



# 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



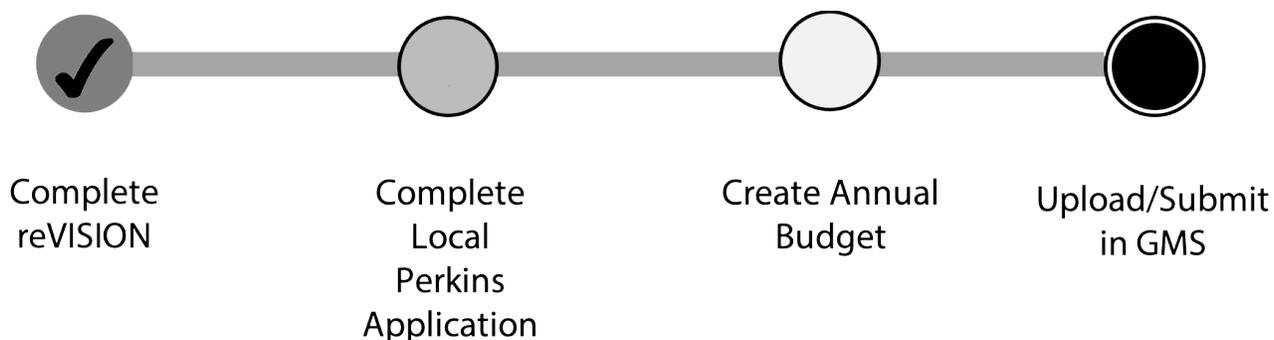
## General Information

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 21<sup>st</sup> 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

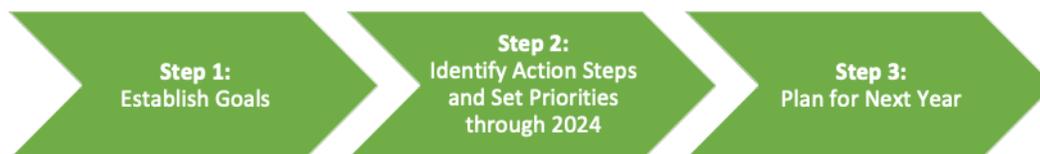
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- 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 21<sup>st</sup> 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><b>SAMPLE:</b></p> <p><b>Size, Scope, and Quality and Implementing CTE Programs of Study</b></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><b>Career Development</b></p>	<p><b>Efforts are in place that expose all students to career, college, &amp; military options after high school. Needs exist in career Exploration for students starting in middle school to show opportunities in Career &amp; Technical Education courses through high school, post-secondary options, &amp; career after graduation from high school, 2 or 4 year college. High School offers classes in all six career fields with two CTE areas having identified programs of study.</b></p>	<p><b>Within the next four years, create a systematic program for career &amp; college awareness and exploration for students in middle school through high school especially focused on local &amp; regional data from the ReVision process.</b></p> <ul style="list-style-type: none"> <li>• <b>Systematic programs include collaboration between CTE teachers and counselors, connections to the Nebraska Career Education Model, colleges, business/industry, and military.</b></li> <li>• <b>Increase awareness of career fields and personal strengths/aptitudes for incoming freshman.</b></li> </ul>
<p><b>Local Workforce Alignment</b></p>	<p><b>Current state includes periodic meetings with Dawson Area Development for Administrators. Teachers used to meet with business &amp; Industry but no current opportunities</b></p>	<p><b>Within the next four years, specifically:</b></p> <ul style="list-style-type: none"> <li>• <b>Use regional workforce data, review &amp; align courses and programs of study offerings to</b></li> </ul>

