



**LOCAL PERKINS APPLICATION
2024-2028**

STAND-ALONE

OFFICE OF CAREER, TECHNICAL AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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



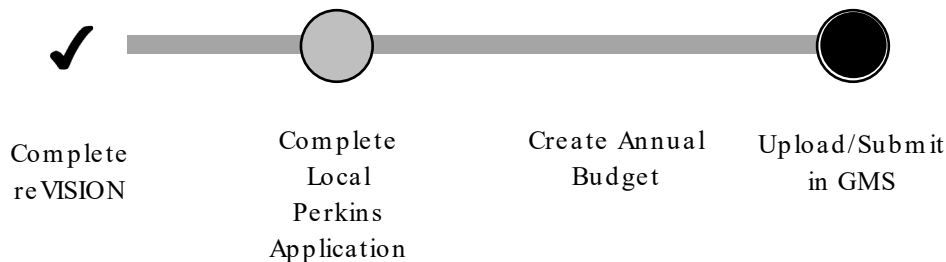
General Information

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

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

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

The Local Perkins Application asks you to describe how your 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 a partnership with your district and economic development region, review the action 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

Step 2: Identify Action Steps and Set Priorities through 2028

Step 3: Plan for Next Year

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>	<ul style="list-style-type: none"> • CTE Instructors collaborate as a part of weekly district PLC which helps with peer support and cross-sector workforce connections • GHS faculty are invited to their respective Pathways Advisory committees to keep up-to-date about 	<p>With the implementation of Career Pathways in 2019, we've experienced a lot of success and growth. We celebrate many major milestones after our initial revision process including our first CTE dual credit graduate (automotive technology). We look forward to</p>

	<p>regional career opportunities & skill requirements.</p> <ul style="list-style-type: none"> ● GJHS students complete a career inventory that is included within personal learning plans (PLPs) and coordinated/transitioned to the high school level through an immersive Career Pathways Exploration Day. ● GHS hosts Apply2College day for seniors in partnership with EducationQuest. We also host various regional colleges on campus during that event. ● Regularly host opportunities for military recruiters to come in and have a booth over lunch period. ● Military recruiters are also present at our annual Career Fair along with industry partners ● WNCC has a very strong college opportunity fair (both 2 and 4 year options) that GHS juniors and seniors are encouraged to attend. ● Counselors are working with students and parents to identify coursework opportunities that lead to post-graduation goals. ● GJHS hosts career exploration courses where industry professionals come in and outline the education/skill building path to enter their respective field. 8th grade Career Pathways Day ● Counselors are invited to professional learning communities (PLC) meetings where pathway/department instructors share resources to increase communication. ● Counselors assist teachers in identifying scholarship candidate opportunities. ● Counselors have and are encouraged to connect with other schools strong in the area for site visits and shared learning. 	<p>continuing to elevate CTE opportunities for students and the variety of pathways that can follow.</p> <p><u>Action Steps:</u></p> <ul style="list-style-type: none"> ● Strengthen PLP communication and coordination with families (in addition to students). ● Add stronger expectations and oversight to include teacher evaluation that includes elements of soft skill development or workforce connection/activities in course planning. ● Development of a stronger identification and tracking system for work-based learning opportunities and apprenticeships between counselors, instructors and work-based learning supervisors ● Elevate more stories of alternative pathways (direct to workforce/apprenticeships, military, etc.)
<p>Local Workforce Alignment</p>	<ul style="list-style-type: none"> ● Programs are aligned within the six NDE Career Pathway areas and clusters are identified as workforce shortage areas by local H4 ● Continued discussion with local advisory panels ● Strategic Plan sessions and local industry focus groups for that 	<p>The alignment of this report in timing with our district Strategic Plan and the rich conversations with the workforce and industry helped to realize the gaps in several of our career pathways areas.</p> <ul style="list-style-type: none"> ● Maximize partnerships and current resources to grow education career pathway

