



**LOCAL PERKINS APPLICATION
2024-2028**

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION
NEBRASKA DEPARTMENT OF EDUCATION
500 S. 84th St., 2nd Floor, Lincoln, NE 68510-2611



General Information

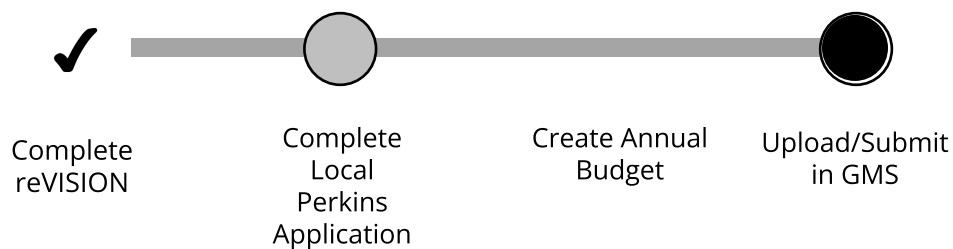


Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region’s workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and 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 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/ 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.

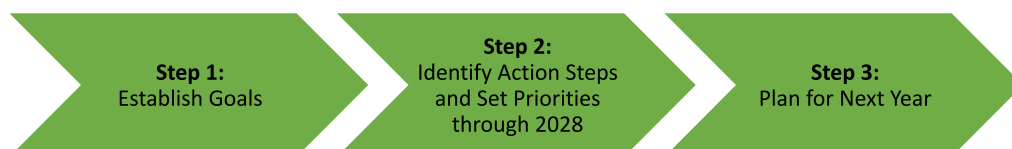
Section 1: reVISION Summary

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/. 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)
SAMPLE: Size, Scope, and Quality and Implementing CTE Programs of Study	<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>	<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. 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>

reVISION SUMMARY

Element	Summary of Current State	Overarching Goal(s)
Career Development	<p>At Crete Public Schools, the training of CTE instructors and faculty for career coaching has primarily relied on their initial teacher preparation programs. However, with the impending introduction of the 9-12 wall-to-wall Career Academy Model, and the Freshman Exploration Academy started in the 2023-2024 school year, there has been a focused effort to enhance these skills among all faculty, particularly those involved with the new Freshman Seminar course.</p> <p>Despite these efforts, there remains a significant gap in providing systematic, ongoing training for faculty in career coaching and engaging learners in meaningful career discussions. To improve support for faculty and students, the district plans to transition School Counselors at the High School into specialized College & Career Counselors. Meanwhile, the curriculum continues to incorporate career-focused elements during the Advisement periods for grades 6-12, integrating tools like the Nebraska Career Education Model and various assessments. However, the faculty's capacity to fully guide learners in exploring and preparing for college and career paths needs further development. To address these issues, Crete Public Schools is enhancing its training and support structures to better equip counselors and faculty to assist students in navigating their educational and career journeys effectively.</p>	<p>By the onset of the 2024-2025 school year, launch the two upperclassmen academies: Academy of Technical Sciences Academy and the Academy of Business & Human Sciences. By continuing to require the Freshman Exploration Academy's Freshman Seminar course for each new cohort of ninth grade learners, form Crete High School into a wall-to-wall 9-12 Career Academy Model school within the next four years.</p> <p>Within the next four years, expand all 6-12 Advisement materials by continuously improving the college and career curriculum, increasing opportunities for real-world exposure to various career fields, and strengthening partnerships with postsecondary institutions and industry professionals.</p> <p>Within the next four years, transition 100% of School Counselors at the High School to specialized College & Career Counselors, providing them with necessary training and resources to support faculty and guide learners in assembling personalized learning plans and career portfolios, in alignment with the district's commitment to enhance career readiness under the Career Academy Model.</p> <p>Within the next four years, train 100% of high school instructors in advanced career coaching techniques, integrating structured career counseling into the curriculum, thereby aligning with the district's strategic goals to enhance the Career Academy Model and prepare learners for postsecondary success.</p>

<p style="text-align: center;">Local Workforce Alignment</p>	<p>Crete Public Schools is gearing up for the launch of two upperclassmen academies, the Academy of Business & Human Sciences and the Academy of Technical Sciences, at the start of the 2024-2025 school year, offering nine distinct pathways tailored to align with local labor market needs based on recent Labor Market Information (LMI) and High Wage, High Skill, High Demand (H3) reports. These pathways were developed through collaborations with local stakeholders and are designed to prepare learners for current and emerging workforce demands. This initiative follows the successful 2023-2024 launch of the Freshman Exploration Academy, marking a significant step in the phased implementation of the wall-to-wall 9-12 Career Academy Model at Crete High School. While the district continues to evaluate the effectiveness of its program offerings by analyzing workforce and economic data with the involvement of local employers, including Board of Education members, it recognizes the need for a more formalized and systematic review process to better align educational offerings with the evolving workforce needs and ensure the program's accessibility and equity for all learners, including those with disabilities and English learners.</p>	<p>Within the next four years, formalize and implement advisory boards for each of the two upperclassmen academies, involving local employers and Board of Education members, to regularly assess and align the nine career pathways with evolving labor market demands and workforce needs.</p> <p>Within the next four years, develop and implement a structured review process to systematically evaluate the alignment of educational offerings with labor market trends, utilizing updated Labor Market Information (LMI) and High Wage, High Skill, High Demand (H3) reports.</p> <p>Within the next four years, implement and continually review that 100% of programs of study within the 9-12 Career Academy Model, including the Academy of Freshman Exploration, the Academy of Technical Sciences, and the Academy of Business & Human Sciences, are accessible and equitable, specifically designed to support the inclusion and success of learners with disabilities, English learners, and all other special populations.</p> <p>Within the next four years, expand the Career Academy Model to learners in grades 6-8 at Crete Middle School.</p>
<p style="text-align: center;">Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>Crete Public Schools actively engages with secondary, postsecondary, and business/industry representatives, facilitated by the Superintendent and the Assistant Principal at Crete High School, to ensure that their Career and Technical Education (CTE) programs develop a robust and contemporary skill set. Despite having high-quality instructional materials and industry-standard facilities in a</p>	<p>Within the next four years, ensure all learners, regardless of special population status, are fully engaged in CTE programming and assigned a chosen pathway in the Career Academies.</p> <p>Within the next four years, align each of the nine pathways to the available and appropriate equipment, spaces, and instructional materials.</p>

