



LOCAL PERKINS APPLICATION 2024-2028

CONSORTIA

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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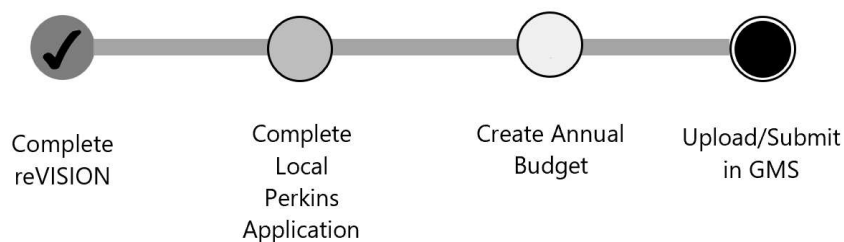
General Information

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

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

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

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



The Local Perkins Application and Resources are available online at www.education.ne.gov/nce/perkins-administration/

Eligible Recipients

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

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

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

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

Use of Funds

Under Perkins V, the allocation of resources must be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year application):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement*; and
6. Develop and implement evaluations of the activities funded by Perkins.

**Key activities such as purchasing industry-grade equipment and supporting CTSOs, work-based learning, and dual-enrollment, among numerous others, are included under the elements that support the implementation of programs and programs of study.*

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

Timeline and Deadlines

- Annual Intent to Participate Due: March 1
- Local Perkins Applications Due (2024-2028): May 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.

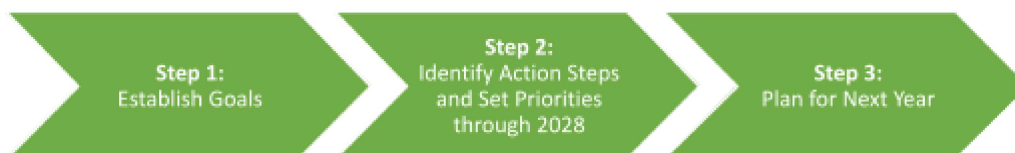
Application Elements

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 produce measurable results.

Section 1: reVISION Summary

Step 3: Plan for Next Year

After identifying the prioritized action steps your consortia will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found within the Perkins Grant Management guide, located on the Perkins Grants Management website: www.education.ne.gov/nce/perkins-administration/. 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)
SAMPLE: Size, Scope, and Quality and Implementing CTE Programs of Study	<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>	<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> <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>

reVISION SUMMARY		
Element	Summary of Consortia's Current State	Consortia's Overarching Goal(s)

<p>Career Development</p>	<ul style="list-style-type: none"> • need for career development for grades 5-11 • lack of student understanding of workforce and post-secondary opportunities for post-secondary opportunities for CTE programs 	<p>Goal: Establish Comprehensive Career Pathway Programs</p> <ul style="list-style-type: none"> • Develop and implement comprehensive career pathway programs that provide students with opportunities for career exploration and skill development aligned with industry standards. <p>Goal: Strengthen Community Engagement and Support</p> <ul style="list-style-type: none"> • Strengthen community engagement and support networks to bolster career readiness initiatives <p>Goal: Invest in Staff Professional Development</p> <ul style="list-style-type: none"> • Invest in staff professional development to enhance career guidance and counseling services.
<p>Local Workforce Alignment</p>	<ul style="list-style-type: none"> • districts need opportunities to review programs of study and partner with district data steward to accurately report programs of study • inaccurate programs of study reporting 	<p>Goal: Implement a Data-Driven Program Evaluation System</p> <ul style="list-style-type: none"> • Develop and implement a comprehensive protocol/system for evaluating the effectiveness of CTE programs and aligning curriculum with workforce needs. <p>Goal: Strengthen Industry Partnerships and Community Engagement</p> <ul style="list-style-type: none"> • Foster collaborations with local businesses, industry associations, and community stakeholders to enhance work-based learning opportunities and ensure program alignment with workforce needs. <p>Goal: Enhance Accessibility and Inclusivity of CTE Programs</p> <ul style="list-style-type: none"> • Ensure that CTE programs are accessible and inclusive for all students by providing equitable access and support, particularly for special populations like students with disabilities and English learners.

