



LOCAL PERKINS APPLICATION 2020-2024

CONSORTIA

OFFICE OF CAREER, TECHNICAL AND ADULT EDUCATION
NEBRASKA DEPARTMENT OF EDUCATION
301 Centennial Mall South, Lincoln, NE



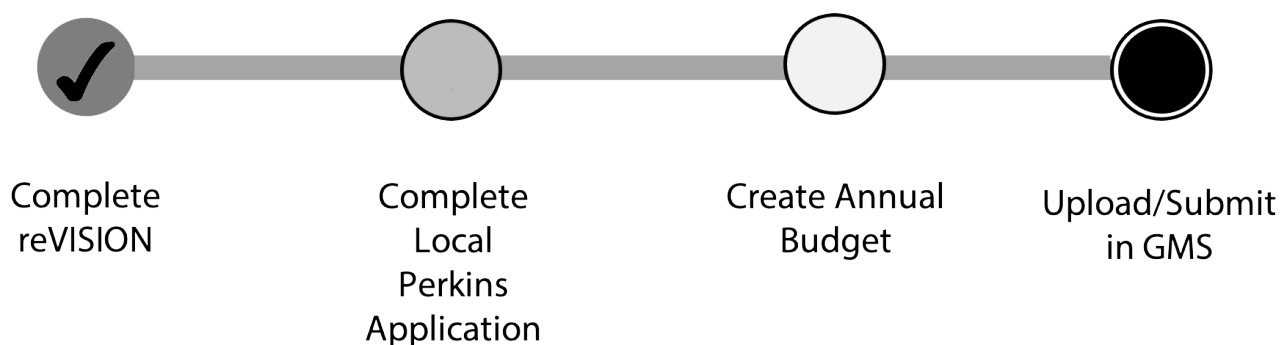
General Information

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

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

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

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



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

Eligible Recipients

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

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

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

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

Use of Funds

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

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

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

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

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

Timeline and Deadlines

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

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

Submission Information

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

Application Elements

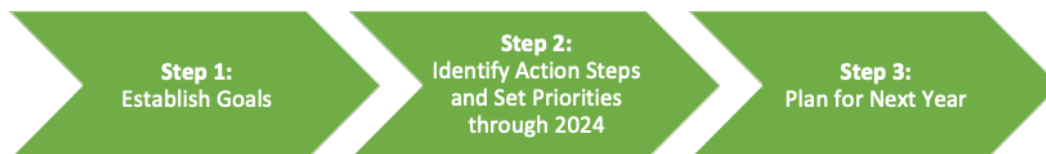
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

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

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

Going from reVISION to the Local Perkins Application

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



Step 1: Establish Goals

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

Step 2: Identify Action Steps & Set Priorities

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

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



Helpful Tip

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

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

Step 3: Plan for Next Year

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

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

Section 1: reVISION Summary

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

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

Element	Consortia’s Current State	Consortia’s Overarching Goal(s)
SAMPLE: Size, Scope, and Quality and Implementing CTE Programs of Study	<i>Most programs have the minimum SSQ components in place, though the following districts require updating of equipment to meet changing industry standards (district 1, district 2) in communication arts. While most districts within the consortium are confident in their 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 consortium.</i>	<i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations. Within the next four years, strategies will be developed to expand CTE program offering amongst consortia members, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i>

reVISION SUMMARY

Element	Summary of Consortia’s	Consortia’s Overarching Goal(s)
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	Current State	
Career Development	<p>56 % of consortium schools identified that there were gaps or they were lacking a concrete plan to address gaps in providing training for CTE Instructors and other faculty as career coaches.</p> <p>50% of consortium schools identified there were gaps or they were lacking a concrete plan to address gaps related to CTE Instructors collaborating with school counselors.</p>	In the next four years, consortium member school districts will develop, enhance and implement a career development program in each school that emphasizes the elements of student self-awareness of job readiness, career exploration, career planning, and an organized system of delivery to all students on an on-going basis.
Local Workforce Alignment	71% of consortium schools identified there have some or multiple gaps in workforce alignment.	In the next four years, consortium member school districts will align local course offerings and local CTE programs to Nebraska Career Education Approved Programs of Study based on regional workforce needs.
Size, Scope, & Quality and Implementing CTE Programs of Study	54% of consortium schools identified there were gaps or they were lacking a concrete plan to address gaps in their ability to implement CTE programs that are of sufficient size, scope and quality.	In the next four years, consortium member school districts will design and implement Approved Programs of Study that are equitable, relevant, coordinated, and innovative.
Student Performance Data	98% of consortium schools identified that access to improved NCE data systems need to be provided in order for schools to effectively utilize CTE data for decision making.	In the next four years, consortium member school districts will utilize disaggregated student performance data to identify substantially underperforming student groups and adopt a set of action steps recommended by Nebraska Career Education Leadership designed to improve performance if necessary.
Recruitment, Retention, and Training of Faculty and Staff	<p>32% of consortium schools identified they were lacking a concrete plan to address gaps in the recruitment, retention, and training of faculty and staff.</p> <p>50% of consortium schools identified they have gaps but feel they have processes in place to close them.</p>	In the next four years, consortium member school districts will recruit high quality teachers, administrators, specialists, and support staff as well as provide ongoing professional learning and support to all staff for the purpose of building capacity to be effective, reduce turnover, and ensure student success.
Work-Based Learning	<p>72% of consortium schools identify they have some or multiple gaps in work-based learning that they don't have a concrete plan to address them.</p> <p>95% of consortium schools identify they have some or multiple gaps in their ability to recruit and retain employers to participate in work-based learning programs.</p> <p>89% of consortium schools identify they have some or multiple gaps in intentionally connecting classroom instruction and activities to individual student career plans.</p>	In the next four years, consortium member school districts will develop their capacity (knowledge & skills) to implement a work-based learning program that provides meaningful experiences related to the career interests of a learner.



