



**LOCAL PERKINS APPLICATION
2024-2028**

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

500 S. GARDNER STREET, LINCOLN, NE 68540-0044



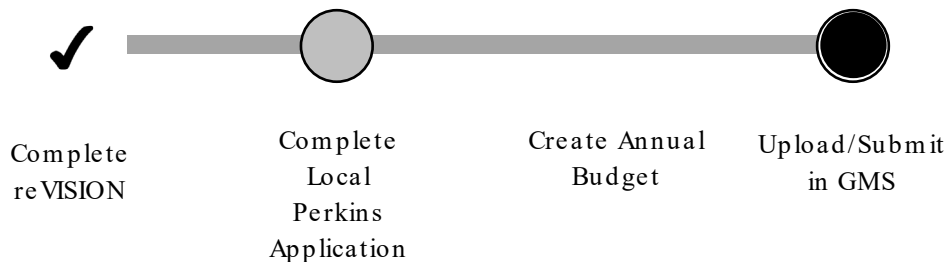
General Information

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



The

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

Eligible Recipients

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

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

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

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components is 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^{nt*}; and
6. Develop and implement evaluations of the activities funded by Perkins.

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

Visit 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 updated 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.

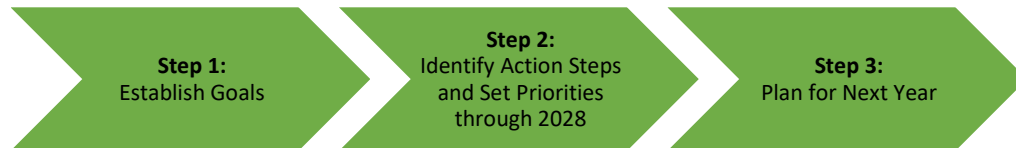
Section 1: reVISION Summary

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 district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your 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, your district, along with 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 district might pursue to ensure high-quality CTE programming for your 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 district. Your district 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 district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable

Section 1: reVISION Summary

Step 3: Plan for Next Year

After identifying the prioritized action steps your district 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 Grants Management Guide located on the Perkins Grant 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.

reVISION Summary. Considering your district’s reVISION outcomes, briefly summarize the current state of each element and the overarching goals your district might pursue in strengthening the CTE programming for your students. These summaries will form the rationale for the action steps needed and use of Perkins funds in the next sections.

| Element | Current State | Overarching Goal(s) |
|---|---|--|
| <p>SAMPLE:</p> <p><i>Size, Scope, and Quality and Implementing CTE Programs of Study</i></p> | <p><i>Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in our 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 district.</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 across the district, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i></p> |

| reVISION SUMMARY | | |
|----------------------------------|--|--|
| Element | Summary of Current State | Overarching Goal(s) |
| <p>Career Development</p> | <p>All CTE instructors are expected to be champions for their own programs of study. Many of the CTE offerings/partnerships that we have show students the value of certifications and direct employment. CTE is working with guidance on providing information about the pathways they teach in so that information can</p> | <ul style="list-style-type: none"> • Ensure CTE instructors are at least proficient in the career pathways in which they instruct. • Students should take ownership of their career choices with the assistance of their counselors and CTE instructors. |

