



# PERKINS V

## LOCAL PERKINS APPLICATION 2024-2028

### STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

500 S. 84th St., 2nd Floor, Lincoln, NE 68510-2611



Additional Information

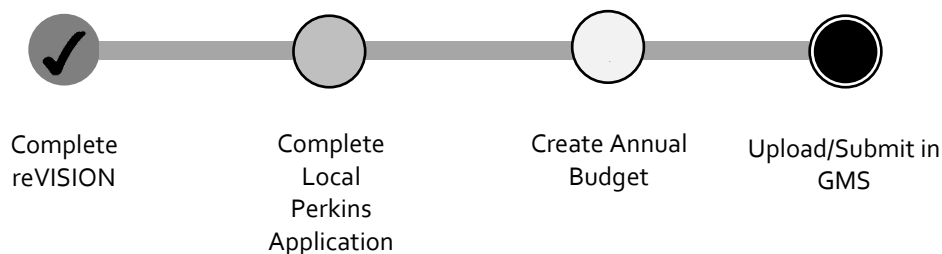


Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and 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 2024-2028 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 [www.education.ne.gov/nce/perkins-administration/](http://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 is verified through multiple means to ensure high-quality CTE programming (e.g., monitoring visits, risk analysis, annual reports).

## Use of Funds

Under Perkins V, the allocation of resources must 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 application):

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 1
- Local Perkins Applications Due (2024-2028): May 15 (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 [www.education.ne.gov/nce/perkins-administration/](http://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 15.

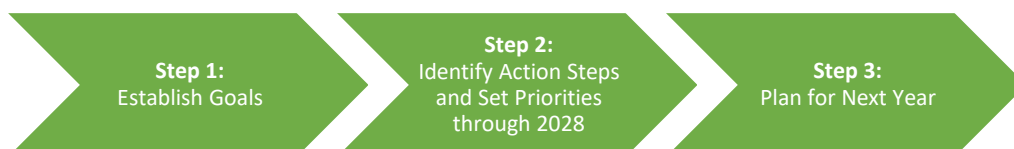
## Application Elements

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

## 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 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. 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 (2024-2025)?

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.



#### 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.

## Section 1: reVISION Summary

### 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 within the Perkins Grants Management Guide located on the Perkins Grant Management website: [www.education.ne.gov/nce/perkins-administration/](http://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.

**reVISION Summary.** Considering your district’s reVISION outcomes, 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><i>Size, Scope, and Quality and Implementing CTE Programs of Study</i></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>Lincoln Public Schools is dedicated to providing a comprehensive CTE experience for students that involves a quality, hands-on curriculum that builds both content knowledge and industry skill as well as providing students with career exposure activities and work-based learning opportunities. By convening Continuous Curriculum Improvement Process (CCIP) teams LPS has successfully developed curriculum for roughly 100 different CTE courses in grades 6-12, which expose students to a variety of careers opportunities. In order to ensure that teachers are supported in teaching the curriculum, LPS invests in teacher professional development training teachers on industry standard equipment and high-quality instructional practices. In addition, LPS promotes collaboration with students,</p>	<p><b>Overarching Goals to Improve Career Development within LPS:</b></p> <ol style="list-style-type: none"> <li>1. Partner with the LPS counseling staff, postsecondary education staff, community leaders, and businesses to develop a citywide postsecondary education and career fair.</li> <li>2. Expand on the number of industry partner relationships ensuring that each LPS high school course has at least one partner that can provide career development information to students. This expansion would provide more industry knowledge, advisory opportunities, guest speakers, classroom volunteers, field</li> </ol>

	<p>teachers, counselors, and administrators in an effort to expose students to career opportunities. LPS would like to continue to foster these relationships in order to improve coordination on LPS's 6-12 career exploration and career development plan.</p> <p>In addition to investing in curriculum and professional development, LPS also values relationships with industry partners. While LPS has a number of relationships with local business partners, LPS would like to broaden the number of industry partners and higher education partnerships in order to provide more opportunities to students. These partnerships will allow LPS to expand on career exposure activities such as career fairs, field trips, job shadows as well as work-based learning opportunities such as internships or apprenticeships. This comprehensive approach to CTE will allow students to explore careers and develop a career plan.</p>	<p>trips, job shadows, and work-based learning opportunities.</p> <ol style="list-style-type: none"> <li>3. LPS wants to establish additional connections and direct contact with higher education institution faculty and technical college faculty. Specially, LPS would like to connect with faculty that are directly in alignment with each of the LPS CTE pathways that are offered to students.</li> <li>4. Partner with the LPS counseling staff to improve on the current 6-12 career exploration plan. This would result in a more collaborative plan that is seamless between the various CTE courses in 6-12. In addition, LPS CTE staff want to continue to collaborate with counseling staff to implement Individualized Learning Plans in the CTE area.</li> </ol>
<p><b>Local Workforce Alignment</b></p>	<p>Lincoln Public Schools is dedicated to providing students with the opportunity to take a wide array of courses in both middle and high school. With roughly 100 different CTE courses, LPS is able to provide students with a range of opportunities that are designed to prepare students for the current and future workforce. LPS consistently reviews local workforce data to determine if adjustments in CTE programs are necessary. In addition, LPS meets regularly with a number of business and industry partners in an effort to gain a better understanding of industry needs and gather feedback on program effectiveness. These partnerships also allow LPS to provide students with a number of career exposure activities such as guest speakers, field trips, job shadows and other work-based learning opportunities. While LPS has established multiple business partnerships and advisory groups, LPS would like to develop additional industry and higher education partnerships in order to better align to the local workforce. These additional partnerships have the ability to provide LPS students with additional career exposure and work-based learning opportunities that can help them prepare for the current and future workforce. In addition, these partners can provide LPS students with exposure to local H3 careers that LPS may not currently offer classes for. By continually analyzing local H3 data and continuing to collaborate with industry partners, LPS will be able to provide students with the</p>	<p><b>Overarching Goals to Improve Workforce Alignment within LPS:</b></p> <ol style="list-style-type: none"> <li>1. Establish additional advisory groups in areas that LPS does not currently have advisory groups in. Specifically, LPS wants to establish new advisory groups in the areas of computer science, design, counseling &amp; mental health, and business.</li> <li>2. For those high ranking H3 jobs that LPS does not currently offer, LPS will work to establish relationships with postsecondary institutions and other industrial professionals in an effort to expose students to the opportunities that exist in terms of those H3 careers.</li> <li>3. Continue to analyze H3 data on a yearly basis and emphasize the LPS pathways that lead to those high need H3 careers and deemphasize the LPS pathways related to non-H3 careers.</li> </ol>

	<p>knowledge and skills necessary to prepare for the current and future workforce.</p>	
<p><b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b></p>	<p>Lincoln Public Schools has worked diligently to provide students the ability to take an extensive array of CTE courses in a number of unique settings. This includes a multitude of CTE course offerings at the middle school level and the eight LPS high schools. In addition, LPS students have the option of attending the Career Academy, which allows them to explore fourteen different pathways and earn college credit while taking high school courses. Students can also choose to attend one of the CTE focus programs including the Aviation Focus Program, The Bryan College of Health Sciences Focus Program, Early College and Career STEM Program, NE Business at Standing Bear Focus Program, or Bay High Focus Program. These various CTE offerings allow students to explore careers in industry-like environments with industry standard equipment. While developing an array of CTE opportunities is important, equally important is the curriculum used to teach these various CTE courses. Thus, LPS has and will continue to invest in the Continuous Curriculum Improvement Process (CCIP) to ensure that high quality teaching materials are made available to all teachers ensuring a guaranteed and viable curriculum throughout the school district. LPS will also continue to invest in professional development for teachers to ensure they have the current industry knowledge and skills necessary to effectively teach the curriculum and utilize industry standard equipment.</p> <p>LPS has also worked diligently in recent years to develop a coordinated effort to highlight and promote the multitude of opportunities that exist within CTE. In addition, LPS has worked to recruit all students to CTE in an effort to close gender gaps that currently exist within several CTE clusters.</p>	<p><b>Overarching Goals to Improve Program Quality within LPS:</b></p> <ol style="list-style-type: none"> <li>1. Continue to update CTE labs and design them to reflect industry standard work environments.</li> <li>2. Purchase industry standard equipment for newly renovated CTE labs and continue to purchase industry standard equipment to replace dated or non-industry standard equipment.</li> <li>3. Invest in the Continuous Curriculum Improvement Process (CCIP) to ensure that teachers and students have high quality instructional materials.</li> <li>4. Work to close the gender gaps that current exist within several CTE clusters.</li> </ol>
<p><b>Student Performance Data</b></p>	<p>In analyzing the Perkins Performance Indicators and Indicator Trend data, several gaps consistently exist with certain subgroups in CTE areas. Weather analyzing graduation rates (1S1), proficiency in reading, math, science (2S1, 2S2, 2S3), or post program placement (3S1), the following subgroups performed well below their peers; EL, Foster, FRL, Homeless, American Indian, Black, Hispanic, 2 or More Races, Single Parent, and Special Education.</p> <p>While analyzing the 4S1 data however, many of those subgroups performed on par with their peers while female students and Native Hawaiian students performed below their peers. Finally, in</p>	<p><b>Overarching Goals to Improve Evaluation of Student Performance within LPS:</b></p> <ol style="list-style-type: none"> <li>1. Develop curriculum that is inclusive and accessible to all students. As part of that work LPS will develop projects that appeal and represent all subgroups.</li> <li>2. Work with industry partners to establish additional career exploration opportunities that involve industry experts that are diverse and represent the multiple subgroups that exist in LPS schools.</li> </ol>



