



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



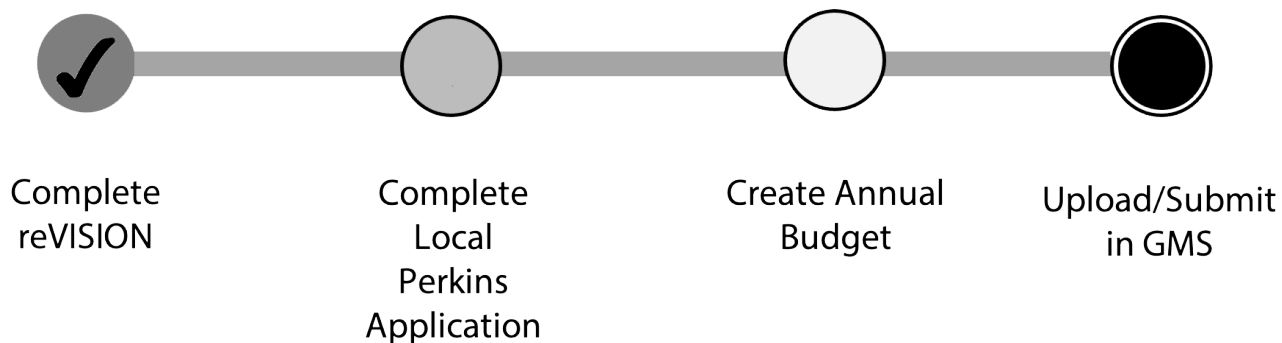
General Information

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 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

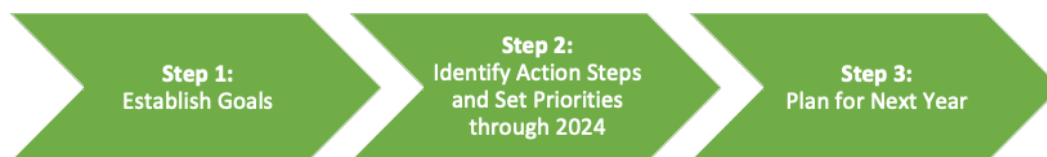
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- 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)
SAMPLE: Size, Scope, and Quality and Implementing CTE Programs of Study	<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>	<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> <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>

reVISION SUMMARY

Element	Summary of Current State	Overarching Goal(s)
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<p>Career Development</p>	<ul style="list-style-type: none"> • Homeroom/Advisory classes are established times in each HS. Many of the conversations happen in that setting. Teachers have the students more than one year to build relationships. • “I feel like they are both encouraged and take initiative to have these conversations. Teachers do a wonderful job of encouraging students and 	<ul style="list-style-type: none"> • Additional supports for CTE teachers, general education teachers advising students, and students to participate in business and industry tours, guest speakers, job shadowing, and internships. • Review and revise Advisement course structures, procedures, and building expectations. • Career planning integration is continually reviewed as a part of the Millard Education Plan (MEP) curriculum development process.
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	<p>having frank discussions”. - Parent</p> <ul style="list-style-type: none"> • “ For [teachers] it is a priority for this to be an ongoing conversation with our students. They are passionate about this and building on workforce development”. - Administrator • “Personally I have never been approached about having these discussions [career options] in my classes. This is an extra responsibility I take on to help build my classes”. - Teacher • “Most conversations we have are how we can incorporate more [core subjects] into our classes to bring up ACT scores”. - Teacher • “CTE instructors have these conversations but other faculty do not have these conversations nor are they educated on how to have these conversations”. - Teacher • “Non-CTE teachers and counselors are lacking in knowledge of some CTE areas such as STS, this could be improved which would improve the student advisement process”. – District level leader • Class of 2019 Exit Survey: 65% of students report a HS staff member knowing what the students plans are for next year. • Class of 2019 and 2018 Exit Survey: Visited a college or trade school, 57% • Class of 2019 and 2018 Exit Survey: Planning to attend 4 year institution, 68% and 69%; Planning to attend 2 year college or trade school, 31% and 28% 	<ul style="list-style-type: none"> • Updating the middle school and high school Personal Learning Plan requirements and procedures. Every student will have an individual plan for learning when they leave middle school. Every HS student will have a plan for after graduation from MPS.
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- District Strategic Plan: Strategy 2.3 states “Expand career and technical education and readiness opportunities to all students by increasing and utilizing partnerships with the education, business, and industry community”.
- “I feel we do have some students that fall through the cracks when discussing options other than a 4 year institution.” – Parent
- “Probably 80% of the focus is on college opportunities. Would like to see more trades represented to students”. Teacher
- “Increase opportunities for field trips for students to see 2 year post-secondary options.”. – District level leader
- “We need to be more explicit with our connections to business and industry, although we are improving in this area”. – Teacher
- “Currently have speakers come in but could utilize more field trip and on-site experiences for post-secondary or career planning”. – Teacher
- A Millard Public Schools graduation requirement is completion of a Personal Learning Plan (PLP) which includes career exploration. Middle Schools also have a personal learning plan with career exploration requirements. The degree to which students and staff utilize and follow-up on the PLP varies.
- Class of 2019 and 2018 Exit Survey: Met with school counselor to discuss post-secondary options, 40% and 43%

	<ul style="list-style-type: none"> • Class of 2019 and 2018 Exit Survey: Met with a college recruiter at my high school, 18% and 22%; Attended a college or career fair, 38% and 41%. • “[Teachers] don’t have a lot of time to collaborate with counselors. More time would be helpful”. – Teacher • “I do this on my own and seek out the counselors to talk about my [CTE] area. Difficult to communicate with all teachers though”. – Teacher • “Need increased opportunities for students to visit schools and businesses. MCC career counselor in buildings has helped to identify those programs better”. – District level leader • “Need a better way to educate counselors about what is happening in CTE classrooms. Need to pay more attention to workforce needs, student skills, and recommend accordingly”. – Teacher 	
Local Workforce Alignment	<ul style="list-style-type: none"> • We offer several programs of study including those considered H3 jobs. • Lead participant in Intern Omaha to support students and workforce development. • Career and Technical Education is a focus area related to our Strategic Plan. • Student organizations are offered for CTE areas- Skills USA, Educators Rising, HOSA, and DECA. • Utilize data annually with annual Perkins Career and Technical Education meeting. 	<ul style="list-style-type: none"> • Utilize and leverage partnerships with the community, business and industry, and Post-secondary to support all students in skills development to lead to expanded workforce development. This could include teacher training, utilizing industry standard equipment, and expanding partnerships. • Be innovative and participate in programs such as Intern Omaha that support workforce development. Tap into data sources such as Dept. of Labor and the H3 website when developing ideas and programs.