	<p>strategic plan are aligned with panhandle H3 shortage areas.</p> <ul style="list-style-type: none"> ● We have a great relationship with Vocational Ed and can connect with them as a resource for special populations. ● Cirrus House is also a great resource for supported employment as an adult for those with SPMI ● As stated above, we align with the 6 career pathway areas and new or updated programming is born from discussion and in partnership with local industry through advisory committees and strategic planning processes. ● Gaps are currently identified in the area of healthcare, criminal justice and education pathways. There is a gap due to the number of FTE required to implement comprehensive programming and the gap in capacity for dual credit partnerships. 	<p>offerings to a more comprehensive program area</p> <ul style="list-style-type: none"> ● Implementation of Educators Rising CTSO ● Grow and maximize partnerships in order to expand healthcare clusters – this will be highly dependent on partnerships with Western Nebraska Community College. ● Continue to strengthen course offerings for the criminal justice/public safety career cluster.
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<ul style="list-style-type: none"> ● In 2022, expanded dual credit offerings by 33 new courses = First dual graduate in 2023! ● Quarterly meetings between Gering and WNCC where processes, strengths and issues are identified and addressed. We have strong dual-credit programming that will continue to grow. ● Annual meeting with each Career Pathway Advisory committee to discuss skill requirements, industry trends, workforce needs and partnership opportunities. ● Student organizations regularly partner with area businesses and organizations on special projects to address needs (DECA, HOSA, FFA). ● Regular participation in regional economic development initiatives. ● GHS is fortunate to have completed a \$24 million dollar bond project. This has allowed our students and staff state-of-the-art facilities. ● Ag, Business, Marketing and Management, Communications, Arts and Technology and Skilled and Tech Trades have all received significant investment in resources privately and 	<p>This has been a deep area of focus for us. We have excelled in aligning with our local community college to bring more dual credit opportunities for all students. We are also learning to be more strategic about aligning programming to the workforce and highlighting these incredible opportunities to students.</p> <ul style="list-style-type: none"> ● Increase equipment and learning resources for education, healthcare and criminal justice career pathways. ● Promote education growth for local teachers to hopefully encourage/capture more in-house dual credit instructors. ● Be more intentional about highlighting stories of underrepresented populations in career fields where they exist.

	<p>through school funding for equipment and classroom materials.</p> <ul style="list-style-type: none"> • Our middle school classrooms are also in need of resource equity and alignment • We have above-average female participation in the community/arts/technology cluster. This is in large part due to the strong STEM programming and complimentary activity - Samsung Solve For Tomorrow competition success. • There is a high level of participation from economically disadvantaged youth in our skilled and technical trades pathway. • English learners, homeless, foster youth or pregnant/mothers represent less than 1% of the Gering High school population and are under-represented in the CTE programs, although they are offered accessibility to these courses. 	
<p>Student Performance Data</p>	<ul style="list-style-type: none"> • Inconsistencies exist among each career cluster. For example, female indicators are strong in the STEM areas, but are underrepresented in the areas of skilled and technical trades. • Trends reflect more balanced subgroup indicators in the earlier grade levels which shifts in the sophomore, junior and senior years. • With the implementation of Career Pathways Exploration Days and at least quarterly class meetings highlighting CTE opportunities, promotion to students had been stronger than ever. • Representation matters, our students are able to see a female Ag teacher who can weld, which has led to stronger female representation in the ag area. 	<p>We have demonstrated growth in this area by hiring non-traditionally represented in industry teachers for content area.</p> <ul style="list-style-type: none"> • Stronger evaluation of program areas and using indicator data to drive decision making. This evaluation will help to determine barriers that need to be addressed. • Be more intentional in making sure students see models of success in underrepresented populations either through direct workforce connections or through identifying stories of impact • Elevate student who are participating in non-traditional courses for their respective gender.
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<ul style="list-style-type: none"> • Demonstrated succession plan success in auto tech program retirement • Professional growth encouraged by salary advancement opportunities. • New hires are partnered with department mentors. • Gering embodies a strong PLC 	<p>Gering has strong incentive systems in place to recognize growth for our CTE instructors. We also have a well implemented PLC process that supports the collaboration and connectedness of instructors. The GPS onboarding process and mentoring program for new hires helps to support the transition.</p>