	<p>analyzing 5S3 data, the only groups identified as performing well below their peers included migrants, Asian students, and Native Hawaiian students.</p> <p>In an effort to close these gaps, LPS district administrators have worked with building administrators and teachers on improving behavioral supports. These supports include the implementation of a cell phone policy, e-hall pass procedure, and the Prevention, Accountability, &amp; Restorative (PAR) Behavior Framework. In addition to behavioral supports, LPS administrators have collaborated with the special education department and the EL department to provide additional academic supports to struggling students. These supports include individualized learning plans, mentoring, tutoring, differentiated instruction, adapted assignments and/or assessments, and increased parental outreach. Providing such supports both behaviorally and academically can help to close current achievement gaps. In addition, the added supports can improve pass rates in core courses, allowing students more freedom in their schedules to take additional CTE courses.</p>	<ol style="list-style-type: none"> <li>3. Work with the curriculum director, curriculum specialists, special education staff, EL staff, and building administration to increase the success of underperforming subgroups.</li> <li>4. Work with counselors, CTE staff, and support staff to develop strategies to better support underperforming subgroups.</li> <li>5. Work with the human resources department to hire diverse staff that are representative of the subgroups that currently exist in LPS schools.</li> </ol>
<p style="text-align: center;"><b>Recruitment, Retention, and Training of Faculty and Staff</b></p>	<p>Hiring quality CTE educators is of the utmost importance for the sustainability of quality CTE programs within LPS. Thus, LPS dedicates a number of resources to ensure that there is a strong CTE staff in place to teach and support students. For example, the LPS curriculum specialist is in regular communication with human resources staff on potential job openings within LPS and regarding potential candidates. In addition, the LPS curriculum specialist and CTE coordinators consistently communicate with local colleges and universities regarding potential CTE candidates. Furthermore, LPS CTE staff volunteer to guest speak and be on panels for college and university classes. These relationships with local colleges and universities also extend to practicum and student teaching placements. Each year LPS CTE teachers host a number of practicum and student teachers in an effort to strengthen the CTE workforce and recruit teachers to LPS.</p> <p>While LPS works collaboratively with local colleges and universities to support the effort to train high quality CTE teachers, LPS is still finding it difficult to fill all available positions. Thus, LPS has kicked off a Continuous Curriculum Improvement Process (CCIP) to develop an early childhood and education pathway with the end goal of inspiring more LPS students to become teachers or work in education.</p>	<p><b>Overarching Goals to Improve the Recruitment, Retention, and Training of CTE Educators within LPS:</b></p> <ol style="list-style-type: none"> <li>1. LPS will plan, develop, and implement a teacher education pathway in an effort to inspire more students to consider a career in education.</li> <li>2. CTE administrators will work with district and building administration to provide better classroom support for student discipline, which is widely cited as a reason for teacher burnout.</li> <li>3. LPS will utilize the Continuous Curriculum Improvement Process to implement high quality, fully developed curriculum and use funds to provide teachers with the resources, equipment, and space needed to perform their work effectively.</li> <li>4. LPS will continue to plan and provide effective CTE professional development and use funds to offer additional staff members the opportunity to attend out of district professional development.</li> </ol>

	<p>While recruiting new CTE educators is vital, the ability to retain qualified and quality CTE educators is just as crucial. Thus, LPS works to ensure that CTE educators have the resources and support they need to be successful. This includes providing teachers with a well-developed curriculum, which reduces the load on teachers to develop their own materials. In addition, LPS has adjusted the teacher work schedule to provide professional development within their normal work contract. Furthermore, LPS invests heavily in providing professional development in order to train teachers so that they feel comfortable and supported in their teaching role. This includes a week-long new teacher orientation, tenure courses, three days of CTE professional learning, and four days of building professional learning. LPS also supports both local and out of state professional development for CTE staff and administrators. These efforts not only help recruit teachers to LPS but also help retain current teachers in order to offer a high quality CTE program.</p>	
<p><b>Work-Based Learning</b></p>	<p>LPS understands the value of students learning directly from industry experts. Thus, LPS has made concerted efforts to increase the number of exposures students have to industry professionals by establishing additional guest speakers, field trips, career fairs, and job shadowing opportunities. While LPS has expanded the number of awareness and exploration opportunities in the last four years, the number internships and other work-based learning experiences is not as numerous as desired. LPS has established work-based learning opportunities in the areas of welding, aviation, automotive, and early childhood education. In addition, LPS currently offers a “Work Experience” course that allows students to earn money and learn skills while also earning LPS credit. All of these career awareness and career exploration strategies along with work-based learning experiences have been successful in helping students explore various career paths but also learning the necessary knowledge and skills needed to continue their learning in a postsecondary setting or directly enter the workforce.</p> <p>LPS understands the value of having good business partnerships and is continually trying to expand on the number of partnerships that currently exist. In order to accomplish this, LPS analyzes the various CTE pathways and attempts to build relationships with local businesses to expand learning in each pathway. Individual</p>	<p><b>Action Steps to Improve Work-Based Learning within LPS:</b></p> <ol style="list-style-type: none"> <li>1. Collaborate with additional industry partners in order to expand the number of work-based learning opportunities in all LPS CTE pathways.</li> <li>2. Collaborate with Intern NE to expose students to additional work-based learning opportunities.</li> <li>3. Collaborate with NDE, LPS administration, and local businesses to establish a systematic internship program in Lincoln.</li> </ol>

	<p>meetings are conducted to better understand the needs of the local business and their capacity to partner with LPS. Based on these discussions, a partnership plan is developed and shared with CTE staff members. In addition to individual business partnership meetings, LPS has established multiple advisory groups across CTE pathways including construction, engineering, automotive, and manufacturing. These advisory groups help plan additional work-based learning opportunities for students. LPS also works with local agencies such as 1<sup>st</sup> Jobs Lincoln, The Lincoln Chamber of Commerce, Lincoln Partnership for Economic Development, and LIVA to develop and sustain work-based learning opportunities for students.</p> <p>While all of these career exposure and work-based learning opportunities are great, LPS would also like to explore the possibility of creating a systematic internship program for the city of Lincoln.</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.

### 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:**

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.

A critical aspect to building student self-awareness is ensuring that the LPS curriculum is aligned to NE career readiness standards and NE CTE course standards. By developing programs of study that support the career readiness and academic standards students are able to gain career ready skills, academic knowledge, and technical skills. In order to develop aligned programs of study, LPS will invest in multiple Continuous Curriculum Improvement Processes (CCIP) that will allow LPS to develop curriculum that aligns to NE career readiness standards and NE CTE course standards. In addition to aligning course content with specific NE standards, lessons developed will also focus on

specific career readiness skills that students will be able to identify and use in future careers. LPS is dedicated to engaging industry and business partners to better understand current industry trends, knowledge, skills, and equipment. This engagement will allow LPS to better align curriculum and equipment purchases with NE career readiness standards, CTE course content standards, and current industry practices. Through this process, LPS will be able to develop an innovative hands-on curriculum and develop learning spaces that will expose students and inspire them to consider various career paths. Through knowledge gained from business and industry partners as well as postsecondary institutions, LPS will be able to create high quality curriculum and purchase industry standard equipment. While developing high quality curriculum is essential, equally important is ensuring that teachers have the knowledge and skills needed to teach the curriculum at a high level. Thus, it is essential that teachers are provided professional development opportunities to fully understand the LPS curriculum as well as learn from industry partners how to use current industry standard equipment. This will allow teachers to better reinforce the NE career readiness standards, academic standards, and technical skills and ultimately make students more self-aware.

**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;**

Career exploration is one of the foundational aspects of Career and Technical Education, which has led LPS to implement career exploration lessons and activities into each of its CTE courses. Through the Continuous Curriculum Improvement Processes (CCIP), LPS has incorporated career exploration lessons and activities into each of its CTE courses. These career exploration lessons and activities include interest inventories, career research projects, postsecondary research projects, H3 data analysis, guest speakers, field trips, industry partner career videos, career fairs, mock interviews, and work-based learning opportunities. These career exploration activities enhance the LPS curriculum to ensure that students not only gain knowledge and skills but also have a comprehensive understanding of how the knowledge and skills can be utilized in various career paths.

As the LPS CTE department continues to develop a comprehensive curriculum for each CTE course, it will continue to analyze H3 data and use these data as a guide for course offerings and will help determine adjustments that need to be made to LPS course offerings and programs of study. As part of this process, LPS will collaborate with business and industry partners in an effort to learn current industry standard knowledge and skills. This information will be used to determine course offerings in grades 6-12 and will guide LPS in developing programs of study. Once a clear vision for coursework is established, the information will help guide LPS throughout the CCIP to create an innovative and current curriculum that is aligned to NE standards and incorporates career exploration lessons. In addition, this information can help guide equipment purchases and lab setups in order to create an environment in which students will understand the knowledge and skills necessary for various careers. LPS currently offers a wide variety of CTE courses across a multitude of career clusters. It is important that LPS provides a clear course sequence, program of study, and career path for students starting in middle school and aligning it to coursework throughout high school.

While developing hands-on curriculum with multiple career exploration activities is important, it is also essential that students understand the opportunities that are available to them through the various LPS focus programs and CTE offerings. In order to ensure that students understand what is available to them, the LPS CTE curriculum staff will work closely with teachers, counselors, school administration, students, parents, and community partners. Partnering with these various stakeholders will allow LPS to provide students with CTE course informational fliers, focus program

information nights, high school exploration nights, and course offering presentations in each CTE course. These activities will allow students to have a comprehensive understanding of the courses they should consider if interested in a particular career field. Having an aligned sequence of courses, a well-developed curriculum, and a comprehensive plan to share information with students is important in creating an environment that allows students to explore various careers. As LPS continues to develop each of these elements it will continue to broaden the number of business, industry, and higher education partners. This will lead to increased opportunities for students to interact with local business by providing expanded numbers of guest speakers, classroom volunteers, field trips, career fairs, job shadows, and work-based learning opportunities. This also gives students increased access to industry experts and allows students to explore careers of interest.

- 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 LPS understands the value of career planning starting at an early age. Starting in 6th grade, LPS middle school students will be exposed to career-oriented curriculum in CTE. Included in this middle school curriculum, are career exploration activities developed for each middle school CTE course during the Continuous Curriculum Improvement Processes (CCIP). In addition, 6th grade CTE has partnered with school counselors to develop and deliver career and postsecondary lesson plans to expose students to future options. LPS will also be working to increase the number of middle school career awareness activities such as guest speakers, industry partner videos, and fieldtrips. These middle school efforts ensure that career planning begins at an early age and prior to students entering high school and making decisions about what courses and/or CTE pathways students want to pursue.

In order to have a comprehensive career planning experience, it is important for LPS to align the middle school curriculum to high school course offerings leading to potential career opportunities for students. Similar to middle school, LPS develops career exploration activities in each course to expose students to potential higher education and career opportunities in each CTE pathway. These career exploration activities include career fairs, industry partner videos, guest speakers, field trips, mock interviews, industry expert panels, and internships. LPS also requires all students to take the LPS course called "Take Charge." This course exposes students to two- and four-year postsecondary education options, technical colleges, apprenticeships, military, and direct employment options. This course also includes student access to career fairs as well as collaboration and career coaching from higher education representatives and industry leaders. The course also focusses on financing related to postsecondary options, job search skills, interviewing skills, application and resume writing, FAFSA completion, portfolio development, and professional networking. This course dedicated to providing students the knowledge and skills necessary to explore postsecondary and career options gives students another great opportunity to career plan in partnership with peers, teachers, and counseling staff.

- 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).**

Having a comprehensive system to plan and implement career development activities in each CTE course is essential in LPSs effort to provide students with the academic knowledge, technical skills, and career readiness skills necessary for postsecondary education and employment. This is evident in the fact that LPS has invested in creating career development activities that are embedded in the CTE 6-12 curriculum. With roughly 100 different CTE courses in LPS, there is ample opportunity for students to be exposed to a wide variety of postsecondary options and career

opportunities throughout their 6-12 education. Beyond career development content embedded within the 6-12 CTE curriculum, LPS also understands the importance of collaborating with counseling and career advisement professionals. CTE administrators have collaborated with the LPS counseling department to develop career exploration activities to present to students in grades 6 and 7. In addition, LPS will have annual meetings with counselors to provide updates on CTE course curriculum, sequences, and programs of study. LPS has also created promotional materials and presentations to help promote CTE programs, inform LPS staff, guide students in choosing a sequence of courses, and provide information to parents regarding the courses and programs offered by the CTE department. LPS administrators and staff also work with community partners to establish career development content in the form of guest presentations, field trips, job shadow opportunities, and work-based learning opportunities. By offering a wide variety of 6-12 courses, intentionally embedding career development content into curriculum, collaborating with counselors and business professionals, LPS has an organized system of delivery and implement career development content with career and academic advising to students on an on-going basis.

