



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



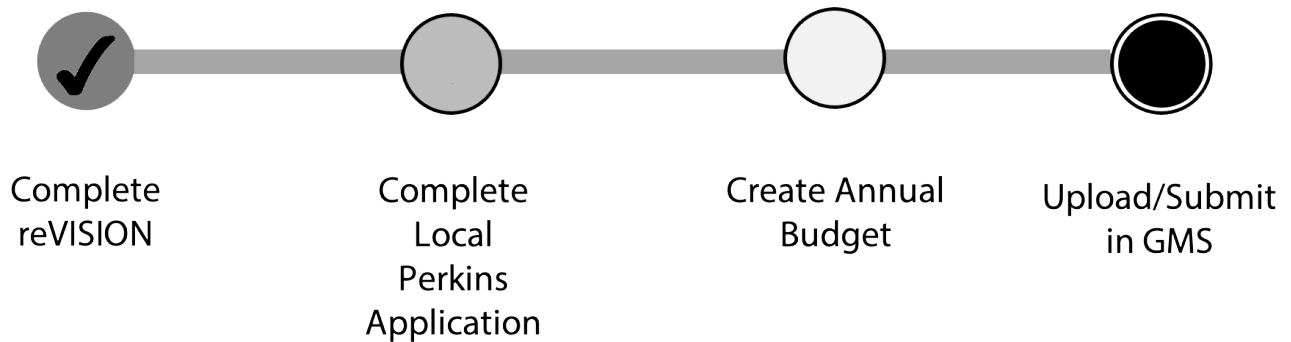
General Information

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

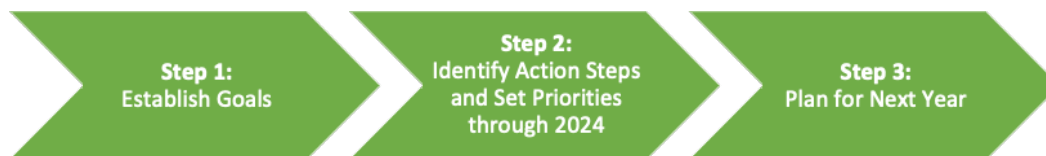
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- 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>Gering is in a significant state of transition. With the implementation of GHS Career Pathways while also onboarding a brand new high school counseling and administrative team, there is a definite need to formalize structures and processes to ensure consistency about the application of career development activities and collaboration with instructors. We are</p>	<p><u>Action Steps:</u></p> <ul style="list-style-type: none"> • Adopt career interest inventory for grades 9-12 to be implemented at key points throughout PLP and identify student’s career pathway tracks. • Stronger transition meeting information for parents/students to learn opportunities around work-

	positioned with a lot of momentum and ideas to execute.	based learning, apprenticeships, career exploration days.
Local Workforce Alignment	<p>When advisory groups met, all instructors within the Career Pathway were invited to participate. While that participation was encouraged, it was not mandatory.</p> <p>In previous years, soft skill development has always been of concern with the Advisory groups. If these skills are tracked to a high expectation, conversation between Advisory groups and instructors can move to the next level.</p>	<ul style="list-style-type: none"> • Mandatory participation in the respective Career Pathway Advisory group for any instructors teaching a course within a career cluster under that pathway. • Add stronger expectation and oversight to include teacher evaluation that includes elements of soft skill development or activities in course planning.
Size, Scope, & Quality and Implementing CTE Programs of Study	<p>We have developed four of the six pathways during 2019-2020 with the expected implementation of AG in 2020-2021. Human Science in Education is anticipated to be implemented in the 2021-2022 school year.</p> <p>With the focus on marketing our Career Pathways Program, we have seen an increase in the number of students participating. Our incoming freshman class (being one of our largest classes within the district) is our first class to be fully engaged in Career Pathways. They will be closely evaluated throughout their high school career.</p>	<ul style="list-style-type: none"> • Formalize a plan for counseling to meet with students more frequently (at least 2x a year) to update PLP's. • <u><i>CAREER PATHWAYS GUIDE Link</i></u>
Student Performance Data	There is currently not a strong evaluation process to review these indicators and use them to drive decision making and program offerings.	<ul style="list-style-type: none"> • Implement and determine evaluation indicators to help determine barriers and drive growth of the career pathways. • Communication of what these indicators are to instructors, counselors, and administrators so we can identify key performance goals to work towards. These include better inclusion and outcomes.
	In previous years, we have just moved along with the courses we had within the buildings – not identifying any of	<ul style="list-style-type: none"> • Formalize a plan for counseling to meet with students more

