



LOCAL PERKINS APPLICATION 2020-2024

CONSORTIA

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



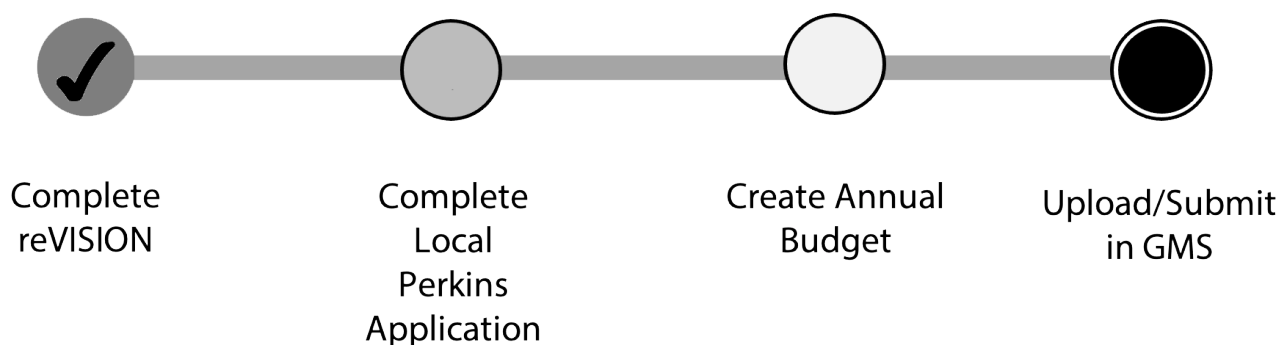
General Information

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 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

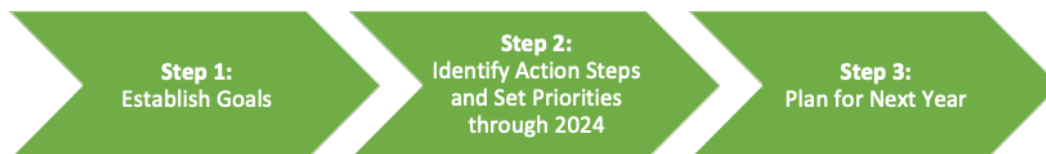
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- 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.

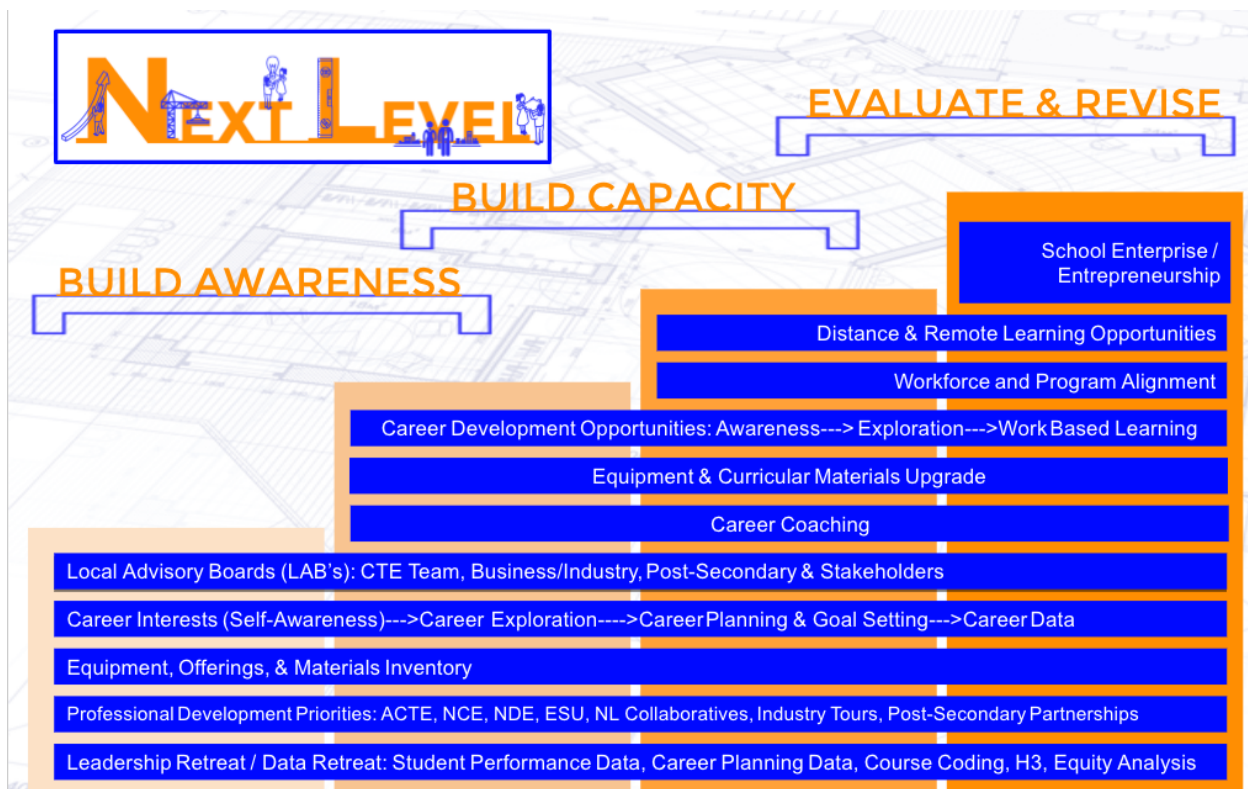
Consortium reVISION Summary. Considering each district’s Local CTE Assessment and the Regional CTE Assessment summary, briefly summarize the current state of each element and the overarching goals your consortium might pursue to support districts in strengthening the CTE programming for their students. 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)
<i>SAMPLE:</i> <i>Size, Scope, and Quality and Implementing CTE Programs of Study</i>	<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 is being implemented throughout the consortium.</i>	<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> <i>Within the next four years, strategies will be developed to expand CTE program offering amongst consortium members, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i>

