



# 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



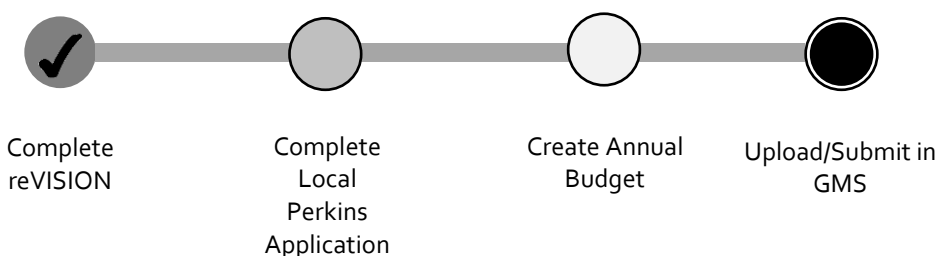
## General Information

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

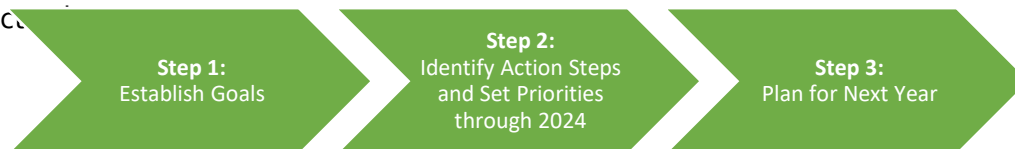
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- 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?



#### 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.

- Which action steps might you seek to address in each of the application’s four years, especially the first grant year (2020-2021)?

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

### Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website: <https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the 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><i>Size, Scope, and Quality and Implementing CTE Programs of Study</i></p>	<p><i>Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in our local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the district.</i></p>	<p><i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i></p> <p><i>Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i></p>

## reVISION SUMMARY

Element	Summary of Current State	Overarching Goal(s)
<b>Career Development</b>	<p>While many of our CTE teachers traditionally attend the June NCE conference in Kearney and have information that helps them remain current with industry needs, there has not been formal training for counselors or general education teachers on career education/advisement for a number of years.</p> <p>At the middle school, counselors are working with 8<sup>th</sup> grade students and having them connect their Holland Codes with career clusters, and conversations about post-high school planning occur with each student during the registration process for high school. WHS has marketing materials aligning CTE Programs of Study and Career Fields with various coursework offered at the high school, but those materials have not been updated for a number of years, and do not include all of our currently offered programs of study. With many new staff in the past 5 years, non-CTE staff members are likely unaware of how courses from various departments align to the various programs of study offered.</p>	<p>Within the next four years, formal training for counselors and teachers on career advisement will be implemented.</p> <p>Within the next four years, we will update/revise documents/marketing materials that illustrate how various courses are connected to programs of study and make those materials available to stakeholders. We will continue career exploration at the middle level and clearly connect to the programs of study at the high school.</p> <p>Within the next four years, we will increase parent communication on career counseling/education, including the marketing and communication about college/career fairs.</p>
<b>Local Workforce Alignment</b>	<p>We currently have several programs of study and have individual departments working with local workforce partners (Ex: Welding advisory Board, Business partners with our Marketing program), but we don't have those partners come together or do as much comprehensive, building/district level with these partnerships. With the 'owner' of the Perkins grant changing annually for the past 4-5 years, stability in this area could be improved. Students from special populations who graduate are finding jobs at an entry/service level. We do not have a defined program of study for Education.</p>	<p>Within the next four years, we will recruit more students to participate in the programs of study currently in place that align to H3 occupations in our area (Health Science, software design, education).</p> <p>Within the next two years, we will develop an education and training program of study</p> <p>Within the next year, we will develop a written, systematic plan for evaluating workforce and economic data at the district level to stay current on programs of study that should be developed and those that we could 'sunset'</p> <p>Within the next four years, intentionally develop and connect students in special populations with internship opportunities, work-based learning, and Registered Youth Apprenticeships to prepare the students for higher paying jobs.</p>
<b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b>	<p>We have many programs of study, and students are able to hear from industry professionals in those classes. Teachers report that generally our equipment is up-to-date. We would like to expand space for a construction program, as well as integrate more handicapped-accessible equipment (ex: wheelchair accessible sink in FCS) throughout the building. Students at the West Campus location do not have the same access to CTE programming as other students. White males are over represented in STS courses.</p>	<p>Within the next four years, we will increase opportunities for students to participate directly with community businesses in work-based learning experiences, either through capstone classes in Programs of Study or Intern Omaha.</p> <p>Within the next four years, we will increase CTE programming available to students at our West Campus location. We will establish a committee with counselors, staff, and students to determine which classes and/or program of study is of high demand and staff can support, and/or how transportation or distance options can be made available to students.</p> <p>Within the next four years, we will increase handicapped-accessible equipment in CTE areas.</p> <p>Within the next four years, we will study and develop a program of study in Education and Training.</p>
<b>Student Performance Data</b>	<p>Our student performance data indicates that students in special education and Black students perform lower than the student population overall.</p>	<p>Within the next four years, we will increase academic achievement for all students in CTE courses, with a particular emphasis on strategies to engage Black students and students with disabilities.</p> <p>Within the next four years, we will increase participation</p>