<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<ul style="list-style-type: none"> • lack of industry-standard equipment • CTE teacher shortage 	<p>Goal: Enhance Industry Collaboration and Program Relevance</p> <ul style="list-style-type: none"> • Establish regular communication channels and formal partnerships with industry representatives to ensure CTE programs align with industry standards and meet evolving skill requirements. <p>Goal: Promote Access and Equity in CTE Programs</p> <ul style="list-style-type: none"> • Implement outreach and recruitment strategies to attract underrepresented populations, offering targeted events and mentorship programs to support their enrollment and success. <p>Goal: Improve Program Quality and Accessibility</p> <ul style="list-style-type: none"> • Strengthen community partnerships and engagement to gather feedback and align programs with workforce demands.
<p>Student Performance Data</p>	<ul style="list-style-type: none"> • district leadership and CTE staff need a better understanding of the Perkins student achievement data 	<p>Goal: Addressing Equity and Inclusion</p> <ul style="list-style-type: none"> • Focus on analyzing data, conducting equity audits, and implementing interventions to address performance gaps and promote equitable outcomes. <p>Goal: Promoting Career Readiness and Engagement</p> <ul style="list-style-type: none"> • Enhance recruitment and retention, promote career readiness, and increase student engagement in CTE programs. <p>Goal: Utilizing Data for Informed Decision-Making</p> <ul style="list-style-type: none"> • Focus on enhancing CTE instructor engagement and proficiency in utilizing performance and demographic data for informed instructional decisions.
<p>Recruitment, Retention, and</p>	<ul style="list-style-type: none"> • CTE teacher shortage 	<p>Goal: Strengthen Recruitment and Retention of CTE Educators</p>

Training of Faculty and Staff	<ul style="list-style-type: none"> • CTE needs continued professional development to support their growth as effective educators 	<ul style="list-style-type: none"> • Develop targeted recruitment strategies, offer retention incentives, and provide professional development opportunities to recruit and retain qualified CTE educators. <p>Goal: Enhance Professional Development for CTE Educators</p> <ul style="list-style-type: none"> • Conduct needs assessments and offer substantive professional development opportunities to enhance the skills and knowledge of CTE educators. <p>Goal: Foster Collaboration, Innovation, and Career Path Promotion</p> <ul style="list-style-type: none"> • Establish partnerships, promote collaboration, and provide staff support to foster a culture of continuous professional development and innovation among CTE instructors.
Work-Based Learning	<ul style="list-style-type: none"> • lack of student understanding of workforce and post-secondary opportunities for post-secondary opportunities for CTE programs • districts and communities need more education on work based learning structures and accountability processes 	<p>Goal: Enhance Work-Based Learning Opportunities and Partnerships</p> <ul style="list-style-type: none"> • Develop comprehensive procedures and curriculum for work-based learning (WBL) experiences, expand employer partnerships to increase opportunities for students, and create student portfolio career plans to guide their WBL journey. <p>Goal: Foster Stronger Employer Engagement and Career Preparation</p> <ul style="list-style-type: none"> • Increase participation in work-based learning programs like NECC Fridays and certification courses, establish and maintain relationships with employers, and provide training and resources to support employer involvement. <p>Goal: Continuous Improvement through Feedback and Evaluation</p> <ul style="list-style-type: none"> • Expand and enhance student participation in work-based learning experiences, diversify

		opportunities by adding new employers to the database, and establish alternative feedback mechanisms for ongoing program enhancement.
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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:

Provide educators with professional development that includes a broad career awareness experience that they can bring back to all students at their schools. The consortium will encourage schools to work collaboratively with local workforce partners in the completion of the local needs assessment and submission of their Perkins Local Use Support ("PLUS") applications to demonstrate how local activities align with consortium goals.

- a. *The consortia will host the Counselor Optimal Learning Day (COLD) Conference to focus on student personal learning plans and helping counselors and teachers to utilize these plans to help students attain the needed technical and academic skills needed for their career pathway.*

b. Sessions at the CTE Collaboration Days presented by regional community colleges help ensure alignment of curriculum at the secondary levels to prepare students for dual credit offerings, and also offer students opportunities for “Fridays at Northeast”, in which they have access to NECC’s CTE programming.

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)

Comprehensive Career Pathway Programs

- Develop and implement comprehensive career pathway programs that provide students with opportunities for career exploration and skill development aligned with industry standards.

