



# PERKINS V

## LOCAL PERKINS APPLICATION 2020-2024

### STAND-ALONE

**Office of Career, Technical, and Adult Education**

The Nebraska Department of Education  
301 Centennial Mall South, Lincoln, NE 68508



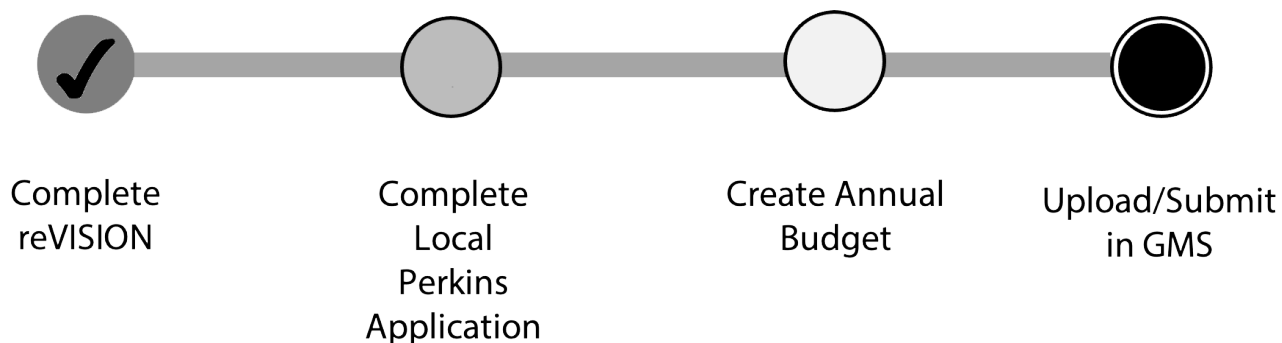
## General Information

Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

The federal Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) provides resources to support educators in developing the academic, technical, and employability knowledge and skills of secondary and postsecondary education students enrolling in CTE programming.

This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this document to assist you in developing a strong application for Perkins V funding, one based on information that surfaced as part of your reVISION process.

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



*The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>*

## Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs of are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

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

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

## Use of Funds

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

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

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

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

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

## Timeline and Deadlines

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

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

## Submission Information

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

## Application Elements

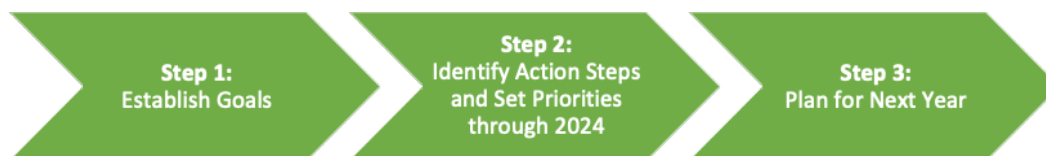
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

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

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

## Going from reVISION to the Local Perkins Application

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



### Step 1: Establish Goals

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

### Step 2: Identify Action Steps & Set Priorities

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

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



#### Helpful Tip

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

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

### Step 3: Plan for Next Year

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

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

## Section 1: reVISION Summary

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

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

Element	Current State	Overarching Goal(s)
<p><b>SAMPLE:</b></p> <p><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)
Career Development	<p>Workshops throughout the year address career readiness standards and prepare teachers with materials that help them direct students to careers that are a good fit.</p> <p>CTE instructors are currently having meaningful conversations with their learners about their</p>	<p>Reinforce career development, readiness, exploration and engagement relations with the workforce and community college.</p> <p>Network with local business and community colleges to assist in providing career readiness experiences.</p> <p>Increase number of business</p>

