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

CTE
Learning that works
for Nebraska

NEBRASKA DEPARTMENT OF EDUCATION

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.

✔   Complete reVISION   Complete Local Perkins Application   Create Annual Budget   Upload/Submit in GMS
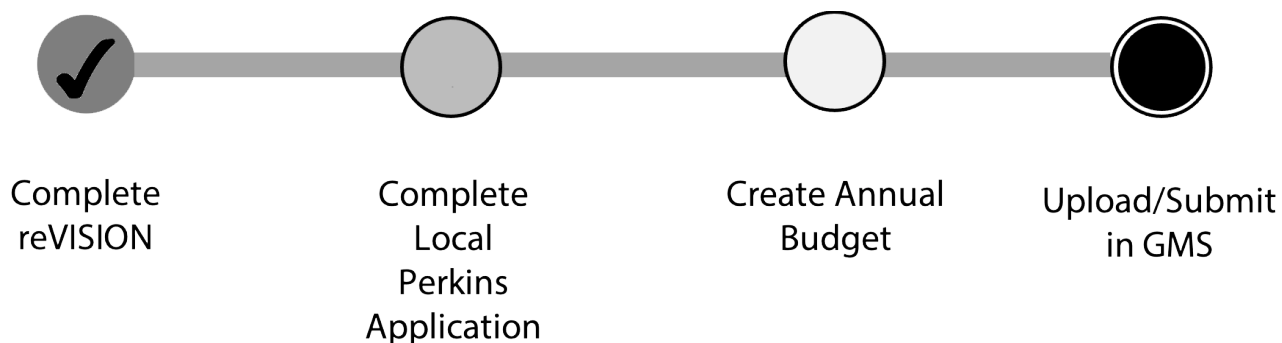
The Local Perkins Application and Resources are available online at
https://www.education.ne.gov/nce/perkins-administration/

Eligible Recipients

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

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

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

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

Use of Funds

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

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

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

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

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

Timeline and Deadlines

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

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

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

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

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

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

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.
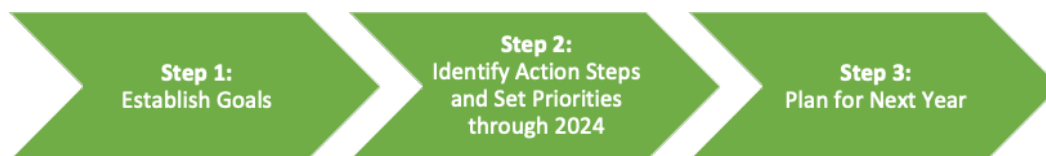
Step 1: Establish Goals
Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities
After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:
1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?

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.

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

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

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

reVISION SUMMARY		
Element	**Summary of Current State**	**Overarching Goal(s)**
Career Development	Our teachers support students through an AEP (Academic Enrichment Period) each day. This is where 4 year planning and registration takes place. These teachers support students in their future goals and planning high school coursework to support those goals. CTE instructors provide additional support to students enrolled in their courses to ensure that students see career connections to their content areas.	We wil be more strategic and purposeful in using the data we have, through the program Naviance, to support our students in career exploration and development of goals and plans. The results from Naviance surveys will be shared with parents and looked at during the registration process.

	We use a program called Naviance where students take surveys throughout high school that help identify their learning preferences, career preferences, aptitudes, etc. These results help inform discussions in AEP and during the registration process.	
Local Workforce Alignment	While we do have traditional CTE programs that meet the H3 needs and have added new programming in the areas of: 1. Health Academy and CNA certification 2. Robotics 1 and 2 3. STEM course We do have areas that we can add to better support our local and statewide industry needs.	We will add programs in the areas of: 1. Computer Science 2. Manufacturing 3. Electrical Once these programs are added we will be strongly aligned with the H3 needs. We will then begin to focus our attention on our middle school programming to make improvements in offerings and equipment.
Size, Scope, & Quality and Implementing CTE Programs of Study	Most programs have the minimum SSQ components in place. However, we do not offer a program in the area of Computer Science. We have CTE offerings in our middle school grades, 6-8 but we feel that we can make improvements to the offerings and equipment in the future.	Within the next four years, we will begin to offer Computer Science coursework. We hired a teacher for the 2020-21 school year and during that year she will develop coursework and curriculum. She will participate in professional development to prepare for the courses. Courses will be offered to students during the 2021-22 school year. Within the next four years, we will begin to review our CTE course offerings in grades 6-8 and make improvements to equipment and align programs from grade 6 through the high school.
Student Performance Data	Looking at the 2018-19 year of data our graduation rate is 98.5 for all clusters. The lowest of 96.97 in Hospitality. Our sped	Within the 4 years, we want to see improved scores in all areas: graduation rate a goal of 99%

