



# PERKINS V

## LOCAL PERKINS APPLICATION 2020-2024

**STAND-ALONE**

**Office of Career, Technical, and Adult Education**

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



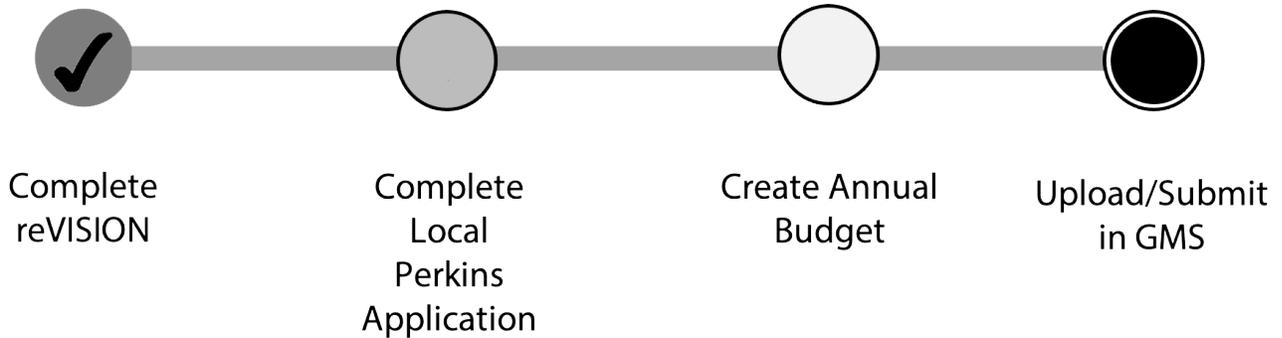
## General Information

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

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

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

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



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

## Eligible Recipients

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

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

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

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

## Use of Funds

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

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

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

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

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

## Timeline and Deadlines

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

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

## Submission Information

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

## Application Elements

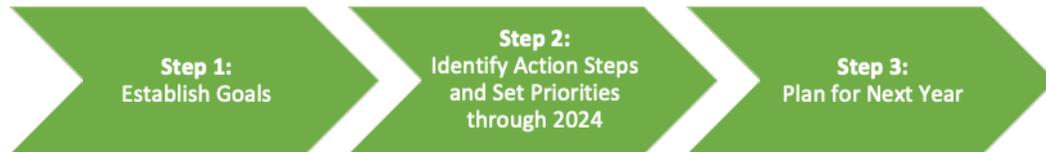
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

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

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

## Going from reVISION to the Local Perkins Application

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



### Step 1: Establish Goals

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

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

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

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



#### Helpful Tip

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

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

### Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website: <https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

## Section 1: reVISION Summary

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

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

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

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
<p><b>Career Development</b></p>	<p>We are currently identifying our programs of study, and organizing our courses to fit those programs. With the revitalization of our local</p>	<p>Develop and implement exploratory and career awareness programs (that include ALL CTE classes) at the middle level within the next three</p>

	<p>work enforcement advisory committee, we have been sharing what we offer, and getting feedback on what we are doing well, and what we can improve with. We are also getting a better idea of where we are at, where we see ourselves the next few years, and identifying the tools we need to get there.</p>	<p>years. Continue to have guest speakers, career fairs, field trips and internships each year to involve local businesses. Provide alternative options in career areas by reaching out to community colleges and military. Continue to have Advisory board meetings each semester to increase semester to align programs around the needs of the industry. Continue to have CTE attend the 8th grade Activities fair each spring.</p>
<p><b>Local Workforce Alignment</b></p>	<p>2018-2019 Programs of Study  AG: Animal Systems  Bus/Mkting/Mngmt: Law and Accounting  Comm/Info Systems: Digital Design &amp; Data Science  STS: Welding/TDL Technician</p> <p>We don't typically take a deep dive into this area of data as we should. For years, we fell short in having a well-organized local advisory committee. We organized a new committee in the fall of 2019. We were scheduled to meet with the committee again in spring and then again in late summer but due to COVID-19 have not been able to convene.</p> <p>Currently we have a number of established programs that meet a wide variety of student needs and interests: SKILLS USA; FFA; Migrant Education; Project Search in conjunction with the Wal-Mart Distribution Center; Voc Rehab for transition services; Transition House and Job Site placements; Career Field Internship Program.</p>	<p>The North Platte Public School District's is committed to providing each NPHS student the skills and credentials necessary to enter a post-secondary institution and become employed in a high-skill, high-wage, &amp; high-demand occupation. We continue to work towards narrowing focus of pathways to create pipelines to local area workforce needs and also in partnership with Mid-Plains Community College Programs and/or Academies; especially in the Career Fields of Human Sciences [Education] and Health Sciences [Nursing]. We will reorganize our advisory committee with the possibility of aligning our committee members with MPCC for more broad/regional area discussions. It will be imperative to work with our transition team at NPHS to help students within special populations to design a post-secondary plan of action.</p>
<p><b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b></p>	<p>Our CTE Programs offer a variety of programs of study in areas that align with our local work-based needs and meet state standards.</p>	<p>We will offer courses that fit into complete programs of study. Our programs must be aligned with state standards and make students skilled in areas of demand.</p>