reVISION SUMMARY		
Element	Summary of Consortia Current State	Consortia’s Overarching Goal(s)
Career Development	<p><i>Career Development is a process by which individuals get to know their strengths and interests.</i></p> <ul style="list-style-type: none"> <i>Our consortia uses different approaches and surveys to collect interest data.</i> <p><i>Learn how different jobs connect to those interests and skills:</i></p>	<i>To build capacity for the next four years, our consortium is committed to growth by active participation in the following professional learning: Career coaching, H3 career alignment to programs of study, career planning for students, and national conference attendance to expand awareness of and ideas for</i>

	<ul style="list-style-type: none"> Only some career pathways have an established alignment. Explore careers in current labor markets; and build career planning and management skills to achieve career goals: Our consortia has had limited access to industry tours or externship opportunities. Career goal setting and planning is also on a limited basis. 	improvement. Above all, our consortia is committed to collaborative time. That time is specific to CTE educators, industry, and career guidance counselors communicating, aligning, and adjusting, working together to meet the needs of all mid-Nebraska students.
Local Workforce Alignment	A portion of our school districts have worked to align programs of study to the local workforce opportunities. Through the reVISION process, each school district has had the opportunity to review H3 and labor market data. This has been on a limited basis in terms of the number of individuals involved.	Our consortium is committed to workforce alignment in the following ways: implementing consistent advisory groups per school district and developing an evaluation process where data can be formalized and analyzed with purpose. Our consortia is also committed to learning from our school districts that have accomplished and maintain a successful workforce alignment. (Sutton and SCUSD#5) This will require collaborative time.
Size, Scope, & Quality and Implementing CTE Programs of Study	The overall size, scope, and quality of programs of study in our consortium varies depending on availability of faculty, past experience with reVISION, and school priorities. As a consortium, we are strong in the following two career fields: Agriculture, Food and Natural Resources and Business, Marketing, and Management.	Within the next four years, our consortium is committed to educating itself through professional development and collaboration to determine the relevance of current programs and the adjustments necessary for quality. This would involve career-field specific collaborative conversations, industry-grade equipment and curricular inventories, industry insight opportunities, and data retreats.
Student Performance Data	Student performance data exists and there has been limited access, time, and expertise in analysis. Each school district has one or more school improvement goals. It is unknown at this time the extent to which continuous improvement goals align to CTE goals.	Our consortium is committed to learning how to analyze student performance data in order to make quality decisions on instruction, career planning, and overall goal setting. It is also a commitment to ensure that the data analyzed has been entered correctly and truly represents what we want to know, what we need to know, and points us in the direction for progress.
	Training of CTE faculty and counseling staff has been consistent and overall	Our consortium is committed to targeted professional learning per career field,

Recruitment, Retention, and Training of Faculty and Staff	<i>board in nature. The concepts of recruitment and retention are underdeveloped.</i>	<i>collaborative time to build relationships, mentorship opportunities, and forming professional learning communities.</i>
Work-Based Learning	<i>ESU 9 consortia is diverse when it comes to the awareness of and action to provide work-based learning opportunities. Some districts offer job shadowing and internships. Others offer industry and business mentorships. The reVISION process brought to the attention of the consortium the rationale for and the elements of work-based learning. We are at the awareness stage.</i>	<i>Our consortium is committed to shifting from awareness to exploration to implementation of work-based learning in every school district. This transition will involve the development of strategies. Such development will need guidance and support from student interest data, H3 data, business/industry insights, collaboration, and coordination.</i>



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:

Our consortium is dedicated to taking Career Development to the NEXT LEVEL!

To build capacity for the next four years, our consortium is committed to growth by active participation in the following professional learning: Career coaching, H3 career alignment to programs of study, career planning for students, and national conference attendance to expand awareness of and ideas for improvement. Above all, our consortia is committed to collaborative time. That time is specific to CTE educators, industry, and career guidance counselors communicating, aligning, and adjusting, working together to meet the needs of all mid-Nebraska students. This will be accomplished in the following ways:

