



PERKINS V

LOCAL PERKINS APPLICATION 2020-2024

STAND-ALONE

Office of Career, Technical, and Adult Education

The Nebraska Department of Education
301 Centennial Mall South, Lincoln, NE 68508



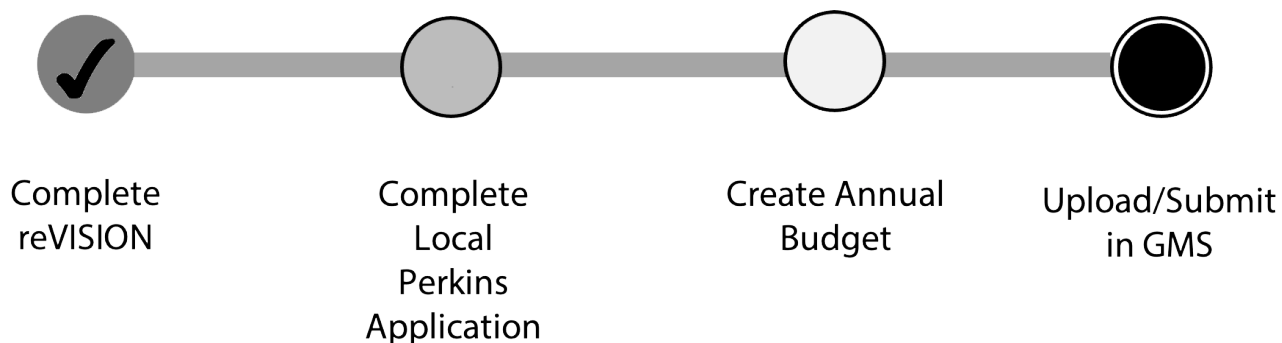
General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>

Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs of are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

A secondary school district must qualify for a minimum allocation of \$15,000 or join/form a consortium with other eligible recipients. A postsecondary institution must qualify for an allocation of \$50,000 or join/form a consortium with other eligible recipients.

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be verified through multiple means to ensure high-quality CTE programming (i.e. monitoring visits, risk analysis, annual reports).

Use of Funds

Under Perkins V, the allocation of resources must now be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year plan):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement*; and
6. Develop and implement evaluations of the activities funded by Perkins.

**Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

Timeline and Deadlines

- Annual Intent to Participate Due: March
- Local Perkins Applications Due (2020-2024): May 22, 2020 (*tentative*)
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

**Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

Application Elements

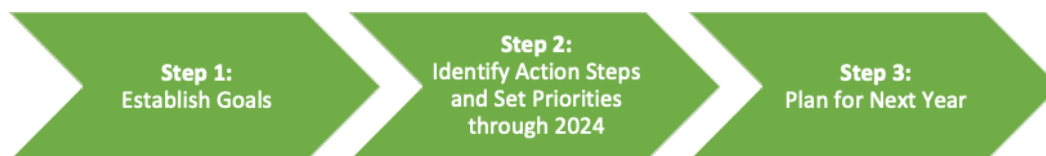
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?



Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable results.

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.

Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website:

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska’s opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

reVISION Summary. Considering your district’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your district might pursue in strengthening the CTE programming for your students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Current State	Overarching Goal(s)
<p>SAMPLE:</p> <p>Size, Scope, and Quality and Implementing CTE Programs of Study</p>	<p><i>Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in our local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the district.</i></p>	<p><i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i></p> <p><i>Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i></p>

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
<p>Career Development</p>	<p>CTE instructors are able to provide in depth discussions about their career fields. Our CTE instructors work closely with the business members of our community discussing how to help build the programs to enhance productive knowledge in our community. As our CTE instructors work closely with our counselors, we are able to offer our students a wide variety of opportunities with the numerous career offerings we have available.</p>	<p>By year 2024, we will develop additional time for our staff members to collaborate with all groups involved. We will continue to ensure that 100% of staff are trained to ask students questions, pushing them to build their schedules appropriately.</p> <p>By year 2024, we will continue to build the program, as additional resources arise from the state, to fund additional CTE teacher salaries in areas of study where we need to add because of our workforce alignment to the Beatrice community.</p> <p>By year 2024, we will evaluate our equipment needs as we continue to build our programs to determine needs that Perkins can support. This is not a priority</p>