	<ul style="list-style-type: none"> • Workforce and Economic data is an important component of our Curriculum Planning process. Not only is the data used but we also invite business, industry, and post-secondary partners to be a part of our curriculum development process. • Neb. Dept. of Labor has regional reps to share this information. Support of ReVision process. Websites used and info shared, NEworks.Nebraska.gov, etc • We also participated in Intern Omaha which is a process to help students experience jobs through internships and make connections to keep them in the area and thinking about living and working here right out of HS or post-secondary completion. • Businesses are offering more on the job training opportunities. • Grants are available to support this work. Promotion of Nebraska as a good place to live and work. • Community partnerships with schools and businesses. • Connecting students to business and industry through apprenticeships, dual credit, internships, part-time jobs, etc 	<ul style="list-style-type: none"> • Continue to review and add as appropriate programs of study as part of our curriculum and course offerings in MPS as well as support student CTE organizations.
Size, Scope, & Quality and Implementing CTE Programs of Study	<ul style="list-style-type: none"> • Millard Education Program (MEP) is a comprehensive 7 year curriculum cycle to review and revise each content area. This process includes post-secondary and business/ industry 	<ul style="list-style-type: none"> • Continue a focus on offering high-quality, equitable, and impactful CTE programs by leveraging Perkins funds for support of industry standard equipment, resources, professional development, and resources. Continually monitor and review workforce needs and industry

	<p>representatives as well as community members.</p> <ul style="list-style-type: none"> • MPS partners with MCC and UNO to offer dual credit opportunities with over 20,700 credits earned by MPS students last year. The majority of these are in non-CTE areas and there is a need to grow these offerings to include more CTE courses. • MPS participates in large numbers in the Omaha Chamber sponsored Career Rockit experience. • MPS teachers participate in summer internship opportunities through the Omaha Chamber and various business/industry partners. • MPS attends the NDE CTE Fall meetings. • During Fall workshop and MLK Day professional development CTE teachers have both gone to visit and had representatives come in from our business/industry partners. • “Having a monthly meeting of representatives from post-secondary and business/industry would be helpful to talk through the direction of the programs, future collaboration on events, etc.” – Teacher • “Need business partners that will maintain a relationship with the schools and provide input [long term]”. – Teacher • “Need more time to experience and explore new software and hardware that is used in industry and find how to incorporate new tech and industry standards in my classroom”. – Teacher • “[For FCS], we lack in this area. ... other areas do not allow for in depths areas of 	<p>trends to support all CTE areas with industry standard equipment, resources, and materials.</p> <ul style="list-style-type: none"> • Systematically review CTE participation and concentrator data for comparison with overall district participation demographics. Continuing to review, revise, and implement processes to ensure equity and access to CTE programs. Explore and implement ways to support gender equity in pathways. • Seek meaningful professional development focused on CTE teacher needs. Develop partnerships to have CTE teachers credentialed to offer additional dual-credit opportunities in CTE areas.
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growth and continued classes to take to lar more work based learning”. – Teacher

- Millard Education Program (MEP) is a comprehensive 7 year curriculum cycle to review and revise each content area. Phase II and III of this process include the systematic review of equipment and resource needs which has been completed in conjunction with past Perkins plans in order to ensure alignment.
- Our current Perkins plan includes long-term planning for the use of Perkins funds to support industry standard equipment and quality instructional materials.
- Yearly Perkins plan review with advisory group, district teachers, and district curriculum facilitators, occurs where the plan is adjusted and input is received on future planning.
- Data from NDE Perkins V indicator report and Nebraska Education Profile for 2018/2019. MPS district percentages and percent of concentrators in each demographic listed.
 - Total Concentrators: 4856
 - English Learners:
 - MPS 2%
 - Conc. 0.01%
 - Free and Reduced Lunch:
 - MPS 21%
 - Conc. 16%
 - Special Education:
 - MPS 12%
 - Conc. 9%
 - Black:
 - MPS 3%
 - Conc. 3%
 - Hispanic:
 - MPS 9%

- Conc. 7%
- Total male and female concentrator is about equally split although certain programs have a large divide in male vs. female participation. Examples:
 - Agriculture, Food, Natural Resources
 - F: 12
 - M: 270
 - Business, Manage., Admin
 - F: 270
 - M: 440
 - Energy and Engineering
 - F: 32
 - M: 250
 - Health Science
 - F: 246
 - M: 22
 - Manufacturing
 - F: 16
 - M: 610
 - Transp., Dist., Logistics
 - F: 4
 - M: 86
- Program Participation trends
 - Students qualifying for Special Education largest numbers were in Manufacturing and Human Services with smallest numbers in Health Sciences and Finance.
 - Students qualifying for Free and Reduced Lunch largest numbers were in Manufacturing, Human Services, and Business Management and Administration with smallest numbers in Finance, Health Science, Transportation, Distribution, and Logistics.

Student Performance Data	<ul style="list-style-type: none"> • Data from NDE Perkins V indicator reports, NDE Perkins V Indicator Trends, Nebraska Education Profile, and Student Information System • Goal 1S1: 4 year graduation rate: <ul style="list-style-type: none"> ○ 3 year trend data: Above goal ○ FRL: Below goal ○ Gender: Above goal ○ Non-trad: Within 10% of goal ○ Race/Eth: Above or within 10% ○ SpED: Below goal • Goal 2S1: Acad. Proficiency ELA <ul style="list-style-type: none"> ○ 3 year trend data: Above goal ○ FRL: Within 10% of goal ○ Gender: Above goal ○ Non-trad: Above goal ○ Race/Eth: Above ○ SpED: Below goal • Goal 2S2: Acad. Proficiency Math <ul style="list-style-type: none"> ○ 3 year trend data: Above goal ○ FRL: Below goal ○ Gender: Above goal ○ Non-trad: Above goal ○ Race/Eth: <ul style="list-style-type: none"> ▪ BL: Below goal ▪ HI: Below goal ○ SpED: Below goal • Goal 2S3: Acad. Proficiency Science <ul style="list-style-type: none"> ○ 3 year trend data: Above goal ○ FRL: Within 10% of goal ○ Gender: Above goal ○ Non-trad: Above goal ○ Race/Eth: <ul style="list-style-type: none"> ▪ BL: Below goal ▪ HI: Within 10% of goal ○ SpED: Below goal • Goal 3S1: Post-Secondary Placement 	<ul style="list-style-type: none"> • The success of MPS in meeting or exceeding the listed indicators is contributed to by the use of leveraging Perkins funds to provide high quality equipment, resources, professional development, and curriculum development. The desired state is to continue with the systematic use of Perkins V to support these programs. • The specific areas of students qualifying for Special Education and FRL and the gap that exists in success on the Perkins V indicators will be lessened.