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 consortium'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 consortium will support districts in ensuring 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:

Each consortium member school district will engage a local advisory group comprised of local internal and external stakeholders to make informed decisions about career development and programs of

study. Through the local advisory process, school districts will seek out and develop partnerships to design a system that ensures students have opportunities to explore careers, self-reflect on job readiness, and plan their coursework and development opportunities for future career success. Local advisory groups will research, plan, implement, and evaluate their career development program on an ongoing basis.

Member school districts will also continue to participate in the biennial reVISION process that includes opportunities to engage with regional workforce partners and post-secondary representatives as well as self-assess their progress in the implementation of high-quality career development program. Member school district aggregate data based on self-identified needs and information collected from the reVISION process will drive the consortium plan, goals, and budgetary priorities.

The ESU 10 Consortium will also coordinate regional career exploration opportunities for students, regional training for teachers and school counselors to increase their capacity to implement a high-quality career development program and work in partnership with CTE and academic staff to ensure student success.

2. In each 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 consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Career Development:
(Copy and paste from the reVISION Summary)

In the next four years consortium member school districts will develop, enhance and implement a career development program in each school that emphasizes the elements of student self-awareness of job readiness, career exploration, career planning, and an organized system of delivery to all students on an on-going basis.

Prioritized Action Steps for Career Development:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ol style="list-style-type: none"> 1. Local school districts will continuously improve their career development program by engaging internal and external stakeholders in research, planning, implementation, and evaluation processes. 2. ESU 10 Perkins Consortium will fund career fairs, career exploration activities, post-secondary exploration fairs, and/or industry specific informational days. 3. ESU 10 Perkins Consortium will fund professional learning for career educators in the exploration of middle level (5-8) career development frameworks and/or curriculum and plan for implementation.
Year 2: 2021-2022	

	<ol style="list-style-type: none"> 1. Local school districts will promote earlier awareness at the middle levels (5-8) to increase student interest in careers. 2. ESU 10 Perkins Consortium will fund career fairs, career exploration activities, post-secondary exploration fairs, and/or industry specific informational days. 3. ESU 10 Perkins Consortium will coordinate and fund training for CTE Instructors and School Counselors <u>to increase their capacity (knowledge & skills) to implement</u> a high-quality career development program and work in partnership with CTE and academic staff to ensure student success and continuously enhance their programs, processes and practices.
Year 3: 2022-2023	<ol style="list-style-type: none"> 1. Local school districts will <u>develop or enhance a plan</u> for an organized system of delivery to implement career development content with career and academic advising to students on an on-going basis, specifically resulting in individualized learning plans for each student (including but not limited to special populations) 2. ESU 10 Perkins Consortium will fund career fairs, career exploration activities, post-secondary exploration fairs, and/or industry specific informational days. 3. ESU 10 Perkins Consortium will work with Central Community College and Mid-Plains Community College to ensure school counselors and CTE teachers have the information and marketing materials needed to develop student understanding of workforce and post-secondary opportunities for CTE Programs.
Year 4: 2023-2024	<ol style="list-style-type: none"> 1. Local school districts will expand career development programs into more opportunities for freshman and sophomore students. 2. ESU 10 Perkins Consortium will fund career fairs, career exploration activities, post-secondary exploration fairs, and/or industry specific informational days. 3. Local school districts will <u>implement an organized and enhanced</u> system of delivery for career development content with career and academic advising to students on an on-going basis, specifically resulting in individualized learning plans for each student (including but not limited to special populations).

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 each district's local and regional CTE assessments to support districts in improving the alignment between educational programming and labor market needs.

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

RESPONSE:

The local and regional CTE needs assessment results informed Perkins funding application development. Specific course and program decisions are the responsibility and right of local school districts as they align to local and regional workforce needs, therefore, the ESU 10 Perkins Consortium cannot mandate specific programs. Developing new course offerings and programs of study that align to workforce need will be explored and incentivized with funds available for professional learning, training, and equipment funding. The following were identified as the highest of the high demand and

growth occupations in the ESU 10 region, via Economic Modeling data (EMSI) and prioritized for funding by the current Perkins Advisory Committee. The Advisory Committee considered total number of projected new jobs (demand) as well as the percentage of growth 2018-2023.

