



LOCAL PERKINS APPLICATION 2024-2028

CONSORTIA

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION



DEPARTMENT OF EDUCATION
1101 North 17th Street, Lincoln, NE 68502-2611



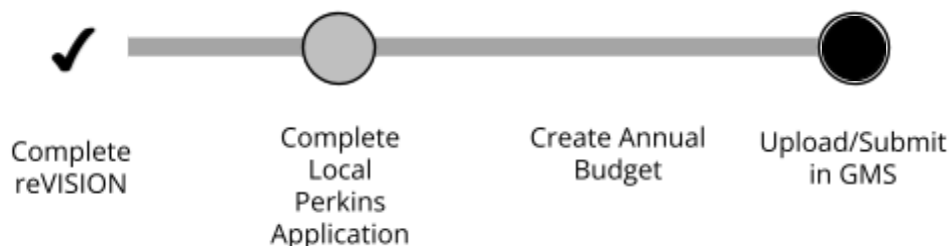
General Information

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 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/

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 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 22, 2024
- 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 most current information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by **May 22**.

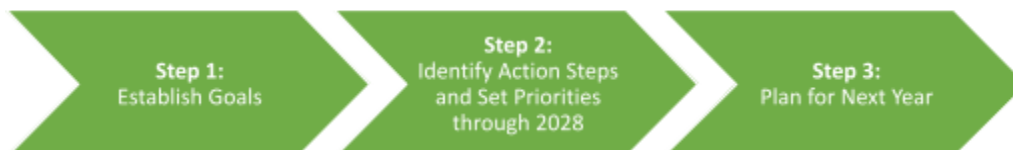
Application Elements

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)?

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.



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.

Section 1: reVISION Summary

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/. 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>SAMPLE:</p> <p>Size, Scope, and Quality and Implementing CTE Programs of Study</p>	<p><i>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.</i></p>	<p><i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i></p> <p><i>Within the next four years, strategies will be developed to expand CTE program offering amongst consortia members, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i></p>

reVISION SUMMARY		
Element	Summary of Consortia’s Current State	Consortia’s Overarching Goal(s)
Career Development	Most of our consortia schools have some training for counselors and	Provide training and career endorsement for CTE teachers and

	<p>CTE teachers to have conversations with students regarding careers and interests. There are some schools that have limited collaboration between counselors and CTE teachers. The schools have various opportunities for students to learn about career options including: college visits to 2 and 4 year schools, military recruiter visits, class field trips, career fairs, Transition conference, SENCAP, guest speakers from local businesses, and some apprenticeships/job shadowing.</p>	<p>counselors to be able to have those conversations with students. Encourage CTE teachers and counselors to discuss careers and opportunities on a regular basis for their students. Continue to network with local businesses. Incorporate skill set and career choices into curriculum. Increase WBL endorsements for CTE staff. Increase work-based learning activities for students. Increase collaboration with local businesses for apprenticeship/job shadowing opportunities.</p>
<p>Local Workforce Alignment</p>	<p>Many schools are utilizing SENCAP to provide educational opportunities for students in H3 courses. Schools use the H3 list for their area and statewide to analyze which courses are needed and some follow-up with local businesses. Special population students can take part in Vocational Rehab, Transition, Project Search, and CRAVE. There are some local businesses that employ these students.</p>	<p>Some schools already have internship/job shadowing opportunities, but some are needing this for their students. While the schools provide various options, there is always the need to add new programs of study. Ensure that Department of Labor and Economic Development data is being utilized to evaluate course offerings annually for all schools. We need to continue to create, develop, and enhance partnerships with local and regional business/industry.</p>
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>Many consortium schools converse with local businesses to seek employability skills. Students have interactions with businesses during field trips, career fairs, or businesses speaking to classes. Schools have received new equipment through Perkins funding, but are limited on items due to the amount of funds available. The new funding that goes directly to the schools will help with this as each school can purchase their own items that we</p>	<p>Continuation of businesses visiting schools and talking to the students. By purchasing more industry grade equipment for the schools, students will be able to produce better quality products and learn up-to-date skills that are desired in local businesses. Current curriculum and software can be purchased to support students in learning. Offering exploratory classes in CTE programs could help to increase non-traditional student representation in classes.</p>

	are unable to purchase through the Perkins consortium.	We will continue to review, analyze, and evaluate the CTE programs to ensure that they align with the reVISION priorities.
Student Performance Data	<p>The schools that do have gaps in performance are the low socio-economic students and those going into a non-traditional class, ex. fewer males in FCS, fewer females in STS.</p> <p>Students involved in CTSO's are encouraged to take classes that align with those clubs. Students are encouraged to enroll in CTE classes and some schools offer introductory CTE classes in junior high.</p>	<p>Encourage all students to try different classes. Continue to offer CTE courses by showing the correlation of classes to CTSO's. Use local businesses to support students to explore non-traditional pathways.</p>
Recruitment, Retention, and Training of Faculty and Staff	<p>With the decline in CTE teacher availability, some schools are finding it hard to employ and keep CTE teachers. FCS and STS teachers seem to be the most needed. New teachers who participate in the new teacher training through ESU 6 (called EIS) are matched with a mentor teacher in their content area. Events such as the ESU 6 CTE Day, CTE Collaboration with ESU's 4-5-6, and the NCE Conference are utilized to provide vital information directly to those teachers with time for collaboration within their courses of study. Some of our smaller schools are involved in Blue River Cohort which provides professional development.</p>	<p>Schools would like to have teachers in all CTE areas. Will need to Grow our Own teachers and have them return after college to teach. Capitalize on those students that show an interest in a certain field. Identify strategies for recruitment and find teachers who can teach dual credit courses. By improving facilities and equipment, we can create interest in teachers coming to our schools and retaining them. Providing professional development and memberships in national organizations will help to keep them involved and learning new things. We will continue the PD opportunities that are already being utilized and possibly add in some national conferences.</p>
Work-Based Learning	<p>A few consortia schools currently have work-based learning and have seen success in that. Some of those areas include early childhood, Ag, and other non-CTE jobs. The majority of the schools have no WBL in place or only provide job shadowing. Discussions are being held with</p>	<p>Schools want to implement work-based learning and internships for their students. Collaboration with local businesses is vital to achieve this. We want to collaborate with SCC-Milford to offer WBL experiences. Focus on specific skill-building with students to achieve success with WBL and</p>