		<p>now so we will amend the budget if the need arises during these four years or focus on this during the next four-year implementation phase.</p>
<p>Local Workforce Alignment</p>	<p>We offer a wide number of manufacturing courses in the area of welding, automotive, and electricity. Additionally, we offer courses in the business, marketing, and management cluster. We are NOT offering courses to provide a comprehensive program of study for education and healthcare.</p> <p>Limited discussions with NGage, Chamber, and businesses are occurring at the present moment. Limited partnerships are developed with manufacturers as well as healthcare entities.</p> <p>Opportunities exist within our community for in the healthcare industry; however, we do not have defined experiences and agreements with these companies/industries.</p>	<p>As we continue to offer courses through the year 2024, we will ensure that we align the courses to provide a strong foundation and structure to promote readiness for the economic needs of Gage County. Additionally we will evaluate the course sequence for education and healthcare starting in year 2021. We will utilize SENCAP for each of these programs of study, utilizing what other components we can offer as well as what additional courses SCC offers.</p> <p>Within the next four years, through 2024, we will hold monthly or quarterly discussions among all parties with perceptual data being gathered. This will allow the development of strong partnerships with manufacturers to help build youth apprenticeship opportunities. This will also lead to development opportunities with other internships being made available in our community such as with BCH.</p> <p>Within the next four years, through 2024, we will hold quarterly discussions to determine the need for all industries to prepare ALL students to be able to move to transition to the next level.</p>
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>Our instructors currently meet with business/industry representatives as they explore field trips and other pieces to prepare students for positions in the community. Our current programs have industry standard equipment; however, the space provides some limitations.</p> <p>We need to help our students understand the importance of pursuing a career pathway utilizing the Program of Study offerings available. At the same time we need to find a way to connect more consistently with the student groups who are underrepresented in our CTE programs.</p>	<p>By year 2024, we will continue to explore an off-site location for career academies allowing for updates to the industry standard equipment required for the coursework. We will also continue to have conversations with SCC about additional offerings they might have. Our goal will be to implement one offsite course offering per year.</p> <p>In the next four years we will continue to have conversations in all fields to prepare all learners, including those who may have been underrepresented in the past, building representation with all student groups. We will increase participation by 2-3% per year which will equate to a 8-12% by the end of 2024. We will continue find ways to converse with all students sharing the importance of this opportunity for all career offerings.</p>

<p>Student Performance Data</p>	<p>Our biggest gaps occurred when we moved from NESAs to the ACT for all. We have fewer students who are meeting benchmarks in these areas. However, we have students who are meeting career and job expectations.</p>	<p>As we continue moving forward the next four years, through 2024, we will regularly revisit our core curriculum for all students making sure they are meeting mastery in all areas of the ACT. We will strive for 60% of all students reaching ACT on track.</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>Currently, we are seeking CTE educators to replace our educators who are retiring. We are also evaluating the current CTE courses offered to determine the courses we need to offer and subsequent instructors needed to provide this instruction.</p> <p>We continue to provide training and professional development for our CTE educators, allowing them seek out their own learning as needed. We continue to provide career academy courses for students in our region as well as our District.</p>	<p>Within the next four years, through 2024, we will continue to evaluate all CTE programs and their effectiveness for our community needs. We will continue providing training and support to our CTE educators as we grow our programs and they grow in their experience and understandings.</p> <p>As we continue moving forward, through the year 2024, we will continue providing courses for career academy students not only in our district but in other districts. We will review this process each year to make sure we can accommodate the largest number of students as possible.</p>
<p>Work-Based Learning</p>	<p>Our work-based learning experiences are successful in enhancing technical and career readiness skills. We need to develop more internships opportunities to support all of our learners</p>	<p>Within the next four years, through the year 2024, we will continue to partner with the local Chamber and NGage to build a strong network for our students along with a strong connection between the school and our community. We will have quarterly meetings to evaluate our work-based learning opportunity.</p> <p>As we continue moving forward through the year 2024, we will grow our internship opportunities providing additional choices for students. We will expand our internship opportunities by 10% at the end of the four years. Currently, we are offering internship opportunities to 2% of our student population.</p>



Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at:

<http://bit.ly/SmartCTEGoals>.

