



# 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



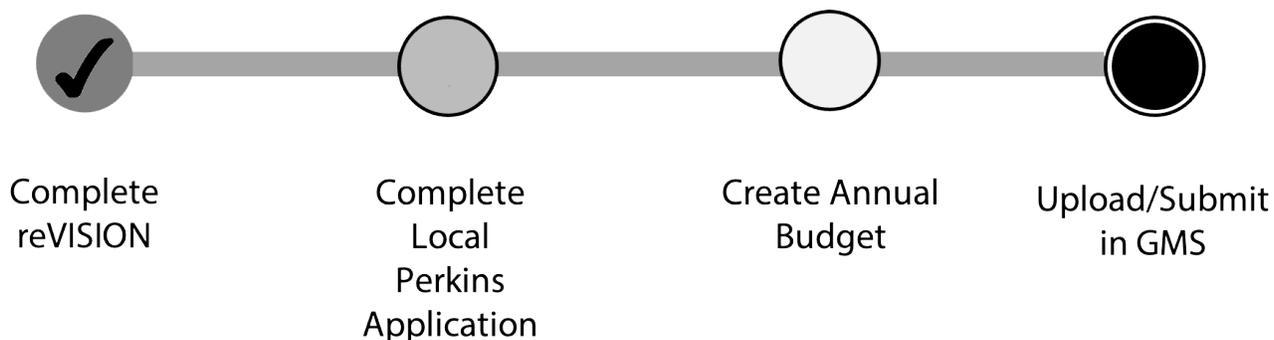
## General Information

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

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

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



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

## Eligible Recipients

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

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

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

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

## Use of Funds

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

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

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

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

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

## Timeline and Deadlines

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

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

## Submission Information

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

## Application Elements

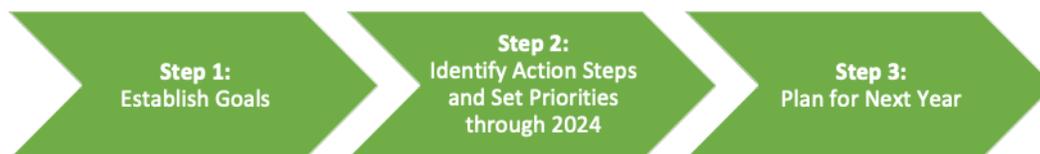
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

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

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

## Going from reVISION to the Local Perkins Application

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



### Step 1: Establish Goals

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

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

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

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



#### Helpful Tip

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

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

### Step 3: Plan for Next Year

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

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

## Section 1: reVISION Summary

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

**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><b>SAMPLE:</b></p> <p><b>Size, Scope, and Quality and Implementing CTE Programs of Study</b></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><b>Career Development</b></p>	<ul style="list-style-type: none"> <li>• CTE teachers are trained and certified in their respective areas.</li> <li>• CTE Teachers attend professional development activities including NCE Conference.</li> <li>• CTE teachers utilize local businesses and industry as guest speakers for students.</li> <li>• College and career fairs are held, as well as college visits.</li> <li>• Career exploration events are held for students.</li> <li>• Military recruiters speak with students.</li> <li>• Students take SENCAP and other dual credit courses.</li> <li>• Community partnerships with Education Quest grant.</li> </ul>	<ul style="list-style-type: none"> <li>• Improve and improve current practices.</li> <li>• Expand SENCAP and other dual credit course offerings.</li> <li>• Ensure students are prepared to enter workforce in CTE area field.</li> <li>• Continue to build partnerships with local business and industries.</li> </ul>