	<p>Our current reality is that we are looking at our current practices, and are finding ways to bring technologies in to enhance our students' learning experience to make it as applicable to the real world as possible.</p> <p>We are also evaluating course offerings. We need to be sure we offer opportunities for students to complete programs of study and be career/college ready in the fields our programs align with.</p>	<p>We need to provide students with authentic career-related learning experiences. Exposure to our CTE areas should begin at the Middle School level.</p> <p>Our instructors need to have opportunities to see state standard revisions, align curriculum to our standards, and have training in best practices to use as strategies in our classrooms.</p>
<p style="text-align: center;"><b>Student Performance Data</b></p>	<p>Our current reality revealed several inaccuracies related to our Student Data Performance.</p> <p>We determined that our course descriptions and codes did not provide accurate numbers for the programs of study believed to be offered. Therefore, this negatively impacted the data on student performance in identifying completers in a POS. In addition, as a district, we are moving into a new MTSS platform that will provide accurate academic, behavior, and social/emotional data that will be of support in all areas of advisement. Currently, addressing these three areas for all students was lacking. If students are struggling in these areas, it is difficult to engage them in setting goals for their future. Finally, we discovered our lack of vertical alignment with middle school programming. We are not catching students early enough to provide advisement on career readiness. We currently have an 8th grade course "Engage" that introduces CTE and the Nebraska</p>	<p>We will continue and enhance the promotion of CTE programs to all students with an emphasis on special populations. As we look to our MTSS platform, Branching Minds, we will utilize data to recognize disparities in student success in the area of academics, behavior and social emotional. In addition, through academic advisement, career coach advisement, and through our Bulldog Time advisement we will continue to identify the voids in specific career fields and continue to highlight career programs to both traditional and non-traditional students. It will be necessary to continue to align academic core classes with CTE classes: accentuate mathematics and reading readiness. Throughout our 4-year plan, we will evaluate middle school exploratory offerings and work to implement middle school programming that exposes all students to a variety of career choices and the academic pathway needed to succeed in these areas.</p>

	<p>Career Education Model but we do not have middle school programming that supports the pipeline to programs of study at our high school.</p>	
<p><b>Recruitment, Retention, and Training of Faculty and Staff</b></p>	<p>Our district has consistently provided monthly professional development for staff the past four years. Most of this PD was focused on systems and structures for the entire district along with providing time/opportunity for departments to collaborate as a professional learning team. The struggle is that many of our CTE staff are singletons which has made ongoing and sustainable PD difficult. Targeted PD in the area of CTE has fallen on fall workshops and the summer NCE conference.</p> <p>We have determined that having better projections on teacher retirement and resignations, our recruitment process could be enhanced. Unfortunately, we began advertising for two STS staff in January 2020 and to date scarill do not have these positions filled. There is great concern for our regional area to recruit and hire high quality candidates.</p>	<p>We will continue to provide professional development opportunities for “like minded” colleagues to collaborate on course direction and needs. Our school district requires all new staff to be in our two-year mentor program. Through this program, our district provides mentors for new staff, fostering collaboration and support. Through our evaluation of middle school programming, our PLTs, and our district professional development days, we will allow time for collaboration with middle level teachers to assist in providing pathways to high school programs.</p> <p>We will continue to work with our Director of Human Resources to reinforce the importance of administrative support with hiring and retaining of teachers. Our HR department has a clear process for recruitment and retention of new staff. We will continue to explore incentive programs for recruitment. It will be imperative to provide support training on new equipment and/or existing equipment and collaborate with business partners who use similar equipment in their facilities.</p> <p>We will foster professional development opportunities with community partners by developing a working Advisory Board that provides guidance on equipment purchase, identifies skill sets to align</p>

		with curriculum, and advocates for our district's programming.
<b>Work-Based Learning</b>	<p>We have set the foundation for an advisory committee to collaborate with our CTE teachers.</p> <p>We have a career coach who facilitates communications and relationships between teachers, students, and businesses in our community.</p> <p>Teachers and our Career Coach are expressing interest with businesses to help provide opportunities where students can have experiences related to careers they are pursuing.</p>	<p>We will reorganize our working Advisory Board to create a collaborative relationship between teachers and business professionals.</p> <p>We will provide career-related opportunities for students to gain exposure to what life is like in our various pathways (this includes WBL experiences, field trips, tours, guest speakers, internships, etc.)</p> <p>We will offer capstone programs for our career programs.</p>



**Helpful Tip**

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

**Section 2: Narrative Descriptions**

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

## Element 1: Career Development

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

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

### **RESPONSE:**

- Create literature/publications of available pathways.
  - Teachers can create brochures of pathways that students are currently in, review their current progress, and emphasize available and emerging careers, especially during the first few days of the course.
- Collaborate with guidance counselors for class registration procedures and information.
  - Share what we do in the classes. Help come up with ways for purposeful enrollment with students.
- Meet with the guidance office and career coach regarding course offerings and what careers they align with.
  - Share student names and interests. Look at results of our student's YouScience interest/aptitude scores. See if students are registering for those courses and find interest in internship/capstone activities.
  - Provide some staff development to all staff so Bulldog time teachers can help guide students in the direction of their interest.
- Collaborate with the career coach regarding field-trips, job shadows, internships, classroom visits, etc.