**2. In your district’s reVISION process, 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)*

**Action Steps to Improve Career Development within LPS:**

1. Partner with the LPS counseling staff, postsecondary education staff, community leaders, and businesses to develop a citywide postsecondary education and career fair.
2. Expand on the number of industry partner relationships ensuring that each LPS high school course has at least one partner that can provide career development information to students. This expansion would provide more industry knowledge, advisory opportunities, guest speakers, classroom volunteers, field trips, job shadows, and work-based learning opportunities.
3. LPS wants to establish additional connections and direct contact with higher education institution faculty and technical college faculty. Specially, LPS would like to connect with faculty that are directly in alignment with each of the LPS CTE pathways that are offered to students.
4. Partner with the LPS counseling staff to improve on the current 6-12 career exploration plan. This would result in a more collaborative plan that is seamless between the various CTE courses in 6-12. In addition, LPS CTE staff want to continue to collaborate with counseling staff to implement Individualized Learning Plans in the CTE area.

**Prioritized Action Steps for Career Development:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"> <li>• LPS will utilize Nebraska H3 data in order to determine adjustments that need to be made to LPS programs of study and future course offerings.</li> <li>• LPS will facilitate Continuous Curriculum Improvement Processes (CCIP) teams who will work to update and develop curriculum that contains career development content and aligns to NE career readiness standards.</li> <li>• LPS will provide and support professional development opportunities for staff to learn best instructional practices, learn from industry experts, and learn how to best present career development activities.</li> </ul>

	<ul style="list-style-type: none"> <li>• LPS will continue to update CTE labs with the purchase of industry standard equipment.</li> <li>• LPS will engage current industry and postsecondary partners and broaden the number of business partnerships in order to increase opportunities for students to expand career development activities and interact with local business experts.</li> <li>• LPS CTE administrators will work with teachers, school administration, counselors, and the Lincoln Chamber of Commerce, and postsecondary representatives to plan a city-wide postsecondary education and career fair.</li> <li>• LPS CTE administrators will work with CTE teachers, school administrators, and counselors to provide students with information regarding CTE pathways and future careers.</li> </ul>
<p><b>Year 2: 2025-2026</b></p>	<ul style="list-style-type: none"> <li>• LPS will continue to organize CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards.</li> <li>• LPS will continue to provide teacher support for new curriculum, equipment implementation, new software, and career development activities in the form of professional development.</li> <li>• LPS will continue to update CTE labs with the purchase of industry standard equipment.</li> <li>• LPS will encourage industry partners and postsecondary representatives to participate in advisory groups in order to better understand current industry needs, knowledge, skills, and equipment.</li> <li>• LPS CTE administrators will work with teachers, school administration, counselors, and the Lincoln Chamber of Commerce, and postsecondary representatives to plan a city-wide postsecondary education and career fair.</li> <li>• LPS CTE administrators will work with CTE teachers, school administrators, and counselors to provide students with information regarding CTE pathways and future careers.</li> <li>• LPS will work with industry partners to formalize career awareness activities, internships, and/or work-based learning opportunities for students.</li> </ul>
<p><b>Year 3: 2026-2027</b></p>	<ul style="list-style-type: none"> <li>• LPS will continue to organize CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards.</li> <li>• LPS will continue to provide teacher support for new curriculum, equipment implementation, new software, and career development activities in the form of professional development.</li> <li>• LPS will continue to update CTE labs with the purchase of industry standard equipment.</li> <li>• LPS will work to expand the number business partners and postsecondary representatives that participate in LPS advisory groups.</li> <li>• LPS CTE administrators will work with teachers, school administration, counselors, and the Lincoln Chamber of Commerce, and postsecondary representatives to plan a city-wide postsecondary education and career fair.</li> <li>• LPS CTE administrators will work with CTE teachers, school administrators, and counselors to provide students with information regarding CTE pathways and future careers.</li> </ul>



	<ul style="list-style-type: none"> <li>• Work with industry partners to increase the number of work-based learning opportunities for students.</li> </ul>
<p><b>Year 4: 2027-2028</b></p>	<ul style="list-style-type: none"> <li>• LPS will facilitate the work done by CCIP teams that will update and develop CTE curriculum that contains career development content and aligns to NE career readiness standards.</li> <li>• LPS will continue to provide teacher support for new curriculum, equipment implementation, new software, and career development activities in the form of professional development.</li> <li>• LPS will continue to update CTE labs with the purchase of industry standard equipment.</li> <li>• LPS will work to expand the number business partners and postsecondary representatives that participate in LPS advisory groups.</li> <li>• LPS CTE administrators will work with teachers, school administration, counselors, and the Lincoln Chamber of Commerce, and postsecondary representatives to plan a city-wide postsecondary education and career fair.</li> <li>• LPS CTE administrators will work with CTE teachers, school administrators, and counselors to provide students with information regarding CTE pathways and future careers.</li> <li>• Work with industry partners to increase the number of work-based learning opportunities for students.</li> </ul>

**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 reVISION outcomes to improve the alignment between educational programming and labor market needs.

**3. How did the reVISION outcomes inform the selection of specific CTE programs and activities to be funded?**

**RESPONSE:**  
 One of the more important aspects of the reVISION process is the review and analysis of H3 data. As part of the reVISION process, LPS reviewed and analyzed H3 data for both the state of Nebraska and Lincoln. The data indicates that LPS offers multiple pathways that directly align with careers that are highly ranked in terms of the H3 data. In analyzing the H3 careers for Lincoln specifically, LPS offers multiple CTE courses that teach both content and skills directly related to 8 of the top 10 H3 jobs including; nursing, software development, operations management, electricians, machinists, accountants, business operations, and teaching. It is a priority of LPS to offer as many of the H3 career opportunities as possible and thus, LPS will continue to support and fund the programs of study that align with these H3 career paths to better prepare students for success in the workforce. The reVISION process also allowed LPS to do a comprehensive analysis of local and regional labor market trends and identify in-demand occupations that are directly impacting the school district. This analysis shows that teaching is not only an H3 career but the lack of qualified teachers is directly impacting LPS and the student experience within LPS. Thus, LPS fill fund the development of a new child development and education pathway that will include an introductory Lifespan Development course, an intermediate Best Practices in Teaching course, and a capstone course that will include practicum experiences in local daycares, LPS elementary schools, middle schools, and high schools. The development of this pathway will provide

students with the opportunity to explore an H3 career while also potentially filling a need in the local community.

Engagement with industry partners and advisory groups played a crucial role in the reVISION process by providing input on the knowledge, skills, and competencies needed for entry into specific career fields. This information will help guide curriculum coordinators and Continuous Curriculum Improvement Process (CCIP) teams when reviewing standards, developing lessons, planning projects, creating assessments, choosing resources, and purchasing industry standard equipment. This feedback from industry partners can help guide funding decisions to ensure that CTE programs are aligned with industry standards and expectations. In addition to gaining knowledge on current industry trends, the reVISION process also allows LPS to strengthen its partnerships in an effort to develop additional career awareness activities and enhance work-based learning opportunities for students. It is evident from the reVISION process that LPS must work toward increasing the number of work-based learning opportunities for students. First, LPS will broaden the number of industry partners that it engages with. LPS will then work with those industry partners to develop learning opportunities for students in the form of guest speakers, classroom volunteers, field trips, job shadows, internships, and other work based-learning opportunities.

Another important aspect of the reVISION process is evaluating student performance. This process has allowed LPS to highlight disparities in access to CTE programs and opportunities among different student populations such as students from low-income families, students with disabilities, or students from underrepresented minority groups. Funding decisions can prioritize initiatives aimed at addressing these disparities and promoting equitable access to high-quality CTE education for all students. This will include coordinated efforts to promote CTE courses to underrepresented populations. This will also include funding transportation to various career exploration activities and work-based learning opportunities ensuring that all students have access to these types of learning opportunities. LPS will also work collaboratively with local business partners to expand opportunities for students with disabilities, English learners, and members of other special populations. LPS will work with local businesses to consider all students when developing programs or workforce pipelines. In addition, LPS will work to reduce barriers for students to learn the content and skills necessary to enter the labor market. By working with counselors, special education staff, equity liaisons, EL staff, and local businesses, CTE administrators will be able to reduce barriers and provide opportunities for all students to not only learn about but participate in the local job market.

During the reVISION process, input was gathered from a variety of stakeholders including students, parents, teachers, administrators, industry partners, and community members. Through this engagement, LPS will work to align its CTE programs to the priorities of these stakeholders in an effort to ensure that investments in CTE programs and activities reflect the needs and interests of the local community. By leveraging the insights gained from the reVISION process, funding decisions can be more strategic and targeted, ultimately leading to the development and expansion of high-quality CTE programs that effectively prepare students for success in college, careers, and beyond.

**4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of reVISION.**

**RESPONSE:**

In reviewing the H3 data for both the state of Nebraska and Lincoln, LPS offers classes within multiple pathways that directly align with careers that are highly ranked in terms of the H3 data. In analyzing the H3 careers for Lincoln specifically, LPS offers multiple CTE courses that teach both the content and skills related to 8 of the top 10 H3 jobs including nursing, software development, operations management, electricians, machinists, accountants, business operations, and teachers. Based on this analysis, LPS will continue to offer courses related to these top H3 jobs.

As mentioned, teaching ranks in the top 10 H3 jobs for the state of Nebraska and locally in Lincoln. LPS has been directly impacted by the lack of qualified teachers applying for job openings in the district. In order to help resolve this issue, the CTE department will be creating an early childhood and education pathway starting

in the summer of 2024. As part of the pathway there will be an introductory Lifespan Development course, an intermediate Best Practices in Teaching course, and a capstone course that will include practicum experiences in local daycares, LPS elementary schools, middle schools, and high schools. These courses will be developed over the course of two years and will be available for students at each of the 8 high schools. It is the goal of LPS to expose students to various careers in education and inspire them to go into the profession.

In addition to the early childhood and education pathway, LPS will also be developing a counseling and mental health pathway. Data shows that over the past several years, there has been growing awareness and concern about mental health issues in the United States. Increasing awareness of mental health concerns has led to more people seeking help and receiving appropriate treatment. With this increased awareness and treatment, brings a need for additional counselors and mental health professionals. Thus, LPS will be working to develop a counseling and mental health pathway starting in the summer of 2024. As part of this pathway there will introductory Intro. To Counseling & Mental Health course, an intermediate Relationships, Families, and Crisis course, and a capstone Supporting Individuals, Families, and Communities course. These courses will be developed over the course of two years and will be available for students at each of the 8 high schools. It is the goal of LPS to expose students to various careers in counseling and mental health and inspire them to go into the profession.

LPS will also continue to add courses to its Aviation focus program. LPS was fortunate enough to recently complete the building of an aviation hangar which has increased the capacity of the focus program and will allow for additional coursework. Thus, LPS will be adding an Advanced Aviation Flight course along with an Advanced Aviation Maintenance course in the near future. These new courses will allow students to explore their interests in aviation maintenance and flight and will expose students to numerous careers in the aviation industry.

