



**LOCAL PERKINS APPLICATION  
2024-2028**

**CONSORTIA**

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

500 S. 84th Street, 2nd Floor Lincoln NE, 68510-2611



**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><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>

<b>reVISION SUMMARY</b>		
Element	Summary of Consortia’s Current State	Consortia’s Overarching Goal(s)
<p><b>Career Development</b></p>	<p>A few of the ESU 13 consortium districts indicated they have great collaboration between the district, college and businesses. Districts in the ESU 13 consortium find a need for continuing an enhanced and systematic collaboration between schools, business professionals and community colleges to provide information about CTE offerings, marketing of CTE offerings and programs, and post-secondary and workforce opportunities. Most districts indicated they provide college opportunities with bringing in college representatives to the district as well as offering several college visits/tours during the school</p>	<p>Within the next four years, support districts in career and college awareness and exploration for students as identified in reVISION Local and Regional data. The systemic programs will include: collaboration between schools, business professionals and community colleges; and connections to the Nebraska Career Education Model, colleges, business and industry, and military to expand dual credit, work-based learning, and internship opportunities.</p>

	<p>year. Numerous schools stated an increase of career explorations opportunities (Connect the Dots, Career Cabs, Career Fairs). There is a desire for continuing opportunities for post-secondary, workforce, and industry partnerships in the form of career fairs and experience/job shadows (both within and outside the school).</p>	
<p><b>Local Workforce Alignment</b></p>	<p>School districts in the ESU 13 consortium understand the importance and want to maintain and enhance partnerships with local and regional business and industry partners. Having those business and industry partners take part in being members of advisory boards and to deepen work-based learning experiences with internships, apprenticeships, mentoring and job shadows. Although, a large majority of districts evaluate their CTE programs, they indicate the need for continued support of their advisory boards. Continued use of regional workforce data is needed to review and align courses, and programs of study offerings to local and regional workforce needs. The consortium would like to focus on special populations to provide workforce opportunities.</p> <p>Education</p>	<p>Within the next four years, continue to utilize local advisory boards to review, analyze, and evaluate Career and Technical Education programs and to align with reVISION priorities, local workforce needs, local data and stakeholder input.</p>
<p><b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b></p>	<p>Although the districts do their best to maintain facilities and equipment the desire to continue equipment and facility updates and upgrades to meet industry standards and needs is prevalent in the ESU 13 Consortium (Sioux County, Chadron, Bayard, Hay Springs, Gordon-Rushville, Leyton, Creek Valley, Potter-Dix, Kimball, Garden County).</p> <p>Continued use of local advisory</p>	<p>Through the next four years, while focusing on reVISION data, industry and employer requirements CTE programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers.</p>

	<p>committees/boards for Career and Technical Education programs is also needed in this element. Those advisory committees can also aid districts in consideration of developing career pathways. Offering certification at the completion of pathways, was mentioned by several districts. In general, ESU 13 consortia schools, are wanting to expand all CTE areas. There is a desire to offer programming that meets the needs of the panhandle job force. Education, computer science, and skilled trades were often mentioned.</p>	<p>Within the next four years, utilize local advisory boards to review, analyze, and evaluate Career and Technical Education programs (including certification, where applicable) to align with reVISION priorities, local workforce needs, local data and stakeholder input.</p>
<p><b>Student Performance Data</b></p>	<p>Several schools indicated in their reVISION worksheets, they recognize the needs of special populations, attendance, enrollement and student achievement. Through the reVISION process ESU 13 Consortium feels there is the need to formally gather, analyze and effectively use data to understand: needs of special populations, attendance, enrollment, and student achievement.</p>	<p>Within the next four years, continue to use of data evaluation process to review, analyze, and evaluate Career and Technical Education programs to align with reVISION priorities, local workforce needs, local data and stakeholder input.</p>
<p><b>Recruitment, Retention, and Training of Faculty and Staff</b></p>	<p>Districts of the ESU 13 consortium have certified CTE instructors in place of the programs they offer, which varies greatly between school districts. As stated in the reVISION local needs assessment, ESU 13 school districts need help to hire and retain quality, certified, young teachers, by looking at incentives and compensation packages. This is difficult for the consortium to provide as this a per district decision. It was a resounding theme that districts feel professional development opportunities will aid to recruit and retain teachers.</p>	<p>Within the next four years, offer multiple yearly professional development opportunities to all CTE instructors, administrators, and support staff. Including but not limited to: ESU 13 Network Meetings (annual and/or bi-annual), NCE conference, state, regional, and/or national CTE conferences, and specialized workshops.</p>
<p><b>Work-Based Learning</b></p>	<p>Work-based learning opportunities, at different levels, are offered at a most school districts in the ESU 13</p>	<p>Within the next four years, ESU 13 consortium will assist districts in collaboration with local business professionals, local advisory boards,</p>

