



**LOCAL PERKINS APPLICATION  
2024-2028**

**STAND-ALONE**

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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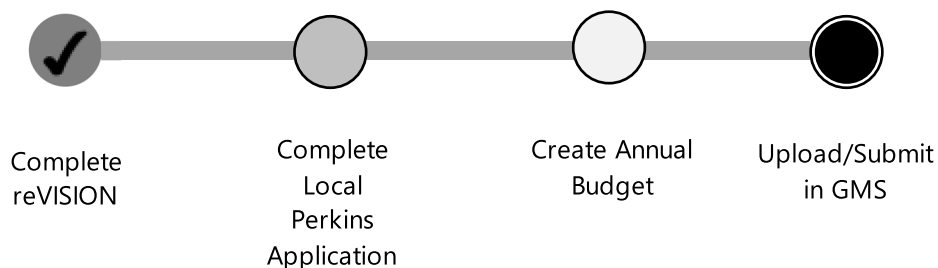
## General Information

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

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

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

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 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.

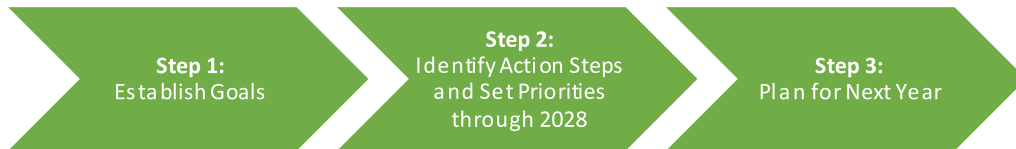
Section 1: reVISION Summary

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

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
<p><b>Career Development</b></p>	<p>With the career offerings we have at the high school, our students have a wide variety of opportunities. Opportunities are presented through career fairs and during registration meetings. Beatrice Middle School has a career fair. Beatrice High School has a hiring fair.</p>	<p>Within the next four years, BPS will...</p> <ul style="list-style-type: none"> <li>Continue to market opportunities for CTE teachers to attend conferences to learn more about how to counsel students in the career education fields.</li> </ul>

	<p>CTE instructors are able to provide in-depth discussions about their career fields; however, CTE teachers have not been trained to be career coaches.</p> <p>Videos have been made with each department by BEAM. These are used with middle school to assist in course planning for their high school/career pathway.</p>	<ul style="list-style-type: none"> <li>• Continue to provide professional development to support ALL teachers, not just CTE teachers, to support the development of all students.</li> <li>• Build a strong work-based learning experience with a focus on placing students in an area to build their career pathway and focus.</li> <li>• Evaluate the career and hiring fair to make sure that all entities meet the requirements of H3 as well as being a diverse representation of careers needing two- and four-year postsecondary education, technical colleges, apprenticeships, military, and direct employment.</li> </ul>
<p><b>Local Workforce Alignment</b></p>	<p>All BPS students will complete a Computer Technology course focused on building skills and a foundational understanding of computer and information technologies that will prepare them for a career in the 21st century.</p> <p>BHS has added a program of study in Agriculture this year. We have reinstated the FFA chapter at Beatrice High School as well. BPS students have the opportunity to enroll in STS classes with hands on learning that prepares students with skills and knowledge to help them move into college education or directly into some trade, business or industry position.</p> <p>Currently, we evaluate the workforce and economic data sporadically with meetings with the Beatrice Chamber of Commerce and NGage. Both entities help guide our decision-making. Additionally, they help</p>	<p>Within the next four years, BPS will...</p> <ul style="list-style-type: none"> <li>• Create a partnership with industry, economic development, and the chamber to determine need and ensure we find a way to develop the community.</li> <li>• Create a perceptual survey and additional matrix to continue to gather the impact of the courses and pathways on industry in Gage County.</li> <li>• Evaluate pathways in the healthcare and education in alignment with the course offerings to prepare students to access opportunities in our community.</li> </ul>

	develop our career fair and job fair offered to students in grades 8-12.	
<b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b>	<p>Our instructors meet with business/industry representatives currently as they explore field trips and other pieces to prepare students for positions.</p> <p>We are building advisories to continue to shape our conversations and help us make strong decisions. The current programs have industry standard equipment; however, the space provides some limitations. We have student groups who are under-represented in CTE programs. We need to help our students understand the importance of pursuing a career pathway. Our special education students tend to be underrepresented in our classrooms.</p>	<p>Within the next four years, BPS will...</p> <ul style="list-style-type: none"> <li>• This is an area where we know we need to spend more time ensuring all students understand the importance and are building their career pathway.</li> <li>• Provide more time with students during scheduling to ensure all students understand the career pathway and the courses they are choosing to take.</li> <li>• Evaluate the courses in information technology and computer science to determine how to build a pathway.</li> </ul>
<b>Student Performance Data</b>	<p>BHS has students who are meeting career and job expectations. Additionally, with the special education subgroup, we see some students struggle to meet the ACT standards. Recently BHS has worked to include trades and workforce in postgraduation recognition. Additionally, we had Mark Perna speak to students in grade 8-12 about finding their passion and having that help them drive their success.</p>	<p>Within the next four years, BPS will...</p> <ul style="list-style-type: none"> <li>• Continue to provide a rigorous core for all students to prepare them to show mastery in the areas of reading and math.</li> <li>• Evaluate scheduling and after-school options to ensure students are successful in the core areas.</li> <li>• Build curriculum to guide teachers through conversations with all students.</li> </ul>
<b>Recruitment, Retention, and Training of Faculty and Staff</b>	<p>Currently, we are seeking out CTE educators to replace our educators who are retiring. We are also evaluating the current CTE courses that we offer to determine the need to continue to offer the pathways. We offer professional development. We need to</p>	<p>Within the next four years, BPS will...</p> <ul style="list-style-type: none"> <li>• Continue to work with the Board of Education and the Beatrice Education Association to create a salary and benefits package that is competitive with Nebraska schools.</li> </ul>