| | | |
|--|--|---|
| | be passed along to students as needed. | |
| Local Workforce Alignment | <p>Since our district borders on the line of the Northeast and the Omaha regions, we need to use data from both to align our focus. We chose to focus on the top ten H3 occupations in both of the regions. Specifically registered nurses, electricians, machinists, industrial machinery mechanics, marketing, management, accounting and education. This allowed us to cover 17 of the top twenty careers in our area.</p> <p>Our advisory team reviews H3 data annually and compares that to the pathway offerings of the district. There is also input from local businesses on needs and gaps that exist in the current workforce.</p> <p>The demographic makeup of the district naturally provides plenty of opportunities for English learners. Businesses know they make up a significant part of the labor force and have adapted accordingly.</p> <p>Current CTE offerings are aligned to demand. The new CTE building has allowed the district to expand offerings to fill in the gaps for our high priority industries. The district spent significant time with local stakeholders to make sure they gathered information on local needs.</p> <p>We are adding a large number with the opening of the CTE building. Including: Automotive, Construction Tech, Mechatronics, CAD/CAM, Industrial Maintenance Tech</p> | <ul style="list-style-type: none"> • Monitor the opening of the new CTE Center and work through any early bugs/issues/shortcomings that may exist in the early stages. • Educate current/future students of the new offerings available in the CTE Center. • Equip the new CTE Center and other CTE programs as needed to maintain pace with industry standards and local needs. |
| Size, Scope, & Quality and Implementing CTE Programs of Study | <p>Our district has an extremely strong relationship with MCC. Strong relationships have also been built while acquiring Input from local businesses on CTE Center. Many of our CTE programs have current equipment, especially the new CTE Center. There is a need to increase female participation STS/male participation in FCS.</p> | <ul style="list-style-type: none"> • Grow relationship with MCC • Evaluate curriculum/equipment of all CTE courses and make sure they meet recent industry standards. |
| Student Performance Data | <p>Our gaps in performance are tracked mostly to our English learners and students in poverty. Increasing the programs available through the new CTE building and knowledge of those programs through the CTE Showcase is important to the reduction of those gaps.</p> | <ul style="list-style-type: none"> • Increase student performance in the 2S1, 2S2 and 2S3 categories. • Increase graduation rate to meet the state goal. • Improve WBL participation |
| Recruitment, Retention, and Training of Faculty and Staff | <p>The new CTE facilities in the district are state of the art. This helps to create a good foundation for recruiting and retaining employees. The district also has a competitive compensation package. FPS is also working to partner with Midland University to help train and recruit staff. The district is committed to keeping the curriculum used in the CTE courses current. Our staff also takes advantage of professional development opportunities. This includes everything from local workshops to national conferences.</p> | <ul style="list-style-type: none"> • Provide professional development opportunities for CTE staff on a local and national level to maintain standard industry knowledge and recent teaching strategies. • Provide support for current staff that creates job satisfaction. |

| | | |
|-----------------------------|---|--|
| Work -Based Learning | Our work -based learning program has been growing recently and has good participation from students and local employers. The WBL coordinator is constantly adding business partners. The curriculum students work through provides great guidance and feedback. | <ul style="list-style-type: none">• Increase student participation in WBL to 12%• Improve connection of students WBL placement to career interests. |
|-----------------------------|---|--|



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 district'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 district will ensure 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:

- NE career readiness standards, academic standards, and technical skills by making sure students are exposed to those standards on an annual basis in all CTE classes.
- CTE Showcase for middle school students so they are aware of the CTE opportunities available to them in the district.
- Career planning guidance through conversations with their counselor and CTE teachers, as well as being exposed to many career opportunities via the CTE curriculum.

2. In your district's reVISION process, action steps were identified that might be used to improve student understanding of career pathways. First, write the district'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 district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

Priority #1 - Ensure CTE instructors are at least proficient in the career pathways in which they instruct.

- Send teachers to local and national conferences to increase their career pathway knowledge
- Educate all counselors on career pathways

Priority #2 - Students should take ownership of their career choices with the assistance of their counselors and CTE instructors.

- Send teachers to local and national conferences to increase their career pathway knowledge
- Educate all counselors on career pathways
- Students should include career pathway discussion in their future plan documents.
- Host and improve an annual CTE Showcase and CTE Summer Camp.

