


 **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



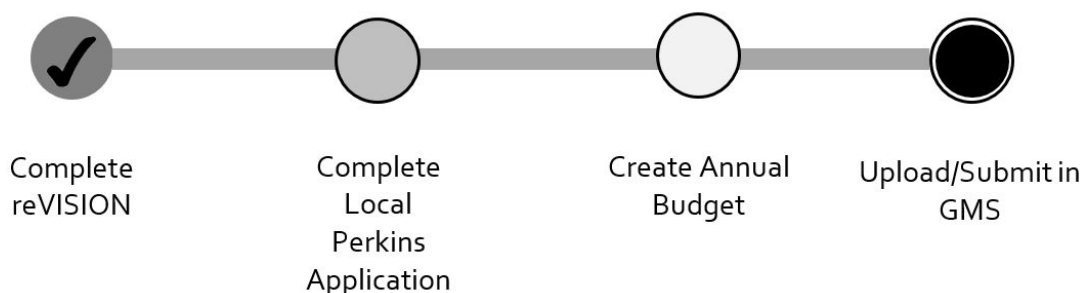
General Information

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 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

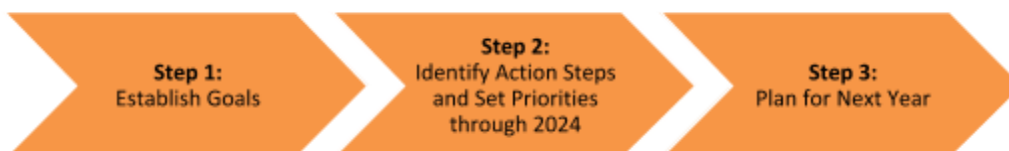
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- 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 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)?

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



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.

budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

Section 1: reVISION Summary

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

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

Element	Consortia's Current State	Consortia's Overarching Goal(s)
<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>1</p> <p>Career Development</p>	<ul style="list-style-type: none"> need for career development for grades 5-11 	<ul style="list-style-type: none"> provide professional development opportunities for consortium educators and counselors to

	<ul style="list-style-type: none"> • lack of student understanding of workforce and post-secondary opportunities for post-secondary opportunities for CTE programs 	<p>collaborate as school districts expand career development and support in grades 5-11</p> <ul style="list-style-type: none"> • require collaboration between workforce partners and school districts to complete the local needs assessment and the Perkins Local Use Support ("PLUS") application
<p style="text-align: center;">2 Local Workforce Alignment</p>	<ul style="list-style-type: none"> • districts need opportunities to review programs of study and partner with district data steward to accurately report programs of study • inaccurate programs of study reporting 	<ul style="list-style-type: none"> • align local school career education programs with the Nebraska Department of Education Career Field Model and accurately report these programs • align local programs of study to support the workforce needs of regional and state needs
<p style="text-align: center;">3 Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<ul style="list-style-type: none"> • lack of industry-standard equipment • CTE teacher shortage 	<ul style="list-style-type: none"> • prioritize new technology and equipment purchases through the Perkins Local Use Support ("PLUS") application process to strengthen and expand current programs of study that are identified and align with the district local needs assessment, the H3 report, the regional convening report, and overall consortium goals • increase teachers' capacity to expand distance learning and strengthen remote learning opportunities for students • partner with post-secondary to increase/provide additional programs of study and provide professional development for career education
<p style="text-align: center;">4 Student Performance Data</p>	<ul style="list-style-type: none"> • district leadership and CTE staff need a better understanding of the Perkins student achievement data 	<ul style="list-style-type: none"> • develop a plan with NDE staff to implement data-driven decisions at the district level that align with, support and address needs of all students and special populations including 1) data literacy skills that need to be improved for CTE teachers, 2) working through the MTSS lens that indicates 80-85% of all students should be successful on the NSCAS assessment at the tier 1 level, and 3) equity of student group support for special education, gender, socio-economic status, and race/ethnicity

