


 **PERKINS V**

**LOCAL PERKINS APPLICATION
2020-2024**

CONSORTIA

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



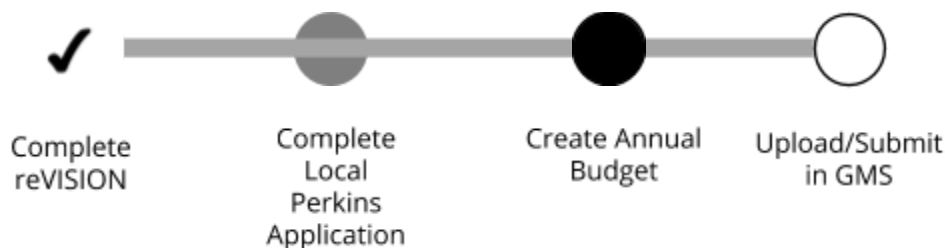
General Information

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 consortia will use federal funds to support schools 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 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

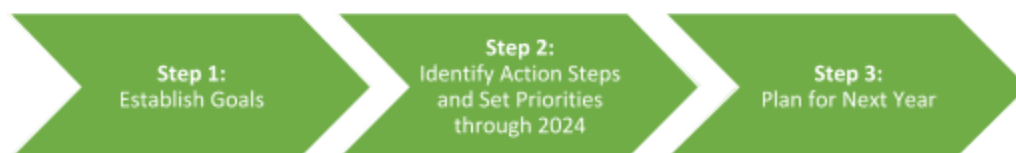
Section 2: Narrative Responses

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 consortium determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by each 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, districts and 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 consortium might pursue to ensure high-quality CTE programming for member districts and their 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 consortium makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that the consortium and all participating districts agree to 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 consortium. Your consortium 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 consortia 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.

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)
<p>SAMPLE:</p> <p>Size, Scope, and Quality and Implementing CTE Programs of Study</p>	<p><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></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 amongst consortia members, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i></p>

reVISION SUMMARY		
Element	Summary of Consortia’s Current State	Consortia’s Overarching Goal(s)
<p>Career Development</p>	<p>Many school districts within the Educational Service Unit #16 assess all students on their strengths, interests, and potential areas of growth. Some school districts involve business/industry and college representatives to assist in the career development for students. However, this is not happening in all school districts.</p>	<p>Within the next four years, all CTE students will be assessed on their strengths, interests, and potential areas of growth. Schools can decide which program they use to assess their students.</p> <p>Within the next four years, ESU 16 school districts will continue to involve business/industry & community college representatives to promote career awareness. This can include but is not limited to: guest speakers, career fairs, field trips to local businesses, job shadowing, mentoring,</p>

		internships, and school-based enterprises.
<p>Local Workforce Alignment</p>	<p>Analyzing workforce data trends in our regions is in its infancy. Schools are just now becoming familiar with the H3 site and that data that it offers.</p> <p>Schools within our ESU 16 area are starting to work with local/regional businesses partners to produce additional opportunities for students.</p> <p>Schools are just starting to think about the possibilities of work-based learning experiences. Currently, zero schools within our ESU is offering this program to all schools.</p>	<p>Formalize a procedure to assess the information in the H3 and regional data reports and how they align to programs being offered in the schools. ESU 16 plans to leverage the EDventurous PLCs to dive deep into the H3 reports for each CTE content area.</p> <p>Continue to develop partnerships with local/regional business professionals and post-secondary partners to address work-based learning experiences. ESU 16 plans to leverage our College & Career Fair to help bridge the relationships between our schools and local businesses that are willing to have students work with them.</p> <p>Provide workforce/vocational experiences that are specifically aligned to career opportunities for all students. Again, ESU 16 plans to leverage our College & Career Fair to help create opportunities for workforce experiences for all students.</p>
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>Most programs have the minimum SSQ components in place, though the following districts require updating of equipment to meet changing industry standards in skilled & technical sciences, agriculture, business, marketing, and information technology, and family & consumer sciences. These districts are: Brady Public Schools, Maxwell Public Schools, Stapleton Public Schools, Thedford Public Schools, McPherson Co. Public Schools, Arthur Co. Public Schools, Hershey Public Schools, Sutherland Public Schools, Paxton Public Schools, Wallace Public Schools, Ogallala Public Schools, Perkins Co. Public Schools, South Platte Public Schools, & Hyannis Public Schools. 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</p>	<p>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.</p> <p>Within the next four years, educators, counselors, and administrators will be encouraged to attend CTE conferences to build their professional efficacy.</p> <p>Within the next four years, strategies will be created to develop standards-aligned curriculum across all CTE areas and eliminate courses that are not integral to a program of study.</p>