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"> ● Create a system/curriculum for delivering career guidance in TST (homeroom) that will educate students on career development and H3 occupations in the region ● Plan and host first CTE Showcase |
| Year 2: 2025-2026 | <ul style="list-style-type: none"> ● Pilot the career guidance curriculum in CTE teachers TST classes. ● Improve CTE Showcase, begin planning for CTE Summer Camp |
| Year 3: 2026-2027 | <ul style="list-style-type: none"> ● Review effectiveness of career guidance curriculum ● Review effectiveness of CTE Showcase ● Host first CTE Summer Camp |
| Year 4: 2027-2028 | <ul style="list-style-type: none"> ● Review effectiveness of career guidance curriculum ● Review effectiveness of CTE Showcase ● Review effectiveness of CTE Summer Camp |

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 your reVISION outcomes to improve 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:

- Local and Regional CTE Assessment
 - We really looked at the top H3 occupations in both the Northeast Region and the Omaha Consortium. We analyzed where the district needed to improve and/or where its deficiencies were.

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

RESPONSE:

- New Programs of Study
 - The new CTE building has allowed us to offer new or improved programs of study. These programs include:
 - Automotive
 - Mechatronics
 - CAD/CAM
 - Industrial Maintenance
 - Health Occupations
 - Specifically registered nurses, electricians, machinists, industrial machinery mechanics, marketing, management, accounting, entrepreneurship and education.

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:

- Education of Students about current and new programs
 - We are planning to host our first annual CTE showcase that will be targeted toward middle school students, focusing on incoming 8th graders. This will be an event where current high school students will demonstrate some of the activities they have been working on in their courses during the school year. There will also be information there for students regarding the district's current programs of study. This event will help incoming high school students have a better understanding of their CTE course options entering high school.
 - We are also planning to develop a CTE Summer Camp that would be targeted towards at-risk students and special populations first, then filling in the camp with additional students who have interest in CTE. Ideally making the event available to as many students as allowed by faculty and facilities. This event is based on information gathered at a past VISION conference. There was another district presenting on what they had done and the success they experienced.
 - All students are educated on CTE programs of study through meetings with their assigned guidance counselors and high school course handbook.

6. Through your 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 district'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 district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

Priority #1 - Monitor the opening of the new CTE Center and work through any early bugs/issues/shortcomings that may exist in the early stages.

- Making sure the CTE Center has all of the equipment it needs to function at its intended capacity
- Get feedback from students about the CTE Center
- Get feedback from teachers about the CTE Center
- Get feedback from local stakeholders about the CTE Center

Priority #2 - Educate current/future students of the new offerings available in the CTE Center.

- Continue to grow/expand our CTE Showcase. This showcase is designed to educate middle school students on the CTE programs that exist at the high school.

Priority #3 - Equip the new CTE Center and other CTE programs as needed to maintain pace with industry standards and local needs.

- Add equipment to the CTE Center as needed.
- Providing resources to all CTE programs that will allow them to educate students according to current industry standards.
- Providing training for our CTE staff on current industry standards.

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"> ● Evaluate the success and needs of the new CTE Center through surveys for teachers and students. ● Hold 1st CTE Showcase |
| Year 2: 2025-2026 | <ul style="list-style-type: none"> ● Continue improving courses so they align with state standards and programs of study, especially the H3 occupations mentioned. ● Continue hosting CTE Showcase ● Plan potential CTE summer camp to help create student connections in the CTE programs and inform students of CTE opportunities in the district |
| Year 3: 2026-2027 | <ul style="list-style-type: none"> ● Continue improving courses so they align with state standards and programs of study, especially the H3 occupations mentioned. ● Continue hosting CTE Showcase ● Host first CTE summer camp to help create student connections in the CTE programs and inform students of CTE opportunities in the district |
| Year 4: 2027-2028 | <ul style="list-style-type: none"> ● Continue improving courses so they align with state standards and programs of study, especially the H3 occupations mentioned. ● Continue hosting CTE Showcase ● Continue hosting CTE Summer Camp |

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. Justify these offerings with reVISION outcomes.

