



PERKINS V

LOCAL PERKINS APPLICATION 2020-2024

STAND-ALONE

Office of Career, Technical, and Adult Education

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



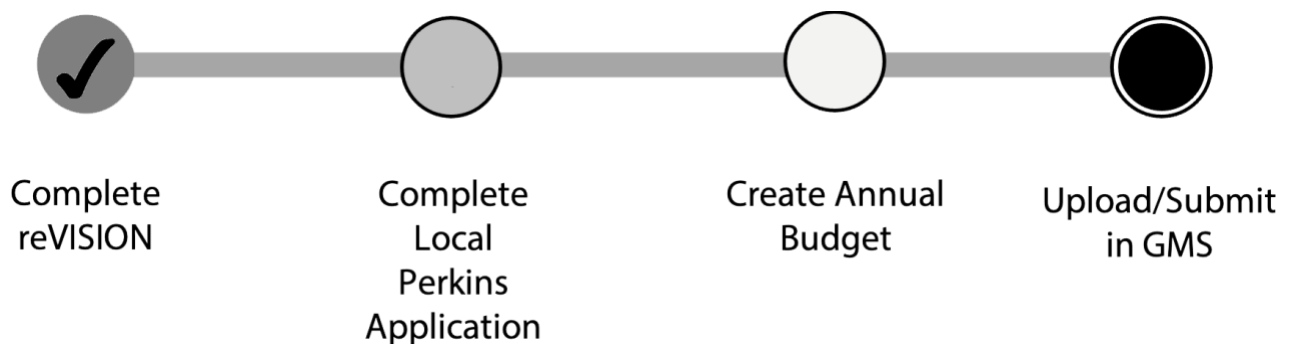
General Information

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

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

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

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



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

Eligible Recipients

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

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

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

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

Use of Funds

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

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

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

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

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

Timeline and Deadlines

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|--|---------------------------------|
| • 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

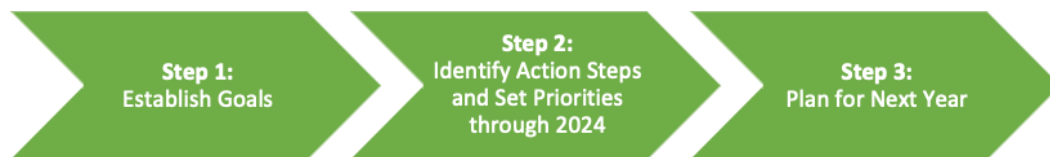
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- 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

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

Step 3: Plan for Next Year

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

Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21st Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska's opportunity for schools and community colleges to analyze and

transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

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

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

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
<p>Career Development</p>	<p>Career Development is built into the counseling curriculum 7-12. Students participate in lessons and take interest inventories to help guide career directions.</p>	<p>We will continue to work on developing career lessons and opportunities for students to learn more about careers through career fairs, ACCESS Your Future Night, field trips and industry partner lunch and learns.</p>
<p>Local Workforce Alignment</p>	<p>The curriculum has been developed with a regional lens, NDE standards and workforce needs. We meet with career field partners to learn about their needs and to share what we are doing to prepare students for the workforce. We have our CTE department imbedded within our curriculum cycle, so all programs are reviewed systematically.</p>	<p>We continue to seek input and learn from our business partners on how we can make our curriculum relevant and prepare students for the next step in their career journey. This will happen through meetings with business and industry, student and staff tours, learning from other schools and conversations on curriculum toolbox.</p>

