



PERKINS V

LOCAL PERKINS APPLICATION 2020-2024

STAND-ALONE

Office of Career, Technical, and Adult Education

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



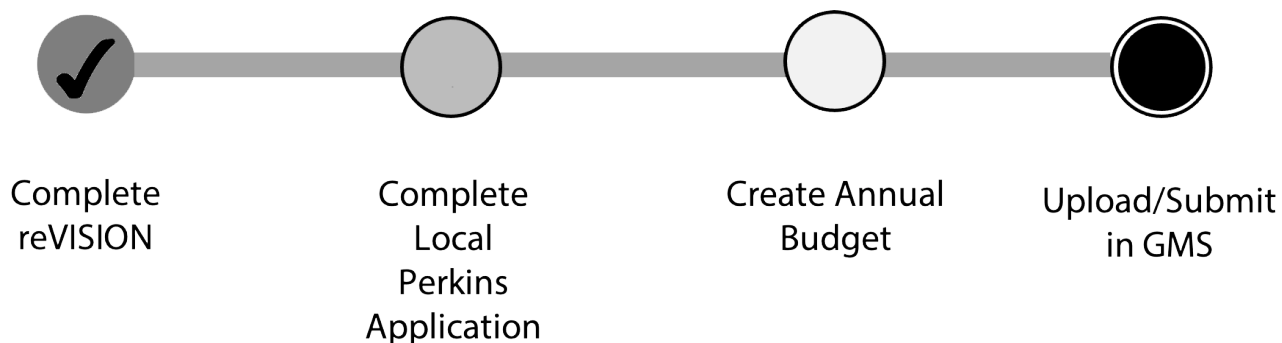
General Information

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

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

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

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



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

Eligible Recipients

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

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

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

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

Use of Funds

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

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

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

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

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

Timeline and Deadlines

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

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

Submission Information

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

Application Elements

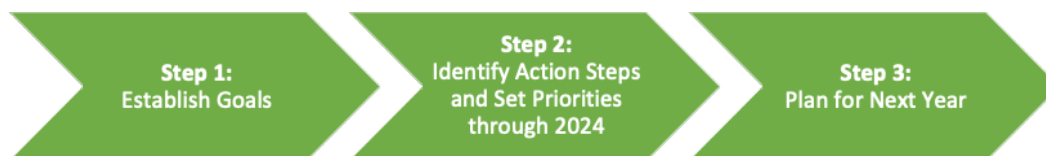
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

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

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

Going from reVISION to the Local Perkins Application

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



Step 1: Establish Goals

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

Step 2: Identify Action Steps & Set Priorities

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

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



Helpful Tip

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

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

Step 3: Plan for Next Year

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

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

Section 1: reVISION Summary

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

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

Element	Current State	Overarching Goal(s)
<p>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 programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in our local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the district.</i></p>	<p><i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i></p> <p><i>Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i></p>

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
<p>Career Development</p>	<p>-Most EPS teachers are properly trained and have the diversified occupations endorsement. We have a full time person that runs our Career Awareness Program (CAP). Many of our CTE teachers take advantage of professional development opportunities.</p> <p>-Many types of career awareness activities are available on our CAP website. All students participate in interest inventories during homeroom and in our Personal Finance & Careers course that is a graduation requirement. Our core teachers and military representatives also provide information about careers.</p> <p>-All students have a 4 year plan that is part of our CAP and are able to use one day a year to participate in various career awareness activities. Students work with our Career Awareness</p>	<p>-Within the next 4 years, encourage all CTE teachers to attend professional development opportunities in career development.</p> <p>-Within the next 4 years, encourage all teachers and counselors to discuss career opportunities and educational options.</p> <p>-Within the next 4 years, establish a lead career counselor that will be part of our Elkhorn Public Schools (EPS) Strategic Plan goal relating to career readiness.</p>