	<p>comprehensive and thorough review of programs and how each are being implemented throughout the consortium. Some of our CTE educators and counselors are taking advantage of CTE conferences to build their professional efficacy.</p>	
<p>Student Performance Data</p>	<p>Some schools within the Educational Service Unit #16 analyze all student data to look at program efficacy. However, our school districts do not focus specifically on CTE concentrators when analyzing the data. Our schools have been better about analyzing special population data in the recent years regarding student proficiency data, however, there is still growth that can happen.</p>	<p>Within the next four years, analyze CTE student data in the areas of attendance, enrollment, and student achievement. Do CTE students have better attendance & student achievement data than non-CTE participants?</p> <p>Within the next four years, recognize the special populations within each school district and analyze how best to serve them. Are our special population students enrolling in CTE courses? Which groups are not participating? How can we get them involved in a CTE program?</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>Some CTE educators take advantage of the Nebraska Department of Education Fall Workshops, the Nebraska Career Education Conference, NSCA School Counselor Academy, and the Nebraska Educational Technical Association Conference. However, not all CTE educators are taking advantage of these opportunities.</p> <p>Currently, 13 of the 15 school districts participate in ESU 16's EDventurous Professional Learning Communities. There, teachers are encouraged to collaborate with "like minded" professionals to create innovative & industry-standard lessons.</p> <p>Some of the programs of study within the Educational Service Unit #16 offer industry-standard equipment. However, there is a lot of growth that can happen in this area in skilled & technical sciences, agriculture, business, marketing, and information technology, and family & consumer sciences.</p> <p>Some school districts assign new teachers with mentors to help with their transition into teaching within</p>	<p>Within the next four years, educators, counselors, and administrators will be encouraged to attend CTE conferences to build their professional efficacy.</p> <p>Within the next four years, all CTE educators and counselors will have opportunities for professional development within their specific content area. This will be promoted through ESU 16's EDventurous PLCs.</p> <p>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. This will help recruit and retain CTE educators.</p> <p>Within the next four years, ensure that all new CTE staff are set up with a mentor either in their school building or within the ESU.</p>

	their building. However, this does not always happen.	
Work-Based Learning	Work-Based Learning is in its infancy for the school districts within the Educational Service Unit #16. Some districts offer work-based opportunities but not all CTE students are taking advantage of the opportunity.	Within the next four years, develop a program that ensures that all CTE students have an opportunity to participate in Work-Based Learning. This includes but is not limited to: guest speakers, field trips/ business tours, job shadowing experiences, mentoring, internships, school-based enterprises.



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:

a) Self-Awareness: Many school districts within the Educational Service Unit #16 utilize either Nebraska Career Connections Kuder Assessments or the YouScience assessment. Both of these assessments help students understand their strengths, interests, and potential areas of growth. These assessments help students find what career cluster they should focus on based on their strengths, interests, etc... Our Educational Service Unit #16 schools need to develop a way to assist students with the Nebraska Career Readiness Standards. Many of these standards are taught but are not connected specifically to the Nebraska Career Readiness model.