	<p>local employers and partnerships are formed with the Chambers of Commerce. One school has the JAG program and some utilize Transition and CRAVE programs for special populations. By surveying students, schools are able to gather interests to be able to match them with a WBL business. Career Readiness courses explore possible careers and training opportunities. Local businesses are brought in to speak to students about their industry to encourage interest in their field.</p>	<p>communicate regularly with businesses on student progress. Create a direct link between students, employers, and career paths. Two more schools will be involved in the JAG program for the 2024-2025 school year, so there will be more opportunities for students as that progresses.</p>
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Helpful Tip

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

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the 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:

The ESU 6 Perkins consortium is committed to providing opportunities for our CTE teachers and counselors to help students with career planning and experiences to show what careers are available.

- a) **Self-awareness:** Exposing middle school students to all CTE areas gives them the opportunity to determine which programs they might pursue in high school. The self-awareness of all middle and high school students in the Consortium will be positively impacted through participation in strategically targeted learning experiences and resources.
- b) **Career Exploration:** When students understand their interests, we can help them by providing career explorations, college visits, career fairs, job shadowing/externships, and other opportunities. Collaboration with UNL Extension for Connecting the Dots allows students to visits with colleges, universities, and industry leaders to understand what is involved in different

career fields to see what would interest them. Students will have exposure to different fields via industry tours, career fairs, military recruiters, and industry speakers in the classroom. Schools will continue to bring in outside professionals to speak with the students about their particular industry and what skills are needed to succeed. Students learn a lot about careers in the various CTSO's that are offered in their schools. The PLC leaders are encouraged to take their groups and tour different businesses to learn and take that information back to their students. By sending teachers to the CTE Collaboration Days, NCE Conference, and various other workshops, they will gain additional knowledge to instruct and guide their students based on their individual interests. Many consortia teachers are involved in CTSO's which are great experiences for both teachers and students alike. They gain valuable knowledge and are able to compete in events which provide valuable experiences and skills for future careers.

- c) Career Planning: Students are encouraged to tour colleges (two, four, and technical) to find the best fit for them. With guidance on available options, they can determine whether a two or four year degree is needed or even if college is required for their career interest. Military personnel visit schools to let students know what is available on that front. These opportunities, in addition to visiting local businesses, allow students to explore their options to decide what is best for them. Many local manufacturers are seeking employees who have the skill sets and can start right out of high school. With this there is the possibility of the employer paying for schooling for the student as they work which is a great option for those students that don't want to attend college. Continued collaboration between teachers and school counselors is essential for students to succeed. Students gain skills in preparing resumes, portfolio development, job interviewing, and networking from their counselors.
- d) Career and Academic Advising: Schools provide students with career and college exploration opportunities - some in the middle school and some at the high school level. One goal of the consortium is to develop and implement a more systematic program for delivery of career and college awareness, career and college exploration, and career development which is adaptable to each school. This process will help our schools to establish clarity in who provides this guidance and when it is provided and will help to ensure that every child has a clear understanding of opportunities that are available to them.

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: Schools will provide the CTE model for students to explore those pathways. They will have a better understanding of what careers are available to them within those realms. We can assist the schools in the analysis of their pathways to see what is currently being offered and what they might want to add. Continuing the collaboration between schools, business partners, and colleges help the students to further understand their options and have a chance for an internship and industry tours. Schools will continue to have guest speakers from local businesses, colleges, and military personnel visit their schools to speak to students about their options.

Action Steps:

1. The recommitment to consistent communication with the advisory team from local industry

leaders will help teachers and business leaders to connect and see where industry is heading so they can better prepare their students with the current and future needs of the workforce.

2. Continue to provide professional development opportunities in each CTE content area for teachers to be informed on industry standard equipment, opportunities, and pathways for curriculum enhancement.
3. Continue to expand additional career exploration classes so students gain more exposure.

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. Recommit to consistent communication with the advisory team. <ol style="list-style-type: none"> a. Recruit members to replace those who have left or moved on to different jobs. b. Set meeting dates - one for the fall and one for the spring - to provide opportunities to collaborate and share ideas. 2. Provide meaningful and relevant Professional Development opportunities to all consortium CTE teachers with a focus on career development. <ol style="list-style-type: none"> a. Encourage CTE PLC teacher leaders to connect with and explore career development opportunities within their content area. b. Continue to participate in the SE NE Manufacturing Partnership by attending meetings and setting up opportunities for students and teachers. 3. Support schools as they strive to expand additional career exploration classes. <ol style="list-style-type: none"> a. Participate in the Middle School Landscape Analysis Project with WestED and NDE.
Year 2: 2025-2026	<ol style="list-style-type: none"> 1. Continue to build capacity within and through the advisory team. <ol style="list-style-type: none"> i. Set meeting dates - one for the fall and one for the spring - to provide opportunities to collaborate and share ideas. 2. Continue to provide meaningful and relevant Professional Development opportunities to all consortium CTE teachers with a focus on career development. <ol style="list-style-type: none"> a. Encourage CTE PLC teacher leaders to connect with and explore career development opportunities within their content area. b. Continue to participate in the SE NE Manufacturing Partnership by attending meetings and setting up opportunities for students and teachers. 3. Support schools as they strive to expand additional career exploration classes. <ol style="list-style-type: none"> a. Participate in the Middle School Landscape Analysis Project with WestED and NDE in order to address needs and desired outcomes at the middle school level.