	<p>Coordinator and counselors to identify these opportunities.</p>	
<p>Local Workforce Alignment</p>	<p>-We currently have programs of study in financial management, Accounting, Economics, Architectural Design, and Manufacturing. We also have a wide assortment of CTE classes that could lead to more in-demand pathways.</p> <p>-We utilize our Perkins Advisory Committee and various studies to help identify long-term career trends.</p> <p>-Students with disabilities, English learners, and special populations currently participate in a variety of career exploration opportunities such as: Eat with an Expert events, Omaha Exploring Programs, job shadows, and internships.</p>	<p>-Within the next 4 years, increase our enrollment in our CTE classes and explore new programs of study. Increased enrollment can be accomplish by providing students with industry standard equipment and teachers with the proper training to use the equipment</p> <p>-Within the next 4 years, expand internship opportunities and have increased percentage of participation in our career awareness programs.</p> <p>- Within the next 4 years, using input from our Advisory Committee and other sources, identify and monitor long-term career trends. If appropriate, develop or revise CTE offerings and experiences.</p> <p>-Within the next 4 years, expand the opportunities for all of our students including those with disabilities, English learners, and special populations.</p>
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>-All CTE programs have some industry standard equipment and materials but we still have needs in those areas. As technology changes, there will always be a need for updating and purchasing new/emerging items to keep current with business and industry. Our advisory Committee along with the CTE teachers, and other stakeholders identify these items.</p>	<p>-Within the next 4 years, continue to update aging equipment in all areas of CTE.</p> <p>-Identify emerging technology to be used in our CTE programs.</p> <p>-Within the next 4 years, identify other stakeholders in business and industry to help guide decisions on equipment/material needs.</p>
<p>Student Performance Data</p>	<p>-Our 2 areas of concern continue to be nontraditional participation and completers. In 2018-19 we exceeded the state goals in nontraditional completions but still lag in participants.</p>	<p>-Within the next 4 years, we will strive to exceed the state goals in all areas.</p> <p>-Within the next 4 years, we will continue to recruit the nontraditional students to our programs.</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>-Recruiting methods include: interview fairs, student teaching opportunities, and positions posted on various web-based job-posting services.</p> <p>-New teachers are provided with a mentor for 1-2 years. Teachers also</p>	<p>-Within the next 4 years, develop more collaboration time/common plan to provide additional support for new teachers</p>

	<p>have time to collaborate and share materials with fellow educators.</p> <p>-Training opportunities include but not limited to: teacher in-service collaboration, fall workshops, CTE conferences, and other specialized training.</p>	<p>-Within the next 4 years, recruit more CTE teachers to take advantage of professional development opportunities.</p>
<p>Work-Based Learning</p>	<p>-Our numbers continue to grow in our CAP program. Per exit interviews, our students have found these experiences to be quite valuable.</p> <p>-We have business partners and the foundation that help us connect to other business partners</p> <p>-Our Career Awareness Coordinator contacts through phone calls and emails</p> <p>- Every student now has a 4 year plan that includes information on their career goals. We try to tie the career goals, coursework, and work based learning activities together.</p>	<p>-Within the next 4 years, increase the percentage of students taking advantage of opportunities in the CAP program.</p> <p>-Within the next 4 years, increase the number of business partners.</p> <p>-Within the next 4 years, tie one of our foundation scholarship requirements to career exploration activities.</p>



Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at:

<http://bit.ly/SmartCTEGoals>.

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the district's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

- 1. Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:**
 - a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
 - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
 - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
 - d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

RESPONSE:

Elkhorn Public School's middle school students are introduced to CTE programs in the area of business, FCS, and Industrial education. In these courses, they examine various H3 careers. Additionally, 6th and 7th graders complete lessons using Nebraska Career Connections. In the 8th grade, career speakers are incorporated into their programs. EducationQuest speakers also speak to the 8th graders about the various college choices and careers.

At the high school level we have a full time Career Awareness Coordinator that is a Global Career Development Facilitator. She provides many inside and outside of school opportunities on the Career Awareness website. CAP activities present kids the opportunity to consider 2 and 4 year programs depending on their goals. Students have 4 year plans that are developed with counselors and part of that is the career awareness program. Students have the opportunity to take 1 day a year to participate in a career awareness activity and have multiple opportunities to participate in other career awareness opportunities. CTE teachers, and our Career Awareness Coordinator are working with counselors to identify these opportunities.

