



**LOCAL PERKINS APPLICATION
2024-2028**

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

500 S. 24th Street, Lincoln, NE 68510-0314



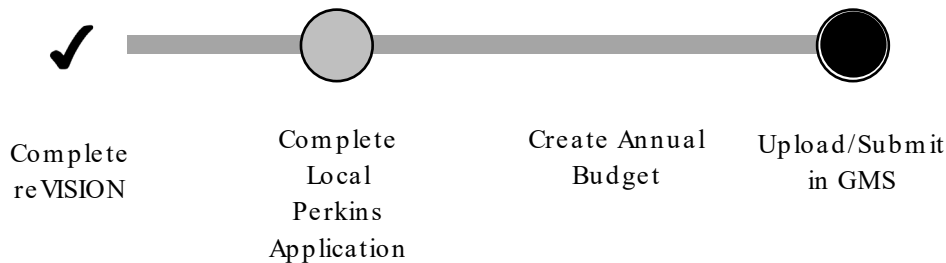
General Information

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

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

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

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

Eligible Recipients

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

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

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

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components 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/ 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.

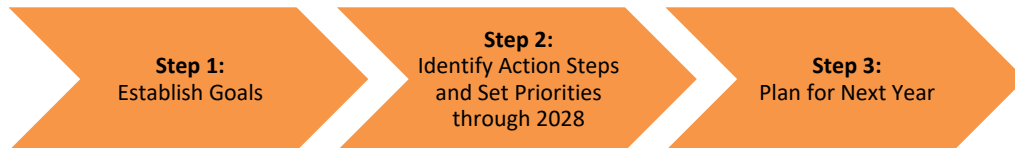
Section 1: reVISION Summary

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

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/. 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><i>SAMPLE:</i></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>Career Development</p>	<p>Endorsed Instructors The Career and Technical Education (CTE) program is led by highly qualified instructors with specialized endorsements:</p> <ul style="list-style-type: none"> Chris Schuler, Morgan Casper, Grace Pille, and Kristi Baker hold 	<p>Expand Dual-Enrollment Opportunities We will collaborate closely with Metro Community College (MCC) Post-Secondary Coordinator to ensure our students have access to a wide range of dual-enrolled classes taught by highly</p>

	<p>Work-Based Learning (WBL) endorsements.</p> <ul style="list-style-type: none"> ● Dr. Dania Freudenburg has a 'Special Services Coaching' endorsement. <p>Student Programs and Activities Students can explore career pathways through various programs and activities:</p> <ul style="list-style-type: none"> ● Career Pathways class ● Avenue Scholars class ● Counseling activities during registration and senior exit interviews ● Future Options Day (held biennially) <p>Collaborative Approach Our CTE instructors work closely with:</p> <ul style="list-style-type: none"> ● Metro Community College to discuss higher education and career options ● In-house counseling staff to guide students' plans ● Local businesses to arrange guest speakers, college visits, internships, and field experiences <p>This collaboration ensures students receive well-rounded support and access to varied career opportunities.</p>	<p>qualified instructors. This goal aims to provide students with a head start on their college education and expose them to diverse academic and career pathways.</p> <p>Explore and Implement Micro-Credential Options In partnership with MCC's Credential College Navigator, Patti Mixayvanh, we will identify and promote micro-credential programs that align with our individual student interests and career aspirations. Micro-credentials offer focused, skill-based certifications that can provide students a competitive advantage in the job market and provide a pathway to further education or employment.</p> <p>Promote and Participate in Soft Skills Development Through the Softskills Program We will continue to encourage students, teachers, and parents to actively participate in the Softskills reflections program. Developing essential soft skills, such as communication, teamwork, and problem-solving, is crucial for success in any career path. By promoting self-reflection and continuous improvement, we aim to equip our students with the necessary skills to be successful in their future endeavors.</p>
<p>Local Workforce Alignment</p>	<p>Comprehensive Career and Technical Education (CTE) Offerings The State Labor Market Information indicates the following top H3 areas in The Omaha Consortium</p> <p>High-Demand Occupations</p> <ul style="list-style-type: none"> ● Heavy and tractor-trailer truck drivers ● Registered nurses ● Software developers 	<p>Refine Management Program of Study Add a Management and Leadership Capstone course to provide students with a culminating experience that integrates their learning and prepares them for management roles.</p> <p>Develop and Incorporate an Entrepreneurial Program of Study</p>

