



PERKINS V

LOCAL PERKINS APPLICATION 2020-2024

STAND-ALONE

Office of Career, Technical, and Adult Education

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



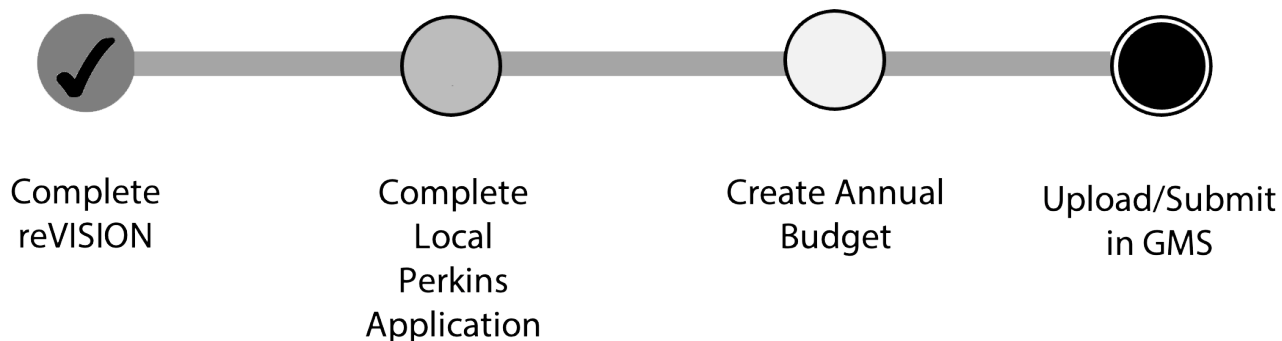
General Information

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

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

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

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



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

Eligible Recipients

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

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

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

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

Use of Funds

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

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

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

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

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

Timeline and Deadlines

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

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

Submission Information

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

Application Elements

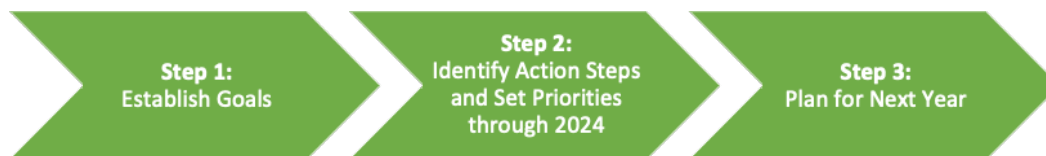
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

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

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

Going from reVISION to the Local Perkins Application

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



Step 1: Establish Goals

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

Step 2: Identify Action Steps & Set Priorities

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

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



Helpful Tip

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

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

Step 3: Plan for Next Year

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

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

Section 1: reVISION Summary

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

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

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

reVISION SUMMARY

Element	Summary of Current State	Overarching Goal(s)
<p>Career Development</p>	<p>There are many key components in place for career development in the district. Many of them could be improved upon, but there is a good base to start. The WBL program is improving under the direction of a new supervisor and there is also a CTE internship program that should expand as we improve our CTE offerings. Our guidance department works</p>	<ul style="list-style-type: none"> Expose students to a wide variety of H3 careers in our region. The focus will be on the top 10 H3 careers in the Northeast region and Omaha Consortium. Over the next 4 years, develop and expand a CTE showcase for middle school students. The event will be organized by our CTE