<p><b>Local Workforce Alignment</b></p>	<ul style="list-style-type: none"> <li>• The majority of our schools have extensive course offerings in their CTE programs, and a good percentage of students take at least one CTE course during high school.</li> <li>• Established partnerships exist with local businesses, industries, and economic development to help strengthen CTE programs.</li> <li>• CTE programs are evaluated and strengthened through these partnerships. Some schools administer graduation surveys to seniors as well.</li> <li>• Opportunities exist equally for all students, including special populations.</li> </ul>	<ul style="list-style-type: none"> <li>• Increase opportunities for special populations in CTE courses, job shadowing, and other experiences, and work with local partners to help them understand the needs of special populations students.</li> <li>• Improve current course offerings. Expand future offerings to include Transportation, Distribution &amp; Logistics, Health Science, and Information Technology.</li> <li>• Build on and expand current partnerships to include more face to face experiences, including job shadowing, internships, field trips, etc.</li> </ul>
<p><b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b></p>	<ul style="list-style-type: none"> <li>• The majority of our schools noted very few gaps, as they have full CTE program course offerings, as well as career academy offerings through SENCAP.</li> <li>• A couple of our school districts identified challenges due to staffing and facility needs.</li> <li>• Generally, the most underrepresented special populations in CTE courses are students with disabilities and female students.</li> <li>• Students have college and career exploration opportunities through job shadowing, college visits, career fairs, guest speakers from local businesses, etc.</li> </ul>	<ul style="list-style-type: none"> <li>• Work to expand resources and opportunities for all students, including special populations.</li> <li>• Expand and improve of current practices.</li> <li>• Work to build and expand partnerships with local businesses and industries.</li> <li>• Explore distance and online learning possibilities for schools without full CTE programs.</li> </ul>
<p><b>Student Performance Data</b></p>	<ul style="list-style-type: none"> <li>• The biggest gaps in student performance data are between free and reduced lunch students, SPED students, and the general student population.</li> </ul>	<ul style="list-style-type: none"> <li>• Work to close the achievement gap in CTE as well as all areas by continuing to provide support systems for free and reduced lunch students and SPED students.</li> <li>• Expand career exploration activities to younger age groups (i.e. middle school).</li> <li>• Use of disaggregated data to make informed decision making</li> <li>•</li> </ul>
	<ul style="list-style-type: none"> <li>• Schools work closely with area colleges to recruit CTE teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Increase professional development opportunities for CTE teachers.</li> </ul>

<p><b>Recruitment, Retention, and Training of Faculty and Staff</b></p>	<p>(continues to be teacher shortages statewide).</p> <ul style="list-style-type: none"> <li>• CTE teachers participate in professional development activities offered by ESU 4 and NDE.</li> <li>• Schools continually work to update facilities and equipment.</li> <li>• Community partners provide feedback to CTE teachers related to high school programming.</li> <li>• Schools improve competitive teacher salaries compared to other area schools.</li> </ul>	<ul style="list-style-type: none"> <li>• Grow partnerships with area colleges to recruit CTE teachers to student teach in our ESU 4 area schools, and work with schools to help recruit them as positions become open and available.</li> <li>• Engage students in more CTE career exploration activities.</li> <li>• Provide more time for program and curriculum development.</li> <li>• Continue to improve facilities and equipment, and expand staffing (where necessary), based on the needs assessments of our area schools.</li> </ul>
<p><b>Work-Based Learning</b></p>	<ul style="list-style-type: none"> <li>• There is a noticeable gap here: our larger districts are able to offer basic and extensive work-based learning opportunities, while our smaller districts are able to offer little to no work-based learning experiences.</li> <li>• SENCAP offers some job shadowing and other opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>• Work to narrow and close the gap between the offerings and capacities of larger vs. smaller districts.</li> <li>• Continue to build high levels of communication with businesses, industries, and other community partners to: expand work-based learning opportunities, develop a tool to collect data and evaluate work-based learning programs, and provide advanced opportunities such as internships.</li> <li>• Work with SENCAP to expand their offerings and opportunities.</li> </ul>



**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).**

The primary measure by which our consortium will accomplish this will be to continue to host a Connecting the Dots event on an annual basis. Connecting the Dots is a career exploration event for students that is

hosted in partnership with the Richardson County Extension office. Prior to the day of the event, students take the Kuder Career Exploration assessment. Based on the results of this, the students work in teams the day of the event based on their career interests. Other highlights of the day include: a simulation where students learn how their high school choices impact their post-secondary and workplace experiences, students learning more about their favorite career, networking with local employers and the military, visiting with representatives from post-secondary institutions, building work readiness skills through breakout session (i.e. resume building), and exploring career options in Nebraska. Workforce partners and other community partners are engaged with the students on this day.

