



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



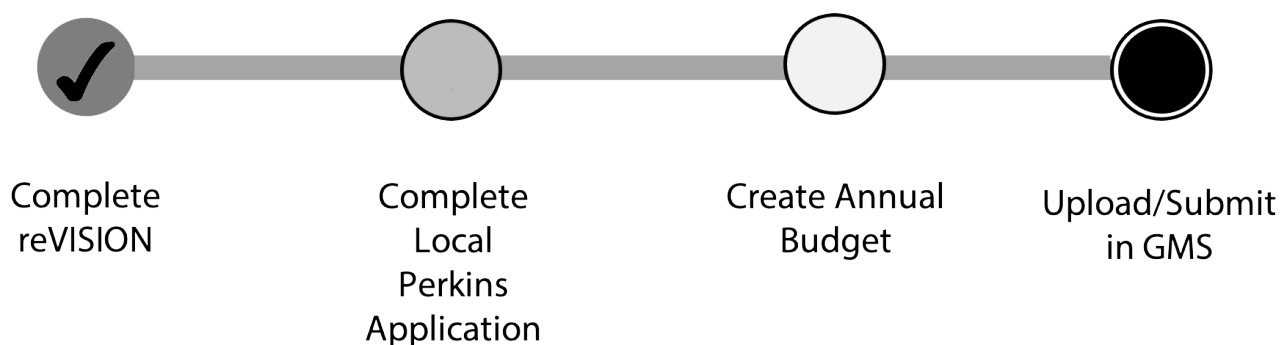
General Information

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 are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

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

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

Use of Funds

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

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

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

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

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

Timeline and Deadlines

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

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

Submission Information

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

Application Elements

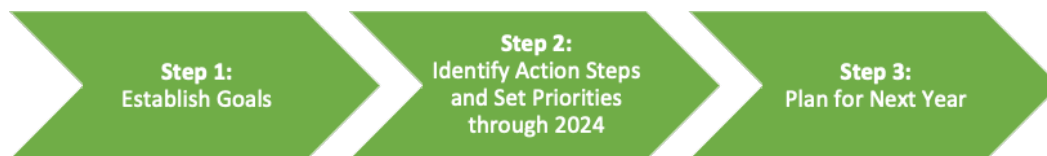
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

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

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

Going from reVISION to the Local Perkins Application

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



Step 1: Establish Goals

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

Step 2: Identify Action Steps & Set Priorities

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

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



Helpful Tip

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

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

Step 3: Plan for Next Year

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

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

Section 1: reVISION Summary

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

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

Element	Current State	Overarching Goal(s)
SAMPLE: Size, Scope, and Quality and Implementing CTE Programs of Study	<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>	<i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i> <i>Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i>

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
Career Development	<p>Most current programs align high school credit and internship experiences with college course work and/or relevant job experience designed to enhance post-secondary opportunities. Personal Learning Plans and programs that support college/post-secondary planning assist students in exploring both post-secondary options as well as financial choices available for taking advantage of these options, although students are often unaware of pathways and the benefits of completing a specific pathway.</p> <p>CTE programs have qualified instructors, although developing new instructors in these areas is challenging because of the technical experience required. In general, CTE instructors are focused on their individual areas and cross-collaboration is</p>	<ul style="list-style-type: none"> • Create a CTE PLC for all teachers teaching within a career pathway with regular meeting times • Establish CTSO opportunities with strong and sufficient staff leadership for each career pathway • Commit to strengthening current pathways by increasing creating strong pathway structures and appropriate pathway promotion for all 9-12 grade students