	<ul style="list-style-type: none"> ● General and operations managers ● Accountants and auditors ● Electricians <p>Aligned CTE Offerings</p> <ul style="list-style-type: none"> ● Machining ● Electricity and plumbing (to meet construction industry needs) ● Robotics ● Computer science and coding ● Nursing ● Accounting ● Tech Team ● Athletic Trainer Team ● FFA (Future Farmers of America) ● FBLA (Future Business Leaders of America) ● SkillsUSA <p>Transition and Collaboration</p> <ul style="list-style-type: none"> ● The 5th-year exit survey results from LifeTrack are shared with the Board of Education annually to inform program planning. ● The Superintendent communicates with community organizations and local businesses to stay informed about evolving workforce needs. ● The ACP (Transition) program works with Vocational Rehabilitation to identify local job opportunities for students aged 18-21. <p>6-12 Course Offerings</p> <p>High School Offerings</p> <ul style="list-style-type: none"> ● Welding ● Communication and Information Systems ● Health Science ● Human Science ● Skilled Trades ● Business ● Manufacturing ● Finance 	<p>Incorporate an Entrepreneurial course to give students the knowledge, skills, and mindset to start and manage their own businesses.</p>
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	<ul style="list-style-type: none"> ● Culinary Arts ● Data Science ● Child, Youth, and Family Studies <p>Middle School Foundational Offerings</p> <ul style="list-style-type: none"> ● Career Exploration ● Introduction to Business and Keyboarding Applications ● Family and Consumer Sciences (Grades 6 and 7) ● Introduction to Technology and Computer Science 	
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>High-Quality Career and Technical Education (CTE) Programs</p> <ul style="list-style-type: none"> ● The district offers a wide range of 6-12 CTE programs that meet monthly through professional learning communities (PLCs) to collaborate and continuously improve their offerings. ● These CTE programs maintain strong partnerships with local businesses and Metro Community College, with the superintendent and CTE teachers dialoguing with academic and business leaders to ensure the curriculum aligns with workforce needs. <p>Competitive Skill Development</p> <ul style="list-style-type: none"> ● Students actively participate in SkillsUSA competitions, allowing them to showcase their technical skills and knowledge against peers from across the state and nation. ● Additionally, students engage in programming and robotics competitions, further developing in-demand STEM competencies. <p>Hands-on Business Experiences</p> <ul style="list-style-type: none"> ● Students have the opportunity to participate in business field experiences, gaining valuable real-world exposure and insights into 	<p>Increase Female Representation in Construction and Welding</p> <p>Enhance ELL Participation Across CTE Programs</p> <p>The district aims to create a more representative CTE environment by actively pursuing these access-focused goals, and empowering all students to explore and succeed in high-demand career pathways.</p>

	<p>various industries and career paths.</p> <p>Addressing Equity Gaps</p> <ul style="list-style-type: none"> • The district recognizes the need to address the underrepresentation of female students in construction and welding programs and is actively working to recruit and support more young women in these fields. • Similarly, the district is committed to increasing the participation of English Language Learner (ELL) students across all CTE programs, to ensure equitable access and opportunities. 	
<p>Student Performance Data</p>	<p>Blair Community Schools Performance on 2022-2023 Perkins V Report Card</p> <p>The latest available data on reading proficiency is from the 2022/2023 academic year. During that period, Blair High School's reading proficiency rate stood at 52.03%, narrowly missing the state target of 53.51%.</p> <p>The latest available data from the 2022/2023 school year shows promising results in math proficiency at Blair High School. With a 56.76% proficiency rate, our students have exceeded the state goal of 55.18%.</p> <p>The most recent data available is for the 2022/2023 academic year. Blair High School's work-based learning participation rate that year was 6.41%, falling short of the state's target of 9.47%. However, the school has made notable strides to increase engagement in the current 2023/2024 year. Five students are currently enrolled in an internship program, Blair's work-based learning participation rate has risen to 7.33%, reflecting an improvement over the previous year's figures.</p>	<p>Encouraging Enrollment of Special Populations in CTE Programs</p> <p>Blair Community Schools is committed to actively encouraging students from special populations and other underrepresented groups to enroll in career and technical education (CTE) programs.</p> <p>Increasing Participation in Work-Based Learning</p> <p>While participation in work-based learning experiences is not limited to specific CTE courses at Blair High School, the district recognizes that the current reporting may not accurately reflect the full extent of student involvement in these learning opportunities.</p> <p>Promoting Reading and Technical Writing Across CTE Areas</p> <p>English language arts proficiency remains a focus area for Blair Community Schools. To address this, the district will continue to promote the development of technical writing skills across all CTE program areas</p>

	<p>The most recent data available is for the 2022/2023 academic year. Blair High School's Graduation rate was 97.50% which outpaced the state goal of 95.55%.</p> <p>The latest available data from the 2022/2023 school year shows positive results in science proficiency at Blair High School. With a 60.81% proficiency rate, our students have exceeded the state goal of 59.28%.</p> <p>The most recent data from the 2022/2023 school year shows that Post-program placement at Blair High School was 97.48%, and our school exceeded the state goal of 82.50%.</p>	
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>Consistent Communication and Collaboration We maintain regular communication with key stakeholders, such as UNL Ag educator and Skilled/Technical Sciences (STS) teacher preparation program coordinator, Matt Kreifels. This ongoing dialogue helps us identify and address any challenges or opportunities in recruiting and retaining qualified Ag, Family, and Consumer Sciences (FCS), and Computer Science educators.</p> <p>Recruitment Challenges In the last two hiring cycles, the number of applicants for Ag, FCS, and Computer Science positions has been less than 3 in each. This has presented a significant challenge in finding and attracting qualified candidates to join our team.</p> <p>Retention and Development Initiatives To support the retention and professional growth of our faculty and staff, we have implemented the following initiatives:</p> <p>Competitive Compensation and Benefits</p>	<p>Find Creative Ways to Recruit More Educators from Post-Secondary Institutions Strengthen partnerships with post-secondary institutions for recruitment.</p> <p>Provide Timely, Ongoing, and Relevant Professional Development Opportunities for Teachers Continue to provide teachers opportunities to attend professional development in the skill or technical areas.</p>

	<p>We offer a competitive compensation and benefits package to our educators, which helps us attract and retain top talent.</p> <p>Ongoing Professional Development We provide ongoing, high-quality professional development opportunities that align with the needs and interests of our educators, enabling them to continuously improve their practice.</p> <p>Collaborative Professional Learning Communities We have established a robust PLC structure that encourages ongoing collaboration, data analysis, and the sharing of best practices among our teachers.</p> <p>New Teacher Mentoring Program Our new teacher mentoring program helps acclimate and support our new hires, ensuring a smooth transition into our educational community.</p> <p>Recognition and Appreciation We recognize and celebrate the accomplishments of individual teachers and/or programs, fostering a culture of excellence and appreciation.</p> <p>Feedback and Administrative Support We ensure that teachers receive regular feedback and support from the administration, enabling them to continuously improve their practice.</p>	
<p>Work-Based Learning</p>	<p>Blair Community Schools offers a variety of real-world work experiences for students in the following areas:</p> <p>Tech Team Students can gain hands-on experience working on technology-related tasks at both the building and district levels.</p> <p>Student Athletic Trainers Students can earn credits by completing 90 work hours as athletic trainers.</p>	<p>Promote Work-Based Learning Experiences for All Learners Provide all students with high-quality, relevant work-based learning experiences that prepare them for college and career success.</p> <p>Recruit Employer Partners for Work-Based Learning</p>