- Try to find best opportunities for career exposure in each of our levels of our pathways.
- Involve students with projects for business partnerships, district projects, etc.
- Schedule visits with MPCC staff
- Keep in communication with our overall advisory committee, and our department community advisors.
- Military opportunities.
- Each course should have an activity, usually a summative assessment based on a state standard that involves students researching current job and education opportunities in related fields, and predicting trends in emerging fields.
- Work to develop a Perkins Advisory Committee that has specific area workforce representation for each CTE department [FCS/STS/AG/Business/IT]
- Each department will work to “rebrand” the CTE departments and bring attention to what our departments offer. [EX #1: Home Economics was a recognized brand & most individuals knew what was taught under this title. Now, the general public doesn’t recognize that Home Economics is now FCS. EX #2: There have been several students going to pursue an Engineering Degree and they have not taken any of our drafting / CADD classes.]
- Evaluate and implement a Middle School program that vertically aligns to 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)*

Develop and implement exploratory and career awareness programs (that include ALL CTE classes) at the middle level within the next three years. Continue to have guest speakers, career fairs, field trips and internships each year to involve local businesses. Provide alternative options in career areas by reaching out to community colleges and military. Continue to have Advisory board meetings each semester to increase semester to align programs around the needs of the industry. Continue to have CTE attend the 8th grade Activities fair each spring.

**Prioritized Action Steps for Career Development:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	Look at updated course descriptions, state standards, and programs of study/pathways. Adjust our courses accordingly. Create promotional materials/literature of what we offer, incorporate them to our classes. Share and collaborate courses with the advisory committee. Evaluate instructional tools (software, hardware, methods, etc) to see which practices work best for our subject areas. Create capstone experiences (job shadowing, dual credit, internships, etc.) Evaluate Middle School programming.

<p><b>Year 2: 2021-2022</b></p>	<p>Look at updated course descriptions, state standards, and programs of study/pathways. Adjust our courses accordingly. Update and utilize promotional materials, use as student guides as they progress through their pathways and capstone experiences. Update our facilities based on information from needs assessment, industry standards, and best practices. Add the 2nd round of pathway courses. Look at adding some sort of Leadership student opportunity affiliated with the FCS department...not sure what that would look like or how to word it.) Host a CTE Fair, bring in business and industry partners from FCS, business, Ag, STS to promote student awareness of prospective career options in our respective areas. Create Programs of Study Completion Certificates to recognize and hand out to students at Awards night. Implement Middle School Programming.</p>
<p><b>Year 3: 2022-2023</b></p>	<p>Look at updated course descriptions, state standards, and programs of study/pathways. Adjust our courses accordingly. Courses should be included in complete pathways/programs of study. Outlier classes would need to be based on an area of high demand. Look at data of students that are progressing through programs of study. Are students completing pathways? Are students demonstrating the correct level of competency in the intermediate and advanced courses? How do our capstone experiences look? Check to see if students' skills and experiences are preparing them for the workplace. Review community needs to see if we are focused in the right direction. Implement Middle School Programming.</p>
<p><b>Year 4: 2023-2024</b></p>	<p>Look at updated course descriptions, state standards, and programs of study/pathways. Adjust our courses accordingly. Students should be progressing through complete pathways and capstone experiences. Find ways to get student interest in college and careers. Check to see if our numbers in courses match the industry interest of students. Check with capstone experience participants. How do our teachings, tools, experiences, do in preparing students for those experiences for a positive transition? Find ways to survey students in careers and college to see how we can modify anything we are doing to make their transitions better. Evaluate effectiveness and success of middle school program implementation.</p>

**Element 2: Local Workforce Alignment**

**Context:** Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of 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:**

The Local & Regional CTE assessment results provided guidance for our district to evaluate and analyze our current programs of study. The CTE departments along with Teaching & Learning, and the district's Data Steward, evaluated all CTE course offerings to determine which courses did and did not align with NDE's programs of study. Collaboration took place between the school's business partners and department advisors. Through these meetings, advisors were able to share what was occurring in the classrooms and how those activities aligned with state standards. Business partners were able to describe skills/qualities they would like to see being taught in the classroom.

H3 data allowed the school to determine which skills are most employable in our area. Using this data, we determined how to incorporate new learning activities to make students more marketable.

Lastly, we analyzed which of our career pathways at the high school could align with a pathway at our local community college, MPCC. Pathways that align with jobs in highest demand in our area and those that align with MPCC are chosen to receive funding.

**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:**

**NPHS CTE Pathways/Clusters 20-21:**

<https://docs.google.com/spreadsheets/d/1MnOTWs06ns05JPXy8uowkK9O-HSdCmTgzHqzG3FiW2M/edit?usp=sharing>

There are no new programs within the business department, however, many of the pathways are newer, within the last few years. Courses within the business department are updated to meet the ever-changing state standards.

Family Consumer Sciences is offering multiple new programs this year as a result of our local needs assessment. These include: Early Childhood Education, a Mental Health Pathway, and an Education and Training Pathway.

The Agriculture, Food, and Natural Resources department is offering Agribusiness as an Independent Study course this year to allow students the option to complete the pathway without needing to hire an additional instructor. We are also planning to offer a Natural Resources Pathway in the spring of 2021. There are many local employment opportunities for both the Agribusiness and Natural Resources pathways.

