



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

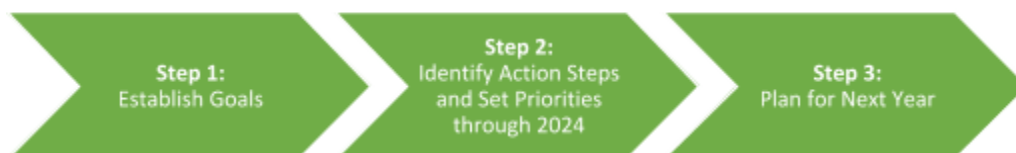
Section 2: Narrative Responses

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)?

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.



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.

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>Size, Scope, and Quality and Implementing CTE Programs of Study</p>	<p><i>Most programs have the minimum SSQ components in place, though the following 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>Career Development for students is limited to college and career fairs, 20 dual credit courses, and isolated guest speakers within only 2 career search oriented courses offered.</p> <p>Our counselors are the only faculty with proper career training to have formal conversations with students about their skill sets and career interests.</p> <p>Work Based Learning participation is at 1.5%, well below the state goal of 10% participation.</p>	<p>In addition to utilizing district counselors to provide career training, we will build the capacity of 2 CTE staff members to provide students additional support within the next four years.</p> <p>Within the next four years of the Perkins V grant, the development of a comprehensive speaker bank will serve as a catalyst to create and implement expanded opportunities through Work-Based Learning.</p>

<p>Local Workforce Alignment</p>	<p>12 Programs of Study offered in 5 different career fields with recent adjustments made in course offerings to align with current workforce needs.</p> <p>Zero collaboration between the CTE staff as a whole; evaluation of economic data and workforce needs happens informally and individually.</p> <p>Certain external organizations partner with our district to help students gain workforce experience on a surface level.</p>	<p>Develop a regularly scheduled CTE PLC to discuss economic and workforces trends using the H3 website, vertical alignment of standards with HMS, the development and implementation of a Work-Based Learning, and gain greater clarity of department Programs of Study to guide & meet the needs of students.</p> <p>Within the next four years, a systemic process will be developed to ensure the accurate coding of classes in accordance with the state cluster/pathway guidelines. In doing so, current courses will be identified to apply toward the expansion of CTE pathways at both the middle and high school levels that will increase the number of concentrators among special population students and expose all students to current and future regional workforce and economic needs.</p>
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>Each department takes a national trip every 4 years to stay up to date on current industry standard products. Previous Perkins dollars has allowed for the purchase of industry standard equipment that was learned about at national conferences.</p> <p>Females are under-represented in STS and Business courses; Males are under-represented in FCS courses, Special Education students are under-represented in Health Sciences</p>	<p>Within the next four years, create a Career Pathway Advisory Team to unite the CTE programs and increase exposure to all CTE areas in which we have underrepresented populations.</p> <p>Utilize the Career Pathway Team to update instructional materials in all areas, expand the Health Science field with up-to-date technology, and collaborate on changes in economic and workforce development trends to adjust instruction & lessons within the specific departments.</p>
<p>Student Performance Data</p>	<p>Our biggest gaps occur within the EL and SPED populations graduating in 4 years. We noticed this through the analysis of data provided by the state.</p>	<p>Our goal is to increase the graduation rates of subgroups by getting them involved in CTE pathways over the next four years. As an aside, we want to improve our reporting process of our programs of study to the state. In turn, this will provide more accurate data for us to continue to make better decisions in the future.</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>We hire student teachers and post job openings online. National and Local Conference representation is consistent.</p>	<p>Over the next four years, develop and implement building-level professional development with CTE-specific learning that promotes career exploration in ALL areas (CTE and Core).</p>

	<p>Retention has been great, with vacancies being due to retirement.</p> <p>Finding a lot of qualified (properly endorsed) candidates has been an issue at times</p>	<p>Through career training with students, we will promote education within each CTE career field.</p>
<p>Work-Based Learning</p>	<p>Work-based Learning opportunities are non-existent for general education students. Students who participate in Special Education and Project Search have opportunities outside of the classroom. Work based learning experiences are connected to needs and/or goals listed on the transition page of a student's IEP.</p> <p>Currently, work-based learning programs are not available for all students. A partnership was developed through Hastings Public Schools, Mary Lanning Memorial Hospital, and Vocational Rehabilitation. Individual contact and evaluations are used to allow businesses to provide feedback regarding support that is needed. Work-based opportunities should be developed and added for all students.</p>	<p>Within the next four years of the Perkins V grant, the development of a comprehensive speaker bank will serve as a catalyst to create and implement expanded opportunities through Work-Based Learning.</p> <p>Develop a class pathway that focuses on student opportunities in the community to gain experiences while actively practicing career readiness skills. The capstone course of WBL will support Pathway completers and include a curriculum that emphasizes reflection and presentation of experiences. The business will be the choice of the student based on a career cluster of interest.</p>