Goal: Strengthen Community Engagement and Support

- Strengthen community engagement and support networks to bolster career readiness initiatives

Goal: Invest in Staff Professional Development

- Invest in staff professional development to enhance career guidance and counseling services.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> • Develop an informational flyer that schools can share with stakeholders to inform them about work-based learning • ESUs 1-2-7-8-17 CTE Conference • Professional Development (NCE Conference, etc.) • Counselor Optimal Learning Day (“COLD”) Conference • Perkins Local Use Support (“PLUS”) application demonstrates alignment to and partnership with local workforce partners
Year 2: 2025-2026	<ul style="list-style-type: none"> • ESUs 1-2-7-8-17 CTE Conference • Professional Development (NCE Conference, etc.) • Counselor Optimal Learning Day (“COLD”) Conference • Perkins Local Use Support (“PLUS”) application demonstrates alignment to and partnership with local workforce partners
Year 3: 2026-2027	<ul style="list-style-type: none"> • ESUs 1-2-7-8-17 CTE Conference • Professional Development (NCE Conference, etc.) • Counselor Optimal Learning Day (“COLD”) Conference • Perkins Local Use Support (“PLUS”) application and completion of the local needs assessment demonstrates alignment to and partnership with local workforce partners
Year 4: 2027-2028	<ul style="list-style-type: none"> • ESUs 1-2-7-8-17 CTE Conference • Professional Development (NCE Conference, etc.) • Counselor Optimal Learning Day (“COLD”) Conference • Perkins Local Use Support (“PLUS”) application demonstrates alignment to and partnership with local workforce partners

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 local and regional CTE assessment results confirmed that all consortium districts need further professional development and support of alignment between educational programming and labor market needs.

Based on the results of the local and regional assessment, the ESU 1, 2, 7, 8, and 17 CTE Collaboration Day will include dedicated time for districts to reflect on their CTE programming and alignment to H3 data. The CTE Collaboration Day will also provide professional learning to teachers who align their needs to support their district's alignment goals.

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

RESPONSE:

Local districts will use their completed local needs assessment and work with local workforce partners to explore additional programs of study that align to regional workforce needs and consortium goals. The consortium will support new or expanding programs of study through the Perkins Local Use Support ("PLUS") application that is available to all consortium member districts.

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, in collaboration with career education teachers, will be supported in developing and/or enhancing current course offering guides to highlight existing and newly developed programs of study. At the planned CTE Collaboration Day, there will be sessions to address student performance data related to special populations that will help teachers and counselors better support all student populations.

6. Through each district's reVISION process, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

Goal: Implement a Data-Driven Program Evaluation System

- Develop and implement a comprehensive protocol/system for evaluating the effectiveness of CTE programs and aligning curriculum with workforce needs.

Goal: Strengthen Industry Partnerships and Community Engagement

- Foster collaborations with local businesses, industry associations, and community stakeholders to enhance work-based learning opportunities and ensure program alignment with workforce needs.

Goal: Enhance Accessibility and Inclusivity of CTE Programs

- Ensure that CTE programs are accessible and inclusive for all students by providing equitable access and support, particularly for special populations like students with disabilities and English learners.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> • ESUs 1-2-7-8-17 CTE Conference and COLD Conference • Professional Development (NCE Conference, etc.)
Year 2: 2025-2026	<ul style="list-style-type: none"> • Local consortium districts will work to align their CTE course offerings to meet the state-approved programs of study and workforce needs. • ESUs 1-2-7-8-17 CTE Conference and COLD Conference • Professional Development (NCE Conference, etc.)
Year 3: 2026-2027	<ul style="list-style-type: none"> • ESUs 1-2-7-8-17 CTE Conference and COLD Conference • Professional Development (NCE Conference, etc.) • Local consortium districts will work with community colleges to align course offerings to dual credit CTE programs.
Year 4: 2027-2028	<ul style="list-style-type: none"> • ESUs 1-2-7-8-17 CTE Conference and COLD Conference • Professional Development (NCE Conference, etc.) • Local consortium districts will continue to analyze the data to ensure their CTE programs are meeting the workforce needs in their region.

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 consortium districts will be expected to have at least one state approved program of study in order to be eligible for equipment upgrades and professional development opportunities. Districts will complete the Perkins Local Use Support ("PLUS") application process that will include 1) connection to the local needs assessment, 2) connection to the regional convenings summary, 3) connection to H3 Report, 4) collaboration with local workforce partners, 5) a brief description of the professional development that will be completed that supports the Perkins Local Use Support ("PLUS") purchase, and 6) an alignment with overall consortium goals. Applications that demonstrate the strongest connection to these criteria will be prioritized.