All students are required to take the Personal Finance & Careers course. Students participate in interest inventories, career research, job seeking skills, learn about H3 careers, and other career related activities. Our counselors provide career related materials for all students during selected homeroom times. Military representatives are also present at our school to discuss those options with interested students. Our CTSO participants receive addition career readiness training.

2. In your district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Career Development:

(Copy and paste from the reVISION Summary)

-Within the next 4 years, encourage all CTE teachers to attend professional development opportunities in career development.

-Within the next 4 years, encourage all teachers and counselors to discuss career opportunities and educational options.

-Within the next 4 years, establish a lead career counselor that will be part of our Elkhorn Public Schools (EPS) Strategic Plan goal relating to career readiness.

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"> -Identify lead counselors to be trained by our Career Awareness Coordinator in the area of career readiness -Encourage at least one teacher from the CTE areas to attend at least one professional development opportunity in career development who has not attended before. -Attend professional development opportunities.
Year 2: 2021-2022	<ul style="list-style-type: none"> -Evaluate and monitor lead counselor progress. -Encourage another teacher (and any new teachers) from the CTE areas to attend at least one professional development opportunity in career development who has not attended before. -Identify and meet with select core teachers about incorporating in their classes conversations about careers in their fields. -Attend professional development opportunities.

<p>Year 3: 2022-2023</p>	<ul style="list-style-type: none"> -Evaluate and monitor lead counselor progress. -Encourage another teacher (and any new teachers) from the CTE areas to attend at least one professional development opportunity in career development who has not attended before. -Meet with core teachers to evaluate the progress of career conversations in their classrooms. -Attend professional development opportunities.
<p>Year 4: 2023-2024</p>	<ul style="list-style-type: none"> -Evaluate and monitor lead counselor progress. -Encourage another teacher (and any new teachers) from the CTE areas to attend at least one professional development opportunity in career development who has not attended before. -Meet with core teachers to evaluate the progress of career conversations in their classrooms. -Attend professional development opportunities.

Element 2: Local Workforce Alignment
<p>Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of your local and regional CTE assessments to improve the alignment between educational programming and labor market needs.</p>
<p>3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?</p>
<p>RESPONSE:</p> <p>We reviewed the local and regional results and decided to focus our efforts in areas that we currently have in place and explore additional programs of study that are in high demand. Specifically we are looking to expand programs in our new metals lab, health care and other FCS programs, and business.</p>
<p>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.</p>
<p>RESPONSE:</p> <p>We are currently launching a metals lab at our new high school that we hope to expand into a program of study. There are opportunities in the health care that we plan to explore as well. CTE's curriculum renewal cycle will be coming up in the next couple of years allowing us to further explore some of these new programs of study. Funding for these programs tend to be expensive so our decisions will be based partially on funding and staffing.</p>
<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.</p>
<p>RESPONSE:</p> <p>All students learn about the CTE course offerings and programs of study from one on one conversations with their counselors utilizing the 4 year plan and the curriculum guide. CTE teachers also provide information in the introductory courses as to what class is next in the sequence. Specific examples relating to special populations include:</p>

-the District hosts Project Search in conjunction with Madonna Rehabilitation Center. The program expands transition services to 18-year-old students to provide a rotation of job skills that can be used to gain employment in other settings.

-students with disabilities, English learners, and special populations currently participate in a variety of career exploration opportunities such as the Eat with an Expert events, Omaha Exploring Programs, job shadows, and internships.