<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>them specifically as a career pathway course. During the 2019-2020 school year, we defined the pathways that were present, added missing courses to complete other pathways, and began the marketing process with community and students.</p> <p>We trained two teachers in the math department to offer Algebra and Geometry courses that crosswalk with the CTE pathway models as an initial step.</p>	<p>frequently (at least 2x a year) to update PLP's.</p> <ul style="list-style-type: none"> ● Effective use of the PLC structure. ● Teacher externships.
<p>Work-Based Learning</p>	<p>Work-based learning, while present, does not have a person with allotted time to oversee the program. In past years, teachers were asked to fulfill the requirement and did so often to minimum standards. During this academic year, we have had administrators monitoring the program with a higher standards but a time burden that is not sustainable.</p>	<ul style="list-style-type: none"> ● Development of a stronger identification and tracking system for work-based learning opportunities and apprenticeships between counselors and instructors. ● Identification of a person with sufficient time allotted during the school day to monitor students and follow up with participating businesses.



Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at: <http://bit.ly/SmartCTEGoals>.

Section 2: Narrative Descriptions

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

Element 1: Career Development

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

1. Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:
 - a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;
 - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;

- c) **Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
- d) **An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

RESPONSE:

- a) **Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**

--Career assessment is currently being done at the junior high level. We have plans to also use this tool at the high school level in 2020-2021 (with emphasis on the freshman class—Fall and Spring). We would like partner with the Nebraska Department of Labor to accomplish this.

- 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;**

--Gering junior high has an 8 week careers course that all students are required to take. During the final year at the junior high, students have the opportunity to enroll in career exploratory courses which are offered on a quarterly basis. This allows students to explore several different careers before entering Career Pathways at the high school level.

--At the high school we are continuing to build more collaboration between actual course materials and workforce partners to help our students see the connection between classroom and workforce opportunities.

--Work-based learning was a focus in the current school year. We saw our enrollment in work-based learning triple--with hopes more growth continues in the 2020-2021 school year.

- 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**

-- While different, relevant courses are currently in the high school, they are not being utilized at the level they should. Discussion is taking place to make adjustments to the master schedule and student requirements as well as working with the local college to bring in additional courses with emphasis on Career Pathway

alignment. Enrollment in the pathways will be monitored and encouraged more toward a final outcome.

- 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).

--Parent/community meetings have been held throughout the year to keep all parties informed about the Career Pathways program and course opportunities at Gering Public Schools. Additionally, counselors are being trained regarding the CTE programs and asked to have intentional conversations with all students regarding Pathways.

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)

Gering is in a significant state of transition. With the implementation of GHS Career Pathways while also onboarding a brand new high school counseling and administrative team, there is a definite need to formalize structures and processes to ensure consistency about the application of career development activities and collaboration with instructors. We are positioned with a lot of momentum and ideas to execute.

Action Steps:

- Adopt career interest inventory for grades 9-12 to be implemented at key points throughout PLP and identify student's career pathway tracks.
- Formalize a plan for counseling to meet with students more frequently (at least 2x a year) to update PLP's.
- Stronger transition meeting information for parents/students to learn opportunities around work-based learning, apprenticeships, career exploration days. (See Career Pathways Fair above).