	<p>exist for discussions or partnerships. Also, a slight outreach exists with business &amp; industry in guest speakers and tours. Additionally, a slight knowledge of the needed jobs/occupations for the immediate need.</p> <p>There is a need for occupational resources for SPED special populations.</p>	<p>local and regional workforce needs.</p> <ul style="list-style-type: none"> <li>• Develop &amp; enhance partnerships with Dawson Area Development, local &amp; regional business &amp; industry partners to link to economic outlook, employment needs, and partnership connections.</li> <li>• Focus on special populations by identifying the needs of special populations to assist in the placement and integration into the local and regional industry with the inclusion of Vocational Rehabilitation and Transition Services.</li> </ul>
<p><b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b></p>	<p>Current state includes Programs of Study in 10 pathways in four Career Fields. All courses have solid enrollment data. It appears that some of the CTE Course Codes might be listed as incorrect therefore, effecting Perkins data. Programs need updating of equipment (modernization) to meet ever changing technology, business &amp; industry standards.</p> <p>Equipment updates/upgrades are needed to meet industry standards &amp; for skill development in students. Opportunities for post-secondary credit need to be expanded.</p> <p>Alignment of secondary and post-secondary programs of study needs enhancing.</p>	<p>Within the next four years, while focusing on the REVision data, industry &amp; employer requirements, CTE programs will modernize equipment, software, and other resources as identified by business &amp; industry to support skill development for students leading to H3 Careers</p> <p>Review current Programs of Study and CTE course codes.</p> <ul style="list-style-type: none"> <li>• Create new Programs of Study where applicable. Strive to have at least one Program of Study in each CTE Career Field/Area and especially the H3 areas.</li> <li>• Provide opportunities for secondary &amp; post-secondary to align Programs of Study and discuss and create dual credit opportunities for students.</li> <li>• Increase awareness of Programs of Study and Career Fields with students, parents, staff, and administration.</li> </ul>
<p><b>Student Performance Data</b></p>	<p>Current state shows that current WBL numbers are not reflected in Perkins data counts. This is for the Cadet Program, Bus Intern, and other WBL experiences.</p> <p>Data seems to be lacking especially as related to CTE specifically.</p>	<p>Within the next four years, work in connecting student data to Perkins data indicators:</p> <ul style="list-style-type: none"> <li>• Work-based learning numbers</li> <li>• Identify under-represented populations in CTE areas including females/males in non-traditional careers, ELL, McKinney-Vento, Migrant, and Immigrant populations.</li> </ul>
<p><b>Recruitment, Retention, and Training of Faculty and Staff</b></p>	<p>Current state includes high-quality professional development offered to all staff provided quarterly for one full day.</p>	<p>Within the next four years, continue to offer high-quality professional development opportunities for all staff:</p>

	CTE Dept. meetings are held regularly/quarterly.	<ul style="list-style-type: none"> <li>• Continue to train CTE Staff in effective teaching &amp; learning strategies.</li> <li>• Provide additional supports to Career Ed and Transition to Teaching CTE Staff to ensure mastery instruction.</li> <li>• When applicable, offer CTE educators content specific professional development opportunities especially to expand teacher effectiveness, curriculum updates, and Program of Study effectiveness. Including but not limited to state, regional, and national conferences &amp; specialized workshops.</li> </ul>
Work-Based Learning	Current state includes a Cadet Program for those students interested in a career in Education and Bus Intern for students working in business/industry in any career field.	Within the next four years, develop and implement Work-based learning opportunities for students in approved Career & Technical Education Programs of Study as identified in ReVision data.



### 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:**

In collaboration with Dawson Area Development, Vocational Rehabilitation, and other entities, students will be provided with resources through a variety of classes in CTE and beyond. First, CTE instructors embed the NE Career Readiness Standards in classroom instruction and procedures. Academic standards are reinforced in CTE classes with expectations of reading and writing in every class. All teachers have been Write Tools trained to have the knowledge and resources to embed these instructional strategies into their class(s). Furthermore, reading is expected in all content areas with professional development offered for effective strategies to use in the classroom. As for technical skills, all CTE classes are aligned to the NDE state standards for course content. Strategies and procedures are in place to assist students who are failing or in threat of not graduating with their cohort.

Career exploration opportunities are strategically offered at each high school grade level. All cohort students tour a college each year of high school in collaboration with each post-secondary institution. In addition, Career Fairs are held at the high school providing an opportunity for all students to have exposure to business & industry professionals in a particular career field. Local education and workforce personnel are highly involved in these opportunities. In addition, many of the CTE classes have guest speakers providing specific information to an identified career pathway.

Students have the opportunity for Work-based Learning Opportunities through the Cadet program, Bus Intern, and other employment opportunities based on the student's interest and future plans.

Career planning is addressed in a variety of ways throughout the high school years. From embedded activities in classes to a specific Career English class, students are exposed to Career & College Readiness.