	graduation rate is 90%. These numbers are well above the state average. We are below the state average in race and ethnicity because we do not have the students in those demographic areas. Our numbers in reading, math, and science are all above the state average but area goal areas to increase. Reading is 56.82%, math is 60%, Science is 65.9%. Post program placement is 97.78% which is strong Our work based learning is 0% so that is a goal area.	Reading, math and science goal to be at 65% in all areas Post program placement a goal of 99% Work based learning we need to add opportunities in all programs applicable.
Recruitment, Retention, and Training of Faculty and Staff	We currently have strong systems in place to recruit, retain, and provide professional development to CTE faculty. We have full time staff in all areas and were able to hire a new Computer Science instructor for the 2020-21 school year. We also have a strong relationship with Metro CC to share instructors where a need exists.	We will continue to make improvements to our New Teacher Mentor program based off of our survey feedback in order to retain quality teachers. We will continue to offer content specific professional development to our CTE faculty, along with district professional development.
Work-Based Learning	Current work based learning experiences take place through the programs/courses. Those experiences are typically visits that provide students an opportunity to see the content in a "real life setting". These include touring health care and child care settings for FCS, manufacturing and welding tours, etc. Formal internships are set up on an individual basis. There are no	In the next four years we will develop a plan for adding more formalized internship opportunities for our CTE students where needs exist.

	formal courses, at this time, for internships.	

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:

Students will be aware of NE career readiness standards, academic standards, and technical skills through their participation of and completion of course work toward our graduation requirements. All courses are aligned to the appropriate NE standards (college and career ready).

Students will have access to career exploration through a required course in 7th grade where career exploration takes place, as well as other electives in the middle school. At the high school students have elective offerings in the CTE department where they will learn about labor markets specific to the program and course they are taking. There is also a course specific to career exploration that will provide students a wide picture of careers.

Career planning takes place through our AEP (Academic Enrichment Program) where students are placed with the same teacher for grades 10-12. Registration takes place in

AEP. Data from Naviance surveys as well as 4 year planning documents are used for students' long range planning.

Our system of delivery to implement career planning consists of Naviance surveys as well as our course planning guide where students can align their skills, interests, and preferences to courses offered at BHS.

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)

We will be more strategic and purposeful in using the data we have, through the program Naviance, to support our students' in career exploration and development of goals and plans.

The results from Naviance surveys will be shared with parents and looked at during the registration process.

We will begin the career development process earlier in our middle school coursework.

Prioritized Action Steps for Career Development:	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: 2020-2021	1. With the support of the high school counseling department, the CTE department will look at the surveys offered through Naviance and become familiar with what is available to support the career development of our students. 2. A plan will be outlined for possible changes/additions to the surveys given and how they are used to communicate with students and parents.
Year 2: 2021-2022	1. Updates to Naviance and how the data is used and communicated will be put into effect.

	2. The middle school, grades 6-8 will begin to self-assess the programs offered in the CTE department. Equipment and needs will be evaluated and a plan for improvement will be created.
Year 3: 2022-2023	1. Middle School will implement new course offerings, where needs and deficiencies were found. 2. Middle School will find in which courses career exploration and plan development can formally begin.
Year 4: 2023-2024	1. Middle School will continue to adjust course offerings to better align with the high school offerings and H3 needs. 2. Career exploration and career planning will be formally outlined in grades 6-8.

