



**LOCAL PERKINS APPLICATION
2024-2028**

CONSORTIA

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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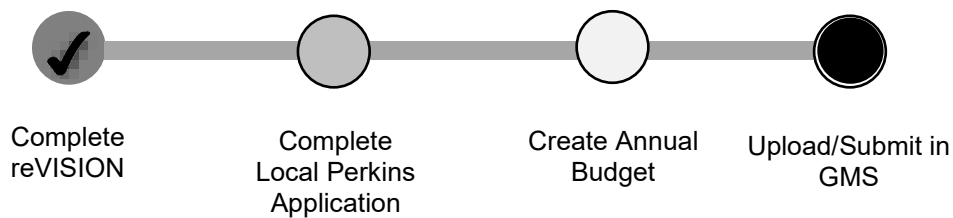
General Information

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.

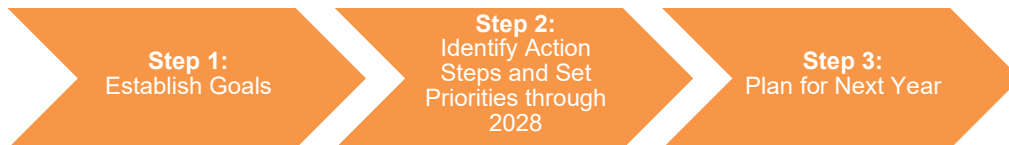
Application Elements

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)
<p>SAMPLE:</p> <p>Size, Scope, and Quality and Implementing CTE Programs of Study</p>	<p><i>Most programs have the minimum SSQ components in place, though the following districts require updating of equipment to meet changing industry standards (district 1, district 2) in communication arts. While most districts within the consortium are confident in their local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the consortium.</i></p>	<p><i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i></p> <p><i>Within the next four years, strategies will be developed to expand CTE program offering amongst consortia members, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i></p>

reVISION SUMMARY		
Element	Summary of Consortia’s Current State	Consortia’s Overarching Goal(s)
<p>Career Development</p>	<p>Many school districts within Educational Service Unit #16 assess all students on their strengths, interests, and potential areas of growth. Some school districts involve</p>	<p>Within the next four years, all CTE students will be assessed on their strengths, interests, and potential areas of growth. Schools can decide</p>

	<p>business/industry and college representatives to assist in the career development for students. However, this is not happening in all school districts. There are different assessment tools being used: Kuder Career Connections, YouScience, ASVAB, Clifton Strengths.</p>	<p>which program they use to assess their students.</p> <p>Within the next four years, ESU 16 school districts will continue to involve business/industry & community college representatives to promote career awareness. This can include but is not limited to: guest speakers, career fairs, field trips to local businesses, job shadowing, mentoring, internships, and school-based enterprises.</p> <p>Local Workforce Alignment: Schools analyzed their workforce data trends in our regions for their reVision Workbooks. They utilized the H3 site and ADVISER CTE reports. Schools within our ESU 16 area are starting to work with local/regional business partners to produce additional opportunities for students. Work-based learning experiences are expanding, but there is room for growth.</p>
<p>Local Workforce Alignment</p>	<p>Analyzing workforce data trends in our region is in its infancy. Schools are just now becoming familiar with the H3 site and that data that it offers.</p> <p>Schools within our ESU 16 area are starting to work with local/regional business partners to produce additional opportunities for students. Schools are just starting to think about the possibilities of work-based learning experiences.</p>	<p>Formalize a procedure to assess the information in the H3 and regional data reports and how they align to programs being offered in the schools. ESU 16 plans to leverage the EDventurous PLCs to dive deep into the H3 reports for each CTE content area.</p> <p>Continue to develop partnerships with local/regional business professionals and post-secondary partners to address work-based learning experiences. ESU 16 plans to leverage our College & Career Fair, Connecting the Dots, to help bridge the relationships between our schools and local businesses that are willing to have students work with them.</p> <p>Provide workforce/vocational experiences that are specifically aligned to career opportunities for all students. Again, ESU 16 plans to leverage our College & Career Fair to help create opportunities for workforce experiences for all students.</p>