- New Knowledge & Collaborative Time - Attendance at a National Conference and then dissemination of information and best practices with consortium cadres referred to as “Next Level (NL) Collaboratives.” One focus of the NL Collaboratives will be industry tours and/or guest speakers. This new knowledge and attainment of best practices are in the realm of career coaching, career readiness, externship opportunities, student career interests, planning, goal-setting, and online portfolios.
- Current Reality - Data retreat attendance and participation (representation from all 13 school districts) to gather, analyze, and communicate current use of career interest surveys, analysis of the results, and current curriculum used to facilitate career awareness, planning, and advising. This is referred to as two days of “Leadership Retreat / Data Retreat.” The goal is for the consortium to consolidate ideas, share successes and challenges, and to determine what curriculum and best practices are worth adjusting to and implementing for improvement. *This is especially true of our school districts that have a successful career development program (Sutton and SCNUUSD#5) and can share with others their strategies, protocols, and procedures.*
- Next Level Steps - After determining best practices and high quality instructional materials, professional learning of such will take place for those school districts in need. This may include Habitudes, Mapping Your Success, Connecting the Dots, and/or other, depending on new knowledge.
- Local Advisory Boards (LAB’s) - CTE, counselors, school leadership, parents, students, and local workforce meet to share in new knowledge, school data, H3 data, and local workforce needs to ensure that next level steps (above) are based on data, viable, and sustainable.

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)

Central:

1. Increase work-based learning experiences for teachers/students.
 - a. Collaborate with local business professionals to assist in the development of tiered work-based learning experience: Guest speaker bank, tour of businesses, job shadowing/mentoring, and internship/capstone.
 - b. Provide similar opportunities for teachers through externship programs.
2. Expand professional development opportunities
 - a. Work with business and industry on alignment of CTE curriculum with industry needs.
 - b. Provide workshops where business/industry work with CTE teachers for training on industry standard equipment.
3. Improve the collaboration between CTE teachers and the other staff members.
 - a. Develop cooperative relationships between teachers and counselors to help explain the value of CTE programs as they move into postsecondary education/workforce.

- b. Request counselors develop a document for registration including personal learning plan for students.
- c. Develop a pathway for career development from middle to high school; expand programs of study to include freshman /sophomores.
- d. Encourage CTE teachers to understand the needs of their programs and encourage program growth in high demand programs.

Grand Island:

- 1. Reinforce cooperative relationships between teachers and counselors to help explain the value of CTE programs as they move into postsecondary education/workforce.
 - a. Provide counselors more information and marketing materials to develop student understanding of workforce and post-secondary opportunities for CTE programs.
- 2. Make available more opportunities for post-secondary exposure
 - a. Provide more Career Fairs; Post-secondary exploration fairs and experiences; provide industry specific informational days.
- 3. Provide earlier awareness at the middle levels to increase student interest.
 - a. Expand middle level programs to provide more opportunities for freshman and sophomore students.

Prioritized Action Steps for Career Development

Program Year	Action Steps (What are you going to do to achieve your goal?)
<i>Year 1: 2020-2021</i>	Leadership Retreat / Data Retreat (2 days) - Gather and analyze data National Conference Attendance NCE Attendance/Participation ESU 9,10,11 CTE Collaboration Day Attendance/Participation Next Level Collaborative Attendance (consortium cadres) - one per six career fields
<i>Year 2: 2021-2022</i>	Leadership Retreat / Data Retreat (2 days) - Gather and analyze data National Conference Attendance (less attendees) NCE Attendance/Participation ESU 9,10,11 CTE Collaboration Day Attendance/Participation Next Level Collaborative Attendance (consortium cadre)- one per six career fields Implementation of career development per 13 school districts, grades 9-12
<i>Year 3: 2022-2023</i>	Leadership Retreat / Data Retreat (1 day) - Gather and analyze data NCE Attendance/Participation ESU 9,10,11 CTE Collaboration Day Attendance/Participation Next Level Collaborative Attendance (consortium cadre) - one per six career fields Implementation of career development per 13 school districts, grades 7-12
<i>Year 4: 2023-2024</i>	Leadership Retreat / Data Retreat (1 day) - Gather and analyze data NCE Attendance/Participation ESU 9,10,11 CTE Collaboration Day Attendance/Participation Next Level Collaborative Attendance (consortium cadre) - one per six career fields Implementation of career development per 13 school districts, grades 5-12

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:

Our consortium is dedicated to taking Local Workforce Alignment to the NEXT LEVEL!

It is at this time that the data exists and current realities have been documented. Further analysis and learning is required in order to set the foundation for H3 alignment strategies and quality CTE educational programming. Therefore funding for this first year is proportionally greater in terms of professional development and collaborative time. Based upon the current reality, our consortium is strong in Agriculture and Business. Our reVISION data is pointing us in the direction of Health Science and Manufacturing. In order to make informed decisions about future priorities and expenditures, the consortium must have a solid understanding of the data collected and time to communicate and gain insight from local workforce and community stakeholders.

Our consortium is committed to workforce alignment in the following ways: implementing consistent advisory groups (Local Advisory Boards or LAB's) per school district and developing an evaluation process where data can be formalized and analyzed with purpose. This process will also involve the Leadership Retreat/Data Retreat.

Our consortia is also committed to learning from our school districts that have accomplished and maintain a successful workforce alignment. (Sutton and SCUSD#5) This will require collaborative time in the form of "Next Level (NL) Collaboratives" or consortium cadres.