<p><b>Recruitment, Retention, and Training of Faculty and Staff</b></p>	<p>We currently have contacts at area colleges that offer CTE education certification programs and encourage our CTE educators to be involved with professional organizations. We encourage attendance at professional conferences to keep current with the career field. CTE teachers report that administration is supportive of their programs, and teachers are encouraged to work in our district with master's tuition reimbursement and family insurance.</p>	<p>in work-based learning experiences for all students.</p> <p>Within the next four years, we will utilize professional organizations and district professional learning days to create content-specific professional learning opportunities for CTE instructors.</p> <p>Within the next four years, we will strengthen our relationship with CTE teacher education programs to learn about students/future educators and strengthen recruitment efforts.</p> <p>Within the next four years, we will develop and recruit future educators through development of the Education and Training program of study and EdRising.</p>
<p><b>Work-Based Learning</b></p>	<p>Current students who are participating in work-based learning are finding success. We need to increase enrollment in these programs. Currently, teachers ask businesses to partner with our classes and have business advisory boards. We have a career day at the middle level. We have several experiences connected directly to class: HATCH, the school store, Fashion, Consumer Auto.</p>	<p>Within the next four years, we will add opportunities for dual crediting, work certificates, and WBL for our students, particularly juniors and seniors, through avenues such as Intern Omaha and capstone courses in Programs of Study. Capstone courses will include some WBL offering</p> <p>Within the next four years, we will identify additional methods to an increased number of students involved with a WBL experience at some point in high school.</p>



**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 funding. More information about setting SMART

**Section 2: Narrative Descriptions**

[SmartCTEGoals.](#)

**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:**

As a district and in collaboration with education and workforce partners, we will take the following steps ensure that each student has self-awareness of CTE standards and skills, opportunities for career exploration & planning, and access to a system of career and academic advising.

A: In the middle grades, all students participate in coursework related to FCS, BMIT, and STS, and self-assessment of standards and skills is embedded in the guaranteed and viable curriculum; at the high school level, students participate in a variety of programs of study where this self-assessment is also embedded. Additionally, all 9-12 students meet annually with a homeroom adviser and academic counselor and reflect on areas of strength.

B: In the middle grades, in addition to the coursework mentioned previously, all students in grade 8 participate in a career day that allows them to explore various careers. Middle school students and families are also invited to high school college and career fairs. At the high school level, we have college and career fields where both higher education and industry are represented. We are also increasing our work-based learning experiences, particularly with programs such as Intern Omaha and Registered Youth Apprenticeships that all students have access to. Additionally, all students grades 9-12 are required to take a Counseling seminar each year, where career exploration is one of the topics.

C: All students work with an academic counselor at the high school over a four year period of time. In addition to these 1:1 meetings, they are also enrolled in a counseling seminar course annually, where they work on career planning items such as choosing/applying/financing postsecondary options and develop job skills. The job skills portion is also covered in our required Personal Finance course and is a part of our dual credit Human Relations class with MCC.

