



**LOCAL PERKINS APPLICATION
2024-2028**

CONSORTIA

ESU15 CONSORTIA

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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



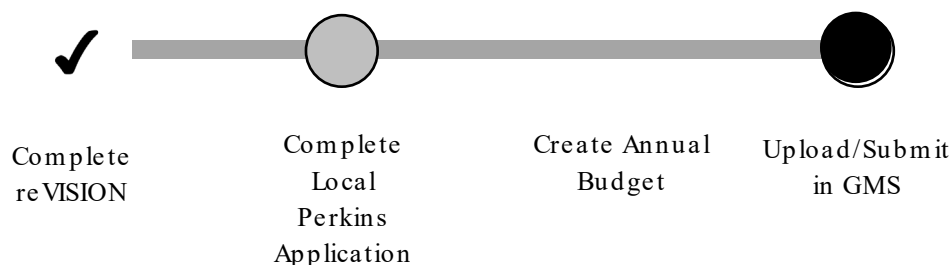
General Information

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

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

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

The Local Perkins Application asks you to describe how your 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 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, workbased learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

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

Timeline and Deadlines

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

**Dates are subject to change. Please visit www.education.ne.gov/nce/perkins-administration/ for most current information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 15.

Application Elements

The following outline is provided to support eligible recipients as they develop their four -year Local Perkins Application.

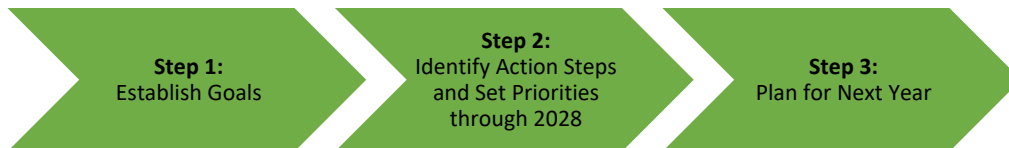
Section 1: reVISION Summary

Section 2: Narrative Responses

Section 3: Annual Budget Worksheet

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your consortium determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by each district and economic development region through the reVISION process and establish a set of high -priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, districts and education partners reviewed a number of different data elements (e.g., school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements. Taking all of these desired states and action steps into consideration, identify a goal or set of goals your consortium might pursue to ensure high-quality CTE programming for member districts and their students.

Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2024 -2025)?

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

Section 1: reVISION Summary

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><i>Size, Scope, and Quality and Implementing CTE Programs of Study</i></p>	<p><i>Most programs have the minimum SSQ components in place, though the following 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)
<p>Career Development</p>	<p>Within the ESU 15 Consortium, numerous schools offer a wide array of opportunities for students to explore various paths after graduation, including two- and four-year postsecondary education, technical colleges, military service, and direct employment. Additionally, the schools of the consortia have expanded or are seeking to expand their CTE offerings. The schools offer career development activities that include job shadowing/work study, career fairs, college visits, and guest speakers.</p> <p>Counselors in all ESU 15 consortia schools play a crucial role in career development efforts and engage in meaningful discussions with students regarding their skill sets and career aspirations.</p> <p>Schools are facing challenges in providing complete career pathways due to various obstacles. These obstacles include, but are not limited to: scheduling constraints, limited staff, a notable shortage of qualified Career and Technical Education (CTE) instructors. Consequently there are limited avenues for collaboration between CTE instructors and counselors within the schools.</p>	<p>Over the course of the next four years, the ESU 15 Consortium will prioritize initiatives aimed at enhancing career development within its member schools, particularly at the 7-12 level. This will involve equipping CTE instructors with the necessary skills to engage in meaningful dialogues with students regarding their skill sets and career pathways. Additionally, fostering collaboration between CTE instructors and school career counselors will be emphasized to establish a robust K-12 career development program that comprehensively supports students in exploring and pursuing their career or post-secondary goals. These goals will also include the strengthening of career pathways that align with local and regional workforce needs.</p> <p>The consortia goals will also be to increase student exposure to high-wage, high-demand, and high-skill (H3) career fields. Schools would also like to address the needs of special populations as it relates to CTE programs and opportunities</p>

<p>Local Workforce Alignment</p>	<p>In the realm of Local Workforce Alignment, the ESU 15 Consortium's member schools are actively engaged in updating and aligning their programs of study to closely match the evolving demands of the local, state, and regional job markets. This strategic alignment is informed by up-to-date data (H3 reports & local demand data), ensuring that educational offerings are tailored to meet the present and future needs of employers and industries in the area.</p>	<p>Regarding workforce alignment goals, the ESU 15 Consortium's member schools are proactively involved in revising and aligning their academic programs to closely reflect the shifting requirements of the local, state, and regional employment landscapes.</p> <p>Consortium schools will continue to strategically offer courses that align to Nebraska Career Education Approved Programs. Members will continue to use relevant data and provide CTE curricula that are tuned to address both immediate and long-term demands of employers and industries within the region. The impact of these goals is to expand and prepare career readiness for all students, including special populations (ELL, learning disabilities, disabled).</p>
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>The schools share a commitment to enhancing their CTE programs to better align with the needs of the local economy and industries.</p> <p>Currently, within the ESU 15 Consortium, many member schools have, or are, actively revising and aligning their programs to Nebraska Career Education Standards. All the schools have an existing CTE program with various levels of engagement with local community colleges, business, and industry professionals.</p> <p>Some of the programs are lacking industry standard</p>	<p>Over the next four years, consortium member schools aim to collaborate closely with local business and industry leaders to develop CTE programs that adhere to industry standards and align with both Nebraska CTE Program of Study Standards and the insights gleaned from reVISION's local and regional data analysis.</p> <p>Schools within the consortia aim to expand programs, enhance and update equipment, and continue to partner with outside resources, such as the JAG Program to (Jobs for American Graduates).</p>