	<p>structure – where pathway areas meet weekly to increase professional supports, identify needs and encourage innovation and collaboration.</p> <ul style="list-style-type: none"> ● Salary advancement opportunities based on professional growth and development. ● Additional opportunities to gain adjunct status with WNCC – enhancing professional growth. ● Regular evaluations and feedback with a focus on support and goal-setting. ● Many of our CTE educators are long-standing employees with the district. ● We have experienced an increased effort by NDE to bring this opportunities to our geographic region – thank you! ● Continue to partner with ESU to bring opportunities regionally and leverage their regional perspective. ● We’ve found the adjunct instructor and dual credit model has helped ease the CTE FTE demand by often elevating students to the college for the higher level courses. ● The majority of instructor sharing happens through our partnership with instructors at WNCC. ● Much of Gering’s dual credit offerings are due to our instructors being recognized as adjuncts through WNCC. 	<p><u>Action Steps:</u></p> <ul style="list-style-type: none"> ● Continue partnership with WNCC to increase access and expand capacity to courses. ● Implementation of an “externship” model where instructors are in the industry field. ● Partnership with WNCC where CTE professional development opportunities are offered regionally to help meet the needs of area districts. ● Provide more opportunities for connections to other district’s CTE instructors
<p>Work -Based Learning</p>	<ul style="list-style-type: none"> ● Continue to realize strong numbers in our work-based learning ● This real-world experience has been invaluable to the technical and career readiness skills for students. Students complete bi-weekly evaluations where they assess their skill development and knowledge. All students currently placed have demonstrated growth. ● Strong onboarding process in advance of work-based placement. ● Right now, the implementation of work-based learning is very reactionary to workforce and student requests. This is reactionary partially due to the fact there is no dedicated staff member coordinating work-based learning. ● Increased inclusion of work-based 	<p>Gering has a strong work-based learning program but an increase in demand has maximized capacity to manage an effective evaluation process without a dedicated staff liaison – for which, we have no funding. The learning outcomes for industry partnerships and subsequent skill development have demonstrated that work-based learning is a great way to enhance classroom learning.</p> <p><u>Action Items:</u></p> <ul style="list-style-type: none"> ● Analyze gaps in work-based learning opportunities in each pathway to ensure accessibility to all students. ● Address barriers to student participation (such as transportation) to work-based learning.

	<p>learning experiences are built into course programming as “capstone” courses .</p> <ul style="list-style-type: none"> • Many of the work-based learning opportunities are available as a part of CTSOs. For example, DECA has a core principle of work-based projects and workforce connections. • Some classes are more intentionally connecting work-based experiences to the classroom than others. • As the demand from businesses and students increases for work-based learning opportunities, we are seeing more instructors buying into the philosophy shift. This is the key reason that a goal of “community engagement” was prioritized in our recent strategic plan. 	<ul style="list-style-type: none"> • Strengthen connection for instructors to workforce and orgs in the region through a resource fair. • Collaborate with local chamber to explore partner and education opportunities for businesses.
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Helpful Tip

When developing goals, make sure they are SMART: Specific, Measurable, Attainable, Relevant, and Time Bound. This way, there will be sufficient detail related to how you will go about making change and use your federal Perkins V funds to improve CTE programming. More information about setting SMART goals can be found at: <http://bit.ly/SmartCTEGoals>.

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the 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:

2. 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:
 - e) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;
 - a. Self-Knowledge Assessments: Utilize tools and assessments provided by local workforce agencies and one-stop delivery systems to help students evaluate their own strengths, interests, and values in relation to NE career readiness standards, academic standards, and technical skills.