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the district's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

1. **Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:**
 - a) **Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
 - b) **Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
 - c) **Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
 - d) **An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

RESPONSE:

Beatrice will provide many opportunities to have students develop an understanding of the career offerings in our school and community. Through surveys, learning goals and scales, and grades, students will develop self-awareness of their progress toward attainment of the standards and skills. Teachers provide directed feedback to help each child move forward in all areas. In regards to Career Exploration, students are required to complete a job shadow during their junior year. Along with the job shadow, students explore careers starting in kindergarten and continuing through their educational career in BPS. Students explore the careers through their course offerings in middle school and then begin to dive deeper into a career passion in high school.

To develop a career plan, students take their exploration and begin to develop pathways of study at the middle school level to feed into the high school setting. Students meet with counselors to dive deeper into their scheduling options. Students also take career exploration courses along with financial literacy to continue to evaluate and develop their interviewing skills along with developing their resume. Community business leaders are asked to present to classes to develop an understanding of the opportunities in Beatrice as well as developing opportunities to network. Additionally, our counseling department as well

as our career education teachers spend time helping students implement the career plans because they spend time during PLC developing a strong curriculum process. Teachers and counselors spend time evaluating the standards and determining the key elements which need to be addressed.

Through all of these efforts, we will determine both time and content of professional development used to support ALL teachers' understanding of the importance of career education, as well as being able to help direct their students in developing pathways towards learning these skills. We will continue to provide and foster additional relationships with business owners to share their stories and suggestions as to how to prepare students for positions in their fields. We will make time to allow this information to be presented to interested students. NGage and the Chamber will continue to play an important role to help promote the development of the area's workforce.

2. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Career Development:

(Copy and paste from the reVISION Summary)

By year 2024, we will develop additional time for our staff members to collaborate with all groups involved. We will continue to ensure that 100% of staff are trained to ask students questions, pushing them to build their schedules appropriately.

By year 2024, we will continue to build the program, as additional resources arise from the state, to fund additional CTE teacher salaries in areas of study where we need to add because of our workforce alignment to the Beatrice community.

By year 2024, we will evaluate our equipment needs as we continue to build our programs to determine needs that Perkins can support. This is not a priority now so we will amend the budget if the need arises during these four years or focus on this during the next four-year implementation phase

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p>Year 1: 2020-2021</p>	<ul style="list-style-type: none"> - Send five High School CTE teachers to a State and National conference pertaining to career academies and career coaching. These conferences will provide our instructors with ways to learn best practices in career education and their career field, collaborate with other professionals to increase their expertise, and aide in development of ideas to meet the goals of promoting student success for all students. - Provide PD during PLC time to all core teachers to evaluate workforce alignment and career offerings. The High School CTE teachers will share their insights of what they learned with our core teachers. This learning will strengthen the knowledge and understanding of the core teachers which will in turn allow them to become a stronger part of the foundation as we align the career offering in our building to coincide with our community needs.
<p>Year 2: 2021-2022</p>	<ul style="list-style-type: none"> - Send High School Counselors and Administration to a State and National conference pertaining to career academies and career coaching. In order for our administration and counseling staff to support the career education and build a career program, counselors and administrators have to be an integral part of the process. As part of the building leadership team, counselors and administrators must be trained to lead the programs in the school. If counselors and administrators are not trained, the high school will see little

	<p>change because leadership is not on the same page as the career education staff.</p> <ul style="list-style-type: none"> - Provide PD during PLC time to all core teachers to evaluate workforce alignment and career offerings.
<p>Year 3: 2022-2023</p>	<ul style="list-style-type: none"> - Implement career components learned from professional development to weave into the high school culture. - Work to build a strong career academy advisory board with students, staff, community members, and business leaders to guide the implementation of key components to build a strong connection between the community and the school. - Provide PD during PLC time to all core teachers to evaluate workforce alignment and career offerings.
<p>Year 4: 2023-2024</p>	<ul style="list-style-type: none"> - Provide time for five High School CTE teachers to collaborate with business and industry leaders in the Beatrice Community to explore work-based learning opportunities for students. - Implement a strong work-based learning system focusing on the career pathways at the high school. This will also allow for our CTE staff members to create business/industry advisory committees to support Beatrice CTE Programs of study.

Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of your local and regional CTE assessments to improve the alignment between educational programming and labor market needs.

3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

RESPONSE: *When evaluating the local and regional CTE assessment results, it was reaffirmed that the key programs and activities which need to be focused on as manufacturing, health care, and education. These are the key areas in Beatrice with provide the majority of career opportunities. When students enter a career pathway in BPS, students are successful in gaining technical skills and completing high school. As we continue to work through the four years, this data will continue to guide the team. By meeting monthly and quarterly with NGage, Chamber and local businesses, by utilizing perceptual data being collected, we will continue to evaluate the alignment of our community needs to our school course offerings to strengthen the foundation and structure of the CTE programs. This will prepare our student participants to help strengthen the economic needs of Gage County.*

4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

RESPONSE: *As we continue to evaluate the course sequence for education and healthcare we will utilize SENCAP for these programs of study and evaluate what other components we can offer to enhance the students learning experiences. We will continue to work with BCH to develop additional opportunities for youth leadership and internships in our community.*

5. How will students, including those from special populations, learn about their school’s CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

RESPONSE: *Through our counseling curriculum, we provide opportunities for our students to develop and understanding of the courses in each CTE program of study. Our counselors spend “BONUS” days at the middle school and counseling “WORK DAYS” at the high school to provide specific information regarding to each pathway. Additionally, through the career education courses at the middle school, students are provided with information for each high school career pathway. Additionally, we will provide opportunities for all juniors to explore the courses of the CTE program in the Career Education course as well as through the job-shadowing requirement. Students in special populations receive additional information through their IEP meetings, individual meetings with counselors, and core mentor teachers.*

6. In your district’s Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the district’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District’s Goal(s) for Local Workforce Alignment:
(Copy and paste from the reVISION Summary)

1. Create a partnership with industry, economic development, and the chamber to determine need and ensure we find a way to develop the community.
2. Create a perceptual survey and additional matrix to continue to gather the impact of the courses and pathways on industry in Gage County.
3. Evaluate pathways in the healthcare and education in alignment with the course offerings to prepare students to access opportunities in our community.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ul style="list-style-type: none"> - Create a partnership with industry, economic development, and the chamber to determine need and ensure we find a way to develop the community. - Create a perceptual survey and additional matrix to continue to gather the impact of the courses and pathways on industry in Gage County.
Year 2: 2021-2022	<ul style="list-style-type: none"> - Continue partnership with industry, economic development, and the chamber to determine need and ensure we find a way to develop the community. Evaluate our current offerings and activities to support our local workforce. - Distribute and evaluate the perceptual survey and additional matrix to continue to gather the impact of the courses and pathways on industry in Gage County. - Evaluate pathways in the healthcare and education in alignment with the course offerings to prepare students to access opportunities in our community.
Year 3: 2022-2023	<ul style="list-style-type: none"> - Determine pathways in the healthcare and education to ensure course offerings are available to prepare students to access opportunities in our community. - Continue partnership with industry, economic development, and the chamber to determine need and ensure we find a way to develop the community.
Year 4: 2023-2024	<ul style="list-style-type: none"> - Implement a strong work-based learning system focusing on the career pathways at the high school. This will also allow for our CTE staff members to

	<p>create business/industry advisory committees to support Beatrice CTE Programs of study.</p> <ul style="list-style-type: none"> - Continue partnership with industry, economic development, and the chamber to determine need and ensure we find a way to develop the community.
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Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska’s [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course’s standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study. Justify these offerings with the local and regional CTE assessment results.