<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>Most programs have the minimum SSQ components in place. The focus of the last four years has been to help districts update equipment to meet changing industry standards in skilled & technical sciences, agriculture, business, marketing, and information technology, and family & consumer sciences. These districts are: Brady Public Schools, Maxwell Public Schools, Stapleton Public Schools, Thedford Public Schools, McPherson Co. Public Schools, Arthur Co. Public Schools, Hershey Public Schools, Sutherland Public Schools, Paxton Public Schools, Wallace Public Schools, Ogallala Public Schools, Perkins Co. Public Schools, South Platte Public Schools, & Hyannis Public Schools. 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. Many of our CTE educators and counselors are taking advantage of CTE conferences to build their professional efficacy.</p>	<p>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations. Within the next four years, educators, counselors, and administrators will be encouraged to attend CTE conferences to build their professional efficacy. Within the next four years, strategies will be created to develop standards-aligned curriculum across all CTE areas and eliminate courses that are not integral to a program of study.</p>
<p>Student Performance Data</p>	<p>Some schools within the Educational Service Unit #16 analyze all student data to look at program efficacy. Our schools have been better about analyzing special population data in the recent years regarding student proficiency data, however, there is still growth that can happen.</p>	<p>Within the next four years, analyze CTE student data in the areas of attendance, enrollment, and student achievement. Do CTE students have better attendance & student achievement data than non-CTE participants? Within the next four years, recognize the special populations within each school district and analyze how best to serve them. Are our special population students enrolling in CTE courses? Which groups are not participating? How can we get them</p>

		involved in a CTE program?
<p align="center">Recruitment, Retention, and Training of Faculty and Staff</p>	<p>Some CTE educators take advantage of the Nebraska Department of Education Fall Workshops, the Nebraska Career Education Conference, NSCA School Counselor Academy, and the Nebraska Educational Technical Association Conference. However, not all CTE educators are taking advantage of these opportunities. Currently, 13 of the 15 school districts participate in ESU 16's EDventurous Professional Learning Communities. There, teachers are encouraged to collaborate with "like minded" professionals to create innovative & industry-standard lessons. Some of the programs of study within the Educational Service Unit #16 offer industry-standard equipment. However, there is a lot of growth that can happen in this area in skilled & technical sciences, agriculture, business, marketing, and information technology, and family & consumer sciences. Some school districts assign new teachers with mentors to help with their transition into teaching within their building. However, this does not always happen.</p>	<p>Within the next four years, educators, counselors, and administrators will be encouraged to attend CTE conferences to build their professional efficacy. Within the next four years, all CTE educators and counselors will have opportunities for professional development within their specific content area. This will be promoted through ESU 16's EDventurous PLCs, CTE area specific google groups and job-alike or content area workshop days. 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. This will help recruit and retain CTE educators. Within the next four years, ensure that all new CTE staff are set up with a mentor either in their school building or within the ESU.</p>
<p align="center">Work-Based Learning</p>	<p>Work-Based Learning is expanding for the school districts within the Educational Service Unit #16. There is a greater awareness of some districts offering work-based opportunities but not all CTE students are taking advantage of the opportunity.</p>	<p>Within the next four years, develop a program that ensures that more CTE students have an opportunity to participate in Work-Based Learning. This includes but is not limited to: guest speakers, field trips/ business tours, job shadowing experiences, mentoring, internships, school-based enterprises.</p>



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: [HYPERLINK](#)

["http://bit.ly/SmartCTEGoals"](http://bit.ly/SmartCTEGoals)[http://bit.ly/SmartCTEGoals.](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:

a) Self-Awareness: Many school districts within the Educational Service Unit #16 utilize either Nebraska Career Connections Kuder Assessments or the YouScience assessment. Others used are the ASVAB and Clifton Strengths. These assessments help students understand their strengths, interests, and potential areas of growth. These assessments help students find what career cluster they should focus on based on their strengths, interests, etc... Our Educational Service Unit #16 schools need to develop a way to assist students with the Nebraska Career Readiness Standards. Many of these standards are taught but are not connected specifically to the Nebraska Career Readiness model.

b) Career Exploration: Annually, the Educational Service Unit #16 hosts a career/education fair. For this event we worked with Connecting the Dots through UNL Extension. This ensures that students are able to find someone to connect with at this event. Through this fair, many work based learning opportunities have been presented. Nine of our districts participated with 117 sophomores attending. We were also able to coordinate with Mid-Plains Community College, where it was held, and include a campus tour for the students. The event was a success with

over half of the surveyed counselors saying they wished to bring the event back next year. Students found it engaging and more interactive than career fairs in the past.