	<p>range of CTE fields, there is a need for more formalized discussions as the Career Academy Model expands to remain equitable and relevant. The school uses the Southeast Nebraska Career Academy Partnership (SENCAP) to offer dual-credit and career-focused courses, enhancing the CTE offerings. In the 2022-2023 school year, 525 out of 701 learners in grades 9-12 were CTE participants, with a significant portion being dominant in a language other than English, including a notably underrepresented group of Hispanic females in specific programs like Business Management and Administration, pointing to areas for improvement in inclusivity and program diversity.</p>	<p>Within the next four years, continue to develop and refine CTE programming and WBL experiences as outlined by the four keys areas of a 'Profile of a Graduate'.</p> <p>Within the next four years, continue to offer Southeast Nebraska Career Academy Partnership courses for learners.</p>
<p>Student Performance Data</p>	<p>Crete Public Schools has a diverse student body with 2,267 learners, 67.09% of whom are from non-white ethnic backgrounds, highlighting a significant racial diversity. The district faces challenges particularly with the 9-12 Hispanic female subgroup, which is underrepresented in current CTE programs. To bridge this gap, efforts such as offering a Freshman Seminar specifically for English Learners with translated materials were implemented in the 2023-2024 school year. Academic challenges persist among English Learners and Special Education students, who consistently underperform in English Language Arts, Math, and Science compared to their peers. Despite these challenges, Crete Public Schools has made strides in promoting diversity and inclusion within its CTE programs. The district has exceeded state goals for non-traditional CTE concentrators, achieving 33.67% compared to the state's 22.42% target. Initiatives to foster this inclusivity include</p>	<p>Within the next four years, fully eliminate achievement gaps in subgroups, ensuring 100% of learners participate in tailored CTE programming through the wall-to-wall 9-12 Career Academy Model.</p>

	<p>integrating career exploration that encompasses non-traditional roles across genders in the CTE curriculum, providing individualized counseling, updating inclusive policies, launching a Student Ambassador Program for career academy pathways, and supporting an afterschool club called HERO, which explores gender roles in society and careers, led by doctoral scholars from the University of Nebraska.</p>	
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>Crete Public Schools focuses on recruiting and retaining highly trained educators, including new CTE educators. The district promotes its employment opportunities through the 'Work For Crete' campaign, which is presented digitally, physically, and at pre-service educator job fairs, attracting between 0 to 10 qualified candidates per position. During the 2022-2023 school year, the district faced challenges with four unfilled positions across various schools, leading to the hiring of long-term substitute teachers. To ensure staff retention and satisfaction, Crete Public Schools employs a Chief of Staff at the Executive Cabinet level, therefore the district offers more robust professional development opportunities, participation in regional and national conferences, and involvement in staff committees. These efforts are supported by a district-wide communication loop, which regularly collects and addresses feedback through surveys and assessments. Furthermore, the Superintendent and the Assistant Principal of Crete High School actively participate in national educational collaborations, enhancing professional growth and networking. Unlike some districts, Crete does not share educators across the region,</p>	<p>Within the next four years, maintain the employment of a Chief of Staff to recruit and retain 100% of required CTE educators and faculty, utilizing enhanced recruitment strategies and comprehensive retention programs.</p> <p>Within the next four years, expand the 'Work For Crete' messaging campaign to increase the number of qualified applicants per position by 50% by the end of the next school year, while collaborating with local employers to facilitate systematic externships, ensuring all educators attend at least one national or state conference annually, and establishing partnerships with higher education and industry leaders to enrich student learning experiences.</p>

	focusing instead on internal development and retention.	
Work-Based Learning	<p>Crete Public Schools currently lacks a fully operational Work-Based Learning (WBL) program to enhance technical and career readiness among students. However, significant strides are being made to establish this program through various strategic efforts. The Superintendent and the High School Assistant Principal have been actively working together to recruit local employers for participation in the WBL program. They, along with the Director of Federal Programs, have also been instrumental in writing grant applications that incorporate local employer contributions. Furthermore, the High School Assistant Principal is engaging potential employers and community leaders for roles on an Academy's Advisory Board. Starting with the 2023-2024 school year, the Career Academy Model was initiated with the freshman class, with plans to expand and more closely integrate WBL experiences with classroom instruction and students' career aspirations. Despite these advancements, there is a recognized need for further support, as school counselors currently lack full readiness to assist students in these initiatives.</p>	<p>Within the next four years, establish and continue a Director of Academies & Career Connections position dedicated to serving district-wide career learning.</p> <p>Within the next four years, activate and execute plans for a WBL program to ensure job shadowing, apprenticeships, or internships for all learners to complete their WBL experience prior to graduation.</p>



Helpful Tip

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

Section 2: Narrative Descriptions

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

Element 1: Career Development

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

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

RESPONSE:

- a) Crete Public Schools will ensure self-awareness among students by integrating assessment tools within each of the nine pathways of the upperclassmen academies and 6-12 advisement materials. These tools will measure and report students' attainment of

Nebraska career readiness standards, academic performance, and technical skills development. Regular feedback mechanisms, such as digital portfolios and progress reports, will enable students to actively track their achievements and skill acquisition throughout their academic career.

- b) The district will facilitate comprehensive career exploration by providing access to up-to-date Labor Market Information (LMI) and insights from the reVISION process to help students understand high-wage, high-skill, and high-demand (H3) occupations. This will be complemented by work-based learning opportunities, allowing students to apply their skills in real-world environments. Additionally, Crete Public Schools will integrate career exploration activities into the curriculum at both middle and high school levels, leveraging partnerships with local businesses and industries to expose students to a variety of career paths and CTE options.
- c) To assist with career planning, Crete Public Schools will provide structured programs that guide students in selecting, applying, and financing postsecondary options that align with their career goals. This includes the development of job search skills such as interviewing techniques, resume and portfolio preparation, and professional networking. Dedicated career counseling and advisement services will be offered to help students navigate these processes effectively.
- d) Crete Public Schools will implement an organized system of delivery for career development content by establishing formal Advisory Boards for each Career Academy by the start of the 2024-2025 school year. These boards, composed of diverse community members and local business leaders, will ensure that the curriculum and advising services are continuously aligned with the local labor market's evolving needs. This will be supported by a systematic process for the ongoing review of workforce and economic data to adjust and enhance the career and academic advising provided to students before and during their participation in CTE programs.

