



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



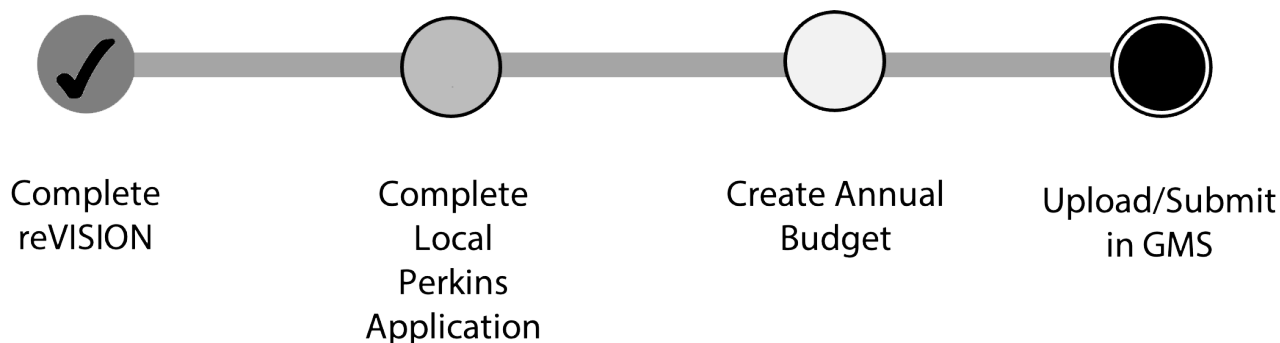
General Information

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

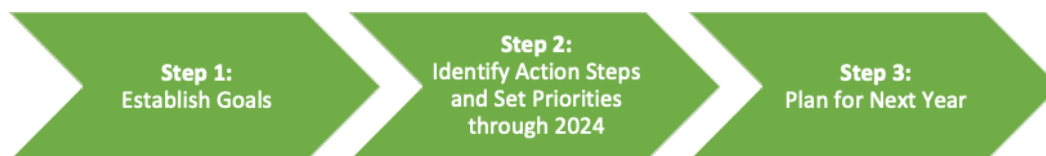
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- 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>5/10 schools have faculty with real world experience in CTE programs. 5/10 schools offer students opportunities to interact with guest speakers and provide field trips to local businesses as well as community colleges. Schools within the consortium offer students career development programs of study through curriculum offered, job shadows, campus visits, and military recruitment. Guest speakers and industry experts are utilized to provide a broader picture of employment possibilities. 5/10 schools have limited internal/career advisement professional collaboration. Participation in CTSOs do provide some limited exposure for students to industry professionals.</p>	<p>Within the next four years, districts will review current course offerings to ensure 90% of NE state CTE Standards to align within CTE courses and continue to develop and implement programs of study that are focused on career development.</p> <p>Within the next four years, strategies will be developed to collaborate more frequently with post-secondary instructors and industry professionals to ensure curricula offerings are preparing students for college and career.</p> <p>Within the next four years, consortium schools will develop a plan to allow for more</p>