	<p>rare. Focusing CTE emphasis will help define school goals in CTE and allow a more focused approach at training and preparing instructors for these fields.</p>	
Local Workforce Alignment		
Size, Scope, & Quality and Implementing CTE Programs of Study	<p>Although most programs follow the core SSQ qualities, we have limitations, especially in physical to space to maximize the programs potential (fabrication courses are primarily affected by this issue). IT and Technology courses, although supported, have every changing resource. As we work to develop industry standard software and hardware for CAD and E-Sports, there is a need for constant up-to-date resources (a suggested 3-year rotation by instructors).</p> <p>Additionally, barriers, including graduation requirements, ESL coursework, and special education needs at times exist for student's in special populations ability to engage in CTE coursework.</p>	<ul style="list-style-type: none"> • Identify a recruiting model and additional support systems for increasing population of special population students • Update computer software/hardware to industry standards in both CAD and E-Sports
Student Performance Data	<p>One of the biggest gaps in performance indicators is the completion of a program by our EL students. We have a high population of EL students, yet we do not see completion of program(s) by many, or any in some years.</p>	<ul style="list-style-type: none"> • Develop a course sequence for students to become proficient in the English language and become a completer of a CTE program by promoting career pathways and CTE opportunities within EL programs
Recruitment, Retention, and Training of Faculty and Staff	<p>While we are lucky to have low turn-over in CTE positions and have been able to promote from within, it would be ideal to create a system for training staff from within to become dual-endorsed (for example, could a math teacher become endorsed in CTE and be prepared to move into the position one day). Ideally, internal staff would be trained to take over existing programs. Tuition reimbursement would incentivize teachers to seek out additional endorsement opportunities.</p>	<ul style="list-style-type: none"> • Develop a CTE PLC for collaboration and support • Provide specialized training in individual career areas to help staff development (either teaching skills for industry experts or industry skills for teaching experts) • Develop a process to promote internal training opportunities
Work-Based Learning	<p>Some areas of work-based learning are much stronger than others. The success of these programs is largely dependent on alignment to student's post-secondary goals and strong supervision both from the school level and the community partners.</p>	<ul style="list-style-type: none"> • Create more career internships that align to postsecondary goals • Increase partnerships for meaningful internships for students (career-type connections)

	<p>While we want to continue to develop internship opportunities, we want these opportunities to be driven more by what our school's curriculum and career pathways are rather than by employer request. The implementation of a Career and Internship coordinator will assist with a more standardized process for creating more meaningful workplace experiences and community relationships.</p>	<ul style="list-style-type: none"> • Create an overall vision for school-to-work • Infuse career readiness standards into all content areas, K-12, especially in the core
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Helpful Tip

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

Section 2: Narrative Descriptions

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

Element 1: Career Development

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

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

RESPONSE:

- a. Completion of Kuder Career Assessments each year, beginning in middle school, allows students to identify career pathways that align with their personal skills, interests, and values. Students can use information gained from these results (as well as information gleaned from other components of the Kuder program) to develop their Personalized Learning Plan in a way that allows them to explore career pathways. Providing information on College and Career Readiness ensures that every student sees a future for themselves whether continuing to a four-year post-secondary school is an option for them. Homeroom and content area lessons focus on allowing students to identify a variety of careers that may align with their personal skills and abilities and encourages them to explore careers within a narrowed, more manageable career cluster.
- b. Using the results from their Kuder assessments, along with assistance from guidance counselors, teachers, and staff, students are encouraged to take advantage of introductory level classes offered in a variety of career pathways. Students are encouraged to take multiple introductory classes in order to better understand

different career opportunities in these fields. Current goals focus on increasing opportunities for students to make connections with a variety of industry professionals in an effort to engage students in career exploration conversations and networking.

c. Utilizing counseling and support systems (including programs like Talent Search and Teammates) gives students an opportunity explore how they will achieve career goals given individual circumstances. Previously mentioned staff, CTE teachers, and Work-Study/Internship Coordinators help students find and complete dual-credit course options and career-aligned internships that provide practical and applicable experience within a given field. Additionally, staff provide support for in helping students identify certifications, testing and additional educational opportunities that will move them toward successful preparation. Our guidance department works diligently to help students identify and apply scholarships and other financial aid opportunities that can help students pay for continuing education. Our Skilled and Technical Science students are regularly offered paid internships or jobs as a result of their involvement in the CTE youth-apprenticeship programs. Additional opportunities through CTSO programs allow students opportunities to develop career skills such as resume writing, interviewing, application of job skills, and career networking.