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:

Self-Awareness: Throughout the Hastings Public Schools (HPS), students will gain a greater understanding of their own attainment of NE career readiness standards, academic standards, and technical skills through the use of local, state, and national assessments. By utilizing a variety of formative and summative assessments, HPS can ensure that assessments are aligned to CTE course standards, core academic content standards, and the specific technical skills students will need to succeed in the workforce or at a post-secondary institution.

Students will also benefit by having continuous access to district counselors and staff who are trained to provide career training, course registration support, opportunities for self and career exploration, career goal-setting, and assistance in meeting work-based learning needs. Together with the use of assessments, HPS will also increase the graduation rates of all students.

Career Exploration: Beginning at the elementary level, students will be exposed to various careers in core content coursework and during instruction. They will also be provided career exploration opportunities during classroom guidance lessons. At the middle school level, these opportunities will be expanded upon during core content courses, as well as in exploratory courses that include Introduction to Computer Science, Industrial Technology, Family & Consumer Sciences. Middle school counselors will also support students opportunities to explore careers through the use of interest/career surveys and by promoting academic, career, and social-emotional development.

We will also use results of the self-awareness assessments taken to find specific careers that fit an individual students' interests. This individualized plan for each student will ensure that all students will have a unique, concrete plan that they can follow and take with them after graduation.

We will continue to use the internet as a resource for surface level career exploration. We will increase the usage of guest speakers from community and business leaders in all content areas. We will try to tailor the speakers to fit individual students' interests, skills and abilities.

Finally, the development of a Work Based Learning program will help students take a deep dive into a career/s of interest and gain true exposure to the work world.

Career Planning: Changes in class structure/class reorganization will be looked at to ensure all students are getting adequate time and guidance to develop essential documents and practice skills involved in applying and interviewing for career positions. These documents will continue to go into each student's individualized plan. The development of a Work Based Learning Program will also help students network with local business leaders to connect technical skills, NE career readiness standards, and academic standards to local workforce needs and requirements, to gain a deeper understanding of local and regional workforce opportunities, and to gain opportunities to develop and refine their career readiness skills.

Organized System of Delivery: After revamping the CTE programs in a more cohesive and comprehensive manner and developing a WBL program, we will deliver this information to students before enrolling in 9th grade classes. This information will be delivered in a variety of different ways. We can use mailers, our website, our counselors, 8th grade orientation day and many other ways to get this information across. Students and parents need to be well informed of

the opportunities that lie ahead in High School and how these opportunities can support post-graduation goals.

While participating, students will continue to receive guidance as they reflect and revise their post-graduation goals based on internal and external changes that can/will occur.

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)

In addition to utilizing district counselors to provide career training, we will build the capacity of 2 CTE staff members to provide students additional support within the next four years.

Within the next four years of the Perkins V grant, the development of a comprehensive speaker bank will serve as a catalyst to create and implement expanded opportunities through Work-Based Learning.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p align="center">Year 1: 2020-2021</p>	<p>Identify what is needed in order to adequately train 2 CTE teachers</p> <ul style="list-style-type: none"> - Where does this training come from? What does it look like? Length? Cost & funding sources? Who would we train? <p>Continuous outreach to local business and industry leaders to develop relationships</p> <ul style="list-style-type: none"> - Identify local business and how they fit into our local/regional needs - Align current and future Speaker Bank companies based on where they fit within our CTE programs and local and regional workforce needs
<p align="center">Year 2: 2021-2022</p>	<p>Staff Member Training/Professional Development</p> <ul style="list-style-type: none"> - National and Local Conferences <p>Continuous outreach to local business and industry leaders to develop relationships</p> <ul style="list-style-type: none"> - Develop a template for a focused discussion with students - Begin inviting them into our classrooms
<p align="center">Year 3: 2022-2023</p>	<p>Staff Member Training/Professional Development</p> <ul style="list-style-type: none"> - National and Local Conferences <p>Continuous outreach to local business and industry leaders to develop relationships</p> <ul style="list-style-type: none"> - Consistent use of speakers in our building <p>Using relationships with local businesses to start of a job shadowing program (Beginning of WBL)</p> <ul style="list-style-type: none"> - How this looks will be determined through the work put in to develop the program; the program will be individualized to each student

Year 4: 2023-2024	Staff Member Training/Professional Development <ul style="list-style-type: none"> - National and Local Conferences Continuous outreach to local business and industry leaders to develop relationships <ul style="list-style-type: none"> - Consistent use of speakers in our building
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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:
 The Local and Regional CTE Assessment helped us gauge even further the types of businesses in our area and the types of jobs that are being demanded by employers. We realized that our Health Sciences course offerings were lacking and our relationship with Mary Lanning could improve. We need to tap into resources like the hospital and other businesses and promote finding a career in Hastings and continuing to have this town thrive.