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)

- 1. By the onset of the 2024-2025 school year, launch the two upperclassmen academies: Academy of Technical Sciences Academy and the Academy of Business & Human Sciences. By continuing to require the Freshman Exploration Academy's Freshman Seminar course for each new cohort of ninth grade learners, form Crete High School into a wall-to-wall 9-12 Career Academy Model school within the next four years.
- 2. Within the next four years, expand all 6-12 Advisement materials by continuously improving the college and career curriculum, increasing opportunities for real-world

exposure to various career fields, and strengthening partnerships with postsecondary institutions and industry professionals.

3. Within the next four years, transition 100% of School Counselors at the High School to specialized College & Career Counselors, providing them with necessary training and resources to support faculty and guide learners in assembling personalized learning plans and career portfolios, in alignment with the district's commitment to enhance career readiness under the Career Academy Model.
4. Within the next four years, train 100% of high school instructors in advanced career coaching techniques, integrating structured career counseling into the curriculum, thereby aligning with the district's strategic goals to enhance the Career Academy Model and prepare learners for postsecondary success.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ol style="list-style-type: none"> 1. Launch the two upperclassmen academies: Academy of Technical Sciences Academy and the Academy of Business & Human Sciences, while continuing to require the Freshman Exploration Academy's Freshman Seminar course for each new cohort of ninth grade learners. 2. Expand daily Advisement periods (for grades 6-12) materials by incorporating content guided by College & Career Counselors via the delivery of the Nebraska Career Education Model and the Nebraska Career Readiness Skills Assessment, ensuring adherence to the Nebraska Career Readiness Standards. 3. Train and transition School Counselors into College & Career Counselors. 4. Design a systematic professional development plan to engage each faculty member in building their capacities in career coaching and skill development.
Year 2: 2025-2026	<ol style="list-style-type: none"> 1. Continue to deliver the Nebraska Career Education Model, the Nebraska Career Readiness Skills Assessment, and adherence to the Nebraska Career Readiness Standards through daily Advisement periods focused for 6-12 learners and the 9-12 Career Academy Model. 2. Secure alignment with Rule 47 for all 9-12 career pathways. 3. Transition School Counselors at the High School to specialized College & Career Counselors, providing them with necessary training and resources to support faculty and guide learners.

	<ol style="list-style-type: none"> Facilitate more formalized CTE professional developments and collaboration opportunities for CTE instructors and Freshman Seminar teachers.
<p>Year 3: 2026-2027</p>	<ol style="list-style-type: none"> Continue to deliver the Nebraska Career Education Model, the Nebraska Career Readiness Skills Assessment, and adherence to the Nebraska Career Readiness Standards through daily Advisement periods focused for 6-12 learners and the 9-12 Career Academy Model. School Counselors will build personalized learning plans and career portfolios with each student, thereby enhancing career readiness in alignment with the district's Career Academy Model. Train CTE instructors and Freshman Seminar teachers in advanced career coaching techniques, integrating structured career counseling into the curriculum, thereby aligning with the district's strategic goals to enhance the Career Academy Model and prepare learners for postsecondary success.
<p>Year 4: 2027-2028</p>	<ol style="list-style-type: none"> Continue delivering the Nebraska Career Education Model, the Nebraska Career Readiness Skills Assessment, and adherence to the Nebraska Career Readiness Standards through daily Advisement periods focused for 6-12 learners and the 9-12 Career Academy Model. Finish and continue transitioning 100% of School Counselors at the High School to specialized College & Career Counselors, providing them with necessary training and resources to support faculty and guide learners in assembling personalized learning plans and career portfolios, in alignment with the district's commitment to enhance career readiness under the Career Academy Model. Finish fully implementing and continue executing the systematic professional development plan for engaging each faculty member in building their capacities in career coaching and skill development.

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:

The reVISION outcomes have been pivotal in guiding Crete Public Schools in selecting and funding specific CTE programs and activities. These outcomes, derived from extensive analysis of Labor Market Information (LMI) and feedback from local stakeholders, have helped to better inform the development and launch of nine distinct career pathways within the newly established upperclassmen academies. This strategic alignment ensures that each pathway is tailored to meet the current and anticipated needs of high-skill, high-wage, and high-demand (H3) occupations, thereby providing students with the skills and credentials needed to advance their education and secure relevant employment. The reVISION process has emphasized a systematic approach to align educational programs with labor market demands, facilitating targeted investments in CTE programs that promise the most significant impact on student readiness and economic integration.

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

RESPONSE:

Based on the results of reVISION, Crete Public Schools is exploring the development of new programs of study that align with emerging local labor market demands and the interests of students. These new programs will be designed to fill gaps identified in high-wage, high-skill, and high-demand (H3) sectors, ensuring that students are equipped with the necessary skills and credentials for future employment opportunities, however the district is most focused on securing alignment with Rule 47 Career Academies with the current nine pathways our stakeholders and H3 reports have identified. Any potentially new programs in the future will be designed to integrate seamlessly into the existing framework of the Career Academy Model at Crete Public Schools. Each program will be submitted for formal approval, ensuring they meet educational standards and are viable based on sustained labor market needs. Once approved, these programs will be integrated into the curriculum, with full implementation aimed for the upcoming school year, offering robust faculty training and work-based learning opportunities to better prepare students for the local, regional, state, and global workforce.

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:

Crete Public Schools is committed to ensuring that all students, including those from special populations, are fully informed about the CTE course offerings and their alignment with the Programs of Study. To achieve this, the district has implemented a comprehensive communication and engagement strategy that leverages various platforms and resources tailored to meet the diverse needs of its student body.

The district will utilize a Student Ambassador Program, where peers from similar backgrounds, including special populations, will help disseminate information about CTE programs. These ambassadors will be trained to provide detailed explanations of each course and its relevance to the Programs of Study. They will also share personal experiences and success stories to illustrate the potential career pathways and benefits of participating in CTE programs.

Recognizing the linguistic diversity in the student population, Crete Public Schools will provide all materials related to CTE course offerings in multiple languages. This includes brochures, informational videos, and digital content that explain the details of each CTE program and its associated career opportunities. The aim is to ensure that students and their families, regardless of their primary language, have access to and understand the information needed to make informed decisions about their education.

As part of the introduction to high school, the Academy of Freshman Exploration will play a critical role in guiding freshmen in their understanding of CTE opportunities. This academy will incorporate a curriculum that focuses on career exploration and awareness from the onset, ensuring that students are aware of the CTE pathways available to them. Special emphasis will be placed on ensuring that students from special populations are provided with the necessary support and resources to explore these opportunities fully.