	Overall some gaps exist and 8 out of 10 schools do not have a concrete plan to address them.	Professional Development opportunities specific to CTE teacher needs.
Local Workforce Alignment	Consortium schools provide many programs of study in the Business, Marketing, & Management and Skilled and Technical Sciences career fields that align to H3 jobs, but have few programs of study in the Health Sciences career field. The consortium lacks opportunities in TDL and computer science particularly in software development. The consortium also lacks a formal process for reviewing workforce alignment. Local labor market opportunities for students with disabilities, English learners and other special populations is limited because of the location of many of the consortium districts.	<p>Within in the next four years, consortium schools will work to expand programs of study in health sciences and establish a program of study for software development.</p> <p>The consortium will work in the next four years to develop a plan for establishing stronger connections with community colleges to increase opportunities in TDL.</p> <p>Consortium schools over the next four years will continue to expand programs of study opportunities that are aligned to H3 careers with an emphasis on Human Sciences and Education.</p>
Size, Scope, & Quality and Implementing CTE Programs of Study	5 of 10 schools within the consortium utilize field trips and guest speakers to help inform the curriculum to guide their course offerings. Program quality varies by district. 6/10 schools have up-to-date equipment in some of the programs that they offer, but not all districts and not all programs. 8 out of 10 districts have limited representation from special populations in their programs, especially noticeable is the gender disparity that exists for non-traditional participants.	<p>Within the next four years, consortium schools will develop strategies to improve participation in CTE programs among under-represented special populations.</p> <p>Within the next four years, consortium schools will prioritize curricular materials/equipment that will develop high quality CTE programs.</p> <p>Within the next four years, consortium schools will Work on improving communication with post-secondary to ensure that there is alignment with the courses that are offered.</p>
Student Performance Data	9/10 schools have noticeable performance gaps within their special education and free and reduced lunch populations and some of the different race populations specifically in English language arts and mathematics.	Within the next four years, consortium schools will work to increase literacy and math skills within their concentrator populations to better address equity gaps in academic achievement that exist among special populations.
Recruitment, Retention, and Training of Faculty and Staff	9/10 schools work to recruit new CTE teachers through discussion with students and by use of advertisement. 9/10 schools in the consortium offer paid PD to their CTE educators and ensure a commitment to maintaining and improving the program as a way to retain CTE faculty. All schools allow for teachers to attend PD that is relevant to their content area, but it is not a focus for school districts in general. 7/10 schools in the consortium offer dual credit classes that allow for shared post-secondary classes. 2/10 schools in the consortium share staff across districts.	<p>Within the next four years, consortium schools will develop strategies for recruiting more students as CTE educators and retaining more individuals in CTE careers.</p> <p>Within the next four years, consortium schools will focus on developing collaborative opportunities for like CTE teachers to share best practices.</p> <p>Consortium member schools will continue to reach out to NDE and post-secondary institutions for seeking out high-quality teacher candidates that also reflect the student demographic make-up.</p>

<p>Work-Based Learning</p>	<p>9/10 schools in the consortium have only limited work-based learning opportunities for their students. 5/10 schools in the consortium currently have limited contacts with local businesses to establish work-based learning opportunities for students. 9/10 schools in the consortium do not have work-based learning programs that are tied to classroom curriculum but are aware of the need to establish these opportunities for students.</p>	<p>Within the next four years, consortium schools will develop a plan to implement and strengthen work-based learning opportunities for students by capitalizing on existing partnerships with community colleges, local business partners, and school based opportunities.</p> <p>Within the next four years, consortium schools will work to increase concentrators in work-based learning.</p> <p>Within the next four years, consortium schools will develop strategies to communicate better with local businesses and community colleges to expand opportunities for work-based learning.</p>
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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:

- a) ESU #3 Perkins Consortium schools will foster student self-awareness about career interests by continuing to offer students opportunities to take the Nebraska Career Connections Assessment as well as ASVAB assessment. Students will develop additional awareness through informal assessments such as the Career Clusters Survey offered through NDE. Both teachers and students within the consortium can utilize the NCRS-Evaluation Rubric to become more aware of academic readiness as well.
- b) Districts within the ESU #3 Perkins consortium will facilitate career exploration for their students by offering a variety of CTE courses, providing opportunities for job shadowing of H3 occupations, consulting with career professionals about best practices and industry standard equipment and regulations as well as inviting guest speakers to the schools. Additionally, schools will work to develop more opportunities for students to engage in work -based learning by partnering with local businesses.
- c) Districts within the ESU #3 Perkins Consortium will ensure that CTE staff along with guidance staff receive professional development that will allow them to counsel students about career planning including industry specific interview and application techniques, college financing, as well as portfolio development as it relates to industry.
- d) ESU #3 Perkins Consortium districts will continue to meet periodically to collaborate and share efforts that are made to implement career development content as well as provide career and academic advisement to students in a systematic and on-going basis.

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, districts will review current course offerings to ensure 90% of NE state CTE Standards align within CTE courses and continue to develop and implement programs of study that are focused on career development.
- Within the next four years, strategies will be developed to collaborate more frequently with post-secondary instructors and industry professionals to ensure curricula offerings are preparing students for college and career.
- Within the next four years, consortium schools will develop a plan to allow for more Professional Development opportunities specific to CTE teacher and school counselor needs.