- Add stronger expectation and oversight to include teacher evaluation that includes elements of soft skill development or activities in course planning.
- Mandatory participation in the respective Career Pathway Advisory group for any instructors teaching a course within a career cluster under that pathway.
- Development of a stronger identification and tracking system for work-based learning opportunities and apprenticeships between counselors and instructors.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p><i>Year 1: 2020-2021</i></p>	<ul style="list-style-type: none"> • Implement a career interest inventory for grades 9-12 at key points throughout the PLP process. This will be used to identify student's Career Pathway tracks. • Formalize a plan for counseling to meet with students a minimum of twice yearly to update PLP's and have career discussions.
<p><i>Year 2: 2021-2022</i></p>	<ul style="list-style-type: none"> • Input stronger transition meeting information for parents/students to learn opportunities around work-based learning, apprenticeships, and career exploration day. (GHS would like to develop a Career Pathways Fair.) • Mandatory department participation in respective Career Pathway advisory committees. This is especially important for instructors teaching in the advisory committee areas but would not be limited to just these people.
<p><i>Year 3: 2022-2023</i></p>	<ul style="list-style-type: none"> • Add stronger expectation and oversight within teacher evaluations that include elements of soft skill development or activities in course planning.
<p><i>Year 4: 2023-2024</i></p>	<ul style="list-style-type: none"> • Development of stronger identification and tracking system for work-based learning opportunities and apprenticeships between counselors and instructors.

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:

Based from feedback from the advisory committees, an AG program will begin at Gering High School in the 2020-2021 school year.

Several committees spoke regarding soft skills and this started the conversation of having all instructors incorporate soft skills in their classrooms.

We were able to prioritize work place certifications that are needed and embed them within our curriculum to help the workforce and students.

Adjustments were made to the medical career pathway based on requests regarding nursing shortages. This was especially a focus as it is the number one workforce industry in the region.

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:

Continued expansion of our health sciences pathways based on advisory committee feedback and the H3 workforce report. This will be done strongly in partnership with Western Nebraska Community College (WNCC).

Development of a new AG pathways was done based on advisory committee feedback as well as alignment with H3 workforce report.

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:

A Life Skills course is taught to all high school special populations to help them transition to the work force. Data indicates we have a high number of females and economically disadvantaged students enrolled in CTE courses. We continue to encourage this participation as a model for all special populations. Results from our PLPs are used by counselors to help them guide students during registration and in making class/workforce connections for future networking. Students in special populations are also encouraged to enroll in the work- based learning program to broaden their understanding of the actual work place.

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)

In the past 18 months and with the launch of GHS Career Pathways, this has been an incredible area of growth for GPS. Regularly being at the table with economic partners and having regular communication with pathway advisory committees has helped add relevance to learning in preparation of regional workforce growth.

- Increased focus on capturing outcome data as to effectiveness and skill development through career pathway implementation.
- Using the H3 reports for our region and sharing those with our career pathways advisory committees will help us have more specific conversations about the development of clusters within pathways.

- The H3 reports also provide fantastic data for students to learn and understand the earning power in specific career fields. We plan to incorporate this more into career counseling discussions with students.
- Continuing our growing partnership with WNCC and TCD (Twin City Development—economic development group) is essential to the vitality of our rural region.

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"> • Mandatory department participation in Advisory Committee meetings will required. Instructors from other areas may attend if desired. • Share H3 reports with students in their individual PLP meetings to help them learn and understand earning power in specific career fields.
<i>Year 2: 2021-2022</i>	<ul style="list-style-type: none"> • Utilize H3 reports and share with Career Pathway's Advisory Committees to align conversations about career cluster development.
<i>Year 3: 2022-2023</i>	<ul style="list-style-type: none"> • Enhance and ensure that our special populations receive access to various career opportunities.
<i>Year 4: 2023-2024</i>	<ul style="list-style-type: none"> • Capture outcome data as to the effectiveness and skill development through Career Pathway implementation (track of the current 2020-2021 freshman class).

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:

- CTE program offerings that will be provided with Perkins funds will focus on areas in the STS fields, health and business. One main area of focus and development will be in the area of Ag Education, GHS will be implementing an Ag program this fall and will implement

Intro to Ag, Large/Small Animal sciences and Agribusiness. Along with the implementation of Ag based courses which are a target for our regional H3 assessment we will also expand our work based learning program in conjunction with the SAE requirements for Ag, GHS will also work with local industry to implement and monitor registered apprenticeships in the areas of diesel mechanics, machining, ag and the automotive industry and targets part 6 of the of the local/regional needs assessment of collaboration with local industry to create partnerships and pathways for work based learning.

