


 **PERKINS V**

**LOCAL PERKINS APPLICATION
2020-2024**

CONSORTIA

OFFICE OF CAREER, TECHNICAL AND ADULT EDUCATION
NEBRASKA DEPARTMENT OF EDUCATION
301 Centennial Mall South, Lincoln, NE



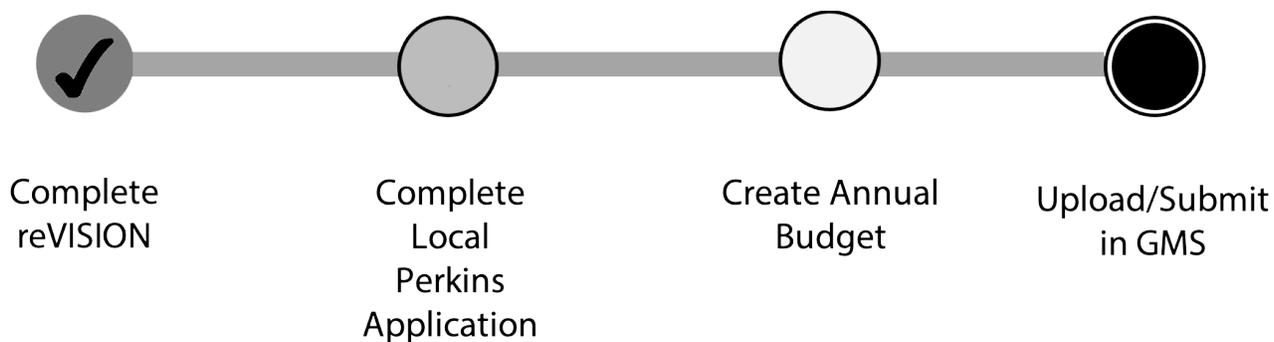
General Information

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

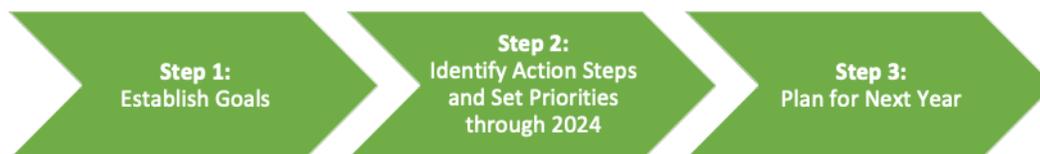
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- 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.

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

Element	Consortia’s Current State	Consortia’s 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 districts require updating of equipment to meet changing industry standards (district 1, district 2) in communication arts. While most districts within the consortium are confident in their 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 consortium.</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 amongst consortia members, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i></p>

reVISION SUMMARY		
Element	Summary of Consortia’s Current State	Consortia’s Overarching Goal(s)
<p>Career Development</p>	<p>ESU 13 consortium finds a need for an enhanced and systematic collaboration between schools, business professionals and community colleges to provide information about CTE offerings, marketing of CTE offerings and programs, and post-secondary and workforce opportunities. The consortium desires to develop a scope and sequence for CTE for all districts.</p> <p>There is also a need for creating opportunities for post-secondary, workforce, and industry partnerships</p>	<p>Within the next four years, a systemic program for career and college awareness and exploration will be created, implemented and evaluated for students as identified in reVISION Local and Regional data. The systemic programs will include: collaboration between schools, business professionals and community colleges; and connections to the Nebraska Career Education Model, colleges, business and industry, and military.</p>