**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:**

Beginning in kindergarten, LPS students begin taking computer science and are exposed to various careers in the computer science industry. All LPS students are enrolled in a computer science course from kindergarten through 5<sup>th</sup> grade. Once students move into middle school, students are once again automatically enrolled in several CTE courses including STS, FCS, and Technology/Computer Science. Thus, all students (including those from special populations) are exposed to CTE in 6<sup>th</sup> grade. During each of these 6<sup>th</sup> grade courses, CTE staff partner with the counseling staff to develop and co-present several career exploration activities. In addition, each CTE subject area incorporate career exploration activities into their specific curriculum. For example, in 6<sup>th</sup> grade FCS there is a culinary unit and as part of that unit students explore various careers in the food industry. In that same course, students learn about design and make T-shirt designs using the cricket machine and heat press. As part of this unit students explore the various careers in which design skills are utilized.

Similar to 6<sup>th</sup> grade, students are pre-enrolled in 7<sup>th</sup> grade CTE classes such as STS, FCS, and Technology/Computer Science. Once again, teachers partner with counselors to co-present several career exploration activities as well as incorporate career exploration activities into their specific course content. At the end of 7<sup>th</sup> grade all CTE teachers are asked to discuss 8<sup>th</sup> grade offerings in CTE which include STS, FCS, Computer Science, Technology, and Robotics. At this point, these classes are elective in nature and are offered to those students who enroll in those courses.

As students close out their time in middle school and begin to think about what high school to attend there are several ways in which LPS staff provide all students with the information they need to make an informed decisions regarding which CTE classes they may want to take in high school. First, all middle school CTE teachers are asked to give presentations, which outline all of the focus programs and high school CTE course offerings. They are encouraged to have a discussion with students about the various programs of study that exist in the high schools and answer any questions students may have. During these presentations, teachers

also provide students with informational pamphlets and/or fliers that outline the various CTE courses that are offered at each high school and/or focus program. In addition to information being shared during CTE classes, middle school students also meet with their counselors to discuss career interests and potential high school CTE courses that may align with those interests. Each high school also has an open house where CTE staff set up booths so that students and parents can learn what is available to them in each CTE area and ask any clarifying questions in order to make an informed decision. In addition to the high school open houses, there are also several focus program nights in which parents can sit in on presentations about each focus program in order to make an informed decision about which high school to attend and which focus program might be the right fit for their child.

Once in high school, all students meet with counselors on a regular basis to discuss future career goals and CTE course offerings that may align with those career goals. In addition, at the conclusion of each CTE course, CTE teachers are asked to present future CTE courses that can be taken in an effort to expose students to all of the possibilities that CTE has to offer.

CTE administrators will also work with support staff in order to better support students with disabilities, English learners, and other special populations to ensure that no barriers prevent them from participating in CTE pathways. In addition, LPS will look for opportunity gaps that may exist for special populations regarding internship and work-based learning opportunities. CTE staff will then work with district, building, and community leaders to close those gaps and remove barriers that exist for students with disabilities, English learners, and other special populations.

**6. Through your district’s reVISION process, 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)*

**Action Steps to Improve Workforce Alignment within LPS:**

1. Establish additional advisory groups in areas that LPS does not currently have advisory groups in. Specifically, LPS wants to establish new advisory groups in the areas of computer science, design, counseling & mental health, and business.
2. For those high ranking H3 jobs that LPS does not currently offer, LPS will work to establish relationships with postsecondary institutions and other industrial professionals in an effort to expose students to the opportunities that exist in terms of those H3 careers.
3. Continue to analyze H3 data on a yearly basis and emphasize the LPS pathways that lead to those high need H3 careers and deemphasize the LPS pathways related to non-H3 careers.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"> <li>• Engage current industry partners and broaden the number of business partnerships in order to increase opportunities for students to interact with local business and increase work-based learning opportunities.</li> <li>• Engage additional industry partners in an effort to broaden the number of advisory groups in the areas of computer science, design, counseling &amp; mental health, and business.</li> <li>• Continue to analyze H3 data for Nebraska in order to determine adjustments that need to be made to LPS course offerings and programs of study.</li> </ul>

	<ul style="list-style-type: none"> <li>○ Work with LPS staff and business leaders to continue to explore the addition of new programs or the expansion of existing programs such as early child and education as well as counseling and mental health.</li> <li>● Work with CTE administrators and curriculum experts to align course offerings to specific programs of study and create clear career pathways for students to follow.</li> <li>● Based on feedback from industry partners and advisory groups, LPS will update CTE labs with the purchase of industry standard equipment.</li> <li>● Explore gaps and barriers that may exist that prevent students of special populations from participating in work-based learning opportunities.</li> </ul>
<p><b>Year 2: 2025-2026</b></p>	<ul style="list-style-type: none"> <li>● In collaboration with industry partners, implement additional work-based learning opportunities for students.</li> <li>● In collaboration with additional industry partners implement advisory groups in the areas of computer science, design, counseling &amp; mental health, and business.</li> <li>● Work with LPS staff and business leaders to design the curriculum for new programs such as the early child and education pathway as well as the counseling and mental health pathway.</li> <li>● Through the CCIP process, LPS staff will adjust curriculum to better align course content to specific programs of study.</li> <li>● Continue to update CTE labs with the purchase of industry standard equipment.</li> <li>● Work with district, building, and community leaders to close gaps and reduce barriers that may exist that prevent students of special populations from participating in work-based learning opportunities.</li> </ul>
<p><b>Year 3: 2026-2027</b></p>	<ul style="list-style-type: none"> <li>● Continue to expand the number of work-based learning opportunities for students and make adjustments to existing work-based learning programs.</li> <li>● Continue to engage additional industry partners in an effort to implement advisory groups in the areas of computer science, design, counseling &amp; mental health, and business.</li> <li>● Work with LPS staff and business leaders to implement new programs such as the early child and education pathway as well as the counseling and mental health pathway.</li> <li>● Work with LPS teachers to implement changes made to curriculum and the alignment of course content to specific programs of study.</li> <li>● Continue to update CTE labs with the purchase of industry standard equipment.</li> <li>● Work with district, building, and community leaders to close gaps and reduce barriers that may exist that prevent students of special populations from participating in work-based learning opportunities.</li> </ul>
<p><b>Year 4: 2027-2028</b></p>	<ul style="list-style-type: none"> <li>● Evaluate the success of current work-based learning programs and continue to explore additional work-based learning opportunities for students.</li> <li>● Evaluate the success of current advisory groups in the areas of computer science, design, counseling &amp; mental health, and business.</li> <li>● Support LPS staff and make adjustments to newly implemented programs such as the early child and education pathway as well as the counseling and mental health pathway.</li> <li>● Support LPS teachers and make adjustments to the newly implemented changes made to curriculum to better align course content to specific programs of study.</li> <li>● Continue to update CTE labs with the purchase of industry standard equipment.</li> </ul>

- |  |                                                                                                                                                                                                                                                                                                                                           |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  | <ul style="list-style-type: none"><li>• Continue to work to close gaps and reduce barriers that may exist that prevent students of special populations from participating in work-based learning opportunities. In addition, evaluate the efforts made in previous years to determine the best course of action moving forward.</li></ul> |
|--|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|

### 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 through the reVISION process.

**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 reVISION outcomes.**

**RESPONSE:**

LPS is committed to ensuring that students have access to high-quality CTE so that they can pursue their interests in a wide variety of different career paths. In an effort to ensure that LPS students are able to explore their interests and are exposed to a variety of career options, LPS offers numerous CTE courses in grades 6-12. LPS offers courses in the following career clusters and pathways:

- Agriculture, Food, & Natural Resources
- Business, Management, and Administration (Management / Accounting / Business / Entrepreneurship)
- Finance (Accounting / Economics)
- Hospitality & Tourism (Culinary Arts / ProStart)
- Marketing (Marketing / Entrepreneurship)
- Communication Arts (Digital Design / Video Production) • Information Technology (Data Science / Information Technology)
- Health Sciences
- Human Services (Child, Youth, and Family Studies / Early Childhood Education & Services / Counseling & Mental Health)
- Architecture & Construction (Architectural Design / Construction)
- Energy & Engineering (Engineering)
- Manufacturing (Manufacturing, Welding)
- Education & Training (Education and Training)
- Law, Public Safety, Security, and Corrections
- Transportation, Distribution, and Logistics.

In order to maintain curriculum that aligns to local workforce and H3 data and NE content and career readiness standards, it is imperative that courses within the above programs of study are updated and adjusted through a CCIP on a regular basis. Using Perkins funds for these CCIPs will allow lessons to be developed that are both innovative and exciting that peak student interest and expose students to potential careers. Perkins funds will also be used to purchase industry standard equipment and software as well as update CTE labs in order to draw more students to CTE courses and attract and retain CTE staff. Perkins funds will also be used to provide work-based learning opportunities to more students and especially students of special populations in order to reduce barriers for those students.

**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:**

In order to improve the academic and technical skills of students participating in CTE programs, CTE administrators will work with teachers to develop high quality curriculum that aligns with NDE core and career readiness standards. It is imperative that the CTE curriculum is current, innovative, hands-on in nature, and inspires students to consider careers in the various CTE fields. In order to accomplish this, CTE administrators will facilitate CCIP teams to review, design, adjust, and update curriculum. As part of this process, LPS will integrate academic content with CTE curriculum in an effort to prepare students for postsecondary success as well as career success. During the CCIP, special consideration will be given to developing a series of courses that are sequential in nature and build on one another. Building a coherent, sequential course sequence will allow students to continually build on their content knowledge as well as build on their technical skills. In addition to developing a curriculum to enhance content knowledge and skills, it is also important to integrate career awareness activities and work-based learning experiences into the curriculum. LPS will work to expand the number of business partnerships in an effort to provide extended learning opportunities for students such as guest speakers, panel discussions, job shadows, field trips, career fairs, internships, and employment opportunities. These experiences will allow students to apply the academic and technical skills learned in class to authentic workplace settings, gain a better understanding of industry practices, and develop career readiness skills and networks. As part of these business partnerships, LPS will convene advisory groups and consult higher education and industry partners to learn current industry needs, knowledge, and skills. LPS will use this information to guide course offerings, curriculum writing, and equipment purchases. This will allow for a dynamic curriculum and updated CTE labs that will both inspire students and staff.

In addition to investing in the development of high-quality curriculum and expanded business partnerships, LPS will also invest in the professional development of its CTE staff. The CTE department will work to provide staff with professional development opportunities designed to enhance the ability of staff members to teach academic content and skill development. By investing in the development of curriculum, updating CTE labs with industry standard equipment, staff professional development, and expanding work-based learning opportunities, LPS will improve the overall academic and technical skills of students participating in CTE programs.

**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:**

A primary component of LPS's Career Academy is that students have the ability to earn college credit while taking high school courses. LPS administrators will continue to work with Southeast Community College to ensure the success of students at the Career Academy so they have the opportunity to gain college credit in twelve different career pathways including; Ag/Bioscience, Culinary, Information Technology, Business Entrepreneurship, Early Childhood Education, K-12 Education, Construction, Engineering, Precision Machining, Criminal Justice, Health Sciences, and Welding.