	<p>individual skill sets and career choices.</p> <p>All of the CTE instructors are offering learners, including those of special needs populations, opportunities to identify and expand on their individual skill sets.</p> <p>Life experience, past jobs and conversations with industry professionals have aided in knowledge.</p> <p>Frequent discussion from the counselor who provides scholarship opportunities for CTE students and introduction to new post-secondary programs offered within Nebraska.</p>	<p>contacts and utilize advisory boards to enhance collaboration between business professionals and teachers.</p> <p>Expose students to career opportunities in earlier grades to increase course offerings in high school.</p> <p>Require students to have a college visit and a job shadow/work experience.</p> <p>Continued and increased counselors involvement to put students in a pathway that is suited to their aptitude and specific skill set.</p> <p>A new additional counselor has been hired at Alliance High School which will increase the number of student conversations.</p>
<p><b>Local Workforce Alignment</b></p>	<p>The school is currently In the process of developing the tools to review the workforce and economic data to provide appropriate offerings for our students. This has not existed in the past and we are in the starting phase of developing these tools.</p> <p>Volunteers from local businesses conduct mock interviews with students during his/her junior year of high school. The mock interviews are for all students including those of the special needs population.</p> <p>We want to provide more course offerings and more workplace experiences.</p> <p>The high school course of study currently meets the required</p>	<p>Continue to work with area businesses to align programs to address workforce needs.</p> <p>Enhance advisory committees to include business/industry professionals, community stakeholders, educators, counselors, and post-secondary representatives.</p> <p>Deepen work-based learning experiences: job shadowing, mentoring, and internships.</p> <p>Establish a process to examine current data trends to identify strong/emerging areas that need to be developed and programs that need to be eliminated.</p> <p>Examine data reports to better interpret careers that provide the best earning potential and demand.</p>

	<p>entrance needs into 2 and 4-year post-secondary schools.</p>	<p>Provide workforce opportunities for all students and for special populations that will lead to meaningful careers.</p> <p>Collaborate with local businesses to involve students in real-life work experiences.</p> <p>Add to the advisory committee a member from the Nebraska Department of Labor</p>
<p>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</p>	<p>We have had a concentrated effort to modernize our equipment to industry standards. The effort has been slow and we see a real need to focus on skilled &amp; technical science and also agriculture, food, and natural resources.</p> <p>Currently students are required to take career exploration and personal finance as juniors. We would like to increase the number of students currently taking skilled and technical science classes.</p> <p>We are continually looking at better understanding of the needs of special populations and to improve understanding of best placement for students interests and needs</p>	<p>Continued modernization of equipment and stay current as industry needs change.</p> <p>Improve pathway placement of students.</p> <p>Develop a more conscientious understanding of the needs of special populations; improve understanding of best placement for students interests and needs.</p> <p>Continued to improve and create up-to-date teaching tools.</p> <p>Add an additional teacher in the STS field.</p>
<p>Student Performance Data</p>	<p>Discussions are happening between CTE teachers and the counselor to improve understanding of CTE programs and pathways. A better understanding will help to place students in classes that fit their interests.</p> <p>Develop a more conscientious understanding of the needs of special populations</p> <p>CTE teachers would like to see measures of how students in CTE classes are succeeding in all classes, to better understand</p>	<p>Analyze student data in specific areas: attendance, enrollment, student achievement.</p> <p>Track successes of students based upon attendance and enrollment in CTE courses.</p> <p>Use data indicators to drive decision making.</p> <p>Create tracking measures to identify achievement/enrollment gaps.</p>



	<p>how to improve students' performance.</p> <p>Increase the number of pathways completed by students</p> <p>Create in-depth information showing the student's performance in CTE classes compared to the overall performance.</p>	<p>Consider career pathways with alignment to an academic core subject.</p> <p>Provide paraprofessionals to special needs to support programs when needed.</p>
<p><b>Recruitment, Retention, and Training of Faculty and Staff</b></p>	<p>Maintain and grow our current staff. We are proud that all current CTE teachers are invested in the community of Alliance and surrounding area.</p> <p>CTE teachers try to encourage our students to pursue CTE teaching as a career opportunity.</p> <p>Continue teacher/sponsor involvement with FFA, FBLA, FCCLA</p> <p>Continued collaboration with administration and counselor for scheduling career pathways completion is needed</p>	<p>Continue extra duty pay for advisory and sponsorships</p> <p>Hire an additional Skilled and Technical Science teacher.</p> <p>Collaborate with local businesses to offer externship programs to enhance classroom instruction.</p> <p>Maintain high quality labs, equipment, and professional development opportunities to recruit new teachers and retain these teachers.</p> <p>Provide CTE teachers within the regions the opportunity to come together for professional development, training on industry standard equipment and sharing of curriculum</p> <p>Encouragement from the administration for CTE teachers to attend NCE conferences at least every other year</p>
<p><b>Work-Based Learning</b></p>	<p>Continue to improve scheduling for the student based on the student's chosen career path and schedule juniors and seniors to include work-based learning such as a job, shadowing, mentoring time outside the school.</p> <p>Currently just a few of the CTE teachers bring in guest speakers</p>	<p>Collaborate with local business professionals to determine what they can do to assist in WBL experiences: guest speakers, field trips/tours, job shadowing, mentoring.</p>