	hard to make sure our students understand all of the career options available.	<p>committee/Advisory Team, but current students would be the focal point of the event.</p> <ul style="list-style-type: none"> • Create a system for delivering career guidance through TST (home room) instruction, including exposing students to a wide variety of H3 occupations. This will be organized by CTE department chairs and delivery will vary.
Local Workforce Alignment	Since our district borders on the line of the Northeast and the Omaha regions, we need to use data from both to align our focus. We chose to focus on the top ten H3 occupations in both of the regions. Specifically registered nurses, machinists, industrial machinery mechanics, marketing, management, accounting and education. This allowed us to cover 13 of the top twenty careers in our area.	<ul style="list-style-type: none"> • Over the next 4 years, grow and improve new programs of study as they relate to H3 workforce needs in the Northeast and Omaha regions. • Over the next 4 years, develop a successful and informative CTE showcase.
Size, Scope, & Quality and Implementing CTE Programs of Study	<p>Most of the programs we currently have in place meet or exceed the minimum standards for CTE programs of study. We have expanded a few of those programs, including:</p> <ul style="list-style-type: none"> • High School of Business • Health Sciences • Automotive 	<ul style="list-style-type: none"> • Over the next 4 years, launch a new entrepreneurship academy partnership with MCC. • Over the next 4 years, continue to modify existing programs of study to keep pace with industry changes, align with current state standards and programs of study.
Student Performance Data	The district is trending in the right direction in the area of graduation rate. This has been a district and board focus for a few years, so that would be expected. Non-traditional student participation is an area that could be improved, as well as equal access to CTE courses.	<ul style="list-style-type: none"> • Over the next 4 years, the district will work toward a graduation rate of 95% • Over the next 4 years, the district will work toward ensuring equal access to CTE courses by striving to see 85% of our students enroll in at least one CTE course • Over the next 4 years, the district will work toward increasing non traditional participation (specifically females in STS and males in FCS) by 10% • Over the next 4 years, the district will work towards increasing our special populations participation to 95%.
Recruitment, Retention, and Training of Faculty and Staff	Currently there are very few steps in place to recruit/retain CTE staff. This is evident in the turnover that has taken place in a few of our CTE areas. There is a commitment through Perkins funds to train CTE faculty and staff on the latest trends and curriculum updates by sending them to various local and national workshops/conferences.	<ul style="list-style-type: none"> • Over the next 4 years, district CTE employees will attend state and national conferences to improve content knowledge and training. • Over the next 4 years, district employees will receive CTE specific professional development from the school district to increase knowledge in the areas of virtual learning and online learning.

		<ul style="list-style-type: none"> Over the next 4 years, the district will work on expanding an education program of study or creating a partnership with Midland University to recruit new CTE teachers and create a pipeline for new CTE educators.
<p>Work-Based Learning</p>	<p>There is a WBL program in place and it has been improving since the new program director was hired. There are still ways to improve the program, including better alignment with regional data, not just local businesses. Our district sits on the border of the Northeast Region and the Omaha Region, so we should be considering data from both regions.</p>	<ul style="list-style-type: none"> Over the next 4 years, improve the organization and tracking of the district's WBL program. Over the next 4 years, increase the number of business partnerships in the WBL program for all areas in CTE.



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

[SmartCTEGoals.](#)

Section 2: Narrative Descriptions

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

Element 1: Career Development

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

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

RESPONSE:

- NE career readiness standards, academic standards, and technical skills by making sure students are exposed to those standards on an annual basis in all CTE classes.
- CTE Showcase for middle school students so they are aware of the CTE opportunities available to them in the district.
- Career planning guidance through conversations with their counselor and CTE teachers, as well as being exposed to many career opportunities via the CTE curriculum.

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

District's Goal(s) for Career Development:
(Copy and paste from the reVISION Summary)

- Expose students to a wide variety of H3 careers in our region.
- Over the next 4 years, develop and expand a CTE showcase for middle school students

- Create a system for delivering career guidance through TST (home room) instruction, including exposing students to a wide variety of H3 occupations

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2020-2021</i>	<ul style="list-style-type: none"> ● Create a system/curriculum for delivering career guidance in TST that will education students on career development and H3 occupations in the region ● Plan the CTE Showcase
<i>Year 2: 2021-2022</i>	<ul style="list-style-type: none"> ● Pilot the career guidance curriculum in CTE teachers TST classes. ● Host first CTE Showcase
<i>Year 3: 2022-2023</i>	<ul style="list-style-type: none"> ● Introduce career guidance curriculum to all TST classes ● Improve CTE Showcase, begin planning for CTE Summer Camp
<i>Year 4: 2023-2024</i>	<ul style="list-style-type: none"> ● Review effectiveness of career guidance curriculum ● Review effectiveness of CTE Showcase ● Host first CTE Summer Camp

Element 2: Local Workforce Alignment

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

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

RESPONSE:

- Local and Regional CTE Assessment
 - We really looked at the top H3 occupations in both the Northeast Region and the Omaha Consortium. We analyzed where the district needed to improve and/or where it's deficiencies were.