6. In your district’s Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the district’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District’s Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

- Within the next 4 years, increase our enrollment in our CTE classes and explore new programs of study. Increased enrollment can be accomplish by providing students with industry standard equipment and teachers with the proper training to use the equipment.
- Within the next 4 years, expand internship opportunities and have increased percentage of participation in our career awareness programs.
- Within the next 4 years, using input from our Advisory Committee and other sources, identify and monitor long-term career trends. If appropriate, develop or revise CTE offerings and experiences.
- Within the next 4 years, expand the opportunities for all of our students including those with disabilities, English learners, and special populations.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ul style="list-style-type: none"> -Monitor H3 data and seek input from the advisory committee and other business partners on the possibility of adding new programs of study. -Grow our current programs by actively recruiting all students (especially those with disabilities, English learners and special populations) to enroll in CTE classes and participate in the CTSO’s. -Expand partnerships and develop additional internship opportunities for all students.
Year 2: 2021-2022	<ul style="list-style-type: none"> -Monitor H3 data and seek input from the advisory committee and other business partners on the possibility of adding new programs of study. -Grow our current programs by actively recruiting all students (especially those with disabilities, English learners and special populations) to enroll in CTE classes and participate in the CTSO’s. -Expand partnerships and develop additional internship opportunities for all students. -CTE curriculum renewal cycle begins. Evaluate programs.
Year 3: 2022-2023	<ul style="list-style-type: none"> -Monitor H3 data and seek input from the advisory committee and other business partners on the possibility of adding new programs of study. -Grow our current programs by actively recruiting all students (especially those with disabilities, English learners and special populations) to enroll in CTE classes and participate in the CTSO’s. -Expand partnerships and develop additional internship opportunities for all students. -CTE curriculum renewal cycle continues
Year 4: 2023-2024	<ul style="list-style-type: none"> -Monitor H3 data and seek input from the advisory committee and other business partners on the possibility of adding new programs of study.

	<ul style="list-style-type: none"> -Grow our current programs by actively recruiting all students (especially those with disabilities, English learners and special populations) to enroll in CTE classes and participate in the CTSO's. -Expand partnerships and develop additional internship opportunities for all students. -Implementation of new CTE materials begins. Possible new programs of study if applicable.
--	---

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

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

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

RESPONSE:
 We currently have programs of study in financial management, Accounting, Economics, Architectural Design, and Manufacturing. We also have a variety of other courses that could possibly be expanded in to other programs of study. These expansions would be based on funding and staffing. Potential areas to be expanded include but not limited to the following H3 careers: healthcare, programs in the trades, areas in FCS, business, and technology.

8. How will your district improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.

RESPONSE:
 Elkhorn Public Schools provide all students, including those who take career education classes, a rigorous and challenging curriculum, quality instruction, opportunities to participate in extra-curricular activities and a meaningful educational experience with unlimited potential. Our students are not tracked according to any criteria, but encouraged to pursue their own personal learning plans and programs of study that include both core academic and career education courses. Elkhorn High School staff and students work to maintain a reputation for high expectations and a strong academic presence within the metropolitan area and state. We strive to graduate students who are prepared to compete for college admission and career fields from across the nation and around the world. We strive to empower our students to build a solid foundation of knowledge and skills, which will assist them throughout their lives. We believe in fostering excellence in our academic opportunities, nurturing intellectual curiosity, and supporting positive and meaningful relationships. We consistently strive towards academic excellence. All

students are required to take the Personal Finance and Careers course. This class and all CTE courses have the same high expectations that Elkhorn Public Schools is known for.

9. Describe how your district will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.

RESPONSE:

Elkhorn participates in Metropolitan Community College Career Academy although not many students take advantage of the programs in the academy. CTE students are able to complete some of their general education requirements by taking AP classes. We also offer an Accounting 3 class online through Southeast Community College for college credit. Previously, we offered other dual credit classes but as the teacher requirements changed, we were no longer able to offer them.

10. In your district’s Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

**District’s Goal(s) for
Size, Scope, and Quality and Implementing CTE Programs of Study**
(Copy and paste from the reVISION Summary)

- Within the next 4 years, continue to update aging equipment in all areas of CTE.
- Identify emerging technology to be used in our CTE programs.
- Within the next 4 years, identify other stakeholders in business and industry to help guide decisions on equipment/material needs.