***RESPONSE:** We will continue to offer a wide number of manufacturing courses in the area of welding, automotive, and electricity. Additionally, we continue to offer courses in the business, marketing, and management cluster. We will evaluate the course sequence for education and healthcare starting in year 2021. As we hold monthly and quarterly meetings with all partnerships in our community, as money is available, we will strive to expand the courses of study offered.*

8. How will your district improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

***RESPONSE:** We will continue meeting monthly and quarterly with our local Industry leaders making sure we continue to align the courses to provide a strong foundation and structure to promote readiness for the economic needs of Gage County. We will make sure as any industry regulations are changed or updated our course of study also implements these changes.*

9. Describe how your district will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

***RESPONSE:** We will continue working with SCC offering dual credit for our students attending specific programs of higher education in manufacturing courses, business, marketing, and management cluster. We will continue utilizing the SCC-SENCAP program for our students with an interest in education and healthcare while exploring what other components we can offer as well to enhance their learning experiences.*

10. In your district’s Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over

the next four years. First, write the district’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

**District’s Goal(s) for
Size, Scope, and Quality and Implementing CTE Programs of Study**
(Copy and paste from the reVISION Summary)

Provide more time with students during scheduling to ensure all students understand the career pathway and courses they are choosing to take.

Provide a facility for students to delve into courses with state of the art, industrial grade equipment to ensure certification before they leave BHS.

**Prioritized Action Steps for
Size, Scope, and Quality and Implementing CTE Programs of Study:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ul style="list-style-type: none"> - Work with counselors and administration on the MS and HS career education curriculum to evaluate what is taught and how to weave in information about the career pathways and courses. Develop materials to share with students and families as they make their pathway of study. - Evaluate our current facility and equipment to ensure a state of the art experience with industrial grade equipment. - Evaluate the certification offerings at the high school students can earn before they graduate.
Year 2: 2021-2022	<ul style="list-style-type: none"> - Work with counselors and administration on the MS and HS career education curriculum to highlight the offerings and pathways at the high school. Implement the document to help students determine the courses as they pursue their pathway of study. - Work with the community to determine the current facility and equipment needs to ensure a state of the art experience with industrial grade equipment. - Determine necessary course offerings to ensure certification for students before they graduate. Work with SCC to align and provide course offerings.
Year 3: 2022-2023	<ul style="list-style-type: none"> - Work with the community to determine the current facility and equipment needs to ensure a state of the art experience with industrial grade equipment. - Provide course offerings and ensure counselors meet with all students to discuss their career education focus.
Year 4: 2023-2024	<ul style="list-style-type: none"> - Work with the community to determine the current facility and equipment needs to ensure a state of the art experience with industrial grade equipment. - Provide course offerings and ensure counselors meet with all students to discuss their career education focus. - Evaluate progress of course offerings, number of students enrolled and completing capstones, and student demographics to determine the progress with implementation.

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, your district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term “special populations” means-

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

11. Describe how the district will provide support to teachers so they will:

- a. **Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
- b. **Prepare CTE participants for non-traditional fields**
- c. **Provide equal access for special populations to CTE courses, programs, and POS; and**
- d. **Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

RESPONSE: The Beatrice Public Schools does not discriminate on the basis of race, color, national origin, gender, marital status, disability, religion or age in admission or access to, or treatment of employment, in its programs and activities. Through the curriculum development process, teachers are provided with standards to help them align to the Nebraska state curriculum and career standards. Teachers also spend time evaluating the H3 occupations to begin finding ways to help prepare special populations to be successful in their career field. Teachers currently are provided with professional development such as the NE Career Education professional development opportunities and other content area specific professional development. We provide additional opportunities for our staff to be a part of alternative learning center as well as community outreach opportunities such as Leadership Beatrice. These opportunities help support equal access for all students by ensuring our teachers are in connection with students in a non-traditional setting as well as developing connections for students to be in touch with the community. All students have equal access to all courses aligned with their pathway of study. The counselors in BHS work directly with all special education and EL teachers to ensure students receive training in their career field and are able to take the appropriate courses based on their field of study. Students are not discriminated against in BPS because of race, gender, sexual orientation, or anything else.