In addition to the Career Academy, LPS has recently developed several focus programs including The Bryan College of Health Science Focus Program, Early College and Career STEM Program, and the NE Business Focus Program. Each one of these focus programs provides students with the opportunity to enroll in college-level courses while still in high school. LPS administrators will continue to work with these postsecondary institutions to ensure the success of these focus programs and continued dual credit opportunities.

LPS CTE administrators will also continue to work with higher education institutions to provide students the opportunity to take classes at their home comprehensive high school and earn dual enrollment credits such as in the automotive pathway, welding pathway, and accounting pathway. CTE administrators will look to broaden the relationships with higher education institutions in order to expand on the number of dual credit opportunities for students at their home high schools. By providing CTE students with the opportunity to gain



postsecondary credit while still attending high school, LPS aims to prepare them for success in both college and careers, equipping them with the knowledge and skills needed to succeed in life after high school.

**10. Through your district’s reVISION process, 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)**

**Action Steps to Improve Program Quality within LPS:**

1. Continue to update CTE labs and design them to reflect industry standard work environments.
2. Purchase industry standard equipment for newly renovated CTE labs and continue to purchase industry standard equipment to replace dated or non-industry standard equipment.
3. Invest in the Continuous Curriculum Improvement Process (CCIP) to ensure that teachers and students have high quality instructional materials.
4. Work to close the gender gaps that current exist within several CTE clusters.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"> <li>• Update CTE labs with the purchase of industry standard equipment.</li> <li>• Facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards.</li> <li>• Broaden the number of business and industry partners to provide recommendations regarding course offerings, lab upgrades, and the purchase of industry standard equipment.</li> <li>• Analyze and identify opportunities to expand the number of dual credit opportunities and additional certifications that can be offered.</li> <li>• Explore gaps and barriers that may exist that prevent students of special populations from participating in work-based learning opportunities.</li> </ul>
<b>Year 2: 2025-2026</b>	<ul style="list-style-type: none"> <li>• Continue to update CTE labs with the purchase of industry standard equipment.</li> <li>• Facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards.</li> <li>• Convene additional advisory boards to gain insight into industry knowledge, skills, and equipment.</li> <li>• Engage higher education institutions in order to expand the number of dual credit and certification opportunities for students.</li> <li>• Work with district, building, and community leaders to promote CTE coursework in an effort to generate interest among special populations.</li> </ul>
<b>Year 3: 2026-2027</b>	<ul style="list-style-type: none"> <li>• Continue to update CTE labs with the purchase of industry standard equipment.</li> <li>• Continue to facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards.</li> </ul>

	<ul style="list-style-type: none"><li>• Continue to work with advisory boards to gain insight into industry knowledge, skills, and equipment.</li><li>• Implement additional dual credit opportunities in CTE areas (focus area of health science)</li><li>• Continue to work with district, building, and community leaders to promote CTE coursework in an effort to generate interest among special populations.</li></ul>
<p><i>Year 4: 2027-2028</i></p>	<ul style="list-style-type: none"><li>• Continue to update CTE labs with the purchase of industry standard equipment.</li><li>• Continue to facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards.</li><li>• Analyze the effectiveness of the advisory boards and make adjustments as needed to make the advisory groups as impactful as possible.</li><li>• Analyze the effectiveness of dual credit programs and make adjustments as needed.</li><li>• Analyze the effectiveness of the efforts to reduce barriers for special populations and make adjustments as needed.</li></ul>

## 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 reVISION process, 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 nontraditional fields
- c. Provide equal access for special populations to CTE courses, programs, and programs of study; 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:**

**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

One of the primary ways that LPS will support teachers so they can provide activities to prepare special populations for H3 sectors is investing in the development of a guaranteed and viable curriculum. In order to accomplish this, LPS will facilitate Continuous Curriculum Improvement Processes (CCIP) teams that will work to align LPS curriculum to NDE core and career readiness standards. This will ensure that ALL students, including special populations, will have access to high quality, hands-on, and engaging curriculum. In addition to providing teachers with high quality curriculum, LPS will invest in professional development ensuring that all CTE teachers fully understand the curriculum and are able to present it in a way that makes it accessible to special populations. It is also the intention of LPS to work with the special education department and EL department to ensure that the LPS CTE curriculum is accessible and

appropriate for all students. In working collaboratively with these departments, it is the goal of the CTE department to modify curriculum when needed in order to better support special populations. In addition to creating high level curriculum and making modifications where needed, the CCIP teams will also work to develop career exploration activities allowing students to interact with industry partners through guest speakers, job shadows, internships, and work-based learning opportunities. These career exploration activities may inspire students of special populations to consider various H3 occupations that one day will lead to self-sufficiency.

A final way that LPS is working to prepare special populations for H3 occupations is through the development of Unified CTE courses. In partnership with the special education department, building administration, and the Special Olympics, LPS will be offering both a high school Unified FCS course and a Unified STS course. These courses encourage collaboration between special population students and their peers leading to a great experience that may lead special population students to consider a H3 occupation and ultimately lead to self-sufficiency.

**b. Prepare CTE participants for non-traditional fields**

One of the goals of LPS CTE department is to increase participation in the LPS courses associated with non-traditional fields. The key to increasing participation in these fields is exposing all student to the various programs LPS offers and the various careers that are available in non-traditional fields. Thus, LPS will work diligently to expose all students to various CTE courses starting in middle school. The LPS CTE department will work to ensure that all middle school students have the ability to take STS, FCS, BMIT, and Computer Science class in grades 6-8. By exposing students to these courses at an early age it is more likely that they take similar courses in high school.

LPS CTE staff will also work with middle school and high school counseling staff to provide career exploration units that expose all students to non-traditional fields. In addition, LPS will work with local businesses to provide guest speakers or videos that highlight nontraditional workers that are successful in various industries. LPS CTE administrators will also work with teachers to produce promotional materials that can be presented to students showing non-traditional students and staff participating in various LPS programs. In addition, LPS CTE administrators will work with staff in developing a plan to promote nontraditional programs. For example, LPS will work with Intro. To Design and Interior Design teachers to expose and promote our Engineering and Architecture courses to female students. Through the curriculum development process, LPS will also work to develop materials that are non-biased and promote the accomplishments of all individuals in all career fields.

In addition to early exposure to non-traditional fields, LPS will work to recruit and hire teachers for programs non-traditional for their gender. For example, last year LPS hired two male FCS teachers for the first time and currently employ five female STS teachers. Having representation in non-traditional areas can inspire more students to take those classes. Another effort LPS has taken up is to address equity gaps in producing gender-neutral recruiting materials. LPS will utilize language and images in their recruitment materials that are inclusive and appeal to all populations. LPS will also develop curriculum and implement student projects that appeal to all populations. During the curriculum development process LPS will create choice within projects that will allow students to explore their own passions. These efforts will hopefully prepare all CTE participants for non-traditional fields.

**c. Provide equal access for special populations to CTE courses, programs, and programs of study**

Ensuring equal access for special population to CTE courses, programs, and programs of study is essential for promoting equity and meeting the divers needs of all students. The first step in ensuring access for special populations to CTE courses is equitable recruitment and outreach. LPS will work with building administrators, counselors, special education staff, and EL staff to implement targeted recruitment and outreach efforts to ensure that LPS is reaching special populations such as students with disabilities, English language learners, students from low-income families, and those who are homeless or in foster care. LPS will work with community organizations and LPS administrators to disseminate information in multiple languages to ensure that all students are aware of the available opportunities in CTE within LPS.

Another way in which LPS will work to provide equal access for special populations to CTE courses will be to provide necessary supports. LPS administration will work with teachers and support staff to provide individualized support services to special populations to address their unique needs and barriers to participation in CTE programs. This could include things such as adapting the curriculum, differentiated instruction, assistive technology, academic support, counseling, accommodations for students with disabilities, language support for English language learners, transcription to focus programs, and funding support for dual credit courses and classroom materials.

LPS will also work with special populations to provide career guidance and counseling services to help special populations explore various career paths, set goals, and make informed decisions about what focus program to attend, what courses to take, or what postsecondary options may be available to them. In addition, LPS will work to ensure that special population have equal access to work-based learning opportunities such as job shadows and internships. This could include LPS using funds for transportation so that special populations can participate in these work-based learning opportunities, which provide valuable real-world skills and exposure to various career pathways.

Finally, LPS will continue to analyze data on the participation and outcomes of special populations in CTE programs. LPS will work to identify any disparities or gaps and work to implement practices that encourage equitable access and success. This data will be used to make informed decisions, allocate resources, and implement targeted interventions in order to ensure that LPS is providing equal access for special populations to CTE courses, programs, and programs of study.

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

Ensuring that members of special populations will not be discriminated against on the basis of their status as a member of special populations is of utmost importance to LPS. LPS will review policies to ensure that the district is free from discriminatory practices based on race, ethnicity, gender, disability, socioeconomic status, or language proficiency. In addition, CTE administrators will work with CTE department chairs and teachers to provide professional development on issues related to special populations. This includes having discussions to better understand the needs of special populations in an effort to address any bias practices that may exist. This in turn will lead LPS to ensure that members of special populations have equitable access to all educational resources, all CTE opportunities, and all support services that LPS has to offer. This will also lead to the development and implementation of individualized accommodations and supports to meet the unique needs of students with disabilities and other special populations. LPS will also review and implement discipline practices that are fair, equitable, and nondiscriminatory to ensure that all students are treated in a fair and equitable way. Finally, the LPS curriculum team will work with the Multicultural Advisory Committee to explore issues around equity bias, and best practices when working with special populations. CTE administrators also work with special education and EL administrators to remove any barriers that may exist, adjust curriculum, and make accommodations to ensure that all students have access to the CTE curriculum.

**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:**

LPS has a strong mission to provide a quality education to all students. Despite this desire, in analyzing the Perkins Performance Indicators and Indicator Trend data, several gaps consistently exist within certain subgroups in CTE areas. Weather analyzing graduation rates (1S1), proficiency in reading, math, and science (2S1, 2S2, 2S3), or post program placements (3S1), the following subgroups performed well below their peers; EL, foster, free-reduced lunch, homeless, American Indian, black, Hispanic, 2 or more races, single parent, and special education students. It is the goal of LPS to close the gap between these subgroups and the other subgroups or the population as a whole. In order to address the disparity gaps in performance, CTE administrators and staff work to provide targeted interventions such as implementing diverse instructional practices, providing targeted academic supports, enhancing family and community engagement, and implementing LPSs restorative practices and positive behavior intervention plans. In order to implement these targeted interventions, LPS will collaborate with the special education department to align services and initiatives to best support students. By working with special education staff, CTE staff will better be able to meet the needs of struggling students in an effort to close disparities in performance. If no meaningful progress has been achieved, all LPS district departments will collaborate with one another and with the special education department. This collaboration will allow for better support for building administration, teachers, para-educators, and other staff. CTE staff will also work with special education administration to advocate for building acceptance and understanding of all students by promoting and implementing effective practices to provide least restrict environments for all students. LPS will also engage in district and building professional development and coaching in order to build capacity of staff in order to close the disparity gaps in performance.