**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"> -Work with our Advisory Committee and other partners to help guide our decisions on equipment/material needs. -Replace outdated equipment with industry standard equipment in all area of CTE -Identify emerging technologies that can be used to enhance and/or update our equipment as it becomes available.
Year 2: 2021-2022	<ul style="list-style-type: none"> -Work with our Advisory Committee and other partners to help guide our decisions on equipment/material needs. -Replace outdated equipment with industry standard equipment in all area of CTE -Identify emerging technologies that can be used to enhance and/or update our equipment as it becomes available.
Year 3: 2022-2023	<ul style="list-style-type: none"> -Work with our Advisory Committee and other partners to help guide our decisions on equipment/material needs. -Replace outdated equipment with industry standard equipment in all area of CTE -Identify emerging technologies that can be used to enhance and/or update our equipment as it becomes available.

Year 4: 2023-2024	<ul style="list-style-type: none"> -Work with our Advisory Committee and other partners to help guide our decisions on equipment/material needs. -Replace outdated equipment with industry standard equipment in all area of CTE -Identify emerging technologies that can be used to enhance and/or update our equipment as it becomes available.
------------------------------	--

Element 4: Student Performance Data

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

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

- 11. Describe how the district will provide support to teachers so they will:**
- a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
 - b. Prepare CTE participants for non-traditional fields**
 - c. Provide equal access for special populations to CTE courses, programs, and POS; and**
 - d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

RESPONSE:

(A) As part of the 4-year planning process all students meet with guidance counselors to complete a 4-year plan. Part of this process involves documentation of available career awareness and career experience programs, such as shadow experiences and internships. The program also uses Naviance as a vehicle to help students explore careers that are anticipated to be high wage and high demand. Elkhorn has adopted an inclusionary model that works to assure the least restrictive environment and participation of students with disabilities in general education classes whenever possible. In addition to

assuring strong core skills needed for the workplace, students also have the option to participate in elective career and technical education classes. If specific courses are not available at the Elkhorn High Schools, students have the option to attend area community colleges. For students with severe or profound disabilities, programs such as Project Search are in place to provide work experiences. Finally, the district has a Young Adult Program to assist students who qualify for services through age 21 in transitioning from high school to self-sufficient living.

- (B) Students are actively encouraged to enroll in classes that are in non-traditional fields and it is a goal of the district to continue to highlight these opportunities as part of our expanding career awareness program. Students are encouraged to enroll using flyers, personal invitations, and are made aware of opportunities inside and outside of our school.
- (C) The Elkhorn school district has worked to close achievement and opportunity gaps in a variety of ways. With rare exceptions, remedial classes have been removed in to order to assure that all students receive grade level curriculum. Additional math and reading support classes and support systems have been put in place to assist students who may struggle with grade level work, and to assure on-time graduation with strong readiness skills for the next level. There are minimal pre-requisite requirements for CTE classes in order to assure that all students have access to career exploration, regardless of pathway.
- (D) All programs at Elkhorn Public Schools aim to provide access to and ensure success for all students, especially members of special populations. CTE programs make it a priority to include all students in their programs and CTS's. As we went through the ReVision process, the special population questions were discussed for each element. From the safe, industry standard equipment to the professional development opportunities, Elkhorn Public Schools wants to ensure that all students are successful and have access to all programs including CTE.

Elkhorn Public Schools Policy 604.03

Students shall have an equal opportunity for a quality education without discrimination, regardless of their race, religion, color, sex, marital status, national origin or disability.

The educational program shall be free of discrimination and provide equal opportunity for the students. The educational program shall foster knowledge of, and respect and appreciation for the culture, history and contributions of diverse cultural groups including, but not limited to, African Americans, Hispanic Americans, Native Americans, and Asian Americans. It shall place special emphasis on human relations and sensitivity toward all races.

EPS counselors and principals work to consistently assure that students are taking programs of study that are as challenging as possible. The district offers very few remedial courses that could lead to lowered expectations and instead offers a variety of support services to assist students in meeting standards. Evidence of success in this area would include NEP data indicating that EPS students outperform state averages for students with special education needs. Additional evidence of work in this area can be seen in recent school accreditation

visit reports that describe the work of buildings to assure that "every single student" is monitored and supported to assure that they can achieve at the highest level possible. Although sub-populations tend to perform above "all student" categories for Nebraska, the district is in the process of reviewing data to assure that there is not a disproportional representation of minority groups who qualify for special services. This work will likely involve additional training in the area of implicit bias for all staff.