	<p>continue to support our educators in searching for professional opportunities to support their growth.</p> <p>We provide a large amount of freedom and flexibility for our career teachers. We have a high retention rate with our career instructors because of this freedom.</p>	<ul style="list-style-type: none"> <li>Evaluate mentor practices to promote retention and training of faculty and staff new to the profession or new to the district.</li> </ul>
<p><b>Work-Based Learning</b></p>	<p>Our work-based learning experiences are successful in enhancing technical and career readiness skills. We need to develop more internship opportunities to support all of our learners.</p> <p>The school is working closely with the Chamber of Commerce and NGage to develop strong partnerships with the employers in the town.</p> <p>Currently, there is connection to classroom instruction and activities. We still need to build this through the internship opportunities as well.</p>	<p>Within the next four years, BPS will...</p> <ul style="list-style-type: none"> <li>Build opportunities for our students to participate in internships and work-based learning tied to their career pathway.</li> <li>Work with the Chamber and NGage to build a resource for our teachers, counselors, and students.</li> </ul>



**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:**

Beatrice will provide many opportunities to have students develop an understanding of the career offerings in our school and community. Through surveys, learning goals and scales, and grades, students will develop self-awareness of their progress toward attainment of the standards and skills. Teachers provide directed feedback to help each child move forward in all areas. In regards to Career Exploration, students are required to complete a job shadow during their junior year. Along with the job shadow, students explore careers starting in kindergarten and continuing through their educational career in BPS. Students explore the careers through their course offerings in middle school and then begin to dive deeper into a career passion in high school.

To develop a career plan, students take their exploration and begin to develop pathways of study at the middle school level to feed into the high school setting. Students meet with counselors to dive deeper into their scheduling options. Students also take career exploration courses along with financial literacy to continue to evaluate and develop their interviewing skills along with developing their resume. Community business leaders are asked to present to classes to develop an understanding of the opportunities in Beatrice as well as developing opportunities to network. Additionally, our counseling department as well as our career education teachers spend time helping students implement the career plans because they spend time during PLC developing a strong curriculum process. Teachers and counselors spend time evaluating the standards and determining the key elements which need to be addressed.

Through all of these efforts, we will determine both time and content of professional development used to support ALL teachers' understanding of the importance of career education, as well as being able to help direct their students in developing pathways towards learning these skills. We will continue to provide and foster additional relationships with business owners to share their stories and suggestions as to how to prepare students for positions in their fields. We will make time to allow this information to be presented to interested students. NGage and the Chamber will continue to play an important role to help promote the development of the area's workforce.

**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)*

BPS will...

1. Continue to market opportunities for CTE teachers to attend conferences to learn more about how to counsel students in the career education fields.
2. Continue to provide professional development to support ALL teachers, not just CTE teachers, to support the development of all students.
3. Build a strong work-based learning experience with a focus on placing students in an area to build their career pathway and focus.
4. Evaluate the career and hiring fair to make sure that all entities meet the requirements of H3 as well as being a diverse representation of careers needing two- and four-year postsecondary education, technical colleges, apprenticeships, military, and direct employment.

**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>• Send four High and Middle School CTE teachers to the ACTE (Association for Career and Technical Education) National conference pertaining to career academies and career coaching. These conferences will provide our instructors with ways to learn best practices in career education and their career field, collaborate with other professionals to increase their</li> </ul>