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:

- New Programs of Study
 - Continued implementation of the High School of Business program of study
 - Continue to work toward adding automotive classes in the district.
 - Improving our Health Sciences offerings

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:

- Education of Students about current and new programs
 - We are planning to develop an annual CTE showcase of sorts that will be targeted toward middle school students, focusing on incoming 8th graders. This will be an event where current high school students will demonstrate some of the activities they have been working on in their courses during the school year. There will also be information there for students regarding the district's current programs of study. This event will help incoming high school students have a better understanding of their CTE course options entering high school.
 - We are also planning to develop a CTE Summer Camp that would be targeted towards at risk students and special populations first, then filling in the camp with additional students who have interest in CTE. Ideally making the event available to as many students as allowed by faculty and facilities. This event is based off information gathered at the 2019 VISION conference. There was another district presenting on what they had done and the success they experienced.
 - All students are educated on CTE programs of study through meetings with their assigned guidance counselors and high school course handbook.

6. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce

Alignment your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

- Over the next 4 years, grow and improve new programs of study as they relate to H3 workforce needs in the Northeast and Omaha regions. We based our targeted career fields off the Top Ten H3 occupations for each region. Registered nurses was the #2 rated career field in both regions, so we chose to focus on improving our health sciences career pathway. Machinists and Industry Machinery Mechanics were the #5 and #6 rated career fields in the Northwest Region, thus our focus is going to modernize and improve our existing pathway offerings in those areas. There is also a need for General/Operational Managers, Accountants, Auditors, Marketing Specialists, and Business Operation Specialists (all top 10 H3 occupations in our area), so we will continue to develop our High School of Business academy to meet those needs. There is also a need for educators in our area, so we will work to expose students to that career field.
- Over the next 4 years, develop a successful and informative CTE showcase that focuses on highlighting our programs of study in these local areas of need.

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>	<ul style="list-style-type: none"> • Complete rollout of High School of Business • Plan for addition of automotive and health sciences • Plan for CTE Showcase

<p><i>Year 2: 2021-2022</i></p>	<ul style="list-style-type: none"> • Continue improving courses so they align with state standards and programs of study, especially the H3 occupations mentioned. • Hold 1st CTE Showcase
<p><i>Year 3: 2022-2023</i></p>	<ul style="list-style-type: none"> • Continue improving courses so they align with state standards and programs of study, especially the H3 occupations mentioned. • Continue hosting CTE Showcase • Plan potential CTE summer camp to help create student connections in the CTE programs and inform students of CTE opportunities in the district
<p><i>Year 4: 2023-2024</i></p>	<ul style="list-style-type: none"> • Continue improving courses so they align with state standards and programs of study, especially the H3 occupations mentioned. • CTE Showcase • Host first CTE summer camp

Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

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

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

RESPONSE:

- Fremont High School offers the following Programs of Study Career Fields (this is not a complete list, but these are those being focused on based on our local and regional assessments)
 - Business, Marketing, and Management
 - High School of Business
 - Health Sciences

- Health Sciences (looking to expand to complete this program)
 - Human Sciences and Education
 - Education and Training
 - Skilled and Technical Sciences
 - Manufacturing
- These programs of study align with the H3 occupations identified in question 6.