	<p>from the community to talk with our students about careers, wages, skills needed, future needs. We see a need to increase outside participation.</p> <p>Currently not enough CTE students are getting out in the workplace, especially experiencing work in the students area of interest.</p>	<p>Create a contact list of local businesses professionals who are willing to work with CTE programs. Develop real world projects for capstone programs in a variety of career areas.</p> <p>Build schedules for seniors that allow release for internships and/or capstone programs.</p> <p>Explore work-based learning opportunities and establish work-based fit within school learning and graduation requirements</p> <p>Continue with SAE goals for students in the CTE area</p>
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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.) All juniors at Alliance High School take Career Exploration and career testing is part of that class. Through this class students become self-aware of her/his interests.

b.) Through career exploration our students better understand career fields available to her/him. We can better use information that is available to all teachers such as H3 Nebraska and continue using Nebraska Career Education.

c & d.) Currently our CTE teachers use iCEV for a better delivery of career planning and development. Funds will be used to supplement current CTE courses in business marketing, technical science, agriculture, food, natural resources with the iCEV digital curriculum. This will provide opportunities to apply instructional competencies and workplace readiness skills and enhance leadership development skills in cluster foundation knowledge skills. ICEV allows the teacher to teach a range of agricultural sciences which for our school includes agriculture, food & natural resources; animal science; veterinary science (rotated with large animal management;) plant science; crop management; agribusiness (management & entrepreneurship.) Offering these classes is needed to create a full, rich, and rigorous experience and due to the nature of these courses, all grade levels and populations will benefit from the courses. ICEV electronic instructional materials support and create multimedia lessons for students of all grade levels and students in the special population.

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)*

Reinforce career development, readiness, exploration and engagement relations with the workforce and community college.

Network with local business and community colleges to assist in providing career readiness experiences. b. Increase number of business contacts and utilize advisory boards to enhance collaboration between business professionals and teachers.

Increase number of business contacts and utilize advisory committee to enhance collaboration between business professionals and teachers.

Expose students to career opportunities in earlier grades to increase course offerings in high school.

Require all students to have a college visit and a job shadow/work experience.

Continue to increase counselors' involvement to assist students in choosing CTE pathway

that is suited to the student's interests.

**Prioritized Action Steps for Career Development:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	Develop career coaching for teachers to better develop students' skill sets. Use H3 Nebraska site for in depth understanding of wage, demand, and skill needs. Continue discussions with the school counselor to develop a better understanding of the importance of CTE Pathways.
Year 2: 2021-2022	Reinforce career development by creating school-to-work courses that tie directly to career path courses. Review advisory committee input and expand the advisory committee to include small and large businesses to better understand the needs of the workforce.
Year 3: 2022-2023	Reevaluate the effectiveness of the use of H3 Nebraska.
Year 4: 2023-2024	Continue to increase the base of the advisory committee.

**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:** Through review of assessment results we are better informed of the steps needed to improve our CTE programs. We see a need to use funds for skilled and technical science which will allow the program to move curriculum toward technology based education, incorporating more activities that will be related to the jobs that are in demand and jobs of the future.

**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:**  
Several new programs that will benefit from the powder coating system including Power Structural and Technical Foundations, Power Structural and Technical Systems, Introduction to Agriculture, Food, and Natural Resources, and Torch and Tech. At Alliance High School the

agricultural education program offers 5 programs of studies as outlined by the Nebraska Department of Education.

Some examples of my vision for the STS program at Alliance High School would be to incorporate more computer based machining such as CNC to introduce students to programming and machining material using computer programs. I would also like students to experience a production shop environment. I will accomplish this by using machines like the Domino Joiner to speed up traditionally time consuming joinery such as the hand cut mortise and tenon.