As part of our five-year plan, we also hope to implement a Middle School program that will provide an introduction to CTE pathways offered at the high school.

**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:**

When analyzing Perkins student performance data, it was evident that students in special populations [female, EL, and SPED] have lower rates of programs of study completion. This is an area of weakness especially with our female population in the area of STS and AGFNR. To combat this gap, our CTE staff committee will work with counselors, our Career Coach, and our Careers course teacher to better align students' 4-year academic plans. All students, including those in special populations, will continue to have meetings with our career coach and their assigned guidance counselor to determine which, if any, programs of study a student is interested in completing. These meetings provide students the opportunity to learn about all CTE course offerings and their programs of study at the high school. NPHS will continue hosting our fall and spring career fairs where career ed. programs from various colleges and employers in the area share information and make connections with our students.

**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)*

The North Platte Public School District's is committed to providing each NPHS student the skills and credentials necessary to enter a post-secondary institution and become employed in a high-skill, high-wage, & high-demand occupation. We continue to work towards narrowing focus of pathways to create pipelines to local area workforce needs and also in partnership with Mid-Plains Community College Programs and/or Academies; especially in the Career Fields of Human Sciences [Education] and Health Sciences [Nursing]. We will reorganize our advisory committee with the possibility of aligning our committee members with MPCC for more broad/regional area discussions. It will be imperative to work with our transition team at NPHS to help students within special populations to design a post-secondary plan of action.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	Meetings with Perkins advisory committee, department advisors, and colleges. Discuss what we are doing, and they are doing, and how we can bridge those

	gaps to prepare our students for work. Provide class speakers, field trips, job shadow and internship experiences.
<b>Year 2: 2021-2022</b>	Develop lists of essential skills for careers, students self assess how they are building those skills through senior exit surveys.
<b>Year 3: 2022-2023</b>	Monitor progress of students through advanced classes and capstone experiences. Determine if students are successful in those experiences through senior exit survey results. What are our strengths and weaknesses in preparing students for those experiences?
<b>Year 4: 2023-2024</b>	Communicate to students who are in careers or college to see how our teachings compare to what they are doing in careers. What do we do well, and what can we improve or add? Evaluate success of our pathways and programs of study through senior exit surveys.

### 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:**

The Business Department offers courses that fit and complete a variety of programs of study. These programs of study are in fields that are emerging and in-demand for an ever changing world. These programs of study also show students how to adapt. Many jobs these students will have do not currently exist, but the problem solving, inquiry, and troubleshooting skills are essential for success in any area. The programs offered in the Business Department are Business Technology, Data Science, Information Technology, Web Development, Digital Design, Communication Arts, and Video Production.

FCS teachers offer the following programs of study identified as local and regional career needs: Education and Training, Counseling and Mental Health Services, Early Child Education and Services, Child, Youth and Family Studies, Design and Culinary Arts, Health Sciences-Therapeutic Certificated Services.

The STS faculty offers the following programs of study in Construction, Manufacturing, Architecture Design, Welding, Transportation, Distribution & Logistics, Electricity and Electronics. These programs of study align with information collected from our local needs assessment, and align with our state standards.

Our Ag Department offers programs of study in the areas of Animal Science, Plant Science, and Agribusiness. These programs align with our state standards, and are also based on the needs in our region. The Ag Department plans to offer a Natural Resources pathway in the 2020-2021 school year. All pathways are offered based on local area needs.

We are planning on evaluating how these courses at the high school can be supported at the middle school level, and also how they can transition to college and career opportunities our students will move on to.

**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:**

It is important that we keep our courses aligned to state standards, and update our courses and programs of study as standards and state recognized courses change. Students taking our courses should not only gain experience with emerging technologies, and improved hands-on opportunities, but also are able to build math, language, communication, reading, and problem solving skills. These skills are essential for each of their core classes that create well-rounded individuals. Our courses need to provide the rigor necessary for students to be prepared for further education, certifications, and careers in their related fields. Through our courses, students are able to see how the content from their core classes truly relates to the real world.

**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:**

Our CTE departments can provide great opportunities for postsecondary credit while taking our courses. The business department offers dual credit in Computer Apps 2, Web Design/Dev 1, and Web Design/Dev 2 courses with MPCC. FCS teachers will look at ways to promote Early Childhood, Child Development and Education courses offered through MPCC. STS department's Construction program works in conjunction with MPCC (concurrent enrollment) and welding 3 can

be dual credit (with appropriate instructor). Our Ag teacher is looking to complete a Master's in an agriculture field in order to offer dual-credit at NPHS.