- o We will continue to evaluate all CTE programs, monitoring each of the different student populations to ensure equitable performance is obtained throughout all career clusters. As***

we see discrepancies, we will address these issues to make sure all populations obtain the highest outcomes as possible. We will continue opening conversations amongst the leaders of industries in our community, troubleshooting different perspectives to ensure success for the majority of students participating, making necessary changes as needed to insure quality learning.

12. How will the district address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will be taken to develop strategies to eliminate those disparities or gaps.

RESPONSE: *Based upon collected data more students in our District are proficient in math than reading in Business, Management, and Administration as well as Manufacturing. We will continue to revisit and provide a rigorous core curriculum for all students to prepare them to show mastery in the areas of reading and math. Students will be enrolled in grade level courses addressing content level standards. Teachers will utilize instructional tools from the Marzano Instruction model to guide students as they master the content standards. Students needing additional support such as special education or EL students will receive accommodations to help them meet and perform at grade level.*

13. In your district’s Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the district’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District’s Goal(s) for Student Performance Data:

(Copy and paste from the reVISION Summary)

1. Continue to provide a rigorous core for all students to prepare them to show mastery in the areas of reading and math.
2. Ensure students from all special populations have access to the CTE courses to develop opportunities to infuse the core curriculum into the pathway of study.
3. Our goal will be to increase the number of concentrators to reflect the same percentage of participants. We will increase the special education concentrators by 2-3% every year.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> - Evaluate our core curriculum and develop learning goals and scales to ensure mastery with priority standards. - Evaluate student progress and the core curriculum offerings to ensure all students have access to high quality and on-grade level curriculum offerings throughout their K-12 career. - Evaluate assessment data to notice trends and determine areas of success and growth. - Evaluate the system utilized to provide career guidance to students and determine its effectiveness. Additionally, evaluate the practices utilized to guide special population students in developing and implementing a career pathway. - Send 2 middle school core education teachers to a State and National conference pertaining to career academies and career coaching. The training will allow key staff members to provide professional development when working with students and offering them support in career development and course selection. The training will additionally support the integration of key

	<p>instructional practices into the core and CTE curriculum to support all learners and bridge the gap between all students.</p> <ul style="list-style-type: none"> - Provide training to all core education teachers on research-based strategies of Marzano Instructional model to increase performance of all CTE students and in particular students from special populations.
<p>Year 2: 2021-2022</p>	<ul style="list-style-type: none"> - Evaluate our core curriculum and implement learning goals and scales to ensure mastery with priority standards. Determine modifications and accommodations to meeting the priority standards for students who need additional support. - Monitor student progress with the learning goals and scales. - Evaluate assessment data to notice trends and determine areas of success and growth. - Determine if the system utilized to provide career guidance to students is effective and adjust the system. Additionally, determine the effectiveness of the practices utilized to guide special population students in developing and implementing a career pathway. Adjust practices if needed. - Send 2 middle school counselors and principals to a State and National conference pertaining to career academies and career coaching. In order for our administration and counseling staff to support the career education and build a strong career foundation, counselors and administrators have to be an integral part of the process. As part of the building leadership team, counselors and administrators must be trained to lead the programs in the school. If counselors and administrators are not trained, the middle school will see little change because leadership is not on the same page as the career education staff. - Provide training to all core education teachers on research-based strategies of Marzano Instructional model to increase performance of all CTE students and in particular students from special populations.
<p>Year 3: 2022-2023</p>	<ul style="list-style-type: none"> - Monitor student progress with the learning goals and scales. - Evaluate assessment data to notice trends and determine areas of success and growth. - Evaluate system to monitor the accessibility to all students. - Implement career components learned from professional development to weave into the high school culture.
<p>Year 4: 2023-2024</p>	<ul style="list-style-type: none"> - Monitor student progress with the learning goals and scales. - Evaluate assessment data to notice trends and determine areas of success and growth. - Provide time for all teachers to collaborate with business and industry leaders in the Beatrice Community to explore work-based learning opportunities for students. - Create a culture of career exploration in all areas of the student experience.