While Connecting the Dots is an excellent start, career planning and advisement needs to become more embedded throughout the students' school experience. ESU 4 and the consortium can support schools by looking at local data and helping provide curricular materials, resources, and training for teachers guidance counselors to help provide a more robust experience for students throughout their school career.

Our consortium will also accomplish by continuing to support CTE Teachers' and Counselors' participation in professional development activities and events.

**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)*

- Expand and improve current practices.
- Expand SENCAP and other dual credit course offerings.
- Ensure students are prepared to enter the workforce in CTE area fields.
- Continue to build partnerships with local business and industries.

**Prioritized Action Steps for Career Development:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>• Support school districts as they strive to improve current practices by providing professional development for CTE teachers and counselors.</li> <li>• Host a Connecting the Dots event.</li> <li>• Support schools by helping them explore curriculum materials and resources for career exploration and advisement for students.</li> </ul>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>• Support school districts as they strive to improve current practices by providing professional development for CTE teachers and counselors.</li> <li>• Host a Connecting the Dots event and look at similar events to expand career exploration activities for students.</li> <li>• Offer professional development for teachers and counselors in the area of career exploration for students.</li> <li>• Work with SENCAP and other agencies to expand dual credit course offerings.</li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>• Support school districts as they strive to improve current practices by providing professional development for CTE teachers and counselors.</li> <li>• Host a Connecting the Dots event and look at similar events to expand career exploration activities for students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Collect feedback from businesses, industries, and community partners regarding high school programming and its impact on the readiness level of students as they enter the workforce in CTE area fields.</li> <li>• Offer professional development for teachers and counselors in the area of career exploration for students.</li> </ul>
<p style="text-align: center;"><b>Year 4: 2023-2024</b></p>	<ul style="list-style-type: none"> <li>• Support school districts as they strive to improve current practices by providing professional development for CTE teachers and counselors.</li> <li>• Host a Connecting the Dots event Offer professional development for teachers and counselors in the area of career exploration for students.</li> <li>• Collect feedback from businesses, industries, and community partners regarding high school programming and its impact on the readiness level of students as they enter the workforce in CTE area fields.</li> </ul>

<b>Element 2: Local Workforce Alignment</b>	
<p><b>Context:</b> 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.</p>	
<p><b>3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?</b></p>	
<p>These assessments identified that while our schools have strong CTE programs and related activities, future course offerings could include: Transportation, Distribution &amp; Logistics, Health Sciences, and Information Technology. In addition, a need for more face to face opportunities for students with local partners was identified. These could include, but not be limited to: guest speakers, field trips, job shadowing, internships, and work-based learning. Finally, educating local partners on the needs of special populations students as related to their educational experiences was a need that was identified.</p>	
<p><b>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.</b></p>	
<p>Our schools identified the following potential future course offerings to explore and potentially implement: Transportation, Distribution &amp; Logistics, Health Sciences, and Information Technology.</p>	

**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.**

Our schools have done an excellent job of ensuring equal opportunities exist for all students in their CTE programs, including special populations. Educating local partners on the unique needs of special populations students and providing more face to face interactions (i.e. shadowing, internships, work-based learning) for special populations students was identified in the reVISION process.

**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)*

- Increase opportunities for special populations in CTE courses, job shadowing, and other experiences, and work with local partners to help them understand the needs of special populations students.
- Improve current course offerings. Expand future offerings to include Transportation, Distribution & Logistics, Health Science, and Information Technology.
- Build on and expand current partnerships to include more face to face experiences, including job shadowing, internships, field trips, etc.