	<p>equipment or access to experts within various career fields. The schools see a common challenge in providing additional support for special population groups.</p>	<p>Consortium schools will continue to offer and implement Programs that are equitable, relevant, and innovative. The members districts will examine work-place opportunities and community college academic alignment to H3 careers in the region.</p>
<p>Student Performance Data</p>	<p>Schools are using data to monitor student progress, student participation and success rates in programs, and rationale for expansion of programs. Schools are seeking to provide tailored support and use of data to determine student engagement with programs.</p> <p>In the current state of the consortia schools, disparities in student performance within CTE courses reflect those observed in general academic courses. While some schools report no significant performance gaps, others have identified academic performance gaps in special populations such as ELL, SPED, and those eligible for Free/Reduced lunch programs.</p>	<p>Over the next four years, consortium member districts aim to leverage data-driven decision-making processes to effectively address the needs of all students, including special populations, ensuring alignment with and support for their educational objectives.</p> <p>Consortium schools will bolster awareness of career opportunities within Career and Technical Education (CTE) fields among secondary and post-secondary students. This will be achieved through targeted marketing campaigns, increased exposure through various channels, enhanced recruitment efforts, and expanded outreach initiatives. The focus will be on fostering equity and access for special populations, ensuring that all students have equal opportunities to explore and pursue CTE pathways</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>In the realm of Recruitment, Retention, and Training of Faculty and Staff, consortium member districts are committed to implementing data-driven decision-making processes over the next four years. This strategic approach will enable them to</p>	<p>Over the next four years, consortium member schools will strengthen their partnerships with the Nebraska Department of Education (NDE), local business and industry leaders, and teacher preparation institutions to enhance recruitment, retention, and training initiatives for faculty and staff.</p>

	<p>better understand and address the diverse needs of all students, including those from special populations, while ensuring that educational objectives remain aligned and supported.</p> <p>Consortium member districts are staffed with a mix of experienced and new CTE educators. All member districts are providing and encouraging professional development opportunities, mentoring programs, and competitive compensation packages.</p> <p>Member districts are providing professional development opportunities to both new and veteran staff in the area of CTE and the goals of the program as they relate to the education of all students, including those special populations being served.</p>	<p>They will actively address identified needs highlighted by reVISION data. Additionally, the consortium will investigate alternative strategies, such as continuing to provide CTE classes where teacher vacancies exist. Moreover, they will explore innovative approaches like the "Grow Your Own" concept to mitigate the shortage of CTE staff, as indicated by insights from the reVISION data. Members are also focused on updating equipment for programs in effort to both attract and retain CTE staff.</p> <p>Professional development opportunities will be fostered with community partners to assist with guidance as it relates to curriculum alignment, equipment purchases, and building program advocacy.</p>
<p>Work -Based Learning</p>	<p>Providing work-based learning opportunities presents challenges in small, rural communities. Work-Based learning experiences vary across member schools, with some lacking structured programs to others offering limited opportunities due to the rural nature of our region and communities. However, an increasing number of consortium schools have and are devising strategies to overcome obstacles related to placement and scheduling of work-based experience, thereby expanding access to these valuable</p>	<p>Over the next four years, consortium member school districts will pursue and explore avenues to continue to establish work-based learning programs. Their goal is to enhance work-based learning experiences that align with students' career goals. Schools will develop requirements for these programs and expand their network of opportunities for all students.</p> <p>The schools will rely on advisory boards to help define curriculum for use that are industry specific.</p>

	<p>opportunities for students. Capstone programs for career programs are being fostered and increased opportunities for internships and work study have been realized.</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 15 Consortium is committed to collaborating with education and workforce partners to ensure that every student, including those in special populations, receives comprehensive support in self-awareness, career exploration, and career planning throughout grades K-12. To achieve this goal, the consortium will implement the following strategies:

- Support districts by providing resources to facilitate teachers' attendance at regional, state, and national professional development opportunities. This ensures educators stay updated on the latest trends and opportunities in the workplace and employment landscape. Consortium school staff will be encouraged to attend regional, state,

- Work to collaborate with other ESUs in the region to organize a CTE Collaboration Day tailored for CTE teachers, counselors, and administrators. This event will attempt to feature a range of sessions aimed at enhancing CTE instruction, career development, student achievement, and advisory opportunities.
- Empower teachers within the ESU 15 consortium area to develop practical skills transferable to the classroom by facilitating workplace experiences aligned with their interests. This initiative aims to enable educators to better understand the needs of business and industry, thereby enhancing their ability to prepare students for the world of work.
- *Strive to sustain the provision of interactive career exploration programs, such as Nebraska Extension's "Connecting the Dots" Career Exploration Day. These initiatives offer all students valuable insights into various career paths and guide them in creating a career trajectory from high school through postsecondary education to the workplace.*
- Offer opportunities for CTE instructors to undergo training in conducting meaningful conversations with learners about skill sets and career choices. Additionally, facilitating collaboration between CTE instructors and school career counselors will be prioritized to ensure holistic career guidance for students.
- The consortium will support and collaborate with member schools to effectively utilize career assessment tools to guide students in making informed career choices. Additionally, the consortium will provide targeted professional development opportunities to support the successful implementation and expansion of new and existing CTE programs, including JAG (new program), robotics/coding, and professional development conferences such as NCE and ESU lead workshops.

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:

Over the course of the next four years, the ESU 15 Consortium will prioritize initiatives aimed at enhancing career development within its member schools, particularly at the 7-12 level. This will involve equipping CTE instructors with the necessary skills to engage in meaningful dialogues with students regarding their skill sets and career pathways. Additionally, fostering collaboration between CTE instructors and school career counselors will be emphasized to establish a robust K-12 career development program that comprehensively supports students in exploring and pursuing their career or post-secondary goals. These goals will also include the strengthening of career pathways that align with local and regional workforce needs.