<p>Year 3: 2026-2027</p>	<ol style="list-style-type: none"> 1. Continue to build capacity within and through the advisory team. <ol style="list-style-type: none"> i. Set meeting dates - one for the fall and one for the spring - to provide opportunities to collaborate and share ideas. 2. Continue to provide meaningful and relevant Professional Development opportunities to all consortium CTE teachers with a focus on career development. <ol style="list-style-type: none"> a. Encourage CTE PLC teacher leaders to connect with and explore career development opportunities within their content area. b. Continue to participate in the SE NE Manufacturing Partnership by attending meetings and setting up opportunities for students and teachers. 3. Support schools as they strive to expand additional career exploration classes. <ol style="list-style-type: none"> a. Participate in the Middle School Landscape Analysis Project with WestED and NDE in order to address needs and desired outcomes at the middle school level.
<p>Year 4: 2027-2028</p>	<ol style="list-style-type: none"> 1. Continue to build capacity within and through the advisory team. <ol style="list-style-type: none"> i. Set meeting dates - one for the fall and one for the spring - to provide opportunities to collaborate and share ideas. 2. Continue to provide meaningful and relevant Professional Development opportunities to all consortium CTE teachers with a focus on career development. <ol style="list-style-type: none"> a. Encourage CTE PLC teacher leaders to connect with and explore career development opportunities within their content area. b. Continue to participate in the SE NE Manufacturing Partnership by attending meetings and setting up opportunities for students and teachers. 3. Support schools as they strive to expand additional career exploration classes. <ol style="list-style-type: none"> a. Participate in the Middle School Landscape Analysis Project with WestED and NDE in order to address needs and desired outcomes at the middle school level.

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:

We feel the CTE programs that are already offered in our consortium schools are valuable to our students. Most of our schools have the opportunity to offer many programs of study. Results of the reVision process indicated interest in the areas of robotics, healthcare, transportation, and electrical tech as possible additions in the future. There are only two schools that do not have Ag Education, which we see as a huge strength of our region and essential for our area of the state. We will continue to use Department of Labor and Economic Development data to evaluate course offerings annually for all schools.

ESU 6 attends the Southeast Nebraska Manufacturing Partners meetings to collaborate with Southeast Community College and local industries in our consortium area. Many of these companies are seeking employees to fulfill various positions, such as machinists and industrial technicians. Apprenticeships are being discussed for high school students to get hands-on experience; possibly leading to employment directly out of high school.

By allowing for teacher/counselor externships to visit local businesses/industry, they will be able to see available career options, learn industry standards, and be able to incorporate these into their classrooms to assist their students in learning those needed skills to be successful.

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

RESPONSE:

Most of our schools offer Vocational Agriculture, which is great considering that most of our schools are in rural communities. Robotics, healthcare, transportation, electrical tech, and CNC courses were some examples that our schools would like to incorporate into their programs of study.

We need to grow our work-based learning and job shadowing enterprises for all schools. These experiences are vital for students to get that hands-on experience and learn what careers are available to them.

H3 occupations in need are similar within the Lincoln MSA and Southeast regions. Heavy and Tractor-trailer truck drivers, General and Operations Managers, Elementary School Teachers, Machinists, Registered Nurses, and Electricians are in the top 10 needed occupations for both regions. By encouraging students to take SENCAP classes and partake in work-based learning we can garner interest in our students for these occupations. The Southeast Nebraska Manufacturing Partnership that exists within our Consortium aligns well with helping middle and high school students develop a more sophisticated understanding of the local labor market related to H3 positions including but not limited to Manufacturing companies. As the manufacturing employers have frequently identified to school officials in our Consortium, the available jobs within these corporations consists not only of technical manufacturing positions but also in other highly skilled areas such as human resources and management.

Our Mentoring Program provides guidance for new teachers by having a “seasoned” teacher show them the ropes and give valuable information on how they conduct their classes, leading to teacher retention. As part of our new teacher training (EIS - Effective Instruction Series) each first year teacher is matched with a veteran teacher in their content area. This is especially significant for our CTE teachers in our small districts where they are the only teacher in that content area - which can be very isolating. Mentors maintain regular contact with mentees and help connect them to regional and statewide networks.

The Grow Your Own Program, which is continuing to expand, helps students to explore education as a profession by providing coursework and Educator Rising experiences. During the 2024-2028 grant cycle, we will encourage more of our schools to participate in this program in order to reach more of our students.

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:

Our schools are proactive with including students with disabilities into CTE course offerings. Some schools already have local businesses that employ special population students where they can learn job skills and have interactions. This is an area that we need to expand for all schools. Some smaller communities are limited on this as they don’t have many business opportunities. Vocational Rehabilitation is utilized to provide job coaching for some schools.