c) Career Planning: This looks different for each school within the Educational Service Unit #16. Some districts have a Career course or another CTE course that outlines all the above topics (i.e. choose post-secondary options, interviews, resume writing, and networking). Other districts utilize a guidance counselor to work one-on-one with students on the above topics.

d) Systematic Implementation of Career Development: Our goal for the school districts within the Educational Service Unit #16 would be to develop a scope and sequence for CTE from PreK - 12. This would include counselors looking at student's assessment data (Nebraska Career Connections - Kuder & YouScience) to assist students with their future decisions.

2. In each district's reVISION process, action steps were identified that might be used to improve student understanding of career pathways. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

Within the next four years, all CTE students will be assessed on their strengths, interests, and potential areas of growth. Schools can decide which program they use to assess their students.

Within the next four years, ESU 16 school districts will continue to involve business/industry & community college representatives to promote career awareness. This can include but is not limited to: guest speakers, career fairs, field trips to local businesses, job shadowing, mentoring, internships, and school-based enterprises.

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	<p>Explore different assessment tools that will allow students to discover their strengths, interests, and potential areas of growth. Come to an agreement on what will be used by the end of the school year.</p> <p>Explore all business/industry & community college possible partnerships for area school districts.</p> <p>ESU 16 College & Career Fair Connecting the Dots with the UNL Extension Office will be held to help students discover potential regional opportunities.</p>
Year 2: 2025-2026	<p>Utilize chosen assessment tool(s) and utilize the data to discuss personalized learning plans with students.</p> <p>Assess the chosen tool. Did this tell us accurate data on each student?</p> <p>ESU 16 College & Career Fair Connecting the Dots with the UNL Extension Office will be held to help students discover potential regional opportunities.</p>

<p>Year 3: 2026-2027</p>	<p>Assess upcoming students with the chosen assessment tool. Utilize data to involve business/industry & community college representatives to promote career awareness in the student's interests and strengths. ESU 16 College & Career Fair Connecting the Dots with the UNL Extension Office will be held to help students discover potential regional opportunities.</p>
<p>Year 4: 2027-2028</p>	<p>Assess upcoming students with the chosen assessment tool. Utilize data to involve business/industry & community college representatives to promote career awareness in the student's interests and strengths. ESU 16 College & Career Fair Connecting the Dots with the UNL Extension Office will be held to help students discover potential regional opportunities.</p>

<p>Element 2: Local Workforce Alignment</p>
<p>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.</p>
<p>3. How did the reVISION outcomes inform the selection of specific CTE programs and activities to be funded?</p>
<p>RESPONSE:</p> <p>Some of the districts within ESU 16 really valued looking through the H3 occupation and have plans to revamp their current offerings in the CTE realm. They also examined programs of study in light of this data. Hershey Public and Perkins County Public Schools understood the need for Health Science occupations within our area and have revamped their Health Sciences program to allow students more opportunities to get hands-on experiences in the field of Health Sciences.</p> <p>Districts within ESU 16 will need continued help disaggregating the H3 data and applying it to their current programs of study. ESU 16 provided data folders for districts in the reVISION Workbook process, including the regional H3 data, their ADVISER CTE reports and the reVISION Refresh form. The districts examined the data in light of their courses and programs of study that are currently being offered. ESU 16 also emphasized the use of this data in their School Improvement Processes. This will ensure that all CTE educators are familiar with this data and can make the changes necessary to impact student's futures.</p>
<p>4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of reVISION.</p>

RESPONSE:

According to the H3 site, registered nurses are the #3 occupation in the Mid-Plains region and #5 in the Sandhills region. ESU 16 will continue to explore ways to support schools that would like to pursue a Health Sciences Program of Study. Accountants are #5 and #6. Several schools have new business teachers and are examining ways they can offer Business Programs of Study.

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:

Students will learn about their school’s CTE course offerings and whether each course is part of a CTE program of study through the CTE teachers, guidance counselors, and administrators. It is essential to make sure that CTE teachers, guidance counselors, and administrators are all on the same page regarding current course offerings and which programs of study they currently belong in. CTE teachers, guidance counselors, and administrators will analyze student proficiency data for CTE participants/concentrators and special population students in ADVISER CTE reports. This will ensure that everyone is on the same page regarding which groups will need to be targeted.