	in the form of career fairs and experience/job shadows (both within and outside the school).	
Local Workforce Alignment	School districts in the ESU 13 consortium want to continue to create, develop and enhance partnerships with local and regional business and industry partners. Having those business and industry partners take part in being members of advisory boards and to deepen work-based learning experiences with internships, apprenticeships, mentoring and job shadows. There is a need for using regional workforce data to review and align courses, and programs of study offerings to local and regional workforce needs. The consortium would like to focus on special populations to provide workforce opportunities.	Within the next four years, develop and utilize local advisory boards to review, analyze, and evaluate Career and Technical Education programs and to align with reVISION priorities, local workforce needs, local data and stakeholder input.
Size, Scope, & Quality and Implementing CTE Programs of Study	The desire to continue equipment and facility updates and upgrades to meet industry standards and needs is prevalent in the ESU 13 Consortium. Development of local advisory committees/boards for Career and Technical Education programs is also needed in this element. Those advisory committees can also aid districts in consideration of developing career academies.	Through the next four years, while focusing on reVISION data, industry and employer requirements CTE programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers. Within the next four years, develop and utilize local advisory boards to review, analyze, and evaluate Career and Technical Education programs to align with reVISION priorities, local workforce needs, local data and stakeholder input.
Student Performance Data	ESU 13 Consortium feels there is the need to gather, analyze and effectively use data to understand: needs of special populations, attendance, enrollment, and student achievement.	Within the next four years, develop and implement a Data Dig Process to review, analyze, and evaluate Career and Technical Education programs to align with reVISION priorities, local workforce needs, local data and stakeholder input.

<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>ESU 13 school districts need help to hire and retain quality, certified, young teachers, by looking at incentives and compensation packages. Districts also indicated that maintaining equipment and facilities, and offering professional development opportunities will aid to recruit and retain teachers.</p>	<p>Within the next four years, develop recruitment, retention, and succession plans for Career and Technical Education Programs as identified in reVISION data.</p> <p>Through the next four years, while focusing on reVISION data, industry and employer requirements CTE programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers.</p> <p>Within the next four years, offer multiple yearly professional development opportunities to all CTE instructors, administrators, and support staff. Including but not limited to: ESU 13 Network Meetings (annual and/or bi-annual), NCE conference, state, regional, and/or national CTE conferences, and specialized workshops.</p>
<p>Work-Based Learning</p>	<p>There is a stated need to create, develop and enhance partnerships with local and regional business and industry partners. Having those business and industry partners take part in being guest speakers, career fairs, field trips, internships, apprenticeships, work-based learning, and members of school advisory boards. Creating a school calendar and building schedules is a challenge in providing work-based learning experiences.</p>	<p>Within four years, ESU 13 Consortium schools will investigate, develop and implement Work-based Learning guidelines for students in approved Career and Technical Education Programs of Study as identified in reVISION data.</p> <p>Within the next four years, develop and utilize local advisory boards to review, analyze, and evaluate Career and Technical Education programs to align with reVISION priorities, local workforce needs, local data and stakeholder input and to create a calendar and schedule to aide in providing WBL opportunities.</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 consortium’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 consortium will support districts in ensuring 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:

The ESU 13 Perkins Grant Consortium schools, in conjunction with local college and workforce partners, will work to provide students with opportunities for self-awareness, career exploration, and career planning before, during and after participation in Career and Technical Education Programs.

- a. **Self-awareness:** Becoming more aware of the Nebraska Career Education Model at an earlier grade is key in helping students know what courses they want to take in High School. Throughout high school, CTE students will be reminded of the Nebraska Career Education Model through course standards and skills. These standards and skills will also reinforce skills in other content areas which are tested through the ACT. Students may also have the opportunity for college visits, business and industry speakers and/or tours, and other opportunities that may arise.
- b. **Career Exploration:** Students will be exposed to career opportunities in earlier grades to increase course offerings. Students at the high school level will have the opportunity to hear from employers about their specific Career Field skills and educational degrees/certifications needed for those jobs. Students will also be provided with H3 Labor Market information to assist them in finding career goals which would work within their interests. Opportunities to visit and tour colleges to explore career and educational opportunities aligned to their career goals.
- c. **Career Planning:** Students in Career and Technical Education courses will have the opportunity in their courses and through Work-based Learning opportunities to understand the skills and post-secondary options. During their time in Career and Technical Education courses, or through programs for all high school students, opportunities to practice job search skills using programs such as the 4H Extensions “Connecting the Dots”, 4H Extensions “Mapping your Success”, or similar programs they may have developed to give students an experience with seeking a job, preparing their resume, interviewing, portfolio development, professional networking and more.
- d. A goal for the ESU 13 Perkins Grant Consortium for the next four years is to develop and implement a systemic program for delivery of career and college awareness, career and college exploration and career development which is adaptable to each school. Timelines, programs, who is it delivered to, when it is delivered to them, who is delivering the content, etc. This system will include programs for Middle School to High School students so the process starts as early as possible to help schools grow their programs, promote college opportunities, and their regions workforce.