	<p>Intro to Education Students have the opportunity to become paraprofessionals (paras) through this program.</p> <p>Agricultural Opportunities Students can earn State FFA Degrees through the Agriculture (Ag) program.</p> <p>Career Exploration BHS provides opportunities for students to explore careers through programs like Avenue Scholars, JAG, and career fairs, as well as internal recommendations.</p> <p>Women in Science Day Evonik, a chemical company, brought a team of female employees to BHS to talk to students about careers in science fields.</p> <p>Supervised Agricultural Experiences (SAE) Through the FFA program, students can participate in SAE, which directly aligns their experiences and activities with their projects.</p> <p>Avenue Scholars The Avenue Scholars curriculum directly connects classroom activities to internships, providing students with valuable real-world experience.</p> <p>CNA Program The CNA program at BHS aligns classroom activities to the CNA test, ensuring students are well-prepared for the certification exam.</p> <p>Student Competitions Students can participate in competitions such as Robotics, FBLA, Programming, and SkillsUSA, which are directly aligned with their classroom activities.</p>	<p>Engage local employers as active partners in work-based learning programs.</p> <p>Integrate Work-Based Learning into Classroom Instruction and Student Career Plans Ensure that work-based learning experiences are directly connected to classroom learning, activities, and individual student career/future plans.</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).**

All courses offered at Otte Middle School and at Blair High School are aligned to NE Career Readiness Standards, academic standards and technical skills through coursework required for graduation.

Students and parents also have the opportunity to complete self-reflections through the Softskills program. This program provides students with information related to their career strengths and aptitudes.

CTE offerings at the High School meet the H3 demands of the area and attempt to fulfill the labor market needs as well.

Counselors work with each grade level to identify course offerings that match their interests and that assist in the development of a post secondary plan.

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)

Expand Dual-Enrollment Opportunities

We will collaborate closely with Metro Community College (MCC) Post-Secondary Coordinator to ensure our students have access to a wide range of dual-enrolled classes taught by highly qualified instructors. This goal aims to provide students with a head start on their college education and expose them to diverse academic and career pathways.

Explore and Implement Micro-Credential Options

In partnership with MCC’s Credential College Navigator, Patti Mixayvanh, we will identify and promote micro-credential programs that align with our individual student interests and career aspirations. Micro-credentials offer focused, skill-based certifications that can provide students a competitive advantage in the job market and provide a pathway to further education or employment.

Promote and Participate in Soft Skills Development Through the Softskills Program

We will continue to encourage students, teachers, and parents to actively participate in the Softskills reflections program. Developing essential soft skills, such as communication, teamwork, and problem-solving, is crucial for success in any career path. By promoting self-reflection and continuous improvement, we aim to equip our students with the necessary skills to be successful in their future endeavors.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2024-2025</i>	<p>Evaluate Dual-Enrollment Opportunities</p> <ul style="list-style-type: none"> ● Conduct a needs assessment to identify high-demand courses and programs for dual enrollment ● Promote dual-enrollment opportunities to high school students and their families <p>Explore and Pilot Micro-Credential Options</p> <ul style="list-style-type: none"> ● Research best practices for developing and implementing micro-credential programs ● Engage with Metro Community College to identify in-demand skills and competencies for micro-credentials ● Develop a plan for offering micro-credential programs, including curriculum, delivery methods, and credentialing <p>Promote Participation in the Softskills Program and Soft Skills Development</p>

	<ul style="list-style-type: none"> ● Assess current soft skills teaching opportunities and identify areas for improvement ● Collaborate with faculty and staff to integrate soft skills development into coursework and co-curricular activities ● Promote the importance of soft skills to students and provide resources for skill development ie Softskills
<p style="text-align: center;"><i>Year 2: 2025-2026</i></p>	<p>Expand Dual-Enrollment Offerings</p> <ul style="list-style-type: none"> ● Implement new dual-enrollment agreements with Metro Community College and monitor student participation and intended outcomes. <p>Implement Micro-Credential Options (Metro Community College)</p> <ul style="list-style-type: none"> ● Year 1 Full Pilot Program for micro-credentials in high-demand areas and gather feedback from participants ● Develop a communication plan to promote micro-credential offerings ● Establish a data collection process for tracking micro-credentials and participation rates <p>Full Implementation of the Softskills Program and Soft Skills Development</p> <ul style="list-style-type: none"> ● Collaborate with employers to align soft skills development with industry needs ● Establish a data collection process for tracking micro-credentials and participation rates
<p style="text-align: center;"><i>Year 3: 2026-2027</i></p>	<p>Monitor Dual-Enrollment Opportunities</p> <ul style="list-style-type: none"> ● Continuously monitor and refine the dual-enrollment program based on student outcomes and feedback ● Explore opportunities to expand dual-enrollment offerings. <p>Monitor Micro-Credential Options</p> <ul style="list-style-type: none"> ● Evaluate the success of the pilot micro-credential programs and make necessary adjustments ● Expand the micro-credential program to include additional in-demand skills and competencies ● Integrate micro-credentials into degree and certificate programs to provide stackable credentials <p>Monitor Softskills Program</p> <ul style="list-style-type: none"> ● Assess the impact of the Softskills program on student learning and career readiness ● Continuously refine the soft skills program based on student and employer feedback
<p style="text-align: center;"><i>Year 4: 2027-2028</i></p>	<p>Evaluate Dual-Enrollment Intended Outcomes</p> <ul style="list-style-type: none"> ● Continuously monitor and refine the dual-enrollment program based on student outcomes and feedback ● Explore opportunities to expand dual-enrollment offerings. ● Reflect and analyze on meeting intended outcomes <p>Evaluate Micro-Credentials and Intended Outcomes</p> <ul style="list-style-type: none"> ● Evaluate the overall success of the micro-credential program and make necessary adjustments <p>Evaluate the Impact of the Softskills Program and Intended Outcomes</p> <ul style="list-style-type: none"> ● Evaluate the overall success of the Softskills program and make necessary adjustments