Prioritized Action Steps for Career Development:

Program Year	Action Steps
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	<i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	Meet bi-annually to collaborate with consortia school teachers, counselors and advisory to generate strategies for more frequent post-secondary and H3 industry professional contacts. Complete an audit of CTE course offerings to work on alignment and development of additional courses. Prioritize professional development opportunities for school counselors to learn more about H3 jobs.
Year 2: 2021-2022	Meet bi-annually to collaborate with consortia school personnel and advisory to develop a plan for increasing frequency of contact with post-secondary and industry professional contacts. Review course offerings and continue development and alignment work. Continue to prioritize PD opportunities for school counselors to learn more about H3 jobs.
Year 3: 2022-2023	Meet bi annually to collaborate with consortia schools and advisory to implement plan for increasing frequency of contacts with post-secondary and industry professional contacts. Review course offerings and continue alignment work.
Year 4: 2023-2024	Meet bi annually to collaborate with consortia schools and advisory to evaluate effectiveness of plan for increasing frequency of contacts with post-secondary and industry professional contacts. Complete course alignment work.

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:

The ESU #3 Perkins consortium found through its analysis that there is a need to expand programs of study in the Health Sciences career field and to establish at least one program of study for software development. Additionally, the consortium, utilizing the H3 workforce information determined that there is a need to establish stronger relationships with post-secondary institutions to prepare students for TDL careers. The assessment also showed that the consortium should work develop programs of study in the Human Science career field.

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:

The consortium has a gap when it comes to offering courses that lead to a program of study in software development. This was seen as a growing need area as shown in the labor market job information. Within the next four years consortium schools will work to establish a program of study in this area.

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:

Consortium schools will utilize existing CTSOs as a way to promote programs of study within the school as well as counselors, who will work to inform both teachers and students of the programs of study available in CTE areas. CTE teachers will continue to promote courses to special population students through advisement and collaboration with non-CTE teachers to demonstrate alignment of curriculum to college and career readiness.

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 in the next four years, consortium schools will work to expand programs of study in health sciences and establish a program of study for software development.
- The consortium will work in the next four years to develop plan for establishing stronger connections with community colleges to increase opportunities in TDL.
- Consortium schools over the next four years will continue to expand programs of study opportunities that are aligned to H3 careers with an emphasis on Human Sciences and Education.

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	Assess existing programs of study, determine gaps in offerings and develop and improve programs of study in health sciences. Utilize bi-annual meetings to review H3 information and align programs of study to high need areas. Evaluate special population participation and develop strategies for recruitment. Identify strategies to work more closely with post-secondary institutions to better align course offerings that will result in a professional credential for students upon exiting the program.
Year 2: 2021-2022	Determine strategies to close gaps in program of study offerings. Make post-secondary connections to determine process for increasing TDL opportunities. Implement common process to review H3 career information and program of study offerings. Make connections with local labor market connections to establish partnerships. Utilize strategies to work more closely with post-secondary institutions to better align course offerings that will result in a professional credential for students upon exiting the program.
Year 3: 2022-2023	Implement strategies to close gaps in programs of study offerings Evaluate effectiveness of post-secondary connections for increasing TDL opportunities. Implement common process to review H3 career information and program of study offerings. Utilize local labor market partnerships to enhance and improve program of study opportunities for special populations.

Year 4: 2023-2024	Evaluate process for reviewing program of study and H3 career offerings. Evaluate partnerships for effectiveness of serving students. Re-assess programs of study offerings to determine if gaps have been narrowed particularly in health sciences, communication information systems, and TDL.
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Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

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

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

RESPONSE: ESU #3 Perkins Consortium schools will continue to improve and expand upon existing programs. 5 of 10 Schools in the consortium offer programs of study in multiple fields within the Business Marketing and Management Career Field. Perkins funds will continue to support these programs as well as work to expand programs of study within the career field such as Finance and Entrepreneurship. 4 of 10 schools within the consortium have programs of study in the Data Science pathway within the Communication and Information Systems Career Field. Perkins funds will continue to be used to support these programs as well as other pathways that are offered within consortium schools. Few schools (3/10) within the consortium offer programs of study within the Health Sciences Career Field. Perkins funds will continue to be used to support the current offerings, and efforts will be made to expand these programs because of the high demand regionally in these professions. Perkins funding will continue to support programs of study offered in the Human Sciences and Education and Agricultural, Food, and Natural Resources Career Fields within the consortium. Most (7/10) schools within the consortium offer programs of study within the Skilled and Technical Sciences Career Field. Perkins funds will continue to support the pathways that are currently offered as well as provide funding to expand those programs of study.