D: As mentioned previously, WHS has an annual homeroom advisor/student/parent meeting where career and academic advising happens. Additionally, students receive this information annually through Counseling seminar courses and through their assigned academic counselor.

**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, formal training for counselors and teachers on career advisement will be implemented.

Within the next four years, we will update/revise documents/marketing materials that illustrate how various courses are connected to programs of study and make those materials available to stakeholders. We will continue career exploration at the middle level and clearly connect to the programs of study at the high school.

Within the next four years, we will increase parent communication on career counseling/education, including the marketing and communication about college/career fairs.

**Prioritized Action Steps for Career Development:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p><b>Year 1:</b> <b>2020-2021</b></p>	<ol style="list-style-type: none"> <li>1. Solidify a Career Education leadership team and organizational structure</li> <li>2. Conduct an audit of course codes, and programs of study to see which programs of study are offered and if any course codes need to be adjusted.</li> <li>3. Work with the counseling department to revise marketing/career planning materials that highlight the programs of study (particularly those that are interdepartmental)</li> <li>4. Work to increase the number of industry professionals and college/career fairs</li> <li>5. Work to increase middle school participation at college/career fairs through communication platforms such as social media, parent email, etc.</li> </ol>
<p><b>Year 2:</b> <b>2021-2022</b></p>	<ol style="list-style-type: none"> <li>1. Embed a connection to programs of study as part of middle school career day and middle school orientation to high school/course selection</li> <li>2. Continue to increase the number of industry professionals and college/career fairs</li> <li>3. Continue to increase middle school participation at college/career fairs</li> <li>4. Professional development for programs of study and adoption of new state CTE courses</li> </ol>
<p><b>Year 3:</b> <b>2022-2023</b></p>	<ol style="list-style-type: none"> <li>1. Staff professional development on programs of study</li> <li>2. Teacher and counselor professional development on career advisement</li> </ol>
<p><b>Year 4:</b> <b>2023-2024</b></p>	<p>Complete an audit of work completed in years 1-3, finish strong in areas that need a 'push', and begin prioritizing action steps for the next 4 years.</p>

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## Element 2: Local Workforce Alignment

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

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

We know that manufacturing, health science, education, and communication systems are all H3 areas in our area. These are also the areas/programs of study we want to continue to develop and will prioritize Perkins funds for.

### 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.

One program of study we do not currently have that we are working to develop is the education and training/early childhood program of study. We have some individual courses, but not an entire pathway. We do have interested students, and it is an H3 occupation in our area.

### 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.

All WHS students meet with a homeroom teacher and an academic counselor annually for course/career planning. As noted in section 1, one of our early goals is to revise our marketing materials to highlight programs of study and the various courses connected to those pathways. We do want to make sure that students in special populations have additional reinforcement of this information that is a required element for all students, and future/transition planning is a part of the process for our students on IEPs, EL students, etc. Additionally, one of our goals outlined in the revision process is to intentionally connect students in special populations with internships, work-based learning, etc. This can happen through course selection, programs like Intern Omaha, and Project SEARCH.

### 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, we will recruit more students to participate in the programs of study currently in place that align to H3 occupations in our area (Health Science, software design, education).  
 Within the next two years, we will develop an education and training program of study  
 Within the next year, we will develop a written, systematic plan for evaluating workforce and economic data at the district level to stay current on programs of study that should be developed and those that we could 'sunset'  
 Within the next four years, intentionally develop and connect students in special populations with internship opportunities, work-based learning, and Registered Youth Apprenticeships to prepare the students for higher paying jobs.

### Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p><b>Year 1:</b> <b>2020-2021</b></p>	<ol style="list-style-type: none"> <li>1. Begin the development for the Education and Training program of study;</li> <li>2. Curriculum revisions to Construction courses at WHS; Middle School All About Business</li> <li>3. Use marketing materials developed as part of element 1 and career advisement to recruit more students to programs of study</li> <li>4. Develop a process for connecting students of special populations with work-based learning experiences</li> <li>5.</li> </ol>
<p><b>Year 2:</b> <b>2021-2022</b></p>	<ol style="list-style-type: none"> <li>1. Continue to develop/begin implementation of some coursework for Education and Training Program of Study</li> <li>2. Implement curriculum revisions to construction courses and All About Business Courses</li> <li>3. Continue to recruit students to H3 programs of study, including through CTSOs</li> <li>4. Implement the process for connecting students of special populations with work-based learning experiences.</li> </ol>
<p><b>Year 3:</b> <b>2022-2023</b></p>	<ol style="list-style-type: none"> <li>1. Fully implement Education and Training Program of Study</li> <li>2. Develop a district/plan timeline for systematic evaluation of workforce trends</li> </ol>
<p><b>Year 4:</b> <b>2023-2024</b></p>	<p>Complete an audit of work completed in years 1-3, finish strong in areas that need a 'push', and begin prioritizing action steps for the next 4 years.</p>

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

**Context:** Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE

approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

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

We have several programs of study at Westside High School. In the area of skilled and technical sciences, we have 5 programs: architecture design, manufacturing, welding, engineering, and construction. In the area of Business, Marketing, and Management we have entrepreneurship, management, and culinary arts; in the area of communication and information systems, we have business technology and data science. In Health Science, we have therapeutic certificate services and life span performance. In Human Services and Education, we have design. We are also looking to fully develop an Education and Training program of study (we have isolated courses now). In looking at the regional CTE results, these pathways are also connected with our regional H3 occupations.

**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.**

We will improve academic and technical skills of students participating in CTE programming by integrating academic content in relevant CTE programming. One example of this is our expansion of the modular math concurrent enrollment curriculum from Metro Community College. This program is designed for students who might not be "college ready" in the area of math and are looking at pursuing programming at a community college or potentially transferring to a 4-year school. One of our STS teachers is certified to teach the "technical math" course in this sequence that would satisfy the math requirements for students looking to earn a trade degree at MCC. We also have our librarian work with our BMIT staff on integrating content related to formal writing, citation, etc. We will also include WBL learning opportunities in capstone courses of programs of study.

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

We have a variety of dual credit and concurrent enrollment programs, in CTE areas, including:

Metro Career Academy  
Human Relations  
Advanced Welding - Arc; Oxy-Acetylene  
Intro to Education  
Sociology

We also have dual enrollment in a variety of core subject areas as well.

We are currently working with our MCC concurrent navigator to expand our instructors who are eligible to teach concurrent enrollment with MCC.

We are also in the first year of programming with Registered Youth Apprenticeships and Intern Omaha, which allow students to earn credit while working.

**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, we will increase opportunities for students to participate directly with community businesses in work-based learning experiences.

Within the next four years, we will increase CTE programming available to students at our West Campus location.

Within the next four years, we will increase handicapped-accessible equipment in CTE areas.

Within the next four years, we will study and develop a program of study in Education and Training.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	<ol style="list-style-type: none"> <li>1. Develop a plan and start the process for integrating a handicapped-accessible kitchen to our FCS cooking classroom, including purchase of equipment</li> <li>2. Update equipment &amp; materials for middle school Business Technology program of study</li> <li>3. Update equipment for Manufacturing and Engineering Programs of Study to facilitate WBL</li> <li>4. Update equipment for Marketing Program of Study to facilitate WBL</li> <li>5. Begin the development for the Education and Training program of study</li> <li>6. Evaluate CTE program offerings at West Campus and survey students to determine areas of interest; work with secondary administration to determine staffing opportunities. This connects with revision because the students at this campus do not have the same accessibility currently.</li> <li>7. Market opportunities for Work-based learning programs such as Intern Omaha and Registered Youth Apprenticeships to students and families.</li> </ol>
<b>Year 2: 2021-2022</b>	<ol style="list-style-type: none"> <li>1. Complete construction (if not complete) of handicapped-accessible kitchen</li> </ol>