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:

Revision outcomes, student interest, and available staff all inform the selection of specific CTE programs. Available building space, instructor availability and student registration requests drive the specific CTE offerings each year.

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

RESPONSE:

Programs of study are consistently offered at Blair High in the areas of Welding, Culinary Arts and Event Planning, Child Development (Child, Youth and Family Studies program of study), Agriscience, and Business (Accounting, Entrepreneurship, Management, Finance and Marketing program of study). The most development has been in the Computer Science and Graphics Arts (Digital Design program of study) pathways. With the addition of a house build, a Construction pathway has been developed and is in the early stages of development. Engine Mechanics (Engineering program of study) is also an area that will be further developed this upcoming school year.

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:

Students and parents learn about Blair High School CTE course offerings through interactions with teachers and Counselors during individual conferences and registration. We will focus on recruiting females to our male dominated programs and males to our female dominated programs. The CTE department will collaborate to brainstorm ways of marketing their programs to all students in hopes of improving how we reach 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)

Refine Management Program of Study

Add a Management and Leadership Capstone course to provide students with a culminating experience that integrates their learning and prepares them for management roles.

Develop and Incorporate an Entrepreneurial Program of Study

Incorporate an Entrepreneurial course to give students the knowledge, skills, and mindset to start and manage their businesses.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2024-2025</i>	<p>Refine Management Program of Study:</p> <ul style="list-style-type: none"> ● Conduct an in-depth review of the current Management program curriculum, learning outcomes, and assessment methods. ● Gather feedback from relevant stakeholders. ● Identify staffing and scheduling needs/requirements ● Revise the curriculum <p>Develop an Entrepreneurial Program of Study:</p> <ul style="list-style-type: none"> ● Establish an Entrepreneurship Curriculum Team comprised of relevant stakeholders ● Identify the key skills and knowledge required. ● Identify staffing and scheduling needs/requirements ● Develop a proposed curriculum for the Entrepreneurial program, including core courses, electives, and intended learning outcomes. ● Seek board approval for new curriculum
<i>Year 2: 2025-2026</i>	<p>Implement Management Program of Study:</p> <ul style="list-style-type: none"> ● Implement the revised curriculum, including the new Management and Leadership Capstone course. ● Develop course outlines, learning materials, and assessment strategies for the Capstone course. ● Assign faculty to teach the Capstone course and provide them with the necessary training and support. ● Establish partnerships to provide real-world projects and mentorship opportunities for Capstone students. <p>Finalize Entrepreneurial Program of Study:</p> <ul style="list-style-type: none"> ● Assign faculty with required certification to teach the new courses.

	<ul style="list-style-type: none"> ● Develop detailed course outlines, learning materials, and assessment strategies for the intended outcomes. . ● Establish partnerships to provide experiential learning opportunities for students.
<p style="text-align: center;"><i>Year 3: 2026-2027</i></p>	<p>Monitor Management Program of Study:</p> <ul style="list-style-type: none"> ● Closely monitor and evaluate the Capstone course, making adjustments as needed based on student feedback and local workforce trends. ● Explore opportunities to integrate the Capstone course with other course offerings and on-the-job experiences <p>Implement Entrepreneurial Program of Study:</p> <ul style="list-style-type: none"> ● Launch the Entrepreneurial program ● Closely monitor and evaluate the program, making adjustments based on student feedback and workforce trends. ● Explore opportunities to create additional real-life experiences
<p style="text-align: center;"><i>Year 4: 2027-2028</i></p>	<p>Evaluate the Management Program of Study:</p> <ul style="list-style-type: none"> ● Evaluate the overall impact and effectiveness of the revised Management program and Leadership Capstone course. ● Gather feedback from relevant stakeholders to identify areas for improvement. ● Implement any necessary changes to the program. <p>Monitor the Entrepreneurial Program of Study:</p> <ul style="list-style-type: none"> ● Closely monitor the Entrepreneurial program's performance, including student enrollment and intended outcomes. ● Gather feedback from relevant stakeholders to identify areas for improvement. ● Implement any necessary changes to the program.

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:

The Computer Science program of study has been developed through the development of the Web Design class and the Digital Art course offerings. These are both H3 areas of need in the surrounding areas. Another Computer Science teacher was added for the 2024/25 school year to enhance the curriculum offerings at the High School.

Otte Middle School will be adding Intro to Ag courses for the 24/25 school year. A new 6-12 instructor was hired and new curriculum will need to be purchased. The addition of the new Middle School Ag program will promote growth in this program of study.

Building Construction a new offering beginning with the 2023/24 school year. Plans need to be finalized for the cement pad and for the house itself before the program will be fully implemented. This will be a continuation of the Woods, Advanced Woods program of study.

Welding, FCS and Business offering consistently have full program of study offerings. The new Computer Science instructor hired for the 24/25 school year will also provide an additional partner teacher for Business classes.