		We will continue these conversations and processes throughout the next four years.
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>All our programs meet the minimum Size, scope and quality as determined by Nebraska standards.</p> <p>All programs would benefit from a review that would include a look at rigor beyond minimum standards and equipment needs. This was supported through our ReVision process.</p> <p>ReVision did highlight a few programs our stakeholders would like to see expanded. These areas include Health Sciences, Human relations, Communication/Technology, Business and Skilled and Technical science fields.</p>	<p>Within the next four years all CTE programs will be reviewed to ensure all equipment is up to date and meet industry standards.</p> <p>Within the next four years strategies will be developed to expand program offerings. This will include professional development and curriculum development.</p>
<p>Student Performance Data</p>	<p>CTE students are currently meeting the standards set by the state of Nebraska. What we did notice was a need for technical writing opportunities as this is not part of the Language Arts curriculum. This was supported in our ReVision feedback.</p>	<p>Over the next four years we will investigate, learn and develop opportunities for our students to use technical writing in our CTE course work. This will include professional development for staff and training.</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>Our current staff has been with an average tenure of 11 years. We have lost longevity within our business and Skilled and Technical Science departments 7-12.</p> <p>We continue to recruit highly qualified teachers to be a part of our CTE program. One area we could do a better job is networking teachers between buildings and providing professional development.</p>	<p>Networking between buildings would allow for a PLC between teachers and a greater understanding of the 7-12 pathways we offer in the school district.</p> <p>By providing targeted professional development we continue to grow and keep our programs relevant to what students need to move forward with their career goals.</p> <p>Providing a PLC and professional development opportunities would allow teachers to collaborate and learn from each other.</p>

Work-Based Learning	<p>We provide work-based learning opportunities through our career academies in the areas of IT, Athletic Training, Education, Health Systems, STEM and Zoo academies.</p>	<p>We would like to build more opportunities in our current work-based learning programs through additional business partnerships exposing students to additional experiences.</p> <p>We also like to review industry certifications and see what if valuable for our students to earn prior to leaving high school.</p> <p>Update our communication practices with our work-based learning partners. This would include a check in procedures, expectations, prior learning and surveys.</p>
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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:

- A. Self-Awareness: Students are exposed to Career ready skills and academic standards set by the Nebraska Department of Education through the curriculum. We update our curriculum per our school district cycle. Teachers are a part of this process and we look at local career needs, enrollment, state standards and career ready skills for each course.
- B. Career Exploration: We use career surveys, provide a platform for career exploration, development their four-year high school and post-secondary plans. Further, we made a change to the middle school schedule to guarantee all students were exposed to the career pathways available at the high school in middle school.
- C. Career Planning: Within our CTE courses, we provide a deeper understanding of careers, job market and skills needed to pursue the career. Teachers and counselors provide information about courses to students during scheduling and career events to inform students of opportunities provided in school or through Metro Community College. Students develop a career plan that includes their secondary goals in Navaince. Counselors meet with students at least once a year to go over their plan and make any changes.
- D. Delivery: We have developed career lessons for all students through our 7-12 counseling toolbox that allow students to explore career interests. We have developed career pathways that we share with students and parents so they can see the courses that connect to a desired career. Teachers in the middle and high school talk to students about their career goals and help guide them in the courses they may want to take to prepare them for the next steps after high school.

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)

We will continue to work on developing career lessons and opportunities for students to learn more about careers through career fairs, ACCESS Your Future Night, field trips and industry partner lunch and learns

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	

	<p><u>Career Fair</u> for high school students offers a time for students to explore local business and industry. Learn about possible future careers and engage with professional in the field.</p> <p><u>ACCESS Your Future Night</u>: All 8-11 grade students and parents are invited to learn about the pathways we offer at the high school. During the event, students and parents are able to attend smaller group meeting about the specific program/academy where they can learn more and ask questions in a smaller group.</p> <p><u>Field Trip</u>: For students and staff. This will allow for students to engage with professionals in the career setting. Staff members can engage with professionals and talk about the skills needed for the careers in the field. These can be offered in person or remotely.</p> <p><u>Professional development</u>: Counselors and staff members benefit from engaging with other professionals and learning new strategies to implement into their classroom. Professional development can be in person or remotely.</p> <p>After each event we evaluate each it to see how we could better engage our students and parents with the opportunities we offer. Students have the opportunity to take a survey on ACCESS Your Future Night so we can hear their field back. We look at other opportunities to engage students be it electronically or in person.</p>
<p>Year 2: 2021-2022</p>	<p><u>The Career Fair</u> for high school students offers a time for students to explore local business and industry. Learn about possible future careers and engage with professionals in the field.</p> <p><u>ACCESS Your Future Night</u>: All 8-11 grade students and parents are invited to learn about the pathways we offer at the high school. During the event, students and parents are able to attend smaller group meetings about the specific program/academy where they can learn more and ask questions in a smaller group.</p> <p><u>Field Trip</u>: For students and staff. This will allow for students to engage with professionals in the career setting. Staff members can engage with professionals and talk about the skills needed for the careers in the field. These can be offered in person or remotely.</p> <p><u>Professional development</u>: Counselors and staff members benefit from engaging with other professionals and learning new strategies to implement into their classroom. Professional development can be in person or remotely.</p> <p>After each event we evaluate each item to see how we could better engage our students and parents with the opportunities we offer. Students have the opportunity to take a survey on ACCESS Your Future Night so we can hear their</p>