<p style="text-align: center;">5 Recruitment, Retention, and Training of Faculty and Staff</p>	<ul style="list-style-type: none"> • CTE teacher shortage • CTE needs continued professional development to support their growth as effective educators 	<ul style="list-style-type: none"> • develop and plan for a CTE Mentoring Program • connect new teachers with career field specialists and local mentors • provide professional development opportunities for CTE • expand networking opportunities to recruit, retain and train current CTE
<p style="text-align: center;">6 Work-Based Learning</p>	<ul style="list-style-type: none"> • lack of student understanding of workforce and post-secondary opportunities for post-secondary opportunities for CTE programs 	<ul style="list-style-type: none"> • create opportunities for districts to partner with business and industry locally and regionally • build capacity for districts to work with local business and industry to establish work-based learning opportunities for students



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:

Provide educators with professional development that includes a broad career awareness experience that they can bring back to all students at their schools. The consortium will expect schools to work collaboratively with local workforce partners in the completion of the local needs assessment and submission of their Perkins Local Use Support ("PLUS") applications to demonstrate how local activities align with consortium goals.

- a. The consortia will host the Counselor Optimal Learning Day (COLD) Conference to focus on student personal learning plans and helping counselors and teachers to utilize these plans to help students attain the needed technical and academic skills needed for their career pathway.*
- b. During the ESU 1, 8, 17 CTE Conference, there will be a focus on WBL and Engage Curriculum to help teachers explore the opportunities in their communities around the H3 occupations.*
- c. Sessions at the CTE Collaboration Days presented by regional community colleges to ensure alignment of curriculum at the secondary levels to prepare students for dual credit offerings.*
- d. Each district will work with students on their Personal Learning Plans through student advisement sessions. This will ensure that students are meeting the requirements for their career pathway.*

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)

- provide professional development opportunities for consortium educators and counselors to collaborate as school districts expand career development and support in grades 5-11

- require collaboration between workforce partners and school districts to complete the local needs assessment and the Perkins Local Use Support ("PLUS") application

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	<ul style="list-style-type: none"> • Engage! training for grades 5-8 educators • Nebraska Career Connections training for school counselors and grades 5-6 educators • ESUs 1-8-17 CTE Conference • Professional Development (NCE Conference, etc.) • Counselor Optimal Learning Day ("COLD") Conference • Perkins Local Use Support ("PLUS") application demonstrates alignment to and partnership with local workforce partners
Year 2: 2021-2022	<ul style="list-style-type: none"> • Habitudes training for grades 9-12 educators • ESUs 1-8-17 CTE Conference • Professional Development (NCE Conference, etc.) • Counselor Optimal Learning Day ("COLD") Conference • Perkins Local Use Support ("PLUS") application demonstrates alignment to and partnership with local workforce partners
Year 3: 2022-2023	<ul style="list-style-type: none"> • ESUs 1-8-17 CTE Conference • Professional Development (NCE Conference, etc.) • Counselor Optimal Learning Day ("COLD") Conference • Perkins Local Use Support ("PLUS") application and completion of the local needs assessment demonstrates alignment to and partnership with local workforce partners
Year 4: 2023-2024	<ul style="list-style-type: none"> • ESUs 1-8-17 CTE Conference • Professional Development (NCE Conference, etc.) • Counselor Optimal Learning Day ("COLD") Conference • Perkins Local Use Support ("PLUS") application demonstrates alignment to and partnership with local workforce partners

Element 2: Local Workforce Alignment

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

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

RESPONSE:

The local and regional CTE assessment results confirmed that all consortium districts need further professional development and support of alignment between educational programming and labor market needs.

Based on the results of the local and regional assessment, the ESU 1, 8, and 17 Conference will include dedicated time for districts to analyze each year their alignment to the regional labor market needs. The CTE Conference will also provide skills training to teachers that aligns to the labor market data.

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:

Local districts will use their completed local needs assessment and work with local workforce partners to explore additional programs of study that align to regional workforce needs and consortium goals. The consortium will support new or expanding programs of study through the Perkins Local Use Support ("PLUS") application that is available to all consortium member districts.