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)

Formalize a procedure to assess the information in the H3 and regional data reports and how they align to programs being offered in the schools. By providing the H3, ADVISER CTE reports and reVISION reFresh data, districts were able to examine their data and align it to their current course offerings.

Continue to develop partnerships with local/regional business professionals and post-secondary partners to address work-based learning experiences. ESU 16 plans to leverage our College & Career Fair with Connecting the Dots to help bridge the relationships between our schools and local businesses that are willing to have students work with them.

Provide workforce/vocational experiences that are specifically aligned to career opportunities for all students. Again, ESU 16 plans to leverage our College & Career Fair to help create opportunities for workforce experiences for all students.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
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<p>Year 1: 2024-2025</p>	<p>Leverage the EDventurous PLCs and job-alike/content area days to dive deep into the H3 reports for each CTE content area. Encourage districts that have successful work-based learning offerings to share with their peers on their processes. ESU 16 plans to leverage our College & Career Fair Connecting the Dots to help bridge the relationships between our schools and local businesses that are willing to have students work with them.</p>
<p>Year 2: 2025-2026</p>	<p>Revisit the H3 site and ADVISER CTE data during the EDventurous PLCs and job-alike days to see what changes have been made within a year. What small changes can be made to our current programs of study and course offerings to help align with Nebraska's needs? Encourage districts that have successful work-based learning offerings to share with their peers on their processes. Ask districts to share their school-based enterprise processes with other districts.</p> <p>Continue to promote use of CTE data in the school district's School Improvement Process. Continue to promote work based learning through participation in the College & Career Fair Connecting the Dots.</p>
<p>Year 3: 2026-2027</p>	<p>Revisit the H3 site and ADVISER CTE data during the EDventurous PLCs and job-alike days to see what changes have been made within a year. What small changes can be made to our current programs of study and course offerings to help align with Nebraska's needs? Encourage districts that have successful work-based learning offerings to share with their peers on their processes. Ask districts to share their school-based enterprise processes with other districts.</p> <p>Continue to promote use of CTE data in the school district's School Improvement Process. Continue to promote work based learning through participation in the College & Career Fair Connecting the Dots.</p>
<p>Year 4: 2027-2028</p>	<p>Revisit the H3 site and ADVISER CTE data during the EDventurous PLCs and job-alike days to see what changes have been made within a year. What small changes can be made to our current programs of study and course offerings to help align with Nebraska's needs? Encourage districts that have successful work-based learning offerings to share with their peers on their processes. Evaluate which schools are offering work-based learning experiences and if they are meaningful experiences within a program of study. Ask districts to share their school-based enterprise processes with other districts. Continue to promote use of CTE data in the school district's School Improvement Process. Continue to promote work based learning through participation in the College & Career Fair Connecting the Dots.</p>

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

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

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

RESPONSE:

Consortium districts will be encouraged to have at least one state approved program of study in order to be eligible for equipment upgrades and professional development opportunities. Through our reVISION process, we understand that we have a Health Sciences gap within many of our ESU 16 Carl D. Perkins consortium schools. We will encourage collaboration with Mid-Plains Community College and local health sciences programs to align with our local and regional CTE assessment results.

Fund LEA's necessary upgrades to technology, software, industry specific equipment, and CTE materials within existing approved programs of study to ensure programs are of sufficient scope, and quality to meet the needs of all students served. Schools will complete a request process to demonstrate funds are being accessed to meet priorities identified in their local needs assessment and qualify as an approvable use of Perkins funds. All items will be detailed and submitted for pre-approval by NCE Staff.

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 school districts within the Educational Service Unit #16 consortium plan to improve the academic and technical skills of students participating in CTE programs by:

- a) purchasing industry standard equipment,
- b) encouraging conference attendance for both CTE teachers and counselors,
- c) develop standard-aligned curriculum across all areas,
- d) collaborate with community colleges to provide CTE dual credit opportunities for students,
- e) share work-based learning opportunities within their districts as models for other teachers,
- f) expand CTE exploratory programs to middle level to grow interest for high school career programs of study increasing the number of concentrators.