	<p>expertise, and aide in development of ideas to meet the goals of promoting student success for all students.</p> <ul style="list-style-type: none"> <li>• Build capacity of the educators on the CTE team through the professional development noted above so they can develop a training for staff to help align the CTE pathways, course selection, course development, student career focus, and anything else to help provide a deeper understanding of all staff about the importance of career development.</li> <li>• Begin evaluation of the work-based learning experience along with internship experiences to understand the current state, expectations, career counseling and support that is utilized in these experiences.</li> <li>• Continue discussions about the hiring fair and career fair at BHS and BMS to determine its effectiveness and alignment to H3 careers.</li> <li>• Continue to build career discussions through the building of a strong CTE advisory committee.</li> </ul>
<p style="text-align: center;"><b>Year 2: 2025-2026</b></p>	<ul style="list-style-type: none"> <li>• Provide PD during PLC time to all core teachers to evaluate workforce alignment and career offerings. The High School CTE teachers will share their insights of what they learned with our core teachers. This learning will strengthen the knowledge and understanding of the core teachers which will in turn allow them to become a stronger part of the foundation as we align the career offering in our building to coincide with our community needs.</li> <li>• Send High School Counselors and Administration to a State and National conference pertaining to career academies and career coaching. In order for our administration and counseling staff to support the career education and build a career program, counselors and administrators have to be an integral part of the process. As part of the building leadership team, counselors and administrators must be trained to lead the programs in the school. If counselors and administrators are not trained, the high school will see little change because leadership is not on the same page as the career education staff.</li> <li>• Determine next steps with the work-based learning experiences and expansion to grades 7-10. Evaluate how to rollout these components so students see this as a beneficial part of their career development.</li> <li>• Adjust BHS hiring fair and BMS career fair to ensure all pieces align with the goals of the district CTE strategic plan.</li> <li>• Ensure CTE Advisory committee is actively recruiting new members to support our CTE processes.</li> </ul>
<p style="text-align: center;"><b>Year 3: 2026-2027</b></p>	<ul style="list-style-type: none"> <li>• Continue to send four High and Middle School CTE teachers to the ACTE (Association for Career and Technical Education) National conference pertaining to career academies and career coaching. These conferences will provide our instructors with ways to learn best practices in career education and their career field, collaborate with other professionals to increase their expertise, and aide in development of ideas to meet the goals of promoting student success for all students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Implement processes to create a strong system for work-based learning and internship experiences so students see this as a beneficial part of their career development.</li> <li>• Monitor adjustments to BHS hiring fair and BMS career fair to ensure all pieces align with the goals of the district CTE strategic plan.</li> <li>• Evaluate CTE Advisory committee to ensure how they are actively recruiting new members to support our CTE processes.</li> </ul>
<b>Year 4: 2027-2028</b>	<ul style="list-style-type: none"> <li>• Evaluate and monitor the effectiveness of professional development for CTE and core teachers.</li> <li>• Evaluate work-based learning system to ensure students are able to explore all variety of careers in each opportunity.</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:** When evaluating the local and regional CTE assessment results, it was reaffirmed that the key programs and activities which need to be focused on as manufacturing, health care, and education. These are the key areas in Beatrice with provide the majority of career opportunities. When students enter a career pathway in BPS, students are successful in gaining technical skills and completing high school. As we continue to work through the four years, this data will continue to guide the team. By meeting monthly and quarterly with NGage, Chamber and local businesses, by utilizing perceptual data being collected, we will continue to evaluate the alignment of our community needs to our school course offerings to strengthen the foundation and structure of the CTE programs. This will prepare our student participants to help strengthen the economic needs of Gage County.

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

**RESPONSE:** As we continue to evaluate the course sequence for education and healthcare we will utilize SENCAP for these programs of study and evaluate what other components we can offer to enhance the students learning experiences. We will continue to work with BCH to develop additional opportunities for youth leadership and internships in our community. During the 2024-2025 school year, we will look to add an after-school program focused on the Health Career Pipeline Initiative at grades 3-5. Additionally, we will add a HOSA chapter at BHS during the 2024-2025 school year to provide opportunities for students to explore career opportunities in the Health Care 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:** Through our counseling curriculum, we provide opportunities for our students to develop and understanding of the courses in each CTE program of study. Our counselors spend “BONUS” days at the middle school and counseling “WORK DAYS” at the high school to provide specific information regarding to each pathway. Additionally, through the career education courses at the middle school, students are provided with information for each high school career pathway. Additionally, we will provide opportunities for all juniors to explore the courses of the CTE program in the Career Education course as well as through the job-shadowing requirement. Students in special populations receive additional information through their IEP meetings, individual meetings with counselors, and core mentor teachers.

**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)*

1. Create a partnership with industry, economic development, and the chamber to determine need and ensure we find a way to develop the community.
2. Create a perceptual survey and additional matrix to continue to gather the impact of the courses and pathways on industry in Gage County.
3. Evaluate pathways in the healthcare and education in alignment with the course offerings to prepare students to access opportunities in our community.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"> <li>• Continue to build career discussions through the building of a strong CTE advisory committee. Through discussions, evaluate the needs of the community to evaluate career pathways currently offered and connection to</li> <li>• Evaluate the gaps identified by local data and explore ways to support and increase student pathways in these areas. According to local data, arts/museums, entertainment, and recreation (&gt;1% compound annual growth rate) are on the rise and we need to offer courses that allow students to explore opportunities in those fields. The gap for high priority industries exists in transportation/ distribution needs and healthcare.</li> <li>• Evaluate and develop a pathway for Audio-Visual Digital Media.</li> <li>• Work with NGage and Beatrice Area Chamber of Commerce to develop a survey to identify needs of the community.</li> <li>• Collaborate with BCH and Good Samaritan nursing home to develop additional opportunities for youth leadership and internships in our community.</li> <li>• Add an after-school program focused on the Health Career Pipeline Initiative at grades 3-5.</li> </ul>

