

Monitoring & Technical Assistance Survey (Form 23-013)

1. Name of person completing survey:	
	Response Count
	5
<i>answered question</i>	5
<i>skipped question</i>	0




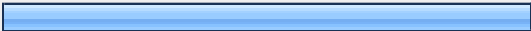
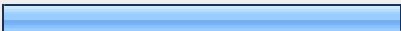
2. Email address of person completing survey:	
	Response Count
	5
<i>answered question</i>	5
<i>skipped question</i>	0

3. Please name your school district:	
	Response Count
	5
<i>answered question</i>	5
<i>skipped question</i>	0

#### 4. Please identify your Perkins Consortium:

	Response Percent	Response Count
ESU 01	0.0%	0
ESU 01 Native American Consortium	0.0%	0
ESU 02	0.0%	0
ESU 03	0.0%	0
ESU 04	0.0%	0
ESU 05/SCC	0.0%	0
ESU 06	0.0%	0
ESU 07	0.0%	0
ESU 08	0.0%	0
ESU 09	0.0%	0
ESU 10	0.0%	0
ESU 11	0.0%	0
ESU 13/WNCC	0.0%	0
ESU 15	0.0%	0
ESU 16	0.0%	0
<b>ESU 17</b>	<b>100.0%</b>	<b>5</b>
	<i>answered question</i>	<b>5</b>
	<i>skipped question</i>	<b>0</b>

## 5. Quality Indicator/Assurance: Equal Access

		Response Percent	Response Count
The district uses systematic outreach procedures for increasing the enrollment of special populations in career technical education programs, e.g., marketing materials, newsletters, web site.		40.0%	2
CTE staff in-service activities on diversity, including gender equity, are planned and implemented on an ongoing basis.		40.0%	2
<b>Action plan(s) to improve participation of students participating in programs that are nontraditional for their gender are in place and actively utilized, e.g., Women in Science Workshop, women in Industrial Tech classes, job shadowing.</b>		80.0%	4
<b>Career guidance/counseling activities are carefully planned to reduce stereotypes and recruit nontraditional students, e.g., open house, parent meetings.</b>		80.0%	4
Strategies have been implemented for identifying and eliminating barriers to CTE program participation that students may encounter.		60.0%	3
<b><i>answered question</i></b>			<b>5</b>
<b><i>skipped question</i></b>			<b>0</b>

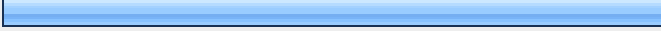

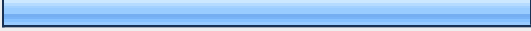

## 6. Quality Indicator/Assurance: Private Schools

	Response Percent	Response Count
Records of communication with private schools informing them of CTE program offerings and how their students can participate.	0.0%	0
Enrollment records identify private school students participating in career technical education programs at the district.	0.0%	0
Private/religious school's CTE instructors are invited to participate in professional development activities conducted for district CTE instructors.	0.0%	0
<b>No private schools within service area</b>	<b>100.0%</b>	<b>3</b>
<i>answered question</i>		<b>3</b>
<i>skipped question</i>		<b>2</b>

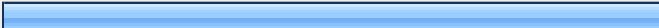

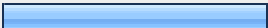
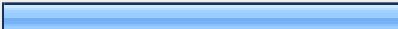
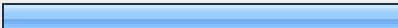
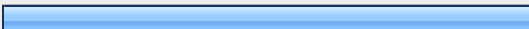
## 7. Quality Indicator/Assurance: Appeals Procedures

	Response Percent	Response Count
<b>Information about the appeals process is disseminated (student handbook, Board policies and procedures, District website, other)</b>	<b>100.0%</b>	<b>4</b>
<i>answered question</i>		<b>4</b>
<i>skipped question</i>		<b>1</b>

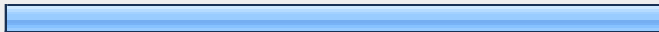
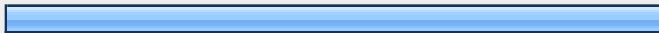

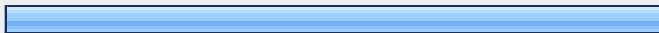
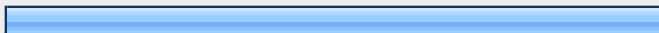
## 8. Quality Indicator/Assurance: Parental Involvement