- b. **Workshops and Seminars:** Organize workshops and seminars conducted by professionals from workforce development boards to provide insights into various career paths and the skills required for each, helping students align their self-knowledge with career goals.
- c. **Individual Counseling:** Offer personalized counseling sessions facilitated by career advisors from local workforce agencies to help students understand their attainment levels and areas for improvement.
- d. **Digital Portfolios:** Encourage the use of digital portfolios to track and reflect on their academic progress and technical skill development over time.

f) 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;

- a. **Career Information Systems:** Partner with local workforce agencies to provide access to career information systems that offer detailed information about occupations, CTE options, and postsecondary education and training pathways.
- b. **Labor Market Data:** Integrate labor market information (LMI) into the curriculum, ensuring students are informed about high-wage, high-skill, and high-demand (H3) occupations as identified through the reVISION process.
- c. **Career Fairs and Industry Visits:** Collaborate with workforce development boards to organize career fairs and industry visits, giving students direct exposure to various professions and industries.
- d. **Work-Based Learning Opportunities:** Facilitate internships, apprenticeships, and job shadowing opportunities through partnerships with local businesses and one-stop delivery systems, allowing students to gain practical experience and demonstrate their skills.

g) 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

- a. **Postsecondary Options Workshops:** Conduct workshops on choosing, applying, and financing postsecondary education options, with input from local workforce agencies and education partners.
- b. **Job Search Skills Training:** Offer training sessions on essential job search skills, including interviewing, resume writing, portfolio development, and professional networking, with support from workforce development boards.
- c. **Financial Aid and Scholarship Guidance:** Provide guidance on financial aid and scholarship opportunities through collaborations with education partners and local workforce agencies.

- d. Career Advisors: Maintain a team of career advisors to assist students in developing and refining their career plans, ensuring alignment with their skills and interests.

h) 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).

- a. Integrated Career and Academic Advising: Develop an integrated system of career and academic advising that begins before students enroll in CTE programs and continues throughout their participation, supported by one-stop delivery systems and local workforce agencies.
- b. Continuous Monitoring and Support: Ensure ongoing monitoring and support through regular check-ins with career advisors, leveraging tools and resources from workforce development boards.
- c. Curriculum Integration: Embed career development content into the regular curriculum, ensuring all students receive consistent and comprehensive career guidance.
- d. Feedback and Improvement: Establish mechanisms for feedback from students, parents, and partners to continually refine and improve the career development delivery system.

District's Goal(s) for Career Development:

(Copy and paste from the reVISION Summary)

With the implementation of Career Pathways in 2019, we've experienced a lot of success and growth. We celebrate many major milestones after our initial revision process including our first CTE dual credit graduate (automotive technology). We look forward to continuing to elevate CTE opportunities for students and the variety of pathways that can follow.

Action Steps:

- Strengthen PLP communication and coordination with families (in addition to students).
- Add stronger expectations and oversight to include teacher evaluation that includes elements of soft skill development or workforce connection/activities in course planning.
- Development of a stronger identification and tracking system for work-based learning opportunities and apprenticeships between counselors, instructors and work-based learning supervisors
- Elevate more stories of alternative pathways (direct to workforce/apprenticeships, military, etc.)

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)

The alignment of this report in timing with our district Strategic Plan and the rich conversations with workforce and industry really helped to realize the gaps in several of our career pathways areas.

- Maximize partnerships and current resources to grow education career pathway offerings to a more comprehensive program area
- Implementation of Educators Rising CTSO
- Grow and maximize partnerships in order to expand healthcare clusters – this will be highly dependent on partnerships with Western Nebraska Community College.
- Continue to strengthen course offerings for criminal justice/public safety career cluster.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p><i>Year 1: 20242025</i></p>	<ul style="list-style-type: none"> ● Implement a career interest inventory for grades 9-12 at key points throughout the PLP process. This will be used to identify student’s Career Pathway tracks. ● Formalize a plan for counseling to meet with students a minimum of twice yearly to update PLP’s and have career discussions.
<p><i>Year 2: 20252026</i></p>	<ul style="list-style-type: none"> ● Input stronger transition meeting information for parents/students to learn opportunities around work-based learning, apprenticeships, and career exploration day. ● Mandatory department participation in respective Career Pathway advisory committees. This is especially important for instructors teaching in the advisory committee areas but would not be limited to just these people.
<p><i>Year 3: 20262027</i></p>	<ul style="list-style-type: none"> ● Add stronger expectations and oversight within teacher evaluations that include elements of soft skill development or activities in course planning.
<p><i>Year 4: 20272028</i></p>	<ul style="list-style-type: none"> ● Development of a stronger identification and tracking system for work-based learning opportunities and apprenticeships between counselors and instructors.