Regularly scheduled information sessions, events, and workshops will be held for students, families, and the public. These sessions will be conducted by CTE faculty, career counselors, and members of the Advisory Boards, providing detailed overviews of each CTE program, the skills they foster, and their alignment with industry needs based on the reVISION outcomes. Special sessions will be targeted towards special populations to address specific concerns and provide additional support as needed.

The district will collaborate with local workforce development, such as through membership on the academies' advisory boards, and community organizations to host career fairs and panels that specifically highlight the CTE programs. These events will be strategically designed to engage students from special populations, featuring representatives and partners from industries that value diversity and inclusivity in the workforce.

Through these targeted strategies, Crete Public Schools aims to ensure that all students, particularly those from special populations, are well-informed and encouraged to participate in CTE programs that align with their interests and the demands of the local labor market.

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. Within the next four years, formalize and implement advisory boards for each of the two upperclassmen academies, involving local employers and Board of Education members, to regularly assess and align the nine career pathways with evolving labor market demands and workforce needs.
2. Within the next four years, develop and implement a structured review process to systematically evaluate the alignment of educational offerings with labor market trends, utilizing updated Labor Market Information (LMI) and High Wage, High Skill, High Demand (H3) reports.
3. Within the next four years, implement and continually review that 100% of programs of study within the 9-12 Career Academy Model, including the Academy of Freshman Exploration, the Academy of Technical Sciences, and the Academy of Business & Human Sciences, are accessible and equitable, specifically designed to support the inclusion and success of learners with disabilities, English learners, and all other special populations.
4. Within the next four years, expand the Career Academy Model to learners in grades 6-8 at Crete Middle School.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ol style="list-style-type: none"> 1. Establish the initial structure for advisory boards for each of the two upperclassmen academies, identifying and recruiting key local employers and Board of Education members who have direct insight into the current needs and future trends of the labor market. Also, conduct the first series of quarterly meetings with the advisory boards to review and discuss the alignment of the nine career pathways with the evolving labor market demands and to set measurable objectives for curriculum enhancement. 2. Develop a comprehensive review framework that utilizes updated Labor Market Information (LMI) and High Wage, High Skill, High Demand (H3) reports to evaluate the alignment of educational programs with labor market trends.

	<ol style="list-style-type: none"> 3. Perform an initial assessment of all career academy programs to identify barriers to accessibility and equity for special populations, and develop a targeted action plan to address these issues. 4. Conduct a feasibility study and gather input from educators, parents, and community stakeholders to determine the specific needs and interests of middle school learners regarding career education. 5. Develop a preliminary plan for integrating a career-focused 6-8 curriculum that aligns with the established Career Academy Model for high school.
<p style="text-align: center;">Year 2: 2025-2026</p>	<ol style="list-style-type: none"> 1. Integrate feedback from advisory board meetings into curriculum development, focusing on refining CTE programs and introducing new skill sets as recommended by labor market data and board insights. 2. Implement the review process by conducting the first annual analysis of all CTE programs, utilizing the newly developed framework to assess and document findings and recommendations in regard to local labor market needs. 3. Begin implementing specific interventions and supports designed to enhance the inclusivity and success of learners with disabilities, English learners, and other special populations within the career academy programs. 4. Pilot selected career exploration programs in grades 7 and 8, focusing on introductory workshops and project-based learning activities that connect academic subjects with real-world career skills.
<p style="text-align: center;">Year 3: 2026-2027</p>	<ol style="list-style-type: none"> 1. Establish a yearly review process with the advisory boards to ensure continuous alignment of the career pathways with labor market demands and to implement any necessary changes to the educational offerings. 2. Refine the review process based on feedback and outcomes from the initial implementation, enhancing the accuracy and responsiveness of the evaluations in regard to local labor market needs. 3. Evaluate the effectiveness of the interventions and supports introduced, making adjustments based on outcomes and feedback from students and educators. 4. Extend the Career Academy Model into grade 6, implementing foundational courses that focus on broad career awareness and exploration, ensuring vertical alignment with the programs introduced in grades 7 and 8.
<p style="text-align: center;">Year 4: 2027-2028</p>	<ol style="list-style-type: none"> 1. Expand the scope of the advisory boards to include more diverse stakeholders, such as recent graduates and representatives from emerging industries, to ensure the advisory board's insights remain

comprehensive and forward-looking, thereby adapting to new economic trends and technological advancements in the labor market.

2. Fully integrate the structured review process into the regular operations of the school district, ensuring ongoing alignment of educational offerings with labor market needs.
3. Establish a routine, annual review of program accessibility and equity, ensuring continuous improvement and adherence to the principles of inclusivity and success for all learners.
4. Fully implement the Career Academy Model across grades 6-8, with each grade level offering a tailored approach to career exploration and preparation that builds upon the previous year. Establish a routine evaluation process to continuously assess and enhance the model's effectiveness in preparing middle school learners for the transition to high school career pathways.

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:

Crete Public Schools plans to leverage Perkins funds to enhance our CTE offerings through two main academies: the Academy of Business and Human Sciences and the Academy of Technical Sciences. The former includes pathways in Business, Health Sciences, Education, and Agriculture Business, integrating core academic subjects with soft and technical skill development. This integration equips students with both the credentials and practical experience needed for the workforce or further education. The latter academy focuses on high-demand technical skills crucial in today's job market, offering pathways in Construction, Welding, Automotive, and Engineering & Robotics, all designed to provide hands-on experience and lead to industry-recognized certifications.

The justification for these CTE offerings is rooted in the outcomes of the reVISION process, which provided critical insights into skill gaps and labor demands within our community. Specifically, the Engineering & Robotics pathway directly addresses the growing needs in technology sectors, while the Construction and Automotive pathways support essential local industries such as infrastructure and automotive services. Moreover, the Health Sciences and Education pathways are designed to address the critical shortages in healthcare and educational professionals, particularly in rural settings. By investing Perkins funds in these programs, Crete Public Schools aims to not only fill local economic needs but also equip students with essential employability skills, ensuring they are prepared for successful careers and continuous learning aligned to state-approved programs of study.

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:

Crete Public Schools is committed to enhancing the academic and technical skills of students in our CTE programs by integrating rigorous academic content with practical CTE curricula. This effort includes a collaboration between academic and CTE faculty to develop curricula that merge theoretical knowledge with practical skills. For example, math concepts are applied in real-world automotive technology, enabling students to see the relevance of their academic studies in technical applications. We will also provide professional development for educators, focusing on teaching strategies that merge academic rigor with practical skills, cross-disciplinary planning, and innovative teaching tools.