**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)**

We will offer courses that fit into complete programs of study. Our programs will be aligned with state standards and will prepare students to be skilled in areas of demand. We need to provide students with authentic career-related learning experiences. Our partnership with Mid-Plains Community College provides a pipeline in providing students with the opportunity to earn dual credit. In addition we will continue to work with business and industry level partners to ensure equipment in our school facilities meet industry standards. Our instructors need to have opportunities to see state standard revisions, align curriculum to our standards, and have training in best practices to use as strategies in our classrooms. Professional development opportunities will be provided through state workshops and conferences. We will expand these opportunities to the middle school level. From year to year, it will be important to utilize the reVISION process to continue to evaluate department needs. Through the reVISION process, it was clear that we needed to realign our course offerings and clearly identify which programs of study we offer. Through this analysis, it was determined that we need to continue to expand the use of technology through updating our equipment for course offerings in the area of IT and STS. Additionally through reVISION, we realigned ALL FCS courses and eliminated course that did not fit a Program of Study. By doing so, over the next four years, we will be adding new courses and new curriculum to support and sustain FCS programs of study.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	We will look at updated course descriptions, state standards, and programs of study/pathways and adjust our courses accordingly. Will modernize our equipment as well as our curriculum resources. We will develop experiences for job shadows, classroom visits, internships, etc. We will adapt our content from our courses to be used in a distance education setting as a fail-safe in the event of another school building closure from pandemics and other emergencies. Looking at assessments and evaluating how effective the experience was along with the data that was collected will be done. We can

	develop our new classes for this year while preparing for new classes for next year.
<b>Year 2: 2021-2022</b>	We will look at updated course descriptions, state standards, and programs of study/pathways. Adjust our courses accordingly. We will modernize our equipment as well as our curriculum resources. We will check that adequate programs of study are available for students. We assess whether the programs of study are for careers in high demand, and if our courses prepare them correctly. Add the second level of classes next year in FCS programs.
<b>Year 3: 2022-2023</b>	We will look at updated course descriptions, state standards, and programs of study/pathways. We will take time to adjust our courses accordingly. We will modernize our equipment as well as our curriculum resources. Communicating and collaborating with business partners will be done to see how capstone activities are going from their locations. Finally, we will evaluate and modify any changes needed for recently added courses.
<b>Year 4: 2023-2024</b>	We will look at updated course descriptions, state standards, and programs of study/pathways. At this time we can adjust our courses accordingly. We will modernize our equipment as well as our curriculum resources. Departments will evaluate programs of study numbers and assess if there any that are no longer relevant, or if any need modified/added etc.

#### 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.

#### 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:**

NPHS will promote CTE programs to all students with an emphasis on special populations and non-traditional fields. We will use our trend data sets to recognize the voids in specific career fields. Upon reviewing the data sets during reVISION, we discovered that not only were some of our special populations under represented but we discovered that our Programs of Study course offerings were not clearly aligned sequentially and many were coded incorrectly which we believe to be some of the reason our trend data did not encapsulate a true picture. Once all programs are sequentially aligned, these pathways will be accessible to all students within Infinite Campus Academic Planner.

Through professional development trainings, our CTE staff will be equipped to provide knowledge and resources to all staff and students, especially special populations, that assist our advisement period. During our daily Bulldog time [advisement period] ALL students will have the opportunity to discuss careers and colleges with their advisor. Here students will continue to learn about our Workbase Learning Internship program and will spend time analyzing their YouScience CTE matching report to determine levels of interest in POS and internship opportunities. Materials to support this advisement will be made available for teachers from our Career Coach and CTE staff. ALL North Platte High School students complete the YouScience aptitude test and have access to their data within this platform for ten years that aligns their overall interest & aptitudes to potential careers and CTE programs of study. Through this advisement all students, including students in special populations, are equipped with the tools necessary to develop their 4-year academic plan and choice of programs of study. Included in the recommendations is a listing of all postsecondary education requirements for that program of study. Students can also find the projected job openings in each of the career areas within this platform. All students complete the YouScience assessment in our 9th grade Careers course. Every student meets with their school counselor for course scheduling and with the career coach for career counseling. Students are not discriminated against in any capacity regarding academic and pathway planning within our school district. All students and families receive a course description book, and access to sign up for programs of study online under the guidance of counselors and career coach.

**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:**

Our district will be implementing a new Multi Tiered System of Support platform in the fall of 2020 utilizing Branching Minds. Within this platform, all students will be tiered in three categories: academics, behaviors, and social/emotional needs. Various data sets will be utilized in the platform to tier students that will assist in identifying disparities and/or gaps in all areas of performance: attendance, on-track for graduation, ACT, MAP Growth, Behavior Screeners, Insight surveys, etc. Staff meet weekly and monthly in their MTSS professional learning teams to discuss and monitor all Tier 2 and Tier 3 students which further includes discussion involving Tier 1 [Core Instruction] performance on both common formative and common summative assessments. Interventions and progress monitoring result from these meetings along with teachers having the opportunity to create professional goals based on our Marzano teaching strategies that have the highest effect size on student performance. During this process staff interpret trends to make decisions on how to address disparities in academics in the areas of reading and math and make changes instructionally in teaching concepts that align with state standards. Additionally, we will continue to monitor our trend data aligned to performance indicators for Perkins Performance in the areas of graduation rate, post-program placement [via senior exit surveys], and nontraditional program concentrators [specifically females, EL students, and SPED students]. We will continue to

watch trend data in the area of Workbase Learning Internship placement as a means to focus on disparities in placement with our special populations [females, EL students, and SPED students]. Should major gaps still exist in the third year, we will work closely with our guidance counselors, our EL staff, and our SPED staff to realign our transition programs for these special populations and enhance our advisement with these students and families. Should our trend data not see improvement by year three, we will conduct an audit of our data sets to determine if they are working or not and determine whether or not a different approach to advisement is necessary.