2. In each 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 consortium’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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Career Development:

(Copy and paste from the reVISION Summary)

Within the next four years, a systemic program for career and college awareness and exploration will be created, implemented and evaluated for students as identified in reVISION Local and Regional data. The systemic programs will include: collaboration between schools, business professionals and community colleges; and connections to the Nebraska Career Education Model, colleges, business and industry, and military.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	Develop a systemic program of career and college awareness, career and college exploration, and career development with the Nebraska Career Education Model as a guide. The adaptable program should provide guidance on: timelines, general resources, job seeking skills (resume writing, interviewing, etc), etc.

Year 2: 2021-2022	<ul style="list-style-type: none"> •Pilot the program developed in Year 1 with volunteer schools. •Evaluate the program throughout the pilot year. •Revise the program from the evaluation results and recommendations of pilot schools. (Summer 2021)
Year 3: 2022-2023	Full implementation of the revised program.
Year 4: 2023-2024	Evaluation of the program from all schools involved to determine needs for possible revision to strengthen the program for the future.

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 each district’s local and regional CTE assessments to support districts in improving 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:
Local and regional assessment results did not reveal specific CTE programs and activities to be funded. Regional meetings were impacted by the COVID-19 pandemic and regional assessments were done by the participating districts in isolation. Local needs mostly revolve around heavy and tractor-trailer truck drivers, bookkeeping/accounting, medical (RN/LPN/LVN), education, and electrician needs. Using the regional workforce data and information from the H3 website, programs and activities relating to those needs will be funded.

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:
Districts, in using local and regional data, see the need to study and review offerings for courses and programs of study. ESU 13 consortium members are looking to increase offerings in variety of areas as needed determined by local and regional workforce data, stakeholder input, and advisory committees.

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, including students in special populations, learn about courses available to them through guidance counselors and course selection and registration.

6. In each 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 consortium’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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

Within the next four years, develop and utilize local advisory boards to review, analyze, and evaluate Career and Technical Education programs and to align with reVISION priorities, local workforce needs, local data and stakeholder input.

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	Define how a local advisory board/committee would look, what the responsibilities would be, who would be involved, and how meetings would be conducted.
Year 2: 2021-2022	Create and convene the local advisory board/committee.
Year 3: 2022-2023	Evaluate and revise (if needed) the local advisory board/committee.
Year 4: 2023-2024	Evaluate and revise (if needed) the local advisory board/committee.

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 in each participating district. Justify these offerings with the local and regional CTE assessment results.

RESPONSE:

All ESU 13 Perkins Grant Consortium members provide at least one state approved model Program of Study. Schools through the reVISION process are seeing they need to do more alignment to local Labor Market needs. Idealistically, ESU 13 Perkins Grant Consortium members would like to provide

at least one Program of Study in each career field in the Nebraska Career Education model. ESU 13 Perkins Grant Consortium funds will be used for Programs of Study which align to regional workforce (H3) needs. This regional data will be looked at on a yearly basis to determine areas of need and Programs of Study to be funded with Perkins Funds. Funds will also be used by districts who need to align their Programs of Study to Local and Regional needs so students can be offered the programs in their district. Funds will be allocated, at that time, to assist in creating and implementing new Programs of Study or classes which lead to Programs of Study in alignment of Local and Regional needs.

8. How will your consortium 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:

Through the collaboration between secondary and post-secondary programs in the ESU 13 Perkins Grant Consortium, alignment of curriculum and Programs of Study will be to insure alignment and rigor. This will aid in student achievement of academic and technical skills needed to achieve their career goals. Also with this collaboration, dual credit opportunities can be addressed for students assessed based on Local Market (H3) data and needs. Providing ESU 13 Perkins Grant Consortium members and local colleges with the opportunity to review data together can only strengthen Career and Technical Education programs academic and technical skills of students who participate.

9. Describe how districts within the consortium 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:

Currently, very few ESU 13 Perkins Grant Consortium members have dual or concurrent enrollment programs or early college high school for Career and Technical Education programs. However, students do have the opportunity in many Consortium schools for these types of programs for English and/or Math classes, which assist in academic and skill attainment for Career and Technical Education courses and programs of study. Through collaboration with post-secondary institutions, schools will have the ability to explore the options available to them for Career and Technical Education dual or concurrent enrollment, or early college opportunities.