d. Our current goals focus on creating a stronger promotional plan for our CTE programs that reaches students earlier in their high school career. We want students in 9th grade planning their PLP's in a way that allows them room to explore and take advantage of CTE opportunities. To remove barriers for special populations, we provide the majority of our CTE opportunities on campus and strive to continue to provide highly qualified staff in each CTE area who are well-versed on industry standards. Collaborative efforts with local school districts have been established to provide additional CTE opportunities to students in areas where South Sioux City does not have programming, and it is our goal to develop a transportation system that will allow students who ease in accessing all opportunities, whether they are available on our campus or not. To maintain engagement in CTE programming, career internships, apprenticeships, and on-the job work experiences are made available to students who complete at least two courses in a career pathway.

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)

1. Establish CTSO for each pathway (FBLA, DECA, Skills USA, FCCLA, Educators Rising, and HOSA)
 - Once established, the sponsors for each CTSO will meet in a PLC format to create communications of various kinds (i.e. signage, speakers, registration guide) to promote career pathways and information related to them (i.e., career pathway names, course sequences post-secondary considerations and CTSO opportunities). We will use Perkins funds to develop these products to increase CTE/CTSO participation and enrollment.
2. Commit to strengthening current pathways and not adding more at this time. (South Sioux City students show little/no current student interest in Agriculture, which is the only unestablished career cluster).

Prioritized Action Steps for Career Development:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • Establish CTSO for DECA, FCCLA, and HOSA • Establish time within this schedule for these sponsors to meet.

Year 2: 2021-2022	<ul style="list-style-type: none"> • Establish CTSO for DECA, FCCLA, and HOSA • Establish time within this schedule for these sponsors to meet.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Continue to provide predictable, scheduled time for CTSO sponsors • Create a communication and marketing plan to promote career pathways to students – particularly our EL population
Year 4: 2023-2024	<ul style="list-style-type: none"> • Continue to provide predictable, scheduled time for CTSO sponsors • Implement a communication and marketing plan to promote career pathways to students – particularly our EL population

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:

1. Continue to develop, expand, and enhance business and industry partnerships.

- Internships, apprenticeships, and job shadowing experiences
- Career fairs, guest speakers, and business tours
- Advisory boards featuring business industry professionals, educators, counselors, and post-postsecondary representatives
- Capstone and dual credit opportunities

3

2. Study workforce needs and alignment.

- Gather and interpret relevant student and workforce data.
- Parallel career course offerings with industry needs.

3. Examine how special populations can be integrated into local and regional industry needs.

- Work in partnership with businesses to expand opportunities.
- Identify the specific needs of different special populations and determine their placement in the workforce.
- Workforce preparation, training, alignment, and placement.
- Understand the pivotal role of counselors.
- Provide appropriate vocational rehabilitation and transition programs for students of disabilities.

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:

South Sioux City Community Schools intends to develop and create an E-gaming program for students. Our local CTE leadership group met and discussed. The large amount of interest generated by our students was the driving factor. This program will provide students the opportunity to work with coding, compete against other schools in Nebraska with similar programs, and hopefully provide some scholarship opportunities.

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: As part of our district's goals, we are working to develop a more comprehensive promotion program for our CTE offerings. One goal of this promotion is to inform students of existing H3 jobs and provide a clear pathway for students to prepare for these jobs. Currently, course guides and internal school promotion among staff and counselors are the primary recruitment strategies for these programs; however, they may be underutilized for the purpose of career exploration. Career pathway opportunities are typically outlined for students who take introductory coursework, and many of these students remain either engaged in their current CTE pathway or move to another pathway.

Our of our current goals is to develop a CTE PLC with regular meeting times. Initially, a primary task for this group will be to focus on is additional ways to promote and support the CTE programs, including making additional connections between students and work force professionals in CTE areas.