**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)*

With our trend data we will work to increase our enrollment in our POS with our special populations focusing on non-traditional [female], EL, and SPED, as well as with all students. We will continue and enhance the promotion of CTE programs to all students with an emphasis on special populations. As we look to our MTSS system, we will utilize this data to compare to Perkins V indicator trends to recognize disparities in attendance, enrollment, achievement and graduation to work towards closing the achievement gap in all areas. In addition, through academic advisement, career coach advisement, and through our Bulldog Time advisement we will continue to identify the voids in specific career fields with our data sets and continue to increase awareness through marketing materials about our career programs to both traditional and non-traditional students. It will be necessary to continue to align academic core classes with CTE classes: accentuate mathematics and reading readiness. Throughout our 4-year plan, we will evaluate middle school exploratory offerings and work to implement middle school programming that exposes all students to a variety of career choices and the academic pathway needed to succeed in these areas.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
<p><b>Year 1: 2020-2021</b></p>	<p>Incorporate targeted advisement with our special populations to ensure enrollment in our POS is projected to increase. Look at H3 Regional report and identify relationships to careers that fit and apply to our programs of study. Align academic core classes with CTE classes. Use this information to present information [market] our programs of study to students while in class and advisement period [Bulldog Time]. Analyze all data sets for future planning. Evaluate &amp; research middle school programming.</p>
<p><b>Year 2: 2021-2022</b></p>	<p>Look at H3 Regional report and identify relationships to careers that fit and apply to our programs of study. Align academic core classes with CTE classes. Analyze student data to identify gaps or decreases in gaps and continue marketing POS and CTSOs to students. Research &amp; implement best practice &amp; programming for middle school.</p>

<p><b>Year 3: 2022-2023</b></p>	<p>Look at H3 Regional report and identify relationships to careers that fit and apply to our programs of study. Align academic core classes with CTE classes. Analyze student data to identify gaps or decreases in gaps and continue marketing POS and CTSOs to students. Make adjustments as necessary as some course content and programs of study may change in certain areas. Sustain middle school programming.</p>
<p><b>Year 4: 2023-2024</b></p>	<p>Analyze student data to identify gaps or decreases in gaps and continue marketing POS and CTSOs to students. Make adjustments as necessary as some course content and programs of study may change in certain areas. Sustain and evaluate middle school programming.</p>

**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:**

Our district attends career fairs, and offers an online interface for teachers to apply for jobs. The district works to get people who can transition into teaching when they have industry-related work experience. Teachers have the opportunity to attend NCE and other related conferences. Teachers who come to NPPS get to work in a nice building with exciting content-related technologies to use with their students (digital cameras, video cameras, green screen, Adobe Creative Cloud software, drones, 3D printers, large format printer, etc.) Teachers are able to move up on their salary scale by earning a Masters degree and getting hours after that in related Masters programs. This gives incentive for teachers to continue to pursue education in related fields. We also have contact with Post Secondary institutions and how many are graduating in our field each year and where those graduates are going and if they are interested in NP. We have exciting content-related technology to use with students as well (3D printer, laser printer, low frequency broadcasting, drones, diagnostic computer etc.). We have engaging, relevant content and are constantly updating our programs to be aligned with the latest industry standards. Our district also supports the Transitional Teacher Certification program to hire highly qualified candidates.

**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)*

Based upon our local assessment, we would like to increase and hire additional CTE staff; however, additional recruitment is not currently, fiscally an option so our district goal will be to focus will be on Retention and Training of new staff through our district designed New Teacher Mentor Program.

We will provide monthly professional development for CTE colleagues to collaborate on course direction and needs. All new CTE staff will be enrolled in our two-year mentor program. Through this program, our district provides mentors for new staff who foster weekly and monthly collaboration and support with "like-minded" colleagues.

As we look to recruitment when we have a projected opening, we will explore incentive programs and connect our current CTE staff to potential candidates to assist in promoting our district's programs of study and CTE facilities.

We will foster the development of relationships with our community CTE partners and align our working Advisory Board Committee to provide guidance on purchases, to offer suggestions on curriculum skill sets, and to promote and advocate for our Programs of Study and high-quality teaching staff.

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

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	<p>Review projected staff openings in the area of CTE. Work with our Director of Human Resources to reinforce the importance of administrative support with hiring and retaining of CTE teachers. Offer incentive programs for recruitment such as signing bonuses.</p> <p>Foster professional relationships with our Advisory Board, Chamber of Commerce and MidPlains Community College to provide guidance on equipment purchases, to identify skill sets that align with the workforce and with post-secondary programs, and to advocate for our district's programs of study within and outside of our community.</p> <p>Provide support training on new equipment and/or existing equipment and collaborate with business partners who use similar equipment in their facilities to introduce new staff to local workforce</p>