	<ul style="list-style-type: none"> <li>• Add a HOSA chapter at BHS during the 2024-2025 school year to provide opportunities for students to explore career opportunities in the Health Care industry.</li> </ul>
<p><b>Year 2: 2025-2026</b></p>	<ul style="list-style-type: none"> <li>• Ensure CTE Advisory committee is actively recruiting new members to support our CTE processes.</li> <li>• Identify gaps in industries and work to find solutions through the use of SENCAP or BHS course offerings.</li> <li>• Evaluate needs of the community based on the survey administered through NGage and BACC.</li> <li>• Implement pathway for Audio-Visual Digital Media.</li> <li>• Determine next steps based on the perceptual data of the administered survey.</li> <li>• Collaborate with BCH and Good Samaritan nursing home to develop additional opportunities for youth leadership and internships in our community.</li> <li>• Evaluate the after-school program focused on the Health Career Pipeline Initiative at grades 3-5.</li> <li>• Add an after-school program focused on the Health Career Pipeline Initiative at grades 6-8.</li> <li>• Evaluate the implementation of the HOSA chapter at BHS.</li> </ul>
<p><b>Year 3: 2026-2027</b></p>	<ul style="list-style-type: none"> <li>• Evaluate CTE Advisory committee to ensure how they are actively recruiting new members to support our CTE processes.</li> <li>• Implement pathway for Audio-Visual Digital Media.</li> <li>• Evaluate the after-school program focused on the Health Career Pipeline Initiative at grades 6-8.</li> <li>• Implement next steps based on the perceptual data of the administered survey.</li> <li>• Implement processes to create a strong system for work-based learning and internship experiences so students see this as a beneficial part of their career development.</li> </ul>
<p><b>Year 4: 2027-2028</b></p>	<ul style="list-style-type: none"> <li>• Evaluate work-based learning system to ensure students are able to explore all variety of careers in each opportunity.</li> <li>• Evaluate pathway for Audio-Visual Digital Media looking at enrollment and student success/preparation.</li> <li>• Evaluate effectiveness of the Health Career Pipeline Initiatives in grades 3-8 to ensure the program is focused on providing depth to the health career pathway.</li> <li>• Evaluate steps implemented based on the survey data. Begin the process to determine the implementation of the next survey.</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:** We will continue to offer a wide number of manufacturing courses in the area of welding, automotive, and electricity. Additionally, we continue to offer courses in the business, marketing, and management cluster. We will evaluate the course sequence for agriculture starting in year 2024. As we hold monthly and quarterly meetings with all partnerships in our community, as money is available, we will strive to expand the courses of study offered.

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

**RESPONSE:** We will continue meeting monthly and quarterly with our local Industry leaders making sure we continue to align the courses to provide a strong foundation and structure to promote readiness for the economic needs of Gage County. We will make sure as any industry regulations are changed or updated our course of study also implements these changes. Teachers will work on their curriculum to ensure all components are aligned to state and industry standards as well as finding ways to monitor student proficiency towards mastery of priority standards.

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

**RESPONSE:** We will continue working with SCC offering dual credit for our students attending specific programs of higher education in manufacturing courses, business, marketing, and management cluster. We will continue utilizing the SCC-SENCAP program for our students with an interest in education and healthcare while exploring what other components we can offer as well to enhance their learning experiences. We will also partner with Doane University through the EPIC Grant to provide students with courses in the education pathway. Additionally, we will work with business industries and partners to help provide scholarships to students who cannot afford dual credit courses.

**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)*

Our programs of study change slightly from year to year. The consistent ones (3 years) are as follows:

1. Business, Management & Administration (Law, Financial Management, Accounting)
2. Skilled Technical Sciences (Construction, Welding, TDL Technician)
3. Culinary Arts & Health Sciences

Pathways have not been fully developed in Broadcast Journalism and Production as well as Computer Science but we do offer courses.

Action Step:

1. This is an area where we know we need to spend more time ensuring all students understand the importance and are building their career pathway.
2. Provide more time with students during scheduling to ensure all students understand the career pathway and the courses they are choosing to take.
3. Evaluate the courses in information technology and computer science to determine how to build a pathway.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"> <li>• Work with counselors and administration on the MS and HS career education curriculum to evaluate what is taught and how to weave in information about the career pathways and courses. Develop materials to share with students and families as they make their pathway of study.</li> <li>• Send four High and Middle School CTE teachers to the ACTE (Association for Career and Technical Education) National conference pertaining to career academies and career coaching.</li> <li>• Evaluate our current facility and equipment to ensure a state-of-the-art experience with industrial grade equipment in all career pathways offered at BHS (Business, Management, &amp; Administration; Skilled Technical Sciences; Culinary Arts &amp; Health Sciences; Agriculture; Broadcast Journalism &amp; Production; Computer Science).</li> <li>• Partner with SCC to provide courses in Welding that create certification opportunities for all students.</li> </ul>