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:

The ESU 1-2-7-8-17 CTE Collaboration Day and the COLD Conference will address how to strengthen student academic performance and technical skills. CTE Collaboration Day will include content-specific sessions that will highlight technical skills and new and innovative instructional practices.

Teachers will be encouraged to attend state and national professional development workshops and conferences each year to stay up-to-date on industry standards, as budgets will allow. We would like to expand the existing workshops/conferences that teachers could be supported to expand their programs of study (e.g., Info Tech) by attending to stay up with current employment trends, e.g., ASCA, NETA.

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 1-2-7-8-17 CTE Collaboration Day will include post-secondary and dual credit discussions, and Fridays at Northeast Community College will continue to provide opportunities for post-secondary credit.

10. Through each district's reVISION process, action steps were identified related to CTE program implementation (including size, scope, and quality) your consortium hopes to address over the next four years. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

Goal: Enhance Industry Collaboration and Program Relevance

- Establish regular communication channels and formal partnerships with industry representatives to ensure CTE programs align with industry standards and meet evolving skill requirements.

Goal: Promote Access and Equity in CTE Programs

- Implement outreach and recruitment strategies to attract underrepresented populations, offering targeted events and mentorship programs to support their enrollment and success.

Goal: Improve Program Quality and Accessibility

- Strengthen community partnerships and engagement to gather feedback and align programs with workforce demands.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> • ESUs 1-2-7-8-17 CTE Collaboration Day and COLD Conference • Districts will complete the Perkins Local Use Support ("PLUS") application process that will include 1) connection to the local needs assessment, 2) connection to the regional convenings summary, 3) connection to H3 Report, 4) collaboration with local workforce partners, 5) and a brief description of the professional development that will be completed that supports the Perkins Local Use Support ("PLUS") purchase, and 6) an alignment with overall consortium goals. Applications that demonstrate the strongest connection to these criteria will be prioritized. • Online learning professional development for career teachers • Continue partnership with Northeast Nebraska Career Academy Partnership
Year 2: 2025-2026	<ul style="list-style-type: none"> • ESUs 1-2-7-8-17 CTE Collaboration Day and COLD Conference • Districts will complete the Perkins Local Use Support ("PLUS") application process that will include 1) connection to the local needs assessment, 2) connection to the regional convenings summary, 3) connection to H3 Report, 4) collaboration with local workforce partners, 5) and a brief description of the professional development that will be completed that supports the Perkins Local Use Support ("PLUS") purchase, and 6) an

	<p>alignment with overall consortium goals. Applications that demonstrate the strongest connection to these criteria will be prioritized.</p> <ul style="list-style-type: none"> • Online learning professional development for career teachers • Continue partnership with Northeast Nebraska Career Academy Partnership (NENCAP)
Year 3: 2026-2027	<ul style="list-style-type: none"> • ESUs 1-2-7-8-17 CTE Collaboration Day and COLD Conference • Districts will complete the Perkins Local Use Support ("PLUS") application process that will include 1) connection to the local needs assessment, 2) connection to the regional convenings summary, 3) connection to H3 Report, 4) collaboration with local workforce partners, 5) and a brief description of the professional development that will be completed that supports the Perkins Local Use Support ("PLUS") purchase, and 6) an alignment with overall consortium goals. Applications that demonstrate the strongest connection to these criteria will be prioritized. • Online learning professional development for career teachers • Continue partnership with Northeast Nebraska Career Academy Partnership (NENCAP)
Year 4: 2027-2028	<ul style="list-style-type: none"> • ESUs 1-2-7-8-17 CTE Collaboration Day and COLD Conference • Districts will complete the Perkins Local Use Support ("PLUS") application process that will include 1) connection to the local needs assessment, 2) connection to the regional convenings summary, 3) connection to H3 Report, 4) collaboration with local workforce partners, 5) and a description of the professional development that will be completed that supports the Perkins Local Use Support ("PLUS") purchase, and 6) an alignment with overall consortium goals. Applications that demonstrate the strongest connection to these criteria will be prioritized. • Online learning professional development for career teachers • Continue partnership with Northeast Nebraska Career Academy Partnership (NENCAP)

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 might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term “special populations” means-

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services or is on active duty status

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

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

RESPONSE:

The ESU 1-2-7-8-17 CTE Conference and other professional learning opportunities will feature sessions that support learners of special populations.

- a. Consortium teachers will be encouraged to attend the ESU 1-2-7-8-17 CTE Collaboration Day. There will be sessions to promote awareness of how to help support and prepare special population students for **H3** occupations. Schools are encouraged to utilize Perkins funds to help support these goals through purchasing of specialized equipment that meets Perkins requirements.