	<p>consortium. According to the reVISION process there is a stated need to not only continue already developed WBL opportunities, but also create, develop and enhance partnerships of ESU 13 consortium schools with local and regional business and industry partners. Having those business and industry partners take part in being guest speakers, career fairs, field trips, internships, apprenticeships, work-based learning, and members of school advisory boards, would prove beneficial.</p>	<p>NDE, and the like, to determine what they can do to assist in WBL experiences.</p>
--	--	---

## 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 13 Perkins Grant Consortium schools, in conjunction with local college and workforce partners, will work to provide students with opportunities for self-awareness, career exploration, and career planning before, during and after participation in Career and Technical Education Programs.

- a. **Self-awareness:** Becoming more aware of the Nebraska Career Education Model at an earlier grade is key in helping students know what courses they want to take in High School. Throughout high school, CTE students will be reminded of the Nebraska Career Education Model through course standards and skills. These standards and skills will also reinforce skills in other content areas which are tested through the ACT. Students may also have the opportunity for college visits, business and industry speakers and/or tours, and other opportunities that may arise.
- b. **Career Exploration:** Students will be exposed to career opportunities in earlier grades to increase course offerings. Students at the high school level will have the opportunity to hear from employers about their specific Career Field skills and educational degrees/certifications needed for those

jobs. Students will also be provided with H3 Labor Market information to assist them in finding career goals which would work within their interests. Opportunities to visit and tour colleges to explore career and educational opportunities aligned to their career goals.

- c. **Career Planning:** Students in Career and Technical Education courses will have the opportunity in their courses and through Work-based Learning opportunities to understand the skills and post-secondary options. During their time in Career and Technical Education courses, or through programs for all high school students, opportunities to practice job search skills using programs such as the 4H Extensions “Connecting the Dots”, 4H Extensions “Mapping your Success”, Career Cabs, or similar programs they may have developed to give students an experience with seeking a job, preparing their resume, interviewing, portfolio development, professional networking and more.
- d. A goal for the ESU 13 Perkins Grant Consortium for the next four years is to support opportunities for delivery of career and college awareness, career and college exploration and career development which is adaptable to each school. This system will include programs for Middle School to High School students so the process starts as early as possible to help schools grow their programs, promote college opportunities, and their regions workforce. Supporting schools with implementing certification programs or dual-credit courses will be a part of this goal.

**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)*

Within the next four years, support districts in career and college awareness and exploration for students as identified in reVISION Local and Regional data. The systemic programs will include: collaboration between schools, business professionals and community colleges; and connections to the Nebraska Career Education Model, colleges, business and industry, and military to expand dual credit, work-based learning, and internship opportunities.

**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>	<ul style="list-style-type: none"> <li>•Support Career Cabs, Connect the Dots, and Mapping your Success</li> <li>•ESU 13 CTE Professional Development Day</li> <li>•NCE Attendance/Participation</li> <li>•Cadre for each career field and counselors</li> </ul>
<b>Year 2: 2025-2026</b>	<ul style="list-style-type: none"> <li>•Support Career Cabs, Connect the Dots, and Mapping your Success</li> <li>•ESU 13 CTE Professional Development Day</li> <li>•NCE Attendance/Participation</li> <li>•Cadre for each career field and counselors</li> </ul>
<b>Year 3: 2026-2027</b>	<ul style="list-style-type: none"> <li>•Support Career Cabs, Connect the Dots, and Mapping your Success</li> <li>•ESU 13 CTE Professional Development Day</li> <li>•NCE Attendance/Participation</li> <li>•Cadre for each career field and counselors</li> </ul>
<b>Year 4: 2027-2028</b>	<ul style="list-style-type: none"> <li>•Support Career Cabs, Connect the Dots, and Mapping your Success</li> <li>•ESU 13 CTE Professional Development Day</li> <li>•NCE Attendance/Participation</li> </ul>