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

RESPONSE:

- The district plans to improve the academic and technical skills of students participating in CTE programs by:
 - Implementing the High School of Business program of study in our district
 - Implementation of an automotive program of study in the district.
 - Improving our manufacturing program of study.
 - Expanding the health sciences program of study in the district.
 - Expanding our school based business, Deja Brew.
 - Implementation of a new entrepreneurship academy via a partnership with MCC
 - Implementation of an education and training program of study.
 - Business and industry reps are brought into all programs of study.

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

RESPONSE:

- The district will provide CTE students with the opportunity to gain postsecondary credit by:
 - Partnership with MCC exists and is working to be expanded in all existing programs of study, so we can provide dual credit opportunities for our students.

10. In your district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size,

Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

- Over the next 4 years, launch a new entrepreneurship academy partnership with MCC.
- Over the next 4 years, continue to modify existing programs of study to keep pace with industry changes, align with current state standards and programs of study.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2020-2021</i>	<ul style="list-style-type: none"> ● Plan out sequencing for a new entrepreneurship academy ● Final phase in the role out of the High School of Business program of study ● Plan out sequencing for the automotive program of study ● Plan out sequencing for expanding the health sciences program of study. ● Expanding our school based business ● Ensure all current programs of study are modernized and align to current state standards
<i>Year 2: 2021-2022</i>	<ul style="list-style-type: none"> ● Begin year 1 of entrepreneurship academy ● Continue marketing and expansion of High School of Business ● Begin year 1 of automotive program of study ● Begin year 1 of expanded health sciences program ● Expanding our school based business ● Ensure all current programs of study are modernized and align to current state standards

<p><i>Year 3: 2022-2023</i></p>	<ul style="list-style-type: none">• Year 2 of all new programs• Review success of High School of Business and make necessary adjustments• Expanding our school based business• Ensure all current programs of study are modernized and align to current state standards
<p><i>Year 4: 2023-2024</i></p>	<ul style="list-style-type: none">• Reviewing success of entrepreneurship academy, automotive program of study and health sciences program of study and making necessary adjustments• Expanding our school based business• Ensure all current programs of study are modernized and align to current state standards• Modify existing programs of study as needed

Element 4: Student Performance Data

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

The term “special populations” means-

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

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

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

RESPONSE:

- The district will provide support to teachers in the following ways:
 - The district will support teachers with professional development that will show teachers and counselors how they can prepare special populations for H3 jobs. This

would include professional development on career education and how to integrate it into the curriculum.

- The size of our district allows us to offer many different programs of study, as well as access to many others through MCC. This naturally allows us to expose students to non-traditional career fields. We would like to create more opportunities for teachers to promote these careers in their classrooms, possibly through some informative presentations by CTE teachers.
- Our district has a great support system in place for special populations, specifically ELL and impoverished learners. We will take advantage of those systems and resources that are in place.
- Our non discrimination policy helps ensure students will get equal access to our programs of study.
- CTE students have complete access to our district ELL and SPED programs to help assist with any barriers they are having in classes and assure accommodations are being made.
- CTE student organizations are available to all students and promoted in many different ways (email, Remind, social media, school announcements, flyers) to make sure everyone is aware.
- Our new WBL coordinator does an amazing job making sure all students have access to H3 career internships.

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

RESPONSE:

- Addressing gaps in performance
 - The district will review student performance data at the end of every year by having the advisory committee evaluate the data and come up with an action plan for shortcomings.
 - Current shortcomings are graduation rate and non-traditional participation
 - Graduation is also a district wide area of focus
 - CTE teachers will work together to execute the action plan and report back to the advisory committee.
- If after three years progress hasn't been made in these area, or additional shortcomings have developed, the advisory committee will work together to develop a new action plan

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

District's Goal(s) for Student Performance Data:
(Copy and paste from the reVISION Summary)

- Over the next 4 years, the district will work toward a graduation rate of 95%
- Over the next 4 years, the district will work toward ensuring equal access to CTE courses by striving to see 85% of our students enroll in at least one CTE course
- Over the next 4 years, the district will work toward increasing non traditional participation (specifically females in STS and males in FCS) by 10%
- Over the next 4 years, the district will work towards increasing our special populations participation to 95%.

