



**LOCAL PERKINS APPLICATION  
2024-2028**

**ESU 9 PERKINS V CONSORTIA**



OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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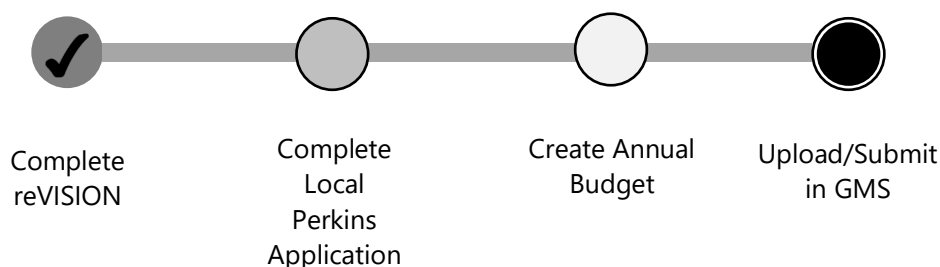


Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region’s workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and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

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

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

The Local Perkins Application asks you to describe how your consortia will use federal funds to support schools in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2024-2028 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



*The Local Perkins Application and Resources are available online at [www.education.ne.gov/nce/perkins-administration/](http://www.education.ne.gov/nce/perkins-administration/)*

## **Eligible Recipients**

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

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

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

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

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

## Timeline and Deadlines

- Annual Intent to Participate Due: March 1
- Local Perkins Applications Due (2024-2028): May 15, *(tentative)*
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

*\*Dates are subject to change. Please visit [www.education.ne.gov/nce/perkins-administration/](http://www.education.ne.gov/nce/perkins-administration/) for most current 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.

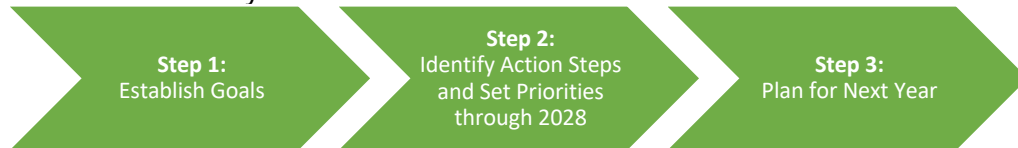
Section 1: reVISION Summary

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 consortium determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by each 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, districts and 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 consortium might pursue to ensure high-quality CTE programming for member districts and their 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)?



### Helpful Tip

Ideally, the changes your consortium makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that the consortium and all participating districts agree to be held accountable for over the next four years which will produce measurable results.

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 consortium. Your consortium 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.

## Section 1: reVISION Summary

### Step 3: Plan for Next Year

After identifying the prioritized action steps your consortia 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 Grant Management guide, located on the Perkins Grants Management website: [www.education.ne.gov/nce/perkins-administration/](http://www.education.ne.gov/nce/perkins-administration/). A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE’s Grants Management Systems (GMS) Perkins Budget.

**Consortium reVISION Summary.** Considering each district’s reVISION outcomes, briefly summarize the current state of each element and the overarching goals your consortium might pursue to support districts in strengthening the CTE programming for their students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

Element	Consortia’s Current State	Consortia’s Overarching Goal(s)
<p><b>SAMPLE:</b></p> <p><b>Size, Scope, and Quality and Implementing CTE Programs of Study</b></p>	<p>Most programs have the minimum SSQ components in place, though the following districts require updating of equipment to meet changing industry standards (district 1, district 2) in communication arts. While most districts within the consortium are confident in their 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 consortium.</p>	<p>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.</p> <p>Within the next four years, strategies will be developed to expand CTE program offering amongst consortia members, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</p>

reVISION SUMMARY		
Element	Summary of Consortia’s Current State	Consortia’s Overarching Goal(s)
<p><b>Career Development</b></p>	<p>Career Exploration and Guidance:</p> <ul style="list-style-type: none"> <li>• Most districts offer career interest surveys, career fairs, and field trips for students to explore job opportunities.</li> <li>• Freshmen and seniors participate in mock interviews, and some districts require career exploration classes.</li> </ul>	<p>Goal 1: Strengthen career exploration and guidance across all grade levels</p> <p>Goal 2: Enhance professional development and collaboration among CTE instructors and staff</p>



	<ul style="list-style-type: none"> <li>College and military representatives visit schools to provide information about post-secondary options.</li> </ul> <p>Collaboration and Professional Development:</p> <ul style="list-style-type: none"> <li>CTE teachers collaborate during designated professional development days to work on curriculum and program evaluation.</li> <li>Teachers attend conferences, workshops, and institutes specific to their content areas (e.g., NCE Conference, Science and Ag Institute).</li> <li>Some districts have created CTE Coordinator positions to facilitate collaboration and communication among staff.</li> </ul> <p>Post-Secondary Education Exposure:</p> <ul style="list-style-type: none"> <li>Students have opportunities to visit 2-year and 4-year college campuses, attend college fairs, and meet with college representatives.</li> <li>Many districts offer dual credit courses that align with local college degree programs.</li> <li>Some districts partner with local businesses to provide internship opportunities and job shadowing experiences.</li> </ul> <p>Counselor Involvement:</p> <ul style="list-style-type: none"> <li>School counselors work closely with CTE teachers to discuss student needs and appropriate course placement.</li> <li>Counselors organize college visits, military recruiter visits, and career presentations for students.</li> </ul> <p>Industry Partnerships:</p> <ul style="list-style-type: none"> <li>Some districts have established relationships with local employers and post-secondary institutions through advisory teams and industry tours.</li> <li>Businesses provide input on skills that new employees often lack, helping schools tailor their CTE programs.</li> </ul>	<p><i>Goal 3: Expand and refine CTE course offerings to align with workforce needs</i></p> <p><i>Goal 4: Strengthen partnerships and exposure to post-secondary options</i></p>
<p><b>Local Workforce Alignment</b></p>	<p><i>Expansion of Program Offerings:</i></p> <ul style="list-style-type: none"> <li><i>Many districts plan to add new programs of study, such as healthcare, education, and building construction, to meet community demands and student interests.</i></li> <li><i>Some districts are looking to expand existing programs, like welding, to offer industry certifications.</i></li> <li><i>Culinary arts, computer science, and mechatronics courses are being considered by some districts to address workforce needs.</i></li> </ul> <p><i>Internships and Work-Based Learning:</i></p> <ul style="list-style-type: none"> <li><i>Several districts are introducing or expanding internship courses to provide students with hands-on experience in local industries.</i></li> <li><i>Work-based learning opportunities for students with disabilities, English learners, and other special populations are being explored through partnerships with local businesses and organizations.</i></li> </ul> <p><i>Industry Certifications:</i></p> <ul style="list-style-type: none"> <li><i>Districts are planning to offer industry-related certifications, such as OSHA and Adobe, to enhance students' employability skills.</i></li> </ul> <p><i>Collaboration with Local Stakeholders:</i></p>	<p><i>Goal 1: Strengthen partnerships with local businesses and industries</i></p> <p><i>Goal 2: Regularly review and adapt CTE programs based on workforce and economic data</i></p> <p><i>Goal 3: Expand and align CTE programs to meet current and future workforce demands</i></p> <p><i>Goal 4: Increase access and opportunities for special populations in the local labor market</i></p>