All upper classmen participate in a mock interview at the Career Fair with each individual student participating in a personal interview with a business/industry professional, complete with feedback. This event is held at the high school with many local and regional business/industry professionals present. Dawson Co. Economic Development personnel assist in organizing this day.

The counselors have an organized system of delivery for career and college readiness including academic advising. The three counselors divide the approximate 950 high school students as to provide a personable service for career & college readiness to each student. Counselors assist with class registration, career advisement, and academic placement for each student thereby supporting CTE programs of study and academic preparation for career & college readiness.

**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)*

Within the next four years, create a systematic program for career & college awareness and exploration for students in middle school through high school especially focused on local & regional data from the ReVision process.

- Systematic programs include collaboration between CTE teachers and counselors, connections to the Nebraska Career Education Model, colleges, business/industry, and military.
- Increase awareness of career fields at the middle school level.

**Prioritized Action Steps for Career Development:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	Create a systemic career & college ready program, including career development tied to the Nebraska Career Education Model starting at 6 <sup>th</sup> grade and building throughout middle school into high school. Explore Middle School models. Visit schools & research effective programs.
<b>Year 2: 2021-2022</b>	Plan for CTE career exploration and exposure at the middle school. Work with scheduling, curriculum, and teacher preparation for the new program.
<b>Year 3: 2022-2023</b>	Pilot and market the program. Evaluate and revise as needed.
<b>Year 4: 2023-2024</b>	Full continued implementation. Evaluation and revision to strengthen the program.

## Element 2: Local Workforce Alignment

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

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

**RESPONSE:**

Local & Regional Assessment results did not reveal specific CTE programs and activities to be funded due to the COVID-19 pandemic. However, discussions of future Programs of Study and career pathways were held during the local assessment meeting that later aligned with the regional workforce needs and data. Local needs include Health Science, Manufacturing, Industrial Maintenance, Agriculture, & Education.

### 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:**

Health Science is one Career Field/Pathway that resonated at the local assessment meeting and later after reviewing the regional data. Efforts will include further study and meetings with the Lexington Community Hospital and Central Community College on developing a partnership, program of study, and work-based learning opportunities. Further exploration into the Skilled & Technical Sciences – Manufacturing & Industrial Maintenance will be explored with input from local industries.

### 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:**

Lexington Public Schools is a special populations school district with 78% Free & Reduced Lunch, 72% Hispanic, 15.7% White, & 8.4% Black, 35% English Language Learners, & 6% Highly Mobile. Equal access is provided for all aspects of the high school in the policies, operations, and the total experience.

All students, including special population students, work with a counselor for college & career guidance, course selection, & future planning. In addition, students served by an IEP also have the services of Vocational Rehabilitation to assist with transitions upon graduation and a LHS class called Senior Transitions.

**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)*

Within the next four years, specifically:

- Use regional workforce data, review & align courses and programs of study offerings to local and regional workforce needs.
- Develop & enhance partnerships with Dawson Area Development, local & regional business & industry partners to link to economic outlook, employment needs, and partnership connections.

Focus on special populations by identifying the needs of special populations to assist in the placement and integration into the local and regional industry with the inclusion of Vocational Rehabilitation and Transition Services.

**Prioritized Action Steps for Local Workforce Alignment:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	Review, analyze, and evaluate programs of study based on regional and local data. Work closely with Dawson Area Development for economic data and Business & Industry needs. Begin to propose new courses and work with administration & counselors for understanding, teacher preparation, supplies, etc.
<b>Year 2: 2021-2022</b>	Implementation of the facilitated process to review, analyze, and evaluate Career & Technical Education Programs.
<b>Year 3: 2022-2023</b>	Evaluate and improve the process to review, analyze, and evaluate CTE programs of study. Continue to support new Programs of Study development. Use revised local and regional needs assessments to assist in direction of program evaluations.
<b>Year 4: 2023-2024</b>	Continued implementation of the process and review to evaluate the CTE programs and courses.

**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:**

Currently, Lexington High School has 10 Programs of Study: Ag & Natural Resources (4), Business Marketing & Management (1), Communication & Information Systems (1), Skilled & Technical Sciences (4). In addition, there are CTE classes representative of all six career fields offering students a wide array of courses to select from.