Highest High Demand & Growth Occupations In the 12 County ESU Region (Growth 2018-2023)	Related Approved Programs of Study- Cluster Level	Number of ESU 10 Schools with an Approved Program of Study (out of 29)
Teachers, All– 349 new jobs <ul style="list-style-type: none"> • Preschool (15% increase) 	Education & Training Pathway: Education & Training	0 0
Heavy & Tractor-Trailer Truck Drivers – 199 new jobs	Currently no state approved programs of study in this area	
Nurses- 196 new jobs <ul style="list-style-type: none"> • RNs • LPNs • Nurse Practitioners (17% increase) 	Health Sciences Pathway: Health Sciences	2 0
General & Operations Managers – 139 new jobs	Business Management & Administration Pathway: Management	14 5
Occupational & Physical Therapists; Physical Therapist Assistants – 135 <ul style="list-style-type: none"> • Occupational (20% increase) • Physical (25% increase) • Physical Assistants (22% increase) 	Health Sciences Pathway: Health Sciences	2 0
Maintenance & Repair Workers, General – 93 new jobs	Agriculture, Food, & Natural Resources Pathway: Power, Structural and Technical Systems Manufacturing Pathway: Manufacturing	18 5 8
Software Developers, Applications – 30 new jobs (22% increase)	Information Technology Pathway: Software Development	9 0

Related Programs of Study courses offered by local school districts will be prioritized for equipment funding as well as professional development and exploration activities at the secondary and postsecondary level. The designation of funds for equipment will be prioritized for those Approved Programs of Study that are aligned to workforce need (listed above). This will be documented through a formal purchase and/or reimbursement request process. Funds will also be made available to schools for the purpose of ensuring alignment to Nebraska Career Education Approved Programs of Study in order to improve or expand CTE programs and course offerings.

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:

Member schools will be encouraged to explore and develop the prioritized Programs of Study included in the Question 3 response due to the fact they align directly to regional workforce need identified through CTE needs assessment results. The ESU 10 Consortium will coordinate opportunities to review current programs of study in order to improve or expand CTE program and course offerings. Prioritized Programs of Study highlighted in the Question 3 response will be incentivized with funds available for equipment.

5. How will students, including those from special populations, learn about their school's CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.

RESPONSE:

As stated in the Career Development responses: Local school districts will develop, enhance, and implement a plan for an organized system of delivery to implement career development content with career and academic advising to students on an on-going basis, specifically resulting in individualized learning plans for each student. Schools who identified a gap in career development for students of special populations will review school practices and processes to improve in this area.

6. In each 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 consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

In the next four years consortium member school districts will align local course offerings and local CTE programs to Nebraska Career Education Approved Programs of Study based on regional workforce needs.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ol style="list-style-type: none"> 1. ESU 10 Perkins Consortium will coordinate and fund opportunities for teachers to align local curriculum to approved programs of study. 2. ESU 10 Perkins Consortium will fund Career Educator participation in trainings and/or conferences for the purpose of exploring new Programs of Study or expanding current Programs of Study. 3. ESU 10 Consortium will fund needed technology, software, industry specific equipment, and CTE materials <u>within priority career field areas</u> as identified through the reVISION process. 4. Local school districts will engage local business and industry on their CTE Advisory Committee. 5. Local school districts will continue to participate in the reVISION process.
Year 2: 2021-2022	Goals established within this element are continuous and recurring in order to support the varying needs and readiness of the twenty-nine local school districts within the

	<p>consortium. Local school districts will self-assess this element at the end of Year 2 and Year 4 of the goal process. Data collected will be utilized to reevaluate consortium goals.</p> <ol style="list-style-type: none"> 1. ESU 10 Perkins Consortium will coordinate and fund opportunities for teachers to align local curriculum to approved programs of study. 2. ESU 10 Perkins Consortium will fund Career Educator participation in trainings and/or conferences for the purpose of exploring new Programs of Study or expanding current Programs of Study. 3. ESU 10 Consortium will fund needed technology, software, industry specific equipment, and CTE materials <u>within priority career field areas</u> as identified through the reVISION process. 4. Local school districts will engage local business and industry on their CTE Advisory Committee. 5. Local school districts will continue to participate in the reVISION process.
Year 3: 2022-2023	<ol style="list-style-type: none"> 1. ESU 10 Perkins Consortium will coordinate and fund opportunities for teachers to align local curriculum to approved programs of study. 2. ESU 10 Perkins Consortium will fund Career Educator participation in trainings and/or conferences for the purpose of exploring new Programs of Study or expanding current Programs of Study. 3. ESU 10 Consortium will fund needed technology, software, industry specific equipment, and CTE materials <u>within priority career field areas</u> as identified through the reVISION process. 4. Local school districts will engage local business and industry on their CTE Advisory Committee. 5. Local school districts will continue to participate in the reVISION process.
Year 4: 2023-2024	<p>Goals established within this element are continuous and recurring in order to support the varying needs and readiness of the twenty-nine local school districts within the consortium. Local school districts will self-assess this element at the end of Year 2 and Year 4 of the goal process. Data collected will be utilized to reevaluate consortium goals.</p> <ol style="list-style-type: none"> 1. ESU 10 Perkins Consortium will coordinate and fund opportunities for teachers to align local curriculum to approved programs of study. 2. ESU 10 Perkins Consortium will fund Career Educator participation in trainings and/or conferences for the purpose of exploring new Programs of Study or expanding current Programs of Study. 3. ESU 10 Consortium will fund needed technology, software, industry specific equipment, and CTE materials <u>within priority career field areas</u> as identified through the reVISION process. 4. Local school districts will engage local business and industry on their CTE Advisory Committee. 5. Local school districts will continue to participate in the reVISION process.