	<ul style="list-style-type: none"> <li>Schools are actively engaging with local advisory committees, businesses, and post-secondary institutions to align their CTE programs with regional workforce needs.</li> <li>Partnerships with organizations like Vocational Rehabilitation are being strengthened to support students with disabilities in their career development.</li> </ul> <p>Evaluation and Refinement of Programs:</p> <ul style="list-style-type: none"> <li>Districts are continuously assessing their CTE offerings based on student interest, workforce demand, and available resources.</li> <li>Some schools are considering eliminating or deprioritizing programs with low enrollment or less alignment with industry needs to allocate resources more effectively.</li> </ul> <p>Addressing Gaps in Offerings:</p> <ul style="list-style-type: none"> <li>Schools are identifying gaps in their CTE programs, such as the lack of health sciences or industrial technology courses, and are exploring ways to bridge these gaps through partnerships, staffing, or facility improvements.</li> </ul>	
<p><b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b></p>	<p>Industry Partnerships and Communication:</p> <ul style="list-style-type: none"> <li>CTE teachers and guidance counselors maintain contacts with representatives from secondary/postsecondary institutions and industry partners to ensure alignment of programs with workforce needs.</li> <li>Schools collaborate with local businesses to provide job shadowing, internships, and work-based learning opportunities for students.</li> <li>Advisory councils, consisting of business and industry professionals, provide guidance and insights to help schools refine their CTE programs.</li> <li>Partnerships with community colleges, such as Central Community College, are crucial for developing dual credit courses and ensuring smooth transitions to post-secondary education.</li> </ul> <p>Equipment and Instructional Materials:</p> <ul style="list-style-type: none"> <li>Many districts have invested in industry-standard equipment for their CTE programs, including welding helmets, laser engravers, 3D printers, and specialized machinery for manufacturing and construction courses.</li> <li>Some schools have updated their facilities, such as remodeling Family and Consumer Sciences classrooms or building new industrial arts/agriculture spaces.</li> <li>While some programs have appropriate equipment and instructional materials, others are working to upgrade their resources to better align with industry standards and accommodate growing student enrollment.</li> </ul> <p>Special Population Representation:</p> <ul style="list-style-type: none"> <li>Most districts report that special population groups, such as students with disabilities and English learners, are adequately represented in their CTE programs.</li> <li>Some schools have developed student-led businesses or targeted programs to meet the specific needs of special population groups.</li> <li>However, gender imbalances persist in certain CTE fields, with female students being underrepresented in traditionally male-dominated programs like manufacturing, construction, and agriculture, while male students are underrepresented in areas such as healthcare and journalism.</li> </ul>	<p>Goal 1: Foster continuous collaboration and communication with stakeholders</p> <p>Goal 2: Continuously update and improve CTE facilities, equipment, and curriculum</p> <p>Goal 3: Promote inclusivity and equal access to CTE programs for all students</p>

<p style="text-align: center;"><b>Student Performance Data</b></p>	<p><i>Performance Gaps:</i></p> <ul style="list-style-type: none"> <li>• The biggest performance gaps exist for subgroups such as students with disabilities, those from low-income families (eligible for free or reduced-price lunch), and English learners.</li> <li>• Specific areas where these subgroups underperform compared to the overall student population include reading/language arts, math, and science.</li> <li>• Factors contributing to these gaps include limited access to advanced courses, extracurricular activities, or specialized opportunities within CTE programs due to scheduling constraints or lack of available CTE teachers.</li> <li>• Some districts struggle to make data-driven decisions for subgroups due to small sample sizes, making it difficult to identify trends or draw meaningful conclusions.</li> </ul> <p><i>Efforts to Promote Non-Traditional Participation:</i></p> <ul style="list-style-type: none"> <li>• Schools are actively working to encourage non-traditional gender participation in CTE programs, such as increasing the number of girls enrolled in traditionally male-dominated courses like woods, metals, and construction.</li> <li>• Districts are offering a diverse range of courses that cater to various interests and skills, avoiding gender-specific course titles or descriptions to ensure that both genders can find classes that align with their passions and aspirations.</li> <li>• Guest speakers and role models from diverse professional backgrounds are invited to share their experiences, challenging gender stereotypes and inspiring students to explore non-traditional careers.</li> <li>• Schools organize field trips, career fairs, and college visits that showcase different career possibilities, encouraging students to consider a wide range of options regardless of gender.</li> <li>• Student organizations like FBLA, HOSA, and Ed Rising have non-traditional gender representation in leadership positions, serving as visible examples and encouraging others to participate in non-traditional programs.</li> <li>• School counselors support students in non-traditional programs by providing resources and guidance to help them make informed decisions about their educational and career paths.</li> </ul>	<p><i>Goal 1: Improve student performance and close achievement gaps in CTE programs</i></p> <p><i>Goal 2: Promote non-traditional participation and gender equity in CTE programs</i></p>
<p style="text-align: center;"><b>Recruitment, Retention, and Training of Faculty and Staff</b></p>	<p><i>Recruitment Strategies:</i></p> <ul style="list-style-type: none"> <li>• Utilizing traditional recruitment methods such as advertising open positions on the Teach in Nebraska website, district websites, and actively recruiting through professional networks.</li> <li>• Offering alternative certification options, such as Career Education Permits, Transitional Teaching, or Alternative Teaching certificates, to attract qualified candidates from diverse backgrounds.</li> <li>• Leveraging current staff to teach CTE courses outside their primary endorsement area if they possess strong knowledge and skills in the content area.</li> <li>• Participating in the Grow Your Own program and establishing Educator Rising chapters to encourage students to pursue careers in education.</li> <li>• Collaborating with colleges and universities to identify potential candidates and promote open positions.</li> </ul> <p><i>Retention Strategies:</i></p>	<p><i>Goal 1: Enhance recruitment strategies to attract and retain high-quality CTE educators</i></p> <p><i>Goal 2: Provide comprehensive professional development and support for CTE educators</i></p> <p><i>Goal 3: Optimize resources and expand educational opportunities through collaboration and partnerships</i></p>