**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:* We will continue discussions with the school counselors to develop a better understanding of the importance of CTE pathways. Alliance High School in 2020-2021 will increase the number of available school counselors from one full-time to two full-time counselors. Doubling the availability of certified counselors which will allow for more meaningful conversations with all students.

**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)*

Continue to work with area businesses to align programs to address workforce needs.  
 Enhance advisory committees to include business/industry professionals, community stakeholders, educators, counselors, and post-secondary representatives.  
 Deepen work-based learning experiences: job shadowing, mentoring, internships, and apprenticeships.  
 Establish a process to examine current data trends to identify strong/emerging areas that need to be developed and programs that need to be eliminated.  
 Examine data reports to better interpret careers that provide the best earning potential and demand.  
 Provide workforce opportunities for special populations that will lead to meaningful careers.  
 Collaborate with local businesses to involve students in real-life work experiences.

**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	Continue to develop tools to review the workforce and economic data to provide appropriate offerings for our students. We are currently budgeted

	for a second teacher in the area of skilled and technical science. We will pursue hiring this teacher for the 2021-2022 school year.
<i>Year 2: 2021-2022</i>	Have in place our second Skilled & Technical Sciences teacher. Increase course offerings in STS. Build a base of businesses to establish a real life work experience for students.
<i>Year 3: 2022-2023</i>	Continue to increase the number of students taking STS classes.
<i>Year 4: 2023-2024</i>	Review relationships with businesses and employers.

### 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:** Several new programs that will benefit from the powder coating system including Power Structural and Technical Foundations, Power Structural and Technical Systems, Introduction to Agriculture, Food, and Natural Resources, and Torch and Tech. At Alliance High School the agricultural education program offers 5 programs of studies as outlined by the Nebraska Department of Education. CNC programming will introduce students to programming and machining material using computer programs and will allow students to experience a production ship environment. Funding these programs will modernize outdated equipment to meet industry standards.

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:** Students will incorporate their creative skills in the design portion of a CNC machining project. They will then use math skills such as measurement and basic algebra to program their creative designs. A CNC machine can also fit in well with art curriculums and computer science programs. Utilizing high tech manufacturing equipment requires mathematical and engineering concepts to ensure the job is done correctly. Integrating this technology will allow students to improve skills in academic and CTE areas.

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:** Alliance High School currently offers our students the opportunity to take dual credit courses with Western Nebraska Community College. These classes are offered at the WNCC Alliance campus two blocks from the high school and currently the classes offered are held during the regular school day. Students' schedules are built around these offerings. Currently, all dual credit courses are in core academic areas, English, social studies, mathematics. Working in conjunction with WNCC, we have begun the discussion of having CTE dual credit course offerings.

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)**

Continue modernizing outdated equipment and facilities.  
 Hire an additional STS teacher which will increase student enrollment in CTE programs. An additional teacher will create more classes and will allow more students, including those of special populations, to take an increased number of CTE classes.  
 Enhance the advisory committee to assist in work-based experiences and focus on career pathways for expansion and elimination of outdated programs.  
 Develop a more conscientious understanding of the needs of special populations.  
 Improve understanding of best placement for students interests and needs.

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

Program Year	Action Steps
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	<i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2020-2021</i>	Continued modernization of equipment and stay current as industry needs change. Review equipment needs and industry needs. Hire an additional STS teacher for the 2021-2022 school year. Attend CSTO workshops for FFA, FCCLA, FBLA teacher sponsors and students.
<i>Year 2: 2021-2022</i>	With a new STS teacher increase the number of offerings and the number of students in the program. Increased offerings will allow improvement pathway placement of students. Create dual credit CTE course(s) with local community college. Review equipment needs and industry needs.
<i>Year 3: 2022-2023</i>	Review equipment needs and industry needs.
<i>Year 4: 2023-2024</i>	Review equipment needs and industry needs. Reinforce the importance of taking dual credit courses to our students.