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>	<ul style="list-style-type: none"> ● Review baseline data and create a plan on how the district will reach the goals for student performance data
<i>Year 2: 2021-2022</i>	<ul style="list-style-type: none"> ● Advisory committee will create an action plan to improve academic shortcomings ● CTE Teachers will execute the plan.
<i>Year 3: 2022-2023</i>	<ul style="list-style-type: none"> ● CTE teachers will report back to the advisory committee on progress. ● Advisory committee will review data and make adjustments to the plan
<i>Year 4: 2023-2024</i>	<ul style="list-style-type: none"> ● If no improvements have been made, the advisory committee will revisit and modify the action plan.

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

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

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

RESPONSE:

- Supporting the recruitment, preparation, retention and training of district personnel
 - The district will continue to work toward adding an education program of study in some way to aid in the recruitment of CTE teachers. This could be adding a program of study at the district level or partnering with Midland University.
 - District personnel will be sent to state and national workshops/conferences, including those presented by NDE.
 - The district will provide professional development for staff
 - Encourage CTE staff to join professional organizations and be active in those organizations

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

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

- Over the next 4 years, district CTE employees will attend state and national conferences to improve content knowledge and training.
- Over the next 4 years, district employees will receive CTE specific professional development from the school district to increase knowledge in the areas of virtual learning and online learning.
- Over the next 4 years, the district will work on expanding an education program of study or creating a partnership with Midland University to recruit new CTE teachers and create a pipeline for new CTE educators.

**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>	<ul style="list-style-type: none"> • Begin planning for expanding the education program of study in the district. • Fund opportunities for CTE staff, including school counselors, professional development at the local, state and national level.
<i>Year 2: 2021-2022</i>	<ul style="list-style-type: none"> • Pilot plan for educational program of study • Fund opportunities for CTE staff, including school counselors, professional development at the local, state and national level.
<i>Year 3: 2022-2023</i>	<ul style="list-style-type: none"> • Year 1 of Education and Training program of study • Fund opportunities for CTE staff, including school counselors, professional development at the local, state and national level.
<i>Year 4: 2023-2024</i>	<ul style="list-style-type: none"> • Evaluate the success of educational program of study • Fund opportunities for CTE staff, including school counselors, professional development at the local, state and national level.

Element 6: Work-based Learning

Context: Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning

about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

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

RESPONSE:

- Opportunities for CTE students in the district
 - Students can take an independent study allowing them to be placed at multiple locations throughout the school year, maximizing their ability to explore potential careers.
 - Students will have access to multiple levels management at their placements so they can ask questions and gain knowledge about all levels.
 - They will get hands-on experience where the law and safety allows.
 - Students will be able to pick a business of their choosing or from the list of businesses the district currently has partnerships with.
 - CTE students also have access to the district's WBL program and all its resources.
 - Students will have access to multiple levels management at their placements so they can ask questions and gain knowledge about all levels.
 - They will get hands-on experience where the law and safety allows.
 - Students will be able to pick a business of their choosing or from the list of businesses the district currently has partnerships with.
 - There is also a WBL component in the High School of Business program of study.
 - This is a required component of this program of study.
 - Students will have access to multiple levels management at their placements so they can ask questions and gain knowledge about all levels.
 - They will get hands-on experience where the law and safety allows.
 - Students will be able to pick a business of their choosing or from the list of businesses the district currently has partnerships with.