RESPONSE:

- Fremont High School currently offers the following Programs of Study Career Fields
 - Business, Marketing and Management
 - Business Management and Administration
 - Accounting
 - Entrepreneurship
 - Finance
 - Finance
 - Marketing
 - Marketing Entrepreneurship
 - Communication and Information Systems
 - Information Technology
 - Business Technology
 - Data Science
 - Health Sciences
 - Health Science
 - Therapeutic Certificated Services
 - Human Sciences and Education
 - Human Services
 - Early Childhood Education and Services
 - Food Sciences
 - Design
 - Law, Public Safety and Security
 - Law Enforcement
 - Emergency and Fire Management
 - Skilled and Technical Sciences
 - Architecture and Construction
 - Architectural Design
 - Constructions
 - Manufacturing
 - Manufacturing

- Welding
- The district plans to add the following programs of study with the addition of the new CTE building opening in 2024-25:
 - Automotive
 - Mechatronics
 - CAD/CAM
 - Industrial Maintenance
 - Health Occupations
- The district has used the reVISION process to identify the following programs of study to focus on. They were prevalent in our research and H3 findings. Spending will not focus solely on these programs, but these will take priority.
 - Business, Marketing, and Management
 - Health Sciences
 - Human Sciences and Education
 - Skilled and Technical Sciences

8. How will your district 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 district plans to improve the academic and technical skills of students participating in CTE programs by:
 - Focusing in on H3 jobs in our areas, Specifically registered nurses, electricians, machinists, industrial machinery mechanics, marketing, management, accounting, entrepreneurship and education.
 - Expanding our school based business, Deja Brew.
 - Adding a new school based business, an online school apparel store.
 - Business and industry reps are brought into all programs of study.

9. Describe how your district 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 district will provide CTE students with the opportunity to gain postsecondary credit by:
 - Partnership with MCC exists and is working to be expanded in all existing programs of study, so we can provide dual credit opportunities for our students.

10. Through your district's reVISION process, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district'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 district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

Priority #1 - Grow relationship with MCC

- Evaluate current dual credit offerings and pathway partnerships
- Increase current dual credit offerings and pathway partnerships
- Increase special population participation in dual credit offerings

Priority #2 - Evaluate curriculum/equipment of all CTE courses and make sure they meet recent industry standards.

- CTE instructors will annually evaluate their curriculum for shortcomings/needs.
- District will update programs curriculum and equipment as needs are found.

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

| Program Year | Action Steps (What are you going to do to achieve your goal?) |
|------------------------------|--|
| Year 1: 2024-2025 | <ul style="list-style-type: none"> • Expanding our current school based business and adding a new business. • Ensure all new and current programs of study are modernized and align to current state standards |
| Year 2: 2025-2026 | <ul style="list-style-type: none"> • Expanding our current school based business and adding a new business. • Ensure all current programs of study are modernized and align to current state standards. |
| Year 3: 2026-2027 | <ul style="list-style-type: none"> • Expanding our current school based business and adding a new business. • Ensure all current programs of study are modernized and align to current state standards. |
| Year 4: 2027-2028 | <ul style="list-style-type: none"> • Expanding our current school based business and adding a new business. • Ensure all current programs of study are modernized and align to current state standards. |

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, your district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

The term "special populations" means -

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;

11. Describe how the district 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 nontraditional 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 district will provide support to teachers in the following ways:
 - The district will support teachers with professional development that will show teachers and counselors how they can prepare special populations for H3 jobs. This would include professional development on career education and how to integrate it into the curriculum.
- The size of our district allows us to offer many different programs of study, as well as access to many others through MCC. This naturally allows us to expose students to non-traditional career fields. We would like to create more opportunities for teachers to promote these careers in their classrooms, possibly through some informative presentations by CTE teachers.
- Our district has a great support system in place for special populations, specifically ELL and impoverished learners. We will take advantage of those systems and resources that are in place.
- Our non discrimination policy helps ensure students will get equal access to our programs of study. We use professional development to help educators and administrators identify various types of discrimination that affect students' engagement or participation in CTE programs. We also plan to use the new CTE center to attract and include special populations.
- CTE students have complete access to our district ELL and SPED programs to help assist with any barriers they are having in classes and assure accommodations are being made.
- CTE student organizations are available to all students and promoted in many different ways (email, Remind, social media, school announcements, flyers) to make sure everyone is aware.

- Our WBL coordinator does an amazing job making sure all students have access to H3 career internships.