10. In each district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your consortium hopes to address over the next four years. First, write the consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

**Consortium Goal(s) for
Size, Scope, and Quality and Implementing CTE Programs of Study**

(Copy and paste from the reVISION Summary)

Goal 1: Through the next four years, while focusing on reVISION data, industry and employer requirements CTE programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers.

Goal 2: Within the next four years, develop and utilize local advisory boards to review, analyze, and evaluate Career and Technical Education programs to align with reVISION priorities, local workforce needs, local data and stakeholder input.

**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	<p>Goal 1: With a focus on reVISION data, industry and employer requirements, Career and Technical Education programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers.</p> <p>Goal 2: Define how a local advisory board/committee would look, what the responsibilities would be, who would be involved, and how meetings would be conducted.</p>
Year 2: 2021-2022	<p>Goal 1: With a focus on reVISION data, industry and employer requirements, Career and Technical Education programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers.</p> <p>Goal 2: Create and convene the local advisory board/committee.</p>
Year 3: 2022-2023	<p>Goal 1: With a focus on reVISION data, industry and employer requirements, Career and Technical Education programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers.</p> <p>Goal 2: Evaluate and revise (if needed) the local advisory board/committee.</p>
Year 4: 2023-2024	<p>Goal 1: With a focus on reVISION data, industry and employer requirements, Career and Technical Education programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers.</p> <p>Goal 2: Evaluate and revise (if needed) the local advisory board/committee.</p>

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, each 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 consortium 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:

ESU 13 Perkins Grant Consortium members feel they do a good job of including all students in Career and Technical Education courses but need to evaluate the data to support this. Using data to improve and/or create the programs students want or need is important to Consortium members.

- a. Using data, from many sources, will allow districts to focus their efforts on helping all students, including special populations, prepare for jobs and careers in H3 sectors or occupations. Using data digs to determine Local and Regional H3 needs, as well as needs of students, to help more closely align Programs of Study to the needs of the community, region, and students.
- b. Using “hard” data, rather than perceptual data to know how many students are in non-traditional fields is key. Collecting and analyzing data as to “why” students may not participate in non-traditional Programs of Study will allow districts to craft their messages better and break the stereotypes in those fields.

- c. All Career and Technical Education courses, programs, and Programs of Study are available to all students in ESU 13 Perkins Grant Consortium schools. The use of data will allow districts to better understand what programs are being used by what special populations, rather than just a guess. This will allow districts to better “market” those courses, programs and Programs of Study to students.
- d. ESU 13 Perkins Grant Consortium members do a good job including all students in Career and Technical Education Courses and not discriminating against any student in their districts.

12. How will the consortium 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 target individual schools to develop strategies to eliminate those disparities or gaps.

RESPONSE:

The ESU 13 Perkins Grant Consortium will identify disparities or gaps in performance as determined by using a Data Dig process. This process will be used to identify program evaluation needs, professional development priorities, etc. If the Data Dig process does not help promote meaningful progress, the process will be reviewed and revised. Professional development may be needed to appropriately review, analyze, and evaluate CTE program data.

13. In each district’s Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the consortium’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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Student Performance Data:

(Copy and paste from the reVISION Summary)

Within the next four years, develop and implement a Data Dig Process to review, analyze, and evaluate Career and Technical Education programs to align with reVISION priorities, local workforce needs, local data and stakeholder input.

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	Determine and Pilot a facilitated process to review, analyze, and evaluate Career and Technical Education Programs. Items to be determined include but are not limited to: process for reviewing data, what data is needed, who is involved, when conducted, how to organize data being used, program evaluation needs, professional development priorities, etc. Revise the process based on feedback from the Pilot.
Year 2: 2021-2022	Implementation of the facilitated process to review, analyze, and evaluate Career and Technical Education Programs.