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:

Based on feedback from advisory and strategic planning committees, an education pathway would be started and an Educator's Rising CTSO would be created.
Several committees spoke regarding soft skills and this started the conversation of having all instructors incorporate soft skills in their classroom lessons.
We adjusted our Health Science Pathway making Health Science 1 & 2 a year-long course.

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

RESPONSE:

Continued expansion of our health sciences pathways based on advisory committee feedback and the H3 workforce report and increased our partnership with Western Nebraska Community College (WNCC).
Development of a new education pathway will be started based on the need for teachers and the H3 workforce report.
Expand our Industrial Trades department to offer HVAC and plumbing into new and/or existing courses.
Strengthen our Work-based Learning Program.

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:

A Life Skills course is taught to all high school special populations to help them transition to the workforce. Data indicates we have a high number of female and economically disadvantaged students enrolled in CTE courses. We continue to encourage this participation as a model for all special populations. Results from our PLPs are used by counselors to help them guide students during registration and in making class/workforce connections for future networking. Students in special populations are also encouraged to enroll in the work-based learning program to broaden their understanding of the actual workplace.

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)

The alignment of this report in timing with our district Strategic Plan and the rich conversations with workforce and industry really helped to realize the gaps in several of our career pathways areas.

- Maximize partnerships and current resources to grow education career pathway offerings to a more comprehensive program area

- Implementation of Educators Rising CTSO and develop a MOU and partnership with Chadron State College
- Grow and maximize partnerships in order to expand healthcare clusters – this will be highly dependent on partnerships with Western Nebraska Community College.
- Continue to strengthen course offerings for the criminal justice/public safety career cluster.

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"> ● Mandatory department participation in Advisory Committee meetings will be required. Instructors from other areas may attend if desired. ● Share H3 reports with students in their individual PLP meetings to help them learn and understand earning power in specific career fields.
Year 2: 2025-2026	<ul style="list-style-type: none"> ● Utilize H3 reports and share with Career Pathways Advisory Committees to align conversations about career cluster development.
Year 3: 2026-2027	<ul style="list-style-type: none"> ● Enhance and ensure that our special populations receive access to various career opportunities.
Year 4: 2027-2028	<ul style="list-style-type: none"> ● Capture outcome data as to the effectiveness and skill development through Career Pathway implementation (track of the current 2024-2025 freshman class).

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:

- CTE program offerings that will be provided with Perkins funds will focus on areas in the STS fields, health and business. One main area of focus and development will be in the area of STS and adding HVAC, Plumbing, and Electrical to the Construction Pathway. This will allow students to get hands-on real-world practice at the trades.
- Another area of concentration for GHS is the health occupations field with a preliminary focus on nursing, currently GHS has an onsite instructor teaching the Basic Nursing Assistant course, use of Perkins funding to expand the opportunities and use of modern equipment for students in the program to become familiar with in the workforce standards is key for student success. GHS is also looking to expand dual credit and college credit pathways for students in the area of health occupations and will be utilizing a partnership with WNCC to create pathways for students to take higher level courses in nursing such as nutrition and diet therapy as well as certifications in medication aid and phlebotomy to prepare students for the field of nursing and an H3 occupation. These course offerings and partnerships make a connection to part 3 of the regional assessment and allow students to take college credit as well the opportunity to work with some modern equipment within and out of their own learning environments.
- Other offerings that will benefit from Perkins funding are in the areas of STS, our regional area offers many STS opportunities for students, GHS is looking to continue supporting their Automotive 1 and 2 course offerings with modernized equipment and access to the latest trends, changes and repair bulletins. GHS is also looking to combine some basic welding opportunities for our students in the automotive course cluster to give students a well rounded experience. GHS is also exploring some college level credit being offered onsite to students for the continued growth of learning in this area, currently GHS has seen a rise in female participants in the automotive area and will focus on encouraging our female population to explore the automotive area making a direction connection to element 4 of the needs assessment with regard to special populations.
- GHS will continue to innovate in the area of course development in our STEM courses supporting Project Lead the Way and continuing to build this program. This fall with the hopes to expand course offerings in this growing field. Pending data and demand for this course GHS will make a decision on how to proceed and see a potential area where inclusion of special populations would benefit.
- Gering High School will launch their Education pathway for the 2025-2026 school year. At the current moment there is quite the demand with students wanting to become educators. Education is a H3 career that is in dire need of more teachers. Students are beginning to take the entry level courses for this pathway and we will continue to develop it. Perkins funds will be used to start a Educator's Rising CTSO.
- Gering High School will continue to develop its Criminal Justice/Public Safety Career Cluster and Agriculture Pathways to increase offerings.