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:

We will add programs in the areas of:
1. Computer Science
2. Manufacturing
3. Electrical

Once these programs are added we will be strongly aligned with the H3 needs. We will then begin to focus our attention on our middle school programming to make improvements in offerings and equipment.

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:
We will add programs in the areas of:
1. Computer Science
2. Manufacturing
3. Electrical

Once these programs are added we will be strongly aligned with the H3 needs. We will then begin to focus our attention on our middle school programming to make improvements in offerings and equipment.

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:
All students learn about CTE course offerings through our registration process and our AEP (Academic Enrichment Period) that meets every week with 4 year planning and mentoring. We will focus on recruiting females to our male dominated programs and males to our female dominated programs. The CTE department will collaborate to brainstorm ways of marketing their programs to all students in hopes of improving how we reach special populations.

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

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

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps *(What are you going to do to achieve your goal?)*
Year 1: *2020-2021*	1. We hired and will add an instructor who will teach Computer Science courses. Year 1 she will teach mostly business courses while developing Computer Science classes. 2. Our new instructor will participate in professional development that we will use Perkins funds to support her knowledge in computer science in order to build content rich learning opportunities for students.

	3. We will maximize our space to partner with Metro and add Manufacturing courses as well as grow our welding offerings.
Year 2: 2021-2022	1. We will add Computer Science courses the necessary computer technology that is required. 2. We will determine what additional courses in Computer Programming are needed after the first year courses. 3. We will make improvements to the Manufacturing and Welding courses and begin to look at adding Electrical offerings. 4. We will begin to evaluate our Middle School CTE coursework and equipment and see what changes need to be made.
Year 3: 2022-2023	1. We will add Electrical offerings, with the support of Metro. 2. We will continue to evaluate our Middle School and make changes, if possible with funding/resources.
Year 4: 2023-2024	1. We will evaluate our new high school CTE offerings in relation to H3 needs and make adjustments as necessary 2. We will evaluate our Middle School offerings and begin to make improvements by adding new technologies that align to the high school programs.

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:
With Perkins funds we will offer a new program of study in Computer Science. We have not offered this program previously and it is an important area based on labor market information. We will use funds in year one to develop the course work and provide professional development to the instructor. Year two we will use the funds to purchase necessary equipment to support the course work.

Our next area of attention will be growing and adding to our programming in partnership with Metro in our welding, manufacturing, and electrical areas. We are maximizing our physical space with a renovation in order to add Manufacturing, increase our welding capabilities, and we hope to add electrical.

The final area of attention will be our middle school level coursework and equipment. We have not focused on the middle school in many years so we will spend time aligning our offering to the high school and community and industry needs. Then we will make improvements to the equipment to support the new programs.

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 improve the academic and technical skills of student participating in CTE programs through adding a program in Computer Science. Our academic standards in CTE coursework as well as Core area coursework will continue to be strong with high expectations of all students to meet the challenging academic standards.

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 continue to focus on offering dual enrollment for our students. We currently partner with Metro CC to offer 9 credits in Composition I, II, and speech. We also partner with Nebraska Wesylan University and offer 6 credits through our AP English. We offer dual enrollment with

University of Nebraska Omaha through Spanish 4 and our Nutrition Course. We will begin offering dual enrollment through Metro CC with our Anatomy course. We have also added a Health Academy where students can earn a CNA and other medical coursework. We continue to look for ways to add certificates in our CTE courses like welding and manufacturing.

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)*
Within the next four years, we will begin to offer Computer Science coursework. We hired a teacher for the 2020-21 school year and during that year she will develop coursework and curriculum. She will participate in professional development to prepare for the courses. Courses will be offered to students during the 2021-22 school year.   Within the next four years, we will begin to review our CTE course offerings in grades 6-8 and make improvements to equipment and align programs from grade 6 through the high school.