	<ul style="list-style-type: none"> <li>• Evaluate the certification offerings at the high school students can earn before they graduate.</li> <li>• Evaluate the course schedules to determine possible courses in Information Technology and Computer Science.</li> <li>• Determine professional development for teachers in the areas of Information Technology and Computer Science to ensure curriculum is aligned to state and national standards.</li> </ul>
<p><b>Year 2: 2025-2026</b></p>	<ul style="list-style-type: none"> <li>• Work with counselors and administration on the MS and HS career education curriculum to highlight the offerings and pathways at the high school. Implement the document to help students determine the courses as they pursue their pathway of study.</li> <li>• Send High School Counselors and Administration to a State and National conference pertaining to career academies and career coaching.</li> <li>• Evaluate our current facility and equipment to ensure a state-of-the-art experience with industrial grade equipment in all career pathways offered at BHS (Business, Management, &amp; Administration; Skilled Technical Sciences; Culinary Arts &amp; Health Sciences; Agriculture; Broadcast Journalism &amp; Production; Audio Visual Media; Computer Science).</li> <li>• Provide professional development for teachers in the areas of Information Technology and Computer Science to ensure curriculum is aligned to state and national standards.</li> <li>• Monitor partnership with SCC to provide courses in Welding that create certification opportunities for all students.</li> <li>• Determine next steps to providing more certification opportunities at the high school students can earn before they graduate.</li> <li>• Implement courses into the schedule for courses in Information Technology and Computer Science.</li> </ul>
<p><b>Year 3: 2026-2027</b></p>	<ul style="list-style-type: none"> <li>• Evaluate implementation of conversations and discussions counselors and administration have with the MS and HS career education curriculum to highlight the offerings and pathways at the high school. Implement the document to help students determine the courses as they pursue their pathway of study.</li> <li>• Continue to send four High and Middle School CTE teachers to the ACTE (Association for Career and Technical Education) National conference pertaining to career academies and career coaching.</li> <li>• Evaluate our current facility and equipment to ensure a state-of-the-art experience with industrial grade equipment in all career pathways offered at BHS (Business, Management, &amp; Administration; Skilled Technical Sciences; Culinary Arts &amp; Health Sciences; Agriculture; Broadcast Journalism &amp; Production; Audio Visual Media; Computer Science).</li> <li>• Evaluate professional development for teachers in the areas of Information Technology and Computer Science to ensure curriculum is</li> </ul>

	<p>aligned to state and national standards. Determine if more professional development is needed.</p> <ul style="list-style-type: none"> <li>• Evaluate and reflect on partnership with SCC to provide courses in Welding that create certification opportunities for all students.</li> <li>• Evaluate next steps implemented in providing more certification opportunities at the high school students can earn before they graduate.</li> <li>• Evaluate student enrollment in courses in Information Technology and Computer Science.</li> </ul>
<p><b>Year 4: 2027-2028</b></p>	<ul style="list-style-type: none"> <li>• Evaluate our current facility and equipment to ensure a state-of-the-art experience with industrial grade equipment in all career pathways offered at BHS (Business, Management, &amp; Administration; Skilled Technical Sciences; Culinary Arts &amp; Health Sciences; Agriculture; Broadcast Journalism &amp; Production; Audio Visual Media; Computer Science).</li> <li>• Evaluate pathways to determine next steps for the upcoming Perkins grant. What is needed for the upcoming years? What do industry partners note? What does the local data say? Have changes occurred over the last four years? What pathways are students most interested in?</li> <li>• Evaluate progress of course offerings, number of students enrolled and completing capstones, and student demographics to determine the progress with implementation.</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:**

- Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
- Prepare CTE participants for nontraditional fields**
- Provide equal access for special populations to CTE courses, programs, and programs of study; and**
- Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

**RESPONSE:**

- Through the curriculum development process, teachers are provided with standards to help them align to the Nebraska state curriculum and career standards. Additionally, teachers have spent much time working on building formative assessment measures to evaluate student performance with priority standards and intervene to support student success. Through the curriculum development process with Chad Dumas, teachers are building their clarity by prioritizing standards, unpacking standards, and defining explicit learning targets to teach students. After working through question 1 of the PLC process (What do we want students to know and do?), teachers begin work on developing common

formative assessments to assess student proficiency on each target. This work not only helps the teacher become focused on the priorities but also helps the students understand the explicit targets to build and deepen their knowledge so students in special populations are prepared for H3 sectors and occupations that will lead to self-sufficiency.

- B. Teachers also spend time evaluating the H3 occupations to begin finding ways to help prepare special populations to be successful in their career field. Teachers currently are provided with professional development such as the NE Career Education professional development opportunities and other content area specific professional development. We provide additional opportunities for our staff to be a part of alternative learning centers as well as community outreach opportunities such as Leadership Beatrice. These opportunities help support equal access for all students by ensuring our teachers are in connection with students in a non-traditional setting as well as developing connections for students to be in touch with the community. Additionally, we provide work-based learning experiences and CTE field trips to help non-traditional CTE students understand all facets of the field of study. Furthermore, special education students and EL students are provided opportunities to participate in work-based learning experiences that match their career focus. These experiences will become more specific and defined for each child as we continue to build the learning opportunities.
- C. All students have equal access to all courses aligned with their pathway of study. The counselors in BHS work directly with all special education and EL students, as well as their teachers, to ensure students receive training in their career field and are able to take the appropriate courses based on their field of study. Additionally, non-traditional students are provided opportunities to all courses and are provided with guidance sessions to understand how non-traditional careers are a possibility. Students are not discriminated against in BPS because of race, gender, sexual orientation, or anything else. Additionally, paraeducators are provided to help assist students in these courses so they are successful and are able to reach the learning targets identified by the educators.
- D. We will continue to evaluate all CTE programs, monitoring each of the different student populations to ensure equitable performance is obtained throughout all career clusters. We will provide training for teachers to help them evaluate their internal biases. As we see discrepancies based on student enrollment and success, we will address these issues to make sure all populations obtain the highest outcomes as possible. We will continue opening conversations amongst the leaders of industries in our community, troubleshooting different perspectives to ensure success for the majority of students participating, making necessary changes as needed to ensure quality learning.