b) Career Exploration: Annually, the Educational Service Unit #16 hosts a career/education fair. For this event, we have asked industries from all 16 Career Clusters to be present. This ensures that students are able to find someone to connect with at this event. This past year, we had over 60 + business/industry and post-secondary options RSVP to participate. The Nebraska Department of Labor comes to this event to speak about H3 jobs in our area and job market trend data. We hope that through this process, students can find mentors with area business/industry representatives to help them get on the right track for their future careers. Through this fair, many work based learning opportunities have been presented.

c) Career Planning: This looks different for each school within the Educational Service Unit #16. Some districts have a Career course or another CTE course that outlines all the above topics (i.e. choose post-secondary options, interviews, resume writing, and networking). Other districts utilize a guidance counselor to work one-on-one with students on the above topics.

d) Systematic Implementation of Career Development: Our goal for the school districts within the Educational Service Unit #16 would be to develop a scope and sequence for CTE from PreK - 12. This would include counselors looking at student's assessment data (Nebraska Career Connections - Kuder & YouScience) to assist students with their future decisions.

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)

Within the next four years, all CTE students will be assessed on their strengths, interests, and potential areas of growth. Schools can decide which program they use to assess their students.

Within the next four years, ESU 16 school districts will continue to involve business/industry & community college representatives to promote career awareness. This can include but is not limited to: guest speakers, career fairs, field trips to local businesses, job shadowing, mentoring, internships, and school-based enterprises.

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	<p>Explore different assessment tools that will allow students to discover their strengths, interests, and potential areas of growth. Come to an agreement on what will be used by the end of the school year.</p> <p>Explore all business/industry & community college possible partnerships for each area school district.</p> <p>ESU 16 College & Career Fair will be held to help students discover potential regional opportunities.</p>
Year 2: 2021-2022	<p>Utilize chosen assessment tool(s) and utilize the data to discuss personalized learning plans with students.</p> <p>Assess the chosen tool. Did this tell us accurate data on each student?</p> <p>ESU 16 College & Career Fair will be held to help students discover potential regional opportunities.</p>
Year 3: 2022-2023	<p>Assess upcoming students with the chosen assessment tool.</p> <p>Utilize data to involve business/industry & community college representatives to promote career awareness in the student's interests and strengths.</p> <p>ESU 16 College & Career Fair will be held to help students discover potential regional opportunities.</p>
Year 4: 2023-2024	<p>Assess upcoming students with the chosen assessment tool.</p> <p>Utilize data to involve business/industry & community college representatives to promote career awareness in the student's interests and strengths. Look at the potential of student work-based experiences within the business/industries in the community.</p> <p>ESU 16 College & Career Fair will be held to help students discover potential regional opportunities.</p>

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:

Some of the districts within ESU 16 really valued looking through the H3 occupation and have plans to revamp their current offerings in the CTE realm because of this. Hershey Public Schools understood the need for Health Science occupations within our area and have revamped

their Health Sciences program to allow students more opportunities to get hands-on experiences in the field of Health Sciences.

Other districts within ESU 16 will need more help disaggregating the H3 data and applying it to their current programs of study. ESU 16 plans to leverage our EDventurous PLC groups to look through the regional H3 data and how it could apply to the courses and programs of study that are currently being offered. This will ensure that all CTE educators are familiar with this data and can make the changes necessary to impact student's futures.

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:

According to the H3 site, registered nurses are the #2 occupation in the Mid-Plains region. Currently, we only have 3 schools that offer a true Health Sciences program. This is alarming because many of our regional hospitals cannot currently fill the positions that they have available. People that are not from western Nebraska are usually not willing to come to this part of the state. This will be a major focus for our ESU 16 area. How can we partner with Mid-Plains Community College to offer more health science programs to our area schools? Or, how can we partner with area schools to provide health science opportunities to students that currently have zero health science opportunities?

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

RESPONSE:

Students will learn about their school's CTE course offerings and whether each course is part of a CTE program of study through the CTE teachers, guidance counselors, and administrators. It is essential to make sure that CTE teachers, guidance counselors, and administrators are all on the same page regarding current course offerings and which programs of study they currently belong in. CTE teachers, guidance counselors, and administrators will analyze student proficiency data for CTE participants/concentrators and special population students. This will ensure that everyone is on the same page regarding which groups will need to be targeted.