## Element 4: Student Performance Data

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

**The term “special populations” means-**

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

11. Describe how 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:**

- A. Alliance will continue to prepare students in special populations for H3 careers through a variety of ways. The district will continue to offer LEAD classes to our special education students. In these classes students take an interest inventory while in 8th and again in 9th grades. With the student's interest inventory high school special education teachers create schedules for the student which include CTE classes that best fits the student. This process helps our CTE teachers know that a special population student is in the best fit, this inturn increases the likelihood that the student will continue and complete CTE pathways. All students in designated CTE courses will be provided opportunities to utilize this machinery for projects and will be taught the process regardless of gender, age, race, religion or socio-economic status. To create equal access to all CTE courses, our special education teachers assign paraprofessionals to accompany a special needs student when needed. We will continue to work with Nebraska Vocational Rehabilitation to assist our students as they graduate from high school.
- B. Alliance will work with our advisory committee and local business and we will be giving students the opportunity to observe and become familiar with all types of post school options.
- C. Equal access will be provided for all students, including those in special populations, in designated CTE courses will be provided opportunities to utilize this machinery for projects and will be taught the process regardless of gender, age, race, religion or socio-economic status. To create equal access to all CTE courses, our special education teachers assign paraprofessionals to accompany a special needs student when needed. We will continue to work with Nebraska Vocational Rehabilitation to assist our students as they graduate from high school.
- D. It is the policy of the Alliance Public Schools to not discriminate on the basis of gender, national origin, race, creed, color, age, marital status, religion or disability in its education programs, administration, policies, employment or other district programs. If you feel you are the recipient of illegal discrimination, please notify the Superintendent's office at 762-5475.

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:** Alliance High School in 2020-2021 will increase the number of available school counselors from one full-time to two full-time counselors. Doubling the availability of certified

counselors which will allow for more meaningful conversations with all students and better fit a student in CTE classes if needed. Improving our career development will show student's a variety of career pathways that will best fit his/her interests. Modernization of equipment will help all students to perform better. Budgeting for our CTE teachers to attend workshops and inservices will keep teaching tools up-to-date which will allow teachers to better recognize performance gaps and establish tools to help the student to perform to his/her ability. If we are not making meaningful progress by the third year, based on CTE team evaluations and testing we will begin to reach out to our liaisons with Perkins Grant facilitators to increase the options that are working in other areas with similar demographics. We will also canvass participants and potential participants to see what areas they feel we are neglecting or missing so we can key on those gaps and modify our class offerings and curriculum to fully engage the population.

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)*

Analyze student data in specific areas: attendance, enrollment, student achievement. ' Track successes of students based upon attendance and enrollment in CTE courses. Use data indicators to drive decision making. Create tracking measures to identify achievement/enrollment gaps. Consider career pathways with alignment to an academic core subject. Provide paraprofessionals to special needs to support programs when needed.

**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	Improve student performance in completing pathways by developing career coaching for teachers. Create in-depth information showing the student's performance in CTE classes compared to the overall performance. Continue involvement and discussions with the school counselors to develop a better understanding of the importance of CTE Pathways and improve pathway placement of students.
Year 2: 2021-2022	Continue discussions with the school counselor to develop a better understanding of the importance of CTE Pathways and improve pathway placement of students.
Year 3: 2022-2023	Review success of student pathway completions.
Year 4: 2023-2024	Revisit counselors' involvement with placement and of students in career pathways.

## 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:** Budget funding and continue with paid professional development leave for teacher to attend Nebraska Career Education conference, professional development, and fall workshops. Continue with extra duty pay for the CTSO sponsorship of FFA, FBLA, FCCLA; encouraging teachers to stay involved with our students as they pursue quality CTE classes and careers. Encourage teachers (sponsors) and students to attend workshops and conferences of FFA, FBLA, and FCCLA. Add an additional STS teacher to support what our current CTE teachers are doing and to help the programs grow.

**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)*

Maintain and grow our current staff. Hire an additional STS teacher.  
Encourage our students to pursue CTE teaching as a career opportunity  
Continue teacher involvement with CTSO workshops  
Improve collaboration with administration and counselors for scheduling career pathways completion.  
Encouragement from administration for CTE teachers to attend NCE conferences  
Collaborate with local businesses to offer externship programs to enhance classroom instruction.  
Maintain high quality labs, equipment, and professional development opportunities to recruit new teachers and retain these teachers.