We plan to incorporate advanced technology and project-based learning into CTE programs to foster hands-on learning experiences that are engaging and informative. By implementing real-world projects and using industry-standard technology, students can better understand and retain both academic and technical knowledge. Additionally, our district will strengthen partnerships with local industries and higher education institutions to offer students valuable opportunities such as internships, apprenticeships, and dual enrollment courses, which enhance the applicability and relevance of our CTE programs.

Supporting our students holistically is also a priority; therefore, wraparound support services will be available. These include counseling, tutoring, career guidance, and financial aid assistance, ensuring all CTE students have the resources to excel. These strategies aim to ensure our students not only meet high academic standards but are also well-prepared with the technical skills necessary for successful careers, making them valuable contributors to the community and the broader economy.

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:

Crete Public Schools provides an innovative approach to ensuring that CTE students can earn postsecondary credits while still in high school through dual or concurrent enrollment programs. Our district has established strong partnerships with Southeast Community College (Southeast Nebraska Career Academy Partnership - SENCAP) and Doane University (Doane's Educator Pipeline Collaborative - EPIc) to facilitate this process. Recognizing the barriers that often deter

student participation, such as financial constraints, a lack of awareness, and logistical challenges, our program has developed targeted strategies to address these issues effectively.

Financial barriers are mitigated by offering postsecondary credit courses at no cost to the students, ensuring that the financial burden does not prevent students from taking advantage of these opportunities. To raise awareness and understanding of the benefits and processes associated with dual and concurrent enrollment, our district has implemented aggressive outreach initiatives. College & Career Counselors play a crucial role in this aspect by informing students and parents about the advantages of these programs, the logistics of enrollment, and available scholarship opportunities.

Additionally, the counselors provide enhanced academic guidance to help students navigate the enrollment process and support them throughout their college coursework. To address logistical challenges, such as transportation and scheduling conflicts, the program collaborates with local higher education institutions to offer courses on-campus with flexible scheduling options. Where necessary, the program facilitates transportation or offers online courses and classes at accessible locations to ensure that logistical issues do not hinder student participation.

Each educational pathway within the program is designed to align with the entrance prerequisites of public, in-state higher education institutions from the outset, ensuring students are well-prepared for credit-bearing coursework. This alignment not only facilitates a smoother transition to college-level learning but also positions students to continue their education beyond high school, whether that involves attaining higher degrees or completing registered apprenticeships or other certificate programs.

Through these comprehensive strategies, the district ensures that our CTE students are not only equipped with the skills needed for immediate career success but are also provided with a solid foundation for future academic achievements.

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)

1. Within the next four years, ensure all learners, regardless of special population status, are fully engaged in CTE programming and assigned a chosen pathway in the Career Academies.
2. Within the next four years, align each of the nine pathways to the available and appropriate equipment, spaces, and instructional materials.
3. Within the next four years, continue to develop and refine CTE programming and WBL experiences as outlined by the four key areas of a 'Profile of a Graduate'.
4. Within the next four years, continue to offer Southeast Nebraska Career Academy Partnership courses for learners.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ol style="list-style-type: none"> 1. Ensure all learners, regardless of special population status, are fully engaged in CTE programming and assigned a chosen pathway in the Career Academies by offering wraparound supports to all students and allowing each student to rank their career pathway preferences at the conclusion of their Freshman Seminar course in the Academy of Freshman Exploration. 2. Identify the available equipment, spaces, and instructional materials for each of the nine pathways, and then begin procuring according to need. 3. Continue to develop CTE programming and WBL experiences as outlined by the four key areas of a 'Profile of a Graduate'. 4. Continue to grow offerings through Southeast Nebraska Career Academy Partnership courses.
Year 2: 2025-2026	<ol style="list-style-type: none"> 1. Ensure all learners, regardless of special population status, are fully engaged in CTE programming and assigned a chosen pathway in the Career Academies by offering wraparound supports to all students and allowing each student to rank their career pathway preferences at the conclusion of their Freshman Seminar course in the Academy of Freshman Exploration. 2. Continue procuring the equipment, spaces, and instructional materials needed for each of the nine pathways. 3. Refine CTE programming and WBL experiences as outlined by the four key areas of a 'Profile of a Graduate'. 4. Continue offering Southeast Nebraska Career Academy Partnership courses.
Year 3: 2026-2027	<ol style="list-style-type: none"> 1. Ensure all learners, regardless of special population status, are fully engaged in CTE programming and assigned a chosen pathway in the

	<p>Career Academies by offering wraparound supports to all students and allowing each student to rank their career pathway preferences at the conclusion of their Freshman Seminar course in the Academy of Freshman Exploration.</p> <ol style="list-style-type: none">2. Reevaluate the needs for equipment, spaces, and instructional materials for each of the nine pathways, and then procure as appropriate.3. Reevaluate, and redevelop as deemed appropriate, CTE programming and WBL experiences as outlined by the four key areas of a 'Profile of a Graduate'.4. Reevaluate, and continue offering, Southeast Nebraska Career Academy Partnership courses.
<p>Year 4: 2027-2028</p>	<ol style="list-style-type: none">1. Conduct an extensive evaluation of the CTE programs and the effectiveness of the engagement strategies implemented in the first three years. Based on the findings, refine and expand programs to fill gaps, enhance supports, and increase overall student engagement, especially among special populations.2. Continue procuring the equipment, spaces, and instructional materials needed for each of the nine pathways.3. Continue to refine CTE programming and WBL experiences as outlined by the four key areas of a 'Profile of a Graduate'.4. Continue offering Southeast Nebraska Career Academy Partnership courses.

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:

- a) Teachers will receive ongoing professional development focused on the needs and abilities of special populations. These sessions will include strategies for integrating effective

teaching methodologies that are culturally responsive and tailored to diverse learning styles. The district will ensure that teachers have access to appropriate resources, including translated materials and assistive technologies, to help special populations understand and engage with curriculum related to H3 sectors.