- Another area of concentration for GHS is the health occupations field with a preliminary focus on nursing, currently GHS has an onsite instructor teaching the Basic Nursing Assistant course, use of perkins funding to expand the opportunities and use of modern equipment for students in the program to become familiar with in the workforce standards is key for student success. GHS is also looking to expand dual credit and college credit pathways for students in the area of health occupations and will be utilizing a partnership with WNCC to create pathways for students to take higher level courses in nursing such as nutrition and diet therapy as well as certifications in medication aid and phlebotomy to prepare students for the field of nursing and an H3 occupation. These course offerings and partnerships make a connection to part 3 of the regional assessment and allow students to take college credit as well the opportunity to work with some modern equipment within and out of their own learning environments.
- Other offerings that will benefit from Perkins funding are in the areas of STS, our regional area offers many STS opportunities for students, GHS is looking to continue supporting their Automotive 1 and 2 course offerings with modernized equipment and access to the latest trends, changes and repair bulletins. GHS is also looking to combine some basic welding opportunities for our students in the automotive course cluster to give students a well rounded experience. GHS is also exploring some college level credit being offered onsite to students for the continued growth of learning in this area, currently GHS has seen a rise in female participants in the automotive area and will focus on encouraging our female population to explore the automotive area making a direction connection to element 4 of the needs assessment with regard to special populations.
- GHS will continue to innovate in the area of course development and will pilot cybersecurity courses this fall with the hopes to expand course offerings in this growing field. Pending data and demand for this course GHS will make a decision on how to proceed and see a potential area where inclusion of special populations would benefit.

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:

- Professional development and training of instructors in core courses better aligned to CTE integration (i.e., Amped Algebra and Geometry in Construction).
- Implementation of apprenticeships and work-based learning to enhance the real-work skill development for students and directly apply classroom learning.

- Externship experience for CTE instructors so they can directly learn from workforce about current skill requirements.

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:

- GHS will have monthly meetings with the Academic Dean and other student services personnel from WNCC to share ideas and work on plans to implement future dual enrollment and college credit opportunities for students at GHS.
- As GHS moves to implement career pathways in the areas of ag, education and public services (law enforcement) we will be looking to expand dual/college credit offerings and will lean on our partnership with WNCC and possibly Chadron State College to supplement course offerings we are unable to offer at GHS course such as Intro to Education, Intro to Criminal Justice will be on the radar for implementation the next school year 21-22.
- Students PLP (personal learning plans) will also be essential to our ability to promote dual credit offerings, GHS is also changing our counseling office procedures and will greater efforts promote dual learning to parents and students, we will utilized PLP's and our career pathways guides to encourage students to take dual credit courses as well as utilize ACE grants and onsite dual certified instructors to eliminate tuition costs.

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)**

This is an area of particular strength and focus for Gering Public School in the last 18months. With the launch of GHS Career Pathways and the generous support of our community through a bond project, we have a great facility and equipment. We have also done extensive outreach to our workforce community and been at the table for numerous economic development workgroups. It is important that our classrooms are relevant and responsive to industry needs.

Action Steps:

- Development and implementation of Agriculture, Food, and Natural Resources pathways for the 2020-21 school year.
- Regularly evaluate and adjust the Ag program offerings in partnership with the Ag Advisory Committee.
- Better understanding and data evaluation of special populations in order to determine where CTE gaps exist.
- Resource development with GPS Foundation and other partners to expand health science offerings and Ag classroom material and technology.

- Increased dual credit opportunities for students either through WNCC or other postsecondary institutions.
- Continue dialog and discussions to be a strong partner for business and industry to grow area economic development.

**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"> • Development and implementation of Ag, Food, and Natural Resources pathway.
<i>Year 2: 2021-2022</i>	<ul style="list-style-type: none"> • Regularly evaluate and adjust Ag program offerings in partnership with the Ag Advisory Committee. • Resource development with GPS Foundation and other partners to expand health science offerings. • Monitor and increase both health science and Ag classroom material and technology.
<i>Year 3: 2022-2023</i>	<ul style="list-style-type: none"> • Better understanding and data evaluation of special populations in order to determine where CTE gaps exist.
<i>Year 4: 2023-2024</i>	<ul style="list-style-type: none"> • Increase dual credit opportunities for students through WNCC or other postsecondary institutions.