**Prioritized Action Steps for Local Workforce Alignment:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>• Work with local partners and engage special education teachers/coordinators to help them understand the needs of special populations students in effort to increase opportunities for special populations in CTE courses, job shadowing, and other experiences.</li> <li>• Engage transition specialists to prepare special populations for potential jobs in CTE fields.</li> <li>• Expand current course offerings.</li> <li>• Explore future offerings to include Transportation, Distribution &amp; Logistics, Health Science, and Information Technology.</li> <li>• Build on and expand current partnerships to include more face to face experiences, including job shadowing, internships, field trips, etc.</li> </ul>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>• Work with local partners and engage special education teachers/coordinators to help them understand the needs of special populations students in effort to increase opportunities for special populations in CTE courses, job shadowing, and other experiences.</li> <li>• Engage transition specialists to prepare special populations for potential jobs in CTE fields.</li> <li>• Expand current course offerings.</li> <li>• Explore future offerings to include Transportation, Distribution &amp; Logistics, Health Science, and Information Technology.</li> <li>• Build on and expand current partnerships to include more face to face experiences, including job shadowing, internships, field trips, etc.</li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>• Work with local partners and engage special education teachers/coordinators to help them understand the needs of special populations students in effort to increase opportunities for special populations in CTE courses, job shadowing, and other experiences.</li> <li>• Engage transition specialists to prepare special populations for potential jobs in CTE fields.</li> <li>• Expand current course offerings.</li> <li>• Explore future offerings to include Transportation, Distribution &amp; Logistics, Health Science, and Information Technology.</li> </ul>

	<ul style="list-style-type: none"> <li>• Build on and expand current partnerships to include more face to face experiences, including job shadowing, internships, field trips, etc.</li> </ul>
<p><b>Year 4: 2023-2024</b></p>	<ul style="list-style-type: none"> <li>• Work with local partners and engage special education teachers/coordinators to help them understand the needs of special populations students in effort to increase opportunities for special populations in CTE courses, job shadowing, and other experiences.</li> <li>• Engage transition specialists to prepare special populations for potential jobs in CTE fields.</li> <li>• Evaluate current offerings for special populations in CTE courses, job shadowing, and other experiences; develop a plan for improvement.</li> <li>• Evaluate transition process and develop a plan for improvement.</li> <li>• Expand current course offerings.</li> <li>• Implement new course offerings to include Transportation, Distribution &amp; Logistics, Health Science, and Information Technology.</li> <li>• Build on and expand current partnerships to include more face to face experiences, including job shadowing, internships, field trips, etc.</li> </ul>

Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study	
<p><b>Context:</b> Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska’s <a href="#">state model programs of study</a> 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.</p>	
<p><b>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.</b></p>	
<p>Each of our school districts builds a student driven master course schedule that includes CTE courses. These include, but aren’t limited to: woods, construction, welding, agriculture, family and consumer science, business, and computer science. Our consortium will continue to support these program offerings as permitted by allowable expenses under the Perkins V guidelines and regulations.</p>	
<p><b>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.</b></p>	
<p>Our consortium will work to provide supports for all students participating in CTE courses to ensure that they are growing in their academic and technical skills, including special populations as identified in the needs assessment (SPED, free and reduced lunch, and female students).</p>	