	<p>field back. We look at other opportunities to engage students be it electronically or in person.</p>
<p>Year 3: 2022-2023</p>	<p><u>The Career Fair</u> for high school students offers a time for students to explore local business and industry. Learn about possible future careers and engage with professionals in the field.</p> <p><u>ACCESS Your Future Night:</u> All 8-11 grade students and parents are invited to learn about the pathways we offer at the high school. During the event, students and parents are able to attend smaller group meetings about the specific program/academy where they can learn more and ask questions in a smaller group.</p> <p><u>Field Trip:</u> For students and staff. This will allow for students to engage with professionals in the career setting. Staff members can engage with professionals and talk about the skills needed for the careers in the field. These can be offered in person or remotely.</p> <p><u>Professional development:</u> Counselors and staff members benefit from engaging with other professionals and learning new strategies to implement into their classroom. Professional development can be in person or remotely.</p> <p>After each event we evaluate each it to see how we could better engage our students and parents with the opportunities we offer. Students have the opportunity to take a survey on ACCESS Your Future Night so we can hear their field back. We look at other opportunities to engage students be it electronically or in person.</p>
<p>Year 4: 2023-2024</p>	<p><u>The Career Fair</u> for high school students offers a time for students to explore local business and industry. Learn about possible future careers and engage with professionals in the field.</p> <p><u>ACCESS Your Future Night:</u> All 8-11 grade students and parents are invited to learn about the pathways we offer at the high school. During the event, students and parents are able to attend smaller group meetings about the specific program/academy where they can learn more and ask questions in a smaller group.</p> <p><u>Field Trip:</u> For students and staff. This will allow for students to engage with professionals in the career setting. Staff members can engage with professionals and talk about the skills needed for the careers in the field. These can be offered in person or remotely.</p> <p><u>Professional development:</u> Counselors and staff members benefit from engaging with other professionals and learning new strategies to implement into their classroom. Professional development can be in person or remotely.</p>

After each event we evaluate each item to see how we could better engage our students and parents with the opportunities we offer. Students have the opportunity to take a survey on ACCESS Your Future Night so we can hear their field back. We look at other opportunities to engage students be it electronically or in person.

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:

In our local ReViSION Assessment findings, we are in line with our district level ideas. Participants asked very good questions and provided tremendous support to expanding our Skilled and Technical Sciences pathways, Health Sciences, Communication and Technology and Human Services fields. These fields were identified due to the career opportunities and expected growth in our region. In addition, the school district passed a bond that included new wing of both high schools for Skilled and Technical Sciences courses.

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: Based on the data we received through ReVisions, PLCS is expanding our Skilled and Technical Sciences courses to include construction, welding and advanced manufacturing and small engine courses. We will expand computer science with additional PLTW courses at both high schools. Within the next four years we plan to update our Skilled and Technical Science, Technology and Health Science pathways for students, expand our two high schools to accommodate these changes, and continue our partnership with metro and area business and industry as we develop the curriculum for these courses. We will also expand our off-site health systems academy with the PLTW BioMedical pathway.

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: All PLCS students will be exposed to our career pathways at the high school through our guaranteed and viable middle level courses all 7 and 8 grade students participate. In high school, we provide career fairs and ACCESS Your Future Night to allow parents and students to explore specialized programs that on and off our campus. We provide smaller groups per career areas for parents and students to further explore the career pathway and ask specific questions. We provide brochures in Spanish and send out information through Blackboard so parents can have the message in their preferred language. Each fall we have a career fair for all 10 and 11 grade students where business and industry along with our career programs share information with students about possible careers. We provide information to clubs and after schools groups and encourage students to attend.