	<ol style="list-style-type: none"> <li>2. Continue to develop/begin implementation of some coursework for Education and Training Program of Study</li> <li>3. Implement coursework related to at least one program of study at West Campus</li> <li>4. Continue to increase participation in Work-based learning programs such as Intern Omaha and Registered Youth Apprenticeships; develop student testimonial marketing materials</li> </ol>
<p><b>Year 3:</b> <b>2022-2023</b></p>	<ol style="list-style-type: none"> <li>1. Fully implement Education and Training Program of Study</li> <li>2. Implement additional coursework related to a program of study at West Campus</li> <li>3. Identify additional areas where Registered Youth Apprenticeships can be added.</li> </ol>
<p><b>Year 4:</b> <b>2023-2024</b></p>	<p>Complete an audit of work completed in years 1-3, finish strong in areas that need a 'push', and begin prioritizing action steps for the next 4 years.</p>

## Element 4: Student Performance Data

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

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

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

**RESPONSE:**

The district will support teachers with professional development that will show teachers and counselors how they can prepare special populations for H3 jobs. This would include professional development on career education and how to integrate it into the curriculum. Another way the district will support teachers in preparing special populations for H3 work is through our annual advisement program and the revision of our program of study registration materials. Our annual advisement program has both the student's counselor and homeroom teacher meeting with the student to select coursework to prepare them for college and careers. This in-person advisement process is also a pathway to encourage CTE students to participate in non-traditional fields. We also follow all rules and regulations prohibiting discrimination based on special population status, and these regulations are included as part of student and staff handbooks.

- 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:**

The district will address disparities and/or gaps in performance through the district and school continuous improvement process. At Westside, this process is called the Design Team process, and different work groups work on various goals related to achievement. Potential interventions could include additional academic intervention, counseling/behavioral intervention, additional career counseling, etc. The high school SAT process will look different in 20-21, with students being assigned a homeroom teacher, academic counselor, social-emotional counselor, and dean for a 4-year period. This mini-SAT group will review data weekly on students to identify students in need of academic and SES support. This data will come from our eduCLIMBER student dashboard that comes with an early warning system. If progress has not been made within three years, additional interventions will be put in place to eliminate the disparities.

- 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, we will increase academic achievement for all students in CTE courses, with a particular emphasis on strategies to engage Black students and students with disabilities.

Within the next four years, we will increase participation in work-based learning experiences for all students. Participation in Work-based learning will be tracked semi-annually on the district heat map (as part of the continuous improvement process)

**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?)
<p><b>Year 1:</b> <b>2020-2021</b></p>	<p>We will have the first group of students participating in Intern Omaha and Registered Youth Apprenticeship programs. We will begin recruiting for class two of these programs in the fall of 2020, and a special emphasis will be on recruitment of students in special populations.</p> <p>We will begin targeted, research-based reading and math intervention classes at the high school for students on IEPs. Improved literacy and numeracy skills will help in all areas of CTE, as the students will be fluent in these concepts and can focus on the new content of the CTE course.</p>
<p><b>Year 2:</b> <b>2021-2022</b></p>	<p>We will explore and begin to implement additional opportunities for work-based learning, particularly for students at our West Campus (alternative school) location. Many of these students represent a special population. Currently, many students do not have access to in-person electives with the limited staffing at the West Campus location. Additional counselor support for WBL or transportation/distance learning participation with students at main campus are avenues to explore</p> <p>We will refine targeted, research-based reading and math intervention classes at the high school for students on IEPs</p>
<p><b>Year 3:</b> <b>2022-2023</b></p>	<p>We will continue and expand implementation of work-based learning at West Campus.</p> <p>We will evaluate and revise targeted, research-based reading and math intervention classes at the high school for students on IEPs</p>
<p><b>Year 4:</b> <b>2023-2024</b></p>	<p>Complete an audit of work completed in years 1-3, finish strong in areas that need a 'push', and begin prioritizing action steps for the next 4 years.</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:** We have contacts with the Universities that license CTE teachers and collaborate with them regularly to see who is in the program and we communicate when we have openings. We also have worked at non-traditional licensure and provisional licensure when needed. We regularly send many of our CTE teachers to the Nebraska CTE conference in June in Kearney, as well as support additional professional development at national conferences and regional events like NETA. Our Human Resources department is active in recruiting individuals underrepresented in the teaching profession, and our secondary and district administration has made progress in this area in the past couple of years. We are also working on developing our Education and Training pathway and have an active EdRising group; we hope to recruit students interested in teaching while they are in school and then have them return back to us.