Prioritized Action Steps for *Size, Scope, and Quality and Implementing CTE Programs of Study*:	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: *2020-2021*	1. Our new instructor will participate in the New Teacher Mentor Program and teach courses in the Business Program while developing courses in Computer Science. 2. Our new instructor will participate in professional development to support the creation of new courses in a new program.
Year 2: *2021-2022*	1. New Computer Programming courses will be offered to students and the new instructor will be teaching in that new program. Funds will be used to purchase necessary equipment. 2. A self assessment of CTE offerings in grades 6-8 will begin.
Year 3: *2022-2023*	1. Changes and adjustments to the Computer Programming courses will take place. New courses will be offered, as needed

	2. Based off of the results from the self assessment and outside advisory group input, improvements in middle school CTE offerings and equipment will take place.
Year 4: 2023-2024	1. Computer programming will be running at full capacity but adjustments will be made as needed. 2. Addition of new middle school CTE offerings

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.

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:
Professional Development for our teachers is the best way to ensure that they are able to prepare special populations for H3 sectors, non-traditional fields, and guarantee equal access for special populations. CTE teachers must participate in specific professional development offered by their fields and areas.

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:
The district will look at ongoing data provided by NDE as well as begin to use Otus, a program adopted by Blair Community Schools starting in the 2020-21 school year. Otus provides a data dashboard so that we can use data to inform how decisions are made for all students. It is also a classroom assessment system so that teachers can link all assessments to content area standards and ensure students are mastering essential standards. The school improvement process and Professional Learning Communities every Friday will provide the opportunities for teachers to look at data and make adjustments to instruction to ensure that all students are learning at high levels. Otus provides groups and subgroups to be created and we can look at populations like: free and reduced, special education, male/female, etc.

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.**

<table>
<tr><td colspan="2" align="center">District's Goal(s) for Student Performance Data:
<i>(Copy and paste from the reVISION Summary)</i></td></tr>
<tr><td colspan="2">Our student performance is strong in most areas and above the state average in most areas. However, we should always be striving to improve and show growth in all areas.</td></tr>
<tr><td colspan="2" align="center">Prioritized Action Steps for Student Performance Data:</td></tr>
<tr><td>Program Year</td><td align="center">Action Steps
(What are you going to do to achieve your goal?)</td></tr>
<tr><td align="center"><i>Year 1:
2020-2021</i></td><td>We will strive to have a graduation rate greater than 98.5

Our reading and language arts score is 56.82% and we will strive to achieve 57%
Our math score is 60% and we will strive to achieve 61%
Our Science score is 65.9% and we will strive to achieve 66.5%
Our post program placement is 97.78% and we will strive to reach 98%

We will increase our student performance data by focusing on core classes and supporting the work of literacy, math, and science in the CTE coursework.

We will also begin to look at how we can add work based learning opportunities for students. This goal will be added to the weekly/monthly PLC meetings for the CTE department to begin to facilitate a plan.</td></tr>
<tr><td align="center"><i>Year 2:
2021-2022</i></td><td>We will strive to have a graduation rate greater than 99%</td></tr>
</table>

	Our reading and language arts score was 56.82% and we will strive to achieve 57.5% Our math score was 60% and we will strive to achieve 61.5% Our Science score was 65.9% and we will strive to achieve 67% Our post program placement was 97.78% and we will strive to reach 98.5% We will increase our student performance data by focusing on core classes and supporting the work of literacy, math, and science in the CTE coursework. We will also begin to add work based learning opportunities for students. This goal will be added to the weekly/monthly PLC meetings for the CTE department to begin to facilitate a plan. We will look at program data each month in PLCs to ensure that we are making gains. We will also use data from Otus to monitor growth of our students.
Year 3: *2022-2023*	We will strive to have a graduation rate greater than 99.5% Our reading and language arts score was 56.82% and we will strive to achieve 58% Our math score was 60% and we will strive to achieve 62% Our Science score was 65.9% and we will strive to achieve 67.5% Our post program placement was 97.78% and we will strive to reach 99% We will increase our student performance data by focusing on core classes and supporting the work of literacy, math, and science in the CTE coursework. We will also begin to add work based learning opportunities for students. This goal will be added to the weekly/monthly PLC meetings for the CTE department to begin to facilitate a plan. We will look at program data each month in PLCs to ensure that we are making gains. We will also use data from Otus to monitor growth of our students.
Year 4: *2023-2024*	We will adjust our goals based on the progress of the work above.