The consortia goals will also be to increase student exposure to high-wage, high-demand, and high-skill (H3) career fields. Schools would also like to address the needs of special populations as it relates to CTE programs and opportunities

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p>Year 1: 2024-2025</p>	<ul style="list-style-type: none"> ● Facilitate access to regional, state, and national professional development opportunities for teachers by providing resources and support. ● Allocate resources to assist schools in addressing identified gaps in their existing career development programs. This may include integrating interactive career exploration simulation programs aimed at enhancing students' understanding of career pathways from high school through postsecondary education to the workplace. ● Offer professional development opportunities for CTE teachers and counselors to incorporate Habitudes resources into CTE classes, fostering students' comprehension of career readiness skills across all levels. ● Provide teachers with externship programs to strengthen the connection between education and the workplace, offering firsthand experience and insights. Additionally, community engagement meetings with regional business and industries will continue.

	<ul style="list-style-type: none"> ● Collaborate and review use of an assessment tool to guide students' career pathways or choices <p>To adhere to SMART Goal criteria, schools will gather data to monitor their participation in professional development and externship opportunities, providing evidence of completion, and facilitate progress monitoring.</p>
<p><i>Year 2: 2025-2026</i></p>	<ul style="list-style-type: none"> ● Foster cooperative relationships between teachers and counselors to ensure all staff members recognize the value of a comprehensive career development program and actively contribute to its implementation across all curriculum areas. ● Allocate resources to support schools in addressing identified gaps in their existing career development programs. This may include implementing an interactive career exploration simulation program aimed at enhancing students' understanding of various careers and guiding them in creating career paths from high school to the workplace. ● Allocate funding to enable teachers to attend regional, state, and national professional development opportunities. ● Provide teachers with opportunities for externship programs to strengthen the connection between education and the workplace. Community engagement meetings with regional business and industries will continue. <p>Evidence of completion: Collect data to identify schools participating in professional development opportunities.</p>
<p><i>Year 3: 2026-2027</i></p>	<ul style="list-style-type: none"> ● Offer resources to assist schools in addressing identified gaps within their current career development programs. This may include providing access to an interactive career exploration simulation program, designed to enhance students' understanding of various career options and guide them in creating a career path from high school through postsecondary study to the workplace. ● Allocate funding to support teachers' participation in regional, state, and national professional development opportunities. ● Facilitate training opportunities for CTE instructors and other faculty members to engage in meaningful conversations with students about their skill sets and career choices. ● Provide teachers with opportunities to participate in externship programs, reinforcing the connection between education and the workplace.

	<p>Evidence of completion: Collect data to determine school participation in professional development opportunities focused on career development and academic advising for all students, including special populations.</p>
<p><i>Year 4: 2027-2028</i></p>	<ul style="list-style-type: none"> ● Offer resources to assist schools in addressing gaps identified within their existing career development programs. This includes providing access to an interactive career exploration simulation program aimed at helping all students gain insights into careers of interest and navigate the path from high school to postsecondary education and the workplace. ● Allocate funding to support teachers' attendance at regional, state, and national professional development opportunities. ● Facilitate opportunities for schools to enhance their understanding and implementation of personal learning plans. ● Provide teachers with opportunities to participate in externship programs, strengthening the connection between education and the workplace. <p>Evidence of completion: Collect data to identify districts effectively implementing comprehensive career development programs and schools participating in professional development opportunities.</p>

Element 2: Local Workforce Alignment

Context : Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high -skill, high -wage, and high -demand (H3) occupations. In this section of the application, you will use the results of each district’s reVISION outcomes to support districts in improving the alignment between educational programming and labor market needs.

3. How did the reVISION outcomes inform the selection of specific CTE programs and activities to be funded?

RESPONSE:

The reVISION outcomes highlighted the need for professional development and support in aligning educational programming with local labor market needs. The reVISION process revealed that consortia member schools provide a diverse range of CTE programs. Data from the reVISION process further revealed that consortium districts offered, at minimum, at least one state-approved program of study, with a focus on agriculture. Moving forward, grant activities will aim to enhance and strengthen not only existing agriculture programs, but also existing agriculture programs, business, human sciences, Industrial Arts, skilled

and technical sciences, Education fields, and technology programs of study to better support H3 occupations in our regions.

The consortium members continue to support developing more internship and job shadowing opportunities. Increasing and engaging with regional business leaders will continue to be a goal.

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

RESPONSE:

Based on the findings of the reVISION process, the consortium has identified a need to explore and develop new programs of study to address gaps in offerings. While agriculture and business programs of study are currently prevalent across most districts, there is interest in expanding into areas such as human sciences, education, and skilled and technical sciences. However, challenges arise in finding qualified CTE teachers willing to teach in rural settings, hindering the expansion of these programs. Moving forward, discussions will be facilitated with stakeholders to assess the feasibility of addressing these challenges and potentially introducing new programs of study to meet student and community needs and the local labor market. Based on the reVision process the following new programs will be developed and/or explored:

JAG (Jobs for America's Graduates) program (Chase County Schools)

- A program for grades 7-12 to increase engagement, career readiness, and job shadowing opportunities.

"Connecting the Dots" program (Chase County Schools)

- An annual program for students to explore life and career readiness.

Skills USA Career Technical Student Organization (Maywood Public Schools)

- A career and technical student organization to enhance student learning and career readiness.

Engineering Career Cluster (Maywood Public Schools)

- A new career cluster to be implemented in the CTE curriculum.

Life skills curriculum (Maywood Public Schools)

- A new curriculum to be infused into all three CTE curricular areas.

Health science classes or opportunities for training (Dundy County Public Schools)

- Expanding health science classes or training opportunities to meet student interests and workforce demands.