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 in each participating district. Justify these offerings with the local and regional CTE assessment results.

RESPONSE:

Each ESU 10 Perkins Consortium member school district will offer a minimum of one Approved Program of Study. This is certified through the Annual Intent to Participate and is monitored by NCE through the ADVISER secure data collection tool. Only those schools who offer an Approved Program of Study will be permitted to access Perkins Grant funds.

With the support of the ESU 10 Consortium, teachers will be provided opportunities to align local curriculum to Approved Programs of Study that have been developed with workforce stakeholders that address H3 careers.

Consortium member schools will participate in the reVISION process. This process will help local school districts determine needs for enhancing existing programs of study, developing new Programs of Study, or eliminating ineffective programs of study based on current and future workforce needs. The ESU 10 Perkins Consortium schools span five separate economic development regions and have limited staffing, scheduling, and budgeting flexibility. These conditions, as well as low student numbers are the critical factors that explain varying Programs of Study from school district to school district. The ESU 10 Perkins Consortium cannot mandate a Program of Study or course for independent school districts, therefore the Consortium will promote and incentivize Program of Study and course offerings by funding needed upgrades to technology, software, industry specific equipment, and CTE materials within priority career field areas as identified through the reVISION process. See consortium prioritized Programs of Study detailed in Element 2: Local Workforce Alignment (Question 3 Response).

ESU 10 Perkins Consortium member school districts struggle to provide a broad range of options for CTE Programs of Study due to their size, rural location, and minimal resources. For this reason, member school districts must consider satellite, on-line, virtual, and distance learning options to expand or enhance program offerings. The ESU 10 Perkins Consortium will fund professional learning opportunities that support CTE teachers in utilizing technology to expand or enhance program offerings and encourage collaborative approaches among school districts.

8. How will your consortium 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:

ESU 10 Perkins Consortium member school districts will engage in regular review, updating, and alignment of curriculum to the Approved Programs of Study, CTE Course Standards, and the College and Career Ready Academic Standards to ensure the improvement of the technical skills of students who participate in CTE programs. Career Educators will attend trainings and/or conferences for the purpose of increasing capacity to improve the academic and technical skills of students participating in CTE programs. The ESU 10 Perkins Consortium will provide funding for CTE teachers to participate in professional learning opportunities that improve their pedagogical and technical skills, ultimately resulting in enhanced instruction and improved student academic and technical skills. Schools will utilize Nebraska Student-Centered Assessment System (NSCAS) data to monitor the progress of students toward meeting academic skill attainment. The ESU 10 Consortium will encourage member schools to utilize technical skill assessments and/or industry certifications to collect data on technical skill attainment.

9. Describe how districts within the consortium 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:

ESU 10 Perkins Consortium member school districts will continue existing partnerships and create new partnerships with post-secondary institutions to provide CTE students with the opportunity to gain postsecondary credit while still attending high school. The credential requirements of post-secondary institutions is prohibitive to secondary teachers who desire to teach dual-credit classes during the school day, and students attending postsecondary programs on a college campus during the school day isn't a possibility for the majority of our member schools because of their rural locations. Remote or distance learning options are plentiful for post-secondary academic programs, however, CTE technical skill-based courses are limited or not available for high school students. More students could earn dual credit if post-secondary institutions could provide professional learning and/or dual-credit certification to participating secondary teacher. This type of system would be beneficial to both secondary and post-secondary by building the capacity (knowledge) of teachers to ensure attainment of student technical skills necessary for successful entrance into a post-secondary program of study and would alleviate the gap of time and distance for students in rural communities. The ESU 10 Consortium and local member school districts are ready to explore this type of system and arrangement with post-secondary to improve opportunities for students to gain postsecondary credit while still attending high school. Local school districts will have to continue to advocate for their needs with postsecondary partners to enhance opportunities, however, because post-secondary institutions are the degree and credential granting agencies, schools will have to wait until they make improvements to their delivery protocols and requirements.

10. In each district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your consortium hopes to address over the next four years. First, write the consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for

Size, Scope, and Quality and Implementing CTE Programs of Study
(Copy and paste from the reVISION Summary)

In the next four years consortium member school districts will develop and implement Approved Programs of Study in each school that are equitable, relevant, coordinated and innovative.