<p><b>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.</b></p>	
<p>Our school districts will provide CTE students with the opportunity to gain postsecondary credit through dual credit courses, SENCAP, and through their own career academies as applicable.</p>	
<p><b>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.</b></p>	
<p><b>Consortium Goal(s) for Size, Scope, and Quality and Implementing CTE Programs of Study (Copy and paste from the reVISION Summary)</b></p>	
<ul style="list-style-type: none"> <li>• Work to expand resources and opportunities for all students, including special populations.</li> <li>• Expand and improve of current practices.</li> <li>• Work to build and expand partnerships with local businesses and industries.</li> <li>• Explore distance and online learning possibilities for schools without full CTE programs.</li> </ul>	
<p><b>Prioritized Action Steps for Size, Scope, and Quality and Implementing CTE Programs of Study:</b></p>	
<p><b>Program Year</b></p>	<p><b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i></p>
<p><b>Year 1: 2020-2021</b></p>	<ul style="list-style-type: none"> <li>• Help facilitate virtual learning opportunities as necessary for CTE courses in schools, especially given the pandemic and the uncertainty of face to face education.</li> <li>• Provide professional development for CTE teachers and counselors within their content areas, and based on data from the schools .</li> </ul>
<p><b>Year 2: 2021-2022</b></p>	<ul style="list-style-type: none"> <li>• Work with schools to help recruit more special populations students to enroll in CTE courses.</li> <li>• Work with schools to identify methods of supporting special populations (MTSS) students as they enroll in CTE courses</li> <li>• Continue to provide professional development for CTE teachers and counselors within their content areas, and based on data from the schools</li> <li>• Explore distance and online learning possibilities for students in schools without full CTE programs.</li> </ul>
<p><b>Year 3: 2022-2023</b></p>	<ul style="list-style-type: none"> <li>• Collect feedback from businesses, industries, and community partners regarding high school programming and its impact on the readiness level of students as they enter the workforce in CTE area fields.</li> <li>• Look at data from SENCAP and other dual credit platforms to evaluate the students’ skills and readiness as they enter the workforce.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to provide professional development for CTE teachers and counselors within their content areas, and based on data from the schools.</li> </ul>
<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>• Continue to provide professional development for CTE teachers and counselors</li> <li>• Look at data from SENCAP and other dual credit platforms to evaluate the students' skills and readiness as they enter the workforce.</li> <li>• Collect feedback from businesses, industries, and community partners regarding high school programming and its impact on the readiness level of students as they enter the workforce in CTE area fields.</li> <li>• Continue to provide professional development for CTE teachers and counselors within their content areas, and based on data from the schools.</li> </ul>

## 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;
- 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**

The primary way in which our consortium will provide these supports to teachers is through professional development in their field and endorsement area (CTE), and through professional development in areas that will help develop their skills in working with special populations, such as MTSS. Schools should also ensure

that CTE teachers are included on their building/district level MTSS teams so that CTE teachers can examine student data and help identify systems of supports for all students, including special populations.

**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.**

Disparities and gaps in performance will be addressed by making sure that CTE teachers are trained and involved in their district’s initiatives for supporting all learners. For the majority of our school districts, MTSS is the initiative and formal process. This includes looking at student data, identifying systems of supports for students, and collecting new data to examine and evaluate the effectiveness of the support systems.

**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)*

- Work to close the achievement gap in CTE as well as all areas by continuing to provide support systems for free and reduced lunch students and SPED students.
- Expand career exploration activities to younger age groups (i.e. middle school).

**Prioritized Action Steps for Student Performance Data:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
<p><b>Year 1: 2020-2021</b></p>	<ul style="list-style-type: none"> <li>• Address the achievement gap between general and special populations through the MTSS process.</li> <li>• Explore available career exploration curricula and activities available to younger students (i.e. middle school).</li> <li>• Explore the possibility of Connecting the Dots or a similar event as being a career exploration activity for middle school students.</li> </ul>
<p><b>Year 2: 2021-2022</b></p>	<ul style="list-style-type: none"> <li>• Continue to address the achievement gap between general and special populations through the MTSS process.</li> <li>• Implement a Connecting the Dots or other career exploration event for middle school students.</li> <li>• Help schools select and implement career exploration curriculum for middle school students.</li> </ul>
<p><b>Year 3: 2022-2023</b></p>	<ul style="list-style-type: none"> <li>• Continue to address the achievement gap between general and special populations through the MTSS process.</li> <li>• Evaluate the effectiveness of Connecting the Dots (or other similar event ) for middle school students.</li> <li>• Evaluate and refine career exploration curriculum for middle school students.</li> </ul>

<p><b>Year 4: 2023-2024</b></p>	<ul style="list-style-type: none"> <li>• Continue to address the achievement gap between general and special populations through the MTSS process.</li> <li>• Evaluate scope and sequence of career exploration curriculum from middle school through high school, and make recommendations for improving the alignment across the grade bands.</li> <li>• Evaluate the scope and sequence of career exploration events (i.e. Connecting the Dots) from middle school through high school, and make recommendations for improving the alignment across grade bands.</li> </ul>