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:

Students are supported in all academic areas including Math, Reading, and Writing. These academic areas are cohesive and rigorous and carry over to all STS areas. A paraprofessional

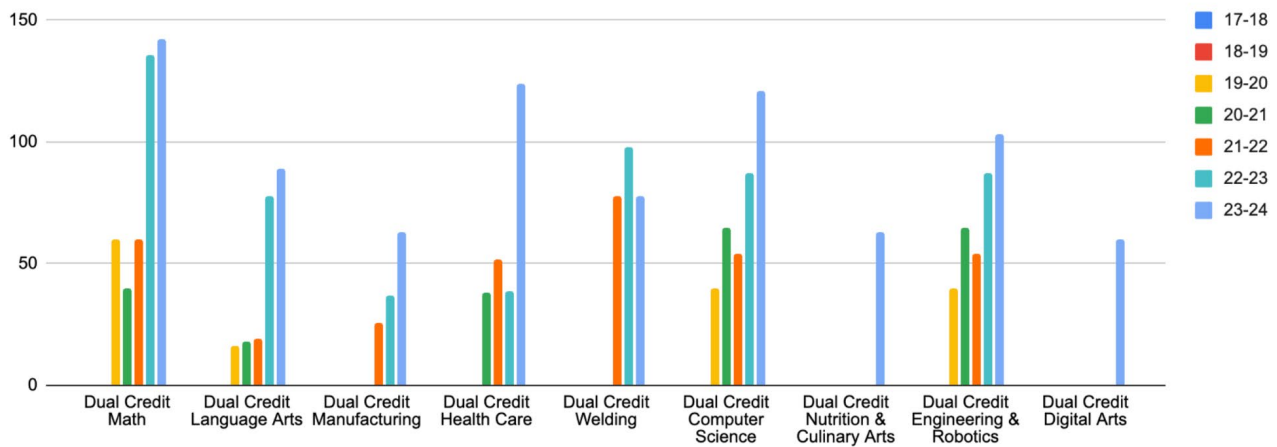
is available to work with special needs students in CTE courses, when applicable, to ensure equitable access for all students.

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:

Students have access to many courses in which they are able to earn postsecondary credits. Statistics and College Algebra dual credits are earned through UNO. Computer Science, Nutrition, Welding and Nursing dual credits are earned through Metro Community College. Students also have the opportunity to attend Career Academies through Metro Community College.

Students Enrolled in College (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)**

Increase Female Representation in Construction and Welding

Enhance ELL Participation Across CTE Programs

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

Program Year	Action Steps
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	<i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2024-2025</i>	<p>Analyze Female Representation in Construction and Welding</p> <ul style="list-style-type: none"> ● Conduct an assessment of the current state of female representation in construction and welding programs. ● Gather data on enrollment, retention, and graduation rates. ● Establish a team comprised of relevant stakeholders to identify barriers and challenges faced by women in these fields. ● Develop recruitment strategies ● Identify possible mentorship opportunities. <p>Analyze ELL Participation in CTE Programs</p> <ul style="list-style-type: none"> ● Conduct an assessment of the current state of English Language Learner (ELL) participation in (CTE) programs. ● Gather data on enrollment, retention, and graduation rates. ● Establish a team comprised of relevant stakeholders to identify barriers and challenges faced by ELL students in these programs. ● Develop recruitment strategies ● Identify possible mentorship opportunities. ● Collaborate with district ELL personnel to raise awareness and provide information ● Offering language support services during the enrollment process ● Providing information and materials in multiple languages if needed
<i>Year 2: 2025-2026</i>	<p>Implement Strategies–Increase Female Representation in Construction and Welding</p> <ul style="list-style-type: none"> ● Implement mentoring opportunities ● Enhance the curriculum and learning environment as needed based on student feedback and industry standards. ● Provide relevant professional development for instructors ● Ensure that the learning spaces are safe, comfortable, and accessible for all students <p>Implement Strategies–ELL Participation in CTE Programs</p> <ul style="list-style-type: none"> ● Implement mentoring opportunities ● Enhance the curriculum and learning environment as needed based on student feedback and industry standards. ● Provide relevant professional development for instructors ● Ensure that the learning spaces are safe, comfortable, and accessible for all students ● Develop a mentorship program that pairs ELL students with more experienced peers or industry professionals who can provide guidance and support.
<i>Year 3: 2026-2027</i>	<p>Monitor Strategies–Increase Female Representation in Construction and Welding</p> <ul style="list-style-type: none"> ● Expand opportunities for female students. ● Evaluate recruitment efforts. ● Analyze enrollment and retention in identified programs. <p>Monitor Strategie–ELL Participation in CTE Programs</p> <ul style="list-style-type: none"> ● Expand opportunities for ELL students. ● Evaluate recruitment efforts. ● Analyze enrollment and retention in identified programs.

*Year 4:
2027-2028*

Evaluate Strategies—Increase Female Representation in Construction and Welding

- Evaluate the progress made over the past three years, analyzing data on enrollment, retention, and graduation rates for female students.
- Identify areas for continued improvement and refine the strategies
- Celebrate and share successes

Evaluate Strategies—ELL Participation in CTE Programs

- Evaluate the progress made over the past three years, analyzing data on enrollment, retention, and graduation rates for ELL students.
- Identify areas for continued improvement and refine the strategies
- Celebrate and share successes

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:

The Blair Community Schools will focus on three key goals to support teachers and ensure equal access and opportunities for special populations:

1. Provide activities to prepare special populations for high-growth, high-demand (H3) sectors or occupations that will lead to self-sufficiency. This includes identifying H3 sectors and occupations in the local and regional job market, developing career exploration and preparation activities, providing work-based learning experiences, and partnering with relevant stakeholders.
2. Prepare CTE participants for nontraditional fields by analyzing enrollment data, providing professional development for teachers, and highlighting positive outcomes of special population students in nontraditional CTE programs.