**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, we will utilize professional organizations and district professional learning days to create content-specific professional learning opportunities for CTE instructors.

Within the next four years, we will strengthen our relationship with CTE teacher education programs to learn about students/future educators and strengthen recruitment efforts.

Within the next four years, we will develop and recruit future educators through development of the Education and Training program of study and EdRising.

**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>	1. Use Perkins group meetings to develop a list of desired professional learning opportunities by CTE cluster; begin to schedule out the trainings

	<p>with at least one a semester per pathway (industry specific, NETA) + summer opportunities (NCE), as well as other NDE initiatives from the Career and Technical Education Career Field Specialists</p> <ol style="list-style-type: none"> <li>2. Create a master list of university programs and contacts for CTE instructor certification; create an email list for potential openings, clinical experience, etc.</li> <li>3. Begin the development for the Education and Training program of study</li> </ol>
<p><b>Year 2:</b> <b>2021-2022</b></p>	<ol style="list-style-type: none"> <li>1. Continue CTE professional development opportunities with at least one training per cluster per semester, with additional summer opportunities.</li> <li>2. Continue the email/newsletter to CTE colleges with potential openings, clinical experience, etc.</li> <li>3. Continue to develop/begin implementation of some coursework for Education and Training Program of Study</li> </ol>
<p><b>Year 3:</b> <b>2022-2023</b></p>	<ol style="list-style-type: none"> <li>1. Continue CTE professional development opportunities with at least one training per cluster per semester, with additional summer opportunities.</li> <li>2. Continue the email/newsletter to CTE colleges with potential openings, clinical experience, etc.</li> <li>3. Fully implement Education and Training Program of Study</li> </ol>
<p><b>Year 4:</b> <b>2023-2024</b></p>	<p>Complete an audit of work completed in years 1-3, finish strong in areas that need a 'push', and begin prioritizing action steps for the next 4 years.</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:** During the 19-20 school year we began work with Intern Omaha, which provides internship and dual credit opportunities for students beginning the summer before their junior year and throughout the senior year. We also developed 3 registered youth apprenticeship programs with the Department of Labor. During the 20-21 school year, we will see students in these programs "doing" the WBL for the first time and will then expand those programs and market them more strategically to additional students, particularly those in underrepresented fields and students of special populations. We will also include some form of Work-based learning in each capstone course of a program of study.

**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, we will add opportunities for dual crediting, work certificates, and WBL for our students, particularly juniors and seniors, through avenues such as Intern Omaha.

Within the next four years, we will identify additional methods to an increased number of students involved with a WBL experience at some point in high school.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
<p><b>Year 1:</b> <b>2020-2021</b></p>	<ol style="list-style-type: none"> <li>1. Provide coaching and support to the students in Intern Omaha and Registered Youth Apprenticeships. Interview them to learn about successes and failures and make adjustment for the second recruited class.</li> <li>2. Create a committee to establish a master list of other types of work-based learning experiences. Use the new career coordinator to match those experiences up with students.</li> <li>3. Begin to identify the potential WBL experience in each capstone course in Programs of Study, working with our advisory board.</li> </ol>
<p><b>Year 2:</b> <b>2021-2022</b></p>	<ol style="list-style-type: none"> <li>1. Grow the Intern Omaha and Registered Youth Apprenticeship offerings and participants by 10%</li> <li>2. Implement work-based learning in at least 50% of the PoS capstone courses</li> <li>3. Provide professional development time for CTE teachers to connect and network with businesses to create WBL opportunities.</li> </ol>
<p><b>Year 3:</b> <b>2022-2023</b></p>	<ol style="list-style-type: none"> <li>1. Implement work-based learning in remaining 50% of PoS capstone courses</li> <li>2. Provide professional development time for CTE teachers to connect and network with businesses to create WBL opportunities</li> </ol>

	3. Expand "career" portion of "college and career fair" by 25%
<b>Year 4: 2023-2024</b>	Complete an audit of work completed in years 1-3, finish strong in areas that need a 'push', and begin prioritizing action steps for the next 4 years.