- b. Consortium districts desire to meet all Perkins Performance indicators through continued growth and preparation; especially focusing on placing students in **non-traditional** program areas. Emphasize opportunities for non-traditional students in specific career areas. These opportunities will be communicated to students through student advisement sessions to help educate and motivate special population subgroups to consider participating in CTE programs.
- c. The Consortium is committed to ensuring equitable access to Career and Technical Education (CTE) courses, programs, and programs of study for special populations. Through professional development opportunities hosted by the ESUs, district teachers will receive training to support the needs of special populations in their CTE courses/programs to remove barriers and foster an environment where all students, regardless of background or ability, can thrive. This commitment involves proactive measures such as individualized support services, accommodations, and modifications to meet the unique needs of special populations, including students with disabilities, English language learners, and those from economically disadvantaged backgrounds. ESUs collaborate closely with educators, families, and community stakeholders to ensure that every student has the opportunity to explore, engage, and excel in CTE pathways that align with their interests and goals. By promoting inclusivity and accessibility, ESUs empower special populations to unlock their full potential and pursue meaningful career pathways in Nebraska's ever-evolving workforce landscape.
- d. Students of special populations will not be discriminated against on the basis of their status of special populations. Professional development opportunities through the CTE collaboration days will have sessions addressing this issue. Funds will also be allowed to be used for staff to attend conferences dealing with this issue to gain valuable information to assist them in dealing with students of special populations. Adaptive strategies to support each special populations group will be shared with educators during collaboration days.

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:

School districts that do not demonstrate growth in closing gaps in performance will receive targeted professional development and increased partnership opportunities that focus on strategies to support student groups (e.g. special populations). The ultimate goal of this annual data analysis process will be to eliminate disparities and gaps that exist within individual school districts of the consortium.

If by the third program year meaningful progress has not been made, Perkins funding will be utilized to provide required targeted professional development that specifically addresses the student performance gaps that are identified.

13. Through each district's reVISION process, action steps were identified to address any disparities in student performance data. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Student Performance Data:

(Copy and paste from the reVISION Summary)

Goal: Addressing Equity and Inclusion

- Focus on analyzing data, conducting equity audits, and implementing interventions to address performance gaps and promote equitable outcomes.

Goal: Promoting Career Readiness and Engagement

- Enhance recruitment and retention, promote career readiness, and increase student engagement in CTE programs.

Goal: Utilizing Data for Informed Decision-Making

- Focus on enhancing CTE instructor engagement and proficiency in utilizing performance and demographic data for informed instructional decisions.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> • Development of the Data Analysis Professional Development in collaboration with NDE and other stakeholders • ESUs 1-2-7-8-17 CTE Conference and CTE Collaboration Day • Professional Development (NCE Conference, etc.)
Year 2: 2025-2026	<ul style="list-style-type: none"> • Data Analysis Professional Development • ESUs 1-2-7-8-17 CTE Conference and CTE Collaboration Day • Professional Development (NCE Conference, etc.)
Year 3: 2026-2027	<ul style="list-style-type: none"> • Data Analysis Professional Development • ESUs 1-2-7-8-17 CTE Conference and CTE Collaboration Day • Professional Development (NCE Conference, etc.)

**Year 4:
2027-2028**

- Data Analysis Professional Development
- ESUs 1-2-7-8-17 CTE Conference and CTE Collaboration Day
- Professional Development (NCE Conference, etc.)

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:

Higher education and Nebraska Department of Education field specialists will both be involved in the ESUs 1-2-7-8-17 CTE Collaboration Day and COLD Conference to support the recruitment, preparation, retention, and training of new educators.

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

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

Goal: Strengthen Recruitment and Retention of CTE Educators

- Develop targeted recruitment strategies, offer retention incentives, and provide professional development opportunities to recruit and retain qualified CTE educators.

Goal: Enhance Professional Development for CTE Educators

- Conduct needs assessments and offer substantive professional development opportunities to enhance the skills and knowledge of CTE educators.

Goal: Foster Collaboration, Innovation, and Career Path Promotion

- Establish partnerships, promote collaboration, and provide staff support to foster a culture of continuous professional development and innovation among CTE instructors.