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:

Blair Community Schools will continue to coordinate with NDE and institutions of higher education to support the recruitment, preparation, and retention of teachers. We work with higher education to support student teacher placements in order to support our pre-professional pipelines of teachers. We offer content specific professional development for all CTE teachers along with district 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 improve our New Teacher Mentor program in order to retain quality teachers.

We will continue to offer content specific professional development to our CTE faculty, along with district professional development.

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	1. We will partner with area colleges and universities to host student teachers in our CTE department. By providing a positive student teaching experience, we will recruit future instructors. 2. Continue monitoring feedback and making improvements to our New Teacher Mentor Program in retain newly hired teachers. 3. Continue providing professional development support to our teachers to support their learning.

	4. If CTE teachers leave BHS we will recruit and replace with quality instructors.
Year 2: 2021-2022	1. We will partner with area colleges and universities to host student teachers in our CTE department. By providing a positive student teaching experience, we will recruit future instructors. 1. Continue monitoring feedback and making improvements to our New Teacher Mentor Program in retain newly hired teachers. 2. Continue providing professional development support to our teachers to support their learning. 3. If CTE teachers leave BHS we will recruit and replace with quality instructors.
Year 3: 2022-2023	1. We will partner with area colleges and universities to host student teachers in our CTE department. By providing a positive student teaching experience, we will recruit future instructors. 1. Continue monitoring feedback and making improvements to our New Teacher Mentor Program in retain newly hired teachers. 2. Continue providing professional development support to our teachers to support their learning. 3. If CTE teachers leave BHS we will recruit and replace with quality instructors.
Year 4: 2023-2024	1. We will partner with area colleges and universities to host student teachers in our CTE department. By providing a positive student teaching experience, we will recruit future instructors. 2. Continue monitoring feedback and making improvements to our New Teacher Mentor Program in retain newly hired teachers. 3. Continue providing professional development support to our teachers to support their learning. 4. If CTE teachers leave BHS we will recruit and replace with quality instructors.

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:
In the business department there are several different work based learning components. In Career Pathways students are exposed to 8-12 speakers representing different career clusters. They also participate in a local job shadow for a 3-hour time period as well as a mock interview. The interviews are conducted in the library and led by business professionals in the community. In Intro to Business, I am planning a field trip next year to the Chamber and a local business (maybe Great Plains) to get a general sense of how small business works in a community like this, and also to see how a larger company functions. In personal finance, we have an investment advisor speak to the students about investing for the future. In business law, the students take a field trip to the courthouse to watch a portion of court taking place. We also take a trip to the Washington County Jail and have an in depth tour and discussion of how an arrest works and the overall functions of a county jail. I also have local law enforcement come in and speak to the students about their career and life as an officer. In accounting, a CPA comes in to speak to the students about various accounting careers. All business students are exposed to a Money Smart presentation put on by Washington County Bank each year over a relevant financial topic.

In agriculture education, there is work-place learning in place as part of the program model. Students are required to have a Supervised Agricultural Experience Program (SAE) which gives them real-life work place experiences. Since not all students have the same opportunities to work or own their own business, The National Council for Ag Education has developed a SAE for All model which allows students to complete their SAE via a career exploring option. This includes job shadows, research, interviews with career professionals, etc. Some examples of SAEs that Blair Ag students have are owning & managing livestock operations, working in high school greenhouse, job shadowing at local veterinary clinics, conducting scientific research & creating an informational website, and working at Bomgaars.

Work-based learning in FCS: Students in Child Development go to Deerfield to learn techniques that will help them interact with students and learn lesson-planning practices. Students can go on to complete a practicum through the Intro to Ed program. There is also a program through Metro we can look into that will help students get a certification for early childhood development. We have also gone to the hospital for a tour of the labor and delivery department. As class sizes have grown this has become more difficult to squeeze into the space.