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)

1. Continue our partnership w/ NENCAP. We will use Perkins funds to continue these partnerships. (=\$1000)
2. Collaborate with other districts in the region to understand a model that is working in small communities where business/industry opportunities are drastically limited.
3. Build Career Advisory Board to assist in development of appropriate work-based learning experiences.
 - a. Create a tiered approach for students including guest speakers, field trips, job shadow/mentoring to internship.
4. Develop information for businesses explaining what type of work-based learning experiences are needed and how the businesses can participate

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	Build Career Advisory Board to assist in development of appropriate work-based learning experiences.
Year 2: 2021-2022	Build Career Advisory Board to assist in development of appropriate work-based learning experiences. <ul style="list-style-type: none"> Create a tiered approach for students including guest speakers, field trips, job shadow/mentoring to internship.
Year 3: 2022-2023	Develop information for businesses explaining what type of work-based learning experiences are needed and how the businesses can participate
Year 4: 2023-2024	Develop information for businesses explaining what type of work-based learning experiences are needed and how the businesses can participate

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: South Sioux City plans to use Perkins funding to support the Skilled and Technical Sciences Academy and the Information and Technology Academy.

Recent changes in technology have outdated our current CAD software and systems. We recently acquired several CNC tools (Plasma Cutter and Vertical Mill) which utilize more advanced industry grade machinery and technologies. In addition to possibly acquiring a CNC Lathe, we must acquire more up-to-date CAD operating systems and software to maximize the potential of these machines. Additional large monitors are needed for increased safety while operating CAD machines and to provide a stronger alignment with industry standard. CAD software and CNC tools are essential in fabrication pathway.

Additional funds will help us develop our Information Technology: E-Gaming and Programing pathways. E-gaming programs are becoming more and more popular in Nebraska and current market shows that E-gaming jobs are up 185% in the first half of 2019. Due the quickly rising demand for e-gaming professionals and a strong student interest in this career field, we are in need of computers that meet the industry standard to give our students the best opportunity to experience "real-world" application.

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: Our Skilled and Technical Sciences: Construction pathway will continue to build and develop relationships with area business through our community construction partnership (students work with area experts to build a house). Direct mentorship from career experts allows our students to learn from career professionals and network with potential employers. This hands-on experience demands industry levels of professional knowledge and conduct, as students must work at a level that passes building code and inspection. By nurturing our partnerships with local construction and building companies, our students will continue to have both rigorous academic challenges (especially connected to math, science, and communication standards) and a practical well-rounded exposure to a variety of careers in the construction field. Our Communication and Information Technology pathway supports rigorous application of math and science skills as well requiring substantial communication skills.

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: In addition to offering on-site college level courses in English and math, South Sioux City currently offers on-site dual credit opportunities that align with our Education and Training pathway and Therapeutic Certified Services pathway. Additionally, South Sioux City collaborates with Northeast Community College to provide Basic Nurses Aid Training to students that allows students to earn CNA certification upon completion.

South Sioux City also continues to build and strengthen relationship with Northeast Community College, Wayne State College, Nebraska Wesleyan University, and Morningside college to offer our students online and/or on-campus course offerings which allow students to earn college credit in courses related to our Accounting, Law, Entrepreneurship, and our Child, Youth and Family Studies pathways. These relationships, along with flexible school scheduling options also allow students to earn college credit and explore careers paths that aren't provided in our on-campus experience.

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)

1. Update computer software/hardware to industry standard in regard to both CAD and E-Sports. According to our local data and industry partnerships, particularly with Tyson Foods and Empirical Foods, there is a high need for these high-wage jobs locally. Perkins funds will be used to update all/most of our current hardware in 2020 and upgrade equipment on a rotational schedule in the next four years. (Dell Precision PC = \$1300 Total (25)= \$32,500 in 2020)
2. Identify/implement a recruiting model for increasing participation of special population students.

**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	<ul style="list-style-type: none"> • Update computer software/hardware to industry standard in regard to both CAD.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Update computer software/hardware to industry standard in regard to both CAD and E-Sports. (Rotational schedule) • Upgrade equipment to enhance workplace knowledge and skills in the area of manufacturing.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Update computer software/hardware to industry standard in regard to both CAD and E-Sports. (Rotational schedule) • Upgrade equipment to enhance workplace knowledge and skills in the area of construction.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Update computer software/hardware to industry standard in regard to both CAD and E-Sports. (Rotational schedule) • Upgrade equipment to enhance workplace knowledge and skills in the area of IT.

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 improvement.