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 school districts within the Educational Service Unit #16 plan to provide CTE students with the opportunity to gain postsecondary credit while still attending high school. They will do this by offering online/distance learning opportunities from Mid-Plains Community College, when applicable. School districts will also offer dual credit opportunities if the teacher is endorsed appropriately (i.e. college accounting can be offered from a business teacher with a Masters in Business Administration).

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)**

Within the next four years, CTE programs that are aligned with H3 occupations will continue to be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.
 Within the next four years, educators, counselors, and administrators will be encouraged to attend CTE conferences, both state and national, to build their professional efficacy.
 Within the next four years, strategies will be created to develop standards-aligned curriculum across all CTE areas and eliminate courses that are not integral to a program of study.

**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	Assist schools in their review of their Programs of Study offerings. Educate CTE instructors and administrators on H3 occupations within Nebraska and the Mid-Plains Region. Ask themselves - Are we preparing our students for Nebraska's workforce needs? Ensure equipment for these programs are considered industry-standard. Promote the Nebraska Department of Education CTE workshops, Nebraska Career Education Conference, Nebraska School Counselor Academy, and other CTE conferences to all CTE teachers. Review current courses to see if they are currently aligned to a program of study.
Year 2: 2025-2026	Add courses that reflect the H3 data shown in both Nebraska and the Mid-Plains region. If courses cannot be added, how can we partner with Mid-Plains Community College or other schools to provide these courses for students? Ensure equipment for these programs are considered industry-standard. Promote the Nebraska Department of Education CTE workshops, Nebraska Career Education Conference, Nebraska School Counselor Academy, and other CTE conferences to all CTE teachers. Modify current courses that are not aligned to a program of study.
Year 3: 2026-2027	Delete courses that are not reflected in the H3 data in both Nebraska and the Mid-Plains region. Can we partner with Mid-Plains Community College or area schools to provide aligned courses for students? Ensure equipment for these programs are considered industry-standard. Promote the Nebraska Department of Education CTE workshops, Nebraska Career Education Conference, Nebraska School

	Counselor Academy, and other CTE conferences to all CTE teachers. Modify current courses that are not aligned to a program of study.
Year 4: 2027-2028	Continue to support all courses that receive Carl D. Perkins funding as a part of a partial or complete program of study.

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.

- 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**
 - a. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

RESPONSE:

All Career & Technical Education teachers will need continued awareness to ensure that they understand the H3 occupations within Nebraska and their region. Data review annually will help with data-driven decisions for CTE programs in all schools. Data which includes H3 reports, ADVISER Validation reports and previous reVISION data to guide decisions. Hard questions will need to be asked on whether or not their current classes are aligning to the current H3 occupations in Nebraska and their region. If not, are they willing to make changes to the current course offerings? How can we best serve our students while giving back to our community at the same time?

b. Allowing students time to assess their strengths, interests, and potential areas of improvement will help guide students in the roles that they are best suited for. Career & Technical Education instructors and guidance counselors can utilize this data to help students decide on their future career whether this is a traditional or non-traditional field. Offering professional development for ESU 16 counselors will enhance these efforts.

c. It is imperative to ensure equity in all aspects of public schools. Students who are considered special populations should be encouraged to enroll in all Career & Technical Education courses without additional fees (eg. Foods courses sometimes have extra fees because of the supplies & STS courses may have fees based on the projects created). It is also important to ensure that these students have one-on-one help and flexibility if their Individual Education Plan allows. Teachers, guidance counselors, and administrators can all play a part in ensuring that students in special population groups are included in Career and Technical Education courses.

d. All students in public education are statutorily guaranteed equal treatment and equal opportunity. This ensures that no student will be discriminated against on the basis of their status as members of special populations. It is also important to make accommodations for students that are enrolled in Career & Technical Education courses to promote their success in the course. ESU 16 will be working with transition educators to include special education students in our next Career Fair efforts.

e. ESU 16 schools have a good track record of nontraditional program concentrators, with numbers above the State Goal. Efforts to encourage nontraditional program participation will continue.

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 ESU 16 consortium will address disparities or gaps in performance by analyzing AVISER Validation CTE data. Which targeted individual schools need assistance to eliminate the gaps for ESU 16? Which Perkins Core Indicator has not been met? Does professional development need to be provided to school districts? Are those districts having a difficult time reporting data accurately? All of these questions will need to be answered to help eliminate disparities or gaps in the ESU 16 consortium.