3. Ensure equal access for special populations in CTE by reviewing policies and practices, offering applicable support services, and monitoring enrollment, retention, and outcomes data to address any disparities.

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:
 Identify barriers and challenges related to special populations to include Special Education and gender
 Based on the identified barriers, create targeted interventions and strategies
 Increase stakeholder engagement to identify new/additional resources and opportunities
 Monitor and adjust strategies to meet the changing needs of special populations

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)

Encouraging Enrollment of Special Populations in CTE Programs
 Blair Community Schools is committed to actively encouraging students from special populations and other underrepresented groups to enroll in career and technical education (CTE) programs.

Increasing Participation in Work-Based Learning
 While participation in work-based learning experiences is not limited to specific CTE courses at Blair High School, the district recognizes that the current reporting may not accurately reflect the full extent of student involvement in these learning opportunities.

Promoting Reading and Technical Writing Across CTE Areas
 English language arts proficiency remains a focus area for Blair Community Schools. To address this, the district will continue to promote the development of technical writing skills across all CTE program areas

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2024-2025</i>	<p>Analyze–Enrollment of Special Populations in CTE Programs</p> <ul style="list-style-type: none"> ● Conduct an assessment of current CTE program enrollment, identifying any underrepresentation of special populations (e.g., students with disabilities, English language learners, economically disadvantaged students). ● Establish a team comprising representatives from special populations, school counselors, and CTE teachers to identify barriers to enrollment ● Provide professional development for CTE teachers on inclusive teaching practices and strategies for supporting diverse learners as needed. ● Implement recruitment strategies to create awareness of CTE programs among special populations. <p>Analyze–Participation in Work-Based Learning</p>

	<ul style="list-style-type: none"> ● Conduct a needs assessment to identify the current level of student participation in work-based learning opportunities ● Provide professional development for CTE teachers as needed ● Develop a work-based learning program that includes a range of opportunities to meet the needs and interests of students. ● Develop recruitment strategies to create awareness of available work-based learning opportunities <p>Analyze–Reading and Technical Writing Across CTE Areas</p> <ul style="list-style-type: none"> ● Conduct a data analysis to identify any gaps or areas for improvement. ● Establish a cross-curricular team to develop a plan for integrating reading and technical writing across CTE areas. ● Provide professional development for CTE teachers as needed ● Create a school-wide initiative to promote reading and technical writing
<p style="text-align: center;"><i>Year 2: 2025-2026</i></p>	<p>Implement–Enrollment of Special Populations in CTE Programs</p> <ul style="list-style-type: none"> ● Analyze enrollment data from the previous year and adjust recruitment and support strategies as needed. ● Expand partnerships with organizations and agencies to connect with special populations. ● Implement a mentorship program pairing current CTE students from special populations with incoming students to provide peer-to-peer support. ● Explore the feasibility of offering CTE courses in multiple formats (unified courses etc.) to accommodate the needs of diverse learners. <p>Implement–Participation in Work-Based Learning</p> <ul style="list-style-type: none"> ● Expand partnerships to create opportunities for students. ● Implement recruitment strategies to create awareness of available work-based learning opportunities ● Establish a system for tracking student participation and outcomes in the work-based learning program to gauge the impact and identify areas for improvement. <p>Implement–Reading and Technical Writing Across CTE Areas</p> <ul style="list-style-type: none"> ● Integrate reading and technical writing assignments and assessments into the curriculum of CTE courses. ● Develop a collection of industry-relevant reading materials and resources. ● Use AEP/Advisory time to support technical reading and writing further. ● Analyze student performance data and adjust the implementation of reading and technical writing strategies.
<p style="text-align: center;"><i>Year 3: 2026-2027</i></p>	<p>Monitor–Enrollment of Special Populations in CTE Programs</p> <ul style="list-style-type: none"> ● Expand opportunities for ELL students. ● Evaluate recruitment efforts. ● Analyze enrollment and retention in identified programs. ● Continue to monitor enrollment data and refine recruitment and support strategies based on feedback and outcomes. ● Develop a transition plan for students with disabilities or English language learners, ensuring a smooth transition from middle school to high school CTE programs.

	<p>Monitor–Participation in Work-Based Learning</p> <ul style="list-style-type: none"> ● Develop a recognition program to celebrate the achievements of students ● Collaborate with relevant stakeholders to create pathways for CTE students to transition from high school to postsecondary education and training. ● Explore the feasibility of offering academic credit or industry-recognized credentials for the successful completion of work-based learning experiences. <p>Monitor–Reading and Technical Writing Across CTE Areas</p> <ul style="list-style-type: none"> ● Expand the cross-curricular team ● Provide opportunities for CTE students to showcase their reading and technical writing skills. ● Analyze student performance data and adjust the implementation of reading and technical writing strategies.
<p><i>Year 4: 2027-2028</i></p>	<p>Evaluate–Enrollment of Special Populations in CTE Programs</p> <ul style="list-style-type: none"> ● Evaluate the overall impact of the initiatives implemented over the previous three years, using data-driven analysis to identify successes and areas for improvement. ● Identify areas for continued improvement and refine the strategies ● Celebrate and share successes <p>Evaluate–Participation in Work-Based Learning</p> <ul style="list-style-type: none"> ● Evaluate the overall impact of the work-based learning program, using data-driven analysis to identify successes, challenges, and areas for improvement. ● Develop a plan to ensure the continued growth and expansion of the work-based learning program. ● Celebrate and share successes. <p>Evaluate–Reading and Technical Writing Across CTE Areas</p> <ul style="list-style-type: none"> ● Evaluate the overall impact of the reading and technical writing strategies, using data-driven analysis to identify successes, challenges, and areas for improvement. ● Develop a plan to continue the integration of reading and technical writing ● sustainability plan to ensure the continued integration of reading and technical writing across CTE areas, including securing funding, strengthening partnerships, and integrating best practices into the school's culture. ● Share the school's reading and technical writing success stories and best practices with other schools and districts to promote the replication of effective strategies.