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
a. Provide
lead to

ions that will

- 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:

- a. Through team meetings and personal learning plan overviews with guidance counselors, students in the areas of special education and female students who are looking to enter H3 sectors will be given opportunities to explore these areas through job shadowing, internships and activities that explore these areas such as online interest assessments and coursework that allows students to research H3 areas
- b. Teachers will be supported through cohort PLC meetings time to address CTE barriers and problem solve solutions. Teachers will also be invited to advisory council meetings connected to their specific CTE area of concentration to receive assistance and guidance on preparing participants for non-traditional fields and also examining classroom routines, activities and curriculum to match industry standards.
- c-d. GHS will provide open channels of communication and clearly state that CTE courses, WBL and other areas in comparison are open to all students regardless of their affiliation or membership of special populations. GHS will encourage teachers, students, parents and administrators to support all students to pursue CTE programming and explore H3 programming. Consistent communication and quick follow up to issues will be a key component to ensuring we meet the need of this area. All students, including special populations, participate in the PLP process and have full access to CTE courses and work-based learning. Special populations work with counselors to register for CTE courses and determine reasonable accommodations. Currently, the female representation in STEM is higher than the national average and additional marketing has been done to highlight this great statistic to encourage others.

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:

- GHS will look at performance data for students who are participating in our technical programs from year to year using the 2020-2021 performance data as the baseline. Data that will be used will come from students grades, attendance and completion of programming. From that data analysis GHS will look for gaps in performance and look for ways to address the issues especially in the areas of special populations. A committee made up of STS teachers will be assembled to review data and give recommendations on how to rectify gaps and issues that inhibit student learning.
- If no progress is seen by the third year the STS committee will convene and look at barriers that have prevented students from being successful in the program and implement a targeted strategic plan that address these specific barriers closely monitoring student progress and using the guidance office to assist with weekly monitor, one on one progress

sessions with students as well as looking at the current delivery methods of our course content to see what we as GHS could do differently to deliver the STS content.

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)

While there are some programs that do this well, it is inconsistent across all program areas. We need to be better about using this data to drive decision-making and ensuring that decision makers have access to this data.

Action Steps:

- Stronger evaluation of program areas and using indicator data to drive decision making. This evaluation will help to determine barriers that need to be addressed.
- Presentation of indicators to instructors and identifying key performance goals to work toward better inclusion and outcomes.

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"> ● We need to develop an evaluation of program areas and key indicators to determine gaps – there is nothing currently in place.
<i>Year 2: 2021-2022</i>	<ul style="list-style-type: none"> ● Once data is extracted and barriers are determined, plans to address needs will be created.
<i>Year 3: 2022-2023</i>	<ul style="list-style-type: none"> ● Presentation of key indicators and barriers will be shared with instructors to work toward better inclusion and outcomes.
<i>Year 4: 2023-2024</i>	<ul style="list-style-type: none"> ● Ongoing evaluation, assessment, and plan implementation.

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:

- Formalize a succession program that identifies potential candidates. For retention, we will continue to embrace the importance of CTE graduates and students by highlighting success stories of students and educators.
- “Grow Your Own” scholarship program for GPS graduates to come back as educators. Implementation of externship model where instructors are advancing skills in the field.

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)

Gering has strong incentive systems in place to recognize growth for our CTE instructors. We also have a well implemented PLC process that supports the collaboration and connectedness of instructors. The GPS onboarding process and mentoring program for new hires helps to support the transition.

Action Steps:

- Develop a stronger succession plan with a focus on recruiting current staff and students.
- Increase partnership with WNCC to increase access and expand capacity to courses.
- Implementation of an “externship” model where instructors are in the industry field.
- Partnership with WNCC where CTE professional development opportunities are offered regionally to help meet the needs of area districts.
- Provide more opportunities for connections to other district’s CTE instructors, perhaps for the purpose of creating regional CTSO competitions for things like SkillsUSA.

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"> • For retention and morale, continue to focus on the importance of CTE graduates and programs. Enhance storytelling of success stories with our communities. Build that pride!
<i>Year 2: 2021-2022</i>	<ul style="list-style-type: none"> • Grow our partnership with WNCC and offer CTE professional development opportunities regionally to help meet the professional development needs of instructors.
<i>Year 3: 2022-2023</i>	<ul style="list-style-type: none"> • Implementation of externship model where instructors are learning in industry fields.
<i>Year 4: 2023-2024</i>	<ul style="list-style-type: none"> • Implementation of “Grow Your Own” educators program in partnership with the GPS Foundation.