All students are encouraged to take classes outside their comfort zone (ex. girls in welding, boys in FCS classes). As schools analyze their data and identify student populations that are being underserved, we will support their efforts to expand and improve opportunities.

The CRAVE programs are for students aged 18-21. This program offers life skills via education, employment, and some independent living. The transition programs have Skills Trainers who work under the direction of the program directors to develop job sites, write job descriptions, task lists, job analysis and implement necessary modifications for the job sites. The trainers and instructors also work with young adults with disabilities across multiple settings: classroom, training, job site, and community.

Our Transition/CRAVE Director has applied for a reVISION Action Grant for the 2024-2024 school year. If received, the funding would be used for multiple things regarding special populations and CTE courses. The identification of barriers to inclusive enrollment and participation of students with disabilities in CTE courses will be addressed, and professional development for CTE teachers, counselors, and secondary special education teachers will be provided. Training and takeaway materials would also be developed to support special populations in Work Based Learning.

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)

Goals: Our goals are still relevant from four years ago. We want to continue to expand this for our schools to fill the needs of our consortia schools and local industry.

Action Steps:

1. Expand relationships with business/industry to assist in providing current curriculum.
2. Continue to add/remove courses and programs of study that address the new/emerging needs of the workforce.
3. Provide meaningful work experience for special populations that lead to careers that fit their skills and interests.

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. Explore and address needs in our consortia schools in relation to local workforce development. <ol style="list-style-type: none"> a. Expand and build on relationships with local business/industry partners to assist in providing relevant classroom curriculum. b. Add to and remove courses as appropriate to address the new and emerging needs of the workforce. 2. Provide meaningful work based experiences for all students that can lead to careers that fit their skills and interests. <ol style="list-style-type: none"> a. Ensure that opportunities are available for special populations of students and help schools to collect and analyze data on the opportunities they are providing for special populations.
Year 2: 2025-2026	<ol style="list-style-type: none"> 1. Explore and address needs in our consortia schools in relation to local workforce development. <ol style="list-style-type: none"> a. Expand and build on relationships with local business/industry partners to assist in providing relevant classroom curriculum. b. Add to and remove courses as appropriate to address the new and emerging needs of the workforce. 2. Provide meaningful work based experiences for all students that can lead to careers that fit their skills and interests. <ol style="list-style-type: none"> a. Ensure that opportunities are available for special populations of students and help schools to collect and analyze data on the opportunities they are providing for special populations.
Year 3: 2026-2027	<ol style="list-style-type: none"> 1. Explore and address needs in our consortia schools in relation to local workforce development. <ol style="list-style-type: none"> a. Expand and build on relationships with local business/industry partners to assist in providing relevant classroom curriculum. b. Add to and remove courses as appropriate to address the new and emerging needs of the workforce. 2. Provide meaningful work based experiences for all students that can lead to careers that fit their skills and interests. <ol style="list-style-type: none"> a. Ensure that opportunities are available for special populations of students and help schools to collect and analyze data on the opportunities they are providing for special populations.
Year 4: 2027-2028	<ol style="list-style-type: none"> 1. Explore and address needs in our consortia schools in relation to local workforce development.

	<ul style="list-style-type: none">a. Expand and build on relationships with local business/industry partners to assist in providing relevant classroom curriculum.b. Add to and remove courses as appropriate to address the new and emerging needs of the workforce. <p>2. Provide meaningful work based experiences for all students that can lead to careers that fit their skills and interests.</p> <ul style="list-style-type: none">a. Ensure that opportunities are available for special populations of students and help schools to collect and analyze data on the opportunities they are providing for special populations.
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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:

Consortium members offer state approved programs of study within the following career fields:

- Agriculture, Food, and Natural Resources.
- Computer Science and Technology.
- Health Sciences.
- Human Sciences and Family and Consumer Sciences.
- Skilled and Technical Sciences
- Business, Marketing, and Management

These offerings align with the local and Regional assessment results indicating that there are myriad occupational opportunities and critical job shortages across these areas and that they offer an opportunity for students to interface with highly qualified teachers and engage with local area employers seeking talented, dedicated and diligent employees.

Most of our ESU 6 Perkins Consortium schools have classes offered in all six of the core academies. Exeter-Milligan and Friend Schools will be voting on whether to consolidate their schools. If this is approved they will be able to combine their resources which will lead to more opportunities for all students.

The recruitment and retention of teachers in CTE fields continues to be a struggle, as it is in much of the state. We will work with schools to creatively fill positions and provide as many opportunities to students as possible. We are also addressing this struggle through our mentoring program, and through the networking and training opportunities our CTE Collaboration days provide. We believe that when teachers feel connected, empowered, and supported, they are more likely to stay in the classroom providing high quality instruction to students.

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.

The main means by which the academic and technical skills of students participating in CTE programs

will be improved is through enhancing the instructional efficacy of CTE teachers and core teachers who are infusing and integrating CTE content and learnings within their particular subjects of study. A substantial portion of the Perkins funding for this Consortium is earmarked for professional development opportunities which showcase best practices and focus on the use of high-quality instructional materials as well as adherence to an instructional model for maximally effective pedagogical practice. During the next four-year cycle, we plan to increase the number of Professional Development opportunities we offer that are focused on the development of high quality instruction in CTE. We will provide teachers and school teams the opportunities to dig into their programs of study and their coursework to ensure that it is challenging, relevant, and aligned to the state standards.

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.