	<ul style="list-style-type: none"> <li>• Providing competitive salaries, benefits, and stipends to CTE educators, especially when creating new programs or recognizing years of service.</li> <li>• Offering support and resources for educators to expand and tailor their programs to their strengths and areas of interest.</li> <li>• Investing in updating facilities and equipment to ensure CTE educators have access to industry-standard resources.</li> <li>• Minimizing travel requirements between buildings and utilizing in-house staff expertise to enhance job satisfaction and retention.</li> <li>• Encouraging involvement in Career and Technical Student Organizations (CTSOs) and supporting attendance at the Nebraska Career Education (NCE) Conference.</li> </ul> <p>Professional Development:</p> <ul style="list-style-type: none"> <li>• Encouraging and financially supporting CTE educators to attend professional development workshops, conferences, and training sessions offered by Educational Service Units (ESUs), the NCE Conference, and content-specific organizations.</li> <li>• Providing opportunities for CTE educators to visit industry conferences, such as manufacturing shows, to stay current with industry trends and practices.</li> <li>• Offering on-site training sessions and workshops, often in collaboration with local ESU staff, to address specific needs and goals.</li> <li>• Promoting networking and collaboration among CTE educators through professional organizations, email listservs, and regular meetings.</li> </ul> <p>Sharing Instructors:</p> <ul style="list-style-type: none"> <li>• While some districts share CTE instructors with neighboring schools to create full-time positions (e.g., Family and Consumer Sciences teacher working mornings at one school and afternoons at another), most districts do not currently share instructors.</li> <li>• Some schools are exploring opportunities to offer dual credit courses in CTE areas, which may involve sharing instructors with post-secondary institutions.</li> <li>• Districts express openness to sharing instructors if it helps address staffing challenges and benefits students.</li> </ul>	
<p><b>Work-Based Learning</b></p>	<p>Current State of WBL and Internship Programs:</p> <ul style="list-style-type: none"> <li>• Many districts offer WBL experiences, but the extent and structure of these programs vary.</li> <li>• Some schools have well-established internship programs, such as the Opportunities Exchange Program, which provides students with opportunities to intern in various career fields like medical, agronomy, marketing, and more.</li> <li>• Other districts have more sporadic WBL experiences, with some students participating in job shadows, school-based businesses, or industry-specific projects.</li> <li>• A few districts are in the process of transitioning from traditional work release programs to more structured WBL experiences.</li> </ul> <p>Strategies for Engaging Employers:</p> <ul style="list-style-type: none"> <li>• Schools collaborate with local chambers of commerce, business committees, and individual employers to build relationships and expand their pool of internship opportunities.</li> </ul>	<p>Goal 1: Expand and diversify work-based learning opportunities for all students</p> <p>Goal 2: Strengthen recruitment and retention of employers for work-based learning programs</p> <p>Goal 3: Integrate work-based learning experiences into all CTE courses and align with students' career plans</p>

- Teachers and administrators make personal visits to area businesses to discuss the benefits of WBL for both students and the community, aiming to find the best fit between students and employers.
- Some districts rely on student-driven approaches, where students are responsible for reaching out to employers and setting up their own mentorships or internships.
- Schools also leverage existing connections, such as the Adams Central Foundation's partnership with digital media students for advertising projects.

*Connecting Experiences to Classroom Instruction and Career Plans:*

- Many districts tie WBL experiences directly to specific courses or career pathways, such as the CNA course in health sciences, SAE projects in agriculture, or the education pathway.
- Some schools have dedicated career exploration classes in middle and high school that help students assess their interests, explore career fields, and make informed decisions about WBL opportunities.
- In programs like NCAPS, students have daily classes where they can make connections between their classroom instruction and WBL experiences, often working on individual projects related to their career interests.
- Career interest inventories and assessments are used to help students understand their strengths and preferences, guiding them towards appropriate WBL placements.

*Challenges and Opportunities:*

- While some districts have full-time staff members dedicated to coordinating WBL experiences, others note that having such a position would be beneficial for placing students and conducting regular site visits.
- Scheduling constraints and limited staff resources can sometimes hinder the expansion of WBL programs, making it difficult for all students to participate.
- Schools recognize the need to formalize and expand their WBL offerings, providing more opportunities for students to connect classroom learning with real-world experiences.



**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 consortium’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 consortium will support districts in ensuring 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:

Overall rating on the scale pictured below for 1. Career Advisement and Development, the average rating of ESU 9 School district's was a 2.50.

1 = Significant gaps and/or multiple gaps exist

2 = Some gaps exist and/or we do not have a concrete plan to address them

3 = Very few gaps exist and we have processes in place to close the remaining gaps

4 = No gaps exist

While the districts have made significant progress in their CTE programs, there are opportunities for growth, such as expanding internship and job shadowing opportunities, providing more structured career coaching for teachers, and allocating dedicated time for CTE program collaboration and development.

*By focusing on the goals listed below in detail, ESU 9's school districts can work towards creating a comprehensive, integrated approach to career-focused education that prepares students for success in their chosen paths, whether it be through college, military, or direct entry into the workforce.*

**2. In each district’s reVISION process, action steps were identified that might be used to improve student understanding of career pathways. First, write the consortium’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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for Career Development:**  
*(Copy and paste from the reVISION Summary)*

*Goal 1: Strengthen career exploration and guidance across all grade levels*

- Provide comprehensive career education from grades 7 to 12, with a focus on the required Careers class for freshmen
- Implement a standardized curriculum, integrating career discussions into designated periods such as Patriot Periods and MAP sessions
- Expand job shadowing, internship, and apprenticeship opportunities through collaboration with local businesses
- Develop personalized learning plans for students, crafted by school counselors, to guide their career exploration
- Enhance programming for middle school students to provide early exposure to career pathways

*Goal 2: Enhance professional development and collaboration among CTE instructors and staff*

- Offer targeted professional development opportunities for CTE instructors during in-service days, focusing on facilitating meaningful conversations about skill sets and career choices
- Encourage CTE teachers to earn supplemental Work-Based Learning (WBL) endorsements
- Increase collaboration time between CTE instructors, content area teachers, and counselors through department meetings, Early Out Wednesdays, and quarterly meetings
- Involve core staff members in program development discussions and advisory committees to enhance program effectiveness
- Provide training for teachers participating in the EdRising program to support future educators

*Goal 3: Expand and refine CTE course offerings to align with workforce needs*


- Continuously evaluate and adapt CTE curriculum to meet the evolving demands of the workforce
- Expand career pathways and increase student participation through industry tours, interactions with professionals, and practical learning experiences
- Develop robust curriculum in collaboration with business/industry individuals to ensure relevance and applicability
- Identify job opportunities for special populations and broaden networks with area professionals to facilitate post-high school employment for non-college-bound students

