OFFICE OF MANAGEMENT AND BUDGET. SEND IT TO THE ADDRESS PROVIDED BY THE SPONSORING AGENCY.

Note: Certain of these assurances may not be applicable to your project or program. If you have questions, please contact the awarding agency. Further, certain Federal awarding agencies may require applicants to certify to additional assurances. If such is the case, you will be notified.

As the duly authorized representative of the applicant I certify that the applicant:

1. Has the legal authority to apply for Federal assistance, and the institutional, managerial and financial capability (including funds sufficient to pay the non-Federal share of project cost) to ensure proper planning, management, and completion of the project described in this application.

2. Will give the awarding agency, the Comptroller General of the United States, and if appropriate, the State, through any authorized representative, access to and the right to examine all records, books, papers, or documents related to the award; and will establish a proper accounting system in accordance with generally accepted accounting standards or agency directives.

3. Will establish safeguards to prohibit employees from using their positions for a purpose that constitutes or presents the appearance of personal or organizational conflict of interest, or personal gain.

4. Will initiate and complete the work within the applicable time frame after receipt of approval of the awarding agency.

5. Will comply with the Intergovernmental Personnel Act of 1970 (42 U.S.C. . . 4728-4763) relating to prescribed standards for merit systems for programs funded under one of the 19 statutes or regulations specified in Appendix A of OPM's Standards for a Merit System of Personnel Administration (5 C.F.R. 900, Subpart F).

6. Will comply with all Federal statutes relating to nondiscrimination. These include but are not limited to: (a) Title VI of the Civil Rights Act of 1964 (P.L. 88-352) which prohibits discrimination on the basis of race, color or national origin; (b) Title IX of the Education Amendments of 1972, as amended (20 U.S.C. . . 1681-1683, and 1685-1686), which prohibits discrimination on the basis of sex; (c) Section 504 of the Rehabilitation Act of 1973, as amended (29 U.S.C. . 794), which prohibits discrimination on the basis of handicaps; (d) the Age Discrimination Act of 1975, as amended (42 U.S.C. . . 6101-6107), which prohibits discrimination on the basis of age; (e) the Drug Abuse Office and Treatment Act of 1972 (P.L. 92-255), as amended, relating to nondiscrimination on the basis of drug abuse; (f) the Comprehensive Alcohol Abuse and Alcoholism Prevention, Treatment and Rehabilitation Act of 1970 (P.L. 91-616), as amended, relating to nondiscrimination on the basis of alcohol abuse or alcoholism; (g) . . 523 and 527 of the Public Health Service Act of 1912 (42 U.S.C. . . 290 dd-3 and 290 ee 3), as amended, relating to confidentiality of alcohol and drug abuse patient records; (h) Title VIII of the Civil Rights Act of 1968 (42 U.S.C. . 3601 et seq.), as amended, relating to nondiscrimination in the sale, rental or financing of housing; (i) any other nondiscrimination provisions in the specific statute(s) under which application for Federal assistance is being made; and (j) the requirements of any other nondiscrimination statute(s) which may apply to the application.

7. Will comply, or has already complied, with the requirements of Titles II and III of the uniform Relocation Assistance and Real Property Acquisition Policies Act of 1970 (P.L. 91-646) which provide for fair and equitable treatment of persons displaced or whose property is acquired as a result of Federal or federally assisted programs. These requirements apply to all interests in real property acquired for project purposes regardless of Federal participation in purchases.

8. Will comply, as applicable, with the provisions of the Hatch Act (5 U.S.C. . . 1501-1508 and 7324-7328) which limit the political activities of employees whose principal employment activities are funded in whole or in part with Federal funds.

9. Will comply, as applicable, with the provisions of the Davis-Bacon Act (40 U.S.C. . . 276a to 276a-7), the Copeland Act (40 U.S.C. . 276c and 18 U.S.C. . . 874) and the Contract Work Hours and Safety Standards Act (40 U.S.C. . . 327-333), regarding labor standards for federally assisted construction subagreements.

10. Will comply, if applicable, with flood insurance purchase requirements of Section 102(a) of the Flood Disaster Protection Act of 1973 (P.L. 93-234) which requires recipients in a special flood hazard area to participate in the program and to purchase flood insurance if the total cost of insurable construction and acquisition is $10,000 or more.