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:

- Professional development and training of instructors in core courses better aligned to CTE integration.
- Implementation of apprenticeships and work-based learning to enhance the real-work skill development for students and directly apply classroom learning.
- Externship experience for CTE instructors so they can directly learn from workforce about current skill requirements.

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:

- GHS will have frequent meetings with the Academic Dean and other student services personnel from WNCC to share ideas and work on plans to implement future dual enrollment and college credit opportunities for students at GHS.
- As GHS moves to expand career pathways in the areas of ag, education and public services (law enforcement) we will be looking to expand dual/college credit offerings and will lean on our partnership with WNCC and possibly Chadron State College to supplement course offerings we are unable to offer at GHS.
- Students PLP (personal learning plans) will also be essential to our ability to promote dual credit offerings, GHS is also changing our counseling office procedures and will greater efforts promote dual learning to parents and students, we will utilize PLP's and our career pathways guides to encourage students to take dual credit courses as well as utilize ACE grants and onsite dual certified instructors to eliminate tuition costs.

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)**

This has been a deep area of focus for us. We have excelled in aligning with our local community college to bring more dual credit opportunities for all students. We are also learning to be more strategic about aligning programming to the workforce and highlighting these incredible opportunities to students.

- Increase equipment and learning resources for education, healthcare and criminal justice career pathways.
- Promote education growth for local teachers to hopefully encourage/capture more in-house dual credit instructors.
- Be more intentional about highlighting stories of underrepresented populations in career fields where they exist.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2024-2025</i>	<ul style="list-style-type: none"> ● Update the Manufacturing & Welding classes with a plasma cam table & updating the exiting welders ● Increase course offerings for STEM funding Project Lead the Way
<i>Year 2: 2025-2026</i>	<ul style="list-style-type: none"> ● Regularly evaluate and adjust STEM courses and supporting Project Lead the Way ● Resource development with GPS Foundation and other partners to expand health science offerings. ● Development and implementation of an Criminal Justice/Public Safety Pathway ● Develop and expand the Education pathway adding Educator’s Rising ● Add Electrical, Plumbing and HVAC to the STS course rotations
<i>Year 3: 2026-2027</i>	<ul style="list-style-type: none"> ● Better understanding and data evaluation of special populations in order to determine where CTE gaps exist. ● Continue to seek partnerships, externships and work based learning opportunities for all pathways
<i>Year 4: 2027-2028</i>	<ul style="list-style-type: none"> ● Increase dual credit opportunities for students through WNCC or other postsecondary institutions. ● Research dual credit opportunities for our pathway students from accredited institutions.

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;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services or is on active duty status

11. Describe how the 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:

Describe how the district will provide support to teachers so they will:

- Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency
 - Professional Development Workshops: Organize workshops specifically designed for teachers to learn effective strategies and techniques for preparing special populations (such as students with disabilities, English language learners, etc.) for careers in high-demand sectors (H3 sectors).