*Goal 4: Strengthen partnerships and exposure to post-secondary options*

- Foster collaboration between CTE departments and post-secondary institutions through school-wide tours of colleges, including Central Community College and the University of Nebraska
- Provide college visit opportunities for juniors and seniors, and ensure monthly availability of military representatives
- Host annual career fairs and Lunch and Learn sessions to expose students to a wide range of post-secondary options
- Integrate Naviance into career exploration classes to help students make informed decisions about their future
- Provide consistent post-graduation information and guidance starting from 4th grade onwards

**Prioritized Action Steps for Career Development:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<p>ESU 9 Guidance Counselors Cadre in 2024-24 (2 Dates TBD)</p> <ul style="list-style-type: none"> <li>• For the 2024-2025 grant year, it is our intention to specifically address career development 5-12 grade with a professional learning experience each semester of 2024-2025.</li> </ul>

	<p>ESU 9 Teaching and Learning Conference (TLC) on October 21, 2024 with a CTE Strand : Instructional Practices, Technology, and Career Development Session Options</p> <ul style="list-style-type: none"> <li>For the 2024-2025 grant year, it is our intention to include a CTE-specific strand of sessions at ESU 9's annual Teaching and Learning Conference (TLC) held at Adams Central Jr./Sr. High School. Sessions could include presentations by CTE teachers on the use of updated standards, career development, school enterprises in action, and engaging in a local advisory group with invitations to the NE Department of Labor and business/industry in Hastings and the surrounding counties. (Substitute Reimbursements)</li> </ul> <p>CTE Leadership Team Meeting on March 21, 2025</p> <ul style="list-style-type: none"> <li>The CTE Leadership Team (2 representatives from 14 school districts) meets annually to review consortium data, evaluate programs, expand career development opportunities for students, and come to consensus on budgetary priorities for the next year. (Substitute Reimbursements)</li> </ul>
<p><b>Year 2: 2025-2026</b></p>	<p>Continue to offer the events, activities, and workshops listed in Year 1, expanding upon the knowledge gained through data analysis, student interests, student performance, industry expectations, and school district capacities for improvement.</p>
<p><b>Year 3: 2026-2027</b></p>	<p>Embed the action steps detailed above using a Data Based Decision and Problem-solving Model: 1. Identify: What is occurring? 2. Analyze: Why is it occurring? 3. Plan: What can be done to solve it? 4. Implement: Who, what, when, where, how? 5. Reflect: What did and did not work?</p>
<p><b>Year 4: 2027-2028</b></p>	

**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 each district's reVISION outcomes to support districts in improving 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:**



Overall rating on the scale pictured below for 1. Career Advisement and Development, the average rating of ESU 9 School district's was a 2.20.

1 = Significant gaps and/or multiple gaps exist

2 = Some gaps exist and/or we do not have a concrete plan to address them

3 = Very few gaps exist and we have processes in place to close the remaining gaps

4 = No gaps exist

The following is a result of each school district's reVISION process and the ESU 9 CTE Leadership Team Meeting in March. A culmination of consortium data and regional economic data led to the following outcomes:

Expansion of Program 3 goals:

- Goal 1: Strengthen partnerships with local businesses and industries
- Goal 2: Regularly review and adapt CTE programs based on workforce and economic data
- Goal 3: Expand and align CTE programs to meet current and future workforce demands

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

##### **RESPONSE:**

The following is a result of each school district's reVISION process and the ESU 9 CTE Leadership Team Meeting in March. A culmination of consortium data and regional economic data led to the following outcomes:

Expansion of Program 3 goals:

- Many districts plan to add new programs of study, such as healthcare, education, and building construction, to meet community demands and student interests.
- Some districts are looking to expand existing programs, like welding, to offer industry certifications.

Culinary arts, computer science, and mechatronics courses are being considered by some districts to address workforce needs.

#### 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:**

In order to best serve all students, especially special populations, the ESU 9 Consortium intend to work on the following:

- Collaborate with school counselors to align students' academic plans with their CTE goals and career aspirations
- Utilize multiple communication channels, such as school websites, social media, and targeted email campaigns, to disseminate information about CTE courses and programs
- Expand career exploration and guidance programs to junior high, providing early exposure to CTE opportunities
- Offer career exploration programs that expose students to diverse professions and industries, breaking down stereotypes and ensuring inclusivity
- Host informational sessions for parents to raise awareness about CTE offerings and non-traditional career opportunities
- Continuously analyze data and develop inclusive curriculum to identify and support the unique needs of special populations
- Market all CTE areas to both genders, focusing on increasing participation from underrepresented groups
- Actively challenge gender stereotypes in classrooms and highlight success stories of non-traditional participants
- Expand student organizations to include diverse leadership roles and promote CTE and CTSO participation for all students

#### 6. Through each 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 consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

##### **Consortium Goal(s) for Local Workforce Alignment:**

*(Copy and paste from the reVISION Summary)*

*Goal 1: Strengthen partnerships with local businesses and industries*

- Bolster business and industry partnerships through internships, apprenticeships, and work-based learning opportunities
- Seek input from local business leaders on desired skills and qualities to align programs with workforce needs
- Establish industry relationships in each career pathway to ensure relevance and currency of curriculum
- Collaborate with local organizations, such as the City of Superior and local hospitals, to create authentic learning experiences for students, such as opening a daycare center for early childhood study programs

*Goal 2: Regularly review and adapt CTE programs based on workforce and economic data*

- Conduct annual updates for all staff on H3 job information and employment trends, facilitated by a CTE Coordinator
- Implement semi-annual reviews of economic and workforce data, leveraging state and local sources to refine educational offerings
- Utilize the H3 Report and involve the NCAPS Advisory Council in determining program offerings and job shadow opportunities
- Adapt and re-evaluate programs based on student interest, advisory committee discussions, and industry trends to prepare students for post-secondary success

*Goal 3: Expand and align CTE programs to meet current and future workforce demands*

- Complete an inventory of current offerings and identify gaps in course offerings, aligning them with local, state, and national workforce trend data
- Add new courses and programs, such as Information Technology, Mechatronics, and Communications, to meet local industry demands
- Support H3 careers and regional demand by offering introductory courses to high-demand careers and balancing student interests with industry needs
- Utilize Nebraska CTE Programs of Study and industry data sources to ensure instruction equips students with entry-level skills for various careers

*Goal 4: Increase access and opportunities for special populations in the local labor market*