Continued discussion in adding new internship opportunities or work studies will take place by all consortia schools.

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:

School counselors and career education teachers collaborate to ensure that all students, including those in special populations, are informed about course offerings and programs of study through various channels. These include individual planning sessions, participation in local and regional career fairs, and engaging in career exploration activities. Additionally, information about course offerings and programs of study is made accessible through advisory/homeroom programs, school website and teacher web pages, ensuring that students have multiple avenues to explore and access relevant educational opportunities.

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:

Regarding workforce alignment goals, the ESU 15 Consortium's member schools are proactively involved in revising and aligning their academic programs to closely reflect the shifting requirements of the local, state, and regional employment landscapes.

Consortium schools will continue to strategically offer courses that align to Nebraska Career Education Approved Programs. Members will continue to use relevant data and provide CTE curricula that are tuned to address both immediate and long-term demands of employers and industries within the region. The impact of these goals is to expand and prepare career readiness for all students, including special populations (ELL, learning disabilities, disabled).

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p><i>Year 1: 2024-2025</i></p>	<ul style="list-style-type: none"> ● Facilitate opportunities for schools to identify and update local labor market opportunities specifically tailored for special populations, ensuring inclusivity and relevance in career development initiatives. ● Allocate resources to enable teachers to participate in regional, state, and national professional development opportunities, enhancing their knowledge and skills to better support student career readiness. ● Provide schools with resources to address identified gaps in their existing comprehensive career development programs, fostering continuous improvement and alignment with student needs and industry demands. ● Review and discuss needs assessments relating to CTE programs within the consortium and alignment to work-based learning opportunities. <p>Evidence of Completion: Documentation such as meeting agendas and workshop/conference registration forms will be collected to verify the implementation of these action steps.</p>
<p><i>Year 2: 2025-2026</i></p>	<ul style="list-style-type: none"> ● Allocate resources to facilitate teacher participation in regional, state, and national professional development opportunities, empowering educators to enhance their skills and knowledge to better serve student career development needs. ● Provide schools with resources and support to address identified gaps in their existing career development programs, fostering continuous improvement and alignment with evolving educational and workforce demands. ● Facilitate opportunities for schools to explore alternative options for offering programs of study that equip learners with the skills needed to meet economic demands in instances where staffing shortages present challenges. ● Review and discuss needs assessments relating to CTE programs within the consortium and alignment to work-based learning opportunities.

	<p>Evidence of Completion: Documentation such as workshop and conference registration forms will be collected to confirm the implementation of these action steps.</p>
<p><i>Year 3: 2026-2027</i></p>	<ul style="list-style-type: none"> ● Facilitate workshops for schools to assess and revise existing programs of study, ensuring they effectively prepare all students, including special populations, for present and future workforce and economic development needs. ● Allocate resources to support teacher attendance at regional, state, and national professional development opportunities, empowering educators to enhance their capacity to deliver impactful career development programs. ● Provide schools with resources and assistance to address identified gaps in their current career development programs, promoting continuous improvement and alignment with evolving educational and workforce requirements. ● Review and discuss needs assessments relating to CTE programs within the consortium and alignment to work-based learning opportunities. ● . <p>Evidence of Completion: Collection of workshop and conference registration forms will serve as evidence of the completion of these action steps.</p>
<p><i>Year 4: 2027-2028</i></p>	<ul style="list-style-type: none"> ● Conduct workshops aimed at analyzing workforce and economic data to assess the effectiveness and impact of current CTE program offerings, ensuring alignment with evolving industry needs. ● Allocate resources to support teacher attendance at regional, state, and national professional development opportunities, enabling educators to stay abreast of emerging trends and best practices in career and technical education. ● Provide schools with resources and support to address identified gaps in their existing career development programs, fostering continuous improvement and adaptability to changing workforce demands.

- Review and discuss needs assessments relating to CTE programs within the consortium and alignment to work-based learning opportunities.

Evidence of Completion: Collection of workshop and conference registration forms will serve as evidence of the completion of these action steps.

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:

The reVISION process empowered schools within the ESU 15 consortium to assess their career education systems, enhancing their capacity to cultivate a skilled workforce aligned with the evolving demands of the economy. This collaborative effort by member schools involved career educators, school administrators, guidance counselors, and industry professionals in partnership with postsecondary education and regional workforce/economic development leaders.

Given the rural setting of the ESU 15 consortium and its predominant agriculture industry, all schools offer Agriculture as a program of study. The reVISION process affirmed that each district within the consortium already provides at least one state -approved program of study. Moving forward, grant activities will aim to enhance and strengthen not only agriculture programs, but also Business, Industrial Arts, Skilled and Technical Sciences, Marketing, Human Sciences, Education and Computer Technology programs. These programs align with the high skill, high wage, high demand (H3) occupations. These priorities will concentrate on enhancing and broadening CTE course and program offerings aligned to student interests and workforce needs.

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

RESPONSE:

In alignment with the action steps delineated for Element 3 in the reVISION process, the ESU 15 Consortium will embark on the following endeavors:

- Provide support to districts by allocating resources to facilitate teacher participation in regional, state, and national professional development opportunities. These sessions will not only enable educators to remain updated on the latest workplace trends and employment opportunities but also enhance their instructional strategies for CTE classes. To ensure the continual advancement of all students, including those in special populations, a diverse array of formative assessments, such as NWEA MAP, NSCAS, and teacher observation, will be regularly administered throughout the academic year. Additionally, teachers will guide students through a goal-setting process to foster individual ownership of their learning journey.
- Foster collaboration with other ESUs within our region to facilitate professional development sessions focusing on best practices and innovative approaches related to state model programs of study, career readiness standards, and strategies for serving special populations effectively.
- The consortium will facilitate collaboration among CTE educators, counselors, and administrators to share knowledge, best practices, and innovative strategies that enhance CTE programs and student access to programs.
- The ESU 15 Consortium will continue to allocate funds to schools within the consortium to modernize and expand their CTE program offerings and equipment, thereby enhancing the breadth and quality of career-oriented education available to students across our region. This will ensure that the districts are staying up-to-date with industry standards and allowing all students, including special populations, to complete research and create projects that relate and reflect to their individual programs of interest.
- All consortium schools must maintain at least one state approved program of study to be eligible for equipment upgrades and participate in professional development opportunities.