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)

Within the next four years, analyzing CTE student data in the areas of attendance, enrollment, and student achievement will be done annually. Within the next four years, recognize the special populations within each school district and analyze how best to serve them. This includes continued focus on special population areas including, but also beyond, special education. Student data disaggregated by 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, and corrections will be examined.

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	Promote CTE programs to all students with an emphasis on special populations. Analyze data for all students: attendance, enrollment, achievement, and graduation.
Year 2: 2025-2026	Promote CTE programs to all students with an emphasis on special populations. Analyze data for all students: attendance, enrollment, achievement, and graduation. Expand the data to success post-graduation.
Year 3: 2026-2027	Promote CTE programs to all students with an emphasis on special populations. Analyze data for all students: attendance, enrollment, achievement, graduation, and post-graduation. Focus on specific special populations data.
Year 4: 2027-2028	Promote CTE programs to all students with an emphasis on special populations. Analyze data for all students: attendance, enrollment, achievement, graduation, and post-graduation.



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 schools represented in the Educational Service Unit #16 plan to support the recruitment, preparation, retention, and training of CTE professionals by:

- a) providing CTE educators, counselors, and administrators Professional Learning Community Days through ESU 16's EDventurous. This allows for an opportunity for "like minded" colleagues to collaborate on course direction and needs.
- b) providing CTE educators and counselors job-alike days allowing for the opportunity to share projects and instructional strategies.
- c) securing funding for CTE educators, counselors, and administrators to attend Career & Technical Education Conferences to allow them to build their professional efficacy (i.e. Nebraska Career Education Conference, NDE Workshops, Nebraska School Counselors Association Conference, and others)
- d) securing funding for industry-standard equipment needs in Career & Technical Education courses.
- e) providing new CTE educators an opportunity to attend ESU 16's New Teacher Academy to discuss the challenges of being an educator and offer the correct support to ensure the teacher's success.
- e) offer new CTE educators an opportunity to be placed with a mentor within the ESU 16 consortium.

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)*

Within the next four years, educators, counselors, and administrators will be encouraged to attend CTE conferences to build their professional efficacy. Within the next four years, all CTE educators and counselors will have opportunities for professional development within their specific content area. This will be promoted through ESU 16's EDventurous PLCs and other job-alike days.

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. This will help recruit and retain CTE educators.

Within the next four years, ensure that all new CTE staff are set up with a mentor either in their school building or within the ESU.

ESU 16 will provide staff development in instructional strategies that cross all content areas, including career and technical education.

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	Encourage all Career & Technical Education educators and counselors to attend CTE conferences to build their professional efficacy. Have them share their experiences about these conferences with their peers at PLC and other content area days. Leverage the Professional Learning Communities to talk about H3 occupations within Nebraska and their region. Ensure all new Career & Technical Education staff are set up with a mentor either in their school or within the ESU.
Year 2: 2025-2026	Encourage all Career & Technical Education educators and counselors to attend CTE conferences to build their professional efficacy. Have them share their experiences about these conferences with their peers at PLC and other content area days. Leverage the Professional Learning Communities to talk about H3 occupations within Nebraska and their region. Ensure all new Career & Technical Education staff are set up with a mentor either in their school or within the ESU.
Year 3: 2026-2027	Encourage all Career & Technical Education educators and counselors to attend CTE conferences to build their professional efficacy. Have them share their experiences about these conferences with their peers at PLC and other content area days. Leverage the Professional Learning Communities to talk about H3 occupations within Nebraska and their region. Ensure all new Career & Technical Education staff are set up with a mentor either in their school or within the ESU.
Year 4: 2027-2028	Allow even more Career & Technical Education educators and counselors an opportunity to attend CTE conferences to build their professional efficacy. Have the Career & Technical Education instructors share out about the professional development during their Professional Learning Communities. Ensure courses within each program of study are being coded correctly. Revamp courses if necessary. Are these courses tied to a H3 occupation and within a Program of Study? Ensure all new Career & Technical Education staff are set up with a mentor either in their school or within the ESU.

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:

The Work-Based Learning opportunities provided to CTE students in the Educational Service Unit #16 consortium differ amongst school districts. Here are the work-based learning opportunities that are presented to students in the Educational Service Unit #16 consortium:

- a) Guest Speakers - Business/Industry Representatives
- b) Business Tours
- c) Job Shadowing
- d) Internships
- e) School-Based Business Enterprises

Through reVISION, many school districts have accumulated a list of potential business/industry representatives that would be interested in work-based learning opportunities. This list grows every year. Through ESU 16’s career/college fair, more businesses have been added to this list.