- Incorporate internship/apprenticeship classes to explore employment avenues for students with disabilities, English learners, and other special populations
- Expand outreach to community businesses to identify positions and opportunities for special populations
- Leverage student-led businesses and school-based enterprises to provide additional learning opportunities tailored to students' abilities
- Enhance partnerships with organizations like Vocational Rehabilitation to support special needs populations in their career development.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1:</b> <b>2024-2025</b>	ESU 9 Teaching and Learning Collaborative Conference on October 21, 2024 with a CTE Strand CTE Leadership Team Meeting on March 21, 2025 <ul style="list-style-type: none"> <li>• In order to meet the needs of all students, including those from special populations, it is crucial that all consortium school districts have an awareness of the consortium's Next Level plan, priorities, areas of growth, and areas of progress (evaluation of actions). Analysis of student performance data, career interest surveys, and existing programs will take place at our Leadership Retreat / Data Retreat. Further examination and evaluation will take place at the Local Advisory Boards or LAB's. The CTE Leadership Retreat participants will continue to analyze activities and further develop a Purchase Request plan that aligns to the state's Strategic Priorities.</li> </ul>
<b>Year 2:</b> <b>2025-2026</b>	Continue to offer the events, activities, and workshops listed in Year 1, expanding upon the knowledge gained through data analysis, student interests, student performance, industry expectations, and school district capacities for improvement.
<b>Year 3:</b> <b>2026-2027</b>	Embed the action steps detailed above using a Data Based Decision and Problem-solving Model:

**Year 4:  
2027-2028**

1. Identify: What is occurring? 2. Analyze: Why is it occurring? 3. Plan: What can be done to solve it? 4. Implement: Who, what, when, where, how? 5. Reflect: What did and did not work?



## 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 in each participating district. Justify these offerings with reVISION outcomes.**

### RESPONSE:

Overall rating on the scale pictured below for 1. Career Advisement and Development, the average rating of ESU 9 School district's was a 2.70.

1 = Significant gaps and/or multiple gaps exist

2 = Some gaps exist and/or we do not have a concrete plan to address them

3 = Very few gaps exist and we have processes in place to close the remaining gaps

4 = No gaps exist

*School districts will actively engage with industry partners and post-secondary institutions to ensure their CTE programs are relevant and aligned with workforce needs. They will invest in industry-standard equipment and instructional materials to provide students with authentic learning experiences. While special population groups are generally well-represented in CTE programs, schools will recognize the need to address gender imbalances and continue to develop targeted initiatives to support these students.*

*By focusing on the goals listed below in detail, the school districts will work towards maintaining and enhancing the size, scope, and quality of their CTE programs while effectively implementing CTE Programs of Study. Through continuous collaboration with stakeholders, ongoing updates to facilities and curriculum, and a strong commitment to inclusivity and equal access, these districts will create a robust and equitable CTE ecosystem that benefits all students and aligns with the needs of the workforce.*

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

### RESPONSE:

In order to best serve all students, especially special populations, the ESU 9 Consortium intend to work on the following:

- Align CTE curricula with challenging academic standards, ensuring that students develop a strong foundation in core subjects such as math, science, and language arts
- Integrate academic content into CTE courses, emphasizing the real-world applications of theoretical concepts
- Collaborate with industry partners to develop and continuously update CTE curricula, ensuring alignment with current industry standards and best practices
- Invest in state-of-the-art equipment and technology to provide students with hands-on experience using industry-standard tools and software
- Implement a comprehensive work-based learning program that offers a continuum of experiences, from career exploration to internships and apprenticeships

**9. Describe how districts within the consortium 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:**

- *Expand partnerships with local community colleges and universities to offer a wide range of dual credit courses across various CTE fields*
- *Integrate college and career readiness skills into all CTE programs, preparing students for the rigors of postsecondary education and the workforce*
- *Partner with local community colleges or universities to develop a structured pathway that integrates high school and college coursework*

One such example has been the ESU 6 & 9 Grow Your Own Pilot offering the following three dual credit courses through Wayne State College with embedded EdRising assessment projects:

**COURSE #350001: TEACHING AS A PROFESSION**

**COURSE #350002: BEST PRACTICES IN EDUCATION AND TRAINING WITH WBL**

**COURSE #350003: EDUCATION AND TRAINING PRACTICUM WITH WBL**

**10. Through each district’s reVISION process, action steps were identified related to CTE program implementation (including size, scope, and quality) your consortium hopes to address over the next four years. First, write the consortium’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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

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

Goal 1: Foster continuous collaboration and communication with stakeholders

- Maintain ongoing conversations with secondary, postsecondary, and business/industry representatives to align programs with Nebraska Standards for Career Readiness and integrate real-life experiences
- Partner with businesses to provide job shadow opportunities, industry tours, and hands-on experiences for students
- Offer dual credit courses in collaboration with post-secondary institutions to facilitate seamless transitions
- Actively seek feedback from stakeholders to enhance program effectiveness and relevance
- Establish a career coordinator position to facilitate partnerships and maintain relationships with industry partners

Goal 2: Continuously update and improve CTE facilities, equipment, and curriculum


- Enhance maker spaces and acquire industry-standard technology, potentially through the recruitment of a technology integration specialist
- Upgrade facilities and equipment for specific programs, such as commercial kitchens for FCS, expanded Animal Science Labs, and updated welding and construction equipment
- Adapt courses to align with associate degree programs and industry needs
- Seek alternative solutions to address challenges related to limited space and outdated materials, such as participating in Perkins consortium and leveraging new state CTE funding
- Prioritize long-term planning to align CTE offerings with staffing and industry needs, ensuring the sustainability and relevance of programs

Goal 3: Promote inclusivity and equal access to CTE programs for all students

- Actively promote CTE programs to all students, with a focus on increasing participation from underrepresented groups such as females in upper-level technology classes and males in healthcare courses
- Provide support and accommodations for students with disabilities to ensure easier access to CTE programs
- Engage underperforming students through guidance-specific courses and post-secondary skill development
- Retain equal representation among special populations by partnering with local community colleges for specialized training
- Continuously analyze data and develop inclusive curriculum to identify and support special populations
- Strive for equal opportunities for all students in CTE programs, ensuring that every student has access to high-quality, relevant education that prepares them for success in their chosen careers

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	The following are projected purchases based on the reVISION needs assessment of ESU 9 consortium districts and are <b>color coded by career field:</b> <b>Visible Body Suite Software for 49 Students Licenses (\$1500)</b> <b>USCutter 28" / 53" TITAN 2 Vinyl Cutter w/ VinylMaster Cut Software (\$950)</b>