We take virtual field trips instead. I also have had nurses come in and speak with students regarding career choices. It is not easy to get students into hospitals for tours or experiences because of HIPAA

We do have work based learning in 2 other, non-CTE, areas:
Intro to education for students interested in the field of education. They work in classrooms for 90 minutes every other day with an assigned cooperating teacher.

De Soto program for our students interested in Game and Parks and Environmental Science. Students spend 90 minutes everyday working at DeSoto.

---

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)

While we do offer WBL we believe that we can add to and improve our offerings in this area throughout CTE and the high school, as a whole.

Prioritized Action Steps for Work-based Learning:	
Program Year	**Action Steps** (What are you going to do to achieve your goal?)
Year 1: 2020-2021	1. CTE department will use monthly PLC meetings to discuss WBL and begin to set goals and develop a plan for implementation. Starting small during the 2021-22 school year and piloting opportunities.
Year 2: 2021-2022	1. CTE department will begin the pilot of WBL and evaluate the pilot throughout the year.
Year 3: 2022-2023	1. CTE department will add to the numbers in the pilot for WBL, evaluation, and make adjustments to the program as needed.
Year 4: 2023-2024	1. CTE department will add to the number of WBL opportunities for students and make improvements to the program.

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.

Stakeholder Engagement and Consultation

RESPONSE:

Each CTE program will begin to keep and maintain an updated stakeholder/advisory group which will document members, meetings, and topics discussed.
This is an area that we can do a better job of documenting and following through with in a more formal way.

Role	Name	Organization	Email/Contact Info	Evidence of Engagement
Business/Industry/Community	Kevin Barnhill	Blair Meat Market	kevin.s.barnhill@gmail.com	Kevin has come to speak in classes as well as hosted classes at his shop.
	Ron Browning	Wholestone Farms	rsbrowning@wholestonefarms.com	Ron brings in a side of a hog to show students how pork is processed into retail cuts & some students have worked for his company while in high school.
	Kyle Smith	Waldinger Corp.	Kyle.Smith@waldinger.com	Kyle has coached the FFA welding team and gives tours of Waldinger. Many students have went on to work there.
	Gary & Sarah Lambrecht	Lambrecht Farms	lambrechtfarms@abbnebraska.com	The Lambrechts have provided resources for animal science curriculum and many ag ed students have worked for them on the farm during high school.
	Justin Novak	Papio-South NRD	jnovak@papionrd.org	Justin & team present in classroom about natural resources protection & management using hands on models.
	Chef Doug and Rodney	Taher Foodservice		These chefs come into the classroom and teach various parts of the culinary arts.
	Preschool Teachers	Deerfield Preschool		Students in Child Dev. 2 visit the preschool 4 x per year to observe, interact and work with preschool students.
	Kim Leggott	BCS	kim.leggott@blairschools.org	Students help Mrs. Leggott with activities during fun days. It is a way for the students to watch the physical development of school-age students
	Molly Dahlgren Angie Livingston	MCH&HS	mdahlgren@mchhs.org alivingston@mchhs.org	Worked with these ladies to set up tour of the L&D dept at MCH&HS
	Rachelle Heser	CHI	Cell phone is all I have	Rachelle is a nurse with many years of OB experience. She has taught the labor and