All members of the Consortium have high schools which offer post-secondary credit through partnership agreements with post-secondary institutions. The predominant one being Southeast Community College, which has a programmatic focus on associate's degree / 2-year programs which meet H3 criteria. That said, the post- secondary credit options include numerous other institutions of Higher Learning, since the Consortium includes within its region many post-secondary partners with Consortium members. These include but are not limited to: Concordia University, Doane University, Southeast Community College, Wesleyan University, and York College. This is another area that will be addressed as teachers and school teams work on their course pathways, as mentioned in the previous question. As necessary, we will support teachers and schools in providing postsecondary credit and gaining the necessary credentials to do so through professional development and continuing education.

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)

Goals: Work with NDE experts to come up with ways to include special populations to participate in CTE programs, possibly the Middle School Landscape project. Assist teachers in mapping their curriculum and aligning career pathways to NDE state standards.

Action Steps:

1. Engage with experts from the Nebraska Department of Education to leverage expertise in best practice strategies for reaching special populations in CTE programs.
2. Continue to work with business and industry to provide recommendations for furnishing labs with industry standard equipment.
3. Create career pathways, enhance career readiness and expand business partnerships focusing on classroom curriculum.
4. Generate interest for special populations, especially non-traditional students in respect to gender.
5. Determine dual credit availability and ascertain whether faculty has the credentials needed to teach these courses.
6. Ongoing evaluation (study, implement, maintain) cycle of curriculum materials review and prioritization of equipment needs based Labor Market Information for the consortium region.

**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. Engage with experts from NDE to leverage expertise in best practice for reaching special populations in CTE programs. <ol style="list-style-type: none"> a. Participate in the Middle School Landscape project with NDE and WestED. b. Utilize possible Action grant funding to enhance and build connections between Student Services, Professional Development, and CTE educators. 2. Work with schools in an ongoing evaluation cycle of curriculum materials and prioritization of equipment needs based on labor Market Information for the consortium region. <ol style="list-style-type: none"> a. Develop resources with and for teachers to map their curriculum and align their career pathways, units, and lessons to the NDE state standards.

	<ul style="list-style-type: none"> b. Develop and build dual credit options where appropriate.
<p>Year 2: 2025-2026</p>	<ul style="list-style-type: none"> 1. Engage with experts from NDE to leverage expertise in best practice for reaching special populations in CTE programs. <ul style="list-style-type: none"> a. Participate in the Middle School Landscape project with NDE and WestED. b. Utilize possible Action grant funding to enhance and build connections between Student Services, Professional Development, and CTE educators. 2. Work with schools in an ongoing evaluation cycle of curriculum materials and prioritization of equipment needs based on labor Market Information for the consortium region. <ul style="list-style-type: none"> a. Develop resources with and for teachers to map their curriculum and align their career pathways, units, and lessons to the NDE state standards. b. Develop and build dual credit options where appropriate.
<p>Year 3: 2026-2027</p>	<ul style="list-style-type: none"> 1. Engage with experts from NDE to leverage expertise in best practice for reaching special populations in CTE programs. <ul style="list-style-type: none"> a. Continue to Participate in the Middle School Landscape project with NDE and WestED. b. Leverage the work done during the Action grant year to continue to enhance connections between Student Services, Professional Development, and CTE educators. 2. Work with schools in an ongoing evaluation cycle of curriculum materials and prioritization of equipment needs based on labor Market Information for the consortium region. <ul style="list-style-type: none"> a. Develop and revise resources with and for teachers to map their curriculum and align their career pathways, units, and lessons to the NDE state standards. Utilize this process with an increased number of schools in the consortium. b. Develop and build dual credit options where appropriate.
<p>Year 4: 2027-2028</p>	<ul style="list-style-type: none"> 1. Engage with experts from NDE to leverage expertise in best practice for reaching special populations in CTE programs. <ul style="list-style-type: none"> a. Continue to Participate in the Middle School Landscape project with NDE and WestED. b. Leverage the work done during the Action grant year to continue to enhance connections between Student Services, Professional Development, and CTE educators. 2. Work with schools in an ongoing evaluation cycle of curriculum materials and prioritization of equipment needs based on labor Market Information for the consortium region. <ul style="list-style-type: none"> a. Develop and revise resources with and for teachers to map their curriculum and align their career pathways, units, and lessons to the NDE state standards. b. Develop and build dual credit options where appropriate.

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**

The students of the ESU 6 schools /consortium comprise a highly diverse group of individual Learners, including LEP / English language learners, students who have been Wards of the state/in the care of foster parents; students from socioeconomically diverse backgrounds including High poverty, and students with disabilities.

- a. The primary means by which teachers will improve in an array of offerings and activities to prepare special populations is through the incorporation of sustained professional development. This will help ensure instructors build capacity to offer rigorous and relevant coursework. Focusing on Independent Living skills and employability assets, the transition programs will

assist students of special populations in availing themselves of the full range of CTE course and programming options. ESU 6 personnel will pair skills trainers working under the direction of the classroom teachers and guidance counselors to develop job sites, write job descriptions, task lists, job analysis and implement necessary modifications for the job sites.