12. How will the district 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 be taken to develop strategies to eliminate those disparities or gaps.

RESPONSE:

- Addressing gaps in performance
 - The district will review student performance data at the end of every year by having the advisory committee evaluate the data and come up with an action plan for shortcomings.
 - Current shortcomings are 2S1, 2S2 and 2S3.
 - Improvement also needs to be made in Work-Based Learning participation.
 - Despite the graduation rate NOT being a gap area, it will continue to be a focus within the district.
 - CTE teachers will work together to execute the action plan and report back to the advisory committee.
- If after three years progress hasn't been made in these area, or additional shortcomings have developed, the advisory committee will work together to develop a new action plan

13. Through the district's reVISION process, action steps were identified to address any disparities in student performance data. First, write the district'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 district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Student Performance Data:
(Copy and paste from the reVISION Summary)

Priority #1 - Increase student performance in the 2S1, 2S2 and 2S3 categories.

- Train teachers on strategies to increase performance of English learners.
- Increase classroom engagement of poverty students.

Priority #2 - Increase graduation rate to maintain alignment with the state goal.

- Continue to monitor failing students weekly.
- Review graduation standards.

Priority #3 - Improve WBL participation

- Monitor student participation to make sure all students are tracked properly.
- Motivate students to participate in WBL.

Prioritized Action Steps for Student Performance Data:

| Program Year | Action Steps <i>(What are you going to do to achieve your goal?)</i> |
|--------------|---|
|--------------|---|

| | |
|-------------------------------------|---|
| <i>Year 1: 2024-2025</i> | <ul style="list-style-type: none">● Review baseline data and create a plan on how the district will reach the goals for student performance data |
| <i>Year 2: 2025-2026</i> | <ul style="list-style-type: none">● Advisory committee will create an action plan to improve academic shortcomings● CTE Teachers will execute the plan. |
| <i>Year 3: 2026-2027</i> | <ul style="list-style-type: none">● CTE teachers will report back to the advisory committee on progress.● Advisory committee will review data and make adjustments to the plan |
| <i>Year 4: 2027-2028</i> | <ul style="list-style-type: none">● If no improvements have been made, the advisory committee will revisit and modify the action plan. |

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 your district’s approaches towards recruiting a knowledgeable, diverse workforce, support services offered to retain staff, and professional development provided to improve their skillsets. In this section, use the results of your district’s reVISION outcomes to prioritize the action steps for supporting educators and providing quality instruction to every student.

14. Describe how your district 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:

- Supporting the recruitment, preparation, retention and training of district personnel
 - The district will continue to work toward adding an education program of study in some way to aid in the recruitment of CTE teachers. This could be adding a program of study at the district level or partnering with Midland University.
 - District personnel will be sent to state and national workshops/conferences, including those presented by NDE.
 - The district will provide professional development for staff
 - Encourage CTE staff to join professional organizations and be active in those organizations

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

District’s Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff

(Copy and paste from the reVISION Summary)

Priority #1 - Provide professional development opportunities for CTE staff on a local and national level to maintain standard industry knowledge and recent teaching strategies.

- CTE teachers attend local conferences/workshops
- CTE teachers attend national conferences.

Priority #2 - Provide support for current staff that creates job satisfaction.

- Annual discussion with all CTE staff to review areas for improvement and support.

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"> • Begin planning for expanding the education program of study in the district. • Fund opportunities for CTE staff, including school counselors, professional development at the local, state and national level. |
| Year 2: 2025-2026 | <ul style="list-style-type: none"> • Pilot plan for educational program of study • Fund opportunities for CTE staff, including school counselors, professional development at the local, state and national level. |
| Year 3: 2026-2027 | <ul style="list-style-type: none"> • Year 1 of Education and Training program of study • Fund opportunities for CTE staff, including school counselors, professional development at the local, state and national level. |
| Year 4: 2027-2028 | <ul style="list-style-type: none"> • Evaluate the success of educational program of study • Fund opportunities for CTE staff, including school counselors, professional development at the local, state and national level. |