				delivery classes. She has come to the high school to help show students equipment that they could see in the hospital room
	Katie Maas	Methodist Women's Hospital		Katie has discussed life as NICU nurse and mother of premature triplets.
	Kurt Pederson	SE Smith	SE Smith 402 426 3333.	Has worked with Students in the past SE Smith Program
	Jenny Bornhorst	Eriksen Construction	Jenny@eriksenconst.com	Has talked to class about job opportunities for students.
	Art Keller	Con-E-Co		Con-E-Co donates all of the metal that we use for student practice and for lab projects.
	Craig Heuton	Edward Jones	Craig.Heuton@edwardjones.com	Guest speaker to Careers and Personal Finance classes. Would love to be more involved in FBLA and any other opportunities we have.
	Nikki Tierks Katie Henn Joellen Maras Emily Petersen Ellie Richardson-Vakiner Annette Clarke	Washington County Bank	ntierks@washingtoncountybank.com khenn@washingtoncountybank.com jmaras@washingtoncountybank.com epetersen@washingtoncountybank.com aclarke@washingtoncountybank.com	Guest speaker during Money Smart week, job shadow hosts, mock interview participants for Career Pathways
	Laura Willey	MCHHS	LWilley@mchhs.org	Helps secure guest speakers and job shadows for Career Pathways.
	Jim Brown	Flywheel	jim@getflywheel.com	Guest speaker-IT Career Cluster-Career Pathways
	Pamela Quinn	Lead Your Legacy	pquinn@leadyourlegacynow.com	Guest speaker through Career Rockit-Career Pathways
	Matt Thomas	Nannen's Physical Therapy	nhpt.matthewthomas@gmail.com	Guest Speaker and Job Shadow Host-Career Pathways

	Jason Kesling	Sid Dillon		Job Shadow Host-Career Pathways
	Jeremy Sullivan	Woodhouse		Job Shadow Host-Career Pathways
	Jordan Rishel	Blair Chamber of Commerce	jordan@washingtoncountychamberne.com	Guest Speaker-Career Pathways
	Eric Stier	Blair Police Department	Bob contacts him directly to setup speaking in class	Guest Speaker-Career Pathways/Business Law
	Bob Leehy	Blair Police Department and BCS SRO	sro@blairschools.org	Guest Speaker-Career Pathways/Business Law
	Captain Rob Bellamy	Washington County Sheriff		Field Trip Host-Business Law
	Judge Samson and Tammi Burbach	Washington County Courthouse		Field Trip Host-Business Law
	Jill Mason	Kinney-Mason Law Offices	jmason@kinneymason.com	Guest Speaker-Career Pathways/Business Law
	Jamie Rorie	CPA-Hancock Dana	jrorie@hancockdana.com	Guest Speaker-Accounting
	Tim Ott	MACC	TOtt@maccnet.com	Job Shadow Host-Career Pathways
	Caseina Mixan	Great Plains	cmixan@gpcom.com	Speaker and Job Shadow Host-Career Pathways
	Numerous Teachers	North/South/Deerfield/Arbor		Job Shadows Hosts-Career Pathways
	Lynette Jennings Traci Hipnar Ann Clark	Cargill	Lynette_Jennings@cargill.com	Job Interview Participants-Career Pathways
	Leon Haith	Deerfield	leon.haith@blairschools.org	Job Interview Participant-Career Pathways
	Mark Gutschow	BHS	mark.gutschow@blairschools.org	Guest Speaker-Career Pathways
	Sue Harsin	Licensed Therapist		Guest Speaker-Career Pathways
	All Local Veterinary Clinics			Job Shadow Hosts-Career Pathways
Secondary school counselors, special education and advisement	Vicki Griffin		vicki.griffin@blairschools.org	
	Chris Ross		chris.ross@blairschoos.org	

professionals, academic counselors	Kyle Kruse		kyle.kruse@blairschools.org	
Secondary principal(s)	Tom Anderson Tammy Holcomb		tom.anderson@blairscools.org	
			tammy.holcomb@blairschools.org	
High School Teachers	Cherise Wry		cherise.wry@blairschools.org	
	Maureen Bray		maureen.bray@blairschools.org	
	Ed Mills		ed.mills@blairschools.org	
	Chris Schuler		chris.schuler@blairschools.org	
	Morgan Casper		morgan.casper@blairschools.org	
	Vicki Schrick		vicki.schrick@blairschools.org	

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: Improving the access to and success in all CTE programs is a goal for all teachers. Throughout our discussions and development of our goals, consideration of members of special populations are at the forefront of our planning. Teachers want students to be successful in their programs and understand the future career opportunities that exist for them to find success outside of Blair High School.