•Cadre for each career field and counselors

## 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:**

ESU 13 Consortia is committee to workforce alignment by supporting local advisory boards where data can be gathered and analyzed. Districts expressed a wide-variety of needs in expanding programs of study (education, agriculture, computer science). Local needs mostly revolve around heavy and tractor-trailer truck drivers, bookkeeping/accounting, medical (RN/LPN/LVN), education, and electrician needs. Using the regional workforce data and information from the H3 website, programs and activities relating to those needs will be funded.

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

**RESPONSE:**

Priority will be given to these new programs of study (education, agriculture, computer science), as well as, the programs of study, determined by the reVISION process and the H3 job needs, that address the needs in the Panhandle that revolve around heavy and tractor-trailer truck drivers, bookkeeping/accounting, medical (RN/LPN/LVN), education, and electricians.

### 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:**

All students, including students in special populations, learn about courses available to them through guidance counselors and course selection and registration. The local needs assessment did not reveal any issues with students, including special populations, finding out about CTE course offerings or program of study.

### 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)*

Within the next four years, continue to utilize local advisory boards to review, analyze, and evaluate Career and Technical Education programs and to align with reVISION priorities, local workforce needs, local data and stakeholder input.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"><li>•Support local advisory boards in evaluation of district CTE programs in analyzing data to align course offerings with panhandle workforce needs</li><li>•Professional development opportunities (NCE, ESU 13 CTE Professional Development Day, National Conferences, etc.)</li></ul>
<b>Year 2: 2025-2026</b>	<ul style="list-style-type: none"><li>•Support local advisory boards in evaluation of district CTE programs in analyzing data to align course offerings with panhandle workforce needs</li><li>•Professional development opportunities (NCE, ESU 13 CTE Professional Development Day, National Conferences, etc.)</li></ul>
<b>Year 3: 2026-2027</b>	<ul style="list-style-type: none"><li>•Support local advisory boards in evaluation of district CTE programs in analyzing data to align course offerings with panhandle workforce needs</li><li>•Professional development opportunities (NCE, ESU 13 CTE Professional Development Day, National Conferences, etc.)</li></ul>
<b>Year 4: 2027-2028</b>	<ul style="list-style-type: none"><li>•Support local advisory boards in evaluation of district CTE programs in analyzing data to align course offerings with panhandle workforce needs</li><li>•Professional development opportunities (NCE, ESU 13 CTE Professional Development Day, National Conferences, etc.)</li></ul>

### Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

**Context:** Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e., teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary through the reVISION process.

**7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study in each participating district. Justify these offerings with reVISION outcomes.**

**RESPONSE:**

All ESU 13 Perkins Grant Consortium members provide at least one state approved model Program of Study, but indicate the desire to increase the availability of more. Education, agriculture/technical skills, and computer science were mentioned in several reVISION worksheets. Idealistically, ESU 13 Perkins Grant Consortium members would like to provide at least one Program of Study in each career field in the Nebraska Career Education model. ESU 13 Perkins Grant Consortium funds will be used for Programs of Study which align to regional workforce (H3) needs (heavy and tractor-trailer truck drivers, bookkeeping/accounting, medical (RN/LPN/LVN), education, and electrician needs). This regional data will be looked at on a yearly basis to determine areas of need and Programs of Study to be funded with Perkins Funds. Funds will also be used by districts who need to align their Programs of Study to Local and Regional needs so students can be offered the programs in their district. Funds will be allocated, at that time, to assist in creating and implementing new Programs of Study or classes which lead to Programs of Study in alignment of Local and Regional needs. Individual school districts programs of vary according to needs and staffing. School districts will continue to analyze local data to determine new programs of study and course offerings. This data can be shared with the ESU 13 consortium.