12. How will the district address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will be taken to develop strategies to eliminate those disparities or gaps.

RESPONSE:

Based upon NDE Nebraska Education Profile data Elkhorn consistently outperforms state averages in all subgroups based on race, disability, and poverty. In most cases district subgroups demonstrate stronger performance than the state "all student" categories. However, there continue to be gaps between the performance of subgroups and Elkhorn district averages. Trend data is monitored by subgroup for the district with most trends demonstrating positive direction. Information will not be available for the spring of 2020 due to pandemic closures, but School Improvement processes will resume as soon as possible to assure that the district is continuing to improve performance for all subgroups. If trends were to flatten to decline, the district would continue to add supports for students. These supports could include peer tutoring, additional support classes, support study hall, progress monitoring, etc.

13. In your district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Student Performance Data:

(Copy and paste from the reVISION Summary)

-Within the next 4 years, we will strive to exceed the state goals in all areas.

-Within the next 4 years, we will continue to recruit the nontraditional students to our programs.

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"> - Monitor subgroup progress to assure that we are maintaining upward achievement trends and/or exceeding state "all student" averages for performance. - Continue to expand career awareness activities to recruit nontraditional students via career awareness programs such as middle school career events, "eat with an expert," the Explore program and job shadows.
Year 2: 2021-2022	<ul style="list-style-type: none"> - Monitor subgroup progress to assure that we are maintaining upward achievement trends and/or exceeding state "all student" averages for performance. - Continue to expand career awareness activities to recruit nontraditional students via career awareness programs such as middle school career events, "eat with an expert," the Explore program and job shadows.
Year 3: 2022-2023	<ul style="list-style-type: none"> - Monitor subgroup progress to assure that we are maintaining upward achievement trends and/or exceeding state "all student" averages for performance. - Continue to expand career awareness activities to recruit nontraditional students via career awareness programs such as middle school career events, "eat with an expert," the Explore program and job shadows.

<p>Year 4: 2023-2024</p>	<ul style="list-style-type: none"> - Monitor subgroup progress to assure that we are maintaining upward achievement trends and/or exceeding state “all student” averages for performance. - Continue to expand career awareness activities to recruit nontraditional students via career awareness programs such as middle school career events, “eat with an expert,” the Explore program and job shadows.
-------------------------------------	---

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

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

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

The Elkhorn Public School District uses a variety of methods to attract teachers. These efforts include participation in area interview fairs, availability of opportunities for student teaching experiences, and district involvement with teacher education programs across the state. Employment opportunities are posted on the district web page, advertised in major newspapers, and posted via several web-based job-posting services. The goal is to advertise any postings broadly in order to reach underrepresented groups, as well as individuals outside of the educational field.

Retention and training are addressed by providing new teachers with a mentor who works with them for the first year if the teacher/counselor has previous experience, and for the first two years if they are just beginning their career in education. Additionally, teachers have time to collaborate with fellow educators and share materials. Elkhorn provides teacher in-service collaboration and encourages additional training such as attending fall workshops, CTE conferences and other specialized training.

15. In your district’s Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your district hopes to address over the next four years. First, write the district’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

- Within the next 4 years, develop more collaboration time/common plan to provide additional support for new teachers
- Within the next 4 years, recruit more CTE teachers to take advantage of professional development opportunities.

**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"> -Encourage at least one teacher from the CTE areas to attend at least one professional development opportunity in career development who has not attended before. -Attend professional development opportunities. -Seek quality student teacher candidates. -Continue to collaborate with the other Elkhorn high schools to provide support for new and existing staff.
Year 2: 2021-2022	<ul style="list-style-type: none"> -Encourage another teacher (and any new teachers) from the CTE areas to attend at least one professional development opportunity in career development who has not attended before. -Attend professional development opportunities. -Seek quality student teacher candidates. -Continue to collaborate with the other Elkhorn high schools to provide support for new and existing staff.
Year 3: 2022-2023	<ul style="list-style-type: none"> -Encourage another teacher (and any new teachers) from the CTE areas to attend at least one professional development opportunity in career development who has not attended before. -Attend professional development opportunities. -Seek quality student teacher candidates. -Continue to collaborate with the other Elkhorn high schools to provide support for new and existing staff.
Year 4: 2023-2024	<ul style="list-style-type: none"> -Encourage another teacher (and any new teachers) from the CTE areas to attend at least one professional development opportunity in career development who has not attended before. -Attend professional development opportunities. -Seek quality student teacher candidates. -Continue to collaborate with the other Elkhorn high schools to provide support for new and existing staff.