**Due to COVID-19, our consortium's ability to consolidate ideas, data, and proposals was stifled. This first year will be a gathering, analyzing, and learning year.*

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:

(See answer above)

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:

Our consortium is dedicated to taking Local Workforce Alignment to the NEXT LEVEL!

In order to meet the needs of all students, including those from special populations, it is crucial that all consortium school districts have an awareness of student abilities, student cultural backgrounds, and student experiences. Analysis of student performance data, career interest surveys, and existing programs--Life Skills, Vocational Rehabilitation, 18+--will take place at our Leadership Retreat / Data Retreat. Further examination and evaluation will take place at the Local Advisory Boards or LAB's.

Education on the definition of special populations, how to best serve all students, including special populations, and encouraging students to explore their potential regardless of current ability level, cultural background, and past experiences is an essential first step. Therefore, professional learning and collaborative time is our foundation.

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)*

Central:

- 1. Formalize programs of study that address new/emerging needs.***
 - a. Develop programs that fit the workforce needs of our community and create appropriate coursework and programs of study to match the needs.*
 - b. Involve advisory boards consisting of community stakeholders, business/industry professionals, educators, counselors, and post-secondary representatives in the decision-making process.*
 - c. Request business/industry partners to assist in providing authentic work-based learning experiences: industry speakers, business tours, job shadowing, mentoring, internships, and apprenticeships.*
- 2. Continue to look at the workforce and economic data to assist in making strategic program decisions that address workforce needs.***
 - a. Utilize an effective system to properly code courses and programs of study.*
 - b. Review curricular offerings to match workforce demands.*
- 3. Target career experiences for our diverse learners to find a career that fits with their skill and interest.***
 - a. Work with local agencies to maximize the opportunities.*

Grand Island:

- 1. Improve partnerships with local/regional business professionals and post-secondary partners to address work-based learning experiences.***
 - a. Provide work-based experiences: guest speakers, field trips, job shadowing, mentoring, internships, and apprenticeships.*
 - b. Form advisory boards/committees of business/industry professionals, educators, counselors, and post-secondary representatives.*
- 2. Ensure that the programs of study offerings in your school mirror the needs of the local, regional and state needs.***
 - a. Pinpoint industry recognized credentialing and provided these resources to students in all pathways.*

- b. *Formalize a process to annually address programs that need to be enhanced and those which need to be sunset.*
- 3. *Address how special populations can be integrated into local and regional industry needs.*
 - a. *Connect with local agencies to address opportunities for students with special needs.*
 - b. *Identify the specific needs of different special populations and determine their placement in the workforce.*
 - c. *Provide appropriate vocational rehabilitation and transition programs for students of disabilities.*

Prioritized Action Steps for Local Workforce Alignment

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2020-2021</i>	<i>Leadership Retreat / Data Retreat (2 days) - Gather and analyze data to inform future program priorities and spending</i> <i>National Conference Attendance</i> <i>NCE Attendance/Participation</i> <i>ESU 9,10,11 CTE Collaboration Day Attendance/Participation</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district)</i>
<i>Year 2: 2021-2022</i>	<i>Leadership Retreat / Data Retreat (2 days) - Gather and analyze data to financially program priorities</i> <i>National Conference Attendance (less attendees)</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district)</i>
<i>Year 3: 2022-2023</i>	<i>Leadership Retreat / Data Retreat (1 Day) - Gather and analyze data to financially program priorities</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district)</i>
<i>Year 4: 2023-2024</i>	<i>Leadership Retreat / Data Retreat (1 Day) - Gather, analyze, and evaluate data regarding program priorities and expenditures</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district)</i>

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:

Our consortium is dedicated to taking CTE Size, Scope, and Quality to the NEXT LEVEL!

See the ESU 9 CTE Consortium Matrix (tab 3):

<https://docs.google.com/spreadsheets/d/1qIC8dR5XSks1D6qzVKq1r1iQECijoVwTx6Z77PE7UMc/edit#gid=1568552711>

2018-2019 programs of study included in the consortium:

Agriculture, Food and Natural Resources - IIIIIIIII

Business Management and Administration - IIIII

Communication Arts - III

Finance - IIIIIIIII

Hospitality and Tourism - II

Human Services - IIII

Information and Technology - II

Architecture and Construction - II

Manufacturing - IIII

2019-2020

Career Field: Health Sciences - (IIIIII)

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:

Our consortium is dedicated to taking CTE Size, Scope, and Quality to the NEXT LEVEL!

- New Knowledge & Collaborative Time - Attendance at a National Conference, the NCE conference, and the ESU 9,10,11 CTE Collaboration Day, and then dissemination of information and best practices with consortium cadres referred to as "Next Level (NL) Collaboratives." The NL Collaboratives will focus on academic and technical skills necessary to be aligned, effective, and relevant. This new knowledge and attainment of best practices are in the realm of technical skills, computational thinking (mathematics), literacy, cultural proficiency, and technology.***
- Current Reality - Based upon reporting of the 2018-2019 school year and a local update of programs offered per school district, we are aware of our current strengths: Agriculture and Business. Due to the collective reVISION process, our consortium is ready to learn what is possible in Health Science and Manufacturing. (Visit:***

<https://docs.google.com/spreadsheets/d/1qIC8dR5XSks1D6qzVKq1r1iQECijoVwTx6Z77PE7UMc/edit#gid=1568552711> under the "Consortium Matrix Tab")

- *Next Level Steps - Our consortium is better together as we collectively gather data and analyze data, prioritize, and then implement plans to reach our goals. More collaborative time and professional development are necessary to begin this process of growth and improvement.*
- *Local Advisory Boards (LAB's) - At all stages of this learning and growing process, each school district will elicit and act upon community, business, post-secondary and industry insights and partnerships.*

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:

Our consortium is dedicated to taking CTE Size, Scope, and Quality to the NEXT LEVEL!