	<p>Nanlite PavoTube II 30C RGB LED Tube Light (4', 2-Light Kit) (\$600) Sennheiser MKE 600 Shotgun Microphone (\$300)  A2Z™ Swing Away Heat Press (\$910)  Canon EOS 90D DSLR Camera with 18-135mm Lens Kit (\$3200)  Digital Heat FX PRT-C8432WT Printer (\$8590)  KitchenAid KSM8990WH 8 Quart Commercial Countertop Mixer (\$800) WestLake Commercial Refrigerator and Freezer (\$3300)  Grizzly G0604Z - 6" Jointer with Spiral Cutterhead (\$1495)  Shop Fox W1715 - 4-1/2" x 6" 3/4 HP Metal-Cutting Bandsaw (\$802)  ProHeal Full Electric Hospital Bed with Half Side Rails (\$840)  HyperTherm Plasma Cutter (\$4500) Preston CPR Manikins (4 Quantity) (\$350)  Cengage "Managing Our Natural Resources" Curriculum (\$4500)  Adobe Creative Cloud Licenses (\$500)  Ward's® Mini Digital Incubator (\$900) Wards Hot plates and Compact Scales (\$800) Milwaukee M18 18V Lithium-Ion 1/2 Inch Cordless Drill Driver Compact Kit 2606-21CT (2) (\$265) M18 5.0 BATTERY 2PK STARTER KIT (2) (\$320)</p>
<p><b>Year 2: 2025-2026</b></p>	<p>The ESU 9 Consortium has a system in place for CTE educators, counselors, and leaders the opportunity to make a purchase of equipment, curriculum, or software based upon the needs of the district, the goals of the consortium, and the priorities of Perkins V. Link to Purchase Request: <a href="https://bit.ly/4bofqab">https://bit.ly/4bofqab</a>.</p>
<p><b>Year 3: 2026-2027</b></p>	<p>Continue to offer the events, activities, and workshops listed in Year 1, expanding upon the knowledge gained through data analysis, student interests, student performance, industry expectations, and school district capacities for improvement.</p>
<p><b>Year 4: 2027-2028</b></p>	<p>Embed the action steps detailed above using a Data Based Decision and Problem-solving Model:  1. Identify: What is occurring? 2. Analyze: Why is it occurring? 3. Plan: What can be done to solve it? 4. Implement: Who, what, when, where, how? 5. Reflect: What did and did not work?</p> 

## Element 4: Student Performance Data

**Context:** All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the reVISION process, each 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 consortium will provide support to teachers so they will:**

- a. **Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
- b. **Prepare CTE participants for non-traditional fields**
- c. **Provide equal access for special populations to CTE courses, programs, and 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:**



Overall rating on the scale pictured below for 1. Career Advisement and Development, the average rating of ESU 9 School district's was a 2.50.

1 = Significant gaps and/or multiple gaps exist

2 = Some gaps exist and/or we do not have a concrete plan to address them

3 = Very few gaps exist and we have processes in place to close the remaining gaps

4 = No gaps exist

Based on the information provided by the 14 school districts, the consortium will provide support to teachers to address the needs of special populations and promote equal access and non-discrimination in CTE programs through the following strategies:

- Provide professional development for teachers to differentiate instruction and accommodate the unique learning needs of special

populations

- Implement work-based learning opportunities, such as internships and apprenticeships, that allow special populations to gain hands-on experience in H3 sectors
- Collaborate with school counselors and special education staff to develop individualized education plans (IEPs) or 504 plans that incorporate CTE goals and support services
- Provide professional development for teachers to create inclusive classroom environments that welcome and support all students, regardless of their background or abilities

**12. How will the consortium 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 target individual schools to develop strategies to eliminate those disparities or gaps.**

**RESPONSE:**

To address performance gaps and promote non-traditional participation, districts are implementing targeted interventions, such as math support during designated periods, and expanding work-based learning opportunities. They are also focusing on early career exploration through middle school courses and encouraging students to enroll in introductory CTE courses in high school to explore their interests. Despite these efforts, challenges persist, including scheduling limitations and a shortage of CTE teachers, which can hinder the ability to offer complete programs of study and provide advanced opportunities for all students.

**13. Through each district’s reVISION process, action steps were identified to address any disparities in student performance data. First, write the consortium’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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for Student Performance Data:**  
*(Copy and paste from the reVISION Summary)*

Goal 1: Improve student performance and close achievement gaps in CTE programs


- Assign a CTE coordinator to collect and analyze data for identifying disparities and monitoring progress in CTE outcomes
- Increase student participation in Internship programs and dual credit classes for Capstone requirements
- Implement targeted interventions to improve ACT scores in math and reading, particularly for subgroups such as Free and Reduced Lunch populations and students receiving special education services
- Prioritize building and equipment upgrades to ensure all students have access to high-quality, industry-standard resources
- Strive for a 100% graduation rate while continuously monitoring trends and using data to inform curriculum and internship offerings
- Expand career exploration and guidance programs to junior high to provide early exposure and support for all students

Goal 2: Promote non-traditional participation and gender equity in CTE programs

- Actively challenge gender stereotypes in classrooms and create mentorship opportunities through business partnerships
- Market all CTE areas to both genders, focusing on increasing female enrollment in higher-level technology classes and male participation in traditionally female-dominated fields
- Provide flexible learning paths to customize educational journeys and accommodate diverse needs
- Host informational sessions for parents to raise awareness about non-traditional career opportunities
- Offer career exploration programs that expose students to diverse professions and industries, breaking down gender stereotypes
- Expand student organizations to include diverse leadership roles and promote CTE and CTSO participation for all genders
- Encourage participation in nontraditional CTE classes through targeted outreach and support
- Maintain active CTSO membership for all CTE teachers to foster student engagement and leadership development
- Offer innovative lessons tailored to student interests and learning styles
- Foster inclusive learning environments free from gender bias, with flexible program structures that accommodate diverse needs

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
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<p><b>Year 1: 2024-2025</b></p>	<p>ESU 9, 10, 11 CTE Collaboration Day on January 28, 2025</p> <p>ESU 9 Teaching and Learning Collaborative Conference (TLC) on October 21, 2024 with a CTE Strand</p> <p>CTE Leadership Team Meeting on March 21, 2025</p> <p><i>New Knowledge &amp; Collaborative Time - The ESU 9,10,11 CTE Collaboration Day will focus on academic and technical skills necessary to be aligned, effective, and relevant. This new knowledge and attainment of best practices are in the realm of technical skills, computational thinking (mathematics), literacy (ELA), cultural proficiency, and technology. (Approximate amounts based on 2023-2024 expenditures.) The ESU 9 Teaching and Collaborative Conference offers CTE educators, Guidance Counselors, and leaders session opportunities that include instructional design, instructional strategies, curriculum alignment, technology enhancements, and Tier 1 Core supports for academic achievement. The CTE Leadership Team Meeting requires CTE educators, Guidance Counselors, and leaders to analyze the Perkins Report Card indicators, specifically 1S1 Graduation Rate, 2S1 Proficiency in Reading/Language Arts, 2S2 Proficiency in Mathematics 2S3, and Proficiency in Science.</i></p>
<p><b>Year 2: 2025-2026</b></p>	<p>Continue to offer the events, activities, and workshops listed in Year 1, expanding upon the knowledge gained through data analysis, student interests, student performance, industry expectations, and school district capacities for improvement.</p>
<p><b>Year 3: 2026-2027</b></p>	<p>Embed the action steps detailed above using a Data Based Decision and Problem-solving Model: 1. Identify: What is occurring? 2. Analyze: Why is it occurring? 3. Plan: What can be done to solve it? 4. Implement: Who, what, when, where, how? 5. Reflect: What did and did not work?</p>
<p><b>Year 4: 2027-2028</b></p>	

## 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 district approaches towards recruiting a knowledgeable and diverse workforce, support services offered to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of each district's reVISION outcomes to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

**14. Describe how your consortium 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:

Overall rating on the scale pictured below for 1. Career Advisement and Development, the average rating of ESU 9 School district's was a 2.80.