- 3 year trend data: Within 10%
- FRL: Below goal
- Gender:
 - F: Above goal
 - M: Within 10% of goal
- Non-trad: Within 10% of goal
- Race/Eth:
 - BL: Below goal
 - HI: Above goal
- SpED: Below goal
- Goal 4S1: Non-traditional Program Enrollment
 - 3 year trend data: Above goal
 - FRL: above goal
 - Gender:
 - F: Below goal
 - M: Above goal
 - Non-trad: Above goal
 - Race/Eth: Above goal
 - SpED: Above goal
- Goal 5S3: Work-based Learning
 - 3 year trend data: Above goal
 - FRL: Below goal
 - Gender: Above goal
 - Non-trad: Below goal
 - Race/Eth:
 - BL: Above goal
 - HI: Below goal
 - SpED: Below goal
- Millard Public Schools either meets, exceeds, or is within 10% of the goal for all Perkins V indicators.
- Gaps exist in the areas of special populations are listed above.
- The most significant gaps are in special education with that area being below the goal in six of the seven indicators.

The next biggest gap in performance was in Math where the overall trend data was MPS was at or above the indicator but the subgroups of FRL, BL, HI, and SpEd were below the indicator goal.

<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<ul style="list-style-type: none"> • MPS has an Education Academy and include information about teaching in CTE areas. • MPS Human Resources meets with Education Academy students to talk about teaching in Millard upon post-secondary completion. • MPS Human Resources actively recruits candidates through channels such as career fairs and college campus events. • MPS supports student teachers in CTE areas and hosts many student teachers in these areas annually. • MPS includes student teachers in professional development experiences • CTE teachers are encouraged to highlight the benefits and foster interest in students who may become CTE teachers. • Provide professional development for CTE teachers, district wide at Fall workshop and MLK Day. • Support building level Professional Learning Communities (PLC's). • Offer scholarships for teachers interested in pursuing graduate course work in content area. • Leverage Perkins funds to maintain industry standard equipment in CTE areas. • CTE focused professional development is held during content specific times at Fall workshop and MLK day. • In 2019/2020 the CTE teachers were all together to examine applied academics in CTE areas. Many of the 	<ul style="list-style-type: none"> • Support collaboration time and resources for CTE teachers to learn from and with post-secondary and business/industry. Continue to update CTE equipment and resources to be of high-quality and industry standard. Support CTE teachers in professional development needs. • Systematic recruitment and retention practices will be in place and/or expanded. • Continue to explore credentialing options with MCC in order to offer dual credit opportunities in CTE areas. As the need arises explore the possibility of utilizing a partnership with Metropolitan Community College in unique and new ways.

	<p>CTE teachers also visited a local business and had a robust half-day visit with information shared by all aspects of the business.</p> <ul style="list-style-type: none"> • Evaluations and feedback reports from professional development experiences are collected. The feedback from the sessions this year was overwhelmingly positive with teachers indicating it was a good use of their time and they gained useful insights for their classrooms. • “There are so many other amazing professional development opportunities that we are missing out on. Conclave is worth going to and we rarely get the opportunity to go and grow”. – Teacher • “We learn strategies but do not go into specifics with technical instruction”. – District level leader • “Need more content driven training”. – Teacher • MPS students have the opportunity to attend 38 Metropolitan Community College Career (MCC) Academies (including year 1 and year 2 opportunities). • MPS partners with MCC on four Millard Career Academies to offer dual credit for students while utilizing MPS instructors as MCC adjuncts. • Additional CTE courses are offered for dual credit through our Early College program 	
Work-Based Learning	<ul style="list-style-type: none"> • “I feel like we need to give students a chance as early as possible to get hands-on 	<ul style="list-style-type: none"> • Expand partnership with Intern Omaha in creating and sustaining WBL opportunities. Academies and current course embedded

	<p>with career areas. It comes down to continuing to build relationships with community members, businesses, etc.”.</p> <p>– Parent</p> <ul style="list-style-type: none"> • “Students need to be more reflective about what they are doing in the work place and how this ties to the classroom”. – Teacher • MPS currently offers work-based learning experiences as an internship in Business as well as in all four MPS career academies. • MPS is a lead district in the Intern Omaha program with 30 students participating last year and expanding for next year to possibly 100- 150 internship positions. • “We need to educate businesses about what our age of students can and cannot do in the workplace and about insurance liability”. – Teacher • Partnership with Avenue Scholars and Intern Omaha to recruit businesses. Over 150 current internships available. • MPS follows the work based learning model of students enrolling in a course for credit and having a CTE course component. • Current Work Based Learning experiences are supervised by an instructor with the WBL credentials. • Intern Omaha students also have to enroll in a corresponding CTE course in order to earn HS credit for the work based learning experience. • Inter Omaha students take a course over the first summer in the program where they earn dual credit with MCC and it is a foundational 	<p>internship opportunities build upon current network of internship opportunities. Continue to increase student participation in current WBL opportunities (existing internship courses, Academy Internships, Intern Omaha, etc.).</p> <ul style="list-style-type: none"> • Examine alignment of work based learning courses curriculum and implement opportunities as content areas go through the MPS curriculum cycle. • Incorporate more explicit descriptions of opportunities and curriculum ties in communications with academic advisors and in the course content.
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	<p>human relations course related to their internship.</p> <ul style="list-style-type: none"> • MPS offers a Marketing and Management internship at all three comprehensive high schools. • “All STS courses have a career unit/component. Inter Omaha success will breed success and interest for students”. – Teacher • “MPS can inform and reinforce the opportunities available to students in HS and beyond to start the ball rolling”. – District level leader. 	
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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:

Millard provides students with a comprehensive education program which includes requirements for students to meet standards in both academic and college and career areas as outlined in Millard policy. Students must complete a personal learning plan (PLP) as a graduation requirement. Through the PLP students complete career interest inventories, select a diploma path, and explore options for a 4 year academic plan as well as post-secondary planning.

Students have a regular advisory class where teachers meet with them regarding course selection, special programs participation, post-secondary planning, and career goals and interests. Teachers are provided advisement training and updates yearly.