- *Current Reality - Based upon the list of dual credit offerings we collected at our Leadership Team meeting in 2020, we have data to analyze. (Visit: <https://docs.google.com/spreadsheets/d/1qIC8dR5XSks1D6qzVKq1r1iQECijoVwTx6Z77PE7UMc/edit#gid=1568552711> under the "Consortium Matrix Tab")*
- *Collaborative Time - The NL Collaboratives will focus on what current dual credits are offered per career field per school district, share the processes with which they are developed and maintained, and share the expertise of the post-secondary institution involved.*
- *Next Level Steps - First, the goal is to analyze and learn together. Second, the goal is to explore options. Based upon what we learn in years 1 and 2, options may include distance learning, remote learning, and shared instruction.*
- *Local Advisory Boards (LAB's) - At all stages of this learning and growing process, each school district will elicit and act upon community, business, post-secondary, and industry insights and partnerships.*

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)

Central:

1. *Upgrade present facilities mirroring industry/business needs.*
2. *See how schools with similar size and diversity may be handling specific situations. Partner and plan to better provide opportunities for student needs.*
 - a. *Explore options for on-line, distance learning opportunities.*
 - b. *Determine how to provide instruction in many of the CTE clusters with limited number of students and/or staffing for these classes.*

3. *Establish Advisory Boards where business professionals can advise the purchase of appropriate equipment and assist in alignment of curriculum.*
 - a. *Communicate with businesses on certifications/apprenticeships.*

Grand Island:

1. *Need facilities upgrades: i.e. computer labs, up-to-date software, industry specific resources and CTE materials.*
2. *Struggle with having enough students to provide instruction in many of the CTE clusters; failure to have viable areas.*
 - a. *See how schools with similar size and diversity may be handling specific situations. Partner and plan to better provide for student needs.*
 - b. *Provide satellite, on-line, distance learning opportunities.*
3. *Provide a rubric for data collection and evaluation.*

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

<i>Program Year</i>	<i>Action Steps (What are you going to do to achieve your goal?)</i>
<i>Year 1: 2020-2021</i>	<i>Leadership Retreat / Data Retreat (2 days) - conduct and analyze industry-grade equipment inventories of all programs in each school district and of high quality instructional materials National Conference Attendance NCE Attendance/Participation ESU 9,10,11 CTE Collaboration Day Attendance/Participation Next Level Collaborative Attendance (consortium cadre) Local Advisory Board or LAB's (per school district) - industry and post-secondary insights and alignments</i>
<i>Year 2: 2021-2022</i>	<i>Leadership Retreat / Data Retreat (2 days) - evaluate and prioritize potential spending to support industry-grade equipment inventories of all programs in each school district and of high quality instructional materials National Conference Attendance (less attendees) Next Level Collaborative Attendance (consortium cadre) Local Advisory Board or LAB's (per school district) - industry and post-secondary insights and alignments</i>
<i>Year 3: 2022-2023</i>	<i>Leadership Retreat / Data Retreat (1 Day) - further evaluate and prioritize potential spending to support industry-grade equipment inventories of all programs in each school district and of high quality instructional materials Next Level Collaborative Attendance (consortium cadre) Local Advisory Board or LAB's (per school district) - industry and post-secondary insights and alignments</i>
<i>Year 4: 2023-2024</i>	<i>Leadership Retreat / Data Retreat (1 Day) - evaluate and consider the next four years Next Level Collaborative Attendance (consortium cadre) Local Advisory Board or LAB's (per school district) - industry and post-secondary insights and alignments</i>

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 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

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

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

RESPONSE:

Our consortium is dedicated to taking Student Performance to the NEXT LEVEL!

- Current Reality - Student performance data was offered, and to a limited extent, analyzed. Performance gaps, overlaps, successes, challenges, and biases require expertise guidance and training. The Leadership Retreat / Data Retreat is designed to address and participate in learning how to understand the data and direct our focus to strategies for improvement. This especially true when it comes to the performance data offered by NDE and equity analysis.*
- Collaborative Time - The NL Collaboratives will focus on collaborative conversations based upon the learning from the Leadership Retreat / Data Retreat and those representatives who attend the national, state, and ESU conferences/workshops.*

- *Next Level Steps - First, the goal is to analyze and learn together. Second, the goal is to explore strategies for improvement. What gaps and overlaps exist? What implicit biases may exist? How do we expand career readiness skills throughout the core content and school culture? These are the questions with which we collectively seek answers.*
- *Local Advisory Boards (LAB's) - At all stages of this learning and growing process, each school district will elicit and act upon community, business, post-secondary, and industry insights and partnerships. In addition to taking in information, LAB's also offer the opportunity to educate the community stakeholders on opportunities for development and equity.*

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:

Our consortium is dedicated to taking Student Performance to the NEXT LEVEL!