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

**RESPONSE:** Based upon collected data, more students in our District are proficient in math than reading in Business, Management, and Administration as well as Manufacturing. We will continue to revisit and provide a rigorous core curriculum for all students to prepare them to show mastery in the areas of reading and math. Students will be enrolled in grade level courses addressing content level standards. Teachers will utilize instructional tools from the Marzano Instructional model to guide students as they master the content standards. Students needing additional support such as special education or EL students will receive accommodations to help them meet and perform at grade level.

**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 Step:

1. Continue to provide a rigorous core for all students to prepare them to show mastery in the areas of reading and math.
2. Evaluate scheduling and after-school options to ensure students are successful in the core areas.
3. Build curriculum to guide teachers through conversations with all students.

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

<b>Program Year</b>	<b>Action Steps</b> <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>• Evaluate our core curriculum and develop learning goals and scales to ensure mastery with priority standards.</li> <li>• Evaluate student progress and the core curriculum offerings to ensure all students have access to high quality and on-grade level curriculum offerings throughout their K-12 career.</li> <li>• Support teachers in developing and implementing common formative assessments aligned directly to priority standards.</li> <li>• Begin to provide guidance around discussions about the common formative data to support teams and their efforts of implementation.</li> <li>• Evaluate assessment data to notice trends and determine areas of success and growth.</li> <li>• Evaluate the system utilized to provide career guidance to students and determine its effectiveness. Additionally, evaluate the practices utilized</li> </ul>

	<p>to guide special population students in developing and implementing a career pathway.</p> <ul style="list-style-type: none"> <li>• Provide training to all core education teachers on research-based strategies of Marzano Instructional model to increase performance of all CTE students and in particular students from special populations.</li> <li>• Provide professional development around MTSS practices to build a comprehensive K-12 system to support learners throughout all Tiers of learning.</li> </ul>
<p><b>Year 2: 2025-2026</b></p>	<ul style="list-style-type: none"> <li>• Evaluate our core curriculum and implement learning goals and scales to ensure mastery with priority standards. Determine modifications and accommodations to meeting the priority standards for students who need additional support.</li> <li>• Monitor student progress with the learning goals and scales.</li> <li>• Evaluate curriculum development to ensure strong understanding of priority standards and common formative assessments.</li> <li>• Evaluate common formative assessment discussions which drive instructional decision making in every classroom.</li> <li>• Evaluate assessment data to notice trends and determine areas of success and growth.</li> <li>• Determine if the system utilized to provide career guidance to students is effective and adjust the system. Additionally, determine the effectiveness of the practices utilized to guide special population students in developing and implementing a career pathway. Adjust practices if needed.</li> <li>• Provide training to all core education teachers on research-based strategies of Marzano Instructional model to increase performance of all CTE students and in particular students from special populations.</li> <li>• Support implementation of MTSS practices to build a comprehensive K-12 system to support learners throughout all Tiers of learning.</li> </ul>
<p><b>Year 3: 2026-2027</b></p>	<ul style="list-style-type: none"> <li>• Evaluate our core curriculum and implement learning goals and scales to ensure mastery with priority standards. Determine modifications and accommodations to meeting the priority standards for students who need additional support.</li> <li>• Monitor student progress with the learning goals and scales.</li> <li>• Evaluate curriculum development to ensure strong understanding of priority standards and common formative assessments.</li> <li>• Evaluate common formative assessment discussions which drive instructional decision making in every classroom.</li> <li>• Evaluate assessment data to notice trends and determine areas of success and growth.</li> <li>• Determine if the system utilized to provide career guidance to students is effective and adjust the system. Additionally, determine the effectiveness of the practices utilized to guide special population students in developing and implementing a career pathway. Adjust practices if needed.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide training to all core education teachers on research-based strategies of Marzano Instructional model to increase performance of all CTE students and in particular students from special populations.</li> <li>• Support implementation of MTSS practices to build a comprehensive K-12 system to support learners throughout all Tiers of learning.</li> </ul>
<p style="text-align: center;"><b>Year 4: 2027-2028</b></p>	<ul style="list-style-type: none"> <li>• Evaluate our core curriculum and implement learning goals and scales to ensure mastery with priority standards. Determine modifications and accommodations to meeting the priority standards for students who need additional support.</li> <li>• Monitor student progress with the learning goals and scales.</li> <li>• Evaluate curriculum development to ensure strong understanding of priority standards and common formative assessments.</li> <li>• Evaluate common formative assessment discussions which drive instructional decision making in every classroom.</li> <li>• Evaluate assessment data to notice trends and determine areas of success and growth.</li> <li>• Determine if the system utilized to provide career guidance to students is effective and adjust the system. Additionally, determine the effectiveness of the practices utilized to guide special population students in developing and implementing a career pathway. Adjust practices if needed.</li> <li>• Provide training to all core education teachers on research-based strategies of Marzano Instructional model to increase performance of all CTE students and in particular students from special populations.</li> <li>• Support implementation of MTSS practices to build a comprehensive K-12 system to support learners throughout all Tiers of learning.</li> </ul>



## 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:** Our district will provide efforts toward recruitment by working with colleges and postsecondary institutions to recruit potential applicants through their educational classes and coursework. Additionally, we work closely with our current staff who have key connections with state officials, employers, and college instructors to recruit, train, and retain staff members. We will collaborate with the Chamber of Commerce to promote CTE positions at career fairs, research and attend teacher education career fairs, and collaborate with college method classes to bring pre-service teachers into the classroom. We are continually evaluating all CTE programs and community needs to ensure All are provided training and support needed to work with our career academy students. Additionally, we provide our staff with relevant professional development.