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:

Blair High School takes all requests for student teaching placements and contacts post-secondary offices to recruit new teachers-to-be.

STS teacher take advantage of any and all state-sponsored professional development opportunities such as NCE Summer Workshops, NDE Fall workshops, and the Wayne State STS Conference. Students new to the Blair Community Schools District are assigned a mentor for the first year of employment. During that year, the mentor/mentoree are engaged in monthly observations and follow-up feedback discussions which are documented through a Google form shared with District and Building admin.

The Blair Community Schools' Mentor/Mentee Program is a program to help teachers, new to Blair Community Schools, transition effectively and grow professionally.

1. To help facilitate a mentoring relationship between the new teacher and the mentor
2. To provide information and training on policies, programs, and procedures specific to the district and building
3. To support effective classroom instructional strategies
4. To build an awareness of professional expectations

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)

Find Creative Ways to Recruit More Educators from Post-Secondary Institutions

Strengthen partnerships with post-secondary institutions for recruitment.

Provide Timely, Ongoing, and Relevant Professional Development Opportunities for Teachers

Continue to provide teachers opportunities to attend professional development in the skill or technical areas.

**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>
<i>Year 1: 2024-2025</i>	<p>Analyze—Creative Ways to Recruit More Educators from Post-Secondary Institutions</p> <ul style="list-style-type: none"> ● Strengthen Partnerships with Post-Secondary Institutions ● Identify and reach out to local colleges, universities, and teacher training programs to establish or strengthen partnerships. ● Collaborate with post-secondary institutions to develop practicum and student teaching opportunities for their students. <p>Analyze—Provide Timely, Ongoing, and Relevant Professional Development Opportunities for Teachers</p> <ul style="list-style-type: none"> ● Identify the professional development needs of our teachers. ● Develop a professional development plan that addresses these needs ● Allocate resources for participation in relevant professional development.
<i>Year 2: 2025-2026</i>	<p>Implement—Creative Ways to Recruit More Educators from Post-Secondary Institutions</p> <ul style="list-style-type: none"> ● Participate in job fairs and recruitment events hosted by post-secondary institutions. ● Continue to offer competitive salaries, benefits, and professional development opportunities. ● Post job listings on relevant websites and make applying for positions user friendly ● Increase social media presence to showcase our district <p>Implement—Provide Timely, Ongoing, and Relevant Professional Development Opportunities for Teachers</p> <ul style="list-style-type: none"> ● Provide ongoing professional development opportunities aligned with the needs identified in year 1. ● Refine collaborative time to allow teachers the opportunity to plan and share their expertise with colleagues. ● Assign highly qualified mentors to support new CTE teachers.
<i>Year 3: 2026-2027</i>	<p>Monitor—Creative Ways to Recruit More Educators from Post-Secondary Institutions</p> <ul style="list-style-type: none"> ● Analyze the effectiveness of your recruitment efforts and make adjustments. ● Monitor the effectiveness of our social media presence and it's role in attracting potential candidates. ● Explore alternative pathways to teaching such as alternative certification programs if needed. <p>Monitor—Provide Timely, Ongoing, and Relevant Professional Development Opportunities for Teachers</p> <ul style="list-style-type: none"> ● Invite teacher feedback and input to improve the professional development offerings and identify any gaps. ● Provide opportunities for teachers to engage in data analysis and share findings with colleagues. ● Explore possible partnerships with external organizations.
<i>Year 4: 2027-2028</i>	<p>Evaluate Intended Outcomes—Creative Ways to Recruit More Educators from Post-Secondary Institutions</p>

- Analyze the overall impact of our recruitment efforts based on hiring, retention student enrollment, and graduation rates
- Request feedback from new to the district staff members and post-secondary partners to identify areas for improvement.
- Adjust recruitment strategies based on the evaluation findings.

Evaluate Intended Outcomes—Provide Timely, Ongoing, and Relevant Professional Development Opportunities for Teachers

- Evaluate the impact of professional development on instructional practices and student achievement.
- Request feedback from relevant stakeholders to identify growth areas.
- Adapt the professional development plan to ensure it meets the identified needs of staff and students.

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:

Blair High School students have opportunities to engage in work based learning opportunities with a variety of Blair businesses, specifically in the areas of Technology, hospital services, athletic trainer and food service. Future expansion work based learning opportunities could include construction, welding and auto body.

Additional materials, meetings, and a weeklong Metro training were provided for students entering the “Intern Omaha” program. There were 2 students in the “Intern Omaha” program. This did not cost the District any money as the internships were managed through Intern Omaha. Two students interned at Blair Community Schools in the IT department. Blair High School added an Avenue Scholars program in January 2023. There are eleven students enrolled in the program which emphasizes part-time employment as a critical component of preparing students for career success.

Two other students were hired to work with a small, local computer repair business.