		Response Percent	Response Count
<p><b>Parents are involved through student/parent/teacher meetings, attendance at open houses showcasing CTE student work, or other activities.</b></p> 		100.0%	5
<p>Parents meet with the student, CTE teacher(s) and/or school counselor prior to student enrollment in the CTE program to understand the program expectations.</p> 		60.0%	3
<p>Parents and the student meet at least annually with the CTE teacher (s) and/or school counselor to outline/update a personal learning plan that includes approved sequences of academic and CTE courses that prepare the student for postsecondary education, review progress in the program of study, and revise the plan as needed.</p> 		80.0%	4
<p>Parent satisfaction surveys are conducted and the data gathered is used to evaluate and improve CTE programs.</p> 		20.0%	1
<b><i>answered question</i></b>			<b>5</b>
<b><i>skipped question</i></b>			<b>0</b>

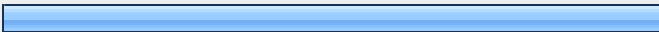
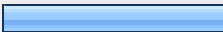



## 9. Quality Indicator/Assurance: Academic Standards/Coherent Sequence of Courses

	Response Percent	Response Count
<p><b>Individual and group counseling activities encourage students to pursue a coherent sequence of academic and CTE courses.</b></p> 	100.0%	5
<p>Academic and career technical education staff members collaborate to plan integrated curriculum that embeds reading, writing, and mathematics in each CTE course.</p> 	80.0%	4
<p>Academic and career technical education staff members collaborate to plan integrated curriculum that embeds reading, writing, and mathematics in each CTE course.</p> 	40.0%	2
<p>A course syllabus exists for every CTE course that includes evidence of anchor assignments embedded with reading and writing as well as technical reading/writing.</p> 	60.0%	3
<p>A course syllabus exists for every CTE course that includes evidence of anchor assignments embedded with mathematics relevant to the career field of study.</p> 	60.0%	3
<p>A course syllabus exists for every course within a program of study that includes a course description, goals, major projects, course outline, and assessment plan.</p> 	80.0%	4
<b>answered question</b>		<b>5</b>
<b>skipped question</b>		<b>0</b>


**10. Quality Indicator/Assurance: All Aspects of an Industry Curriculum provided and activities are conducted that provide students with experience in all aspects of an industry (check all that are offered).**

		Response Percent	Response Count
Field trips		100.0%	5
Clinicals/workshops/laboratories		100.0%	5
Experiences in health and safety, labor, and community issues		60.0%	3
Experiences in planning, management and finance		100.0%	5
Experiences in technology and technical/production skills		100.0%	5
<i>answered question</i>			5
<i>skipped question</i>			0


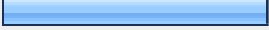
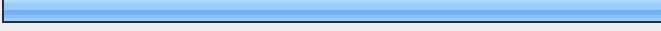
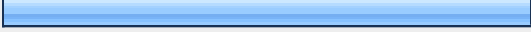
**11. Quality Indicator/Assurance: All Aspects of an Industry Work-based learning opportunities are linked to the CTE program(s) of study and approved by the LEA (check all that are offered).**

		Response Percent	Response Count
Supervised entrepreneurial experiences		100.0%	3
Youth apprenticeships		33.3%	1
Cooperative Education/Diversified Occupations		66.7%	2
Internships		66.7%	2
Job shadowing/Field trips		100.0%	3
<i>answered question</i>			3
<i>skipped question</i>			2

## 12. Quality Indicator/Assurance: All Aspects of an Industry

		Response Percent	Response Count
Work-based learning opportunities include a formal training plan with follow-up and evaluation by a work-based learning coordinator.		100.0%	3
		<i>answered question</i>	3
		<i>skipped question</i>	2

## 13. Quality Indicator/Assurance: Program Quality

		Response Percent	Response Count
Career and technical education programs reflect Nebraska Career Education standards.		100.0%	5
The district school improvement plan addresses quality, modern career and technical education.		40.0%	2
The district budget allocates funds to improve and expand CTE programs.		100.0%	5
Career and technical education programs utilize industry certifications, dual-credit courses, and capstone experiences where available.		80.0%	4
		<i>answered question</i>	5
		<i>skipped question</i>	0