**13. Through the district's reVISION process, 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)*

**Action Steps to Improve Evaluation of Student Performance within LPS:**

1. Develop curriculum that is inclusive and accessible to all students. As part of that work LPS will develop projects that appeal and represent all subgroups.
2. Work with industry partners to establish additional career exploration opportunities that involve industry experts that are diverse and represent the multiple subgroups that exist in LPS schools.
3. Work with the curriculum director, curriculum specialists, special education staff, EL staff, and building administration to increase the success of underperforming subgroups.
4. Work with counselors, CTE staff, and support staff to develop strategies to better support underperforming subgroups.
5. Work with the human resources department to hire diverse staff that are representative of the subgroups that currently exist in LPS schools.

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

Program Year	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1:</b> <b>2024-2025</b>	<ul style="list-style-type: none"> <li>• Analyze data to determine the participation of special subgroups and identify areas of strength and weakness.</li> <li>• LPS CTE coordinators will facilitate CCIP teams to develop curriculum and activities that are culturally inclusive and appeal to all subgroups.</li> <li>• LPS will work to broaden community partnerships in order to explore additional career exploration activities providing more opportunities to students. In addition, LPS work encourage the community partners to highlight those employees that come from diverse subgroups.</li> <li>• Work with the curriculum director, equity committee, special education staff, and EL staff to identify areas of success and areas that need improvement. In addition, develop a plan to target areas needed for improvement.</li> <li>• Work with the human resources department to identify and hire diverse staff that are representative of the subgroups that currently exist in LPS schools.</li> </ul>
<b>Year 2:</b> <b>2025-2026</b>	<ul style="list-style-type: none"> <li>• LPS CTE coordinators will facilitate CCIP teams to develop curriculum and activities that are culturally inclusive and appeal to all subgroups.</li> <li>• LPS will work to broaden community partnerships in order to explore additional career exploration activities providing more opportunities to students. In addition, LPS work encourage the community partners to highlight those employees that come from diverse subgroups.</li> <li>• Use CTE promotional materials to target underrepresented subgroups in order to increase participation.</li> <li>• Work with the curriculum director, equity committee, special education staff, and EL staff to implement changes to target disparities in performance data.</li> <li>• Work with the human resources department to identify and hire diverse staff that are representative of the subgroups that currently exist in LPS schools.</li> </ul>
<b>Year 3:</b> <b>2026-2027</b>	<ul style="list-style-type: none"> <li>• LPS CTE coordinators will facilitate CCIP teams to develop curriculum and activities that are culturally inclusive and appeal to all subgroups.</li> <li>• LPS will work to broaden community partnerships in order to explore additional career exploration activities providing more opportunities to students. In addition, LPS work encourage the community partners to highlight those employees that come from diverse subgroups.</li> <li>• Continue to use CTE promotional materials to target underrepresented subgroups in order to increase participation.</li> <li>• Continue to work with the curriculum director, equity committee, special education staff, and EL staff to implement changes that target disparities in performance data.</li> <li>• Work with the human resources department to identify and hire diverse staff that are representative of the subgroups that currently exist in LPS schools.</li> </ul>
<b>Year 4:</b> <b>2027-2028</b>	<ul style="list-style-type: none"> <li>• Analyze three-year data to determine if promotional and targeting efforts were successful in increasing enrollments of underrepresented subgroups and determine if adjustments need to be made.</li> <li>• LPS CTE coordinators will facilitate CCIP teams to develop curriculum and activities that are culturally inclusive and appeal to all subgroups.</li> <li>• LPS will work to broaden community partnerships in order to explore additional career exploration activities providing more opportunities to students. In addition,</li> </ul>

LPS work encourage the community partners to highlight those employees that come from diverse subgroups.

- Continue to work with the curriculum director, equity committee, special education staff, and EL staff to implement changes that target disparities in performance data.
- Work with the human resources department to identify and hire diverse staff that are representative of the subgroups that currently exist in LPS schools.



## 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, diverse workforce, support services offered to retain staff, and professional development provided to improve their skillsets. In this section, use the results of your district's reVISION outcomes to prioritize the action steps 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:**

Hiring quality CTE educators is of the utmost importance for the sustainability of quality CTE programs within LPS. Thus, LPS will dedicate resources to ensure that there is a strong CTE staff in place to teach and support students. For example, the LPS curriculum specialist is in regular communication with human resources staff on potential job openings within LPS and regarding potential CTE candidates. In addition, the LPS curriculum specialist and CTE coordinators consistently are in communication with local colleges and universities regarding potential CTE candidates. Furthermore, LPS CTE staff volunteer to guest speak, be on panels for college and university classes, and participate in college advisory meetings. These relationships with local colleges and universities also extend to practicum and student teaching placements. Each year LPS hosts a number of practicum and student teachers in an effort to strengthen the CTE workforce and recruit teachers to LPS.

While working with district HR staff and postsecondary institutions on hiring qualified candidates is essential, it is also essential the LPS put measures in place to retain quality CTE staff. This ability to retain qualified and quality CTE educators is of the utmost importance to the sustainability of CTE programs in LPS. Thus, LPS will work to ensure that CTE educators have the resources and support they need to be successful. This includes developing and providing teachers with a complete curriculum, which reduces the load on teachers to develop their own materials. In addition, LPS has adjusted the teacher work schedule to provide professional development within their normal work contract rather than forcing teachers to attend professional development outside of their normal contract. In terms of professional development, LPS invests heavily in training teachers so that they feel comfortable and supported in their teaching role. This includes a week-long new teacher orientation, tenure courses, three days of CTE professional learning and four days of building professional learning. While LPS invests heavily in professional development, LPS also has invested in employing CTE coordinators. The primary role of these CTE coordinators is to develop high quality curriculum and support teachers in their instruction. The CTE coordinators are there to help teachers any time an issue arises and work diligently to support teachers in any way possible. The coordinators also take great pride in recognizing the great work that is done each and every day by LPS teachers. The CTE administrators consistently recognize the efforts of teachers by posting on social media, nominating teachers for awards, and recognizing their efforts during CTE month.

Despite the efforts to hire, train, and support CTE staff, LPS is still seeing a decrease in the number of qualified candidates applying for CTE job openings. Thus, LPS is going to be developing an early childhood and education pathway with the hope of inspiring more LPS students to become teachers. The pathway will include an introductory Lifespan Development class, an intermediate Best Practices in Teaching class, and a capstone course that will include a practicum experience. Through these efforts, LPS hopes to expose students to various careers in education. These LPS course offerings will be available at each of the 8 high

schools in an effort to inspire more individuals from groups underrepresented to pursue a career in the teaching profession.

15. Through your district’s reVISION process, action steps were identified to address CTE educator recruitment, retention, 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 below. List, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff 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)*

**Action Steps to Improve the Recruitment, Retention, and Training of CTE Educators within LPS:**

1. LPS will plan, develop, and implement a teacher education pathway in an effort to inspire more students to consider a career in education.
2. CTE administrators will work with district and building administration to provide better classroom support for student discipline, which is widely cited as a reason for teacher burnout.
3. LPS will utilize the Continuous Curriculum Improvement Processes to implement high quality, fully developed curriculum and use funds to provide teachers with the resources, equipment, and space needed to perform their work effectively.
4. LPS will continue to plan and provide effective CTE professional development and use funds to offer additional staff members the opportunity to attend out of district professional development.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"> <li>• The CTE administration will work with teachers to develop a new Lifespan Development Course as part of the new early childhood and education pathway.</li> <li>• LPS will collaboratively work with district leaders to support teachers and implement policies aimed at reducing discipline issues in the classroom.</li> <li>• Support teachers by providing professional development in the form of tenure coursework, required district professional learning, NDE professional development, and other local and national professional development.</li> <li>• Facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards to reduce the workload on individual teachers.</li> </ul>
<b>Year 2: 2025-2026</b>	<ul style="list-style-type: none"> <li>• The CTE administration will work with teachers to develop a new Best Practices in Education course as part of the new early childhood and education pathway.</li> <li>• LPS will collaboratively work with district leaders to support teachers and implement policies aimed at reducing discipline issues in the classroom.</li> <li>• Continue to support teachers by providing professional development in the form of tenure coursework, required district professional learning, NDE professional development, and other local and national professional development.</li> <li>• Continue to facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards to reduce the workload on individual teachers.</li> </ul>

<p><b>Year 3: 2026-2027</b></p>	<ul style="list-style-type: none"> <li>• The CTE administration will work with teachers to develop a new capstone course as part of the new early childhood and education pathway that will involve practicum experiences.</li> <li>• LPS will collaboratively work with district leaders to support teachers and implement policies aimed at reducing discipline issues in the classroom.</li> <li>• Continue to support teachers by providing professional development in the form of tenure coursework, required district professional learning, NDE professional development, and other local and national professional development.</li> <li>• Continue to facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards to reduce the workload on individual teachers.</li> </ul>
<p><b>Year 4: 2027-2028</b></p>	<ul style="list-style-type: none"> <li>• The CTE administration will work with teachers to implement courses associated with LPSs new childhood and education pathway.</li> <li>• LPS will collaboratively work with district leaders to support teachers and implement policies aimed at reducing discipline issues in the classroom.</li> <li>• Continue to support teachers by providing professional development in the form of tenure coursework, required district professional learning, NDE professional development, and other local and national professional development.</li> <li>• Continue to facilitate CCIP teams that will update and develop curriculum that contains career development content and aligns to NE career readiness standards to reduce the workload on individual teachers.</li> </ul>

**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:**

LPS understands the value of having good business partnerships and is continually trying to expand on the number of partnerships that currently exist in order to provide work-based learning opportunities to students. In order to accomplish this, LPS analyzes the various CTE pathways and attempts to build relationships with local businesses to expand learning in each pathway. Individual meetings are conducted to better understand the needs of the local business and their capacity to partner with LPS. Based on these discussions, a partnership plan is developed and shared with CTE staff members. In addition to individual business partnership meetings, LPS has established multiple advisory groups across CTE pathways including construction, engineering, automotive, and manufacturing. These advisory groups help plan additional work-based learning opportunities for students. LPS also works with local agencies such as 1<sup>st</sup>-Jobs Lincoln, The

Lincoln Chamber of Commerce, Lincoln Partnership for Economic Development, and LIBA to develop and sustain career awareness activities and work-based learning opportunities for students.

LPS has worked diligently to provide career awareness, career exploration, and work-based learning opportunities for students in a systematic way. Due to the large size of LPS, introductory CTE courses could involve 2,000 students district wide. Most local businesses don't have the capacity to manage that number of students so LPS works with businesses to engage in awareness strategies such as developing career videos and content specific videos that can be added directly to the curriculum. This allows LPS to expose students to both industry standard content and local career opportunities. A second course within a given pathway could still involve 700-800 students, which again can be overwhelming for many business partners. Thus, LPS partners with multiple businesses within the same pathway and utilizes those similar businesses to provide guest speakers and job shadowing experiences for individual schools. This allows a business to "adopt" a single school which is more manageable for local businesses. The third course within a given CTE pathway traditionally involves smaller numbers. These smaller class sizes allow for more intimate partnerships such as field trips, internships, or practicum experiences. This systematic approach to partnerships results in students getting industry exposure in a multitude of ways across all classes in a given pathway. Students receive multiple business touchpoints across multiple classes that directly connect to state standards, classroom instruction, and career planning.