- 11. Describe how**
- a. Provide
 - b. Prepare
 - c. Provide
 - d. Ensure

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

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RESPONSE:

- a. Teachers and courses work are designed to engage students in applicable learning opportunities that will ultimately prepare them for career internships and work experience. Teachers are provided training as needed to ensure high levels of industry knowledge as well as content appropriate teaching strategies that are designed to move students toward more self-sufficient application of skills and knowledge.
- b. All teachers in will be well versed in career pathways. Homeroom teachers are tasked with engaging in career-focused conversations with students to help them evaluate personal goals, skills, and career interests. Equipped with knowledge on career pathways, teachers can help guide students toward coursework and career fields that align with individual students. Individual conversations remove expectations and barriers by focusing on student's individuality which allows for more authentic preparation for career exploration and instruction.
- c. South Sioux City represents a diverse student population (81% minority students/63% free and reduced lunch/13% Special Education/ and 18% EL). Because of our student population, it is typical for our CTE courses to serve "special populations." One of the challenges we are currently addressing is how to make the rigor of dual credit CTE classes and the scheduling of all CTE classes more accessible to students who need to complete additional coursework because of their disabilities, language barriers, or educational gaps. Providing multi-tiered support for these students to gain foundational skills earlier/more efficiently will open up opportunities within the student's course schedules that will allow them to take advantage of more CTE opportunities.
- d. All students, regardless of race, ability, socio-economic status are given equal opportunities to engage in career education. Student course selection is individualized and regulated solely on graduation requirements. By engaging in PLP conversations early with students, every student can plan for CTE coursework within their high school experience. Because each student is assigned to a specific guidance counselor and homeroom teacher, these adults can intervene should obstacles arise that may prevent students from completing their PLP. Creating a standardized procedure for student's to plan for and select individual course work reduces the risk that students representing specialized populations would be excluded from CTE opportunities and increases the likelihood that students who may struggle to accomplish prerequisites need to engage in CTE will be identified early enough to receive assistance in overcoming their personal barriers.

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: As part of our school improvement plan, South Sioux City will continue to develop comprehensive community education regarding the district's career education opportunities. This effort will serve to both inform and prepare parents to help advocate for their student's career education and allow businesses to develop pipeline programs within the district. By starting early, these measures will help develop career-minded students. Using support from school staff and counselors, students will be able to identify career fields that align with their skills and interest. Helping students find the correct CTE "fit" is the first step in ensuring that disparities and performance gaps don't exist or continue. Should these gaps continue to exist, South Sioux City Schools will seek continuing education from top industry experts to support instructional weaknesses. Additionally, industry level CTE equipment will be available in order to help students overcome barriers that may create gaps in performance success.

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)

1. Identify/participate in content-specific professional development opportunities for CTE teachers (Perkins funds will be used in registration for the ACTE Conference in Nashville, TN, December 2-5. PD Registration/travel)
2. Identify/implement a recruiting model for increasing participation of special population students.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • Identify/participate in content-specific professional development opportunities for CTE teachers (Perkins funds will be used in registration for the ACTE Conference in Nashville, TN, December 2-5. PD Registration/travel) • Identify a recruiting model for increasing participation of EL students.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Identify/participate in content-specific professional development opportunities for CTE teachers • Implement a recruiting model for increasing participation of EL students.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Identify/participate in content-specific professional development opportunities for CTE teachers • Identify a recruiting model for increasing participation of female students.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Identify/participate in content-specific professional development opportunities for CTE teachers • Implement a recruiting model for increasing participation of female students.

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:

Our response the growing need for CTE instructors is to develop CTE staff from within whenever possible. In cases where mentorship and continuing education endorsements are feasible options for current staff transitions into CTE instruction, this is ideal. When this is not feasible, school officials will work with NDE and area institutions of higher education to recruit qualified candidates for open positions. Should additional need for staff occur, South Sioux City will utilize the Career Education Teaching Permit to find qualified individuals who meet the requirements for career education.

South Sioux City's Education and Training pathway is a key component in working toward the "grow your own" teaching staff. Counselors, instructors, and school staff promote the benefits of CTE educational careers in an effort to inspire interest and relevancy to current CTE students who might one day pass those same opportunities on to future students.