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:

The ESU 15 Consortium and districts within the consortium will collaborate closely with post-secondary institutions to establish and maintain consistent and effective partnerships. ESU 15

will furnish an array of resources to all member schools, enabling them to explore diverse avenues for offering CTE students the chance to earn postsecondary credits while still in high school. This will be achieved through initiatives such as dual enrollment, distance learning, and certification opportunities, ensuring that all students, including those in special populations, have equal access to these pathways for academic and career advancement.

Mid-Plains Community College and other online opportunities offer programs such as: Health Science, Building Construction, Manufacturing, Business and Information Technology, Early Childhood Education. Several of our schools are also members of Pathways that provide post-secondary credit in Welding, CNA, EMT 1 & II, CDL, Education, and Computer Science.

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)**

Over the next four years, consortium member schools aim to collaborate closely with local business and industry leaders to develop CTE programs that adhere to industry standards and align with both Nebraska CTE Program of Study Standards and the insights gleaned from reVISION's local and regional data analysis.

Schools within the consortia aim to expand programs, enhance and update equipment, and continue to partner with outside resources, such as the JAG Program to (Jobs for American Graduates).

Consortium schools will continue to offer and implement Programs that are equitable, relevant, and innovative. The members districts will examine work-place opportunities and community college academic alignment to H3 careers in the region

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2024-2025	<ul style="list-style-type: none"> ● Collaborate with local business and industry leaders to facilitate partnerships with schools, enabling them to identify equipment and skill requirements aligned with industry standards and needs. ● Conduct assessments to identify the priority needs for equipment and classroom resources essential for the modernization and expansion of CTE programs of study. These resources will enhance instruction on industry standards and align with insights derived from reVISION local and regional data. ● Forge partnerships with other ESUs within our region to deliver professional development opportunities focused on best practices and innovative approaches related to state model programs of study, industry standards, serving special populations, and promoting local workforce and economic development. ● Collaborate with community colleges to strategize and develop plans for meeting student needs effectively. Explore various options for offering post-secondary credit opportunities within CTE programs of

	<p>study, aiming to enhance career readiness and facilitate seamless student transitions to postsecondary education.</p> <p>Evidence of completion: Collect data from each school to pinpoint the necessary equipment and skills required to meet industry standards. Additionally, gather data to ascertain the participation of schools in professional development initiatives centered around industry standards and local workforce and economic development.</p>
<p><i>Year 2: 2025-2026</i></p>	<ul style="list-style-type: none"> ● Collaborate with local business and industry leaders to facilitate partnerships with schools, enabling them to identify equipment and skill requirements aligned with industry standards and needs. ● Conduct assessments to identify the priority requirements for equipment and classroom resources essential for the modernization and expansion of CTE programs of study. These resources will enhance instruction on industry standards and align with insights derived from reVISION local and regional data. ● Forge partnerships with other ESUs within our region to deliver professional development opportunities focused on best practices and innovative approaches related to state model programs of study, industry standards, serving special populations, and promoting local workforce and economic development. ● Collaborate with community colleges to strategize and develop plans for meeting student needs effectively. Explore various options for offering post-secondary credit opportunities within CTE programs of study, aiming to enhance career readiness and facilitate seamless student transitions to postsecondary education. <p>Evidence of completion: Collect data from each school to determine the necessary equipment and skills needed to meet industry standards. Additionally, gather data to ascertain the participation of schools in professional development initiatives centered around industry standards and local workforce and economic development.</p>
<p><i>Year 3: 2026-2027</i></p>	<ul style="list-style-type: none"> ● Collaborate within the consortium to collectively explore, assess, and prioritize strategies for delivering CTE instruction across various career clusters, particularly in instances where there are limited students and/or staff available for these classes within the economic region. ● Conduct assessments to identify the priority requirements for equipment and classroom resources essential for the modernization

	<p>and expansion of CTE programs of study. These resources will enhance instruction on industry standards and align with insights derived from reVISION local and regional data.</p> <ul style="list-style-type: none"> ● Forge partnerships with other ESUs within our region to deliver professional development opportunities focused on best practices and innovative approaches related to state model programs of study, industry standards, serving special populations, and promoting local workforce and economic development. ● Collaborate with community colleges to strategize and develop plans for meeting student needs effectively. Explore various options for offering post-secondary credit opportunities within CTE programs of study, aiming to enhance career readiness and facilitate seamless student transitions to postsecondary education. <p>Evaluation: Gather data to document the range of CTE classes offered in each school within the consortium. Additionally, collect data from each school to identify the equipment and skills required to meet industry standards. Finally, gather data to determine the participation of schools in professional development initiatives centered around industry standards and local workforce and economic development.</p>
<p><i>Year 4: 2027-2028</i></p>	<ul style="list-style-type: none"> ● Collaborate with local business and industry leaders to facilitate partnerships with schools, enabling them to identify equipment and skill requirements aligned with industry standards and needs ● Facilitate workshops aimed at assisting schools in the development of standards-aligned curriculum across all areas of CTE instruction. These workshops will enable schools to ensure that their curriculum is closely aligned with industry standards and effectively meets the needs outlined in reVISION local and regional data. ● Identify the priority requirements for equipment and classroom resources necessary for the modernization and expansion of CTE programs of study. These resources will support enhanced instruction on industry standards and ensure alignment with insights derived from reVISION local and regional data. ● Collaborate with other ESUs within our region to deliver professional development opportunities focused on sharing best practices and innovative ideas related to state model programs of study, industry standards, serving special populations, and promoting local workforce and economic development. ● Collaborate with community colleges to strategize and develop plans for meeting student needs effectively. Explore various options for offering post-secondary credit opportunities within CTE programs of study, aiming to enhance career readiness and facilitate seamless student transitions to postsecondary education.