Due to the Covid 19 pandemic, the Regional meeting was never held, therefore, the intent to study this more in-depth for Dawson Co. never took place. This next year will continue the in-depth probe into emerging careers and H3 careers in Dawson Co. with the intent to expand Programs of Study to more.

The H3 Regional report indicated Health Sciences as a leading career area.

**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:**

Through the collaboration between secondary and post-secondary programs with alignment of curriculum and Programs of Study to ensure rigor. This will assist in making sure the students have the academic and technical skills to be college & career ready. Also, with this collaboration, link dual credit courses with post-secondary programs to advance students towards career programs. By working towards this secondary and post-secondary partnership the opportunity to review H3 data, CTE programming, and student achievement can only strengthen the CTE programs for student achievement.

**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:**

Currently, we have a few CTE courses for dual credit in partnership with Central Community College in Lexington. This next year we will be introducing more academic dual credit classes especially some which will directly fit into Associate Degree programs. This paired with the Technical skills from CTE classes and strong career advisement will serve students well in career & college readiness. Through this collaboration, we look forward to creating more options for students in CTE program areas.

**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, while focusing on the REVision data, industry & employer requirements, CTE programs will modernize equipment, software, and other resources as identified by business & industry to support skill development for students leading to H3 Careers

Review current Programs of Study and CTE course codes.

- Create new Programs of Study where applicable. Strive to have at least one Program of Study in each CTE Career Field/Area and especially in H3 areas.
- Provide opportunities for secondary & post-secondary to align Programs of Study and discuss and create dual credit opportunities for students.
- Increase awareness of Programs of Study and Career Fields with students, parents, staff, and administration.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	<p>Provide opportunities for CTE teachers to meet with Business &amp; Industry and Post-Secondary to align to the technical skills needed for H3 occupations and to create stronger Programs of study in response to local and regional needs especially in areas of Industrial Maintenance, Manufacturing, &amp; Health Science.</p> <p>Work towards developing a strong advisory committee with active participation in CTE programming, courses, and partnerships.</p> <p>Begin to explore Program of Study options for Health Sciences. Meet with local Hospital personnel, community partners, &amp; Central Community College representatives then plan for Health Science pathways in future course offerings.</p> <p>With a focus on ReVision data and business/industry recommendations, CTE programs will modernize equipment curriculum, software &amp; other resources identified by Business &amp; Industry to support students for career &amp; college readiness and H3 Career options.</p> <p>Work on CTE course coding thereby increasing the data accuracy for CTE areas.</p>

<p><b>Year 2: 2021-2022</b></p>	<p>Continue opportunities for CTE teachers to meet with Business &amp; Industry and Post-Secondary to align to the technical skills needed for H3 occupations and to create stronger Programs of study in response to local and regional needs. Examine Programs of Study in relation to courses taught and how to meet H3 career preparation. Continue to explore dual credit opportunities.</p> <p>Begin to explore Program of Study options for Health Sciences. Meet with local Hospital personnel, community partners, &amp; Central Community College representatives to plan for Health Science pathway(s).</p> <p>Continued work towards developing a strong advisory committee with active participation in CTE programming, courses, and partnerships.</p> <p>Examine programs of study related to other H3 careers for our region: Industrial Maintenance and Electromechanical careers and others as referenced in the data.</p> <p>Look into adding a Culinary aspect to the FCS Curriculum working on Serve Safe Certification for students.</p> <p>Continue with a focus on ReVision data and business/industry recommendations, to modernize equipment curriculum, software &amp; other resources identified by Business &amp; Industry to support students for career &amp; college readiness and H3 Career options.</p> <p>Continue to ensure and refine CTE course coding with new data person.</p>
<p><b>Year 3: 2022-2023</b></p>	<p>Continue with opportunities for CTE teachers to meet with Business &amp; Industry and Post-Secondary to review programs, align to the technical skills needed for H3 occupations, and to create stronger Programs of study in response to local and regional needs. Continue to explore dual credit opportunities as well.</p> <p>Continued work towards developing a strong advisory committee with active participation in CTE programming, courses, and partnerships.</p> <p>Implementing FCS Culinary certifications and curriculum, as well as, Industrial Maintenance and/or Electromechanical programs.</p> <p>Evaluate the ReVision data and business/industry recommendations, to modernize equipment curriculum, software &amp; other resources identified by Business &amp; Industry to support students for career &amp; college readiness and H3 Career options. Determine what is needed yet.</p> <p>Continue to ensure CTE course coding of all CTE classes.</p>