**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.**

Our consortium and member schools will work with local area colleges to recruit certified educators for CTE positions as vacancies occur. We will also work with area colleges to recruit CTE teaching candidates to student teach in ESU 4 area schools, which could lead hiring them as vacancies occur. The consortium will provide training and professional development in the following areas including but not limited to: New Teacher Academy, NCE Conference, ESU’s 4-5 CTE Collaboration Day, instructional support and teacher coaching, mentoring programs for new teachers, MTSS training and support, and others.

**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)*

- Increase professional development opportunities for CTE teachers.
- Grow partnerships with area colleges to recruit CTE teachers to student teach in our ESU 4 area schools, and work with schools to help recruit them as positions become open and available.
- Engage students in more CTE career exploration activities in effort to recruit them to CTE fields.
- Provide more time for program and curriculum development.

- Continue to improve facilities and equipment, and expand staffing (where necessary), based on the needs assessments of our area schools.

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

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>• Continue to host Connecting the Dots for high school students, and ensure that career exploration curriculum is embedded in their high school pathways, which will work to recruit students to CTE fields.</li> <li>• Explore career exploration tool for middle school students, and explore career exploration curriculum as well.</li> <li>• Host a curriculum collaboration workshop for all teachers, including CTE.</li> <li>• Support schools as they replace equipment or purchase new equipment for CTE courses based on their needs assessments.</li> <li>• Continue to expand professional development opportunities for CTE teachers.</li> </ul>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>• Continue to host Connecting the Dots for high school students, and ensure that career exploration curriculum is embedded in their high school pathways, which will work to recruit students to CTE fields.</li> <li>• Implement career exploration tool for middle school students, as well as career exploration curriculum.</li> <li>• Continue to host a curriculum collaboration workshop for all teachers, including CTE.</li> <li>• Support schools as they replace equipment or purchase new equipment for CTE courses based on their needs assessments.</li> <li>• Support schools as they seek to update CTE classrooms and facilities based on their needs assessments.</li> <li>• Continue to expand professional development opportunities for CTE teachers.</li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>• Evaluate Connecting the Dots and career exploration curriculum for high school students and make recommendations to refine and improve.</li> <li>• Evaluate career exploration tool for middle school students and the corresponding curriculum. Make recommendations for improvement</li> <li>• Continue to host a curriculum collaboration workshop for all teachers, including CTE.</li> <li>• Support schools as they replace equipment or purchase new equipment for CTE courses based on their needs assessments.</li> <li>• Support schools as they seek to update CTE classrooms and facilities based on their needs assessments.</li> <li>• Continue to expand professional development opportunities for CTE teachers.</li> </ul>
<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>• Refine and improve career exploration and curriculum for all middle school and high school students, work on vertical alignment.</li> <li>• Continue to host a curriculum collaboration workshop for all teachers, including CTE, and help ensure that curriculum is aligned to standards and priority standards are identified.</li> <li>• Support schools as they replace equipment or purchase new equipment for CTE courses based on their needs assessments.</li> <li>• Support schools as they seek to update CTE classrooms and facilities based on their needs assessments.</li> </ul>

- Continue to expand professional development opportunities for CTE teachers.

## 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.

There is currently a gap in the WBL opportunities throughout our consortium. For instance, the majority of the larger school districts in the consortium are able to offer basic and extensive WBL opportunities for students, while the smaller and more rural districts offer little to no WBL opportunities for students. A strategy for closing this gap would be for the consortium to help the smaller and more rural schools build partnerships and relationships with their local business so that they can explore and implement WBL opportunities for students.