### 14. Quality Indicator/Assurance: Secondary/Postsecondary Linkage

	Response Percent	Response Count
Approved CTE programs of study are offered that align course offerings between secondary and postsecondary education	100.0%	3
<i>answered question</i>		3
<i>skipped question</i>		2

### 15. Identify CTE courses offered for dual credit by your school district.

	Response Percent	Response Count
Course:	100.0%	2
Postsecondary Institution:	100.0%	2
Course:	50.0%	1
Postsecondary Institution:	50.0%	1
<i>answered question</i>		2
<i>skipped question</i>		3

### 16. Quality Indicator/Assurance: Financial Regulations - Reports and Documentation Required reports for the year(s) since the last monitoring visit have been submitted, reviewed, and approved through the Perkins Consortium.

	Response Percent	Response Count
Perkins accountability data	100.0%	4
<i>answered question</i>		4
<i>skipped question</i>		1

### 17. Quality Indicator/Assurance: Financial Regulations – Use of Funds

	Response Percent	Response Count
Equipment purchased with Perkins funds is appropriately placed in CTE classrooms/laboratories and is clearly marked with an inventory sticker indicating the source of funding.	100.0%	4
<i>answered question</i>		4
<i>skipped question</i>		1


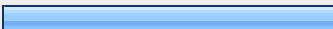
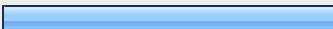
### 18. Quality Indicator/Assurance: Financial Regulations – Conflict of Interest

	Response Percent	Response Count
District board policy addresses the conflict of interest assurance.	100.0%	3
<i>answered question</i>		3
<i>skipped question</i>		2


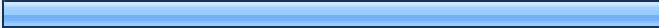

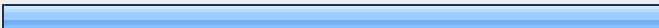

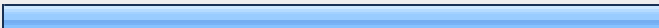
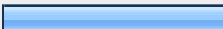

### 19. Quality Indicator/Assurance: Financial Regulations –Use of Funds

	Response Percent	Response Count
Guidance counseling practices addressing this assurance are documented.	20.0%	1
Career and technical education program enrollment records document grade levels of students enrolled.	100.0%	5
<i>answered question</i>		5
<i>skipped question</i>		0


## 20. Quality Indicator/Assurance: Performance Standards/Career Preparation

	Response Percent	Response Count
<p><b>Statistical data documents student achievement as defined in the Perkins Act.</b></p> 	100.0%	4
<p>Industry credentialing is offered for one or more programs; students are encouraged to take the appropriate certification exam.</p> 	50.0%	2
<p>Technical assessment is nationally benchmarked, includes a knowledge-based written component, and incorporates authentic assessment.</p> 	50.0%	2
	<b><i>answered question</i></b>	<b>4</b>
	<b><i>skipped question</i></b>	<b>1</b>



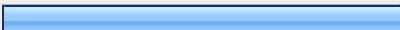
**21. Quality Indicator/Assurance: Performance Standards/Career Preparation Data sources are used to make informed decisions about CTE secondary/postsecondary student academic performance and technical skill attainment. Evidence exists that the following sources are reviewed and are the basis for decision-making (check all the apply):**

	Response Percent	Response Count
Perkins performance measures 	66.7%	2
<b>End-of-course exams</b> 	<b>100.0%</b>	<b>3</b>
Licensing/certification exams 	66.7%	2
<b>Rigorous course-taking patterns (e.g., 4 years of math, 4 years, of science, 4 years English/Language Arts,</b> 	<b>100.0%</b>	<b>3</b>
Completion of an approved CTE program of study 	66.7%	2
<b>SAT/ACT scores</b> 	<b>100.0%</b>	<b>3</b>
Postsecondary entrance exams 	33.3%	1
Dual credit or advanced placement data 	33.3%	1
<i>answered question</i>		<b>3</b>
<i>skipped question</i>		<b>2</b>


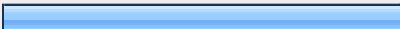
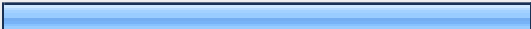
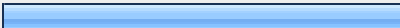

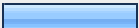
**22. Quality Indicator/Assurance: Guidance/Advisement**