<p>Year 3: 2022-2023</p>	<p>Evaluate and improve the process to review, analyze, and evaluate Career and Technical Education Programs.</p> <p>Use revised local and regional needs assessments to assist in direction of program evaluations.</p>
<p>Year 4: 2023-2024</p>	<p>District led implementation of the process to review, analyze, and evaluate Career and Technical Education Programs. Districts can still request facilitation assistance.</p>

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 district 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 each 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 consortium 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:

The ESU 13 Perkins Grant Consortium will coordinate and partner with NDE and institutions of higher learning in several ways. First with ESU 13 Network meetings for each of the five CTE areas, NDE Field Specialists and post-secondary members, districts will be invited to participate and share needs in those fields as well as any other relevant items as needed. This gives an opportunity for sharing, collaborating, and professional development for CTE instructors.

Secondly, providing Perkins Funds for CTE instructors to attend high quality state, regional, or national conferences and/or trainings assists in providing students innovative and industry standard skills. These conferences and trainings also assist the CTE instructor in improving their skills to pass on to students. They are also able to get a first look at new and innovative, industry-grade, equipment and materials to be brought back and shared with their students and other CTE instructors within the ESU 13 Perkins Grant Consortium.

Finally, these professional development opportunities and collaborations will allow teachers to recruit students into the Career and Technical Education teaching profession, including groups who are underrepresented. At regional or national conferences, they may attend sessions and gain insight on the recruitment and retention of underrepresented groups to bring back to the ESU 13 Perkins Grant Consortium.

15. In each district’s Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your consortium

hopes to address over the next four years. First, write the consortium’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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff

(Copy and paste from the reVISION Summary)

Goal 1: Within the next four years, develop recruitment, retention, and succession plans for Career and Technical Education Programs as identified in reVISION data.

Goal 2: Through the next four years, while focusing on reVISION data, industry and employer requirements CTE programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers.

Goal 3: Within the next four years, offer multiple yearly professional development opportunities to all CTE instructors, administrators, and support staff. Including but not limited to: ESU 13 Network Meetings (annual and/or bi-annual), NCE conference, state, regional, and/or national CTE conferences, and specialized workshops.

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?)
<p>Year 1: 2020-2021</p>	<p>Goal 1: Determine current status and needs for recruitment, retention, and succession plans for Career and Technical Education Programs in ESU 13 Perkins Grant Consortium Districts.</p> <p>Goal 2: With a focus on reVISION data, industry and employer requirements, Career and Technical Education programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers.</p> <p>Goal 3: Offer ESU 13 Network meetings for each Career and Technical Education area at least once per year for instructors to collaborate, learn from each other, hear from industry experts, analyze data, evaluate programs, and increase their knowledge. Provide opportunities to attend a state, regional, or national CTE conference or training in their field which aligns with local and regional H3 needs.</p>
<p>Year 2: 2021-2022</p>	<p>Goal 1: Develop recruitment, retention, and succession plans for Career and Technical Education Programs in ESU 13 Perkins Grant Consortium Districts.</p> <p>Goal 2: With a focus on reVISION data, industry and employer requirements, Career and Technical Education programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers.</p>

	<p>Goal 3: Offer ESU 13 Network meetings for each Career and Technical Education area at least once per year for instructors to collaborate, learn from each other, hear from industry experts, analyze data, evaluate programs, and increase their knowledge. Provide opportunities to attend a state, regional, or national CTE conference or training in their field which aligns with local and regional H3 needs.</p>
<p>Year 3: 2022-2023</p>	<p>Goal 1: Evaluate and revise recruitment, retention, and succession plans for Career and Technical Education Programs in ESU 13 Perkins Grant Consortium Districts.</p> <p>Goal 2: With a focus on reVISION data, industry and employer requirements, Career and Technical Education programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers.</p> <p>Goal 3: Offer ESU 13 Network meetings for each Career and Technical Education area at least once per year for instructors to collaborate, learn from each other, hear from industry experts, analyze data, evaluate programs, and increase their knowledge. Provide opportunities to attend a state, regional, or national CTE conference or training in their field which aligns with local and regional H3 needs.</p>
<p>Year 4: 2023-2024</p>	<p>Goal 1: Evaluate and revise, on a yearly, recruitment, retention, and succession plans for Career and Technical Education Programs in ESU 13 Perkins Grant Consortium Districts.</p> <p>Goal 2: With a focus on reVISION data, industry and employer requirements, Career and Technical Education programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers.</p> <p>Goal 3: Offer ESU 13 Network meetings for each Career and Technical Education area at least once per year for instructors to collaborate, learn from each other, hear from industry experts, analyze data, evaluate programs, and increase their knowledge. Provide opportunities to attend a state, regional, or national CTE conference or training in their field which aligns with local and regional H3 needs.</p>