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your district’s approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of your district’s Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your district will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE: *Our district will provide efforts toward recruitment by working with colleges and postsecondary institutions to recruit potential applicants through their educational classes and coursework. Additionally, we work closely with our current staff who have key connections with state officials, employers, and college instructors to recruit, train, and retain staff members. We will collaborate with the Chamber of Commerce to promote CTE positions at career fairs, research and attend teacher education career fairs, and collaborate with college method classes to bring pre-service teachers into the classroom. We are continually evaluating all CTE programs and community needs to ensure All are provided training and support needed to work with our career academy students. Additionally, we provide our staff with relevant professional development.*

15. In your district’s Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your district hopes to address over the next four years. First, write the district’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District’s Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff
(Copy and paste from the reVISION Summary)

We will continue to provide professional learning to our career teachers to retain and train staff.

We will partner with the Chamber of Commerce to promote CTE positions at career fairs.

We will collaborate with colleges and postsecondary institutions to recruit potential applicants through their educational coursework as well as bringing in pre-service teachers into the classroom if necessary.

**Prioritized Action Steps for
the Recruitment, Retention, and Training of Faculty and Staff:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> - Send five High School CTE teachers to a State and National conference pertaining to career academies and career coaching. These conferences will provide our instructors with ways to learn best practices in career education and their career field, collaborate with other professionals to increase their expertise, and aide in development of ideas to meet the goals of promoting student success for all students. - Provide PD during PLC time to all core teachers to evaluate workforce alignment and career offerings. The High School CTE teachers will share their insights of what they learned with our core teachers. This learning will strengthen the knowledge and understanding of the core teachers, which will in turn allow them to become a stronger part of the foundation as we align the career offering in our building to coincide with our community needs. Evaluate our current career openings and partner with the Chamber of Commerce to promote the openings during career fairs and recruit the best candidates.
Year 2: 2021-2022	<ul style="list-style-type: none"> - Send High School Counselors and Administration to a State and National conference pertaining to career academies and career coaching. In order for our

	<p>administration and counseling staff to support the career education and build a career program, counselors and administrators have to be an integral part of the process. As part of the building leadership team, counselors and administrators must be trained to lead the programs in the school. If counselors and administrators are not trained, the high school will see little change because leadership is not on the same page as the career education staff.</p> <ul style="list-style-type: none"> - Provide PD during PLC time to all core teachers to train all staff on career education and evaluate workforce alignment and career offerings. - Evaluate our current career openings and partner with the Chamber of Commerce to promote the openings during career fairs and recruit the best candidates.
<p>Year 3: 2022-2023</p>	<ul style="list-style-type: none"> - Provide PD during PLC time to all core teachers to evaluate workforce alignment and career offerings. - Evaluate our current career openings and partner with the Chamber of Commerce to promote the openings during career fairs and recruit the best candidates. - Implement career components learned from professional development to weave into the high school culture. - Work to build a strong career academy advisory board with students, staff, community members, and business leaders to guide the implementation of key components to build a strong connection between the community and the school. - Provide PD during PLC time to all core teachers to evaluate workforce alignment and career offerings.
<p>Year 4: 2023-2024</p>	<ul style="list-style-type: none"> - Provide time for five High School CTE teachers to collaborate with business and industry leaders in the Beatrice Community to explore work-based learning opportunities for students to train CTE teacher. - Implement a strong work-based learning system which focuses on the career pathways at the high school. This will also allow for our CTE staff members to create business/industry advisory committees to support Beatrice CTE Programs of study as well as support our teachers in their implementation efforts. - Evaluate our current career openings and partner with the Chamber of Commerce to promote the openings during career fairs and recruit the best candidates.