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)

Formalize a procedure to assess the information in the H3 and regional data reports and how they align to programs being offered in the schools. ESU 16 plans to leverage the EDventurous PLCs to dive deep into the H3 reports for each CTE content area.

Continue to develop partnerships with local/regional business professionals and post-secondary partners to address work-based learning experiences. ESU 16 plans to leverage our College & Career Fair to help bridge the relationships between our schools and local businesses that are willing to have students work with them.

Provide workforce/vocational experiences that are specifically aligned to career opportunities for all students. Again, ESU 16 plans to leverage our College & Career Fair to help create opportunities for workforce experiences for all students.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p>Year 1: 2020-2021</p>	<p>Leverage the EDventurous PLCs to dive deep into the H3 reports for each CTE content area.</p> <p>ESU 16 plans to leverage our College & Career Fair to help bridge the relationships between our schools and local businesses that are willing to have students work with them.</p>
<p>Year 2: 2021-2022</p>	<p>Revisit the H3 site during the EDventurous PLCs to see what changes have been made within a year. What small changes can be made to our current programs of study and course offerings to help align with Nebraska's needs?</p> <p>Which businesses that participate in the College & Career Fair are willing to provide work-based learning experiences for students? Would these businesses be willing to come in and talk to students regarding their job and the education/training they received to obtain their current occupation.</p>
<p>Year 3: 2022-2023</p>	<p>Revisit the H3 site during the EDventurous PLCs to see what changes have been made within a year. What changes can be made to our current programs of study and course offerings to help align with Nebraska's needs?</p> <p>Invite more businesses to the College & Career Fair to see if they are willing to provide work-based learning experiences for students. Would they be willing to mentor students to help them achieve their future goals?</p>
<p>Year 4: 2023-2024</p>	<p>Revisit the H3 site during the EDventurous PLCs to see what changes have been made within a year. What changes can be made to our current programs of study and course offerings to help align with Nebraska's needs?</p> <p>Evaluate which schools are offering work-based learning experiences and if they are meaningful experiences within a program of study. Are there other businesses in the area that may be willing to provide work-based learning experiences for students? If in a rural area, what school based enterprises can be produced within the school setting?</p>

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

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized

postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

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

RESPONSE:

All consortium districts will be expected to have at least one state approved program of study in order to be eligible for equipment upgrades and professional development opportunities.

Through our reVISION process, we understand that we have a Health Sciences gap within many of our ESU 16 Carl D. Perkins consortium schools. We will encourage collaboration with Mid-Plains Community College and local health sciences programs to align with our local and regional CTE assessment results.

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:

The school districts within the Educational Service Unit #16 consortium plans to improve the academic and technical skills of students participating in CTE programs by:

- a) purchasing industry standard equipment,
- b) encouraging conference attendance attendance for both CTE teachers and counselors,
- c) develop standard-aligned curriculum across all areas,
- d) collaborate with community colleges to provide CTE dual credit opportunities for students,
- e) expand CTE exploratory programs to middle level to grow interest for high school career programs of study increasing the number of concentrators.

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:

The school districts within the Educational Service Unit #16 plan to provide CTE students with the opportunity to gain postsecondary credit while still attending high school. They will do this by offering online/distance learning opportunities from Mid-Plains Community College, when applicable. School districts will also offer dual credit opportunities if the teacher is endorsed appropriately (i.e. college accounting can be offered from a business teacher with a Masters in Business Administration).

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)

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, educators, counselors, and administrators will be encouraged to attend CTE conferences to build their professional efficacy.