Ensuring Equitable Access	
<b>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?</b>	
	<p><b>RESPONSE:</b> We used data from ADVISER, our continuous improvement plan goals, and the Nebraska Education Profile when we met as a group as part of the revision process. Additionally, we had representation on our committee from special population groups that helped to craft our goals for the six elements. We have many things that we are proud of, and we know the groups that we need to work with and engage as a part of this work. We will continue to facilitate collaboration with counselors, social workers, CTE teachers, administrators, and special educators to ensure that we are providing equitable access for all students.</p>

Stakeholder Engagement and Consultation	
<p>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.</p>	
<p><b>Evidence of this can be provided in several ways:</b></p> <ol style="list-style-type: none"> <li>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</li> <li>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</li> <li>3. Describe in detail how efforts were made to engage each of the required stakeholder groups</li> </ol>	

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:**

Role	Name	Organization	Email/Contact Info	Evidence of Engagement
Middle, Secondary CTE/Core teachers	Tyler Foster	WHS	<a href="mailto:Foster.tyler@westside66.net">Foster.tyler@westside66.net</a>	Participated at meeting
	Jeannette Kleppinger	WHS	<a href="mailto:Kleppinger.jeannette@westside66.net">Kleppinger.jeannette@westside66.net</a>	Participated at meeting
	MaryJo Losen	WHS	<a href="mailto:Losen.maryjo@westside66.net">Losen.maryjo@westside66.net</a>	Participated at meeting
Secondary school counselors, special education and advisement professionals, academic counselors	Mike McCann	WMS	<a href="mailto:Mccann.michael@westside66.net">Mccann.michael@westside66.net</a>	Participated at meeting
	Vicki Londer	WHS	<a href="mailto:Londer.vicki@westside66.net">Londer.vicki@westside66.net</a>	Participated at meeting
Secondary principal(s)	Kim Eymann	WMS	<a href="mailto:Eymann.kimberly@westside66.net">Eymann.kimberly@westside66.net</a>	Participated at meeting
	Jay Opperman	WHS	<a href="mailto:Opperman.jay@westside66.net">Opperman.jay@westside66.net</a>	Participated at meeting
Secondary Instructional support, paraprofessionals	Julie Cramer	WWC	<a href="mailto:Cramer.julie@westside66.net">Cramer.julie@westside66.net</a>	Participated at meeting
Parents and Students	Austin Carman	WHS	<a href="mailto:Carman283@westside66.net">Carman283@westside66.net</a>	Participated in focus group
	Kelly Kroeger	WHS	<a href="mailto:Kroege180@westside66.net">Kroege180@westside66.net</a>	Participated in focus group
	HATCH (Entrepreneurship) class and parents	WHS	Various	Participated in focus group and survey
Representatives of Special	Jenny Brockman	WCS	<a href="mailto:Brockman.jennifer@westside66.net">Brockman.jennifer@westside66.net</a>	Participated at meeting

Populations	Ericka Payton	WWC	<a href="mailto:Payton.ericka@westside66.net">Payton.ericka@westside66.net</a>	Participated at meeting
Other Relevant Stakeholders	Matt Bova	WMS	Bova.matthew@westside66.net	Participated at meeting
	Crystal Bolamperti	WMS	Boplamperti.crystal@westside66.net	Participated at meeting
	Jackie Ryan	WMS	Ryan.Jackie@westside66.net	Participated at meeting

*Other stakeholders were represented through the regional meetings and summaries, as indicated on the "Resource Manual" for Perkins V. Those regional meetings and summaries were included as part of this process.*

## 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.