<p><b>Year 4: 2023-2024</b></p>	<p>Review and analyze the alignment to the technical skills tied to H3 occupations and to create stronger Programs of study in response to local and regional needs. Continue to enhance dual credit opportunities.</p> <p>Assess &amp; evaluate advisory committee(s) for overall effectiveness, active participation in CTE programming, courses, and partnerships. Revise advisory committees as needed.</p> <p>Evaluate the ReVision data and business/industry recommendations, to modernize equipment curriculum, software &amp; other resources identified by Business &amp; Industry to support students for career &amp; college readiness and H3 Career options. Determine what is needed yet.</p> <p>Continue to ensure CTE course coding of all CTE classes.</p>
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**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:**

Lexington Public Schools is a special populations school district with 78% Free & Reduced Lunch, 73.4% Hispanic, 15% White, & 9.9% Black, 33% English Language Learners, & 6% Highly Mobile. Equal access is provided for all aspects of the high school in the policies, operations, and the total high school experience.

a. Activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency include a college visit for the whole class each year of high school. In addition, students are exposed to business & industry tours, guest speakers, and cap-stone internships. Career Fairs & Mock interviews are provided on site for high school juniors and seniors. Finally, CTE teachers will be meeting with Dawson Area Development to gain perspectives on future employment needs & opportunities and to forge relationships with area businesses or industries. This will lead to programs of study to meet local needs and build stronger programs in existing programs of study.

b. To expose students to non-traditional career fields, students meet with their counselor regularly for personal career & college readiness advising including programs of study available and opportunities related to areas of career interest. In addition, CTE teachers and counselors speak to classes to explain CTE courses at Lexington High School and Central Community College and career opportunities in the greater Dawson County area.

c. All students at Lexington High School have equal access for all aspects of the high school experience including access to CTE classes and CTSO's. Lexington Public Schools has specific programs to assure equal access for special populations including Migrant Education to support migratory children who move among states are not penalized in any manner for disparities among states in curriculum, graduation requirements, or state academic content, and student academic achievement standards. After school tutoring programs also serve students of need to provide the academic tutoring needed for students to be successful in academic core classes.

Furthermore, all students are provided equal access including special populations to CTE courses and POS through personalized counselor contacts, career planning, and advisement with CTE instructors. Students at the Alternative Education site take Skilled & Technical Sciences classes onsite (off campus) in the areas of woodworking and construction. Programs of Study held at the Armory (Welding and Automotive) provide tours and information session for students and families for recruitment and course planning.

d. There are many practices in place at Lexington High School to assure equal access and non-discrimination. Equal access assurances are provided in district policy:

<https://www.lexschools.org/wp-content/uploads/2019/12/Staff-Handbook-19-20.pdf>

*NOTICE OF NON-DISCRIMINATION (Policy 3053) Lexington Public Schools does not discriminate on the basis of race, color, national origin, sex, The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.*

Furthermore, SPED staff consult with CTE instructors to provide strategies and content support for students to be successful in the classroom and in lab experiences. CTE & Extra Curricular Enrichment

classes are held for English Language Learners to provide enrichment course experiences in Foods, Computers, Art and Music classes (9 week rotation) thereby providing experiences where schedules do not allow due to ELL courses needed first. Finally, all staff is provided professional development training in strategies, content modification, and ELL supports to equip teachers to be highly successful in student achievement and with special populations.

**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:**

- By analyzing data, specifically CTE Data & student enrollment data, disparities will be addressed through targeted information and career education for students in non-traditional participation. By encouraging male participation in the Health Sciences and female participation in Skilled & Technical Sciences students will become more aware of the career possibilities in non-traditional career fields in the Dawson County area. Specific activities for students include an annual career fair with local and regional employers, guest speakers, & dual credit courses with Central Community College.
- To increase the knowledge of CTE teachers and counselors of the career opportunities, professional development will be held with Dawson Area Development to provide teachers and counselors exposure to business & industry needs, opportunities, and career information.
- Finally, WBL opportunities will be explored with local and regional business & industry companies to develop a partnership for student placement. By developing this WBL opportunity, hopefully more students will discover the career opportunities and need for post-secondary education and training to meet the employment possibilities in Dawson county.