Within the next four years, strategies will be created to develop standards-aligned curriculum across all CTE areas and eliminate courses that are not integral to a program of study.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<p>Educate CTE instructors and administrators on H3 occupations within Nebraska and the Mid-Plains Region. Ask themselves - Are we preparing our students for Nebraska's workforce needs? Ensure equipment for these programs are considered industry-standard.</p> <p>Promote the Nebraska Department of Education CTE workshops, Nebraska Career Education Conference, Nebraska School Counselor Academy, and other CTE conferences to <u>all</u> CTE teachers.</p> <p>Review current courses to see if they are currently aligned to a program of study.</p>
Year 2: 2021-2022	<p>Add courses that reflect the H3 data shown in both Nebraska and the Mid-Plains region. If courses cannot be added, how can we partner with Mid-Plains Community College or other schools to provide these courses for students? Ensure equipment for these programs are considered industry-standard.</p> <p>Promote the Nebraska Department of Education CTE workshops, Nebraska Career Education Conference, Nebraska School Counselor Academy, and other CTE conferences to <u>all</u> CTE teachers.</p> <p>Modify current courses that are not aligned to a program of study.</p>
Year 3: 2022-2023	<p>Delete courses that are not reflected in the H3 data in both Nebraska and the Mid-Plains region. Can we partner with Mid-Plains Community College or area schools to provide aligned courses for students? Ensure equipment for these programs are considered industry-standard.</p> <p>Promote the Nebraska Department of Education CTE workshops, Nebraska Career Education Conference, Nebraska School Counselor Academy, and other CTE conferences to <u>all</u> CTE teachers.</p> <p>Modify current courses that are not aligned to a program of study.</p>
Year 4: 2023-2024	<p>All courses that receive Carl D. Perkins funding will be part of a partial or complete program of study.</p>

Ensure that all CTE educators have had the opportunity to attend the Nebraska Department of Education CTE workshops, Nebraska Career Education Conference, Nebraska School Counselor Academy, and other CTE conferences.

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 might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term “special populations” means-

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

11. Describe how the 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:

- a. All Career & Technical Education teachers will need training to ensure that they understand the H3 occupations within Nebraska and their region. Hard questions will need to be asked on whether or not their current classes are aligning to the current H3 occupations in Nebraska and their region. If not, are they willing to make changes to the current course offerings? How can we best serve our students while giving back to our community at the same time?
- b. Allowing students time to assess their strengths, interests, and potential areas of improvement will help guide students in the roles that they are best suited for. Career & Technical Education instructors and guidance counselors can utilize this data to help students decide on their future career whether this is a traditional or non-traditional field.
- c. It is imperative to ensure equity in all aspects of public schools. Students who are considered special populations should be encouraged to enroll in all Career &

Technical Education courses without additional fees (i.e. Foods courses sometimes have extra fees because of the supplies & STS courses may have fees based on the projects created). It is also important to ensure that these students have one-on-one help and flexibility if their Individual Education Plan allows. Teachers, guidance counselors, and administrators can all play a part in ensuring that students in special population groups are included in Career and Technical Education courses.

- d. All students in public education are statutorily guaranteed equal treatment and equal opportunity. This ensures that no student will be discriminated against on the basis of their status as members of special populations. It is also important to make accommodations for students that are enrolled in Career & Technical Education courses to promote their success in the course.

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:

The ESU 16 consortium will address disparities or gaps in performance by analyzing the data. Which targeted individual schools need assistance to eliminate the gaps for ESU 16? Which Perkins Core Indicator has not been met? Does professional development need to be provided to the school district? Is that district having a difficult time reporting data accurately? All of these questions will need to be answered to help eliminate disparities or gaps in the ESU 16 consortium.

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)

Within the next four years, analyze CTE student data in the areas of attendance, enrollment, and student achievement. Do CTE students have better attendance & student achievement data than non-CTE participants?

Within the next four years, recognize the special populations within each school district and analyze how best to serve them. Are our special population students enrolling in CTE courses? Which groups are not participating? How can we get them involved in a CTE program?

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	Promote CTE programs to all students with an emphasis on special populations. Analyze data for all students: attendance, enrollment, achievement, and graduation.
Year 2: 2021-2022	Promote CTE programs to all students with an emphasis on special populations.