Additionally students must earn credits in not only core academic areas but also elective areas and complete a course in financial literacy. Planning for college and career readiness is a focus area for middle and high schools for the upcoming year and is a continuation of a focus on career and technical education as outlined in Millard the Millard Strategic plan strategy 2.3 focusing on career and technical education. All students will have a plan when they leave middle and high school based on knowledge of self, interests, readiness, and advisement by teachers.

Millard is an active participant in local and regional CTE, Business and Industry, and Post-secondary partnerships in the community. Workforce development including offering meaningful paid internships is a critical issue in the metro area as indicated from the CTE needs assessment and Millard is pleased to be a part of many organizations and partnerships actively working to address that issue including the STEM ecosystem, Dream it, Do it!, and Intern Omaha.

The Millard Education Plan (MEP) is a curriculum review and revision process and all content areas are routinely evaluated including workforce development, relevant H3 data, and student participation including program diversity and course selection. Millard offers many programs of choice and special programs which are open to all students. The Millard career academies is an example of a program in which students can gain specialized training in a career area, earn dual credit, participate in an internship, and gain valuable career information.

Millard believes all students are career education students and through the systematic MEP process, the requirement of a completed HS personal learning plan, required coursework, an advisement course, an advisement teacher, CTE student organizations, and accessibility to multiple career academies students are provided with multiple avenues to participate in CTE.

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)

- Additional supports for CTE teachers, general education teachers advising students, and students to participate in business and industry tours, guest speakers, job shadowing, and internships.
- Review and revise Advisement course structures, procedures, and building expectations. Career planning integration is continually reviewed as a part of the Millard Education Plan (MEP) curriculum development process.
- Updating the middle school and high school Personal Learning Plan requirements and procedures. Every student will have an individual plan for learning when they leave middle school. Every HS student will have a plan for after graduation from MPS.

Prioritized Action Steps for Career Development:

Program Year	Action Steps (What are you going to do to achieve your goal?)
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<p>Year 1: 2020-2021</p>	<ul style="list-style-type: none"> • Develop updated support and systems for teachers and students to participate in business and industry tours, guest speakers, job shadowing, internships. • Support attendance at CTE focused conferences and professional development opportunities for teachers and counselors to enhance career development knowledge for use in the classroom. • Review and update Advisement procedures at each Middle and High School • Review and update Middle School and High School Personal Learning Plan
<p>Year 2: 2021-2022</p>	<ul style="list-style-type: none"> • Implement updated support and systems for teachers and students to participate in business and industry tours, guest speakers, job shadowing, internships. • Implement updated Advisement procedures at each Middle and High School • Implement updated Middle School and High School Personal Learning Plan • Review MPS career and technical education Diploma paths. Analyze data associated with Diploma paths for CTE concentrator and special populations participation. • Support attendance at CTE focused conferences and professional development opportunities for teachers and counselors to enhance career development knowledge for use in the classroom. • • Begin Year 1 cohort of new Rule 47 STEM Academy
<p>Year 3: 2022-2023</p>	<ul style="list-style-type: none"> • Monitor and adjust support and systems for teachers and students to participate in business and industry tours, guest speakers, job shadowing, internships. • Monitor updated Advisement procedures at each Middle and High School • Monitor updated Middle School and High School Personal Learning Plan • Implement MPS career and technical education Diploma paths. Review the number of students completing the paths and the alignment with NDE career education updates. • Begin Year 2 cohort of new Rule 47 STEM Academy.

	<ul style="list-style-type: none"> • Support attendance at CTE focused conferences and professional development opportunities for teachers and counselors to enhance career development knowledge for use in the classroom.
<p>Year 4: 2023-2024</p>	<ul style="list-style-type: none"> • Monitor and adjust support and systems for teachers and students to participate in business and industry tours, guest speakers, job shadowing, internships. Encourage teachers to complete internship teacher experiences when offered. • Update and gather input from teachers, post-secondary, business and industry on H3 trends, special populations data, expanded opportunities that could be incorporated into Advisement procedures at each Middle and High School. • Monitor updated Middle School and High School Personal Learning Plan • Monitor and adjust MPS career and technical education Diploma paths, adjust as needed, gather annual data on participation and completion of path. • Review and revise as needed Rule 47 STEM Academy. • Support attendance at CTE focused conferences and professional development opportunities for teachers and counselors to enhance career development knowledge for use in the classroom.

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 your local and regional CTE assessments to improve 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:

Millard is an active participant in local and regional CTE, Business and Industry, and Post-secondary partnerships in the community. Through a comprehensive Millard Education Plan (MEP) process Millard utilizes data routinely on best practices, workforce development, H3 data, labor trends, CTE participator and concentrator, and other various other sources to inform the curriculum review and revising process. The information gathered from the local and regional CTE assessment has been vital in focusing the work of the Perkins plan and in guiding the next steps in our Strategic Plan strategy 2.3 which is a focus on career and technical education. Workforce development is a critical issue in the

metro area as indicated from the CTE assessment and Millard is pleased to be a part of many organizations and partnerships actively working to address that issue including the STEM ecosystem, Dream it, Do it!, and Intern Omaha. The local and regional assessment process provided not only valuable data but also validation that many of the process and goals associated with CTE in Millard are on-track and need to continue and even be expanded.

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:

Millard Public Schools supports curriculum development through the Millard Education Program (MEP) process. It is a four phase cyclical process with each content area being in one of the four phases annually. During Phase I of the cycle, each discipline of study conducts research on the best instructional practices, workforce needs, trends in the field, and anecdotal input. During Phase II, discipline frameworks, curriculum guides, and resources selection are completed in preparation for implementation in Phase III and monitoring in Phase IV. All work in the MEP cycle aligns with the district strategic plan and Perkins plans are written to support the work as well. In the past few years Business, Communications and Information Systems, and Skilled and Technical Sciences all went through phases I and II to review and revise their courses and course sequences. Additionally research has been conducted this past year, including data from the local and regional CTE assessment in development of a new STEM academy. Millard continually uses the MEP process to review and explore updating courses and content areas including academies and new programs of study.

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:

In Millard all students complete a Middle school personal learning plan and a high school personal learning plan (PLP). The PLP completion is a high school graduation requirement. Through the PLP students complete career interest inventories, select a diploma path, and explore options for a 4 year academic plan as well as post-secondary planning. Students have a regular advisory class where teachers meet with them regarding course selection, special programs participation, post-secondary planning, and career goals and interests. Teachers are provided advisement training and updates yearly.