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"> • ESUs 1-2-7-8-17 CTE Collaborative Conference and COLD Conference • Professional Development (NCE Conference, etc.) • CTE Mentoring Program Development and Planning
Year 2: 2025-2026	<ul style="list-style-type: none"> • ESUs 1-2-7-8-17 CTE Collaborative Conference and COLD Conference • Professional Development (NCE Conference, etc.) • CTE Mentoring Program Development and Planning
Year 3: 2026-2027	<ul style="list-style-type: none"> • ESUs 1-2-7-8-17 CTE Collaborative Conference and COLD Conference • Professional Development (NCE Conference, etc.) • CTE Mentoring Program Development and Planning
Year 4: 2027-2028	<ul style="list-style-type: none"> • ESUs 1-2-7-8-17 CTE Collaborative Conference and COLD Conference • Professional Development (NCE Conference, etc.) • CTE Mentoring Program Development and Planning

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:

Professional learning support and resources are provided for schools to develop a WBL plan, including supporting educators' professional growth by attending regional and national conferences.

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: <i>(Copy and paste from the reVISION Summary)</i>	
Goal: Enhance Work-Based Learning Opportunities and Partnerships <ul style="list-style-type: none"> Develop comprehensive procedures and curriculum for work-based learning (WBL) experiences, expand employer partnerships to increase opportunities for students, and create student portfolio career plans to guide their WBL journey. Goal: Foster Stronger Employer Engagement and Career Preparation <ul style="list-style-type: none"> Increase participation in work-based learning programs like NECC Fridays and certification courses, establish and maintain relationships with employers, and provide training and resources to support employer involvement. Goal: Continuous Improvement through Feedback and Evaluation <ul style="list-style-type: none"> Expand and enhance student participation in work-based learning experiences, diversify opportunities by adding new employers to the database, and establish alternative feedback mechanisms for ongoing program enhancement. 	
Prioritized Action Steps for Work-based Learning:	
Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> National and Regional Work-Based Learning professional learning opportunities ESUs 1-2-7-8-17 CTE Conference and COLD Conference Professional Development (NCE Conference, etc.)
Year 2: 2025-2026	<ul style="list-style-type: none"> National and Regional Work-Based Learning professional learning opportunities ESUs 1-2-7-8-17 CTE Conference and COLD Conference Professional Development (NCE Conference, etc.)
Year 3: 2026-2027	<ul style="list-style-type: none"> National and Regional Work-Based Learning professional learning opportunities ESUs 1-2-7-8-17 CTE Conference and COLD Conference Professional Development (NCE Conference, etc.)
Year 4: 2027-2028	<ul style="list-style-type: none"> National and Regional Work-Based Learning professional learning opportunities ESUs 1-2-7-8-17 CTE Conference and COLD Conference Professional Development (NCE Conference, etc.)

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: Local needs assessments and regional summaries were referenced to develop plans to support special populations that address all six elements. The ESU Perkins Grant Coordinator worked with other agency specialists to identify multiple supports needed for teachers in the classroom. Using

the data reports collected, we were able to identify the needs for all student groups including special populations.

- Career Development (providing professional development for educators and counselors to support individual students and student groups that addresses student self-awareness, career exploration and career planning)
- Local Workforce Alignment (aligning local programs of study with regional and state H3 labor market needs)
- Size, Scope, & Quality and Implementing CTE Programs of Study (prioritizing new technology and equipment purchases that support all individual students and student groups through the PLUS application process)
- Student Performance Data (developing a plan with NDE staff to implement a data-driven decision-making process that supports the equity of student groups, e.g., Individuals with disabilities, Individuals from economically disadvantaged families, including low-income youth and adults, Individuals preparing for nontraditional fields).
- Recruitment, Retention, and Training of Faculty and Staff (addressing the recruitment, retention, training and networking for all CTE educators through the ongoing CTE Collaboration Day and COLD Conference, as well as other workshop and mentoring opportunities to ensure equitable support is provided for individual students and student groups, especially in the rural areas of Nebraska)
- Work-Based Learning (promoting local work-based learning opportunities that take into consideration the needs and skills of individual students and student groups)

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:

As a consortium, our member schools completed option 3 above.

- As part of the Local Needs Assessment process, school districts identified and listed specific stakeholders.
- Schools also indicated current and desired states of local business and industry partnerships.
- Schools created action steps that took into account the perspectives of local stakeholders.
- Regional summaries were prepared to reflect a compilation of aligned economic development regions.
- Regional summary reports and local needs assessments were considered in the development of the Perkins V Grant application.

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. Helpful Tip



Non-allowable

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changes

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