	Response Percent	Response Count
District staff includes guidance and counseling staff with appropriate certification/qualifications. 	100.0%	4
<i>answered question</i>		<b>4</b>
<i>skipped question</i>		<b>1</b>

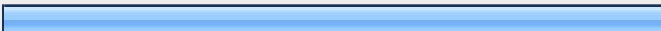

**23. Quality Indicator/Assurance: Guidance/Advisement Computer/online career exploration systems are available for student use.**

		Response Percent	Response Count
Nebraska Career Connections		100.0%	5
NCIS		20.0%	1
Career Cruising		60.0%	3
		<b><i>answered question</i></b>	<b>5</b>
		<b><i>skipped question</i></b>	<b>0</b>


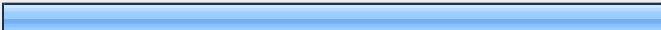


## 24. Quality Indicator/Assurance: Guidance/Advisement Career exploration and development activities are conducted for all students.

		Response Percent	Response Count
<b>Career interest inventories are utilized.</b>		100.0%	5
Personal learning plans are prepared no later than the 9th grade with involvement of the student, parents, and counselor(s).		60.0%	3
Dual-credit opportunities are available and widely publicized to students/parents and students are encouraged to enroll in dual-credit courses relevant to their career interest/plan of study.		80.0%	4
Students and parents meet with the counselor/adviser at least annually to review progress made toward the personal learning plan.		60.0%	3
<b>High school staff collaborates with middle school staff to make students/parents aware of career and educational opportunities.</b>		100.0%	5
Students are assigned to advisor/advisee groups based on career interest.		20.0%	1
		<b>answered question</b>	<b>5</b>
		<b>skipped question</b>	<b>0</b>

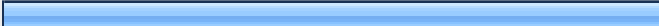



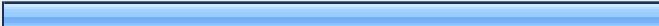
## 25. Quality Indicator/Assurance: Alternative Education

		Response Percent	Response Count
Alternative education programs offered are documented and include CTE offerings.		100.0%	1
Enrollment of career education students in alternative education is documented.		100.0%	1
<i>answered question</i>			1
<i>skipped question</i>			4

## 26. Quality Indicator/Assurance: Special Populations – Equal Access


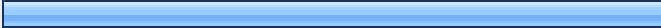
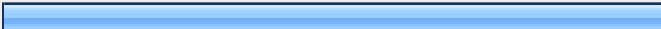
		Response Percent	Response Count
IEPs incorporate career technical education programming.		100.0%	5
A list of support services is made available to special population students and their parents/guardians.		100.0%	5
Special population group enrollment in CTE programs is documented and percentage of representation calculated.		100.0%	5
Career guidance and counseling activities include providing access for special populations into CTE programs.		100.0%	5
<i>answered question</i>			5
<i>skipped question</i>			0

## 27. Quality Indicator/Assurance: Special Populations – Overcoming Barriers/Career Preparation




		Response Percent	Response Count
Support services provided to each special population are documented.		100.0%	5
Evidence of least restrictive environment or modifications, including curriculum, equipment, and/ or classroom modifications exists.		100.0%	5
Instructional aides and devices are used to overcome barriers.		100.0%	5
Career guidance and counseling/advisement activities address overcoming barriers and career preparation for special population students.		100.0%	5
Statistical data is on file showing special population student achievement.		100.0%	5
<i>answered question</i>			5
<i>skipped question</i>			0






## 28. Quality Indicator/Assurance: Performance Measures – Report Submission and Definitions

		Response Percent	Response Count
Required data has been submitted through NSSRS and reviewed/approved by NDE staff prior to the monitoring visit.		100.0%	4
Appropriate definitions and data sources are used for all data fields including concentrator and completer.		100.0%	4
Data is reviewed by the district for accuracy and quality		100.0%	4
<i>answered question</i>			4
<i>skipped question</i>			1

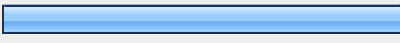
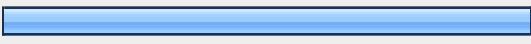
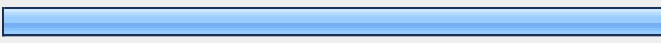
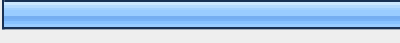
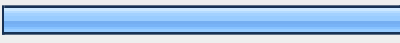
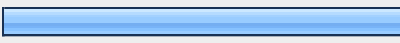
## 29. Quality Indicator/Assurance: Local Education Agency Comparability Assurance