Students, staff, and parents are provided a comprehensive Curriculum Handbook and Registration Guide in which all courses are listed. The MPS Curriculum Handbook and Registration guide is updated yearly and includes a Notice of Nondiscrimination to make students and parents aware of their rights and how to communicate a grievance if needed. Parent nights, open houses, direct home mailings, social media, email, and assemblies are examples of some of the ways Millard communicates to students, parents, and community member's opportunities within the Millard district.

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)

- Utilize and leverage partnerships with the community, business and industry, and Post-secondary to support all students in skills development to lead to expanded workforce development. This could include teacher training, utilizing industry standard equipment, and expanding partnerships.
- Be innovative and participate in programs such as Intern Omaha that support workforce development. Tap into data sources such as Dept. of Labor and the H3 website when developing ideas and programs.
- Continue to review and add as appropriate programs of study as part of our curriculum and course offerings in MPS as well as support student CTE organizations

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ul style="list-style-type: none"> • Leverage partnerships with community, business, industry, and post-secondary • Support innovation and participated in programs that support innovation such as Intern Omaha. • Review and add as appropriate programs of study in CTE areas • Implement new Communications and Information Sciences and Business courses and course sequences. • Implement new Skilled and Technical Sciences courses and course sequence.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Leverage partnerships with community, business, industry, and post-secondary • Support innovation and participated in programs that support innovation such as Intern Omaha. • Continue to review and add as appropriate programs of study in CTE areas • Monitor new Communications and Information Sciences and Business courses and course sequences.

	<ul style="list-style-type: none"> • Monitor new Skilled and Technical Sciences courses and course sequence.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Conduct a comprehensive review of updated Work based learning opportunities and partnerships with Business and Industry • Expand partnerships with community, business, industry, and post-secondary • Support innovation and participated in programs that support innovation such as Intern Omaha. • Continue to review and add as appropriate programs of study in CTE areas • Explore workforce development and alignment with CTE areas during district professional development.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Review updated Work based learning opportunities and partnerships with Business and Industry • Expand partnerships with community, business, industry, and post-secondary • Support innovation and participated in programs that support innovation such as Intern Omaha. • Continue to review and add as appropriate programs of study in CTE areas • Review workforce development and alignment with CTE areas during district professional development.

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:

Millard public schools offers a comprehensive CTE program for students including multiple pathways available to all students. This past year the Skilled and Technical Sciences area went through a review and revision process to update the course offerings and better align offerings and programs of study with H3 data. The Business and Communications and Information systems content area also went through the MEP process this past year and were able to work with business partners, industry experts, and post-secondary representatives to design course sequences and review programs of study for relevancy and alignment with workforce needs. Updated programs of study include: CIS-three pathways business technology, computer science, and digital design. STS updated district level pathways of architecture, construction management, welding, woods, metals, engineering design, and engineering robotics for better alignment to increase the likelihood that students would complete at least one and ideally multiple programs of study in STS.

Millard participated in the revision process in which information was shared from the Dept. of Labor and business and industry partners, the feedback has been used in driving our course offerings, course sequences, and academy development. Millard is in the process of developing a Rule 47 STEM academy and has done extensive research and gathering of input from partners, experts, and various stakeholders in the community. CTE course offerings and programs continue to be a part of Millard's cyclical Millard Education Plan process and are systematically examined and included in that work.

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:

Millard has a long history of using a Strategic plan to guide the work of the district and the current plan includes Strategy 2.3 which states- "Expand career and technical education and readiness opportunities to all students by increasing and utilizing partnerships with the education, business, and industry community". In addition to that plan Millard select PIE pieces for each school year which are focus areas and this year one of the PIE pieces is "Planning for College and Career Opportunities" with a focus being on ensuring all students have a plan when they leave both middle and high school and are well informed of opportunities.

Millard believes all students are career education students and therefore a focus on ensuring participation, awareness, advisement, and core academic integration into all courses supports Career and Technical Education. This past year in conversations and a review of data it was made apparent that a student who is credit deficient in core academic areas their freshman and sophomore year does

not have as many opportunities to fully explore elective or career and technical education areas due to limited time in their scheduled. Therefore a focused effort has been made to create a better transition from middle to high school, supporting that freshman cohort even more so that all possibilities remain open to a student further in their academic career and are not limited due to credit deficiency. In addition during the Millard Education Plan (MEP) curriculum process both core academic skills and college and career ready skills are reviewed and implemented into all curricular areas.

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:

Dual enrollment in Millard continues to rise with Millard students earning 6170 college credits through our Career Academies with Metropolitan Community College (MCC) and University of Nebraska Omaha (UNO), representing a savings of over \$309,000 to those students and families. Millard continues to work with our partner institutions to develop additional means for students to participate in dual enrollment and methods by which concurrent enrollment staff can be approved. The hurdle with credentialing in the CTE areas continues to be an issue and we are working with MCC and UNO on that issue to get more students the opportunities to earn dual credit in CTE areas.

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)**

- Continue a focus on offering high-quality, equitable, and impactful CTE programs by leveraging Perkins funds for support of industry standard equipment, resources, professional development, and resources. Continually monitor and review workforce needs and industry trends to support all CTE areas with industry standard equipment, resources, and materials.
- Systematically review CTE participation and concentrator data for comparison with overall district participation demographics. Continuing to review, revise, and implement processes to ensure equity and access to CTE programs. Explore and implement ways to support gender equity and diversity in pathways.

- Seek meaningful professional development focused on CTE teacher needs. Develop partnerships to have CTE teachers credentialed to offer additional dual-credit opportunities in CTE areas.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
<p style="text-align: center;">Year 1: 2020-2021</p>	<ul style="list-style-type: none"> • Purchase industry standard equipment and resources to support quality CTE programs in MPS. (Budget sheet attached) • Review CTE participation and concentrator data to identify needed areas of focus and special populations enrollment trends in CTE areas. • Seek meaningful professional development opportunities for CTE teacher needs. • Implement new Communications and Information Sciences and Business courses and course sequences. Purchase specific items for support of new CIS coursework including pathways in business technology, computer science, and digital design (listed on budget sheet). • Implement new Skilled and Technical Sciences courses and course sequence which were better aligned to increase students accessibility and likelihood of completing a pathway. Updated course sequences include: of architecture, construction management, welding, woods, metals, engineering design, and engineering robotics. This includes course specific equipment as outlined on the budget sheet.
<p style="text-align: center;">Year 2: 2021-2022</p>	<ul style="list-style-type: none"> • Purchase industry standard equipment and resources to support quality CTE programs in MPS. • Review CTE participation and concentrator data to identify needed areas of focus for all courses and breakdown by pathway and programs of study. • Seek meaningful professional development opportunities for CTE teacher needs, specifically in the areas of CIS and STS as they are implementing new curriculum. • Monitor new Communications and Information Sciences and Business courses and course sequences. • Monitor new Skilled and Technical Sciences courses and course sequence, analyze number of participators and completers and compare to previous sequences. The goal is to increase the number of completers with the updated course sequences.