- b. Most students understandably have difficulty seeing themselves in nontraditional careers or pursuing a nontraditional career path. Through the wide array of programs the consortium participant schools provide, students gain valuable exposure to a diverse range of experiences with different types of jobs including nontraditional ones. This exposure to various opportunities allows them to try different vocations and see what they would like to do and what abilities they have to offer that position. They also find out which jobs they don't like to do during this process. We will design and support activities with an inclusive focus, and are committed to ensuring an ongoing review of CTE materials and processes that are in place to ensure that unintended biases are removed and that career paths are represented by diverse populations. If students are lacking in certain skills, the trainer can teach them what they need to do to find success, and we will contribute to removing barriers in nontraditional career paths.
- c. Equal opportunities for special populations work in collaboration to provide appropriate activities via a variety of methods, based on individual student and family needs and aligned to IEP goals for students with disabilities. Consortium skills trainers will also work with young adults with disabilities across multiple settings: classroom, training, job site, and community. Alignment of CORE and CTE courses will foster higher student engagement and connected learning in this key area. When approved, our reVision Action grant will assist with identifying barriers that exist within the ESU 6 area schools. Staff members will attend the CAST UDL conference in July, where they will learn more about inclusive opportunities for students with disabilities. Furthermore the CAST UDL content will in turn assist our CTE teachers in acquiring the skills to more effectively guide instruction with an evidence-based framework, sustain best practices, and personalize instruction to enhance access. A particular emphasis will be placed on programming and activities that increase access and student engagement in technology, engineering and math (STEM), particularly for students who are historically under-represented in these fields. Professional development will also be provided to assist those learners with disabilities to enroll in and satisfactorily complete CTE classes.
- d. Compilation of district-level policy and practitioner commitments will further validate non-discriminatory actions and focus on inclusive, comprehensive commitments to equity for all. Increased training is needed for CTE teachers, counselors, and Secondary special educators in the support of instructional techniques with special needs students. They will better understand the needs of students and be able to relate those needs and requirements to employers. The reVision Action grant personnel will develop training and takeaway materials to share with teachers and potential employers to support these students to gain experience in employment. There can be a lack of understanding from employers in how to deal with special needs students and the consortium is committed to building understanding of the needs of diverse learners and the myriad benefits of employing special needs students in community workplaces.

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.

The Consortium is keenly interested in, and stakeholders are aware of and watchful for disparities and gaps in performance. Additional actions in terms of revision of and narrowing of focus will occur in the latter two years of the program should achievement and participation disparities in gaps not be reduced in a statistically significant manner. The Regional Summaries provided by the Department of Education help to identify prioritized Action Steps based upon needs analysis and pointing to existing performance gaps. The additional actions which the Consortium will target include:

- Exploring recruitment strategies to improve success of recruitment and retention of CTE teachers. The Consortium will analyze vacancies and retention across participating schools and partner with educator prep programs to examine success of local substitute consortium as a means of enlisting pre-service educators in practical field experiences in member districts.
- Increase accessibility of career fairs, guest speakers, field trips within CTE areas and documenting through school-level data the frequency and duration and number of students impacted by these experiences leading to site-based learning opportunities in the field. This will help the Consortium further extend and assist in developing work-based partnerships with area industries and provide measurable results in development of partnerships with these businesses.

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: ESU 6 will work with our consortium schools to understand any disparities in student performance, and assist where possible to expand opportunities for staff and students to gain experiences.

Action Steps:

1. Promote and maintain equal opportunities to special populations to increase participation.
2. Consider aligning CORE and CTE courses to assist in greater numbers of faculty and staff who may work with students to help in preventing recovery/intervention for under-performing populations.
3. Expand experiences for students in local work-based learning opportunities including internships, workshops, tours, and job fairs.
4. Process data and understand how to interpret relevant statistics and encourage student to student study collaboration.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
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<p>Year 1: 2024-2025</p>	<ol style="list-style-type: none"> 1. Support school teams as they collect and analyze data about their CTE programming and student performance. <ol style="list-style-type: none"> a. Promote and maintain equal opportunities for special populations of students and increase participation in CTE pathways. b. Expand experiences for students to experience work-based learning including internships, workshops, tours, and job fairs. c. Consider ways to partner with and align CTE courses with CORE classes.
<p>Year 2: 2025-2026</p>	<ol style="list-style-type: none"> 1. Continue to support school teams as they collect and analyze data about their CTE programming and student performance. <ol style="list-style-type: none"> a. Promote and maintain equal opportunities for special populations of students and increase participation in CTE pathways. b. Expand experiences for students to experience work-based learning including internships, workshops, tours, and job fairs. c. Consider ways to partner with and align CTE courses with CORE classes.
<p>Year 3: 2026-2027</p>	<ol style="list-style-type: none"> 1. Continue to support school teams as they collect and analyze data about their CTE programming and student performance. <ol style="list-style-type: none"> a. Promote and maintain equal opportunities for special populations of students and increase participation in CTE pathways. b. Expand experiences for students to experience work-based learning including internships, workshops, tours, and job fairs. c. Consider ways to partner with and align CTE courses with CORE classes.
<p>Year 4: 2027-2028</p>	<ol style="list-style-type: none"> 1. Continue to support school teams as they collect and analyze data about their CTE programming and student performance. <ol style="list-style-type: none"> a. Promote and maintain equal opportunities for special populations of students and increase participation in CTE pathways. b. Expand experiences for students to experience work-based learning including internships, workshops, tours, and job fairs. c. Consider ways to partner with and align CTE courses with CORE classes.

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.

The recruitment and retention of CTE teachers continues to be a struggle, so as the consorting entity for the ESU 6 Perkins Consortium, we are committed to the continuity of learning and continuous improvement for both individuals and systems within our service area. This means that the identified primary and priority core service area for an educational Service Unit by Statute and Rule is professional development. Through a focus on targeted professional development activities, the retention of highly qualified teachers and the Improvement of instructional efficacy will be met through sustained collaborative professional development activities. These are earmarked and identified in the budget summary documents which substantiate the commitment to adult learning as key to recruitment, retention, and training to enhance the skills base of our highly qualified teachers.