Below are specific examples of both career awareness activities and work-based learning opportunities for students within LPS.

- LPS Culinary students work directly with ProStart chefs
- All LPS juniors are required to complete a 4-hour job shadow experience
- LPS partners with counseling staff and local business to host career exposure fairs and interview fairs.
- LPS has partnered with Duncan Aviation to provide 12 students the opportunity to participate in a 1 semester internship at Duncan Aviation.
- LPS has partnered with Kawasaki, which has led to 2 Kawasaki employees coming to Lincoln High and Northeast twice a week for 8 weeks to work directly with students and train them on welding techniques at Kawasaki. Those students that show welding aptitude are offered jobs at the end of the training.
- LPS has partnered with several automotive dealerships who provide internship opportunities for LPS students during the summer.
- LPS has partnered with LPS elementary school administration and local daycares allowing LPS students to participate in semester long child development practicums.
- LPS offers a Work Experience course, which allows students to earn money and learn industry skills while also earning LPS credit.

While LPS offers the work-based learning experiences outlined above, the district will continue to explore other work-based learning opportunities. In order to accomplish this, LPS will work to broaden the number of business and industry partnerships as well as expand the number of advisory groups by;

- working with the Lincoln Chamber of Commerce and Lincoln Workforce Development.
- developing strategies to get more industry partners into the classroom.
- meeting regularly to evaluate the partnership and make adjustments as needed.
- reviewing data for local workforce needs.
- providing regular opportunities for community and business input.
- writing curriculum that encourages business involvement.
- Working to reduce barriers for students of special populations and work to make work-based learning an equitable practice open to all students. In order to accomplish this, LPS will analyze current practices, explore successes, and identify barriers. LPS will then work with district, building, and community leaders to reduce barriers and broaden the work-based learning opportunities in the district.

17. Through your district’s reVISION process, 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)*

**Action Steps to Improve Work-Based Learning within LPS:**

1. Collaborate with additional industry partners in order to expand the number of work-based learning opportunities in all LPS CTE pathways.
2. Collaborate with Intern NE to expose students to additional work-based learning opportunities.
3. Collaborate with NDE, LPS administration, and local businesses to establish a systematic internship program in Lincoln.

**Prioritized Action Steps for Work-based Learning:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"> <li>• Continue to support the existing work-based learning opportunities that LPS currently offers.</li> <li>• Broaden the number of business and industry partnerships in order to expand the number of potential work-based learning opportunities.</li> <li>• Work with district and building administrators, industry partners, and advisory groups to identify barriers associated with work-based learning.</li> <li>• Meet with Intern NE to collaborate on strategies to get more businesses to offer high school internships.</li> <li>• Work with counselors on plan for how to best communicate Intern NE opportunities to LPS students.</li> </ul>
<b>Year 2: 2025-2026</b>	<ul style="list-style-type: none"> <li>• Continue to support the existing work-based learning opportunities that LPS currently offers.</li> <li>• Work with new business and industry partners to plan additional work-based learning opportunities.</li> <li>• Work with district and building administrators, industry partners, and advisory groups to reduce barriers associated with work-based learning and add additional work-based learning opportunities for students.</li> <li>• Continue to collaborate with Intern NE on strategies to get more businesses to offer high school internships.</li> <li>• Work with counselors and CTE teachers to best communicate Intern NE opportunities to LPS students.</li> </ul>
<b>Year 3: 2026-2027</b>	<ul style="list-style-type: none"> <li>• Continue to support the existing work-based learning opportunities that LPS currently offers.</li> <li>• Collaborate with new business and industry partners to implement additional work-based learning opportunities.</li> <li>• Work with district and building administrators, industry partners, and advisory groups to reduce barriers associated with work-based learning and add additional work-based learning opportunities for students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Continue to collaborate with Intern NE on strategies to get more businesses to offer high school internships.</li> <li>• Work with counselors and CTE teachers to best communicate Intern NE opportunities to LPS students.</li> </ul>
<p><b>Year 4: 2027-2028</b></p>	<ul style="list-style-type: none"> <li>• Continue to support the existing work-based learning opportunities that LPS currently offers.</li> <li>• Continue to collaborate with new business and industry partners to implement additional work-based learning opportunities.</li> <li>• Continue to collaborate with Intern NE on strategies to get more businesses to offer high school internships.</li> <li>• Work with counselors and CTE teachers to best communicate Intern NE opportunities to LPS students.</li> <li>• Analyze and evaluate existing work-based learning opportunities and make adjustments to expand and improve opportunities for students.</li> </ul>

**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:**  
LPS has the motto, "All Means All," which is woven into the fabric of decisions that are made within LPS and the CTE department. Thus, it is a primary goal of LPS to provide ALL students with a guaranteed and viable curriculum and equal access to courses and programs of study. Thus, when considering the six elements of Perkins, LPS works to expand opportunities for students with disabilities, English learners, and members of other special populations. LPS encourages local businesses to consider all students when developing programs or workforce pipelines. In addition, LPS works to reduce barriers for students to learn the content and skills necessary to enter the labor market. By working with counselors, special education staff, equity liaisons, EL staff, and local businesses, CTE administrators are able to reduce barriers and provide opportunities for all students to not only learn about but participate in the local job market. Specific considerations throughout the development of goals for all six elements include:

- Participating in focus program information nights and high school open houses provides students and parents of special populations information regarding CTE opportunities that exist within the school district.
- Creating CTE information materials and presentations to provide students and parents of special populations with information regarding programs of study offered in LPS and the career paths that they lead to.
- Partnering with the counseling department to create career exploration activities and present them to middle level students.
- Working with industry partners to create job fairs and hold open houses where students and parents can come to learn about various career opportunities.
- Working with industry partners to expand work-based learning opportunities for students.
- Working with district, building, and community leaders to reduce barriers to work-based learning opportunities for members of special populations.
- Collaborating with EL and special education staff to remove any barriers that may exist, adjust curriculum, and make accommodations to ensure that all students have access to the CTE curriculum.

## 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 Guidebook and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2024-2028); 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 (2024-2028). 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 (2024-2028).

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:**

In order to implement a successful comprehensive CTE program, it is essential to foster collaboration among CTE teachers and administration, building leaders, counseling staff, special education staff, EL staff, and business and industry leaders. Engaging each stakeholder group is essential in implementing coursework, supporting staff and students, and providing work-based learning opportunities. LPS will continue to engage with the various groups in a number of ways including:

- LPS CTE curriculum specialist will hold monthly meetings with the LPS curriculum director.
- LPS CTE curriculum specialist will hold biweekly meetings with the LPS curriculum coordinators.
- LPS CTE curriculum coordinators will hold monthly meetings with high school CTE department chairs.
- LPS CTE curriculum coordinators will hold quarterly meetings with middle school CTE liaisons.
- LPS CTE administration will provide professional learning sessions for CTE staff three times a year.
- LPS CTE curriculum coordinators will convene CCIP teams to align standards, develop curriculum, select teaching resources, and develop career exposure and work-based learning opportunities.
- LPS CTE curriculum specialist and coordinators will meet with secondary principals and counseling teams to update them on any changes occurring within CTE programs.
- LPS CTE coordinators will hold regular meetings with business partners and CTE advisory boards.
- LPS CTE curriculum specialist and CTE coordinators will collaborate with industry partners on career fairs, career exposure activities, and work-based learning opportunities
- LPS CTE curriculum coordinators will meet with special education staff and EL staff to better support students.
- LPS CTE curriculum coordinators will work with higher education administrators to support the placement of practicum and student teachers.

## LPS Stakeholder Verification Worksheet

Role	Name(s)	Organization(s)	Email/Contact Info	Evidence of Engagement
Secondary CTE and core academic teachers/faculty	John Seymour	Lincoln Southeast BMIT teacher FBLA Sponsor	jseymour@lps.org	Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Shannon Quible	Lincoln North Star BMIT teacher BMIT Department Chair Work-Based Learning teacher	squible@lps.org	Department Chair Meetings Small Focus Group Participant One-On-One Conversations Work-Based Learning Lead Planner
	Linda Kreifels	Lincoln Southwest BMIT teacher	lkreife@lps.org	Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Brent Jarosz	Bay High BMIT teacher Coordinator of LPS Summer Technology Program	bjarosz@lps.org	Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Ashley Tobey	Irving Middle School BMIT and Computer Science teacher	atobey@lps.org	Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Lori Feldman	Lux Middle School BMIT and Computer Science teacher	lfeld@lps.org	Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Laura Brouillette	Park Middle School BMIT and Computer Science teacher	lbrouill@lps.org	Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Dani Fusco	Pound Middle School BMIT and Computer Science teacher	dbailey@lps.org	Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Sam Towne	Scott Middle School BMIT and Computer Science teacher	stowne@lps.org	Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Alicia Beck	Lincoln High FCS & Health Sciences teacher FCS Department Chair HOSA sponsor	abeck@lps.org	Department Chair Meetings Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Mary Stauffer	Lincoln Southeast FCS & Health Sciences teacher FCS Department Chair HOSA sponsor	mstauff@lps.org	Department Chair Meetings Small Focus Group Participant One-On-One Conversations CCIP Process Leader



	Ellie Pearson	Goodrich Middle School FCS teacher	epearson@lps.org	Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Bethany Green	Park Middle School FCS teacher	bgreen2@lps.org	Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Alan Holdorf	Lincoln Southeast Computer Science teacher	aholdor@lps.org	Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Jon Heithold	Lincoln East STS teacher STS Department Chair	jheitho@lps.org	Department Chair Meetings Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Cory Free	Lincoln North Star STS teacher STS Department Chair	cfree@lps.org	Department Chair Meetings Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Amanda Woodward	Lincoln North Star Aviation teacher	awoodwar@lps.org	Small Focus Group Participant One-On-One Conversations CCIP Process Leader
	Brett Dorcey	Mickle Middle School STS teacher	bdorcey@lps.org	Small Focus Group Participant One-On-One Conversations CCIP Process Leader
Secondary school counselors, special education and advisement professionals, academic counselors	Lori Hemmett	LPS Counseling Supervisor	lhemmett@lps.org	Small Focus Group Participant One-On-One Conversations Career Fair Planning Team
	Rick Boyle	Lincoln North Star Counselor – Team Leader	rboyle@lps.org	Small Focus Group Participant One-On-One Conversations
	Tim Ernst	Lincoln Southwest Counselor – Team Leader	ternst2@lps.org	Small Focus Group Participant One-On-One Conversations
	Malinda Jean Baptiste	Lincoln Northeast Counselor – Team Leader	mjeanb@lps.org	Small Focus Group Participant One-On-One Conversations