	<ul style="list-style-type: none"> • Implement Year 1 cohort of new Rule 47 STEM Academy
Year 3: 2022-2023	<ul style="list-style-type: none"> • Purchase industry standard equipment and resources to support quality CTE programs in MPS. • Review CTE participation and concentrator data to identify needed areas of focus, implement any strategies used to help with previously identified needs in regards to data of specific programs, programs of study, or special populations. • Seek meaningful professional development opportunities for CTE teacher needs. • Review CTE areas in conjunction with the Millard Education Plan (MEP) curriculum review process. Create a Perkins budget that supports CTE areas in Phase II of the cycle to support new programs of study. • Implement Year 2 cohort of new Rule 47 STEM Academy
Year 4: 2023-2024	<ul style="list-style-type: none"> • Purchase industry standard equipment and resources to support quality CTE programs in MPS. Continue to align this with the MEP curriculum cycle and NDE standards update to ensure updated equipment supports updated standards and curriculum. • Review CTE participation and concentrator data to identify needed areas of focus for updating course sequences and programs of study. Implement strategies learned over the previous years in improving the number of CTE concentrators from special populations. • Seek meaningful professional development opportunities for CTE teacher needs. Support teachers in providing input, attending conferences, participating in teacher internships, etc. as a way to learn more about trends and industry standards. • Review CTE areas in conjunction with the Millard Education Plan (MEP) curriculum review process. • Monitor Year 1 and 2 cohort of Rule 47 STEM Academy

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 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

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.

- In Millard all students complete a Middle school personal learning plan and a high school personal learning plan (PLP). The PLP completion is a high school graduation requirement.
- Through the PLP students complete career interest inventories, select a diploma path, and explore options for a 4 year academic plan as well as post-secondary planning.
- Students have a regular advisory class where teachers meet with them regarding course selection, special programs participation, post-secondary planning, and career goals and interests.
- Teachers are provided advisement training, in-service time, and updates yearly. PLC time and additional staff development time is devoted to preparation for this training. Examples of that training include building “field-trips” to different CTE departments, presentations by CTE teachers to the whole building staff, development of recruitment materials such as banners and fliers, creation of videos promoting CTE areas.

B.

- Data on diversity including cultural and gender diversity are included as a part of the Millard Education Plan curriculum review process. Teachers are a part of the team that regularly reviews and updates curriculum and reviews the data. An example of Business and Info Tech. reviewed the data and conducted research on the gender disparity in our Computer Science program. Courses, recruitment, and pedagogy were all reviewed to begin a process to incorporate strategies to entice more females into Computer Science at our buildings. With the upcoming addition of the STEM Academy much research has gone into course selection, recruitment practices, staffing, etc. to support a more diverse student candidate pool for the program. This work is on-going.
- Diversity in recruitment of students including under represented genders, race, and ethnicity in non-traditional fields will continue to be developed and addressed. Exact plans for what expanded diversity recruitment for the programs looks like has not been developed yet but the support is there for teachers and administrators to regularly look at the data, collaborate, learn, and develop better ways of addressing the need to increase participants in non-traditional fields. The structure to support this work is through district provided regular PLC time, regular staff development time, a systematic curriculum review process, and resources such as texts to support this work.
- The H3 data is incorporated into professional learning opportunities and incorporated into fall workshop and MLK Jr. day professional development. Teacher requests and input drive the development of those professional development times and addressing diversity and non-traditional fields will be included in those district provided opportunities.

C and D

- CTE teachers are supported by district PLC practices, professional development related to district initiatives, building data teams, and student support meetings.
- Millard communicates to students, parents, and community member's opportunities within the Millard district available to all students through: Parent nights, open houses, direct home mailings, social media, email, and assemblies.
- Students, staff, and parents are provided a comprehensive Curriculum Handbook and Registration Guide in which all courses are listed. The MPS Curriculum Handbook and Registration guide is updated yearly and includes a Notice of Nondiscrimination to make students and parents aware of their rights and how to communicate a grievance if needed.
- Millard provides a comprehensive education for all students with special education students in the least restrictive environment possible. The inclusion model is used for all courses to provide support for special education students.
- The Multi-tiered System of Supports (MTSS) model is also used in Millard to provide a systematic way to support the learning needs of all students to ensure success in applied academic skills.

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:

A focus on narrowing and eliminating achievement gaps is not something exclusive to CTE areas as Millard uses data to drive and implement strategies in all curricular areas and programs. Through a systematic Millard Education Plan (MEP) process data is examined, programs are reviewed, and new programs, courses, and course sequences are proposed. Additionally Millard is also implementing a

Building Cultural Competency initiative which will examine processes and support implementation of diversity needs or strategies in our district.

The review of student data and development/implementation of a responsive plan is an ongoing annual process and all content areas are examined cyclically. As this is an annual process the data on performance gaps is reviewed annually and addressed for the upcoming years. An example of a plan being implemented for this upcoming year is utilization of the Freshman Cohort model which seeks to ensure students are supported earlier and in-turn have more opportunities to explore programs such as CTE programs, Academies, or other elective that would otherwise not be possible if they fall behind on credits during their freshman year.

Strategies such as that one are continually added and updated yearly based on annual need. There is not one plan that can be locked in to be correct for addressing ongoing gaps in performance. CTE is a part of the current MPS Strategic Plan and that ensures that the plan and progress towards those goals is reviewed annually including an update on progress to the Board of Education. Any gaps in performance or lack of progress towards those goals is reviewed and analyzed annually and plans are developed responsive to the specifics of those gaps.

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)

- The success of MPS in meeting or exceeding the listed indicators is contributed to by the use of leveraging Perkins funds to provide high quality equipment, resources, professional development, and curriculum development. The desired state is to continue with the systematic use of Perkins V to support these programs.
- The specific areas of students qualifying for Special Education and FRL and the gap that exists in success on the Perkins V indicators will be lessened.
- Millard Public Schools either meets, exceeds, or is within 10% of the goal for all Perkins V indicators. Gaps exist in the some areas of special populations with the most significant gaps in special education with that area being below the goal in six of the seven indicators. The next biggest gap in performance was in Math where the overall trend data was MPS was at or above the indicator but the subgroups of FRL, BL, HI, and SpEd were below the indicator. Reducing this gap is an MPS goal so that all special populations are within the 10% of the Perkins V indicator yearly performance goals.