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:

- GHS offers WBL opportunities in several areas of the CTE spectrum. GHS students are able to take advantage of WBL opportunities their junior year. Areas where a WBL opportunity has yet to be established will be reviewed and GHS administration will reach out to employers in those areas to establish a partnership to create opportunities for GHS students to complete a WBL opportunity.
- GHS will continue to participate and engage our workforce through 2 targeted advisory council meetings per school year. At these meetings GHS will discuss their needs for WBL and look for ways to partner and meet the needs of the local area with regard to our local needs assessment areas. Focus areas for the coming school years will be in the areas of manufacturing, agriculture and auto/diesel mechanics.
- GHS is currently in the process to strengthen our WBL opportunities by creating registered apprenticeships in the areas of manufacturing and auto/diesel mechanics to meet the needs of local area businesses.
- This is an area of significant growth during the current school year – tripling from fall to spring. Several community presentations were held with area service clubs, various chamber meetings, and economic development summits to promote the desire for increased work-based learning partnerships. We work with many employers through CTSOs and Career Pathways Advisory Committees.

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

District's Goal(s) for Work-based Learning:
(Copy and paste from the reVISION Summary)

Gering has tripled work-based learning opportunities in this school year alone due to the launch of GHS Career Pathways and extended outreach and education to workforce partners. However, this quick

increase in demand has maximized capacity to manage an effective evaluation process without a dedicated staff liaison. The learning outcomes for industry partnerships and subsequent skill development has demonstrated work-based learning is a great way to enhance classroom learning.

Action Items:

- Develop a designated staff member to be able to expand work-based learning oversight and evaluation.
- Analyze gaps in work-based learning opportunities in each pathway to ensure accessibility to all students.
- Address barriers to student's participation (such as transportation) to work-based learning.
- Strengthen processes for instructors to incorporate work-based learning in coursework.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
<i>Year 1:</i> 2020-2021	<ul style="list-style-type: none"> • Develop a designated staff member to be able to continue expansion of work-based learning oversight and evaluation.
<i>Year 2:</i> 2021-2022	<ul style="list-style-type: none"> • Analyze gaps in work-based learning opportunities in each pathway to ensure accessibility to all students and increased number of businesses.
<i>Year 3:</i> 2022-2023	<ul style="list-style-type: none"> • Address barriers to student's participation (such as transportation) to work-based learning.
<i>Year 4:</i> 2023-2024	<ul style="list-style-type: none"> • Strengthen processes for instructors to incorporate work-based learning in coursework.

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:

- The development and access to each student especially those who are special populations was considered as the plan evolved. Data from the local needs assessment and pieces of the reVISION grant were also used to help develop plans of access for students in the areas of special education. Our special education department was essential in considering how we evolve and develop our programming especially in the areas of WBL, our special education program express access issues such as transportation and advocacy of needs at the worksite, we have considered that accommodations may need to be extended to our worksites and will address these issue during our advisory council meetings to discuss how our workforce partners can accommodate our students with needs at the worksite.
- We also included our counseling department to give insight in how we can recruit female students in areas throughout the STS spectrum. Improvement in access will come in the

form of a student fair that will allow all students including special populations to see all our career pathway programs and receive information on workforce information such as salaries, job openings and post secondary education.

- Other ways to improve access to all GHS students and special populations is the improvement of communication of STS opportunities for WBL and apprenticeships through announcements through email blast, weekly school announcements over PA, counseling bulletin boards and media release on television screens throughout the school.
- GHS will offer open house opportunities to students and parents to showcase STS programs and give students and parents access to view STS shop spaces to further explore opportunities their students can access.
- Expanding access for ALL students will allow us to further strengthen our own programs and regional workforce. Our goal is for our learners of today to become tomorrow's leaders.

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:

- Throughout the process of expanding Career Pathways, completing the reVISION process, and applying for Perkins funding, we held our regularly scheduled meetings/conversations with stakeholders. Parents, students, and staff were engaged through regular updates and process improvements as we already began the important work outlined in this process. The reVISION stakeholder worksheet and sample agenda have been uploaded, these are the stakeholders we will rely upon as we progress through this four year funding cycle and evolve our programming.

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.