<p>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.</p>	
<p>District’s Goal(s) for Work-based Learning: <i>(Copy and paste from the reVISION Summary)</i></p>	
<p>Promote Work-Based Learning Experiences for All Learners Provide all students with high-quality, relevant work-based learning experiences that prepare them for college and career success.</p> <p>Recruit Employer Partners for Work-Based Learning Engage local employers as active partners in work-based learning programs.</p> <p>Integrate Work-Based Learning into Classroom Instruction and Student Career Plans Ensure that work-based learning experiences are directly connected to classroom learning, activities, and individual student career/future plans.</p>	
<p>Prioritized Action Steps for Work-based Learning:</p>	
Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p><i>Year 1: 2024-2025</i></p>	<p>Analyze–Promote Work-Based Learning Experiences for All Learners</p> <ul style="list-style-type: none"> ● Conduct a needs analysis to determine the current reality of work-based learning opportunities and identify growth points. ● Develop a work-based learning program that includes experiential learning opportunities. ● Establish partnerships to provide a wide range of work-based learning experiences. <p>Analyze–Recruit Employer Partners for Work-Based Learning</p> <ul style="list-style-type: none"> ● Identify and engage with local businesses who are interested in partnering with the school. ● Develop a communication plan to promote the intended outcomes of work-based learning to potential partners. ● Establish clear expectations and responsibilities. <p>Analyze–Integrate Work-Based Learning into Classroom Instruction and Student Career Plans</p> <ul style="list-style-type: none"> ● Analyze the alignment of work-based learning experiences with curriculum and standards. ● Provide applicable work-based learning professional development for teachers. ● Develop a career planning process that helps students explore their interests and capitalizes on their soft skills and aptitudes.
<p><i>Year 2: 2025-2026</i></p>	<p>Implement–Promote Work-Based Learning Experiences for All Learners</p> <ul style="list-style-type: none"> ● Expand work-based learning opportunities available to students. ● Develop a system for collecting data as it relates to the outcomes for the work-based learning programs.

	<ul style="list-style-type: none"> ● Provide ongoing support and resources to students enrolled in work-based learning experiences. <p>Implement–Recruit Employer Partners for Work-Based Learning</p> <ul style="list-style-type: none"> ● Strengthen partnerships with employer partners and actively recruit new partners to expand the range of work-based learning opportunities. ● Develop a recognition program to acknowledge and celebrate the contributions of employer partners. ● Request feedback from partners to improve the work-based learning program. <p>Implement–Integrate Work-Based Learning into Classroom Instruction and Student Career Plans</p> <ul style="list-style-type: none"> ● Integrate additional work-based learning experiences aligned to current standards and offerings. ● Provide ongoing professional development for teachers as needed. ● Adjust the career planning process to align with work-based learning opportunities and student post-secondary goals.
<p><i>Year 3: 2026-2027</i></p>	<p>Monitor–Promote Work-Based Learning Experiences for All Learners</p> <ul style="list-style-type: none"> ● Evaluate and refine the work-based learning program as needed. ● Explore opportunities to expand the program. ● Develop a system to recognize and celebrate students. <p>Monitor–Recruit Employer Partners for Work-Based Learning</p> <ul style="list-style-type: none"> ● Maintain and strengthen existing partnerships with partners. ● Develop a mentorship program that pairs students with employer partners. ● Request feedback from partners and use it to improve the work-based learning program. <p>Monitor–Integrate Work-Based Learning into Classroom Instruction and Student Career Plans</p> <ul style="list-style-type: none"> ● Fully integrate work-based learning experiences into the curriculum. ● Provide ongoing professional development for teachers as needed. ● Enhance the career planning process to better align with work-based learning opportunities and student post-secondary goals.
<p><i>Year 4: 2027-2028</i></p>	<p>Evaluate–Promote Work-Based Learning Experiences for All Learners</p> <ul style="list-style-type: none"> ● Evaluate and refine the work-based learning program to ensure it is meeting the intended outcomes. ● Explore opportunities to expand the program ● Celebrate student achievements in work-based learning. <p>Evaluate–Recruit Employer Partners for Work-Based Learning</p> <ul style="list-style-type: none"> ● Evaluate existing partnerships in meeting intended outcomes ● Evaluate a mentorship program's overall effectiveness in meeting intended outcomes. ● Request feedback from partners and use it to improve the work-based learning program. <p>Evaluate–Integrate Work-Based Learning into Classroom Instruction and Student Career Plans</p> <ul style="list-style-type: none"> ● Evaluate work-based learning experiences and effectiveness.

- Evaluate the professional development offerings for work based learning.
- Evaluate the career planning process to better align with intended outcomes.

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:

Access to highly credentialed teachers is the number one indicator of success in the CTE programs at Blair High School. A paraprofessional is available to work with special needs students in CTE courses, when applicable. English language learners are enrolled in CTE programs of interest to them. Teachers for the CTE courses with ELL students enrolled in them have been engaged in conversations about language accommodations specific to their course content. For the 23/24 school year, four of thirty-two students enrolled in the Building Construction class were female.

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 recommended existing structures and means for engaging stakeholders that local districts no doubt already have in place are utilized as a starting point.

RESPONSE:

Re-Establish Stakeholder/Advisory Groups

- Identify key local businesses, industry leaders, and community stakeholders.
 - Evaluate and update list from the 2020-2024 plan
- Formalize the structure and goals of the stakeholder/advisory groups
- Hold ongoing meetings to gather feedback, and strengthen relationships

Maintain Updated Records and Formalize Processes

- Update the current system for documenting stakeholder/advisory group members, meeting schedules, and discussion topics
- Re-establish regular meeting times and agendas.
- Analyze feedback to inform curriculum modifications and CTE program improvements

Strengthen Community Ties and Adjust Curriculum

- Draw upon the advisory groups to develop more opportunities for students
- Regularly review the CTE curriculum to meet the demands of local trends and state standards.
- Celebrate successes and strengthen the sense of community.

Measure Impact and Demonstrate Value

- Compile data and analyze the impact of the stakeholder/advisory groups
- Showcase the benefits of these partnerships to the broader school community
- Maintain flexibility to adapt strategies as stakeholder needs change over time

Section 3: Annual Budget Worksheets

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 the 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.