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)

Within the next four years, develop a process that encourages districts to seek out opportunities for CTE students to participate in Work-Based Learning. This includes but is not limited to: guest speakers, field trips/ business tours, job shadowing experiences, mentoring, internships, school-based enterprises.

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	Compile a list of area business/industry representatives that are interested in working with students. Ideally, have each career cluster represented in this list.

	ESU 16 will host an annual Career Fair that will have representation from each career cluster.
Year 2: 2025-2026	Allow business/industry representatives to come to the school as guest speakers, or allow classes to experience the business/industry day-to-day operations during a field trip or business tour. For school districts that are extremely rural and cut off from business representatives, encourage a possible school-based enterprise. ESU 16 will host an annual Career Fair that will have representation from each career cluster.
Year 3: 2026-2027	Seek out job shadow experiences with area businesses. For school districts that are extremely rural and cut off from business representatives, encourage the creation of a school-based enterprise. ESU 16 will host an annual Career Fair that will have representation from each career cluster.
Year 4: 2027-2028	Seek out job shadow experiences with area businesses. For school districts that are extremely rural and cut off from business representatives, encourage the creation of a school-based enterprise. ESU 16 will host an annual Career Fair that will have representation from each career cluster.

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?	
<p>RESPONSE:</p> <p>The Educational Service Unit 16's Advisory Committee will meet on a yearly basis to review/modify the goals for all six elements. Our Advisory Committee is purposely set up so that many of the school districts within the consortium are represented. The committee is also designed to represent as many CTE areas as possible. Ideally, these consortium advisory committee members will help bring back the goals to their school districts to improve the access and success in Career and Technical Education programs for each student within their district.</p> <p>We have some schools that are not represented on the Carl D. Perkins Advisory Committee. For those districts, ESU 16 will leverage the Professional Learning Communities and peer workshop days to speak about Nebraska's H3 data, Programs of Study, Carl D. Perkins Goals, and special population groups within the six elements. This process will ensure that our program will consistently improve each year.</p>	

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:

2024-25 Perkins Advisory Group:

Administrator - Del Dack, Paxton

STS/Ag Teacher - Bridger Chitka, Thedford

Business Teacher- Tammie Swanson, Arthur

Counselor - Stephanie McConnell, Wallace

FCS Teacher - Jeanine Kemp, Ogallala

General Ed. Teacher - Renee Seiler, Perkins Co.

Sped. Teacher - Laurie Vak, ESU 16 OWLS/ Transition

Student - Aelyn Cain, Ogallala

Parent and Business partner - Rachel Tucker, Perkins Co.

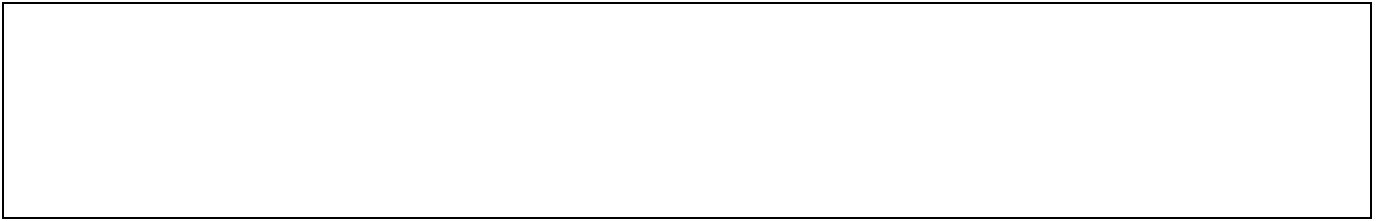
Community College - Jean Condon, MPCC

Workforce Development - Amber Kuskie

Meeting Dates: This advisory committee meets on a yearly basis during the month of May.

Sample Agenda: This meeting allows them to review the projects that were funded the year before, analyze H3 data, examine performance improvement data, review goals for each element, and look at each school district program of study. They will also decide where the funding will go for the next school year after reviewing the data.

ESU 16's Advisory Committee understands that their decisions directly impact the Career & Technical Education programs in our area.



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.