1 = Significant gaps and/or multiple gaps exist

2 = Some gaps exist and/or we do not have a concrete plan to address them

3 = Very few gaps exist and we have processes in place to close the remaining gaps

4 = No gaps exist

School districts will strive to employ a range of strategies to recruit and retain CTE educators, recognizing the importance of competitive compensation, professional development, and support in building strong CTE programs. While sharing instructors is not widespread, schools are open to explore such arrangements to enhance their course offerings and address staffing needs.

By focusing on these overarching goals, the school districts will work towards building a strong, highly-qualified, and well-supported CTE educator workforce. Through targeted recruitment strategies, comprehensive professional development, and strategic collaborations and partnerships, these districts will attract and retain high-quality CTE teachers who are equipped to provide engaging, industry-relevant instruction to students. By fostering a supportive and collaborative environment, investing in resources and equipment, and expanding educational opportunities through partnerships, these districts will create a thriving CTE ecosystem that benefits both educators and students alike.

**15. Through each district's reVISION process, action steps were identified to address CTE educator recruitment, retention, and training and what your consortium hopes to address over the next four years. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

### Consortium Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff (Copy and paste from the reVISION Summary)

Goal 1: Enhance recruitment strategies to attract and retain high-quality CTE educators

- Promote CTE educator positions by emphasizing their benefits, job security, and the achievements of CTE departments
- Introduce an Education pathway and actively seek instructors for upper-level technology and robotics courses
- Ensure all CTE instructors teach in endorsed areas and recruit educators with relevant industry experience and certifications

- Allow teachers to teach courses aligned with their interests and aim for a complete CTE staff, including advisors for organizations like FFA, FCCLA, and FBLA
- Foster relationships with colleges to encourage alumni to return as educators and expand programs like Ed-Rising
- Consider incentives, benefits, and salary increases to attract and retain high-quality CTE teachers

Goal 2: Provide comprehensive professional development and support for CTE educators

- Offer a range of professional development opportunities focused on new technology, best practices, and industry-specific skills
- Prioritize comprehensive training, community communication, and support from both school and community
- Encourage and fund attendance at the NCE Conference and other relevant professional development events
- Implement a rotation system for staff to attend conferences regularly and provide support for the Work-Based Learning coordinator to strengthen industry relationships
- Organize cadre days for CTE teachers to collaborate, share insights, and learn from one another
- Invest in industry-grade equipment and resources to support high-quality instruction and skill development
- Foster a collaborative work environment and establish mentorship programs for CTE educators

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	ESU 9 New Teacher Series - August 5, 6, and September 18, 2024  <i>Creating a cohort of emerging educators with training embedded to support high quality teaching and learning is what ESU 9 offers to school districts to recruit, support, and retain educators.</i>
<b>Year 2: 2025-2026</b>	Continue to offer the events, activities, and workshops listed in Year 1, expanding upon the knowledge gained through data analysis, student interests, student performance, industry expectations, and school district capacities for improvement.
<b>Year 3: 2026-2027</b>	Embed the action steps detailed above using a Data Based Decision and Problem-solving Model: 1. Identify: What is occurring? 2. Analyze: Why is it occurring? 3. Plan: What can be done to solve it? 4. Implement: Who, what, when, where, how? 5. Reflect: What did and did not work?
<b>Year 4: 2027-2028</b>	

## 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 consortium and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.**

**RESPONSE:**

Overall rating on the scale pictured below for 1. Career Advisement and Development, the average rating of ESU 9 School district’s was a 2.60.

1 = Significant gaps and/or multiple gaps exist

2 = Some gaps exist and/or we do not have a concrete plan to address them

3 = Very few gaps exist and we have processes in place to close the remaining gaps

4 = No gaps exist

Overall, school districts will actively engage in WBL and internship programs, with varying levels of structure and success. They employ a range of strategies to engage employers, from personal outreach to student-driven approaches, and strive to connect these experiences meaningfully to classroom instruction and students' career plans.

Despite challenges related to staffing and scheduling, schools remain committed to expanding and enhancing their WBL programs to better prepare students for their future careers.

By focusing on these overarching goals, the school districts will create a comprehensive and effective work-based learning ecosystem that benefits all students. Through expanding and diversifying opportunities, strengthening employer partnerships, and integrating work-based learning into all CTE courses, these districts will provide students with valuable hands-on experiences that enhance their technical and career readiness skills. By aligning work-based learning with students' career plans and offering individualized support, these initiatives will help students make informed decisions about their future and prepare them for success in their chosen careers.

**17. Through each district’s reVISION process, action steps were identified related to work-based learning. First, write the consortium’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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for Work-based Learning:**  
*(Copy and paste from the reVISION Summary)*

Goal 1: Expand and diversify work-based learning opportunities for all students

- Introduce a senior Internship class in Fall 2024 to provide structured work-based learning experiences
- Develop and enhance maker-spaces to offer diverse hands-on learning opportunities
- Collaborate with local businesses to broaden work-based experiences, such as the Cardinal Warehouse and student-led business opportunities
- Expand school-based enterprises and transition work-release programs into robust work-based learning models
- Implement dedicated WBL classes alongside dual credit teaching courses to ensure comprehensive skill development
- Pursue partnerships with businesses to increase opportunities for paid internships and cater to the diverse needs of all learners
- Broaden hands-on experiences through community involvement and diversified internships, allowing students to relate classroom learning to real-world applications

Goal 2: Strengthen recruitment and retention of employers for work-based learning programs


- Grow business partnerships across all CTE areas and leverage relationships with organizations like local Chambers of Commerce for job placements
- Integrate work-based programs within the school system and regionalize processes with neighboring schools and businesses

- Clearly communicate expectations to employers regarding job-specific information sharing with students to ensure alignment with career pursuits
- Add a JAG (Jobs for America's Graduates) teacher and continue engagement with Apprenticeship America to strengthen employer participation
- Incorporate questions about college retention and career choices into alumni surveys to enhance program evaluation and inform improvements
- Maintain positive relationships with existing business partners, diversify internship opportunities, and encourage alumni involvement in local businesses
- Expand internship options and pursue paid internships and post-secondary agreements to enrich the spectrum of learning opportunities available to students

Goal 3: Integrate work-based learning experiences into all CTE courses and align with students' career plans