**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?)
Year 1: 2020-2021	<ol style="list-style-type: none"> 1. ESU 10 Perkins Consortium will coordinate and fund opportunities for teachers to align local curriculum to approved programs of study to ensure programs are equitable, relevant, coordinated, & innovative. 2. ESU 10 Perkins Consortium will fund Career Educator participation in trainings and/or conferences for the purpose of increasing capacity (knowledge & skills) to improve the academic and technical skills of students participating in CTE programs. 3. Local school districts will pursue partnerships with secondary and post-secondary schools to provide satellite, on-line, virtual and/or distance learning opportunities. 4. ESU 10 Consortium will fund <u>needed upgrades</u> to technology, software, industry specific equipment, and CTE materials <u>within existing approved programs of study</u> to ensure programs are relevant, coordinated, & innovative. 5. ESU 10 Consortium will facilitate and fund consortium level opportunities for CTE staff and administrators to collaborate to share successes, discuss challenges, and solve problems related to size, scope, quality, and implementing CTE programs of study. 6. Local school districts will engage local business and industry on their CTE Advisory Committee to help define curriculum or program priorities that are industry specific.
Year 2: 2021-2022	<p>Goals established within this element are continuous and recurring in order to support the varying needs and readiness of the twenty-nine local school districts within the consortium. Local school districts will self-assess this element at the end of Year 2 and Year 4 of the goal process. Data collected will be utilized to reevaluate consortium goals.</p> <ol style="list-style-type: none"> 1. ESU 10 Perkins Consortium will coordinate and fund opportunities for teachers to align local curriculum to approved programs of study to ensure programs are equitable, relevant, coordinated, & innovative. 2. ESU 10 Perkins Consortium will fund Career Educator participation in trainings and/or conferences for the purpose of increasing capacity (knowledge & skills) to improve the academic and technical skills of students participating in CTE programs. 3. Local school districts will pursue partnerships with secondary and post-secondary schools to provide satellite, on-line, virtual and/or distance learning opportunities. 4. ESU 10 Consortium will fund <u>needed upgrades</u> to technology, software, industry specific equipment, and CTE materials <u>within existing approved programs of study</u> to ensure programs are relevant, coordinated, & innovative. 5. ESU 10 Consortium will facilitate and fund consortium level opportunities for CTE staff and administrators to collaborate to share successes, discuss challenges, and solve problems related to size, scope, quality, and implementing CTE programs of study. 6. Local school districts will engage local business and industry on their CTE Advisory Committee to help define curriculum or program priorities that are industry specific.
Year 3: 2022-2023	

	<ol style="list-style-type: none"> 1. ESU 10 Perkins Consortium will coordinate and fund opportunities for teachers to align local curriculum to approved programs of study to ensure programs are equitable, relevant, coordinated, & innovative. 2. ESU 10 Perkins Consortium will fund Career Educator participation in trainings and/or conferences for the purpose of increasing capacity (knowledge & skills) to improve the academic and technical skills of students participating in CTE programs. 3. Local school districts will pursue partnerships with secondary and post-secondary schools to provide satellite, on-line, virtual and/or distance learning opportunities. 4. ESU 10 Consortium will fund <u>needed upgrades</u> to technology, software, industry specific equipment, and CTE materials <u>within existing approved programs of study</u> to ensure programs are relevant, coordinated, & innovative. 5. ESU 10 Consortium will facilitate and fund consortium level opportunities for CTE staff and administrators to collaborate to share successes, discuss challenges, and solve problems related to size, scope, quality, and implementing CTE programs of study. 6. Local school districts will engage local business and industry on their CTE Advisory Committee to help define curriculum or program priorities that are industry specific.
<p>Year 4: 2023-2024</p>	<p>Goals established within this element are continuous and recurring in order to support the varying needs and readiness of the twenty-nine local school districts within the consortium. Local school districts will self-assess this element at the end of Year 2 and Year 4 of the goal process. Data collected will be utilized to reevaluate consortium goals.</p> <ol style="list-style-type: none"> 1. ESU 10 Perkins Consortium will coordinate and fund opportunities for teachers to align local curriculum to approved programs of study to ensure programs are equitable, relevant, coordinated, & innovative. 2. ESU 10 Perkins Consortium will fund Career Educator participation in trainings and/or conferences for the purpose of increasing capacity (knowledge & skills) to improve the academic and technical skills of students participating in CTE programs. 3. Local school districts will pursue partnerships with secondary and post-secondary schools to provide satellite, on-line, virtual, and/or distance learning opportunities. 4. ESU 10 Consortium will fund <u>needed upgrades</u> to technology, software, industry specific equipment, and CTE materials <u>within existing approved programs of study</u> to ensure programs are relevant, coordinated, & innovative. 5. ESU 10 Consortium will facilitate and fund consortium level opportunities for CTE staff and administrators to collaborate to share successes, discuss challenges, and solve problems related to size, scope, quality, and implementing CTE programs of study. 6. Local school districts will engage local business and industry on their CTE Advisory Committee to help define curriculum or program priorities that are industry specific.

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, each 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;

11. Describe how the consortium 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:

ESU 10 Perkins Consortium schools will analyze disaggregated student data to inform local decision making and ultimately address gaps identified. Performance data from each student group will be reviewed to ensure all students have equal access to CTE courses, programs, and Programs of Study. Each Consortium member school district has a non-discrimination policy that prohibits discrimination.