	<p>Evaluate middle school programming and provide time for our high school CTE staff to collaborate with middle level teachers to assist in providing pathways to high school programs.</p>
<p><b>Year 2: 2021-2022</b></p>	<p>Review projected staff openings in the area of CTE. Work with our Director of Human Resources to reinforce the importance of administrative support with hiring and retaining of CTE teachers. Offer incentive programs for recruitment such as signing bonuses.</p> <p>Foster professional relationships with our Advisory Board, Chamber of Commerce and MidPlains Community College to provide guidance on equipment purchases, to identify skill sets that align with the workforce and with post-secondary programs, and to advocate for our district's programs of study within and outside of our community.</p> <p>Provide support training on new equipment and/or existing equipment and collaborate with business partners who use similar equipment in their facilities to introduce new staff to local workforce</p> <p>Evaluate middle school programming and provide time for our high school CTE staff to collaborate with middle level teachers to assist in providing pathways to high school programs.</p>
<p><b>Year 3: 2022-2023</b></p>	<p>Review projected staff openings in the area of CTE. Work with our Director of Human Resources to reinforce the importance of administrative support with hiring and retaining of CTE teachers. Offer incentive programs for recruitment such as signing bonuses.</p> <p>Foster professional relationships with our Advisory Board, Chamber of Commerce and MidPlains Community College to provide guidance on equipment purchases, to identify skill sets that align with the workforce and with post-secondary programs, and to advocate for our district's programs of study within and outside of our community.</p> <p>Provide support training on new equipment and/or existing equipment and collaborate with business partners who use similar equipment in their facilities to introduce new staff to local workforce</p> <p>Evaluate middle school programming and provide time for our high school CTE staff to collaborate with middle level teachers to assist in providing pathways to high school programs.</p>
<p><b>Year 4: 2023-2024</b></p>	<p>Review projected staff openings in the area of CTE. Work with our Director of Human Resources to reinforce the importance of administrative support with hiring and retaining of CTE teachers. Offer incentive programs for recruitment such as signing bonuses.</p>

Foster professional relationships with our Advisory Board, Chamber of Commerce and MidPlains Community College to provide guidance on equipment purchases, to identify skill sets that align with the workforce and with post-secondary programs, and to advocate for our district's programs of study within and outside of our community.

Provide support training on new equipment and/or existing equipment and collaborate with business partners who use similar equipment in their facilities to introduce new staff to local workforce

Evaluate middle school programming and provide time for our high school CTE staff to collaborate with middle level teachers to assist in providing pathways to high school programs.

### Element 6: Work-based Learning

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

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

**RESPONSE:**

Project SEARCH is a work-based opportunity for students who are ages 18-21 and receive education services. Students receive an educational on-site learning experience at the Walmart Distribution Center.

Our Business Department gives students the opportunity for class speakers from careers and college, field trips, job shadows, internships, etc. Students also help with projects that are used in a variety of settings. Advertisements for the display board in the gym, front entrance mats of the school, posters promoting events, videos promoting schools, troubleshooting technology problems, etc. The further along students get through their program of study, the more experiences they receive that help our schools and businesses, and also help themselves with work-based learning opportunities to make themselves more marketable.

STS Construction students build a project of some sort every year that is run as a job site would be. Welding classes build steel panels that they sell. Residential wiring does a mock wall and auto mechanics does car repair that is run like a repair facility would be run. We also bring in speakers from post secondary and industry. We have had some job shadow / internships in the past. SkillsUSA also promotes job shadows as part of our program.

FCS teachers are interested in starting an FCS club in which students would have an opportunity to have hands-on opportunities in all areas of FCS to discover Career Opportunities and our classes would go into more details. In Culinary students would learn industry standards in safety, sanitation and work skills. Intro to FCS will give all students an opportunity to learn all the Careers in FCS. We are also going to spend time learning more about SkillsUSA opportunities for FCS and how we can promote the organization for our students so they can become more involved and take advantage of the opportunities within that organization.

AG Students in capstone courses have the opportunity to job shadow in the field pertaining to that capstone course. For example, students in Veterinary Science are required to shadow for 6 hours at two different vet clinics in town. We would like to be able to have internships in an agriculture field count as agriculture course credits for FFA membership.

Our Career Coach currently has over 60 local area businesses who are willing to accommodate interns throughout the year. We are working to catalog opportunities in as many career fields, clusters, and pathways as possible in this area. North Platte is deficient in many different areas with regard to industry so we will have a definite lean towards service based industries such as education and healthcare. The career coach will continue to work with teachers to determine and fill the need for shadows, field trips, and specific internships that would possibly complete pathways.

**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)*

We will reorganize our working Advisory Board to create a collaborative relationship between teachers and business professionals. We will continue to grow and enhance our advisory board to meet local workforce needs. Through this partnership as well as our School-Business Partnership program and the Chamber of Commerce, we will be able to establish what is needed in the schools in relationship to WBL experiences: fieldtrips/business tours, job shadowing experiences for students/staff, career fairs, mentoring assistance for capstone programs, internships for students, externships for staff. We will work to offer capstone programs for our career programs of study.

Program Year	Action Steps (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	Expand WBL internship opportunities. Increase staff awareness through professional development and understanding of Career Coach’s function to coordinate workplace experiences for them as they continue to teach within their pathways.
<b>Year 2: 2021-2022</b>	Continue to expand internship placement opportunities and provide ongoing PD for staff to incorporate WBL recommendations to all students related to

	their path of study. Seek out statewide business owners to come to North Platte and present H3 and other CTE opportunities to our students.
<b>Year 3: 2022-2023</b>	Continue to expand internship placement opportunities and provide ongoing PD for staff to incorporate WBL recommendations to all students related to their path of study. Increase job shadows, internships, and gain a foothold with the registered youth apprenticeship program through NDOL.
<b>Year 4: 2023-2024</b>	Continue to expand internship placement opportunities and provide ongoing PD for staff to incorporate WBL recommendations to all students related to their path of study. Work with statewide businesses to bring job specific training opportunities into our school in the form of simulators and mock workplace environments. Offer capstone courses for our programs of study.