- Provide professional development for teachers to seamlessly incorporate work-based learning into their classroom instruction
- Expand the Career Pathway program and develop a four-year plan for students, fostering buy-in from both teachers and students
- Implement a dedicated Work-Based Learning class that emphasizes the development of soft skills crucial for career readiness
- Offer individualized work-based learning opportunities that cater to the unique needs and interests of students
- Seek and implement supportive curriculum items to enhance students' preparation for future careers, such as Career Safe OSHA-10 and HIPAA training
- Ensure work-based learning experiences are aligned with students' career plans and provide opportunities for informed decision-making

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
<p><b>Year 1:</b> <b>2024-2025</b></p>	<p>NCE Conference 2025 (3 Days in June)</p> <p>Attendance at our state conference, NCE Conference 2025, offers CTE and Career Guidance Counselors updates regarding work-based learning (WBL) opportunities and how to create, develop, and sustain WBL opportunities for students within a school district.</p>
<p><b>Year 2:</b> <b>2025-2026</b></p>	<p>Continue to prioritize the NCE Conference, expanding upon the knowledge gained through data analysis, student interests, student performance, industry expectations, and school district capacities for improvement.</p>
<p><b>Year 3:</b> <b>2026-2027</b></p>	<p>Embed the action steps detailed above using a Data Based Decision and Problem-solving Model: 1. Identify: What is occurring? 2. Analyze: Why is it occurring? 3. Plan: What can be done to solve it? 4. Implement: Who, what, when, where, how? 5. Reflect: What did and did not work?</p>
<p><b>Year 4:</b> <b>2027-2028</b></p>	

## 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:**

For each of the six elements, ESU 9 school districts individually examined data revealing their current status and needs. Upon reflection and utilization of economic, community, and capacity data, each district projected their desired state for the future. As a consortium, at the CTE Leadership Team Meeting, a consolidation of those needs and states led to the following:

By examining and considering the needs of special populations throughout the development of goals for each element, the consortium demonstrates a commitment to equity and inclusion in all aspects of the CTE program. This holistic approach ensures that every student, regardless of their background or abilities, has access to high-quality CTE opportunities that prepare them for success in college, career, and life. By providing targeted support, inclusive practices, and ongoing professional development, the consortium creates a welcoming and supportive environment that enables all students to thrive in their chosen career paths.

## 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 completed copies 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 consortium will continue to meaningfully engage them throughout the duration of the Application (2024-2028).**

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

**RESPONSE:**

*A spreadsheet for the reVISION process is offered to 14 school districts to complete, analyze, and share their conclusions and outcomes. The following tabs are provided: ESU 9 Guidance, 6 Elements: 21 Questions, SUMMARY of Priorities, CTE Team & Stakeholders, District Data, H3 Report, State Funding Budget, Performance Data by Subgroups.*



Here is Aurora Public School's spreadsheet as evidence: <https://bit.ly/3V31DzQ>

Shared in APPLICATION Copy of Aurora NDE/CTE Local Needs Assessment 2024

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PERKINS V

Each school district and community college in Nebraska desiring to operate as an approved CTE program and receive Perkins funds is required to actively participate in the reVISION process. The next 3 tabs includes the 6 elements and 15 questions for your leadership and CTE team to complete and submit to NDE by March 15th, 2024. Element 2 will be completed at the regional workforce alignment meeting in January. Select which meeting to attend and document on tab 2.

This spreadsheet is intended to store resources and data for your district's CTE team. There is an official workbook that is required by your district to complete and submit to NDE by March 15, 2024: <https://www.education.ne.gov/nce/revision/>. The workbook has been streamlined under the "6 Elements: 21 Questions" tab below. If you complete the spreadsheet, you can then copy and paste into the workbook and submit. Completing this spreadsheet ensures that ESU 9 can consolidate our consortium's data and write an effective and purposeful Perkins V grant for the 2024-2028 years!

ESU 9 educational service unit

Please complete this spreadsheet as a district team and share with [kristen.slechts@esu9.us](mailto:kristen.slechts@esu9.us) for consortium data collection and analysis for our **March 14th Leadership Team Meeting at ESU 9**.

ESU 9 is offering a CTE reVISION Work Day on **January 30th from 9:00 - 3:00 p.m.** for teams that would like to have the space and support to complete this spreadsheet.

Element 1: Career Development  
 Element 2: Local Workforce Alignment  
 Element 3: Size, Scope, & Quality & Implementing Programs of Study  
 Element 4: Student Performance  
 Element 5: Recruitment, Retention, & Training of CTE Educators  
 Element 6: Work-Based Learning

Resources:  
<https://www.education.ne.gov/nce/revision/>

ESU 9 Guidance 6 Elements: 21 Questions District Data SUMMARY CTE Team & Stakeholders H3 Report Perkins Report Card State Funding Budget Performance Data by Subgroup

### CTE Team & Stakeholders Tab:

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Career Field

Career Field	Staff	Email Address:
Agriculture, Food and Natural Resources	Anthony Sigler	asigler@4rhuskies.org
Agriculture, Food and Natural Resources	Sarah Cordonier	scordonier@4rhuskies.org
Business, Marketing and Management	Cole Ashby	cashby@4rhuskies.org
Business, Marketing and Management	Dana Thompson	dthompson@4rhuskies.org
Business, Marketing and Management	Lynette Finley	lfinley@4rhuskies.org
Business, Marketing and Management	Lydia Behnk	lbehnk@4rhuskies.org
Career Guidance Counselor	Barb Bonifas	bbonifas@4rhuskies.org
Career Guidance Counselor	Jacob Willems	jwillems@4rhuskies.org
Communication and Information Systems	Lynette Finley	lfinley@4rhuskies.org
Human Sciences and Education	Jana Gibson	jpgibson@4rhuskies.org
Human Sciences and Education	Paula Dush	pdush@4rhuskies.org
Skilled and Technical Sciences	Scott Jones	sjones@4rhuskies.org
Skilled and Technical Sciences	KC Lathrop	klathrop@4rhuskies.org
Health Science Pathway		

reVISION Stakeholder Verification Worksheet

Role	Names	Organizations	Email/Contact Info	Evidence of Engagement
Secondary CTE and core academic teachers/faculty	Anthony Sigler Sarah Cordonier Cole Ashby Dana Thompson Lynette Finley Lydia Behnk Jana Gibson Paula Dush Scott Jones KC Lathrop	Aurora High School		
Secondary school counselors, special education and advisement professionals, academic counselors	Jake Willems Barb Bonifas	Aurora High School		
Secondary principal(s)	Doug Kittle Cody Hoegh	Aurora High School		
Secondary instructional support and paraprofessionals	Lani Heiser Hannah Hiatt Amy Hudiburgh Roxann Bredthauer			

## 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 the webpage 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.