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:

School counselors, in collaboration with career education teachers, will be supported in developing and/or enhancing current course offering guides to highlight existing and newly developed programs of study. At the planned CTE Conference, there will be sessions to address student performance data related to special populations that will help teachers and counselors better support all student populations.

<p>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.</p>	
<p>Consortium Goal(s) for Local Workforce Alignment: <i>(Copy and paste from the reVISION Summary)</i></p>	
<ul style="list-style-type: none"> ● align local school career education programs with the Nebraska Department of Education Career Field Model and accurately report these programs ● align local programs of study to support the workforce needs of regional and state needs 	
<p>Prioritized Action Steps for Local Workforce Alignment:</p>	
Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ul style="list-style-type: none"> ● ESUs 1-8-17 CTE Conference ● Professional Development (NCE Conference, etc.)
Year 2: 2021-2022	<ul style="list-style-type: none"> ● Local consortium districts will work to align their CTE course offerings to meet the state approved programs of study and workforce needs. ● ESUs 1-8-17 CTE Conference ● Professional Development (NCE Conference, etc.)
Year 3: 2022-2023	<ul style="list-style-type: none"> ● ESUs 1-8-17 CTE Conference ● Professional Development (NCE Conference, etc.) ● Local consortium districts will work with community colleges to align course offerings to dual credit CTE programs.
Year 4: 2023-2024	<ul style="list-style-type: none"> ● ESUs 1-8-17 CTE Conference ● Professional Development (NCE Conference, etc.) ● Local consortium districts will continue to analyze the data to ensure their CTE programs are meeting the workforce needs in their region.

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. Districts will complete the Perkins Local Use Support ("PLUS") application process that will include 1) connection to the local needs assessment, 2) connection to the regional convenings summary, 3) connection to H3 Report, 4) collaboration with local workforce partners, 5) a brief description of the professional development that will be completed that supports the Perkins Local Use Support ("PLUS") purchase, and 6) an alignment with overall consortium goals. Applications that demonstrate the strongest connection to these criteria will be prioritized.

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 ESU 1-8-17 CTE Conference and remote learning professional development will intentionally strengthen student academic performance and technical skills. The CTE Conference will include content-specific sessions that will highlight technical skills and new and innovative instructional practices.

Teachers will be encouraged to attend state and national professional development workshops and conferences each year to stay up-to-date on industry standards.

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 ESU 1-8-17 CTE Conference will include post-secondary and dual credit sessions and the partnership with Northeast Community College will continue to provide opportunities for post-secondary credit.

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)

- prioritize new technology and equipment purchases through the Perkins Local Use Support ("PLUS") application process to strengthen and expand current programs of study that are identified and align with the district local needs assessment, the H3 report, the regional convening report, and overall consortium goals
- increase teachers' capacity to expand distance learning and strengthen remote learning opportunities for students
- partner with post-secondary to increase/provide additional programs of study and provide professional development for career education

**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	<ul style="list-style-type: none"> • ESUs 1-8-17 CTE Conference • Districts will complete the Perkins Local Use Support ("PLUS") application process that will include 1) connection to the local needs assessment, 2) connection to the regional convenings summary, 3) connection to H3 Report, 4) collaboration with local workforce partners, 5) and a brief description of the professional development that will be completed that supports the Perkins Local Use Support ("PLUS") purchase, and 6) an alignment with overall consortium goals. Applications that demonstrate the strongest connection to these criteria will be prioritized. • Remote learning professional development for career teachers • Continue partnership with Northeast Nebraska Career Academy Partnership