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"> • Purchase industry standard equipment and resources to support quality CTE programs in MPS. • Support professional development for teachers and counselors to maintain and increase student achievement in CTE programs, incorporating a focus on special populations and a goal for all groups of students to be within the Perkins V State determined levels of performance for FY20. • Participate in and learn from Building Cultural Competency initiative being launched to explore ways achievement can be increased and the achievement gap lessened for special populations. • Engage Special Education staff and CTE teachers in collaboration which could include professional development time and PLC time to discuss and find best ways to support special education students in CTE coursework. • Continue with systematic use of Perkins V funds to support MEP curriculum cycle.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Purchase industry standard equipment and resources to support quality CTE programs in MPS. • Support professional development for teachers and counselors to maintain and increase student achievement in CTE programs, including reviewing annually achievement of students in special populations with decreasing the gap to be within the 10% of goal range for all sub-categories. • Include training for Advisement teachers on opportunities for all students in CTE areas including special populations and opportunities in H3 jobs. • Expand upon and implement learning from the Building Cultural Competency initiative in Millard. • Continue with systematic use of Perkins V funds to support MEP curriculum cycle.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Purchase industry standard equipment and resources to support quality CTE programs in MPS. • Utilize professional development time for CTE teachers to review student performance data

	<ul style="list-style-type: none"> • Allocate Special Education staff and CTE teachers time to collaborate which could include professional development time and PLC time to discuss and find best ways to support special education students in CTE coursework. • Review data for achievement of special education students in CTE courses to be within the Perkins V state determined levels of performance for FY22. • Engage Special Education staff and CTE teachers in collaboration which could include professional development time and PLC time to discuss and find best ways to support special education students in CTE coursework. • Utilize structures developed during the initial years of the Building Cultural Competency initiative in Millard to increase student achievement for special populations in CTE courses. • Continue with systematic use of Perkins V funds to support MEP curriculum cycle.
Year 4: 2023-2024	<ul style="list-style-type: none"> • Comprehensively review CTE program data and student achievement, with a focus on special populations. • Purchase industry standard equipment and resources to support quality CTE programs in MPS. • Utilize professional development time for CTE teachers to review student performance data with a focus on special populations with a goal of achievement be within the Perkins V state determined levels of performance for all students (ELA- 53.69, Mathematics- 55.66%, Science, 60.61%, etc.) • Continue with systematic use of Perkins V funds to support MEP curriculum cycle.

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.

RESPONSE:

Recruitment, retention, and training of CTE faculty and staff is important to Millard and efforts continue to improve these processes. CTE teachers have provided valuable input into how they would like to be more actively involved with Human Resources in reaching out and supporting teacher candidates at higher education institutions and through other means of recruitment. Ensuring teachers have the time to not only collaborate with each other and collaborate with post-secondary but also share information with current students is addressed in the Perkins V proposed plan. Professional development has been examined this past year and revisions will continue to be made this upcoming year in ensuring professional development is focused and meaningful for CTE teachers. Millard has an Education academy and being explored as ways to utilize that academy to better inform students of education careers in CTE. Finally Millard is also implementing a Building Cultural Competency initiative which will examine processes, develop, and support implementation of diversity needs in our district.

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)

- Support collaboration time and resources for CTE teachers to learn from and with post-secondary and business/industry. Continue to update CTE equipment and resources to be of high-quality and industry standard. Support CTE teachers in professional development needs.
- Systematic recruitment and retention practices will be in place and/or expanded. STS teachers will work with HR on recruiting opportunities including possible college visits, recruitment fairs, etc.
- Continue to explore credentialing options with MCC in order to offer dual credit opportunities in CTE areas. As the need arises explore the possibility of utilizing a partnership with Metropolitan Community College in unique and new ways. MCC is aware of MPS interest in expanding dual credit in CTE areas and the barriers that MCC adjunct requirements pose in this process. MCC is working on the issue and MPS is ready and willing to engage in the work and conversations to expand our offerings.

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"> • Support Collaboration time and resources for CTE teachers. Gather teacher input yearly and conduct follow-up survey's about professional development needs and opportunities for CTE staff. Support teacher attendance at National CTE Conferences, rotating content areas being supported yearly. • Review systematic recruitment and retention practices. Include CTE teachers in conversations with Human resources in recruiting for hard to fill positions. Support CTE teachers in working with Human Resources in possible college visits, recruitment fairs, hosting student teachers or practicum students, etc. • Explore credentialing options for CTE areas. Continue to work closely with MCC on addressing the barriers additional CTE adjunct requirements pose in expanding MPS CTE dual credit opportunities.
Year 2: 2021-2022	<ul style="list-style-type: none"> • Support on-going professional development, collaboration time and resources for CTE teachers, gather input on meaningful experiences sought and needed for CTE teachers. Be response to feedback about the professional development. • Implement updated systematic recruitment and retention practices. Utilize existing Education Academy and Educators Rising to begin training and recruitment of students into CTE areas. • Be responsive to progress and or changes to credentialing options for CTE areas for dual enrollment. Continue to work closely with MCC on addressing the barriers additional CTE adjunct requirements pose in expanding MPS CTE dual credit opportunities. • As needed explore options for alternate credentialing for CTE teachers with NDE and other partners.
Year 3: 2022-2023	<ul style="list-style-type: none"> • Support on-going professional development, collaboration time and resources for CTE teachers • Implement updated systematic recruitment and retention practices. Utilize existing Education Academy and Educators Rising to begin training and recruitment of students into CTE areas. CTE teachers work with Human Resources to coordinate college visits, recruitment fairs, and be open to other means of development, recruitment, and retention of CTE teachers.

	<ul style="list-style-type: none"> Implement as needed and approved, alternative credentialing options for CTE areas. This could include MCC instructors, MCC adjunct credentialing changes, etc.
<p>Year 4: 2023-2024</p>	<ul style="list-style-type: none"> Support on-going professional development, collaboration time and resources for CTE teachers. Review and revise professional development plans, seek input, monitor industry needs, monitor feedback from teachers about professional development. Monitor updated systematic recruitment and retention practices. Utilize existing Education Academy and Educators Rising to begin training and recruitment of students into CTE areas. Coordinate with CTE teachers and Human Resources on college visits, class speakers, student teachers, practicum students, employment fairs, etc. to systematically promote being a teacher in CTE as a career option. Implement as needed and approved, alternative credentialing options for CTE areas. Be responsive to needs, updates, changes, and options surrounding credentialing through both NDE and at the post-secondary level for dual enrollment.