ESU 6 hosts a CTE Day every fall for teachers and counselors to attend. We also collaborate with ESU's 4 and 5 for our annual CTE Collaboration every spring at SCC - Beatrice. At these events, NDE personnel, local industry/business, and school based businesses attend to lend their expertise and hold breakout sessions to provide valuable information. The NCE Conference is well attended each summer for learning experiences and collaboration. These events are all vital professional development tools to provide new information to teachers and allow for new teachers to collaborate with others in their field of study. We will continue to encourage our teachers to attend these events.

ESU 6 collaborates with ESU 9 to recruit high school students into the field of education to help curb the teacher shortage issue. Ed Rising chapters have been established in some of our schools so students can have the experience and skills they need to be ready for the classroom.

The Mentoring program was also established so that a new teacher at a school could be mentored by another teacher from a different school who has been teaching in that area for a while. This support is much needed to give teachers the advice and information that they need to succeed. This also aims to get new teachers on the right path to be able to retain them as CTE teachers.

Perkins funds will be used for professional training to give teachers/counselors/etc. the additional education, experiences, and training that they need to teach students. Ongoing training will keep them informed of changes in the industry and help to retain them. By learning the latest trends industry, they are better informed and able to provide better advice and education to their students.

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)

Goals: Professional Development is vital for CTE teachers to keep them informed of the latest trends, educating them on new practices, and providing new opportunities for them to learn. Collaboration with other teachers in their area provides continuity and communication so they won’t feel isolated. Provide mentoring for new teachers so they will receive the support and collaboration that they need to succeed as teachers.

Action Steps:

1. Strengthen professional development for teachers and staff geared toward CTE aligned with district CTE needs. This will be done by providing a variety of opportunities for teachers - conferences, regional networking, professional learning communities, and other opportunities as needs arise.
2. Recruit, retain, and train highly qualified instructors. Also update materials and equipment to appeal to both students and teachers. New CTE teachers will be provided with a mentor teacher in their content area and will be immediately connected to a professional learning community in our ESU 6 region that is led by a master teacher.
3. Provide collaboration with other CTE teachers within the district and /or economic region to avoid isolation in a program. This is done in a variety of ways - through google group email communication, professional learning communities, conferences, and consistent communication.
4. Adopt, examine, and expand curriculum to career clusters. This work will be done within school districts with teacher teams who examine existing curricular materials and work to improve those materials to be high quality in every CTE curricular area.

**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. Provide Professional Development that is relevant, meaningful, and worthwhile to all CTE teachers. <ol style="list-style-type: none"> a. Leverage high quality PD to recruit and retain excellent teachers in CTE classrooms. <ol style="list-style-type: none"> i. Utilize the mentoring program for new teachers in CTE. ii. Utilize the Professional Learning Communities and teacher leaders to provide networking and learning opportunities. 2. Adopt, examine, and expand curriculum in career clusters. <ol style="list-style-type: none"> a. Work with individual schools in the consortium to build on and improve their current curriculum process in CTE content areas.
Year 2: 2025-2026	<ol style="list-style-type: none"> 1. Provide Professional Development that is relevant, meaningful, and worthwhile to all CTE teachers.

	<ul style="list-style-type: none"> a. Leverage high quality PD to recruit and retain excellent teachers in CTE classrooms. <ul style="list-style-type: none"> i. Utilize the mentoring program for new teachers in CTE. ii. Utilize the Professional Learning Communities and teacher leaders to provide networking and learning opportunities. 2. Adopt, examine, and expand curriculum in career clusters. <ul style="list-style-type: none"> a. Work with individual schools in the consortium to build on and improve their current curriculum process in CTE content areas.
Year 3: 2026-2027	<ul style="list-style-type: none"> 1. Provide Professional Development that is relevant, meaningful, and worthwhile to all CTE teachers. <ul style="list-style-type: none"> a. Leverage high quality PD to recruit and retain excellent teachers in CTE classrooms. <ul style="list-style-type: none"> i. Utilize the mentoring program for new teachers in CTE. ii. Utilize the Professional Learning Communities and teacher leaders to provide networking and learning opportunities. 2. Adopt, examine, and expand curriculum in career clusters. <ul style="list-style-type: none"> a. Work with individual schools in the consortium to build on and improve their current curriculum process in CTE content areas.
Year 4: 2027-2028	<ul style="list-style-type: none"> 1. Provide Professional Development that is relevant, meaningful, and worthwhile to all CTE teachers. <ul style="list-style-type: none"> a. Leverage high quality PD to recruit and retain excellent teachers in CTE classrooms. <ul style="list-style-type: none"> i. Utilize the mentoring program for new teachers in CTE. ii. Utilize the Professional Learning Communities and teacher leaders to provide networking and learning opportunities. 2. Adopt, examine, and expand curriculum in career clusters. <ul style="list-style-type: none"> a. Work with individual schools in the consortium to build on and improve their current curriculum process in CTE content areas.

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.