In addition to providing professional development and growth opportunities for current teachers, strong CTE support from school leadership is key in our commitment to retaining our CTE teachers. This administrative support includes a commitment to providing necessary space, equipment, and resources for staff to develop successful and fulfilling program.

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)

1. CTE PLC team will identify and prioritize the Nebraska Standards for Career Ready Practice.
2. Infuse career-readiness standards into all content areas, K-12, especially in the core

**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	<ul style="list-style-type: none"> CTE PLC will identify and prioritize the NSCRP.
Year 2: 2021-2022	<ul style="list-style-type: none"> CTE PLC will establish proficiency scales based on the priority standards.
Year 3: 2022-2023	<ul style="list-style-type: none"> CTE PLC will collaborate with classroom teachers to implement the identified standards into the core classrooms.
Year 4: 2023-2024	<ul style="list-style-type: none"> CTE PLC will collaborate with classroom teachers to implement the identified standards into the non-core classrooms.

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: Currently construction pathway students collaborate in youth-apprenticeship work experiences to build a house. Their experiences include all elements of construction including but not limited to framing and sheetrock work, electrical, plumbing, HVAC, and finishing. Students who are part of the education and training pathway engage in significant observational and field experience within their coursework supervised by both a mentor teacher and pathway instructor. The recent addition of an internship coordinator intends to streamline our career internship and work study programs into meaningful cooperative education programs that will strengthen student's academic and career skills, develop industry knowledge regarding operations and technical skills, and learn about specified careers in away that will allow them to effectively plan their post-secondary pursuits.

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)

1. Increase partnerships for meaningful work-based learning experiences for students. (Career-type connections)

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	<ul style="list-style-type: none"> • Review and study best practices and evaluate current program
Year 2: 2021-2022	<ul style="list-style-type: none"> • Use local team to update course offerings and continue to evaluate current program.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Use local team to update course offerings and continue to evaluate current program.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Use local team to update course offerings and continue to evaluate current program.

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE: *The major outcome of our Local CTE Plan Development meeting was that we needed to increase enrollment for our special populations groups. In our district, which is highly diverse, we see a high population of minority student population. However, when you dig a little deeper into the data, you will notice that not many students who are receiving EL services are enrolled in our CTE programs. Increasing their enrollment was a driving force behind many of our action steps.*

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:

Our local team met on February 12 to develop our Local CTE Plan. Agenda:

**Perkins V Work Day
February 12, 2020**

Goals:

- Come to consensus on priorities for the Local Career and Technical Education Plan for 2020-2024**

- This process will update every 2 years
- Establish Action Steps to use in our Perkins V application process
 - Will ensure that we are moving in the right direction

Agenda:

Element 1: Career Development

1. Describe the current state for the following:
 1. To what extent are CTE instructors and other faculty trained to be career coaches or having meaningful conversations with learners about their skill sets and career choices?
 1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
 3. With a group of 4, come to consensus (3 minutes)
- b. As a group of 4, please describe the desired state and come up with a statement or two that is representative of the group's thoughts. (5 minutes)
2. Describe the current state for the following:
 - . To what extent are all opportunities presented to learners to consider 2- and 4-year postsecondary education, technical colleges, apprenticeships, military, and direct employment?
 1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
 3. With a group of 4, come to consensus (3 minutes)
- a. As a group of 4, please describe the desired state and come up with a statement or two that is representative of the group's thoughts. (5 minutes)
3. Describe the current state for the following:
 - . To what extent are CTE instructors collaborating with counseling/career advisement professionals?
 1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
 3. With a group of 4, come to consensus (3 minutes)
- a. As a group of 4, please describe the desired state and come up with a statement or two that is representative of the group's thoughts. (5 minutes)
4. As a group of 4, look at the rubric on page 17. Come to a consensus on our rating. (3 minutes)
- . Share out
- a. Develop Action Steps
 1. Remember, this is what will drive our Perkins requests
 2. We have been encouraged to make a reasonable amount of action steps from this plan