The Consortium will partner with Nebraska Career Education to provide support to member schools in the review of data and development of action plans to address substantially underperforming student groups.

12. How will the consortium 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 target individual schools to develop strategies to eliminate those disparities or gaps.

RESPONSE:

ESU 10 Consortium schools identified as not meeting meaningful progress as defined by Nebraska Career Education leadership will be targeted for additional support and connected with Nebraska Career Education staff to develop strategies to eliminate disparities or gaps. Consortium funding will be directed to support improvement action steps as determined collaboratively between the individual school district and Nebraska Career Education leadership.

13. In each district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the consortium'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 consortium will address over the next four years. These

activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Student Performance Data:

(Copy and paste from the reVISION Summary)

In the next four years consortium member school districts will utilize disaggregated student performance data to identify substantially underperforming student groups and adopt a set of action steps recommended by Nebraska Career Education Leadership designed to improve performance if necessary.

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	<ol style="list-style-type: none"> 1. Local school districts will analyze disaggregated data provided by Nebraska Career Education to monitor the progress of all CTE students, including members of special populations. 2. ESU 10 Consortium will coordinate and fund an annual data analysis day led by Nebraska Career Education for member schools. 3. ESU 10 Consortium will coordinate and fund professional learning opportunities for CTE staff to build their capacity to meet the unique needs of all learners, including special populations.
Year 2: 2021-2022	<ol style="list-style-type: none"> 1. Local school districts will analyze disaggregated data provided by Nebraska Career Education to monitor the progress of all CTE students, including members of special populations. 2. ESU 10 Consortium will coordinate and fund an annual data analysis day led by Nebraska Career Education for member schools. 3. ESU 10 Consortium will coordinate and fund professional learning opportunities for CTE staff to build their capacity to meet the unique needs of all learners, including special populations. 4. ESU 10 Consortium will implement data analysis protocols developed and facilitated by Nebraska Career Education. 5. ESU 10 Consortium will coordinate and fund professional learning that builds understanding and supports implementation of special populations improvement strategies developed by Nebraska Career Education.
Year 3: 2022-2023	<ol style="list-style-type: none"> 1. Local school districts will analyze disaggregated data provided by Nebraska Career Education to monitor the progress of all CTE students, including members of special populations. 2. ESU 10 Consortium will coordinate and fund an annual data analysis day led by Nebraska Career Education for member schools. 3. ESU 10 Consortium will coordinate and fund professional learning opportunities for CTE staff to build their capacity to meet the unique needs of all learners, including special populations. 4. ESU 10 Consortium will implement data analysis protocols developed and facilitated by Nebraska Career Education. 5. ESU 10 Consortium will coordinate and fund professional learning that builds understanding and supports implementation of special populations improvement strategies developed by Nebraska Career Education.

<p>Year 4: 2023-2024</p>	<ol style="list-style-type: none"> 1. Local school districts will analyze disaggregated data provided by Nebraska Career Education to monitor the progress of all CTE students, including members of special populations. 2. ESU 10 Consortium will coordinate and fund an annual data analysis day led by Nebraska Career Education for member schools. 3. ESU 10 Consortium will coordinate and fund professional learning opportunities for CTE staff to build their capacity to meet the unique needs of all learners, including special populations. 4. ESU 10 Consortium will implement data analysis protocols developed and facilitated by Nebraska Career Education. 5. ESU 10 Consortium will coordinate and fund professional learning that builds understanding and supports implementation of special populations improvement strategies developed by Nebraska Career Education. 6. Targeted local school districts not meeting meaningful progress as defined by Nebraska Career Education will be connected with Nebraska Career Education staff to develop strategies to eliminate disparities or gaps. 7. ESU 10 Consortium will promote and fund implementation of improvement strategies in targeted schools as recommended by Nebraska Career Education.
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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 district 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 each 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 consortium 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:

The ESU 10 Consortium member schools remain open to the support of the Nebraska Department of Education and institutions of higher education in their efforts to recruit, prepare, and retain high quality teachers, administrators, specialist instructional support personnel and paraprofessionals. As a state we are experiencing a shortage in many areas within the educational system, especially in rural areas. In this state system, schools and Educational Service Units are not the policy making or regulatory agencies that can initiate coordination of state level efforts, however we are willing partners that would like to be invited to the table. ESU 10 Consortium member schools will continue to reach out to NDE and institutions of higher education for assistance in hiring staff, with special emphasis to attempt to find a high-quality candidate that also reflects the student demographic make-up.

NDE's Educator Effectiveness initiative is fully supported by ESUs. This includes the Effective Practice Standards for Teachers and Principals, as well as research-based evaluation systems that support ongoing educator reflection, goal setting, and the development of individual professional learning

plans. In the next few years, ESUs will be working with schools to align their current evaluation systems to the NE Teacher/Principal Performance Framework and related elements of a research-based system.