- b) Teachers will be equipped with curricula that highlight nontraditional career paths for all genders, promoting careers in fields where students' gender is underrepresented. Implement awareness programs and workshops that challenge traditional gender roles and showcase successful professionals from nontraditional fields to inspire students.
- c) Ensure that CTE course schedules are flexible and accommodating to all students, including those who may need additional support such as English Learners and students with disabilities. Actively identify and work to remove physical, instructional, and psychological barriers that may hinder the full participation of special populations in CTE courses.
- d) Regular training for all staff on district non-discrimination policies to ensure these are understood and implemented across all areas of the school environment. Establish a monitoring system to ensure that members of special populations are not discriminated against. This will include routine reviews of student performance data, feedback from students and parents, and regular audits of program accessibility.

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:

Crete Public Schools has outlined a structured approach to address disparities or gaps in performance among its students, particularly those in special populations and CTE programs.

To address disparities in student performance, initial steps include conducting a continuous and comprehensive analysis of performance data to pinpoint specific areas of underperformance and identify the underlying causes of these disparities. Based on these insights, targeted interventions can be developed and implemented. These may encompass additional tutoring, mentoring programs, and modifications to instructional methods that are specifically tailored to the needs of underperforming groups. It is also crucial to involve teachers, parents, and community partners in discussions and planning sessions to gather insights and bolster support for these tailored intervention strategies. Additionally, educators must be equipped with the necessary skills and knowledge to meet the diverse needs of their students. This involves specialized training in cultural competency, inclusive teaching practices, and differentiated instruction, ensuring that all students have the opportunity to succeed.

Regular monitoring and evaluation of the effectiveness of implemented strategies through follow-up assessments and feedback from students and teachers. This will help the district understand the impact of interventions and make timely adjustments.

If no meaningful progress is observed by the third program year, additional actions will be necessary to address the ongoing issues. One critical step would involve engaging external consultants or experts to conduct an independent review of the district's programs and performance data. This would provide unbiased insights and recommendations for improvement. Furthermore, it may be necessary to overhaul curricula and instructional strategies that have consistently failed to yield positive results, potentially incorporating more experiential and inquiry-based learning approaches. Expanding partnerships with local businesses and community organizations could also enhance the educational experience by providing students with real-world learning opportunities and mentorship that align with industry demands. Increasing the availability of support services, such as counseling, career guidance, and academic coaching—especially focusing on life skills and resilience training—would support students who are struggling. Lastly, revising school and district policies to ensure they do not inadvertently contribute to disparities is crucial. This could include modifying enrollment practices for CTE programs to ensure equal access and eliminating any biased criteria that might affect student participation.

By proactively implementing these strategies and being prepared to take more rigorous actions if initial measures prove insufficient, Crete Public Schools aims to eliminate disparities in student

performance and ensure equitable outcomes for all students. The district's commitment to continuous improvement will be critical in fostering an inclusive and supportive educational environment.

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)

1. Within the next four years, fully eliminate achievement gaps in subgroups, ensuring 100% of learners participate in tailored CTE programming through the wall-to-wall 9-12 Career Academy Model.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ol style="list-style-type: none"> 1. Continue offering English Learner-specific sections of the Freshman Exploratory Academy's Freshman Seminar course, complete with translated materials, to guarantee all learners receive foundational information about career pathways influencing their high school trajectory. 2. Continuously review and update policies and practices by the end of each school year to proactively support non-traditional gender roles in careers, aiming for a 10% increase in non-traditional gender role enrollment annually. 3. Launch the Student Ambassador Program to actively support, mentor peers, and promote engagement within the Career Academy Model for both current and prospective learners. 4. Enhance counseling services by transitioning all School Counselors into specialized College & Career Counselors, providing individualized guidance tailored to each student's career and academic needs.
Year 2: 2025-2026	<ol style="list-style-type: none"> 1. Continue offering English Learner-specific sections of the Freshman Exploratory Academy's Freshman Seminar course, complete with translated materials, to guarantee all learners receive foundational information about career pathways influencing their high school trajectory.

	<ol style="list-style-type: none"> 2. Continuously review and update policies and practices by the end of each school year to proactively support non-traditional gender roles in careers, aiming for a 10% increase in non-traditional gender role enrollment annually. 3. Continue the Student Ambassador Program to actively support, mentor peers, and promote engagement within the Career Academy Model for both current and prospective learners. 4. Enhance counseling services by transitioning all School Counselors into specialized College & Career Counselors, providing individualized guidance tailored to each student's career and academic needs. 5. Establish a comprehensive support system for English Learners and Special Education students within each Career Academy pathway, ensuring equitable access and enhanced learning outcomes.
<p style="text-align: center;">Year 3: 2026-2027</p>	<ol style="list-style-type: none"> 1. Continue offering English Learner-specific sections of the Freshman Exploratory Academy's Freshman Seminar course, complete with translated materials, to guarantee all learners receive foundational information about career pathways influencing their high school trajectory. 2. Continuously review and update policies and practices by the end of each school year to proactively support non-traditional gender roles in careers, aiming for a 10% increase in non-traditional gender role enrollment annually. 3. Continue the Student Ambassador Program to actively support, mentor peers, and promote engagement within the Career Academy Model for both current and prospective learners. 4. Enhance counseling services by transitioning all School Counselors into specialized College & Career Counselors, providing individualized guidance tailored to each student's career and academic needs. 5. Adapt and improve the comprehensive support system for English Learners and Special Education students within each Career Academy pathway, ensuring equitable access and enhanced learning outcomes. 6. Revise CTE curricula to be more inclusive, expanding learners' perceptions of career possibilities without gender bias, aiming for a measurable increase in gender-diverse enrollments.
<p style="text-align: center;">Year 4: 2027-2028</p>	<ol style="list-style-type: none"> 1. Continue offering English Learner-specific sections of the Freshman Exploratory Academy's Freshman Seminar course, complete with translated materials, to guarantee all learners receive foundational information about career pathways influencing their high school trajectory. 2. Continuously review and update policies and practices by the end of each school year to proactively support non-traditional gender roles in

careers, aiming for a 10% increase in non-traditional gender role enrollment annually.

3. Continue the Student Ambassador Program to actively support, mentor peers, and promote engagement within the Career Academy Model for both current and prospective learners.
4. Enhance counseling services by transitioning all School Counselors into specialized College & Career Counselors, providing individualized guidance tailored to each student's career and academic needs.
5. Adapt and improve the comprehensive support system for English Learners and Special Education students within each Career Academy pathway, ensuring equitable access and enhanced learning outcomes.
6. Continually review and revise CTE curricula to be more inclusive, expanding learners' perceptions of career possibilities without gender bias, aiming for a measurable increase in gender-diverse enrollments.