**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:**

Through the collaboration between secondary and post-secondary programs in the ESU 13 Perkins Grant Consortium, alignment of curriculum and Programs of Study will be to insure alignment and rigor. This will aid in student achievement of academic and technical skills needed to achieve their career goals. Also with this collaboration, dual credit opportunities can be addressed for students assessed based on Local Market (H3) data and needs. Providing ESU 13 Perkins Grant Consortium members and local colleges with the opportunity to review data together can only strengthen Career and Technical Education programs academic and technical skills of students who participate.

**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:**

Currently, very few ESU 13 Perkins Grant Consortium members have dual or concurrent enrollment programs or early college high school for Career and Technical Education programs. There is a stated desire, to increase skill attainment for Career and Technical Education courses and programs of study, certificate completion, and dual-credit. Through collaboration with post-secondary institutions, schools will have the ability to explore the options available to them for Career and Technical Education dual or concurrent enrollment, or early college opportunities.

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

Through the next four years, while focusing on reVISION data, industry and employer requirements CTE programs will purchase curriculum, industry grade equipment, software, and other resources identified by business and industry to support students in learning and demonstrating skills for current H3 careers.

Within the next four years, utilize local advisory boards to review, analyze, and evaluate Career and Technical Education programs (including certification, where applicable) to align with reVISION priorities, local workforce needs, local data and stakeholder input.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"> <li>•Prioritize new technology and equipment purchases through the Perkins Local Use Support ("PLUS") application</li> <li>•Support local advisory boards in evaluation of district CTE programs in analyzing data to align course offerings with panhandle workforce needs</li> <li>•Professional development opportunities (NCE, ESU 13 CTE Professional Development Day, National Conferences, etc.)</li> </ul>
<b>Year 2: 2025-2026</b>	<ul style="list-style-type: none"> <li>•Prioritize new technology and equipment purchases through the Perkins Local Use Support ("PLUS") application</li> <li>•Support local advisory boards in evaluation of district CTE programs in analyzing data to align course offerings with panhandle workforce needs</li> <li>•Professional development opportunities (NCE, ESU 13 CTE Professional Development Day, National Conferences, etc.)</li> </ul>
<b>Year 3: 2026-2027</b>	<ul style="list-style-type: none"> <li>•Prioritize new technology and equipment purchases through the Perkins Local Use Support ("PLUS") application</li> <li>•Support local advisory boards in evaluation of district CTE programs in analyzing data to align course offerings with panhandle workforce needs</li> <li>•Professional development opportunities (NCE, ESU 13 CTE Professional Development Day, National Conferences, etc.)</li> </ul>

<b>Year 4: 2027-2028</b>	<ul style="list-style-type: none"> <li>•Prioritize new technology and equipment purchases through the Perkins Local Use Support ("PLUS") application</li> <li>•Support local advisory boards in evaluation of district CTE programs in analyzing data to align course offerings with panhandle workforce needs</li> <li>•Professional development opportunities (NCE, ESU 13 CTE Professional Development Day, National Conferences, etc.)</li> </ul>
------------------------------	---

## Element 4: Student Performance Data

**Context:** All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the reVISION process, 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

- 10. 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:**

ESU 13 Perkins Grant Consortium members feel they do a good job of including all students in Career and Technical Education courses but need to evaluate the data to support this. Using data to improve and/or create the programs students want or need is important to Consortium members.

- a. Using data, from many sources, will allow districts to focus their efforts on helping all students, including special populations, prepare for jobs and careers in H3 sectors or occupations. Using data digs to determine Local and Regional H3 needs, as well as needs of students, to help more closely align Programs of Study to the needs of the community, region, and students.
- b. Using “hard” data, rather than perceptual data to know how many students are in non-traditional fields is key. Collecting and analyzing data as to “why” students may not participate in non-traditional Programs of Study will allow districts to craft their messages better and break the stereotypes in those fields.
- c. All Career and Technical Education courses, programs, and Programs of Study are available to all students in ESU 13 Perkins Grant Consortium schools. The use of data will allow districts to better understand what programs are being used by what special populations, rather than just a guess. This will allow districts to better “market” those courses, programs and Programs of Study to students.
- d. ESU 13 Perkins Grant Consortium will continue to provide professional development opportunities for teachers to include all students in Career and Technical Education Courses and not discriminate against any student in their districts. Professional development opportunities provided at ESU 13 as well as state and national conferences will help teachers provide equity for all students.