The other major thing taken from the Local and Regional assessment is the need for a Work Based Learning program. Almost every stakeholder mentioned it and how they think it would be extremely beneficial for both the students and the community.

4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.

RESPONSE:
 The major program that will be developed with the help of the Perkins V grant is a robust Work Based Learning program for students to pass through, gain experience, and be better equipped and focused for post secondary life.

We will also unify our CTE departments and analyze our current programs of study. We will make changes where we see fit to be efficient and effective in our course offerings. We will look to expand our Health Science offerings and obtain more up to date technology to accommodate those classes.

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:

Through our unification process, we will develop a marketing plan that lays out all of our courses and programs of study. We have a standardized rubric that lays them all out, regardless of the current CTE course they are enrolled in. The counselors will be able to easily explain and show incoming students these programs during class sign up time. All of our CTE teachers will be able to explain and promote all of our CTE programs of study, even if they don't teach it. They will learn about it as they are coming into High School during 8th grade orientation.

In regards to special populations, those teachers that are with those students on a regular basis will have training and be able to guide and direct a specific student into a program that fits their individual interests and abilities.

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)

Develop a regularly scheduled CTE PLC to discuss economic and workforces trends using the H3 website, vertical alignment of standards with HMS, the development and implementation of a Work-Based Learning, and gain greater clarity of department Programs of Study to guide & meet the needs of students.

Within the next four years, a systematic process will be developed to ensure the accurate coding of classes in accordance with the state cluster/pathway guidelines. In doing so, current courses will be identified to apply toward the expansion of CTE pathways at both the middle and high school levels that will increase the number of concentrators among special population students and expose all students to current and future regional workforce and economic needs.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	Develop a regularly scheduled time to meet as a CTE staff (CTE PLC) <ul style="list-style-type: none"> - Advisory Team Develop a systematic process to ensure accurate coding of classes to the state in accordance with the programs of study. Analyze current economic and workforce trends
Year 2: 2021-2022	Based off trend analysis, discuss if proper courses are being offered <ul style="list-style-type: none"> - Goal: efficient, effective, comprehensive - Take into account Middle School courses and vertical alignment of standards Expand Health Sciences field <ul style="list-style-type: none"> - Add a course or two? - Research and fund up to date technology - See ways to collaborate with Mary Lanning

<p>Year 3: 2022-2023</p>	<p>Development/restructure of our own pathway to ensure students are learning the skills necessary to participate in a WBL program</p> <ul style="list-style-type: none"> - Focus on career readiness skills, self awareness and the beginnings of career exploration <p>Start the development of a Work Based Learning programs based on business/community interest and economic and workforce trends.</p>
<p>Year 4: 2023-2024</p>	<p>Have our own pathway up and running</p> <ul style="list-style-type: none"> - Students would need this before entering a WBL program <p>Continue building the Work Based Learning (discussed in Element 6)</p>

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:
Our current course offerings and programs of study align well with local and regional needs. One area that we intend to increase with more modern technology and curriculum is the Health Sciences field. It was determined through our assessment results that our current program is inadequate and there is a need for this area within our community.

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:
Continuing to stay up to date with equipment and technology is vital to continuing to raise the academic and technical skills of students. We believe that the alignment and collaboration of all

the CTE fields through an Advisory Team will improve students' skills as well. This will allow for more content alignment, career crossovers, and to stay current on economic and business trends.

Also, beginning the conversation with core classes during CTE related professional development (as discussed in Element 5) could greatly help the academic side. It could increase relevance on the 'core' side and allow students to have a more firm grasp on the academic piece to really focus on the technical skills when the industry standard equipment is at the disposal during a CTE course of their interest.

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:

Our school currently offers a number of dual credit opportunities, mainly in the STS field through CCC. Our goal is to continue to increase these opportunities in other fields as well. Mary Lanning is a great resource to give students the opportunities to gain certifications and exploration of post secondary programs in the Health Field. An increase in the amount of certifications available in the Business fields is also being looked at.