		Response Percent	Response Count
Salary schedules show equitable pay between building sites within a district.		80.0%	4
Program budgets are equitable.		80.0%	4
Student/instructional staff ratios are equitable.		80.0%	4
<i>answered question</i>			5
<i>skipped question</i>			0




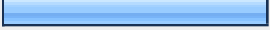
### 30. Quality Indicator/Assurance: Mission/Vision for CTE

		Response Percent	Response Count
<p><b>The mission statement accurately reflects the purpose of career and technical education, individuals served, the services offered, and the outcomes expected.</b></p> 		100.0%	5
<p>The mission communicates that all students—including special populations—can meet high standards of academic and technical excellence as well as engage in active, productive learning (college and career readiness).</p> 		80.0%	4
<p>The mission and policies/procedures relevant to CTE are reviewed periodically to ensure relevance; modifications are made to reflect the evolving knowledge base of CTE.</p> 		60.0%	3
<b><i>answered question</i></b>			<b>5</b>
<b><i>skipped question</i></b>			<b>0</b>




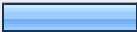
**31. Quality Indicator/Assurance: Nebraska Career Education Model** The district has adopted the Nebraska Career Education Model as the framework for CTE course offerings and guidance/counseling activities. Courses are offered in the following career fields:

		Response Percent	Response Count
Business, Management and Marketing		60.0%	3
Communication and Information Systems		80.0%	4
<b>Environmental and Agricultural Systems</b>		<b>100.0%</b>	<b>5</b>
Health Sciences		60.0%	3
Human Services and Resources		60.0%	3
Skilled and Technical Sciences (Industrial, Manufacturing & Engineering Systems)		60.0%	3
		<i>answered question</i>	<b>5</b>
		<i>skipped question</i>	<b>0</b>



### 32. Quality Indicator/Assurance: Nebraska Career Education Model

		Response Percent	Response Count
Course titles and descriptions match those in the Nebraska Career Education programs of study.		80.0%	4
<b>Course content is reviewed on an established schedule and modifications made to reflect career and technical education course standards and performance indicators.</b>		100.0%	5
The student handbook, course guide, course syllabi, and website content incorporate the Nebraska Career Education Model.		60.0%	3
Terminology in the student handbook and guidance/advisement materials incorporates the Nebraska Career Education model/career clusters and pathways.		40.0%	2
<b><i>answered question</i></b>			<b>5</b>
<b><i>skipped question</i></b>			<b>0</b>

**33. Quality Indicator/Assurance: Career Student Organizations At least one CSO is available to students at each participating school building in the district receiving Perkins funds. Chartered and recognized CSOs documented prior to or during the monitoring visit include:**

	Response Percent	Response Count
DECA	0.0%	0
FBLA 	20.0%	1
FCCLA 	20.0%	1
FFA 	80.0%	4
HOSA	0.0%	0
SkillsUSA 	20.0%	1
<i>answered question</i>		5
<i>skipped question</i>		0

**34. Quality Indicator/Assurance: Career Student Organizations**

	Response Percent	Response Count
CSO activities offered at consortium schools provide opportunities for service learning. 	100.0%	5
CSO activities offered at consortium schools provide opportunities for occupational, employability, and leadership development. 	100.0%	5
<i>answered question</i>		5
<i>skipped question</i>		0

### 35. Quality Indicator/Assurance: Marketing, Public Relations, and Community Outreach

	Response Percent	Response Count
Career and technical education program offerings are described in the district print literature and website content.	66.7%	2
Press releases are issued about the career education program, spotlight students' activities and awards, and encourage local media to cover program events.	66.7%	2
<i>answered question</i>		3
<i>skipped question</i>		2

### 36. How has the Perkins consortium benefited your school district?

	Response Count
	5
<i>answered question</i>	5
<i>skipped question</i>	0

### 37. What are your suggestions for future use of funds?

	Response Count
	5
<i>answered question</i>	5
<i>skipped question</i>	0