Element 6: Work-based Learning

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

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

RESPONSE:

WBL opportunities include: 1 day job shadow, multiple day job shadow, internship, eat with an expert, Explorer Program, CareeRocket, and career tours for CTSO’s and individual classes. Our advisory committee has been very helpful in finding WBL opportunities as well.

Our Career Awareness Coordinator works with businesses and employers uses one to one communication to develop and expand WBL opportunities. We plan to train a lead counselor in each school to help with the coordination of the above activities. This will allow our Coordinator to make additional contacts and attend "Dream It Do It" and other workforce development activities to expand our WBL opportunities. We are also going to try to tie one of our Foundation Scholarships to career awareness opportunities to encourage more students to take advantage of our programs.

17. In your district's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Work-based Learning:
(Copy and paste from the reVISION Summary)

- Within the next 4 years, increase the percentage of students taking advantage of opportunities in the CAP program.
- Within the next 4 years, increase the number of business partners.
- Within the next 4 years, tie one of our foundation scholarship requirements to career exploration activities.

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"> -Educate lead counselors in the various areas of career awareness. -During homeroom and Personal Finance & Careers class, provide all students with information about career awareness activities and how they relate to the Foundation Scholarships. -Send our Career Awareness Coordinator to work force development meetings to stay up do date on current trends and to make contacts with businesses to expand our opportunities.
Year 2: 2021-2022	<ul style="list-style-type: none"> -Evaluate and monitor lead counselor progress. -Evaluate and modify if necessary how we present the opportunities to our students -Continue to attend work force development meetings and meet with our advisory committee and expand our career awareness opportunities.
Year 3: 2022-2023	<ul style="list-style-type: none"> -Evaluate and monitor lead counselor progress. -Evaluate and modify if necessary how we present the opportunities to our students -Continue to attend work force development meetings and meet with our advisory committee and expand our career awareness opportunities.
Year 4: 2023-2024	<ul style="list-style-type: none"> -Evaluate and monitor lead counselor progress. -Evaluate and modify if necessary how we present the opportunities to our students -Continue to attend work force development meetings and meet with our advisory committee and expand our career awareness opportunities.

Ensuring Equitable Access

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

RESPONSE:

All programs at Elkhorn Public Schools aim to provide access to and ensure success for all students, especially members of special populations. CTE programs make it a priority to include all students in their programs and CTS's. As we went through the ReVision process, the special population questions were discussed for each element. From the safe, industry standard equipment to the professional development opportunities, Elkhorn Public Schools wants to ensure that all students are successful and have access to all programs including CTE.

Elkhorn Public Schools Policy 604.03

Students shall have an equal opportunity for a quality education without discrimination, regardless of their race, religion, color, sex, marital status, national origin or disability.

The educational program shall be free of discrimination and provide equal opportunity for the students. The educational program shall foster knowledge of, and respect and appreciation for the culture, history and contributions of diverse cultural groups including, but not limited to, African Americans, Hispanic Americans, Native Americans, and Asian Americans. It shall place special emphasis on human relations and sensitivity toward all races.

Stakeholder Engagement and Consultation

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

Evidence of this can be provided in several ways:

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
- 3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your district will continue to meaningfully engage them throughout the duration of the Application (2020-2024).**

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

RESPONSE:

The stakeholder verification worksheet will be attached. Our advisory committee will continue to meet at least once a year to seek input. Along with our advisory group, the Career Awareness Coordinator will reach out to our business partners for additional input.

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.