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)**

Within the next four years, create a Career Pathway Advisory Team to unite the CTE programs and increase exposure to all CTE areas in which we have underrepresented populations.

We will utilize the Career Pathway Team to update instructional materials in all areas, expand the Health Science field with up-to-date technology, and collaborate on changes in economic and workforce development trends to adjust instruction & lessons within the specific departments.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	Development of a Career Pathway Advisory team - Find out what this looks like, who wants to be (need a representative from each career field), and when is a good time to meet
Year 2: 2021-2022	Focus on the Health field - What courses/equipment are needed

	- Reach out to Mary Lanning for guidance and suggestions
Year 3: 2022-2023	Take a look at all other fields and CTE departments at HHS. Find out where we can explore more opportunities for certifications, dual credit, and students exposure Begin conversation of how to increase rigor and relevance on the academic side - This conversation should be school wide with all teachers
Year 4: 2023-2024	Implement proper certification opportunities for students in ALL career fields Set up more dual credit opportunities where available

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
 - or is on active duty status

- 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 continue to provide the supports in place. Entities like Vocational Rehabilitation, Mosaic, and Project SEARCH will be used to help students in specific special populations.

Within CTE courses, an increased focus will be put on careers of ALL levels within that area. The goal is to help students of all skill levels find a career to earn a livable wage in a career field of their interest.

Providing access for all special populations will be tackled through the increased promotion of the courses available and how they can benefit each individual student and their unique situation. This will happen through the unification of the CTE departments and then the collaboration with the rest of the staff.

Enlightening all staff on the opportunities in place and how we are going about teaching to students of ALL skill levels will help with discrimination. This enlightenment will occur after a more unified CTE program is developed and then presented to the rest of the staff. The presentation of the information put together about the opportunities for all of our students can take place during a professional development day. It can be followed up by digital copies of information sent out to teachers for reference. It should help teachers get excited that they have things in place to help every type of student and can highlight those benefits for that individual student.

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:

Through the unification of CTE departments and subsequent marketing of the great opportunities available to them AND how it can benefit them through graduation and post secondary opportunities of all levels, it should address disparities and gaps. We need to improve our program and it will improve performance for all students.

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)

Our goal is to increase the graduation rates of subgroups by getting them involved in CTE pathways over the next four years. As an aside, we want to improve our reporting process of our programs of study to the state. In turn, this will provide more accurate data for us to continue to make better decisions in the future.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
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<p>Year 1: 2020-2021</p>	<p>Unification of our CTE department through the creation of an Advisory Team.</p> <p>Development of a new system for reporting our program of study 'completers' numbers to the state. The goal is to reduce error in this process to then have more reliable data to look at in the future</p>
<p>Year 2: 2021-2022</p>	<p>Getting the involvement and input of all teachers, especially those that teach special populations. Getting them on board is necessary.</p> <p>Analyze disaggregated data provided by BDE to monitor the progress of all CTE students, including members of special populations.</p> <p>Continued promotion of the correlation of increased graduation rates and the completion of CTE programs of study to ALL students.</p>
<p>Year 3: 2022-2023</p>	<p>Coordinate and fund Professional Development opportunities for CTE staff to build their capacity to meet the unique needs of ALL students.</p> <p>Continued promotion of the correlation of increased graduation rates and the completion of CTE programs of study to ALL students.</p>
<p>Year 4: 2023-2024</p>	<p>Continued Professional Development for CTE staff to stay up to date in being able to provide the unique needs of ALL students, including special populations.</p> <p>Continued promotion of the correlation of increased graduation rates and the completion of CTE programs of study to ALL students.</p>

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

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of 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:
In order to support the recruitment, preparation, retention and training of our teachers and other faculty, we will continue to keep our relationship with Hastings College and Central Community College strong. These two colleges provide a steady stream of new teachers and also allow us to

offer many dual credit courses for our students. In addition, we can look to reach out to other area colleges and develop relationships to have a wider range of CTE teachers available for potential hire.

We can improve by providing professional development to all CTE staff. Meeting with our higher education colleagues within our specific subject areas to start that dialogue of what they believe is best for students coming out of HS will be very beneficial.

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 four years, develop and implement building-level professional development with CTE-specific learning that promotes career exploration in ALL areas (CTE and Core).

Through career training with students, we will promote education within each CTE career field.