**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)*

We provide a large amount of freedom and flexibility for our career teachers. We have a high retention rate with our career instructors because of this freedom.

1. The Board of Education works closely with the Beatrice Education Association to create a salary that is competitive with Nebraska schools.
2. Additionally, the Board of Education is revising the policy to allow candidate to bring in an unlimited number of years of experience.

Our goals -

- Continue to work with the Board of Education and the Beatrice Education Association to create a salary and benefits package that is competitive with Nebraska schools.
- Evaluate mentor practices to promote retention and training of faculty and staff new to the profession or new to the district.

- Collaborate with colleges and postsecondary institutions to recruit potential applicants through their educational coursework as well as bringing in pre-service teachers into the classroom if necessary. Attend career fairs in the fall and spring to recruit staff members for the district CTE positions.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<p align="center"><b>Year 1: 2024-2025</b></p>	<ul style="list-style-type: none"> <li>• Send four High and Middle School CTE teachers to the ACTE (Association for Career and Technical Education) National conference pertaining to career academies and career coaching. These conferences will provide our instructors with ways to learn best practices in career education and their career field, collaborate with other professionals to increase their expertise, and aide in development of ideas to meet the goals of promoting student success for all students.</li> <li>• Build capacity of the educators on the CTE team through the professional development noted above so they can develop a training for staff to help align the CTE pathways, course selection, course development, student career focus, and anything else to help provide a deeper understanding of all staff about the importance of career development.</li> <li>• Work closely with the Board of Education and Beatrice Education Association to help them understand the importance of providing strong supports to recruiting teachers through a competitive salary and benefits package.</li> <li>• Continue to build career discussions through the building of a strong CTE advisory committee.</li> <li>• Attend career fairs at UNL, UNK, and UNO during the fall and spring semesters to actively recruit staff.</li> <li>• Evaluate the YouMatter Mentor program to determine success with retention of staff during the first three years of a new staff member coming to BPS.</li> </ul>
<p align="center"><b>Year 2: 2025-2026</b></p>	<ul style="list-style-type: none"> <li>• Provide PD during PLC time to all core teachers to evaluate workforce alignment and career offerings. The High School CTE teachers will share their insights of what they learned with our core teachers. This learning will strengthen the knowledge and understanding of the core teachers which will in turn allow them to become a stronger part of the foundation as we align the career offering in our building to coincide with our community needs.</li> <li>• Send High School Counselors and Administration to a State and National conference pertaining to career academies and career coaching. In order for our administration and counseling staff to support the career education and build a career program, counselors and administrators have to be an integral part of the process. As part of the building leadership team, counselors and administrators must be trained to lead the programs in the school. If counselors and administrators are not trained, the high school will see little change because leadership is not on the same page as the career education staff.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work closely with the Board of Education and Beatrice Education Association to help them understand the importance of providing strong supports to recruiting teachers through a competitive salary and benefits package.</li> <li>• Ensure CTE Advisory committee is actively recruiting new members to support our CTE processes.</li> <li>• Attend career fairs at UNL, UNK, and UNO during the fall and spring semesters to actively recruit staff.</li> <li>• Evaluate the YouMatter Mentor program to determine success with retention of staff during the first three years of a new staff member coming to BPS.</li> </ul>
<p><b>Year 3: 2026-2027</b></p>	<ul style="list-style-type: none"> <li>• Continue to send five High School CTE teachers and BHS &amp; BMS Assistant Principals to a State and National conference pertaining to career academies and career coaching. These conferences will provide our instructors with ways to learn best practices in career education and their career field, collaborate with other professionals to increase their expertise, and aide in development of ideas to meet the goals of promoting student success for all students.</li> <li>• Work closely with the Board of Education and Beatrice Education Association to help them understand the importance of providing strong supports to recruiting teachers through a competitive salary and benefits package.</li> <li>• Evaluate CTE Advisory committee to ensure how they are actively recruiting new members to support our CTE processes.</li> <li>• Attend career fairs at UNL, UNK, and UNO during the fall and spring semesters to actively recruit staff. Evaluate effectiveness of attending career fairs looking at the data to support the continued participation in the career fairs.</li> <li>• Determine adjustments needing to be made to the YouMatter Mentor program to determine success with retention of staff during the first three years of a new staff member coming to BPS.</li> </ul>
<p><b>Year 4: 2027-2028</b></p>	<ul style="list-style-type: none"> <li>• Evaluate and monitor the effectiveness of professional development for CTE and core teachers.</li> <li>• Evaluate CTE Advisory committee to ensure how they are actively recruiting new members to support our CTE processes.</li> <li>• Work closely with the Board of Education and Beatrice Education Association to help them understand the importance of providing strong supports to recruiting teachers through a competitive salary and benefits package.</li> <li>• Attend career fairs at UNL, UNK, and UNO during the fall and spring semesters to actively recruit staff. Evaluate effectiveness of attending career fairs looking at the data to support the continued participation in the career fairs.</li> <li>• Implement adjustments needing to be made to the YouMatter Mentor program to determine success with retention of staff during the first three years of a new staff member coming to BPS.</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:** The school is working closely with the Chamber of Commerce and NGage to develop strong partnerships with the employers in our town. There is currently a connection between classroom instruction and WBL activities provided by the local employers. Our work-based learning experiences are successful in enhancing technical and career readiness skills. We need to develop more internship opportunities to support all of our learners. We will continue working on additional internship opportunities to support All of our learner’s interests and strengths, thus building a stronger connection between the school and our community. We will strengthen our internship program with BCH and the other medical employers throughout our community building additional work-based learning activities tied to each student’s career pathway.