The area that is most under individual school district and ESU control is providing ongoing professional learning and instructional support to educators, from beginning teachers to veteran educators. The ESU 10 Perkins Consortium schools make local decisions about the training and support needed and may reach out to their ESU to provide it. Professional learning such as the New Teacher Academy, CTE Collaboration Day, and the Academic Literacy Project continue to be priorities for the ESU 10 Perkins Consortium.

Every school in Nebraska is relying on Nebraska Career Education and post-secondary to create a system of professional learning that includes coordination of CTE teachers learning from business and industry professionals. The ESU 10 Perkins Consortium will continue to fund opportunities for CTE teachers to enhance or improve their pedagogical skills as they strive to meet the learning needs of all students.

15. In each district's Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your consortium hopes to address over the next four years. First, write the consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff
(Copy and paste from the reVISION Summary)

In the next four years consortium member school districts will recruit high quality teachers, administrators, specialists, and support staff as well as provide ongoing professional learning and support to all staff for the purpose of building capacity to be effective, reduce turnover, and ensure student success.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ol style="list-style-type: none"> 1. Local school districts will continue to recruit high quality teachers, administrators, specialists, and support staff with assistance from NDE and institutions of higher education. 2. Local school districts will develop and/or enhance local educator mentoring programs to support new teachers as well as teachers taking on new additional instructional responsibilities. 3. ESU 10 Consortium will coordinate and fund a New Teacher Academy for new teachers that also facilitates the local mentor/mentee relationship. 4. Local School districts will explore research-based evaluation systems aligned to the Nebraska Teacher/Principal Performance Framework and related best practice processes, including individual professional development plans for each staff member.

	<ol style="list-style-type: none"> 5. ESU 10 Consortium will promote and fund professional development opportunities that improve CTE educator's pedagogical, academic and technical skill sets.
<p>Year 2: 2021-2022</p>	<ol style="list-style-type: none"> 1. Local school districts will continue to recruit high quality teachers, administrators, specialists, and support staff with assistance from NDE and institutions of higher education. 2. Local school districts will develop and/or enhance local educator mentoring programs to support new teachers as well as teachers taking on new additional instructional responsibilities. 3. ESU 10 Consortium will coordinate and fund a New Teacher Academy for new teachers that also facilitates the local mentor/mentee relationship. 4. Local School districts will adopt and begin implementing a research-based evaluation system aligned to the Nebraska Teacher/Principal Performance Framework and related best practice processes, including individual professional development plans for each staff member. 5. ESU 10 Consortium will promote and fund professional development opportunities that improve CTE educator's pedagogical, academic and technical skill sets.
<p>Year 3: 2022-2023</p>	<ol style="list-style-type: none"> 1. Local school districts will continue to recruit high quality teachers, administrators, specialists, and support staff with assistance from NDE and institutions of higher education. 2. Local school districts will develop and/or enhance local educator mentoring programs to support new teachers as well as teachers taking on new additional instructional responsibilities. 3. ESU 10 Consortium will coordinate and fund a New Teacher Academy for new teachers that also facilitates the local mentor/mentee relationship. 4. Local School districts will fully implement a research-based evaluation system aligned to the Nebraska Teacher/Principal Performance Framework and related best practice processes, including individual professional development plans for each staff member. 5. ESU 10 Consortium will promote and fund professional development opportunities that improve CTE educator's pedagogical, academic and technical skill sets. 6. Local school districts will encourage and support CTE educator's participation in professional learning, internships, externships, and/or business and industry learning opportunities coordinated by Nebraska Career Education, post-secondary, or other state and regional entities.
<p>Year 4: 2023-2024</p>	<ol style="list-style-type: none"> 1. Local school districts will continue to recruit high quality teachers, administrators, specialists, and support staff with assistance from NDE and institutions of higher education. 2. Local school districts will develop and/or enhance local educator mentoring programs to support new teachers as well as teachers taking on new additional instructional responsibilities. 3. ESU 10 Consortium will coordinate and fund a New Teacher Academy for new teachers that also facilitates the local mentor/mentee relationship. 4. Local School districts will fully implement a research-based evaluation system aligned to the Nebraska Teacher/Principal Performance Framework and related best practice processes, including individual professional development plans for each staff member.

5. ESU 10 Consortium will promote and fund professional development opportunities that improve CTE educator's pedagogical, academic and technical skill sets.
6. Local school districts will encourage and support CTE educator's participation in professional learning, internships, externships, and/or business and industry learning opportunities coordinated by Nebraska Career Education, post-secondary, or other state and regional entities.

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 consortium and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

Based on the consortium comprehensive needs assessment data collected, schools struggle with this element more than any other element. Several barriers were identified: lack of business and industry available in rural communities; limited capacity for building business/industry collaborative relationships; inability to employ a staff member dedicated to identifying business and industry partners, coordinate experiences, fulfill paperwork and policy requirements related to legality and accountability; lack of a concrete work based learning model program that can be adapted to meet local needs; limited scheduling flexibility due to small number of students and staff while meeting Rule 10 and graduation requirements in rural schools; business and industry partners lack understanding of a quality learning experience for students.