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: Consortium schools will work to align courses offered to the Nebraska CTE standards as well as make connections across curricular areas to strengthen academic components. Consortium schools will prioritize and evaluate current curricular materials and equipment to develop high quality programs of study. CTE teachers will continue to seek out professional development opportunities that provide them with strategies

to increase the rigor of their courses by integrating activities and lessons that are grounded in challenging academic standards.

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:

Some (3/10) schools within the consortium offer courses that allow students to earn post-secondary credit. The consortium will continue to work with postsecondary institutions to find and provide opportunities for students within the consortium to earn post-secondary credit within CTE fields.

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)**

- Within the next four years, consortium schools will utilize NDE strategies to develop a plan to improve participation in CTE programs among under-represented special populations.
- Within the next four years, consortium schools will prioritize curricular materials/equipment that will develop high quality CTE programs.
- Within the next four years, consortium schools will work on improving communication with post-secondary to ensure that there is alignment with the courses that are offered.

**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	Evaluate participation and rigor of programs of study within the consortium. Determine programs of study to enrich and expand utilizing NDE strategies to increase participation among under-represented populations. Prioritize the purchase of equipment that reflect labor market need information to improve programs of study offered.
Year 2: 2021-2022	Prioritize the purchase of equipment that reflect labor market need information to improve and/or expand programs of study offered. Evaluate dual-credit offerings. Develop strategies to communicate with post-secondary institutions to better align programs of study with post-secondary expectations. Continue to prioritize professional development for CTE teachers and school counselors.
Year 3: 2022-2023	Continue to prioritize the purchase of equipment that reflect labor market need information to modernize/update and or expand programs of study offered. Implement strategies to communicate more frequently and productively with post-secondary institutions. Continue to attend and seek out high-quality professional development opportunities for CTE teachers and school counselors.
Year 4: 2023-2024	Continue to purchase materials to improve programs of study offered.

Evaluate progress on providing dual credit opportunities in various programs of study within the consortium.
 Evaluate effectiveness of communication with post-secondary institutions.
 Evaluate effectiveness of strategies to recruit and increase under-represented populations in programs of study.

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 #3 Perkins Consortium schools will continue to use Perkins funding to provide training for CTE teachers so that they are better equipped to support special populations for H3 sector occupations. CTE teachers will continue to seek out and attend professional development that prepare them to promote and recruit non-traditional participation within CTE programs of study. The consortium will continue to use Perkins funding to improve CTE courses, programs and programs of study by purchasing industry standard equipment and instructional materials that will ensure equal access for special populations and help prepare them for non-traditional fields.

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:

ESU #3 Perkins Consortium schools will address disparities or gaps in performance by using targeted interventions in their CTE courses that address literacy and math skills where appropriate. Additionally, consortium schools will develop a system to identify, monitor, and mitigate gaps when they exist.

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, consortium schools will work to increase literacy and math skills within their concentrator populations to better address equity gaps in academic achievement that exist among special populations.

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	Identify specific populations within their CTE concentrator students in each district that have significant gaps in literacy and math skills. Utilize bi-annual meetings to share strategies to address the learning gaps that exist. Develop a system to review concentrator performance. Identify training and professional development opportunities that will offer strategies to support the needs of special population learners.
Year 2: 2021-2022	Implement targeted strategies to address the learning needs of special population concentrators. Continue to share intervention and learning strategies among consortium members to address learning gaps among special population concentrators. Implement system to review academic performance among concentrators. Identify and attend professional development opportunities that will highlight integration of literacy and math skills into CTE instruction.
Year 3: 2022-2023	Implement targeted strategies to address the learning needs of special population concentrators. Continue to share intervention and learning strategies among consortium members to address learning gaps among special population concentrators. Continue to Identify and attend professional development opportunities that will highlight best practices and industry standards for CTE courses, programs and programs of study.
Year 4: 2023-2024	Evaluate effectiveness of strategies used to address the learning needs of special population concentrators. Continue to share intervention and learning strategies among consortium members to address learning gaps among special population concentrators. Evaluate effectiveness of system to review academic performance among concentrators. Continue to identify and attend professional development opportunities that will highlight best practices and industry standards for CTE courses, programs and programs of study.