If no meaningful progress is made, a review of the revision data would be necessary to determine what the employers needs are and the necessary steps the school can take to bridge this.

**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)*

Within the next four years, work on connecting student data to Perkins data indicators:

- Work-based learning numbers, CTE course coding.
- Identify under-represented populations in CTE areas including females/males in non-traditional careers, ELL, McKinney-Vento, Migrant, and Immigrant populations.

**Prioritized Action Steps for Student Performance Data:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
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<p><b>Year 1: 2020-2021</b></p>	<p>Determine a process to gather and examine CTE data including course enrollment numbers, by gender, economic status, and ethnicity. Begin a means of collecting and organizing this data.</p> <p>Research effective CTE Programs of diversity and achievement to visit and/or research a conference to attend to gain insights.</p> <p>Work on course coding for CTE classes to ensure correctness.</p>
<p><b>Year 2: 2021-2022</b></p>	<p>Implement data gathering process, review and analyze data as related to CTE programs.</p> <p>Visit effective CTE Programs of diversity and achievement to visit and/or a conference to attend to gain insights on serving high needs students in CTE.</p> <p>Continue to maintain CTE course coding.</p>
<p><b>Year 3: 2022-2023</b></p>	<p>Review and analyze data as related to CTE programs. Revise data collection points if necessary.</p> <p>Visit effective CTE Programs of diversity and achievement to visit and/or a conference to attend to gain insights on serving high needs students in CTE.</p> <p>Continue to maintain CTE course coding.</p>
<p><b>Year 4: 2023-2024</b></p>	<p>Continue to review data as related to CTE programs to make informed choices for courses, scheduling, and equity.</p> <p>Following a visit of an effective CTE Program(s) of diversity and achievement and/or a conference attended, implement strategies to serve high needs students in CTE.</p> <p>Continue to maintain CTE course coding.</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:**

Lexington High School will coordinate and partner with NDE and institutions of higher learning in several ways. First, in partnering with NDE Field Specialists and post-secondary members to share needs in those fields, potential needs, and future needs. This provides an opportunity for collaboration and partnership for CTE instructors.

Secondly, Perkins fund will provide opportunities for CTE teachers to attend quality state, regional, or national conferences &/or trainings to increase knowledge in recruitment, content, national trends, teaching strategies, and technical skills. Also, to learn more of innovative, industry-grade equipment and materials to enhance CTE classes and programs of study.

Finally, these professional development opportunities and collaborations allow teachers to gain new skills and technical training. These conferences can also provide insight in recruiting under-represented groups in the teaching profession.

**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)*

Within the next four years, continue to offer high-quality professional development opportunities for all staff:

- Continue to train CTE Staff in effective teaching & learning strategies.
- Provide additional supports to Career Ed and Transition to Teaching CTE Staff to ensure mastery instruction.
- When applicable, offer CTE educators content specific professional develop opportunities especially to expand teacher effectiveness, curriculum updates, and Program of Study effectiveness.

Including but not limited to state, regional, and national conferences & specialized workshops.

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

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	<p>Offer CTE Network meetings with local and regional business &amp; industry partners for CTE teachers to collaborate, learn of industry, analyze data, and increase knowledge to impact LHS CTE Programs of Study and course content.</p> <p>Staff will bring back knowledge from Conference attendance and present at a CTE Dept. Meeting.</p> <p>Provide opportunities to attend state, regional, and national CTE conferences or trainings to increase knowledge, improve programs and instruction.</p>