<p>Year 2: 2021-2022</p>	<ul style="list-style-type: none"> • ESUs 1-8-17 CTE Conference • Districts will complete the Perkins Local Use Support ("PLUS") application process that will include 1) connection to the local needs assessment, 2) connection to the regional convenings summary, 3) connection to H3 Report, 4) collaboration with local workforce partners, 5) and a brief description of the professional development that will be completed that supports the Perkins Local Use Support ("PLUS") purchase, and 6) an alignment with overall consortium goals. Applications that demonstrate the strongest connection to these criteria will be prioritized. • Remote learning professional development for career teachers • Continue partnership with Northeast Nebraska Career Academy Partnership (NENCAP)
<p>Year 3: 2022-2023</p>	<ul style="list-style-type: none"> • ESUs 1-8-17 CTE Conference • Districts will complete the Perkins Local Use Support ("PLUS") application process that will include 1) connection to the local needs assessment, 2) connection to the regional convenings summary, 3) connection to H3 Report, 4) collaboration with local workforce partners, 5) and a brief description of the professional development that will be completed that supports the Perkins Local Use Support ("PLUS") purchase, and 6) an alignment with overall consortium goals. Applications that demonstrate the strongest connection to these criteria will be prioritized. • Continue partnership with Northeast Nebraska Career Academy Partnership (NENCAP)
<p>Year 4: 2023-2024</p>	<ul style="list-style-type: none"> • ESUs 1-8-17 CTE Conference • Districts will complete the Perkins Local Use Support ("PLUS") application process that will include 1) connection to the local needs assessment, 2) connection to the regional convenings summary, 3) connection to H3 Report, 4) collaboration with local workforce partners, 5) and a description of the professional development that will be completed that supports the Perkins Local Use Support ("PLUS") purchase, and 6) an alignment with overall consortium goals. Applications that demonstrate the strongest connection to these criteria will be prioritized. • Continue partnership with Northeast Nebraska Career Academy Partnership (NENCAP)

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:

The ESU 1-8-17 CTE Conference and other professional learning opportunities will feature sessions that support learners of special populations.

a. Consortium teachers will be encouraged to attend the ESU 1/8/17 CTE Conference. There will be sessions to help teachers prepare special population students for H3 occupations.

b. Consortium districts desire to meet all Perkins Performance indicators through continued growth and preparation; especially focusing on placing students in non-traditional program areas. Emphasize opportunities for non-traditional students in specific career areas. These opportunities will be communicated to students through student advisement sessions to help educate and motivate special population subgroups to consider participating in CTE programs.

c. During the ESU 2 CTE Days, CTE staff will analyze the Perkins Data for special populations and work with area schools to identify ways to improve educational performance by special population groups and create support for these students.

d. Students of special populations will not be discriminated against on the basis of their status of special populations. Professional development opportunities through the CTE collaboration days will have sessions addressing this issue. Funds will also be allowed to be

used for staff to attend conferences dealing with this issue to gain valuable information to assist them in dealing with students of 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.

RESPONSE:

School districts that do not demonstrate growth in closing gaps in performance will receive targeted professional development and increased partnership opportunities that focus on strategies to support student groups (e.g. special populations). The ultimate goal of this annual data analysis process will be to eliminate disparities and gaps that exist within individual school districts of the consortium.

If by the third program year meaningful progress has not been made, Perkins funding will be utilized to provide required targeted professional development that specifically addresses the student performance gaps that are identified.

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)

- develop a plan with NDE staff to implement data-driven decisions at the district level that align with, support and address needs of all students and special populations including 1) data literacy skills that need to be improved for CTE teachers, 2) working through the MTSS lens that indicates 85% of all students should be successful on the NSCAS assessment at the tier 1/tier 2 levels, and 3) incorporating equity of student support including special education, gender, socio-economic status, and race/ethnicity

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	<ul style="list-style-type: none"> • Development of the Data Analysis Professional Development in collaboration with NDE and other stakeholders • ESUs 1-8-17 CTE Conference • Professional Development (NCE Conference, etc.)
Year 2: 2021-2022	<ul style="list-style-type: none"> • Data Analysis Professional Development • ESUs 1-8-17 CTE Conference

	<ul style="list-style-type: none"> Professional Development (NCE Conference, etc.)
Year 3: 2022-2023	<ul style="list-style-type: none"> ESUs 1-8-17 CTE Conference Professional Development (NCE Conference, etc.)
Year 4: 2023-2024	<ul style="list-style-type: none"> Data Analysis Professional Development ESUs 1-8-17 CTE Conference Professional Development (NCE Conference, etc.)