	<p>Evaluation: Collect data from each school to identify the equipment and skills needed to meet industry standards. Additionally, gather data to determine the participation of schools in professional development opportunities centered around industry standards, local workforce and economic development, and standards-aligned curriculum.</p>
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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;

11. Describe how the consortium will provide support to teachers so they will:

- a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency
- b. Prepare CTE participants for non-traditional fields
- c. Provide equal access for special populations to CTE courses, programs, and programs of study; and
- d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations

RESPONSE:

The Consortium Will:

A.

- Provide resources and support for teachers to attend regional, state, and national professional development opportunities focused on preparing all students, including special populations, for all occupations including H3 occupations.

- Assist schools in utilizing an assessment tool to determine gaps in performance of special populations and access to CTE programs.
- Offer member schools time to collaborate with ELL, Migrant programs, and professional development staff to lend support and training to better serve special populations in developing career readiness skills.

B.

- Offer targeted professional development opportunities for CTE and academic educators to learn strategies for providing quality instruction and equal access to non-traditional students and special populations for specific career fields.
- Collaborate with industry partners to showcase diverse role models and create mentorship opportunities that encourage participation in H3 fields.

C.

- During ESU 15 Consortium meetings, CTE staff and member schools will collaborate to deliver professional development sessions focused on implementing best practices and innovative strategies for academic instruction within CTE classrooms, crafting personalized learning plans for students, and providing support tailored to the needs of special populations
- Ensure all consortium schools have access to career assessment tools, such as Connecting the Dots, Career Matchmaker, or YouScience, and provide training for educators to interpret results and guide students in exploring non-traditional fields.

D.

- The consortium is committed to non-discrimination and equal access for all students, regardless of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status.
- Provide ongoing funding for diversity and inclusion training for all consortium staff and educators to foster a welcoming and inclusive environment for all students.

12. How will the consortium address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will target individual schools to develop strategies to eliminate those disparities or gaps.

RESPONSE:

The Consortium Will:

- During ESU 15 Consortium meetings, CTE staff and member schools will collaborate to provide professional development on research-based strategies to increase student achievement for adolescent learners, targeting identified disparities or gaps in performance. Strategies may include differentiated learning, blended learning, and culturally responsive teaching practices. This training may include collaborating with other regional ESU's.
- Analyze student performance data regularly to identify gaps and monitor progress.
- Facilitate data-driven decision making by assisting schools in interpreting and utilizing student performance data to inform program improvements and instructional strategies.
- Offer professional development on best practices for supporting special populations, such as ELL students, ELL, Migrant, students with disabilities, and economically disadvantaged students, to ensure equitable access and outcomes.

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)

Over the next four years, consortium member districts aim to leverage data-driven decision-making processes to effectively address the needs of all students, including special populations, ensuring alignment with and support for their educational objectives.

Consortium schools will bolster awareness of career opportunities within Career and Technical Education (CTE) fields among secondary and post-secondary students. This will be achieved through targeted marketing campaigns, increased exposure through various channels, enhanced recruitment efforts, and expanded outreach initiatives. The focus will be on fostering equity and access for special populations, ensuring that all students have equal opportunities to explore and pursue CTE pathways.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p>Year 1: 2024-2025</p>	<ul style="list-style-type: none"> ● CTE teachers will meet to analyze the student Perkins assessment data. Goals will be developed from the data. ● Offer workshops that promote the exploration of best practices to provide quality instruction to all students, including special populations, during teacher shortages. ● Support the implementation of career exploration and readiness programs, such as JAG, across consortium schools. <p>Evaluation: Gather data on career field voids, teacher participation in professional development, and implementation of career readiness programs.</p>
<p>Year 2: 2025-2026</p>	<ul style="list-style-type: none"> ● Organize work days focused on helping schools analyze data to better understand gaps in student achievement. Comparison of prior year's student data will be analyzed to determine student achievement and future goals. ● Continue collaborating with professional development coordinators and other programs to provide professional development on best practices for academic instruction, personal learning plans, and supporting special populations.

	<ul style="list-style-type: none"> • Assist schools in aligning CTE programs with regional workforce needs and student interests based on data analysis. <p>Evaluation: Gather data on school participation in professional development and progress in aligning CTE programs with workforce needs.</p>
<p><i>Year 3: 2026-2027</i></p>	<ul style="list-style-type: none"> • Facilitate meetings with consortium leaders to explore options for addressing identified gaps in data. • Coordinate professional development on practices that provide quality instruction to all students, including special populations. • Monitor the effectiveness of implemented programs and strategies through ongoing data analysis and stakeholder feedback. Evaluation: Gather data on schools that have aligned academic core classes with CTE classes and participation in professional development.
<p><i>Year 4: 2027-2028</i></p>	<ul style="list-style-type: none"> • Facilitate conversations with consortium leaders to develop and implement plans to address remaining gaps in data. • Continue coordinating professional development on practices that provide quality instruction to all students, including special populations. • Evaluate the overall impact of the consortium's efforts on student performance and make data-driven decisions for continuous improvement. Evaluation: Gather data on school participation in professional development and the impact of implemented strategies on student performance.