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 consortium and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

Currently within the ESU 13 Perkins Grant Consortium, there are not many opportunities for Work-based Learning. Many ESU 13 Perkins Grant Consortium districts are interested in creating a robust Work-based Learning program, but are in need of developing or expanding (several have some but many don't have anything) Work-based Learning opportunities. To that point, one of the goals for the next four years is to develop or expand those opportunities. Through the action steps of the goal, the ESU 13 Perkins Grant Consortium will work with schools in the consortium, local businesses and employers to develop programs which are sustainable in smaller communities.

17. In each district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Work-based Learning:

(Copy and paste from the reVISION Summary)

Within the next four years, develop and utilize local advisory boards to review, analyze, and evaluate Career and Technical Education programs to align with reVISION priorities, local workforce needs, local data and stakeholder input and to create a calendar and schedule to aide in providing WBL opportunities.

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>	<p>Define how a local advisory board/committee would look, what the responsibilities would be, who would be involved, and how meetings would be conducted. Advisory boards will investigate what successful Work-Based Learning programs include and how they operate.</p>
<p>Year 2: 2021-2022</p>	<p>Create and convene the local advisory board/committee to develop Work-Based Learning programs and goals based on local and regional needs, and aligned to state model Programs of Study.</p>
<p>Year 3: 2022-2023</p>	<p>Evaluate and revise (if needed) the local advisory board/committee. Pilot the Work-Based Learning program with a small number of students. Evaluate the Pilot Work-Based Learning program and revise as needed.</p>
<p>Year 4: 2023-2024</p>	<p>Evaluate and revise (if needed) the local advisory board/committee. Implement and continual evaluation of the Work-Based Learning Program.</p>

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:

As a whole, all ESU 13 Consortium schools and the ESU 13 Perkins Grant Coordinator, took into account ALL students within districts and CTE Courses. Many districts talked about special populations while discussing all elements of the reVISION process. Through ESU 13 CTE Data digs (Student Performance Data goal), all students in Consortium schools will look at data for all sub-groups of students in Career and Technical Education classes to determine program needs, instruction gaps, equity, and other improvements to individual and consortium programs.

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 consortium 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 and consortia no doubt already have in place are utilized as a starting point.

RESPONSE:

ESU 13 has an active Perkins Advisory board made up of school district personnel, business and industry, community college, chamber of commerce, and vocational rehabilitation. Members of this board have been updated regularly throughout the process of reVISION and writing of the ESU 13 Consortium's 4-year plan. Members of the advisory have also had an opportunity to review the draft of the 4-year plan. We will be looking at expanding this advisory as time permits.

ESU 13 Perkins Grant Advisory Members:

- Lori Stromberg, WNCC
- Rawanda Pierce Twin Cities Development
- JoAnn Wilson, Morrile High School, Career Ed Teacher
- Travis Miller, Bayard High School, Administrator
- Kari Gifford, Banner County High School, Career Ed Teacher
- Loren Bramen, Mitchell High School, Guidance Counselor
- Roger Gallaway, Sidney High School, Career Ed Teacher
- Jamie Soper, Kimball High School, Special Education Director
- Maribeth Moore, Chadron, Parent
- Brian Kaman, Kelley Bean, Business/Industry
- Abi Smith, Banner County High School, Student
- Jessica Broderick, ESU 13, Special Populations
- Lori Biesecker, ESU 13, Grant Coordinator

The ESU 13 4-year Perkins V plan was shared with all ESU 13 Perkins Grant Consortium CTE Instructors, Counselors, Principals, and Superintendents. The process has been very transparent and input from all consortium members has been key in the process.

Through the reVISION process, the ESU 13 Perkins Grant Consortium Advisory Committee may look different in the coming years as schools develop their own boards/committees. It is yet to be determined how, when, and what this will look like. However, the ESU 13 Perkins Grant Consortium Advisory committee may become smaller and more of a final check and balance for grant funds.

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.