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context: Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of district approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of each district's Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your consortium will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE:

Higher education and Nebraska Department of Education field specialists would both be involved in the ESUs 1-18-17 CTE Conference and developing a CTE Mentoring program that supports the recruitment, preparation, retention, and training of new educators.

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)

- develop and plan for a CTE Mentoring Program
- connect new teachers with career field specialists and local mentors
- provide professional development opportunities for CTE

- expand networking opportunities to recruit, retain and train current CTE

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • ESUs 1-8-17 CTE Conference • Professional Development (NCE Conference, etc.) • CTE Mentoring Program Development and Planning
Year 2: 2021-2022	<ul style="list-style-type: none"> • ESUs 1-8-17 CTE Conference • Professional Development (NCE Conference, etc.) • CTE Mentoring Program
Year 3: 2022-2023	<ul style="list-style-type: none"> • ESUs 1-8-17 CTE Conference • Professional Development (NCE Conference, etc.) • CTE Mentoring Program
Year 4: 2023-2024	<ul style="list-style-type: none"> • ESUs 1-8-17 CTE Conference • Professional Development (NCE Conference, etc.) • CTE Mentoring Program

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:

Opportunities will be provided for schools to develop a WBL plan, including supporting educators' professional growth by attending regional and national conferences.

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)

- create opportunities for districts to partner with business and industry locally and regionally
- build capacity for districts to work with local business and industry to establish work-based learning opportunities for students

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	<ul style="list-style-type: none"> ● National and Regional Work-Based Learning professional learning opportunities ● ESUs 1-8-17 CTE Conference ● Professional Development (NCE Conference, etc.)
Year 2: 2021-2022	<ul style="list-style-type: none"> ● National and Regional Work-Based Learning professional learning opportunities ● ESUs 1-8-17 CTE Conference ● Professional Development (NCE Conference, etc.)
Year 3: 2022-2023	<ul style="list-style-type: none"> ● National and Regional Work-Based Learning professional learning opportunities ● ESUs 1-8-17 CTE Conference ● Professional Development (NCE Conference, etc.)
Year 4: 2023-2024	<ul style="list-style-type: none"> ● National and Regional Work-Based Learning professional learning opportunities ● ESUs 1-8-17 CTE Conference ● Professional Development (NCE Conference, etc.)

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:

Local needs assessments and regional summaries were referenced to develop plans to support special populations that address all six elements. The ESU Perkins Grant Coordinator worked with other agency specialists to identify multiple supports needed for teachers in the classroom. Using the data reports collected, we were able to identify the needs for all student groups including special populations.

- Career Development (providing professional development for educators and counselors to support individual students and student groups that addresses student self-awareness, career exploration and career planning)
- Local Workforce Alignment (aligning local programs of study with regional and state H3 labor market needs)
- Size, Scope, & Quality and Implementing CTE Programs of Study (prioritizing new technology and equipment purchases that support all individual students and student groups through the PLUS application process)
- Student Performance Data (developing a plan with NDE staff to implement a data-driven decision-making process that supports the equity of student groups, e.g., Individuals with disabilities, Individuals from economically disadvantaged families, including low-income youth and adults, Individuals preparing for nontraditional fields).
- Recruitment, Retention, and Training of Faculty and Staff (addressing the recruitment, retention, training and networking for all new CTE educators through a mentoring program to ensure equitable support is provided for individual students and student groups, especially in the rural areas of Nebraska)
- Work-Based Learning (promoting local work-based learning opportunities that take into consideration the needs and skills of individual students and student groups)

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the**

duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or

3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your consortium will continue to meaningfully engage them throughout the duration of the Application (2020-2024).

It is recommended existing structures and means for engaging stakeholders that local districts and consortia no doubt already have in place are utilized as a starting point.

RESPONSE:

As a consortium, our member schools completed option 3 above.

- As part of the Local Needs Assessment process, school districts identified and listed specific stakeholders.
- Schools also indicated current and desired states of local business and industry partnerships.
- Schools created action steps that took into account the perspectives of local stakeholders.
- Regional summaries were prepared to reflect a compilation of aligned economic development regions.
- Regional summary reports and local needs assessments were considered in the development of the Perkins V Grant application.

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.