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 district and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

- Opportunities for CTE students in the district
 - Students can take an independent study allowing them to be placed at multiple locations throughout the school year, maximizing their ability to explore potential careers.
 - Students will have access to multiple levels management at their placements so they can ask questions and gain knowledge about all levels.
 - They will get hands-on experience where the law and safety allows.
 - Students will be able to pick a business of their choosing or from the list of businesses the district currently has partnerships with.
 - CTE students also have access to the district's WBL program and all its resources.
 - Students will have access to multiple levels management at their placements so they can ask questions and gain knowledge about all levels.

- They will get hands-on experience where the law and safety allows.
- Students will be able to pick a business of their choosing or from the list of businesses the district currently has partnerships with.
- There is also a WBL component in the High School of Business program of study.
 - This is a required component of this program of study.
 - Students will have access to multiple levels management at their placements so they can ask questions and gain knowledge about all levels.
 - They will get hands-on experience where the law and safety allows.
 - Students will be able to pick a business of their choosing or from the list of businesses the district currently has partnerships with.

17. Through your district's reVISION process, action steps were identified related to work based learning. First, write the district'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 district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Work -based Learning:
(Copy and paste from the reVISION Summary)

- Priority #1 - Increase student participation in WBL to 12%
- WBL Coordinator and counselors work to identify students who are good candidates.
 - Make sure all students who are participating in the program are counted properly.
- Priority #2 - Improve connection of students WBL placement to career interests.
- Require students to research career interests as part of the WBL program.

Prioritized Action Steps for Work -based Learning:

| Program Year | Action Steps <i>(What are you going to do to achieve your goal?)</i> |
|------------------------------|--|
| <i>Year 1: 2024-2025</i> | <ul style="list-style-type: none"> ● Work to increase the number of business partnerships in the community for all CTE areas ● Reduce barriers to student participation ● Purchase software that will allow easier tracking and communication between school and businesses |
| <i>Year 2: 2025-2026</i> | <ul style="list-style-type: none"> ● Work to increase the number of business partnerships in the community for all CTE areas ● Use data gathered from software and district data to further reduce barriers to student participation |
| <i>Year 3: 2026-2027</i> | <ul style="list-style-type: none"> ● Work to increase the number of business partnerships in the community for all CTE areas ● Evaluate student career interest in the district and make sure the proper careers are being focused on in career guidance. |
| <i>Year 4: 2027-2028</i> | <ul style="list-style-type: none"> ● Work to increase the number of business partnerships in the community for all CTE areas ● Review the WBL program and look for additional areas of improvement. |

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:

- Throughout the development of this plan, we have always worked with the best interest of the students of this district in mind. This includes those members of special populations. The high number of district students who live in poverty and are ELL, requires us to always take those things into consideration when planning any educational program or change.
- We specifically looked at any barriers that could exist as we look to expand these programs of study and add new ones.
 - Making sure students are educated on H3 occupations in the area and understand how to achieve opportunities in those areas
 - Not only making sure students have access to programs of study, but also setting them up for success.
 - We wanted all students to have an opportunity to participate in our WBL programs at some point during their HS careers.

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 a completed copy 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

district 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:

- Advisory Committee Roster
 - Myron Sikora - HS Principal
 - Mark Williams - CTE Coordinator/Guidance
 - Tiffany Lopez - FCS
 - Matt Burg - District Perkins Grant Coordinator/Business
 - Keith Cunnings - STS
 - Brad Ryun - STS/Veteran
 - Jeff Hayden - Core Teacher
 - Todd Hansen - MCC
 - Christi Meyer - parent/local business owner
 - Dillon Grossman - SPED/ELL
 - One current officer from each student CTE organization
- Engaging the Advisory Committee
 - The committee will be consulted, minimum, 2 times per year. Once to evaluate progress on the action plan for the current year. The second, to make a second evaluation of the action plan and see if changes need to be made for the following year. Approving the budget for the following year will also be handled at the second meeting.

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 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.