In accordance with the actions above, each year of our four year plan is a scaffold of building awareness, building capacity, and evaluating and revising. Once gaps in performance are effectively and thoroughly identified through professional learning and expertise training (NDE), then taking Next Level steps is our intention as a collective. The Leadership Retreat / Data Retreat for two days each year in year 1 and 2 will ensure school district representation, consensus building, and positive peer pressure to grow and develop.

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)*

Central:

1. *Provide training on how to analyze data and use the data to better understand gaps in student achievement and special populations (race, gender, socio-econ, special needs)*
2. *Utilize data to increase participation by special subgroups.*
 - a. *Be more intentional in providing access/retention to all students*
3. *Examine the alignment between programs of study and workforce/post-secondary needs*
 - b. *Determine what are the needs/resources necessary for a student to be successful in the workforce*
 - c. *Increase offerings for dual credit programs in all career clusters.*

Grand Island:

1. *Determine what are the needs/resources necessary for a student to be successful in the future in the workforce.*
2. *Understand how to pull the data and then how to use the data effectively.*
 - a. *Look at attendance and enrollment data.*
 - b. *Determine program incentives.*
3. *Understanding and identifying the needs of special populations (race, gender, special needs, ESL, etc.).*
 - a. *Consideration of low numbers in specialized programs (i.e. females in IT).*

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
<i>Year 1: 2020-2021</i>	<i>Leadership Retreat / Data Retreat (2 days) - gather, analyze, and communicate performance gaps, overlaps, successes, challenges, and biases with expert facilitation (NDE).</i> <i>National Conference Attendance</i> <i>NCE Attendance/Participation</i> <i>ESU 9,10,11 CTE Collaboration Day Attendance/Participation</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district) - industry and post-secondary insights and alignments as well as educational opportunities regarding underperformance and inequities.</i>
<i>Year 2: 2021-2022</i>	<i>Leadership Retreat / Data Retreat (2 days) - gather, analyze, communicate, and determine strategies to improve performance gaps, overlaps, challenges, and biases.</i> <i>National Conference Attendance (less attendees)</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district) - industry and post-secondary insights and alignments as well as educational opportunities regarding underperformance and inequities.</i>
<i>Year 3: 2022-2023</i>	<i>Leadership Retreat / Data Retreat (1 Day) -</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district) - industry and post-secondary insights and alignments as well as educational opportunities regarding underperformance and inequities.</i>
<i>Year 4: 2023-2024</i>	<i>Leadership Retreat / Data Retreat (1 Day) -</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district) - industry and post-secondary insights and alignments as well as educational opportunities regarding underperformance and inequities.</i>

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:

Our consortium is dedicated to taking Recruitment, Retention, and Training to the NEXT LEVEL!

- *Professional Learning - For the first time in a long time, we are funding the attendance of representatives to a national conference (ACTE). This is an opportunity to expand our horizons, perspectives, and gain insights from other states on retention and training of CTE and career guidance counselors. An opportunity such as this is also an incentive to those seeking employment and the consortium retaining effective staff.*
- *Collective Time & Building Relationships - Through the NL Collaboratives (consortium cadres), specific and targeted opportunities for growth per career field, will reinforce the value of collective learning and promote the building and sustaining of CTE relationships. NL Collaboratives will also set the stage for mentorships amongst consortium members. We are better together!*
- *Local Advisory Boards (LAB's) - Post-secondary relationships and partnerships are also a role for the LAB's. Communication and coordination with post-secondary is step one - building awareness. Building capacity will follow. Not all school districts have an advisory board. Year one will involve setting that standard. Years 2-4 will involve maximizing the learning to enhance the consortium's goals.*

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)*

Central:

1. *Consider offering incentives to recruit and keep staff: signing bonuses, externship programs for summer employment, competitive benefit packages.*
2. *Provide professional development and mentoring of faculty with industry professionals and other "like minded" educators.*
3. *Upgrading of equipment and administrative support assist in the hiring and keeping of professionals, especially younger teachers.*

Grand Island:

1. *Limited staff to service student's needs.*
 - a. *Methods to incentivize staff to stay in education.*
 - b. *Younger staff that are hired are not staying; are there incentives that may be offered?*
2. *Provide professional development and mentoring of faculty with industry professionals, possible externship opportunities*
 - a. *Shadow business and industry partners to better understand workforce needs.*
 - b. *Improved connections with business/industry to expand opportunities for staff and students: guest speakers, mentoring, internships, apprenticeships, and certifications*
3. *Investigate grant opportunities available for resources and support for teachers to get a masters so they may offer dual credit programs.*