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)

We continue to involve our business partners to ensure our curriculum is relevant and prepare students for the next step in their career journey.
*Curriculum toolbox is our district process for developing curriculum. During the process, we review course data, look at industry trends, and meet with local business and industry. Once we review the state standards along with our other research, we start to write a curriculum.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	Curriculum Toolbox- Skilled and Technical Sciences, Business, & Academies. This process will include the development and/or update of work-based learning procedures and partnerships. Our business partners will be brought in to review our curriculum updates and provide feedback to our plan. This will happen through

	meetings with business and industry, student and staff tours, learning from other schools and conversations on curriculum toolbox. From these conversations we will determine the staff professional development plan. Once we have determined the curriculum for the courses, we will review our current equipment and determine what needs to be updated to industry standards.
Year 2: 2021-2022	Curriculum Toolbox- Skilled and Technical Sciences, Business,& Academies. This process will include the development and/or update of work-based learning procedures and partnerships. Our business partners will be brought in to review our curriculum updates and provide feedback to our plan. From these conversations we will determine the staff professional development plan. Once we have determined the curriculum for the courses, we will review our current equipment and determine what needs to be updated to industry standards.
Year 3: 2022-2023	Implementation of curriculum: When we implement a new curriculum, we bring the staff back together to review what is working and if there are any areas that need adjustments. Staff is still attending professional development during this phase and we are seeking feedback from our business partners on how our students are doing in their internships or work experience. We review the feedback and make adjustments accordingly. This could include adjustment to equipment that is needed or additional upgrades to industry standard equipment.
Year 4: 2023-2024	Implementation of curriculum: When we implement a new curriculum, we bring the staff back together to review what is working and if there are any areas that need adjustments. Staff is still attending professional development during this phase and we are seeking feedback from our business partners on how our students are doing in their internships or work experience. We review the feedback and make adjustments accordingly. This could include adjustment to equipment that is needed or additional upgrades to industry standard equipment.

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

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE

approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

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

RESPONSE: We have developed programs using regional and local workforce data, Nebraska CTE Standards and that are considered H3 careers. Papillion La Vista Community Schools (PLCS) will offer programs of study in all 6 career fields. Some examples include Animal Systems in the Agriculture, Food and Natural Resource Field; Accounting, Finance, Marketing and Prostart in the Business, Marketing and Management Career Field in addition we offer DECCA; Web Development and Information Technology in the Communication and Information Systems Field; Early Childhood and Food Science in the Human Sciences and Education Career Field; Law Enforcement Services and Education in the Human Services Career Field; Project Lead the Way (PLTW), Construction and welding in the Skilled and Technical Sciences Career Field, PLTW Principle of Biomedical Science and PLTW Human Body Systems in the Health Sciences Career Field. In addition, we also have a Rule 47 Health Systems Academy that meets the needs of health care careers in our community found during revision. We also have extended opportunities for students through the following CTSOs; DECCA, HOSA, ProStart and Skills USA.

Through reVision we reviewed our regional data and feedback from our community. The feedback provided evidence for us to expand our Skilled and technical trades, health Sciences programs and supported the need for the other pathways. We have a strong business partnership program who are active in our curriculum writing process. This allows us to stay current with industry needs.

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: We plan to provide professional development to staff in technical writing and look for ways to incorporate the skills into our curriculum across the career fields. This was identified as an area student need to develop at ReVision and in discussion with local business and industry.

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:

We have developed three programs (early college, Computer Programing and Law Public Safety and Security) with Metro Community College that all PLCS students have access to. We also participate in the Career Academies Metro Community College offers to all Metro area High School students.

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

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

- Within the next four years all CTE programs will be reviewed to ensure all equipment is up to date and meet industry standards.
- Within the next four years strategies will be developed to expand program offerings. This will include professional development and curriculum development.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<u>Purchase Equipment:</u> To meet the needs of the PLTW Computer Science, PLTW Bio Medical, Business, Health Sciences and Robotics we will need to purchase new equipment to bring the programs up to industry standards. In year 1, we will review what equipment and determine a priority list to be purchased over the next four years. <u>Professional Development:</u> PLTW Training, National and local conferences, training to support industry needs.
Year 2: 2021-2022	Purchase Equipment and Training for PLTW BioMed course Equipment for Skilled and Technical Pathway Professional Development: Technical Writing, National and local conferences, training to support industry needs.