Provide CTE teachers within the regions the opportunity to come together for professional development, training on industry standard equipment and sharing of curriculum.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
<i>Year 1: 2020-2021</i>	Attend CSTO workshops for FFA, FCCLA, FBLA teacher sponsors and students. Hire an additional STS teacher for the 2021-2022 school year. Encourage CTE teacher(s) to attend NCE conference.
<i>Year 2: 2021-2022</i>	Establish a stronger STS department with increased collaboration of two teachers in the department. Improve collaboration with administration and counselor for scheduling career pathways obtainable for all students.
<i>Year 3: 2022-2023</i>	Revise listing of available workshops and professional development opportunities for CTE teachers.
<i>Year 4: 2023-2024</i>	Review the CTE teacher's schedule of course offerings and offered pathways. Continue to increase the work-based learning opportunities.

**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:** Our district will continue to work with our CTE students in creating schedules that are based on the student's chosen career path. Collaborate with businesses to establish work opportunities for our students, creating an increase in real world experiences. Continue our partnership with Vocational Rehabilitation to place our special population students in meaningful careers that are in high wage, high demand, and high skill.

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)*

Collaborate with local business professional to determine what they can do to assist in WBL experiences: guest speakers, field trips/tours, job shadowing, mentoring, internships for students, externships for teachers, and projects for capstone programs.

Create a contact list of local businesses professionals who are willing to work with CTE programs.

Build schedules for seniors that allow release for internships and/or capstone programs.

Explore work-based learning opportunities and establish work-based fit within school learning and graduation requirements.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
<i>Year 1: 2020-2021</i>	Modernize equipment to industry standards which will establish an increase in courses that meet CTE standards. Offer classes that improve students' understanding of the manufacturing industry. Collaborate with businesses and advisory committees to establish work opportunities.
<i>Year 2: 2021-2022</i>	Collaborate with businesses and advisory committee to establish work opportunities. Explore work-based learning opportunities and establish work-based fit within school learning and graduation requirements.
<i>Year 3: 2022-2023</i>	Review equipment and industry needs.
<i>Year 4: 2023-2024</i>	Reinforce work-based learning opportunities.

## 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:**

Our CTE departments are growing stronger and growing in student participation. All teachers strongly encourage our students to enroll in a variety of classes. Our CTE teachers, counselors, and principal considered all six elements (to improving the access and success in CTE programs for each student) as we looked at the future of our program and the needs of our students by surveying where the interests are and utilizing the skills in our instructors and those of the community that are willing to share with our students. We used our ReVISION process to better improve access and success for all students in CTE classes. The ReVISION is how we set our goals for the six elements. When looking at Career Development we encourage students to narrow their career choices by selecting pathways in CTE and encouraging pathway completion in each CTE area. For Local Workforce Alignment, we will continue to bring in individuals from local businesses to CTE classrooms and work to expand work coop opportunities for students within those local industries. As a CTE team, we will continue to evaluate each individual CTE area and continue to ensure we are offering complete programs of study to provide opportunities in each, to all students. Regarding Student Performance Data, our CTE team will complete the required state reports and meet annually to review the report data, using that information to continue to improve programs and ensure access and success for all students, especially those in special populations. The CTE Team and Administration will set goals, and review data to encourage recruitment, retention, and training of Faculty and Staff in CTE. Lastly, students in all CTE pathways will be encouraged to participate in Work-Based Learning opportunities by utilizing the coop training periods at Alliance High School which allow students to leave for 2 periods per school day to work in the community, this will provide students with an application for their classroom knowledge and an opportunity to evaluate CTE programs to ensure the teachings are relevant to industry standards.

## 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:**

Allison Roberts	Alliance High School	Parent
Cord McBride	Alliance High School	Student
Ruth Escamilla	Alliance High School	English Language Para
David Hartung	Alliance Tractor & Implement	Sales Manager
Chelesa Herrian	Box Butte Development Corp.	Director
Tom Lore	Lore Collision & Refinishing	Owner
Jill Langemeier	Nebraska Workforce Development	Workforce Employee
Sandy Morava	Parent of Active Military	Parent
Jo Vogel	Parent of Special Education	Parent
Matt Lake	Parker Hannifin Manufacturing	Human Resources

Alliance High School will continue to strengthen our advisory committee, previous discussions expressed the need to add committee members in the area of minority representation, small industry business, Tribal Organization representative, youth correction representative.

## 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.