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 #3 Perkins Consortium meets bi-annually to collaborate with member districts as well as NDE personnel to keep up to date on changes in Perkins requirements and to better understand the programs of study requirements. District schools utilize CTSOs to provide students with opportunities to explore various aspects of CTE fields. District schools regularly send CTE teachers to various conferences and NDE workshops to provide them opportunities for professional development within their specific discipline area. Some districts in the consortium expressed interest in having professional development that is industry specific that would allow them to offer credentials to students in various programs of study. Consortium schools will continue to collaborate and share with each other to capitalize on opportunities to better prepare their students and themselves to lead and succeed in CTE career fields.

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)

- Within the next four years, consortium schools will develop strategies for recruiting more students as CTE educators and retaining more individuals in CTE careers.
- Within the next four years, consortium schools will focus on developing collaborative opportunities for like CTE teachers to share best practices.
- Consortium member schools will continue to reach out to NDE and post-secondary institutions for seeking out high-quality teacher candidates that also reflect the student demographic make-up.

**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	Identify strategies to recruit students to become CTE educators including the use of CTSOs. Prioritize funding for PD for CTE educators with an emphasis on new teachers. Utilize NDE and institutions of higher education for staffing CTE positions. With high quality candidates.
Year 2: 2021-2022	Develop a plan to implement strategies for student recruitment. Continue to prioritize funding for PD for CTE educators.

	Develop a plan to implement strategies to communicate more frequently with post-secondary institutions. Continue to NDE and institutions of higher education for staffing CTE positions.
Year 3: 2022-2023	Continue to provide funding for PD for CTE educators. Implement the plan for student recruitment. Implement plan to more effectively communicate with post-secondary institutions.
Year 4: 2023-2024	Evaluate outcomes of PD opportunities. Continue to provide funding for PD for CTE educators. Evaluate the plan for student recruitment. Evaluate communication efforts with post-secondary institutions.

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: Districts in the consortium who currently have WBL programs only involve a small number of students, primarily students of senior standing. Some districts offer WBL opportunities through their partnership with SENCAP and for students who are part of school CNA programs. In the ESU #3 Perkins consortium districts indicated a need to get greater involvement with employers for WBL and a desire to better connect classroom activities to WBL. Consortium districts expressed a desire to expand communication and accountability with employers who offer WBL by soliciting written feedback and through the use of post internship evaluations.

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, consortium schools will develop a plan to implement and strengthen work-based learning opportunities for students by capitalizing on existing partnerships with community colleges, local business partners, and school-based opportunities.
- Within the next four years, consortium schools will work to increase concentrators in work-based learning.
- Within the next four years, consortium schools will develop strategies to communicate better with local businesses and community colleges to expand opportunities for work-based learning.

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	Evaluate current work-based learning opportunities that are offered by consortium schools and are utilized statewide. Identify and evaluate strategies to recruit more local businesses as WBL partners.

	Develop or identify an evaluation tool for employers to use with students who are involved with WBL.
Year 2: 2021-2022	Introduce and train partners on evaluation tool for employers to use with students involved with WBL. Expand opportunities for students to engage in WBL including school-based opportunities. Implement strategies to recruit more local business partners for WBL opportunities.
Year 3: 2022-2023	Review effectiveness of strategies used for recruitment of local business partners. Continue to expand opportunities for students to engage in WBL.
Year 4: 2023-2024	Evaluate implementation of expanded WBL programs. Review evaluation tool and update as needed.

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 we convened regionally, we were mindful to look at all student participation and noticed gaps in some subpopulations. In understanding this disparity, the consortium plans to make stronger efforts and develop strategies as part of the 4-year plan to more effectively recruit under-represented students into CTE programs of study. Several of our goals address this directly by continuing to evaluate participation, develop strategies for recruitment, and evaluate the implementation of those strategies in a cyclical way. As we considered this issue for all six elements, we tried to identify barriers to current participation and account for those within our action planning.

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:

In our regional pilot meeting consortia schools identified stakeholders that could provide input in developing our local needs assessment. We have attached that document to accompany this. We also continue to work with our advisory committee to engage in the local needs assessment and will be looking to them as we develop our goals and action plans for the local application. We will continue to meet bi-annually or more frequently as it becomes necessary.

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.