<p>Year 3: 2022-2023</p>	<p>Purchase Equipment for Skilled and Technical, business, additional PLTW Classes in BIOMED and IT.</p> <p>Professional Development: Technical Writing, National and local conferences, training to support industry needs.</p>
<p>Year 4: 2023-2024</p>	<p>Purchase Equipment: Industry standard Computers for CTE Programs.</p> <p>Professional Development: National and local conferences, training to support industry needs.</p>

Element 4: Student Performance Data

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

The term “special populations” means-

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

- 11. Describe how the district will provide support to teachers so they will:**
- a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
 - b. Prepare CTE participants for non-traditional fields**
 - c. Provide equal access for special populations to CTE courses, programs, and POS; and**

d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations

RESPONSE:

- A.** We offer ACCESS Your Future Night that provides parents and students an opportunity to speak with teachers, students and business partners about careers in the field. We take tours of local business and industry, include guest speakers in our classrooms and in many areas provide a capstone experience student can participate in where they are using the skills and knowledge on a project or in an internship/work experience. Internships/work experience are secured in student's schedules prior to scheduling of other classes to insure they are able to participate. We focus on ensuring this happens for students in special populations by identifying barriers before scheduling.
- B.** In the middle schools, we have made our exploratory courses in the middle school guaranteed and viable. This allows all students to experience the courses in all career areas. All students in middle school also participate in a careers class. There is a focus on non-traditional fields as they are exploring careers. This is accomplished through guest speakers and career tours.
- C.** The barriers for our special population will be addressed. One of those barriers is transportation to our programs and day experiences. A second barrier we have identified is scheduling. We work with students' schedules to ensure they can participate in CTE programs.
- d.** Through our toolbox process we provide industry data and information on the H3 careers in our region. We also look at student numbers of the past 4 years to see trends in numbers and are able to dig down farther to see special populations participation. Professional Development will be used to provide extra support to teachers while engaging all and focus on meeting those needs where there are gaps.

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: We will review our student data, curriculum and professional development we have provided. After a review we will devise a new plan of action to support closing any disparities among students in special populations. This could be done through professional development, adjustment to curriculum and/or engagement through recruitment. We will begin integrating with the Academies and move the integration to our other CTE programs. **If no meaningful progress has been achieved prior to the third program year** we will adjust the curriculum, professional development opportunities for staff and integration to other CTE programs.

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)

Over the next four years we will investigate, learn and develop opportunities for our students to use technical writing in our CTE course work. This will include professional development for staff and training.

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	Research technical writing- organize a three-phase professional development plan that could be accessed by teachers online. Year one would be development and determine the best plan to implement this professional development. We will explore if other schools or ESU#3 would be interested in partnership in this project. I envision this to be a contracted service the team decides to use.
Year 2: 2021-2022	Implement phase one of the professional development plan: Once we know who wants to be at the table, we will need to reach out to professionals in the field and find the best practices. Once we have this information, we can engage business partners on what skills are really important to include for training of our teachers and developing skills for our students. If time allows, we will move into phase two during this year.
Year 3: 2022-2023	Implement phase two of the professional development plan: This would be the development of the actual models. Once we determine the best platform to develop the modules, we will move forward with creating and testing the modules based off the information we have gathered. We would test the modules this year and provide time for business partners to provide feedback.
Year 4: 2023-2024	Implement phase three of the professional development plan: Phase three would be implementation of the modules with our first group of teachers. After they have completed the module, we would ask them to complete a survey to gather feedback on how we can make the experience better and if they have any questions from the training.

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: PLCS collaborates with Metro Community College on several programs. When we bring in a CTE area for Toolbox we include the NDE Supervisors and Metro in the development or update of the curriculum. We participate in different state committees and openly share information on our academies with other school districts.

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)

We will continue to recruit highly qualified teachers to be a part of our CTE program. We will provide professional development for new and veteran teachers. We will implement a cross building collaborations to strengthen our 7-12 CTE Programs.

**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	Survey staff to see interests and find a time to get CTE Teachers together. Work on a plan for CTE cross district PLC. Research mentor programs.