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

Context : Providing high -quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of district approaches towards recruiting a knowledgeable and diverse workforce, support services offered to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of each district's reVISION outcomes to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your consortium will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE:

The consortium will coordinate with neighboring school districts, institutions of higher education, and the Nebraska Department of Education (NDE) to support the recruitment, preparation, retention, and training of CTE educators and support staff by:

- Collaborating with neighboring school districts and other existing CTE programs and instructors to expand programs and pathways. This will create student engagement and involvement in programs leading to teacher retention with CTE programs.
- Reach out to Association for Career and Technical Education of Nebraska (ACTEN), to promote the recruitment of CTE educators, particularly in shortage areas like industrial technology, agriculture education, and business education.
- Partner with teacher preparation programs at institutions of higher education to identify and recruit potential CTE educators, including those from underrepresented groups, and provide them with mentorship and support during their training.
- Offer comprehensive onboarding and mentorship programs for new CTE educators. Providing regular, substantive, and effective professional development opportunities for CTE educators, administrators, and support staff.
- Consortium schools will foster relationships with local and regional business to provide professional development with industry grade equipment.
- Consortium schools will promote and reinforce participation in conferences and professional development that enhances knowledge that will assist in aligning curricula and programs to standards and career pathways for 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)

Over the next four years, consortium member schools will strengthen their partnerships with the Nebraska Department of Education (NDE), local business and industry leaders, and teacher preparation institutions to enhance recruitment, retention, and training initiatives for faculty and staff. They will actively address identified needs highlighted by reVISION data. Additionally, the consortium will investigate alternative strategies, such as continuing to provide CTE classes where teacher vacancies exist.

Moreover, they will explore innovative approaches like the "Grow Your Own" concept to mitigate the shortage of CTE staff, as indicated by insights from the reVISION data. Members are also focused on updating equipment for programs in effort to both attract and retain CTE staff.

Professional development opportunities will be fostered with community partners to assist with guidance as it relates to curriculum alignment, equipment purchases, and building program advocacy.

**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	<ul style="list-style-type: none"> ● Provide funding for CTE teachers to attend local, state, and national conferences that will support their career field content area. ● Work with business and industry to create externship opportunities for teachers. ● Provide funding to train educators on new equipment, curriculum, and other resources.
Year 2: 2025-2026	<ul style="list-style-type: none"> ● Provide funding for CTE teachers to attend local, state, and national conferences that will support their career field content area. ● Expand externship opportunities for teachers. ● Provide funding to districts to purchase new equipment, curriculum resources, or resources needed to develop new courses or expand current courses in a state approved program of study to meet regional workforce needs.
Year 3: 2026-2027	<ul style="list-style-type: none"> ● Provide funding for CTE teachers to attend local, state, and national conferences that will support their career field content area.

	<ul style="list-style-type: none"> • Expand externship opportunities for teachers showcasing career pathway occupations from their career field in other industries. • Provide funding to districts to purchase new equipment, curriculum resources, or resources needed to develop new courses or expand current courses in a state approved program of study to meet regional workforce needs.
<p><i>Year 4: 2027-2028</i></p>	<ul style="list-style-type: none"> • Provide funding for CTE teachers to attend local, state, and national conferences that will support their career field content area. • Provide funding to districts to purchase new equipment, curriculum resources, or resources needed to develop new courses or expand current courses in a state approved program of study to meet regional workforce needs. • Continue to assist districts making business and industry connections to offer externship opportunities for teachers.

Element 6: Work -based Learning

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

16. Describe the WBL opportunities provided to CTE students in your consortium and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

At each school within the SW Consortium, Work-Based Learning (WBL) opportunities are integrated into the curriculum frameworks. Through collaborative efforts, the Consortium schools will engage in exchanging ideas to establish vital business connections, fostering relationships crucial for WBL initiatives, aligning with the programs of study available, and supporting local districts. Furthermore, the Consortium will facilitate professional development sessions tailored to the needs of local districts, empowering them to design and execute effective Work-Based Learning programs. Noted opportunities within this domain include:

- Job shadowing and career exploration experiences
- Internships and practicum experiences, which provide students with the opportunity to apply their classroom learning in real-world settings and gain valuable hands-on experience.
- School-based enterprises, such as student-run stores.
- Apprenticeships and pre-apprenticeships, which offer structured on-the-job training combined with classroom instruction, leading to industry-recognized credentials and potential employment opportunities.
- Dual-credit courses and career academies, in partnership with local community colleges, which enable students to earn college credit while exploring career paths and developing technical skills.

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)

Over the next four years, the consortium will collaborate with other districts and seek to develop and implement a comprehensive work -based learning program that provides all CTE students with access to high-quality, relevant, and engaging experiential learning opportunities. Additionally, consortium schools will increase WBL opportunities and work to develop advisory boards to help define curriculum that can be implemented into classrooms/programs and align to workforce needs.

Prioritized Action Steps for Work -based Learning:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p align="center">Year 1: 2024-2025</p>	<ul style="list-style-type: none"> ● Provide professional development opportunities for local districts to develop and implement their Work Based Learning programs. ● Consortium schools will begin making connections with local businesses to identify WBL opportunities for students. ● Each consortium school will have WBL opportunities.
<p align="center">Year 2: 2025-2026</p>	<ul style="list-style-type: none"> ● Provide professional development opportunities for local districts to learn best practices for their Work Based Learning programs. ● Consortium schools will expand connections with local businesses for WBL opportunities for students. ● Each consortium school will increase the number of WBL placements.

<p><i>Year 3: 2026-2027</i></p>	<ul style="list-style-type: none"> ● Provide professional development opportunities for local districts to develop and implement their Work Based Learning programs. ● Consortium schools will continue to build relationships with local businesses to provide WBL opportunities for students. ● Each consortium school will increase the percentage of CTE Concentrators participating in a WBL experience.
<p><i>Year 4: 2027-2028</i></p>	<ul style="list-style-type: none"> ● Provide professional development opportunities for local districts to develop and implement their Work Based Learning programs. ● Consortium schools will continue to build relationships with local businesses to provide WBL opportunities for students. ● Each consortium school will increase the percentage of those participating in a WBL experience.