	<p>Determine current CTE teacher status and work with State Colleges &amp; Universities to recruit qualified professionals. Reach out to State Colleges &amp; Universities for student teaching &amp; practicum experiences at LHS.</p>
<p><b>Year 2: 2021-2022</b></p>	<p>Offer CTE Network meetings with local and regional business &amp; industry partners for CTE teachers to collaborate, learn of industry, analyze data, and increase knowledge to impact LHS CTE Programs of Study and course content.</p> <p>Provide opportunities to attend state, regional, and national CTE conferences or trainings to increase knowledge, improve programs and instruction.</p> <p>Staff will bring back knowledge from Conference attendance and present at a CTE Dept. Meeting.</p> <p>Determine current CTE teacher status and work with State Colleges &amp; Universities to recruit qualified professionals. Continue to contact State Colleges &amp; Universities for student teaching &amp; practicum experiences at LHS.</p>
<p><b>Year 3: 2022-2023</b></p>	<p>Offer CTE Network meetings with local and regional business &amp; industry partners for CTE teachers to collaborate, learn of industry, analyze data, and increase knowledge to impact LHS CTE Programs of Study and course content.</p> <p>Provide opportunities to attend state, regional, and national CTE conferences or trainings to increase knowledge, improve programs and instruction.</p> <p>Staff will bring back knowledge from Conference attendance and present at a CTE Dept. Meeting.</p> <p>Determine current CTE teacher status and work with State Colleges &amp; Universities to recruit qualified professionals. Continue to contact State Colleges &amp; Universities for student teaching &amp; practicum experiences at LHS.</p>
<p><b>Year 4: 2023-2024</b></p>	<p>Offer CTE Network meetings with local and regional business &amp; industry partners for CTE teachers to collaborate, learn of industry, analyze data, and increase knowledge to impact LHS CTE Programs of Study and course content.</p> <p>Provide opportunities to attend state, regional, and national CTE conferences or trainings to increase knowledge, improve programs and instruction.</p> <p>Staff will bring back knowledge from Conference attendance and present at a CTE Dept. Meeting.</p> <p>Evaluate &amp; revise current CTE teacher recruitment practices, evaluate current need, and work with State Colleges &amp; Universities to recruit qualified professionals. Continue to contact State Colleges &amp; Universities for student teaching &amp; practicum experiences at LHS.</p>

**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:**

Current state includes a Cadet Program for those students interested in a career in Education and Bus Intern for students working in business/industry in any career field.  
In the next four years, expansion of the Work-based Learning Program to include more cap-stone experiences for students in H3 career pathway programs.

**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, develop and implement Work-based learning opportunities for students in approved Career & Technical Education Programs of Study as identified in ReVision data.

**Prioritized Action Steps for Work-based Learning:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	Investigate successful Work-based Learning programs. Research effective practices, evaluation, placement, and partnerships strategies.
<b>Year 2: 2021-2022</b>	Develop a Work-based Learning Program based on local and regional data/needs aligned with Programs of Study especially at the Cap-Stone level.  Develop Work-based Learning opportunities for students with local/regional businesses with CTE programs.
<b>Year 3: 2022-2023</b>	Pilot Work-based Learning Program. Evaluate and revise as needed.

	Continue to develop Work-based learning opportunities with local/regional businesses.
<b>Year 4: 2023-2024</b>	Continue implementation of the Work-based Learning Program and revise as needed. Evaluate Work-based learning programs and opportunities for effectiveness. Modify and make changes as necessary.

### 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:**

All students were taken in to account in establishing the Perkins goals for the six-elements. Through the increased efforts to collect and examine more specific CTE data, looking at sub-groups of students in Career & Technical Education classes will determine program needs, instruction gaps, equity, and other improvements to CTE programming.

### 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:**

**#1**

Revision Stakeholder Worksheet (attached).

Through the Perkins V and the ReVision process, the LHS Perkins Grant Advisory Committee may look different as committees are developed to meet grant activity needs. The Perkins Grant Committee may have a smaller group and have more of a final check and balance for grant activities and expended funds.

While Lexington High School has not had an active local Perkins Advisory Board, there is a strong connection to the Dawson Area Development group which meets bi-annual or quarterly for CTE planning and outreach. Many of these members serve on the LHS Perkins Advisory Group and are listed on the ReVision Stakeholder Verification Sheet.

On a larger scale, continued partnership with Dawson Area Development will be key to working with Economic Development and Business/Industry to meet high demand jobs and careers, as well as to understand the needs of employers for the next decade. This group meets 3-5 times a school year as directed by the Dawson Area Director (DAD) Andrea McClinic. Participation in and partnership with DAD is planned as to have greater ties to the economic data and employer connections.

## 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.