### 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:**

Through the reVISION process, all six elements were discussed and analyzed for each of the CTE areas. We considered our current state and our desired state and ranked each element for all CTE departments individually. Collectively, we believe the rankings for each element were aligned and represented our reality. Our element rankings revealed Element 3 and Element 5 scored the lowest. However, all element rankings revealed the need for improvement. Additionally, we looked at enrollment data for each of our pathways based upon the indicator reports shared by NDE. Through this analysis it was determined that our reporting numbers were low which led us to working with our data steward to realign our course offerings to pathways and in turn, corrected any miscoding that was occurring which did impact our competer numbers for the 2019-2020 school year on the upside. We also took into consideration our own perceptual data and reflectively discussed why students are not drawn to CTE pathways and why non-traditional fields in CTE are not pursued by all student population groups. We do believe we need to reach our students at a younger age. Currently, we do not have a solid middle school CTE program that provides a pipeline to our programs of study at our high school. All 8th grade students take a careers course utilizing the NDE's Engage Curriculum so that a solid base understanding of the CTE Career Education Model is understood. However, there is a grave need to offer more specific types of courses that enhance this understanding. We would like to see the introductory model occur in 6th and 7th grade and provide more exploratory CTE programming at 8th grade. Students then would transition to 9th grade to their Careers course where their aptitude assessment is administered and they begin their exploration of pathways and academic planning aligned with the aptitude results. The Careers course will expand the curriculum to include student engagement in the Nebraska Career Connections platform. We are committed to providing offerings for students in special populations and tailor their experiences to meet their specific needs. We will continue to analyze student data and Perkins trend data to adjust and make improvements with deficiencies in

current programming and transition activity planning as well as determine whether or not adjustments must be made to current course offerings and potential course offerings.

## 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:**

Below is our existing structure for our Advisory Committee. In the summer of 2019, the NPHS Perkins staff committee organized and recruited the following stakeholders to serve on our Perkins IV Advisory Committee. The committee was scheduled to meet in March and again in June but due to COVID-19, the NPHS Perkins staff committee completed the application without a formalized meeting. All Perkins staff have existing partnerships with the committee members below and have kept in communication throughout the school year. Following the chart are two references to the recruitment letter that was sent in early fall and to the first meeting agenda that took place on September 16th, 2019 [these were uploaded as PDFs on the GMS site along with the final application.] The NPHS Perkins Staff committee will convene in late July to formalize a plan to engage our Advisory Committee stakeholders which will include but not be limited to:

- Communication to the 2019-2020 Advisory Committee and their wish to remain on the committee

- Communication to potential new Advisory Committee members and their wish to join the committee
- Creation of and communication about a meeting calendar for the 2020-2024 school years to the newly formed committee
- Communication and overview of PERKINS V application and budget worksheet for year one to the newly formed committee via email

It is important to note that many of our members represent and fulfill multiple roles as required for representation of Perkins stake holders. Representatives from the Department of Labor represent all populations that seek employment opportunities in our regional area. Our Special Education teacher represents all student identified with IEPs. Our administrative team represents all student populations enrolled in our school district including our Alternative Education Program students called CLASS as well as our Transition to Education School [TIES] which provides transitional services to school and workforce for students coming out of placement, of foster care, of being incarcerated, of treatment facilities. We will be looking to add our EL Coordinator to our committee. Although not a member of our committee, due to her regional obligations, we will continue to work with our Regional Migrant Education Director from ESU13 who serves our migrant family population. Our Career coach is a retired military recruiter and will serve as a liaison to our area military branch recruitment offices. We will continue to update our advisory committee list as changes occur.

Name	Company Name
Raquel Hernandez-Bourgeois	Dept. Of Labor Admin. of Workforce Service
Kyle Troyer	Troyer Enterprises
Scott Steele	Steele Construction
Marl Luttrell	Dowhower Construction
Kylee Hall	Hall's Electric & Services
Diane Heine	Sodexo Director
Scott Siegel	NPHS Principal
Micah Fisher	NPHS Associate Principal
Brandon Petersen	NPHSCTE Teacher
Traci Foster	NPHSCTE Teacher
Will Winchester	NPHSCTE Teacher
Christie Copper	SPED Teacher
Adam Reed	CTE - Guidance
Paul Knopick	MPCC - North. Campus - NP
Todd Ascherl	NPHS Teacher
Kainin Wilson	NPHS Student
Amy Smith	NPHS Parent
Judy Pedersen	Pro Printing

Emmanuel Luke	MPCC - South. Campus - NP
NPPSD 2019-2020 Perkins Advisory Committee Recruitment <a href="#">Letter</a> NPPSD 2019-2020 Perkins Advisory Committee Meeting <a href="#">Agenda</a>	

## 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.