	Analyze data for all students: attendance, enrollment, achievement, and graduation. Expand the data to success post-graduation.
Year 3: 2022-2023	Promote CTE programs to all students with an emphasis on special populations. Analyze data for all students: attendance, enrollment, achievement, graduation, and post-graduation. Focus on specific special populations data.
Year 4: 2023-2024	Promote CTE programs to all students with an emphasis on special populations. Analyze data for all students: attendance, enrollment, achievement, graduation, and post-graduation.

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 skill sets. 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 schools represented in the Educational Service Unit #16 plans to support the recruitment, preparation, retention, and training of CTE professionals by:

- a) providing CTE educators, counselors, and administrators Professional Learning Community Days through ESU 16's EDventurous. This allows for an opportunity for "like minded" colleagues to collaborate on course direction and needs.
- b) securing funding for CTE educators, counselors, and administrators to attend Career & Technical Education Conferences to allow them to build their professional efficacy (i.e. Nebraska Career Education Conference, NDE Workshops, Nebraska Educational Technology Association, etc...)
- c) securing funding for industry-standard equipment needs in all Career & Technical Education courses.
- d) providing new CTE educators an opportunity to attend ESU 16's New Teacher Academy to discuss the challenges of being an educator and offer the correct support to ensure the teacher's success.
- e) offer new CTE educators an opportunity to be placed with a mentor within the ESU 16 consortium.

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)

Within the next four years, educators, counselors, and administrators will be encouraged to attend CTE conferences to build their professional efficacy.

Within the next four years, all CTE educators and counselors will have opportunities for professional development within their specific content area. This will be promoted through ESU 16's EDventurous PLCs.

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. This will help recruit and retain CTE educators.

Within the next four years, ensure that all new CTE staff are set up with a mentor either in their school building or within the ESU.

**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?)
<p>Year 1: 2020-2021</p>	<p>Encourage all Career & Technical Education educators and counselors to attend CTE conferences to build their professional efficacy. Have them share their experiences about these conferences during our Professional Learning Communities.</p> <p>Leverage the Professional Learning Communities to talk about H3 occupations within Nebraska and their region.</p> <p>Ensure all new Career & Technical Education staff are set up with a mentor either in their school or within the ESU.</p>
<p>Year 2: 2021-2022</p>	<p>Allow even more Career & Technical Education educators and counselors an opportunity to attend CTE conferences to build their professional efficacy. Have the Career & Technical Education instructors share out about the professional development during their Professional Learning Communities.</p> <p>Leverage the Professional Learning Communities to speak out current Programs of Study that are being offered.</p> <p>Ensure all new Career & Technical Education staff are set up with a mentor either in their school or within the ESU.</p>
<p>Year 3: 2022-2023</p>	<p>Allow even more Career & Technical Education educators and counselors an opportunity to attend CTE conferences to build their professional efficacy. Have the Career & Technical Education instructors share out about the professional development during their Professional Learning Communities.</p>

	<p>Leverage the Professional Learning Communities to bridge H3 occupations within their current Programs of Study that are being offered.</p> <p>Ensure all new Career & Technical Education staff are set up with a mentor either in their school or within the ESU.</p>
<p>Year 4: 2023-2024</p>	<p>Allow even more Career & Technical Education educators and counselors an opportunity to attend CTE conferences to build their professional efficacy. Have the Career & Technical Education instructors share out about the professional development during their Professional Learning Communities.</p> <p>Ensure courses within each program of study are being coded correctly. Revamp courses if necessary. Are these courses tied to a H3 occupation and within a Program of Study?</p> <p>Ensure all new Career & Technical Education staff are set up with a mentor either in their school or within the ESU.</p>

Element 6: Work-based Learning

Context: Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

16. Describe the WBL opportunities provided to CTE students in your consortium and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

The Work-Based Learning opportunities provided to CTE students in the Educational Service Unit #16 consortium differ amongst school districts. Here are the work-based learning opportunities that are presented to students in the Educational Service Unit #16 consortium:

- Guest Speakers - Business/Industry Representatives
- Business Tours
- Job Shadowing
- Internships
- School-Based Business Enterprises

Through reVISION, many school districts have accumulated a list of potential business/industry representatives that would be interested in work-based learning opportunities. This list grows every year. Through ESU 16's career/college fair, more businesses have been added to this list.