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?)
<i>Year 1: 2020-2021</i>	<i>Leadership Retreat / Data Retreat (2 days) - gather, analyze, and communicate employment gaps, hiring practices, retention, and sustainability.</i> <i>National Conference Attendance</i> <i>NCE Attendance/Participation</i> <i>ESU 9,10,11 CTE Collaboration Day Attendance/Participation</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district) - industry and post-secondary insights and alignments and building post-secondary partnerships</i>
<i>Year 2: 2021-2022</i>	<i>Leadership Retreat / Data Retreat (2 days) - gather, analyze, and communicate strategies to diminish employment gaps, improve hiring practices, retain quality, and promote sustainability.</i> <i>National Conference Attendance (less attendees)</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district) - industry and post-secondary insights and alignments and building upon post-secondary partnerships</i>
<i>Year 3: 2022-2023</i>	<i>Leadership Retreat / Data Retreat (1 Day) - evaluate and revise strategies to eliminate employment gaps, improve hiring practices, and promote sustainability.</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district) - industry and post-secondary insights and alignments and maximizing on post-secondary partnerships</i>
<i>Year 4: 2023-2024</i>	<i>Leadership Retreat / Data Retreat (1 Day) - evaluate and revise strategies to eliminate employment gaps, improve hiring practices, and promote sustainability.</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district) - industry and post-secondary insights and alignments and maximizing on post-secondary partnerships</i>

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:

Our consortium is dedicated to taking Career Development to the NEXT LEVEL!

- *Current Reality - Based upon the list of current career development opportunities we collected at our Leadership Team meeting in 2020, we have data to analyze. (Visit: <https://docs.google.com/spreadsheets/d/1qIC8dR5XSkS1D6qzVKq1r1iQECijoVwTx6Z77PE7UMc/edit#gid=1568552711> under the "Consortium Matrix Tab") Which districts are successful and why? How can we learn from one another? How can we learn strategies beyond our consortium state-wide and nationally? Attendance to a national conference, continued attendance to the NCE conference, and participation in our NL Collaboratives will be necessary to shift from our current status to the next level.*
- *Collaborative Time - The NL Collaboratives will focus on what current career development opportunities exist and how to move from the awareness level to the exploration level to the work-based learning level. The Leadership Retreat / Data Retreat will **focus on developing an evaluation process and plan** for extension of career development strategies with which to revisit each year and show progress.*
- *Next Level Steps - First, the goal is to analyze and learn from one another strategies of awareness. Second, the goal is to explore strategies and engage in analysis. By year 4, each school district within our consortium will have moved on the continuum of work-based strategies. This may include school-led businesses, entrepreneurship, business/industry mentorships, and/or internships.*
- *Local Advisory Boards (LAB's) - At all stages of this learning and growing process, each school district will elicit and act upon community, business, post-secondary, and industry insights and partnerships.*

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)*

Central:

- 1. Invite business to meet with schools to identify work-based learning experiences.*
 - a. Create career Advisory Boards to assist in work-based learning experiences.*
 - b. Improve connections with business/industry to expand opportunities for staff and students: guest speakers, mentoring, internships, apprenticeships, and certifications.*
- 2. Align high school student course requests to post-secondary requirements.*
 - a. Understand availability of options for certifications, apprenticeships, internships, mentoring, and similar work-place experiences.*
- 3. Address distance/transportation, satellite work-based experiential learning.*
 - a. Consider what options are available in smaller local areas where the community lacks a business that can support work-based learning experiences.*
 - b. Access for all students in career areas is a concern.*

Grand Island:

- 1. Help students align their coursework in their high school experience to post-secondary/workforce requirements.*

2. *Development of Advisory Committees with local business can help define curriculum for use in the classroom that is industry specific.*
 - a. *Improved connections with business/industry to expand opportunities for staff and students: guest speakers, mentoring, internships, apprenticeships, and certifications.*
3. *Address distance/transportation, satellite work-based experiential learning.*
 - a. *Limited workplace experience options currently in my town.*

Prioritized Action Steps for Work-based Learning

Program Year	Action Steps (What are you going to do to achieve your goal?)
<i>Year 1: 2020-2021</i>	<i>Leadership Retreat / Data Retreat (2 days) - gather, analyze, and communicate where each school district lies on the career development spectrum: awareness, exploration, and work-based learning strategies.</i> <i>National Conference Attendance</i> <i>NCE Attendance/Participation</i> <i>ESU 9,10,11 CTE Collaboration Day Attendance/Participation</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district) - industry insights and alignments and building business/industry partnerships</i>
<i>Year 2: 2021-2022</i>	<i>Leadership Retreat / Data Retreat (2 days) - gather, analyze, and evaluate strategies to move from awareness to exploration to work-based learning. An evaluation process will be developed to promote progress.</i> <i>National Conference Attendance (less attendees)</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district) - industry insights and alignments and building business/industry partnerships</i>
<i>Year 3: 2022-2023</i>	<i>Leadership Retreat / Data Retreat (1 Day) - evaluate strategies to move from exploration to work-based learning. An evaluation process will be implemented to demonstrate progress.</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district) - industry insights and alignments and building business/industry partnerships</i>
<i>Year 4: 2023-2024</i>	<i>Leadership Retreat / Data Retreat (1 Day) - evaluate and revise strategies to sustain work-based learning, school businesses, entrepreneurship, mentorships,, and internships.</i> <i>Next Level Collaborative Attendance (consortium cadre)</i> <i>Local Advisory Board or LAB's (per school district) - industry insights and alignments and building business/industry partnerships</i>

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:

Our consortium is dedicated to EQUITY!