- Resource Libraries: Establish resource libraries stocked with materials, lesson plans, and curriculum guides tailored to help teachers create activities geared towards vocational training and career readiness for special populations.
- Guest Speakers and Industry Visits: Arrange for guest speakers from H3 sectors to visit classrooms or virtual sessions, providing insights into career pathways and industry-specific skills needed for self-sufficiency.
- Partnerships with Industry: Foster partnerships with local businesses, trade associations, and vocational training centers to facilitate internships, job shadowing opportunities, and mentorship programs for special populations.
- Technology Integration: Provide access to technology tools and software that simulate workplace environments or offer vocational training simulations, helping special populations develop practical skills in a controlled setting.
- Counseling and Career Guidance: Equip teachers with resources and training in career counseling techniques to support special populations in identifying career interests, setting goals, and navigating career pathways in H3 sectors.
- Adapted Curriculum Development: Support teachers in adapting existing curriculum to meet the needs of special populations, incorporating hands-on activities, real-world projects, and skill-building exercises relevant to H3 sectors.
- Professional Learning Communities (PLCs): Establish PLCs where teachers can collaborate, share best practices, and brainstorm innovative approaches to enhance career preparation initiatives for special populations.
- Grant Opportunities: Assist teachers in identifying and applying for grants aimed at funding programs, equipment, or professional development related to vocational training and career readiness for special populations.
- Evaluation and Feedback Mechanisms: Implement mechanisms to gather feedback from teachers and stakeholders on the effectiveness of career preparation activities for special populations, adjusting strategies as needed to optimize outcomes.

- **Prepare CTE participants for nontraditional fields**

- Professional Development Programs: Offer specialized training and workshops for teachers focused on nontraditional careers, providing them with insights into industry demands, skill requirements, and effective teaching strategies.
- Industry Partnerships: Forge partnerships with local businesses and industry leaders in nontraditional fields (such as STEM, healthcare, construction trades, etc.) to provide teachers and students with real-world insights, mentorship opportunities, and access to industry-specific resources.
- Curriculum Development: Support teachers in developing or enhancing curriculum that integrates nontraditional fields, emphasizing hands-on learning experiences, project-based activities, and skill development relevant to emerging industries.
- Career Exploration Programs: Implement career exploration programs that expose CTE participants to a diverse range of nontraditional careers through job shadowing, internships, guest speakers, and industry tours.

- **Support Services:** Provide additional support services such as academic tutoring, counseling, and mentoring tailored to CTE participants interested in nontraditional fields, ensuring they have the resources and guidance needed to succeed.
 - **Role Model and Mentorship Programs:** Establish mentorship programs where CTE participants can connect with successful professionals in nontraditional fields who can provide guidance, inspiration, and practical career advice.
 - **Equity and Inclusion Initiatives:** Promote equity and inclusion in CTE programs by actively encouraging participation from underrepresented groups in nontraditional fields, fostering a supportive and inclusive learning environment for all students.
 - **Technology Integration:** Invest in technology resources and tools that facilitate learning and skill development in nontraditional fields, preparing CTE participants to adapt to technological advancements and industry trends.
 - **Assessment and Feedback Mechanisms:** Implement regular assessments and feedback mechanisms to evaluate the effectiveness of nontraditional field preparation initiatives, allowing for continuous improvement and adjustment of strategies based on teacher and student input.
 - **Recognition and Celebration:** Recognize and celebrate achievements of CTE participants in nontraditional fields through awards, showcases, and public recognition, motivating students and teachers alike to excel in emerging career pathways.
- **Provide equal access for special populations to CTE courses, programs, and programs of study; and**
 - **Professional Development:** Offer specialized training and workshops for teachers on inclusive teaching practices and strategies to accommodate diverse learning needs within CTE courses.
 - **Resource Allocation:** Ensure equitable distribution of resources, including adaptive technology, materials, and funding, to support the participation and success of special populations in CTE programs.
 - **Individualized Education Plans (IEPs):** Collaborate with special education professionals to develop and implement IEPs that align CTE coursework with the unique strengths and needs of students with disabilities, ensuring they receive appropriate accommodations and support.
 - **Accessible Facilities and Equipment:** Ensure that CTE classrooms, labs, and equipment are accessible and adaptable to accommodate students with physical disabilities, sensory impairments, or other challenges.
 - **Career Counseling and Guidance:** Provide specialized career counseling and guidance services to help special populations explore CTE pathways, set career goals, and navigate program requirements effectively.
 - **Partnerships and Community Engagement:** Foster partnerships with community organizations, disability advocacy groups, and employers to create inclusive internship opportunities, job shadowing experiences, and mentorship programs for special populations.