11. Will comply with environmental standards which may be prescribed pursuant to the following: (a) institution of environmental quality control measures under the National Environmental Policy Act of 1969 (P.L. 91-190) and Executive Order (EO) 11514; (b) notification of violating facilities pursuant to EO 11738; (c) protection of wetlands pursuant to EO 11990; (d) evaluation of flood hazards in floodplains in accordance with EO 11988; (e) assurance of project consistency with the approved State management program developed under the Coastal Zone Management Act of 1972 (16 U.S.C. . . 1451 et seq.); (f) conformity of Federal actions to State (Clear Air) Implementation Plans under Section 176(c) of the Clear Air Act of 1955, as amended (42 U.S.C. . . 7401 et seq.); (g) protection of underground sources of drinking water under the Safe Drinking Water Act of 1974, as amended, (P.L. 93-523); and (h) protection of endangered species under the Endangered Species Act of 1973, as amended, (P.L. 93-205).

12 Will comply with the Wild and Scenic Rivers Act of 1968 (16 U.S.C. . . 1721 et seq.) related to protecting components or potential components of the national wild and scenic rivers system.

13. Will assist the awarding agency in assuring compliance with Section 106 of the National Historic Preservation Act of 1966, as amended (16 U.S.C. . 470), EO 11593 (identification and protection of historic properties), and the Archaeological and Historic Preservation Act of 1974 (16 U.S.C. . . 469a-1 et seq.).

14. Will comply with P.L. 93-348 regarding the protection of human subjects involved in research, development, and related activities supported by this award of assistance.

15. Will comply with the Laboratory Animal Welfare Act of 1966 (P.L. 89-544, as amended, 7 U.S.C. . . 2131 et seq.) pertaining to the care, handling, and treatment of warm blooded animals held for research, teaching, or other activities supported by this award of assistance.

16. Will comply with the Lead-Based Paint Poisoning Prevention Act (42 U.S.C. . . 4801 et seq.) which prohibits the use of lead-based paint in construction or rehabilitation of residence structures.

17. Will cause to be performed the required financial and compliance audits in accordance with the Single Audit Act Amendments of 1996 and OMB Circular No. A-133, □Audits of States, Local Governments, and Non-Profit Organizations.□

18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program.

SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL	TITLE
Richard Katt	Administrator
APPLICANT ORGANIZATION	DATE SUBMITTED
Nebraska Department of Education	5/7/2007

CERTIFICATION REGARDING LOBBYING

Applicants must review the requirements for certification regarding lobbying included in the regulations cited below before completing this form. Applicants must sign this form to comply with the certification requirements under 34 CFR Part 82, "New Restrictions on Lobbying." This certification is a material representation of fact upon which the Department of Education relies when it makes a grant or enters into a cooperative agreement.

As required by Section 1352, Title 31 of the U.S. Code, and implemented at 34 CFR Part 82, for persons entering into a Federal contract, grant or cooperative agreement over $100,000, as defined at 34 CFR Part 82, Sections 82.105 and 82.110, the applicant certifies that:

(a) No Federal appropriated funds have been paid or will be paid, by or on behalf of the undersigned, to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with the making of any Federal grant, the entering into of any cooperative agreement, and the extension, continuation, renewal, amendment, or modification of any Federal grant or cooperative agreement;

(b) If any funds other than Federal appropriated funds have been paid or will be paid to any person for influencing or attempting to influence an officer or employee of any agency, a Member of Congress, an officer or employee of Congress, or an employee of a Member of Congress in connection with this Federal grant or cooperative agreement, the undersigned shall complete and submit Standard Form - LLL, "Disclosure Form to Report Lobbying," in accordance with its instructions;

(c) The undersigned shall require that the language of this certification be included in the award documents for all subawards at all tiers (including subgrants and contracts under grants and cooperative agreements) and that all subrecipients shall certify and disclose accordingly.

As the duly authorized representative of the applicant, I hereby certify that the applicant will comply with the above certification.

NAME OF APPLICANT	PR/AWARD NUMBER AND / OR PROJECT NAME
Nebraska Department of Education	
PRINTED NAME AND TITLE OF AUTHORIZED REPRESENTATIVE	
Richard Katt Administrator	
SIGNATURE	DATE
Richard Katt	5/7/2007