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:

To ensure equitable access to and success in CTE programs for all students, particularly those from special populations, the consortium will:

- Conduct outreach and recruitment efforts to engage students from underrepresented groups in CTE programs and WBL opportunities.
- Provide personalized support and guidance for students from special populations, collaborating with school counselors, special education staff, and community organizations to address individual needs and barriers to participation.
- Ensure all WBL opportunities are accessible and inclusive, working with employer partners to provide necessary accommodations and support for students with diverse needs.
- Monitor participation and performance data for special populations in CTE programs and WBL experiences.
- Provide ongoing professional development for CTE educators and WBL coordinators on strategies for promoting inclusion in their programs.
- Collaborate with community organizations to provide support and resources for students from special populations.

All students will be encouraged to and have the opportunity to participate in workplace experience continuum opportunities from exploring pathways and occupations to participating in job shadow opportunities to participating in internships and eventually apprenticeships.

Stakeholder Engagement and Consultation			
<p>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.</p> <p>Evidence of this can be provided in several ways:</p> <ol style="list-style-type: none"> 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 			

<p>Perkins Application and how your consortium will continue to meaningfully engage them throughout the duration of the Application (2024-2028).</p> <p>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.</p>			
<p>RESPONSE:</p> <p>As part of the reVISION process, Consortium schools involved various stakeholders, including administration, special education teachers, Career and Technical Education (CTE) instructors, and core education faculty, alongside representatives from local businesses and industries. Additionally, they actively participated in regional community engagement sessions facilitated by the Nebraska Department of Education, gathering valuable insights and data crucial for plan development.</p> <p>Moving forward, an Advisory Committee comprising School Superintendents or Principals, business and industry partners, and CTE educators will provide the direction and counsel for Perkins grant activities. Their guidance will be informed by insights gleaned from the community engagement meetings detailed in the grant application, ensuring alignment with the needs and priorities of all stakeholders involved.</p>			
<p>Chase County Schools</p>			
<p>Jason Speck</p>	<p>Chase County Schools</p>	<p>jspeck@chasecountyschools.org</p>	<p>FFA Sponsor and Ag Teacher involved with career development</p>
<p>Ciara Lampmann</p>	<p>Chase County Schools</p>	<p>clampmann@chasecountyschools.org</p>	<p>FCCLA Sponsor and FCS Teacher involved with career developments</p>

Jeff Gleisberg	Chase County Schools	jgleisberg@chasecountyschools.org	Industrial Arts and Construction out of building projects
Nathan Gaswick	Chase County Schools	ngaswick@chasecountyschools.org	Business Teacher/FBLA Sponsor
Jacci Paisley	Chase County Schools	jpaisley@chasecountyschools.org	HS counselor
Chris Barr	Chase County Schools	cbarr@chasecountyschools.org	HS Principal
Marissa McDaniel	Chase County Schools	mmcdaniel@chasecountyschools.org	Technology teacher
Adam Lambert	Chase County Schools	adamlambert@chasecountyschools.org	Superintendent
April Lambert	Chase County Schools	alambert@chasecountyschools.org	Curriculum/ELL
Medicine Valley Schools			
Jerrod Burke	Medicine Valley Jr./Sr. High School		Industrial Technology Instructor
Suzanne Martiin	Medicine Valley Jr./Sr. High School	smartin@medvalley.org	Family & Consumer Science Instructor/FCCLA Advisor
Tonya Mortensen	Medicine Valley Jr./Sr. High School	tonya.mortensen@medvalley.org	Vocational Agriculture Instructor/FFA Advisor

Shari Goodenberger, K-12 Guidance Counselor	Medicine Valley Public Schools	sgoodenberger@medvalley.org	Assists students with career related options and/or academic counseling
Scott Trimble	Medicine Valley Public Schools	strimble@medvalley.org	Superintendent
	Medicine Valley Public Schools		Principle
Southwest Schools			
Les Roggenkamp	Southwest Public Schools	les.roggenkamp@swpschools.org	FFA Sponsor and Ag Teacher involved with career pathways
Drew Billeter	Southwest Public Schools	drew.billeter@swpschools.org	Superintendent
Jordan Lewis, Counselor	Southwest Public School	jordan.lewis@swpschools.org	Works with students on career related options and academic counseling
Matt Springer	Southwest Public Schools	Matt.springer@swpschools.org	Works with counselor and teachers on course offerings
June Porter	Southwest Public Schools	June.porter@swpschools.org	Works with special needs students with transition needs
Crenda McConville	Crenda McConville	Crenda McConville	Crenda McConville
MAYWOOD SCHOOLS			

Mark Bejot	Maywood Public Schools	mark.bejot@maywoodtigers.org	Superintendent
Janice Arent	Maywood Public Schools	janice.arent@maywoodtigers.org	FBLA - Business Instructor
Vicky Armstrong	Maywood Public Schools	vicky.armstrong@maywoodtigers.org	Ag/FFA Instructor
Brad Thoendel	Maywood Public Schools	brad.thoendel@maywoodtigers.org	Industrial Arts
Kim Stengel	Maywood Public Schools	kim.stengel@maywoodtigers.org	Counselor
Lucas McCain	Maywood Public Schools	lucas.mccain@maywoodtigers.org	Principal
DUNDY SCHOOLS			
Alan Garey	Dundy County Public Schools	alan.garey@dcstigers.org	New Supt.
Sandy O'Neil	Dundy County Public Schools	sandy.oneil@dcstigers.org	Secondary Principal

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.