Element 2: Skip -- will do at Regional Meeting

Element 3: Evaluation of Program Size, Scope, and Quality and Progress toward Implementing CTE Programs of Study

1. Describe the current state for the following:
 1. How do programs maintain conversations with secondary, postsecondary, and business/industry representatives so that a robust and up-to-date skill set is developed in each program?
 1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
 3. With a group of 4, come to consensus (3 minutes)
- b. As a group of 4, please describe the desired state and come up with a statement or two that is representative of the group's thoughts. (5 minutes)
 1. If you are having trouble coming up with "desired state", look at the "Deep Dive" questions on page 20.
2. Describe the current state for the following:
 - . Which programs have current industry standard equipment, appropriate classroom and laboratory space, and quality instructional materials?

1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
 3. With a group of 4, come to consensus (3 minutes)
- a. As a group of 4, please describe the desired state and come up with a statement or two that is representative of the group's thoughts. (5 minutes)
3. Describe the current state for the following:
 1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
 3. With a group of 4, come to consensus (3 minutes)
- . Which students identified as special population groups are under-represented or over-represented in CTE programs overall? In which program areas?
1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
 3. With a group of 4, come to consensus (3 minutes)
- a. As a group of 4, please describe the desired state and come up with a statement or two that is representative of the group's thoughts. (5 minutes)
4. As a group of 4, look at the rubric on page 20. Come to a consensus on our rating. (3 minutes)
- . Share out
- a. Develop Action Steps

Element 4: Ashley/Tracy will do with data provided by NDE

Element 5: Evaluation of Recruiting, Retaining, and Training CTE Educators

1. Describe the current state for the following:
 1. What processes are in place to recruit new CTE educators? In what content areas do we need to develop or recruit more educators?
 1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
 3. With a group of 4, come to consensus (3 minutes)
- b. As a group of 4, please describe the desired state and come up with a statement or two that is representative of the group's thoughts. (5 minutes)
2. Describe the current state for the following:
 1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
 3. With a group of 4, come to consensus (3 minutes)
- . Do we offer regular, substantive, and effective professional development around CTE academic and technical instruction based on identified needs?
1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
 3. With a group of 4, come to consensus (3 minutes)
- a. As a group of 4, please describe the desired state and come up with a statement or two that is representative of the group's thoughts. (5 minutes)
3. Describe the current state for the following:
 1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
 3. With a group of 4, come to consensus (3 minutes)
- . What strategies are we using to retain CTE educators?
1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
 3. With a group of 4, come to consensus (3 minutes)
- a. As a group of 4, please describe the desired state and come up with a statement or two that is representative of the group's thoughts. (5 minutes)
4. As a group of 4, look at the rubric on page 24. Come to a consensus on our rating. (3 minutes)
- . Share out
- a. Develop Action Steps

Element 6: Work-Based Learning

1. Describe the current state for the following:
 1. How successful are current work-based learning experiences in enhancing technical and career readiness skills for all learners?
 1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)

3. With a group of 4, come to consensus (3 minutes)
- b. As a group of 4, please describe the desired state and come up with a statement or two that is representative of the group's thoughts. (5 minutes)
 2. Describe the current state for the following:
 - . What strategies are used to recruit and retain employers to participate in work-based learning programs? What should be added?
 1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
 3. With a group of 4, come to consensus (3 minutes)
- a. As a group of 4, please describe the desired state and come up with a statement or two that is representative of the group's thoughts. (5 minutes)
 3. Describe the current state for the following:
 - . To what extent are work-based learning experiences intentionally connected to classroom instruction and activities and the student's career plan?
 1. On your own (3 minutes)
 2. With a partner, come to consensus (2 minutes)
- a. As a group of 4, please describe the desired state and come up with a statement or two that is representative of the group's thoughts. (5 minutes)
- b. As a group of 4, look at the rubric on page 25. Come to a consensus on our rating. (3 minutes)
 1. Share out
 2. Develop Action Steps

Because of COVID-19, our group was unable to attend the Regional meeting or have our Advisory Board with outside school stakeholders present. We will begin working with that group as soon as the public health crisis allows.

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.