**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:

1. Build opportunities for our students to participate in internships and work-based learning tied to their career pathway.
2. Work with the Chamber and NGage to build a resource for our teachers, counselors, and students.

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

<b>Program Year</b>	<b>Action Steps</b> <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>• Create a partnership with industry, economic development, and the chamber to determine need and ensure we find a way to develop the community.</li> <li>• Create a perceptual survey and additional matrix to continue to gather the businesses and industries who would be open to internships with our junior and senior students.</li> <li>• Determine requirements for each business and industry to ensure students are safe and provided with opportunities to explore all areas in a career field.</li> </ul>

	<ul style="list-style-type: none"> <li>• Work with SCC and Beatrice manufacturers to promote a traditional apprenticeship model. Work with students to explore these opportunities and ensure certification opportunities are available in all areas.</li> <li>• Evaluate our current work-based learning system to identify areas of strength and areas of growth.</li> <li>• Evaluate other districts that offer work-based learning opportunities to students in grades 7-10.</li> </ul>
<b>Year 2: 2025-2026</b>	<ul style="list-style-type: none"> <li>• Continue partnership with industry, economic development, and the chamber to determine need and ensure we find a way to develop the community. Evaluate our current offerings and activities to support our local workforce.</li> <li>• Distribute and evaluate the perceptual survey and additional matrix to develop internship opportunities for students. Work with students to begin identifying internship opportunities available and to take advantage of these opportunities.</li> <li>• Evaluate our current work-based learning system to identify areas of strength and areas of growth.</li> <li>• Evaluate other districts that offer work-based learning opportunities to students in grades 7-10.</li> </ul>
<b>Year 3: 2026-2027</b>	<ul style="list-style-type: none"> <li>• Work with students to begin identifying internship opportunities available and to take advantage of these opportunities.</li> <li>• Implement recommendations and changes to our current work-based learning system based on the identified areas of strength and areas of growth.</li> <li>• Implement work-based learning opportunities to students in grades 7-10 using a formal system to monitor effectiveness and student growth and development.</li> </ul>
<b>Year 4: 2027-2028</b>	<ul style="list-style-type: none"> <li>• Work with students to begin identifying internship opportunities available and to take advantage of these opportunities.</li> <li>• Evaluate implemented changes to our current work-based learning system based on the identified areas of strength and areas of growth.</li> <li>• Evaluate implemented work-based learning opportunities to students in grades 7-10 using a formal system to monitor effectiveness and student growth and development.</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:** Through multiple meetings, the committee evaluated all students to evaluate their experience in career development and selection. The group evaluated assessment data, course

choice, course accessibility, and community connections to ensure systems in place are effective. As we worked through the plan, the focus was on developing strong instructors who can engage and provide high quality education to all students in all populations. In order to see success, BPS must recruit, train, and retain high quality staff members. Additionally, training is needed to determine the best practices for ensuring non-traditional students are enrolled in career pathways and seeing success as well as special education, English Learner, and free/reduced lunch students.

We will continue to build expertise of all staff to ensure our special population students have access to all career opportunities without barriers. By evaluating career development and our alignment to the Beatrice community, we can create opportunities for our students to help them explore post-secondary opportunities and connect them to the community. By sending our staff – CTE, principals, and counselors – to receive professional development in the area of career exploration and development, we are continuing to ensure every student has an opportunity because our staff are trained and are focusing on the same direction.

Another component to help guide us through the process of ensuring equitable access to all students is our continued partnership with our community businesses and leaders. Through the required job shadowing experience, we have high expectations for all students to complete a job shadow and build connections. Additionally, these experiences lead to internships, work-based learning experiences, and future career opportunities.

## 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).**



## Section 3: Annual Budget Worksheets

Plans for engaging stakeholders that local districts no doubt already have in place are utilized as a starting point.

**RESPONSE:** Our district will continue to partner with the community to develop a strong career advisory team. We currently have many teams in place, which are strewn throughout the community with the sole focus of improving career opportunities for students. This year, we are going to work on bringing all groups together for a common goal rather than having multiple things occurring in one community. Through the development of one group, which utilizes the stakeholders identified on the potential stakeholder worksheet for local CTE assessment, the community will see further alignment of efforts to recruit, train, and retain qualified students in our community. Additionally, it will keep the community focused on one goal. The group will convene quarterly and focus on how we move forward with our plan to ensure all students have access to research-based educational opportunities as well as high quality work-based learning experiences.

**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.