- Some of our schools already have WBL opportunities for their students and have found success. We need to foster this in all of our schools, especially those smaller ones that are lacking in local business/industry. These internships/job shadows will allow students the opportunity to experience a career with which they have an interest. These opportunities could possibly lead to full time employment upon graduation.
- Collaborate with local Chambers of Commerce and Economic Development groups to initiate interest in local business for job shadowing/internships and tours for students..
- Collaboration between schools and local industry for them to come in and speak to the students regarding what they do to peak the interest of students. Visits to local businesses that students are interested in could potentially lead to an internship.
- Industry leaders will supply valuable information on where their companies are headed in the future and what equipment is currently being used. We can then make informed decisions about what items we should be ordering with Perkins funding to allow the students hands-on experience before entering the workforce.
- Through our collaboration with Southeast Nebraska Manufacturing Partners, we will be able to find apprenticeships for our high school students interested in those trades. This collaboration with SCC and local industry will benefit all parties involved and possibly lead to full time employment right out of high school for some students as manufacturers are in dire need of employees. Students will receive that on-the-job experience to better prepare them for the future.

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)

Goals: Continue and expand partnerships with local business/industry to provide work-based learning opportunities for students.

Action Steps:

1. Continue to focus on work-based learning and partnerships with local business/industry to increase student accessibility to career fairs, workshops, guest speakers, and field trips to develop students’ technical skills.
2. Work with schools to develop and implement CTE curriculum that is aligned with state standards and meets each students’ needs.
3. Partner with business and industry to inform what the needs of schools are in order to provide quality work-based learning programs.
4. Evaluate and address barriers that exist that may prevent students from having access to work based learning opportunities - whether those be scheduling, transportation, or programming barriers.

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	1. Provide opportunities for school teams to learn about work-based learning opportunities with local industries.

	<ol style="list-style-type: none"> a. Include work-based learning as a strand in collaboration days in the fall and spring. b. Help school teams to evaluate and address barriers that exist that may prevent students from having access to work-based learning opportunities - whether those be scheduling, transportation, or programming.
Year 2: 2025-2026	<ol style="list-style-type: none"> 1. Build on the learning from Year 1 to expand opportunities in individual schools for work-based learning. <ol style="list-style-type: none"> a. Support school teams as they develop and implement CTE curriculum that is aligned with state standards and focuses on work-based learning as a capstone. b. Partner with business/industry to inform what ongoing needs of schools are in order to provide relevant and high quality experiences for students.
Year 3: 2026-2027	<ol style="list-style-type: none"> 1. Build on the learning from Year 1 and Year 2 to expand opportunities in individual schools for work-based learning. <ol style="list-style-type: none"> a. Support school teams as they continue to implement CTE curriculum that is aligned with state standards and focuses on work-based learning as a capstone. b. Partner with business/industry to inform what ongoing needs of schools are in order to provide relevant and high quality experiences for students.
Year 4: 2027-2028	<ol style="list-style-type: none"> 1. Evaluate the progress from Year 1, 2, and 3 and the efforts to expand opportunities in individual schools for work-based learning. <ol style="list-style-type: none"> a. Support school teams as they continue to implement CTE curriculum that is aligned with state standards and focuses on work-based learning as a capstone. b. Partner with business/industry to inform what ongoing needs of schools are in order to provide relevant and high quality experiences for students.

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:

The ESU 6 Perkins Consortium is committed to actualizing the 5 commitments for equity in education that have been articulated by the Nebraska Department of Education as fundamentally sound and foundationally important. These are:

- We commit to an equity of opportunity by ensuring all Nebraskans are college, career, and civic ready.
- We commit to an equity of achievement by measuring and tracking academic progress -- the Perkins Consortium will consistently track student participation and analyze multiple measures of achievement to ensure not only adequate but optimal progress. One area of need

that has been identified in the last grant cycle is additional opportunities for special populations in CTE programs. To address this need, we have applied for a ReVISION Action Grant to provide vital assistance for schools to increase opportunities for those special populations. Professional development for CTE teachers, counselors, and secondary special education teachers will be provided to establish essential learning outcomes for learners with disabilities to enroll and satisfactorily complete CTE classes.

- We commit to an equity of access by leading and supporting educator effectiveness-- The Perkins Consortium is committed to equity of access by ensuring relationally based guidance counseling to leverage student interest and supporting teacher professional development through high efficacy continuous learning opportunities.
- We commit to an equity of access by supporting quality instructional materials -- the Perkins Consortium through Educational Service Unit 6 is committed to supporting quality instructional materials acquisition by committing to alignment with Nebraska Department of Education recommendations for instructional materials vetting including analysis for implicit and overt bias to ensure that materials are optimally equitable and inclusive.
- We commit to an equity of access and opportunity by engaging Nebraskans on emerging needs in the educational landscape -- The ESU 6 consortium is committed to remaining forward-thinking and capitalizing on emerging labor market needs through active, dynamic, robust partnerships with business interest, Economic Development experts, and post-secondary partners.

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:

The ESU 6 Perkins Consortium contains a diverse and representative array of key stakeholders to be able to offer resourceful and insightful input in the facilitation and administration of all grant related activities. Key stakeholders who have committed to serving on the Advisory Committee and providing ongoing consultative support include but are not limited to the following: Professional Development Consultants, business leaders, teacher leaders, students and parents, as well as community members who have an interest in influencing opportunities for students in our region. Our Advisory Committee will take steps to communicate regularly in order to ensure that we are supporting what is needed in our schools and communities.

Efforts have been made on a consistent basis to fully engage stakeholder groups and solicit input through a wide variety of mechanisms, including in person and teleconference meetings, collaborative partnership activities such as group tours of local businesses and post-secondary programs focusing on meeting crucial labor shortages, in addition to conference calls, periodic updates on program initiatives, and other correspondence. This deliberate focus on meaningful engagement will help to ensure an inclusive approach to Perkins programming and high levels of student engagement representing the full spectrum of diverse perspectives in the student population and community stakeholders within ESU 6.

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.