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:

Crete Public Schools is committed to working closely with NDE and local institutions of higher education to enhance the recruitment, preparation, retention, and professional development of CTE educators and support staff. The district will continue to employ a Chief of Staff dedicated to actively recruiting CTE educators and all faculty, ensuring that recruitment efforts align with district needs and standards, and focus on outreach to individuals from groups underrepresented in the teaching profession. Efforts to enhance the 'Work For Crete' messaging campaign aim to attract a diverse and skilled talent pool through partnerships with local media, online platforms, and community events that promote the benefits and opportunities of working within the district. Additionally, formal partnerships with local colleges and universities will be established to create a pipeline of qualified educators, which could include guest lecturing opportunities, joint research projects, and student teaching placements that familiarize potential educators with the district and its goals.

In terms of retention, the district will continue current strategies that create a supportive work environment, including mentorship programs, stress management workshops, and regular feedback sessions that address the concerns and career aspirations of current educators. A new program will be developed in partnership with local businesses to offer systemic externships for educators, providing hands-on experience in relevant industries and enhancing educators' practical knowledge and skills to bring back to the classroom. For training and professional development, a rotating schedule will be implemented for educators, particularly those in CTE, to attend both national and state conferences related to CTE. This will help educators stay updated on the latest teaching methods, technologies, and industry trends. Relationships with higher education institutions and industry leaders will be built and strengthened to facilitate the sharing of expertise through guest lectures, collaborative workshops, and joint curriculum development efforts that enrich the educational content and

provide real-world perspectives to students. The district will also ensure all recruited educators meet the applicable State certification and licensure requirements through regular checks and support in obtaining necessary certifications, and offer assistance and resources for ongoing education and training required for maintaining licensure.

By coordinating these efforts with NDE and local higher education institutions, Crete Public Schools aims to cultivate a highly skilled, diverse, and motivated workforce that is well-prepared to deliver high-quality CTE education to every student. This comprehensive approach not only enhances the educational outcomes for students but also contributes significantly to the professional satisfaction and growth of educators within the district.

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)

1. Within the next four years, maintain the employment of a Chief of Staff to recruit and retain 100% of required CTE educators and faculty, utilizing enhanced recruitment strategies and comprehensive retention programs.
2. Within the next four years, expand the 'Work For Crete' messaging campaign, while collaborating with local employers to facilitate systematic externships, ensuring all educators attend at least one national or state conference regularly, and establishing partnerships with higher education and industry leaders to enrich student learning experiences.

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>
Year 1: 2024-2025	<ol style="list-style-type: none"> 1. Expand the 'Work For Crete' campaign to establish more formal relationships with local and state universities for a continuous pipeline of CTE educators. 2. Enhance the 'Work For Crete' campaign through partnerships with local media and community events, and design a program with local businesses for educator externships. 3. Ensure administrators and educators are participating in CTE professional developments, such as National Career Academy Coalition

	conferences and workshops, as well as relevant regional and state opportunities.
Year 2: 2025-2026	<ol style="list-style-type: none"> 1. Continue the educator externship program. 2. Integrate a structured CTE mentorship and professional development program focusing on retention, including stress management workshops and regular career advancement sessions. 3. Increase the participation of educators in national and state CTE conferences by 50%, and strengthen collaborations with higher education and industry leaders for guest lectures and joint curriculum efforts. 4. Ensure administrators and educators are participating in CTE professional developments, such as National Career Academy Coalition conferences and workshops, as well as relevant regional and state opportunities.
Year 3: 2026-2027	<ol style="list-style-type: none"> 1. Continue the educator externship program. 2. Conduct an interim review of recruitment and retention metrics to adjust strategies as necessary, ensuring alignment with district goals and educator satisfaction. 3. Conduct comprehensive evaluations of the 'Work For Crete' campaign's impact on applicant numbers and the externship program's effectiveness in enhancing classroom teaching. 4. Ensure administrators and educators are participating in CTE professional developments, such as National Career Academy Coalition conferences and workshops, as well as relevant regional and state opportunities.
Year 4: 2027-2028	<ol style="list-style-type: none"> 1. Continue the educator externship program. 2. Achieve and maintain 100% recruitment and retention rates for required CTE educators and faculty, leveraging the established infrastructure and community partnerships. 3. Solidify the 'Work For Crete' campaign's success by achieving a 50% increase in qualified applicants, ensuring robust industry and educational partnerships are supporting an enriched learning environment. 4. Ensure administrators and educators are participating in CTE professional developments, such as National Career Academy Coalition conferences and workshops, as well as relevant regional and state opportunities.

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:

In Crete Public Schools, the wall-to-wall 9-12 Career Academy Model is a transformative initiative that provides all 9-12 students with CTE learning as well as substantial WBL opportunities. This model, designed to integrate practical, career-connected experiences with academic rigor, helps students earn industry-recognized certifications and postsecondary credits, aiming to enhance their readiness for college and careers.

To develop and expand WBL opportunities, Crete Public Schools plans to collaborate closely with local businesses and employers. This involves the establishment of robust partnerships with key industry leaders and local businesses, such as Smithfield Foods, Nestle Purina North America, and Doane University, which will enable the provision of hands-on experiences through job shadows, internships, and apprenticeships. These partnerships are facilitated by the district's leadership team, including the Director of Academies & Career Connections, who actively works to secure local employers' participation in the WBL program and serves on Academy Advisory Boards.

The project strategically utilizes the high-wage, high-skill, and high-demand (H3) occupations data from the Nebraska Department of Labor to align educational programs with the current labor market needs. This alignment ensures that the WBL experiences are not only relevant but also valuable in preparing students for future employment in high-demand fields. Moreover, Crete Public Schools is committed to continuously assessing and adapting these strategies to meet evolving industry standards and workforce requirements, ensuring that students are equipped with the skills necessary to thrive in an ever-changing workplace.