Equity is the conversation. The reVISION process was intended for our consortium to individually/locally evaluate CTE programming and opportunities for development, then to evaluate regionally, and then to collectively evaluate as a consortium the current realities and goals for the next four years. Our consortium is diverse in needs and opportunities. The message was received that as a consortium, we are to focus on equitable opportunities, not on fairness. What is best for the consortium? What is best for all of our mid-Nebraska students in the Central and Grand Island economic regions. Are we meeting theory needs?

Leadership Retreat / Data Retreat - an opportunity for school district representation, for voices to be heard, for census building, and equitable distribution of funding to support collective goals and priorities. All six elements are included in the agenda to gather, analyze, and communicate data to drive decisions.

NL Collaboratives - career field specific cadres to share in expertise, share resources, and to promote equitable experiences for all students, including special populations that deserve attention.

Local Advisory Boards or LAB's - local community access, insights, and relationships are elements for conversations about equity.

**Note: Our consortium purchased the most diverse (skin color/ facial features A - G) package of infant simulators from RealityWorks. As project manager, I am working on an Equity, Inclusion, and Culturally Responsive packet to accompany the infants when they are checked out by consortium members (FCS teachers).*

All Babies are available in male or female and a variety of skin tones and facial features.



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 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.

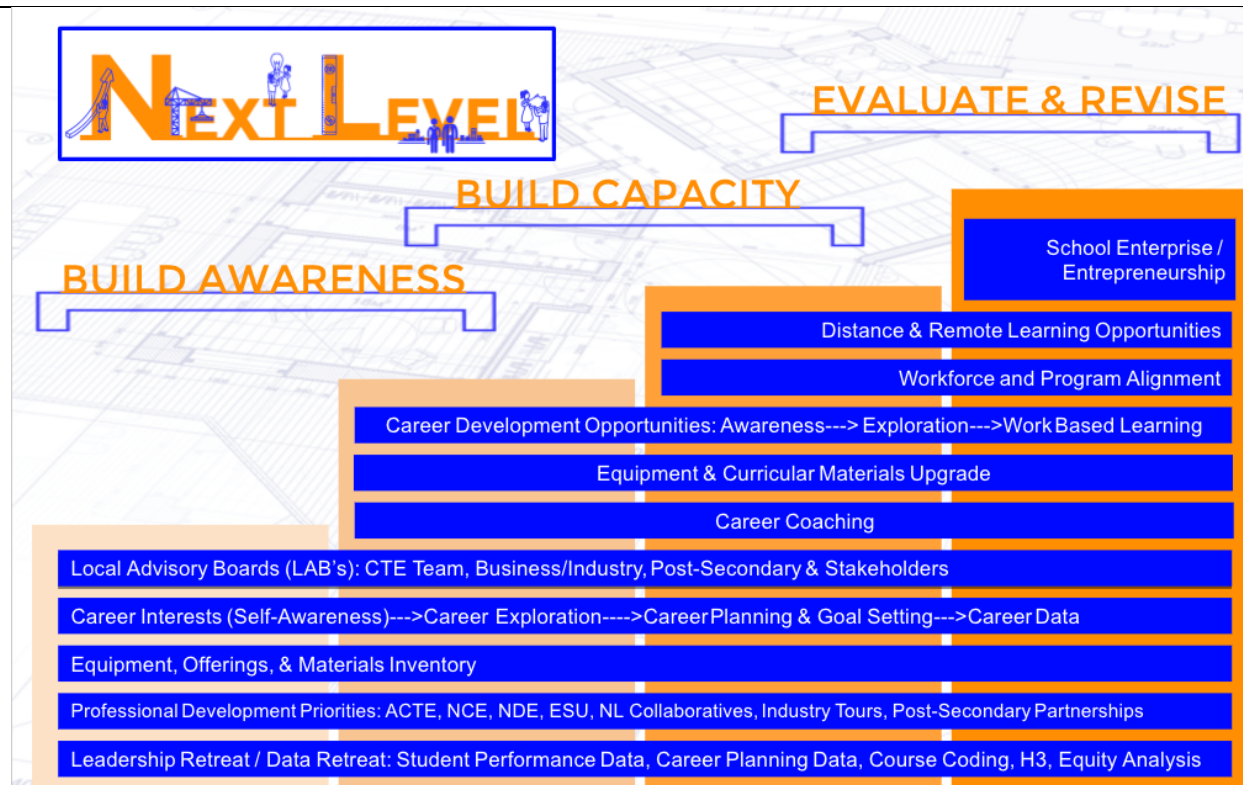
RESPONSE:

Our consortium is dedicated to the development and sustainability of our Local Advisory Boards or LAB's.

Visit https://docs.google.com/document/d/1XuUbDcUw4SbmjRyHVA9MVkfb4_CvzR3i0O-1YOILxlq/edit for a list of Leadership Team members.

Visit <https://sites.google.com/esu9.us/esu-9-perkins/home> our Perkins V Consortium website "Next Level in CTE" and go to Local Advisory Board or LAB's.

Visit the following folder with all 13 school district spreadsheets with their lists of stakeholders: <https://drive.google.com/drive/folders/1FP4sKvuy7fz9S5eyUn2HZnNshBKrEJts?usp=sharing>.



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.