**11. 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:**

Through the reVISION process, the ESU 13 consortium identified needs in special populations and analyzing student data in specific areas with student attendance, enrollment and achievement. The ESU 13 Perkins Grant Consortium will identify disparities or gaps in performance as determined by using a data evaluation process. This process will be used to identify program evaluation needs, professional development priorities, etc. In order to address disparities and gaps the consortium will look for help to through professional development, Nebraska Department of Education, local business and industry, peer sharing, and other strategies as needed. If the Data Dig process does not help promote meaningful progress, the process will be reviewed and revised. Professional development may be needed to appropriately review, analyze, and evaluate CTE program data.

**12. 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)*

Within the next four years, continue to use of data evaluation process to review, analyze, and evaluate Career and Technical Education programs to align with reVISION priorities, local workforce needs, local data and stakeholder input.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"><li>•Support local advisory boards in evaluation of district CTE programs in analyzing data concerning special populations and CTE</li><li>•Professional development opportunities (NCE, ESU 13 CTE Professional Development Day, National Conferences, etc.)</li></ul>
<b>Year 2: 2025-2026</b>	<ul style="list-style-type: none"><li>•Support local advisory boards in evaluation of district CTE programs in analyzing data concerning special populations and CTE</li><li>•Professional development opportunities (NCE, ESU 13 CTE Professional Development Day, National Conferences, etc.)</li></ul>
<b>Year 3: 2026-2027</b>	<ul style="list-style-type: none"><li>•Support local advisory boards in evaluation of district CTE programs in analyzing data concerning special populations and CTE</li><li>•Professional development opportunities (NCE, ESU 13 CTE Professional Development Day, National Conferences, etc.)</li></ul>
<b>Year 4: 2027-2028</b>	<ul style="list-style-type: none"><li>•Support local advisory boards in evaluation of district CTE programs in analyzing data concerning special populations and CTE</li><li>•Professional development opportunities (NCE, ESU 13 CTE Professional Development Day, National Conferences, etc.)</li></ul>

**Element 5: Recruitment, Retention, and Training of Faculty and Staff**

**Context:** Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of 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.

**13. 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:**

According to the Panhandle Needs Assessment the following three areas need to be addressed in the recruitment and retention of CTE staff:

The ESU 13 Perkins Grant Consortium will coordinate and partner with NDE and institutions of higher learning in several ways. First with ESU 13 Network meetings for each of the five CTE areas and

counselors, NDE Field Specialists and post-secondary members, districts will be invited to participate and share needs in those fields as well as any other relevant items as needed. This gives an opportunity for sharing, collaborating, and professional development for CTE instructors.

Secondly, providing Perkins Funds for CTE instructors to attend high quality state, regional, or national conferences and/or trainings assists in providing students innovative and industry standard skills. These conferences and trainings also assist the CTE instructor in improving their skills to pass on to students. They are also able to get a first look at new and innovative, industry-grade, equipment and materials to be brought back and shared with their students and other CTE instructors within the ESU 13 Perkins Grant Consortium.

Finally, these professional development opportunities and collaborations will allow teachers to recruit students into the Career and Technical Education teaching profession, including groups who are underrepresented. At regional or national conferences, they may attend sessions and gain insight on the recruitment and retention of underrepresented groups to bring back to the ESU 13 Perkins Grant Consortium.