Over the next four years, consortium member schools will explore and begin developing a quality work-based learning program with the direct support and assistance from Nebraska Career Education staff. Member schools will engage local business and industry to initiate or continue partnerships to provide students with work-based learning opportunities. The ESU 10 Perkins Consortium will fund approvable expenses associated with a local school district advisory meeting that fosters these types of relationships.

Local school districts will develop and implement a quality work-based learning program that includes as many of the following opportunities as feasible:

- *Supervised Agricultural Experiences, school-based enterprises, career academy internships, youth apprenticeships, internships, health science clinicals, entrepreneurship, education and training experiences, cooperative education, apprenticeships.*

17. In each district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Work-based Learning:

(Copy and paste from the reVISION Summary)

In the next four years consortium member school districts will develop their capacity (knowledge & skills) to implement a work-based learning program that provides meaningful experiences related to the career interests of a learner.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ol style="list-style-type: none"> 1. ESU 10 Consortium will fund and local school districts will participate in professional learning provided by Nebraska Career Education that will be focused on building business and industry relationships, development of a work-based learning program plan, management of a work-based learning program, meeting the needs of all students, and overall evaluation of the program. 2. ESU 10 Consortium will fund school participation in local, regional, and national work-based learning conferences. 3. Local school districts will investigate and develop the necessary policies and documentation processes that will be utilized to manage an effective & legal work-based learning program. 4. ESU 10 Consortium will fund local school district staff or administrators who work outside of contract time for the purpose of developing a work-based learning plan. 5. Local school districts will create a plan for developing local work-based learning based on the evaluation of the program.
Year 2: 2021-2022	<ol style="list-style-type: none"> 1. ESU 10 Consortium will fund and local school districts will participate in professional learning provided by Nebraska Career Education that will be focused on building business and industry relationships, development of a work-based learning program plan, management of a work-based learning program, meeting the needs of all students, and overall evaluation of the program. 2. ESU 10 Consortium will fund school participation in local, regional, and national work-based learning conferences. 3. Local school districts will investigate and develop the necessary policies and documentation processes that will be utilized to manage an effective & legal work-based learning program. 4. ESU 10 Consortium will fund local school district staff or administrators who work outside of contract time for the purpose of developing a work-based learning plan. 5. Local school districts will create a plan for developing local work-based learning based on the evaluation of the program.
Year 3: 2022-2023	<ol style="list-style-type: none"> 1. ESU 10 Consortium will fund and local school districts will participate in professional learning provided by Nebraska Career Education that will be focused on building business and industry relationships, development of a work-based learning program plan, management of a work-based learning program, meeting the needs of all students, and overall evaluation of the program.

	<ol style="list-style-type: none"> 2. ESU 10 Consortium will fund school participation in local, regional, and national work-based learning conferences. 3. Local school districts will investigate and develop the necessary policies and documentation processes that will be utilized to manage an effective & legal work-based learning program. 4. ESU 10 Consortium will fund local school district staff or administrators who work outside of contract time for the purpose of developing a work-based learning plan. 5. Local school districts will create a plan for developing local work-based learning based on the evaluation of the program.
Year 4: 2023-2024	<ol style="list-style-type: none"> 1. ESU 10 Consortium will fund and local school districts will participate in professional learning provided by Nebraska Career Education that will be focused on building business and industry relationships, development of a work-based learning program plan, management of a work-based learning program, meeting the needs of all students, and overall evaluation of the program. 2. ESU 10 Consortium will fund school participation in local, regional, and national work-based learning conferences. 3. Local school districts will investigate and develop the necessary policies and documentation processes that will be utilized to manage an effective & legal work-based learning program. 4. ESU 10 Consortium will fund local school district staff or administrators who work outside of contract time for the purpose of developing a work-based learning plan. 5. Local school districts will create a plan for developing local work-based learning based on the evaluation of the program.

Ensuring Equitable Access

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

RESPONSE:

Each consortium member school district is committed to providing each student access to CTE programs and ensuring success regardless of special needs, social class, or ethnic/racial background. Member schools work diligently to meet the needs of all students, ultimately to prepare them to be college, career, and civic ready. Access and success was the focus of the self-assessment process member schools fulfilled prior to the development of the application. School district strengths as well as needs generated from the self-assessment informed the application goals and related actions. Member schools will continue to use the Multi-Tiered System of Supports (MTSS) Framework and Continuous Improvement Process to regularly review disaggregated, demographic data, including special population groups, to determine the progress of all students in order to make changes that will better ensure equity, access, and success. The MTSS Framework is a school-wide approach to student support that involves the creation of integrated plans that address students' academic, behavioral, social and emotional needs.

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 consortium 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 and consortia no doubt already have in place are utilized as a starting point.

RESPONSE:

Consortium member school districts engage a local stakeholder group and will continue to engage stakeholders as they plan, implement, and evaluate local CTE programs. We have uploaded a document that details each school district's stakeholder group representation.

Additionally, the ESU 10 Consortium continues to engage local school districts administrators in an advisory role for year to year consortium level planning, management, and evaluation. Finally, each CTE educator within the consortium will be invited to provide feedback on the grant application that will inform ongoing evaluation of goals and budget development.

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.