	Mindy Roberts	Director of Special Education	mroberts@lps.org	Small Focus Group Participant One-On-One Conversations Unified CTE Course Planning Team
	Carrie Foster	Special Education Supervisor	cfoster@lps.org	Small Focus Group Participant One-On-One Conversations Unified CTE Course Planning Team
Secondary principal(s)	Casey Fries	Lincoln East High School Principal	cfries@lps.org	Small Focus Group Participant One-On-One Conversations Secondary Principals Meeting
	Keri Applebee	Lincoln Northeast High School Principal	kapple@lps.org	Small Focus Group Participant One-On-One Conversations Secondary Principals Meeting
	Megan Kroll	Lincoln North Star High School Principal	mkroll@lps.org	Small Focus Group Participant One-On-One Conversations Secondary Principals Meeting Aviation Planning Committee
	James Blake	Principal of Bay High, Science Focus, and Arts & Humanities	jblake@lps.org	Small Focus Group Participant One-On-One Conversations Secondary Principals Meeting Focus Program Meeting
	Chris Schefdore	Supervisor/Principal of LPS Pathways Program	cschefd@lps.org	Small Focus Group Participant One-On-One Conversations CTE Course Planning Team
	Josh Jones	Director of the Career Academy	jjones7@lps.org	Small Focus Group Participant One-On-One Conversations CTE Course Planning Team Secondary Principals Meeting
Secondary instructional support and paraprofessionals	Jason Thomsen	LPS CTE Curriculum Specialist	jthomse@lps.org	CTE Planning Committee CTE Team Meeting Leader Department Chair Meetings Secondary Principals Meetings Business Partnership Meetings
	Stan Haas	LPS Coordinator for STS	shaas@lps.org	CTE Team Meetings Business Partnership Meetings Department Chair Meetings CCIP Leader
	Kristin Vest	LPS Coordinator for FCS & Health Sciences	kvest2@lps.org	CTE Team Meetings Business Partnership Meetings Department Chair Meetings CCIP Leader
	Julie Hippen	LPS Coordinator for BMIT & Computer Science Work Experience Supervisor	jhippen@lps.org	CTE Team Meetings Business Partnership Meetings Department Chair Meetings CCIP Leader

Parents and Students	LPS Students	LPS Focus Program Students		Small Focus Group Participants
	LPS Students	CTSO Student Officers		Small Focus Group Participants
	LPS Students	LPS Equity Cadre		Small Focus Group Participants
	Dani Fusco	Parent of LPS Student	dbailey@lps.org	Small Focus Group Participants
	Alicia Beck	Parent of LPS Student	abeck@lps.org	Small Focus Group Participants
	Megan Kroll	Parent of LPS Student	mkroll@lps.org	Small Focus Group Participants
	Marry Stauffer	Parent of LPS student	mstauff@lps.org	Small Focus Group Participants
Representatives of special populations Gender, race, ethnicity, migrant status, disability, economically disadvantaged, non-traditional, single parent, pregnant women, out-of-work individuals, English learners, homeless, foster care, active-duty military parents, *corrections	Takako Olson	LPS Curriculum Director	tnagaya@lps.org	Equity Committee Curriculum Specialist Meetings CTE Program Meeting One-On-One Conversations
	Pete Ferguson	LPS Youth Development Team Leader	pfergus@lps.org	Small Focus Group Participants One-On-One Conversations
	Brittney Hodges-Bolkovac	Executive Director of Equity, Diversity, & Inclusion	bhodes@lps.org	Small Focus Group Participants One-On-One Conversations Curriculum Specialist Meetings
	Kate Damgaard	LPS Curriculum Specialist – English Language Learners	kdamgaar@lps.org	Small Focus Group Participants One-On-One Conversations Curriculum Specialist Meetings
	Jen Wickard	LPS Curriculum – ELL Coach	jwickar@lps.org	ELL Advisee for CCIP Work ELL Advisee for Best Teaching Practices
	Mindy Roberts	Director of Special Education	mroberts@lps.org	Small Focus Group Participant One-On-One Conversations Unified CTE Course Planning Team
	Carrie Foster	Special Education Supervisor	cfoster@lps.org	Small Focus Group Participant One-On-One Conversations

				Unified CTE Course Planning Team
	Alex Spoon	Early Childhood Coordinator & Student Parent Program & Early Interventionist	spoon@lps.org	Student Parent Planning Team Meetings One-On-One Conversations
Postsecondary CTE faculty	Barry Smith	Southeast Community College	BSmith@southeast.edu	Support Dual Enrollment Teacher Professional Development Automotive Advisory Group
	Sheree Moser	UNL College of Human Sciences & Education	smoser2@unl.edu	FCS Advisee Supports/Recruits FCS Teachers Teacher Educator
	Erik Knoll	Associate Professor of Practice Agricultural Leadership, Education & Communication	eknoll2@unl.edu	STS Advisee STS Teacher Educator Supports/Recruits STS Teachers
	Lindsay Tillinghast	UNL Business at Standing Bear High School Lecturer	ltillinghast2@unl.edu	Focus Program Planning Team One-On-One Conversations
	Jason States	Director of High School Outreach Programs	jason.states@bryanhalth.org	Focus Program Planning Team One-On-One Conversations
	Bailey Feit	CASNR / LPS Focus Program Director	Bailey.feit@unl.edu	Focus Program Planning Team One-On-One Conversations
	Becky Haddad	Assistant Professor of Agricultural Leadership, Education, and Communication	hadad@unl.edu	Supports/Recruits STS Teachers STS Advisee Teacher Educator

Postsecondary administrators	Kelsi Anderson	Provost of Bryan College of Health Sciences	Kelsi.anderson@bryanhalth.org	Health Science Advisee Focus Program Planning Team
	Amy Knobbe	Dean of Healthcare Studies at Bryan College of Health Sciences	amy.knobbe@bryanhalth.org	Health Science Advisee Focus Program Planning Team
	Tiffany Heng-Moss	UNL – Dean of College of Agricultural Sciences & Natural Resources	thengmoss2@unl.edu	Focus Program Planning Team

	Laurie Miller	UNL – Associate Dean of Undergraduate Programs and Curriculum	Lmiller29@unl.edu	Focus Program Planning Team
	Jill Sand	Southeast Community College Dean of Health Sciences	jsand@southeast.edu	Dual Credit Planning Team Postsecondary Health Sciences Advisee
Postsecondary career guidance and advising professionals	Brian Stark	Southeast Community College Associate Dean for Dual Credit	bstark@southeast.edu	Dual Credit Planning Team Postsecondary CTE Advisee
	Cinda Konken	Southeast Community College Dean – Extended Learning Division	ckonken@southeast.edu	Dual Credit Planning Team Postsecondary CTE Advisee
	Josh Jones	Director of the Career Academy	jjones7@lps.org	Dual Credit Planning Team Postsecondary CTE Advisee
	Valerie Moser-Bergo	Career Academy Counselor	vmoser@lps.org	Dual Credit Planning Team Postsecondary CTE Advisee
Local workforce development board	Jim Townsend	Kawasaki – Assistant Manager for Safety, Training, & Wellness	jtownsend@lcn.kmmfg.org	Internship Planning Group Manufacturing Council
	Nick Cusick	President of Bison Inc.	ncusick@bisoninc.com	Internship Planning Group Manufacturing Council Business Pathway Planning Group
	Andy Unterseher	Don't Panic Labs	aunterseher@dontpaniclabs.com	Internship Planning Group STEM Ecosystem Steering Committee
	Jereme Montgomery	President of Home Builders Association of Lincoln	JMontgomery@stephensandsmith.com	Internship Planning Group Construction Fair Planning Group

	Roy Lamb	Lincoln Electrical JATC - Director of Training	roy.lamb@ibew265.org	Internship Planning Group Electrical Fair Planning Group
	Matt Quimby	Baxter Toyota Service Manager	MQuimby@baxterauto.com	Internship Planning Group Automotive Advisory Group LPS Automotive Family Night Planning Group
	Megan Bell	Operations Manager - NE Tech Collaborative and Intern NE	megan@aksarben.org	Internship Planning Group
Local business and industry representatives	Anne Klute	President & CEO of ABC Nebraska	annek@abcnebraska.org	Work-Based Learning & Business Partnership Planning
	Brad Brown	Anderson Auto Group	Brad.brown@andersonautogroup.com	Work-Based Learning & Business Partnership Planning
	Dr. Heidi Stark	Owner of Lincoln Pediatric Dentistry	heidijstark@hotmail.com	Work-Based Learning & Business Partnership Planning
	Sherri Stock	In Motion Auto Care	sherri@inmotionautocare.com	Work-Based Learning & Business Partnership Planning
	Kelley Porter	Lincoln Electric System	kporter@les.com	Work-Based Learning & Business Partnership Planning
	Alex Campbell	Lexus of Lincoln - Service Manager	ACampbell@lexusoflincoln.com	Work-Based Learning & Business Partnership Planning
	Robert Beals	Lincoln Tool & Design	beals@lintool.com	Work-Based Learning & Business Partnership Planning
	Chad Kilpatrick	Spreetail - Head of Talen Community	chad.kilpatrick@spreetail.com	Work-Based Learning & Business Partnership Planning
	Diane Temme	TMCO	dstemme@tmcoinc.com	Manufacturing Council Work-Based Learning & Business Partnership Planning

	Nancy Hove-Graul	Davis Designs	nancy.hovegraul@davisdesign.com	Interior Design Competition Work-Based Learning & Business Partnership Planning
	Mike Smith	Rabble Mill Bay High	mike@rabblemill.org	Focus Program Planning Team Work-Based Learning & Business Partnership Planning
	Andy Norman	Rabble Mill Bay High	andrew@rabblemill.org	Focus Program Planning Team Work-Based Learning & Business Partnership Planning
Regional economic development organization member	Allison Hatch	Lincoln Partnership for Economic Development – Director of Workforce Development	ahatch@selectlincoln.org	Work-Based Learning & Business Partnership Planning
	Kaylie Hogan-Schnittker	Lincoln Partnership for Economic Development – Director of Talent Strategy  Lincoln STEM Ecosystem Director		Work-Based Learning & Business Partnership Planning STEM Ecosystem Steering Committee
	Chloe Higgins	Lincoln Partnership for Economic Development – Workforce Development Project Administrator	chiggins@selectlincoln.org	Work-Based Learning & Business Partnership Planning
Representatives of Indian Tribes and Tribal organizations	Dr. Barb Buttes	Lincoln Public Schools, Federal Programs	bbuttes@lps.org	Collaboration on Indian Education Demo Grant for development of new Education Pathway
	Anne Caruso	Lincoln Public Schools, Federal Programs	acaruso@lps.org	Collaboration on Indian Education Demo Grant for development of new Education Pathway
Youth corrections education representative	Randy Farmer	Supervisor of Lancaster County Youth Services Center	rfarmer2@lps.org	1-on-1 Conversations Site Visit Secondary Principals Meeting

## Section 3: Annual Budget Worksheets

		Center	ation	ahemen@lps.org	1-on-1 Conversations Site Visit Secondary Principals Meeting
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**The next step will be completed each year through 2028 and is based on the above four-year Local Perkins Application.**

Based on the Action Steps identified for each element for the program years 2024-2028, 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 the Perkins Management Guide [Perkins Management Guide](#) 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](#)

Scroll down to find the Perkins Annual Budget 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.