Element 6: Work-based Learning

Context: Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska’s work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

16. Describe the WBL opportunities provided to CTE students in your district and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE: *The school is working closely with the Chamber of Commerce and NGage to develop strong partnerships with the employers in our town. There is currently a connection between classroom instruction and WBL activities provided by the local employers. We will continue working on additional internship opportunities to support All of our learner's interests and strengths, thus building a stronger connection between the school and our community. We will strengthen our internship program with BCH and the other medical employers throughout our community building additional work-based learning activities tied to each student's career pathway.*

17. In your district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Work-based Learning:

(Copy and paste from the reVISION Summary)

Determine the community internship opportunities with the support of the NGage, the Chamber, and local community businesses. Construct a resource for counselors, teachers, and students to identify these opportunities.

Build a strong connection with SCC and Beatrice manufacturers to promote a traditional apprenticeship model.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
<p>Year 1: 2020-2021</p>	<ul style="list-style-type: none"> - Create a partnership with industry, economic development, and the chamber to determine need and ensure we find a way to develop the community. - Create a perceptual survey and additional matrix to continue to gather the businesses and industries who would be open to internships with our junior and senior students. - Determine requirements for each business and industry to ensure students are safe and provided with opportunities to explore all areas. - Work with SCC and Beatrice manufacturers to promote a traditional apprenticeship model. Work with students to explore these opportunities.
<p>Year 2: 2021-2022</p>	<ul style="list-style-type: none"> - Continue partnership with industry, economic development, and the chamber to determine need and ensure we find a way to develop the community. Evaluate our current offerings and activities to support our local workforce. - Distribute and evaluate the perceptual survey and additional matrix to develop internship opportunities for students. Work with students to begin identifying internship opportunities available and to take advantage of these opportunities.
<p>Year 3: 2022-2023</p>	<ul style="list-style-type: none"> - Work with students to begin identifying internship opportunities available and to take advantage of these opportunities.
<p>Year 4: 2023-2024</p>	<ul style="list-style-type: none"> - Work with students to begin identifying internship opportunities available and to take advantage of these opportunities.

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE: *Through multiple meetings, the committee evaluated all students to evaluate their experience in career development and selection. The group evaluated assessment data, course choice, course accessibility, and community connections to ensure systems in place are effective. As we worked through the plan, the focus was on developing strong instructors who can engage and provide high quality education to all students in all populations. In order to see success, BPS must recruit, train, and retain high quality staff members. Additionally, training is needed to determine the best practices for ensuring non-traditional students are enrolled in career pathways and seeing success as well as special education, English Learner, and free/reduced lunch students.*

We will continue to build expertise of all staff to ensure our special population students have access to all career opportunities without barriers. By evaluating career development and our alignment to the Beatrice community, we can create opportunities for our students to help them explore post-secondary opportunities and connect them to the community. By sending our staff – CTE, principals, and counselors – to receive professional development in the area of career exploration and development, we are continuing to ensure every student has an opportunity because our staff are trained and are focusing on the same direction.

Another component to help guide us through the process of ensuring equitable access to all students is our continued partnership with our community businesses and leaders. Through the required job shadowing experience, we have high expectations for all students to complete a job shadow and build connections. Additionally, these experiences lead to internships, work-based learning experiences, and future career opportunities.

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
- 3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your district will continue to meaningfully engage them throughout the duration of the Application (2020-2024).**

It is recommended existing structures and means for engaging stakeholders that local districts no doubt already have in place are utilized as a starting point.

RESPONSE: *Our district will continue to partner with the community to develop a strong career advisory team. We currently have many teams in place, which are strewn throughout the community with the sole focus of improving career opportunities for students. This year, we are going to work on bringing all groups together for a common goal rather than having multiple things occurring in one community. Through the development of one group, which utilizes the stakeholders identified on the potential stakeholder worksheet for local CTE assessment, the community will see further alignment of efforts to recruit, train, and retain qualified students in our community. Additionally, it will keep the community focused on one goal.*

The group will convene quarterly and focus on how we move forward with our plan to ensure all student have access to research-based educational opportunities as well as high quality work-based learning experiences.

Section 3: Annual Budget Worksheets

The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)



Helpful Tip

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.