**Prioritized Action Steps for
the Recruitment, Retention, and Training of Faculty and Staff:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	Research the types of opportunities for professional development that have a CTE focus Reach out to all colleges to find out their upcoming numbers for teacher candidates yearly that could fill CTE openings <ul style="list-style-type: none"> - Being proactive in the hiring process
Year 2: 2021-2022	Decide on the best professional development for our school and begin the process of implementing it <ul style="list-style-type: none"> - How does this look? When can we deliver it to staff? Reach out to all colleges to find out their upcoming numbers for teacher candidates yearly that could fill CTE openings <ul style="list-style-type: none"> - Being proactive in the hiring process
Year 3: 2022-2023	Continued with the professional development methods chosen, tweaking the how and when of this PD based on funds and opportunities available Allow for staff to collaborate on how this would look to best help our students Reach out to all colleges to find out their upcoming numbers for teacher candidates yearly that could fill CTE openings <ul style="list-style-type: none"> - Being proactive in the hiring process

Year 4: 2023-2024	<p>Implement feedback received from all staff. Continued tweaking of the system yearly (if necessary) to improve the system for our students</p> <p>Reach out to all colleges to find out their upcoming numbers for teacher candidates yearly that could fill CTE openings</p> <ul style="list-style-type: none"> - Being proactive in the hiring process
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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:
 A formal WBL program within our district is non-existent but extremely wanted. We have begun the conversation of how to develop and implement this program. We have visited area schools to see how they conduct their WBL programs.

We understand cultivating relationships with local businesses and employers is vital to starting a WBL program. We have a good standing relationship with some businesses in our area but our first order of business is expanding that list to include any and all businesses that want to be a part of helping our community students. We understand the starting up of a WBL program is a big undertaking, but it will be the focal point of what our Perkins V funds will go toward.

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)

Within the next four years of the Perkins V grant, the development of a comprehensive speaker bank will serve as a catalyst to create and implement expanded opportunities through Work-Based Learning.

Develop a class pathway that focuses on student opportunities in the community to gain experiences while actively practicing career readiness skills. The capstone course of WBL will support Pathway completers and include a curriculum that emphasizes reflection and presentation of experiences. The business will be the choice of the student based on a career cluster of interest.

Prioritized Action Steps for Work-based Learning:	
Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	Development of a comprehensive speaker bank Development of relationships with ALL interested businesses in our community <ul style="list-style-type: none"> - Interested helping our students gain experience and possibly gaining qualified employees out of HS
Year 2: 2021-2022	Develop a course pathway that builds students up to the WBL Learning experience <ul style="list-style-type: none"> - Practicing of career readiness skills - Explorations of strengths and interests Starting the process of looking at required paperwork/permissions from the state to ensure compliance and safety of students Development of relationships with ALL interested businesses in our community <ul style="list-style-type: none"> - Interested helping our students gain experience and possibly gaining qualified employees out of HS
Year 3: 2022-2023	Starting the WBL capstone course in ALL career fields <ul style="list-style-type: none"> - Ensure this is aligned to state standards and post-secondary needs - Ensuring we have businesses lined up in all career fields that are willing and able to host students in a variety of different manners <ul style="list-style-type: none"> - Job shadowing, WBL, apprenticeships, tours, internships, etc. Paperwork should be understood and ready to be explained to students, parents, and businesses
Year 4: 2023-2024	Full implementation of the WBL experience with everyone on board <ul style="list-style-type: none"> - Interested students, parents, staff, administration, businesses, state, compliance offices, etc

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:

We examined district data provided by the state to look at the number of completers within the special populations, specifically prevalent ethnic populations. We then spoke to EL teachers and other adults that have daily conversations with these students. We determined getting these students to finish the pathway by taking the capstone course is an area of need. We feel that through the revamping and organization of our entire CTE program at HHS will help provide access to these special populations. An emphasis on marketing the CTE opportunities available and the benefits they provide will be helpful.

This revamping will be done through a continuous improvement process. We will have scheduled meeting times where we will regularly review disaggregated, demographic data, including special populations, to determine the progress of all students in order to make changes that will better ensure equity, access, and success. Also during these meetings, we will focus on individual students' needs and address them when necessary.

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:

The group of teachers from HHS that met to start the process of the Perkins V application brainstormed the attached list of stakeholders. We then divided and conquered this list to reach each one and get their input. A Google Form was created with 4 open ended questions to gain each stakeholder's thoughts. Also, a comment box was added for any additional thoughts they may have had.

Going forward, we will continue to reach out and stay in contact with these stakeholders and more as we move through the years. We will inform them of changes made, process started or altered, and ask for their opinion on the projected effects of these. The external stakeholders will also be involved in the creation of the WBL program and will have input on that. This application process was a starting point for the relationship with our stakeholders. This will grow going forward as we continue to what is best for ALL of our students.

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.