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)*

Within the next four years, develop a program that ensures that all CTE students have an opportunity to participate in Work-Based Learning. This includes but is not limited to: guest speakers, field trips/ business tours, job shadowing experiences, mentoring, internships, school-based enterprises.

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	<p>Compile a list of area business/industry representatives that are interested in working with students. Ideally, have each career cluster represented in this list.</p> <p>ESU 16 will host an annual Career Fair that will have representation from each career cluster.</p>
Year 2: 2021-2022	<p>Allow business/industry representatives to come to the school as guest speakers, or allow classes to experience the business/industry day-to-day operations during a field trip or business tour.</p> <p>For school districts that are extremely rural and cut off from business representatives, consider a possible school-based enterprise.</p> <p>ESU 16 will host an annual Career Fair that will have representation from each career cluster.</p>
Year 3: 2022-2023	<p>Initiate job shadow experiences with area businesses.</p> <p>For school districts that are extremely rural and cut off from business representatives, create a school-based enterprise.</p> <p>ESU 16 will host an annual Career Fair that will have representation from each career cluster.</p>
Year 4: 2023-2024	<p>Initiate internships with area businesses.</p> <p>For school districts that are extremely rural and cut off from business representatives, proceed with a school-based enterprise.</p> <p>ESU 16 will host an annual Career Fair that will have representation from each career cluster.</p>

Ensuring Equitable Access

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

RESPONSE:

The Educational Service Unit 16's Advisory Committee will meet on a yearly basis to review/modify the goals for all six elements. Our Advisory Committee is purposely set up so that many of the school districts within the consortium are represented. Ideally, these consortium advisory committee members will help bring back the goals to their school districts

to improve the access and success in Career and Technical Education programs for each student within their district.

We have some schools that are not represented on the Carl D. Perkin's Advisory Committee. For those districts, ESU 16 will leverage the Professional Learning Communities (EDventurous) to speak about Nebraska's H3 data, Programs of Study, Carl D. Perkin's Goals, and special population groups within the six elements. This process will ensure that our program will consistently improve each year.

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 that 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:

Advisory Committee Members:

- Barry Schaeffer, **Administrator** at Arthur Co. Public Schools
- Cynthia Elliott, **Parent/Business Teacher** at Hershey Public Schools
- Jerlyn Hohnholt, **Family & Consumer Sciences Teacher** at Maxwell Public Schools
- Will Winchester, **Skilled & Technical Sciences Teacher** at Hershey Public Schools
- Seth Heinert, **Agriculture Teacher** at Ogallala Public Schools
- Jean Condon, Business Instructor at Mid-Plains Community College (**Community College Representative**)
- Stephanie McConnell, **Guidance Counselor** at Wallace Public Schools
- Emma Elliott, **Student** at Hershey Public Schools
- Ethan Elliott, **Student** at Hershey Public Schools

- Dustin Meyer, Business Owner of Meyer Creative in North Platte, Nebraska (**Business Partner**)
- Jane Haake, **General Education** (English) Teacher at Theford Public Schools
- Jackie Mraz, Special Education Teacher at Sutherland Public Schools (**Special Populations**)
- Josh Hanson, Regional Manager at the Nebraska Department of Labor (**Workforce Development**)
- Kevin LaVante, Union Pacific **Labor Union Representative** in North Platte, Nebraska

Meeting Dates: This advisory committee meets on a yearly basis during the month of May.

Sample Agenda: This meeting allows them to review the projects that were funded the year before, analyze H3 data, examine performance improvement data, review goals for each element, and look at each school district program of study. They will also decide where the funding will go for the next school year after reviewing the data.

ESU 16's Advisory Committee understands that their decisions directly impact the Career & Technical Education programs in our area. They take this job very seriously.

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.