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/](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

Millard provides student multiple opportunities to participate in meaningful work-based learning opportunities and is in the process of expanding those opportunities. For many years students have participated in WBL through Business and Marketing internships and through internships in each of the career academies (Health Sciences, Business and Entrepreneurship, Business and Logistics Management, and Education). The opportunities have been beneficial for students and remain sought after experiences. This past year Millard was pleased to be on the cutting edge of a new WBL opportunity through it's partnership with Intern Omaha. In this program students took a dual credit human relations course, enrolled in a work-based learning course, enrolled in a concurrent CTE course, and were provided with an internship coach for the duration of their experience. This program is planned to continue and expand in 20-21 even with the uncertainty regarding COVID-19. A final addition to WBL this past year is opening doors to exciting future opportunities for our students and that is the addition of a WBL specific section in our content area frameworks that were Board of Education approved for Business. These standards as part of the frameworks model will be extended to other CTE areas as they proceed through the review and revision process in Phase I and II of the Millard Education Plan (MEP) curriculum process. Millard is also exploring additional internship and apprenticeship options.

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)

- Millard exceeds the Perkins V State Determined Levels of Performance and will continue to focus on exceeding that goal, increasing participation in Work-Based Learning Opportunities.
- Expand partnership with Intern Omaha in creating and sustaining WBL opportunities. Academies and current course embedded internship opportunities build upon current network of internship opportunities. Continue to increase student participation in current WBL opportunities (existing internship courses, Academy Internships, Intern Omaha, etc.).
- Examine alignment of work based learning courses curriculum and implement opportunities as content areas go through the MPS curriculum cycle.
- Incorporate more explicit descriptions of opportunities and curriculum ties in communications with academic advisors and in the course content.

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"> • Millard exceeds the Perkins V State Determined Levels of Performance for work based learning and will continue to explore and expand on ways for more students to experience WBL. Millard was a founding partner district in the Intern Omaha program which has grown from 37 students last year to over 80 students this upcoming year. Millard will continue to support partnerships to

	<p>create sustainable Work-based Learning (WBL) opportunities and build upon current networks.</p> <ul style="list-style-type: none"> • Examine alignment of WBL courses curriculum and implementation opportunities in all CTE courses as part of the MEP curriculum review process. • Implement WBL standards and expand opportunities based on Board approved new Business and CIS framework. Explore implementing additional WBL opportunities in other CTE areas.
<p>Year 2: 2021-2022</p>	<ul style="list-style-type: none"> • Continue to exceed the Perkins V State Determined Levels of Performance for WBL and annually review the data for special populations participation in WBL. • Millard is a leading district in Intern Omaha with a goal to increase participation annually up from 37 students in 19/20, 80 in 20/21. • Through participating in Intern Omaha Millard will support other school districts in implementing similar WBL models. • Review alignment of WBL courses curriculum and implementation opportunities. Explore options for registered apprenticeships. • Monitor WBL standards and expand opportunities based on Board approved new Business and CIS framework, annual explore adding other CTE areas.
<p>Year 3: 2022-2023</p>	<ul style="list-style-type: none"> • Millard will increase annually the number of students participating in paid, meaningful internships in partnership with Intern Omaha (37 19/20, 80 in 20/21, etc.) • Participate and provide feedback to community organizations, roundtables, and other organizations looking to increase Work Based Learning opportunities in the Metro area (Dream it Do it!, STEM Ecosystem, Intern Omaha, CareeRockit, etc.) • Lead and pursue partnerships to create sustainable Work-based Learning (WBL) opportunities and build upon current networks. • Expand WBL standards and expand opportunities to additional CTE areas based on incorporation into Millard Education Plan (MEP) curriculum cycle.

**Year 4:
2023-2024**

- Millard will systemically support an internship model such as Intern Omaha that creates paid meaningful internships for students to continually exceed the Perkins V State Determined Levels of Performance.
- Review of all career academies and the internship structure so identify any needed updates and analyze data on special populations in internship experiences.
- Support partnerships to create sustainable Work-based Learning (WBL) opportunities and build upon current networks.
- Following MPS MEP curriculum cycle, review and seek input from post-secondary, industry, and H3 research regarding alignment of WBL courses curriculum and implementation.
- Monitor and analyze impact of WBL standards and expanded opportunities regarding WBL in Millard.

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:

Millard is fortunate to have many engaged and motivated stakeholders interested in supporting and furthering Career and Technical Education. Millard makes ongoing efforts to include, collaborate, and consult with various stakeholders throughout our structured Millard Education Plan (MEP) curriculum review process and through many standing stakeholder engagement groups such as parent advisory group, business community partnership committee, and student representative group.

The stakeholder groups provided input into the current plan and in many cases were asked to provide input on how to improve access and engagement specifically for special populations. The data provided by NDE regarding special populations and participation in MPS CTE programs also proved very helpful in not only providing input for the writing of this plan but in also sparking conversations and ideas about future goals and needs regarding CTE in Millard.

Millard will continue to engage stakeholders and seek to better understand underrepresented groups and special populations in CTE and beyond. A Building Cultural Competency initiative will further the work regarding special populations. Through the Millard Education Plan (MEP) curriculum process data is examined routinely regarding participant and concentrators, this data is also being incorporated more systematically in decisions regarding professional development for CTE teachers.

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

Millard is fortunate to have many engaged and motivated stakeholders interested in supporting and furthering Career and Technical Education. Millard makes ongoing efforts to include, collaborate, and consult with various stakeholders throughout our structured Millard Education Plan (MEP) curriculum review process and through many standing stakeholder engagement groups such as parent advisory group, business community partnership committee, and student representative group.

Millard is also going to be addressing a focus on diversity through the development of a Building Cultural Competency initiative as a means to review and address diversity needs and opportunities in our district. Parents, administrators, teachers, counselors, business partners, and post-secondary are all represented as part of our MEP process and this past year both Business and Computer Information systems held community materials review nights for stakeholders to provide input on revised curriculum in those areas. STS held a similar event last year.

An advisory committee specifically devoted to CTE is convened annually and the attendance roster is attached, this does not include the many other stakeholders engaged in the process through the

channels previously stated. The Perkins plan is created to align district financial support and grant spending with the MEP cycle.

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.