<p>Year 2: 2021-2022</p>	<p>Pilot PLC and implement structured mentor program. Provide professional development for both PLC and Mentoring program.</p>
<p>Year 3: 2022-2023</p>	<p>Implement PLC across 5 secondary buildings, follow up with the mentor program from the previous year and see determine what is needed. Provide professional development for both PLC and Mentoring programs.</p>
<p>Year 4: 2023-2024</p>	<p>Roll out CTE PLC's and formalize mentoring programs. Provide professional development for both PLC and Mentoring programs.</p>

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:

We offer WBL opportunities through our academy programs. This allows us to develop a pathway including skills and certification students will earn prior to participating in the WBL experience. This helps in the relationship with business partners in knowing what skills the students can use in their business.

Our BEST (Better Education Students Together) Program is a collaboration between business, industry and our school district. We currently have 240 active business partners K-12. Partnerships focus on human relations and can consist of tour, speakers, job sites, work-based learning and internships.

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 build more opportunities in our current work-based learning programs through additional business partnerships exposing students to additional experiences.

We will review industry certifications and see what is valuable for our students to earn prior to leaving high school.

Update our communication practices with our work-based learning partners. This would include a check in procedures, expectations, prior learning and surveys.

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	Development phase of updating current work-based learning opportunities. Lunch and learn events to bring together staff and business partners identify careers to spotlight and review internship/ work-based learning opportunities during the school year and in the summer. Some of the opportunities may be virtual and will require some technology. Other opportunities may require safety equipment for students to participate. How will we support these additional needs?
Year 2: 2021-2022	Trial implementation of new work-based learning opportunities Lunch and learn events that would bring together business partners and students to learn about possible career paths. Summer Internship program updating opportunities and students’ experiences in person and virtual. We will develop an evaluation to gather feedback and make decisions for the following year. What have we learned? How can we implement and make the experience better?
Year 3: 2022-2023	Implementation of new work-based learning opportunities on a broader scale Lunch and learn events that would include staff, students but would include parents. This would highlight business partners and/or employee’s pathways. Implement the updated Summer Internship opportunities for students. This will include site visits and surveys.

<p>Year 4: 2023-2024</p>	<p>Monitor the new work-based learning opportunities offered during the school year and in the summer to adjust for business and student experiences that provide the best opportunities.</p> <p>Lunch and learn events to follow up with internships and work-based learning.</p> <p>Through revision we heard back from business it is important to have 1-2 times a year where we can review how students are doing and make adjustments to the program.</p> <p>Continue to provide Summer Internships.</p>
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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:

Career Development: All students participate in a careers class that kicks off their development of a personal learning plan. We provide opportunities for students and families to learn about career programs at the high school during ACCESS Your Future Night. We offer small group meetings, brochures and links for more information that are able to be

Local Workforce Alignment: We work with our local business partners when we go through the regional workforce data. This has a direct impact of the development of our curriculum. Through our ReVision process we looked at student data for the past five years. This was divided by pathway, gender and ethnicity.

Size and Scope: We are expanding programs in the skilled and technical sciences and health sciences. We are marking these programs to all students but are meeting with students who have shown an interest in these areas through a small group conversation with their counselor or member of the Career Education department.

Student Performance: At the beginning of the school year, I was able to have all CTE teachers together. In career areas 7-12 we reviewed industry and student data. Teams go through an analysis of the data and share out their “wonderings” with their group. They document this information on a career field sheet. We use the same information when we update the curriculum.

Recruitment, Retention- Training: CTE teachers are hard to find. Our average teacher years within the 7-12 CTE department is 13.5 years. We network with region colleges to connect with new teachers to the field and are always open to having student teachers. We send teachers to local and national conferences each year to keep current with industry standards and to network with other professionals to hear how they are supporting

Work-Based Learning: All students who participate in the pathway that leads to a capstone internship or work-based learning are able to participate. We encourage students who are of special populations to continue with the pathway. Teachers do a great job of support and providing opportunities for students to succeed while learning essential knowledge and skills to be successful.

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:

3. We have a Business and industry Advisory Group that meets 4 times a year. This group not only provides feedback for CTE but other programs in our school district. Dr. Rikli invites each business

partner to attend. It is made up of local business and industry from all six career fields.

Another way we engage our stakeholders is during the toolbox process. When we collaborate on curriculum development engage that career field's business and industry business partners. We also include Career specialists from NDE, Metro, NDE Career standards and any information we can pull for professional organizations. Once we have developed a class we bring back our business and industry partners to provide feedback.

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.