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)

1. Within the next four years, establish and continue a Director of Academies & Career Connections position dedicated to serving district-wide career learning.
2. Within the next four years, activate and execute plans for a career program to ensure supportive career curriculum, job shadowing, apprenticeships, or internships for all learners to complete their WBL experience prior to graduation.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ol style="list-style-type: none"> 1. Establish a Director of Academies & Career Connections position dedicated to serving district-wide career learning, including providing leadership support in establishing Advisory Boards for each upperclassmen academy. 2. Source and employ a career technology platform to coordinate and support career curriculum, track WBL experiences, including learner attendance and partner participation. 3. Build partnerships with local and regional industries to support the WBL program to ensure job shadowing, apprenticeships, or internships for all learners, including lease agreements.
Year 2: 2025-2026	<ol style="list-style-type: none"> 1. Continue the Director of Academies & Career Connections position dedicated to serving district-wide career learning, including the detailing of plans to expand the Career Academy Model to Crete Middle School. 2. Continue to employ a WBL technology platform to coordinate and track WBL experiences, including learner attendance and partner participation. 3. Continuously build new partnerships and grow existing partnerships with local and regional industries to support the WBL program to ensure job shadowing, apprenticeships, or internships for all learners, including lease agreements.
Year 3: 2026-2027	<ol style="list-style-type: none"> 1. Continue the Director of Academies & Career Connections position dedicated to serving district-wide career learning, including preparation for the launch of the Career Academy Model to Crete Middle School.

	<ol style="list-style-type: none"> 2. Continue to employ a WBL technology platform to coordinate and track WBL experiences, including learner attendance and partner participation. 3. Continuously build new partnerships and grow existing partnerships with local and regional industries to support the WBL program to ensure job shadowing, apprenticeships, or internships for all learners, including lease agreements.
<p>Year 4: 2027-2028</p>	<ol style="list-style-type: none"> 1. Continue the Director of Academies & Career Connections position dedicated to serving district-wide career learning, including the launch of the Career Academy Model at Crete Middle School. 2. Continue to employ a WBL technology platform to coordinate and track WBL experiences, including learner attendance and partner participation. 3. Continuously build new partnerships and grow existing partnerships with local and regional industries to support the WBL program to ensure job shadowing, apprenticeships, or internships for all learners, including lease agreements.

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:

Improving access to and success in CTE programs for each student, particularly those from special populations, has been a critical focus throughout the development of our district's goals for all six elements of the CTE program. We employed a data-driven approach, leveraging several key sources of information to ensure that our strategies are both inclusive and effective.

Firstly, we utilized disaggregated data to understand the demographics and needs of our student body better. This data, which breaks down student information by factors such as race, gender, socioeconomic status, and more, helped us identify specific barriers faced by different groups. This informed our strategies to tailor support and resources effectively, ensuring equity in access and outcomes.

Additionally, we relied on the Perkins Indicator & Indicator Trends Report, which provided a three-year trend data overview. This report highlighted areas where our CTE programs were excelling and where there were opportunities for improvement, particularly regarding student

performance and program quality. By analyzing these trends, we could set specific, measurable goals aimed at enhancing areas of weakness while building on strengths.

We also incorporated findings from the Secondary Perkins Verification Report and the Student Verification Report of Dominant Language for the 2022-2023 school year. These reports provided insights into the linguistic backgrounds of our students, which is crucial for designing instructional approaches and support services that accommodate non-native English speakers. Understanding the dominant languages and English learner status of our students helped tailor our instructional materials and teaching methods to be more accessible.

The Student Verification English Learners Status Report for 2022-2023 further guided our approach to supporting English learners. We developed targeted interventions to enhance language acquisition and ensure these students could fully engage with and benefit from our CTE programs. This included integrating language support services within CTE courses and providing professional development for CTE instructors on best practices for teaching English learners.

By using these diverse data sources, we ensured that our program development was grounded in actual student needs and educational equity. This comprehensive approach allows us to address gaps in access and success, particularly for special populations, and align our CTE programs with the broader educational goals of promoting inclusivity and high achievement for all students.

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Guidebook and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2024-2028); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the**

duration of the Application (2024-2028). Membership should include representation from the above mentioned stakeholder groups, as applicable; or

- 3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your district will continue to meaningfully engage them throughout the duration of the Application (2024-2028).**

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

Below is a completed copy of our stakeholder verification worksheet provided in the reVISION Guidebook. Further below is a description of how the district will continue to engage these stakeholder groups throughout the duration of the Application (2024-2028).

<u>Role</u>	<u>Name(s)</u>	<u>Organization(s)</u>
Secondary CTE and core academic teachers/faculty	Jennifer Coe Matthew Hinz Olivia Merza Roger Marcelino Jon-Eric Sell Kelli Zimmerman	Crete Public Schools Crete Public Schools Crete Public Schools Crete Public Schools Crete Public Schools Crete Public Schools
Secondary school counselors, special education and advisement professionals, academic counselors	Dawn Draeger Jhonny Beltran	Crete Public Schools, School Counselor Crete Public Schools, School Counselor
Secondary principal(s)	Cory Bohling Marcy Harrifeld Perla Jaimes	Crete Public Schools, High School Principal Crete Public Schools, High School Assistant Principal Crete Public Schools, Middle School Principal
Parents and Students	Cathy Hollman Patricia Feeken Victoria Lu Yahilyn Valdez Campos	Parent Parent Student Student
Representatives of special	Michelle Lopez	Crete Public Schools,

<p>populations Gender, race, ethnicity, migrant status, disability, economically disadvantaged, non-traditional, single parent, pregnant women, out-of-work individuals, English learners, homeless, foster care, active-duty military parents, *corrections</p>	<p>Petrona Garcia</p>	<p>McKinney-Vento Liaison Crete Public Schools, Migrant Education Support Specialist</p>
<p>Other relevant stakeholders</p>	<p>Meagan Kershner Jenny Beck Dr. Brittany Hajek Lisa Fye Heather Wendelin</p>	<p>Crete Public Schools, Chief Financial Officer Crete Public Schools, Chief of Staff Crete Public Schools, Chief Academic Officer Crete Public Schools, Intermediate Principal Crete Public Schools, Elementary Principal</p>
<p>To ensure continuous engagement with stakeholders from 2024 to 2028, regular communication will be established via the district’s communication plan, involving semester reports and annual gatherings to keep stakeholders well-informed and engaged. Stakeholders will also be invited to participate in decision-making through involvement in advisory boards, leveraging their expertise to enhance program direction and resource allocation.</p> <p>Additionally, various feedback mechanisms, including surveys and focus groups, will be utilized to gather insights and assess the effectiveness of the programs, allowing for timely adjustments based on stakeholder input. There will also be opportunities for stakeholders to collaborate on projects directly related to curriculum enhancements and work-based learning opportunities, deepening their connection to the program's outcomes.</p> <p>Training and development opportunities will also be offered to stakeholders to enhance their skills and understanding relevant to the program's goals, fostering a sense of shared ownership.</p>		

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 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.