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

District's Goal(s) for Work-based Learning: <i>(Copy and paste from the reVISION Summary)</i>	
<ul style="list-style-type: none"> Over the next 4 years, improve the organization and tracking of the district's WBL program. Over the next 4 years, increase the number of business partnerships in the WBL program for all areas in CTE. 	
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>	<ul style="list-style-type: none"> Work to increase the number of business partnerships in the community for all CTE areas Reduce barriers to student participation Purchase software that will allow easier tracking and communication between school and businesses
<i>Year 2: 2021-2022</i>	<ul style="list-style-type: none"> Work to increase the number of business partnerships in the community for all CTE areas Use data gathered from software and district data to further reduce barriers to student participation
<i>Year 3: 2022-2023</i>	<ul style="list-style-type: none"> Work to increase the number of business partnerships in the community for all CTE areas Evaluate student career interest in the district and make sure the proper careers are being focused on in career guidance.
<i>Year 4: 2023-2024</i>	<ul style="list-style-type: none"> Work to increase the number of business partnerships in the community for all CTE areas Review the WBL program and look for additional areas of improvement.

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:

- Throughout the development of this plan, we have always worked with the best interest of the students of this district in mind. This includes those members of special populations.

The high number of district students who live in poverty and are ELL, requires us to always take those things into consideration when planning any educational program or change.

- We specifically looked at any barriers that could exist as we look to expand these programs of study and add new ones.
 - Making sure students are educated on H3 occupations in the area and understand how to achieve opportunities in those areas
 - Not only making sure students have access to programs of study, but also setting them up for success.
 - We wanted all students to have an opportunity to participate in our WBL programs at some point during their HS careers.

Stakeholder Engagement and Consultation

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

Evidence of this can be provided in several ways:

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

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

RESPONSE:

- Advisory Committee Roster
 - Myron Sikora - HS Principal
 - Mark Williams - CTE Coordinator/Guidance
 - Tiffany Lopez - FCS
 - Matt Burg - District Perkins Grant Coordinator/Business
 - Keith Cunnings - STS
 - Brad Ryun - STS/Veteran
 - Jeff Hayden - Core Teacher
 - Todd Hansen - MCC
 - Christi Meyer - parent/local business owner
 - Dillon Grossman - SPED/ELL
 - One current officer from each student CTE organization
- Engaging the Advisory Committee
 - The committee will be consulted, minimum, 2 times per year. Once to evaluate progress on the action plan for the current year. The second, to make a second evaluation of the action plan and see if changes need to be made for the following year. Approving the budget for the following year will also be handled at the second meeting.

Regional CTE Assessment Stakeholder Verification

Use this template to identify stakeholders to assist in the local CTE assessment process. All listed are required in Perkins V unless noted with an asterisk(*).

This information will be used to verify the engagement of each of the required stakeholders. Please indicate the stakeholder engaged, the organization or company represented, and how the stakeholder was engaged in the Evidence of Engagement column. Evidence could be completing a survey, attending a meeting, focus group, etc.

Required Stakeholder

Name of Stakeholder

Organization/Company
Representing

Evidence of Engagement

1. Representatives of career and technical education programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals	Myron Sikora	FHS Principal	Attended Meeting
	Mark Williams	CTE Coordinator/Guidance	Attended Meeting
	Matt Burg	Perkins Grant Coordinator	Attended Meeting
	Tiffany Lopez	FCS Teacher	Attended Meeting
	Keith Cunnings	STS Teacher	Attended Meeting
	Jeff Hayden	Core Teacher	Attended Meeting
2. Representatives of career and technical education programs at postsecondary educational institutions, including faculty and administrators;	Todd Hansen	MCC	Consultation
3. Representatives of the State board or local workforce development boards and a range of local or regional businesses or industries;	Christi Meyer	Local Business Owner	Consultation
4. Parents and students	Student Officers	CTE Organizations	Attended Meeting
5. Representatives of special populations including individuals with disabilities; individuals	Brad Ryun	STS/Veteran	Attended Meeting

<p>from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals: youth who are in, or have aged out of, the foster care system; youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (as such term is defined in section 101(d)(1) of such title.</p>			
6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth (as defined in section 1432 of the Elementary and Secondary Education Act of 1965)	Dillon Grossmann	SPED/ELL	Attended Meeting
7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable			
8. Any other stakeholders that the eligible agency may require the eligible recipient to consult			

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.