### 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)*

- Work to narrow and close the gap between the offerings and capacities of larger vs. smaller districts.
- Continue to build high levels of communication with businesses, industries, and other community partners to: expand work-based learning opportunities, develop a tool to collect data and evaluate work-based learning programs, and provide advanced opportunities such as internships.
- Work with SENCAP to expand their offerings and opportunities.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>• Help smaller and more rural schools develop partnerships with their local businesses to explore WBL opportunities for students.</li> <li>• Evaluate SENCAP offerings and the extent to which they are meeting the needs of schools’ programming options for dual credit courses and WBL for students.</li> </ul>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>• Identify possible WBL opportunities in the rural schools based on partnerships formed with their local businesses.</li> <li>• Continue to evaluate SENCAP offerings and the extent to which they are meeting the needs of schools’ programming options for dual credit courses and WBL for students.</li> </ul>

<p><b>Year 3: 2022-2023</b></p>	<ul style="list-style-type: none"> <li>• Help rural schools begin to implement new WBL opportunities for students based on partnerships formed with their local businesses.</li> <li>• Refine and revise SENCAP offerings for students in the areas of dual credit courses and WBL.</li> </ul>
<p><b>Year 4: 2023-2024</b></p>	<ul style="list-style-type: none"> <li>• Help rural schools evaluate and improve their WBL opportunities for students. Identify possible ways to expand these.</li> <li>• Help all schools evaluate and improve their WBL opportunities for students.</li> <li>• Re evaluate dual credit courses and WBL opportunities offered by SENCAP and identify action steps for improvement.</li> </ul>

**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?**

Improving the access to and success in CTE programs for each student (including special populations) was examined through the needs assessments of our ESU 4 school districts, as well as examining student achievement and demographic data. In general, lower achieving students include special populations students, and students who qualify for free and reduced lunch. In each of the six elements, these students are accounted for ensure equitable access to CTE courses and opportunities.

The majority of the schools in our consortium have middle level students take CTE courses on an explore (6 week or quarter rotation), which include FCS, computer science, and industrial tech. High school students enroll in CTE courses from many of the same categories above, as well as agriculture and other areas. Through this, all populations of students have equal access to enrolling in CTE courses.

**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.**

As each of our ESU 4 school districts completed their reVISION needs assessment, they engaged stakeholders to collect feedback regarding the six elements. These stakeholders included CTE teachers, counselors, administrators, and local business and industry partners. This consortium application reflects aggregated findings, implications, and prioritized action steps based on the reVISION process. Schools will work to ensure equity for students based on stakeholder engagement and feedback, and by examining student achievement and demographic data.

In addition, the ESU 4 Perkins Consortium has an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Members of the advisory committee include:

Ashton Bohling, Skilled & Technical Sciences Teacher, Johnson-Brock Public Schools  
Joan Dreier, Business Teacher, HTRS Public Schools  
Kori Vodicka, Counselor, Nebraska City High School  
Michael Chaffee, Counselor, Palmyra-Bennet District OR-1 Schools  
Jason McNeely, IT Academy Coordinator, Nebraska City Public Schools  
Gale Dunkhas, Principal, Falls City High School  
Brian Helmberger, Skilled & Technical Sciences Teacher and Parent  
Cindy Stalder, Robotics and Technology Teacher, HTRS Public Schools  
Lori Broady, Special Populations Parent and General Education Teacher  
Dr. Tim Borchers, Local/Community College Representative, Peru State College  
Jared Gerdes, Business & Industry Representative, Fast Global Solutions  
Kim Beger, Economic Development Representative, Grow Auburn  
Richard Nelson, Economic Development Representative, NPPD

4. Looking Ahead to 2020-2021

a. The new Perkins V will go into effect July 1, 2020.

b. One of the requirements of the new Perkins grant will be that Advisory Committees conduct a comprehensive local needs assessment prior to completing the grant application in the spring of 2020. The grant must then be spent accordingly to the comprehensive local needs assessment.

c. We will need to meet again this winter or early spring to conduct the comprehensive local needs assessment.

i. This is still TBA because we are awaiting guidance and direction from the Nebraska Department of Education (NDE) CTE office. It is our best hope that NDE provides a template or tool for conducting the needs assessment.

## 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.