**14. 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)*

Within the next four years, offer multiple yearly professional development opportunities to all CTE instructors, administrators, and support staff. Including but not limited to: ESU 13 Network Meetings (annual and/or bi-annual), NCE conference, state, regional, and/or national CTE conferences, and specialized workshops.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"> <li>•Professional development opportunities (NCE, National Conferences, etc.)</li> <li>•ESU 13 CTE Professional Development Day</li> <li>•ESU 13 Network Meetings for each career field and counselors</li> </ul>
<b>Year 2: 2025-2026</b>	<ul style="list-style-type: none"> <li>•Professional development opportunities (NCE, National Conferences, etc.)</li> <li>•ESU 13 CTE Professional Development Day</li> <li>•ESU 13 Network Meetings for each career field and counselors</li> </ul>
<b>Year 3: 2026-2027</b>	<ul style="list-style-type: none"> <li>•Professional development opportunities (NCE, National Conferences, etc.)</li> <li>•ESU 13 CTE Professional Development Day</li> <li>•ESU 13 Network Meetings for each career field and counselors</li> </ul>
<b>Year 4: 2027-2028</b>	<ul style="list-style-type: none"> <li>•Professional development opportunities (NCE, National Conferences, etc.)</li> <li>•ESU 13 CTE Professional Development Day</li> <li>•ESU 13 Network Meetings for each career field and counselors</li> </ul>

## Element 6: Work-based Learning

**Context:** Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska’s work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

**15. 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:**

Currently within the ESU 13 Perkins Grant Consortium, several districts offer limited opportunities for Work-based Learning. Many ESU 13 Perkins Grant Consortium districts are interested in creating a robust Work-based Learning program, but are in need of developing or expanding Work-based Learning opportunities. To that point, one of the goals for the next four years is to develop or expand more WBL offerings. Through the action steps of the goal, the ESU 13 Perkins Grant Consortium will work with schools in the consortium, local businesses and employers to develop programs which are sustainable in smaller communities.

**16. 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)*

Within the next four years, ESU 13 consortium will assist districts in collaboration with local business professionals, local advisory boards, NDE, and the like, to determine what they can do to assist in WBL experiences.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"> <li>•ESU 13 CTE Professional Development Day</li> <li>•NCE Attendance/Participation</li> <li>•National Conference Attendance</li> <li>•Cadre for each career field and counselors</li> <li>•Support local advisory boards in evaluation of district CTE programs</li> </ul>



<p><b>Year 2: 2025-2026</b></p>	<ul style="list-style-type: none"> <li>•ESU 13 CTE Professional Development Day</li> <li>•NCE Attendance/Participation</li> <li>•National Conference Attendance</li> <li>•Cadre for each career field and counselors</li> <li>•Support local advisory boards in evaluation of district CTE programs</li> </ul>
<p><b>Year 3: 2026-2027</b></p>	<ul style="list-style-type: none"> <li>•ESU 13 CTE Professional Development Day</li> <li>•NCE Attendance/Participation</li> <li>•National Conference Attendance</li> <li>•Cadre for each career field and counselors</li> <li>•Support local advisory boards in evaluation of district CTE programs</li> </ul>
<p><b>Year 4: 2027-2028</b></p>	<ul style="list-style-type: none"> <li>•ESU 13 CTE Professional Development Day</li> <li>•NCE Attendance/Participation</li> <li>•National Conference Attendance</li> <li>•Cadre for each career field and counselors</li> <li>•Support local advisory boards in evaluation of district CTE programs</li> </ul>

**Ensuring Equitable Access**

**17. 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:**  
 As a whole, all ESU 13 Consortium schools and the ESU 13 Perkins Grant Coordinator, took into account ALL students within districts and CTE Courses. Many districts discussed special populations while discussing all elements of the reVISION process. Through ESU 13 CTE data evaluation processes (Student Performance Data goal), all students in Consortium schools will look at data for all sub-groups of students in Career and Technical Education classes to determine program needs, instruction gaps, equity, and other improvements to individual and consortium programs.

**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:***

ESU 13 has an active Perkins Advisory board made up of school district personnel that are involved with their districts reVISION process. Members of this board have been updated regularly throughout the process of reVISION and writing of the ESU 13 Consortium's 4-year plan. Members of the advisory have also had an opportunity to review the draft of the 4-year plan.

The ESU 13 4-year Perkins V plan was shared with all ESU 13 Perkins Grant Consortium CTE Instructors, Counselors, Principals, and Superintendents. The process has been very transparent and input from all consortium members has been key in the process.

Through the reVISION process, the ESU 13 Perkins Grant Consortium Advisory Committee may look different in the coming years as schools develop their own boards/committees. It is yet to be determined how, when, and what this will look like. However, the ESU 13 Perkins Grant Consortium Advisory committee may become smaller and more of a final check and balance for grant funds.

---

## 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.