- Curriculum Adaptation: Support teachers in adapting CTE curriculum and instructional materials to meet the diverse learning styles, abilities, and interests of special populations, ensuring content is relevant and engaging.
 - Peer Support and Collaboration: Establish peer mentoring programs where CTE students from diverse backgrounds can support and learn from one another, promoting a supportive learning environment.
 - Data Monitoring and Evaluation: Implement systems to monitor participation rates, academic progress, and outcomes for special populations in CTE programs, using data to identify barriers and improve support strategies.
 - Policy and Advocacy: Advocate for policies and initiatives that promote equity and inclusivity in CTE education, ensuring that all students, including special populations, have equal opportunities to pursue and succeed in CTE pathways.
- **Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**
 - Professional Development: Offer comprehensive training and workshops for teachers on diversity, equity, and inclusion, emphasizing awareness of unconscious bias and strategies to foster a supportive and respectful classroom environment for all students.
 - Policy Implementation: Ensure clear and enforceable policies are in place that explicitly prohibit discrimination based on race, ethnicity, gender, disability, socioeconomic status, or any other characteristic within the district's code of conduct and educational policies.
 - Equitable Access to Resources: Allocate resources equitably across schools and classrooms to support the needs of special populations, including access to technology, instructional materials, and support services such as counseling and academic tutoring.
 - Cultural Competence: Provide ongoing professional development focused on cultural competence and sensitivity, enabling teachers to better understand and respect the cultural backgrounds and identities of students from special populations.
 - Individualized Support Plans: Collaborate with educators and support staff to develop and implement Individualized Education Plans (IEPs) or Section 504 Plans that outline specific accommodations and supports for students with disabilities or special needs, ensuring their academic and social success.
 - Monitoring and Reporting: Establish mechanisms for monitoring and reporting incidents of discrimination or bias-based behaviors, ensuring timely intervention and resolution to prevent recurrence and uphold a safe learning environment.
 - Community Engagement: Foster partnerships with community organizations, advocacy groups, and parents/guardians of students from special populations to gather feedback, address concerns, and promote collaborative efforts in supporting students' educational journeys.
 - Promotion of Inclusive Practices: Encourage teachers to implement inclusive teaching practices that celebrate diversity, promote mutual respect, and actively engage all students in classroom activities and discussions.

- **Legal Compliance:** Ensure compliance with federal and state laws protecting the rights of individuals from special populations, including but not limited to the Individuals with Disabilities Education Act (IDEA) and Title VI of the Civil Rights Act, through regular training and updates for staff.
- **Accountability and Support:** Provide ongoing support and resources for teachers to navigate complex issues related to diversity and inclusion, including access to guidance counselors, diversity officers, and professional development opportunities focused on equity and social justice.

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:

Administration, counselors, and advisory committees will look at performance data and analyze what can be done to eliminate gaps.

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)

We have demonstrated growth in this area by hiring non-traditionally represented in industry teachers for content area.

- Stronger evaluation of program areas and using indicator data to drive decision-making. This evaluation will help to determine barriers that need to be addressed.
- Be more intentional in making sure students see models of success in underrepresented populations either through direct workforce connections or through identifying stories of impact
- Elevate student who are participating in non-traditional courses for their respective gender.

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"> ● We need to continue to meet to determine areas and key indicators to determine gaps with counselors, administration, and advisory committees.
<i>Year 2: 2025-2026</i>	<ul style="list-style-type: none"> ● Once data is extracted and barriers are determined, plans to address needs will be created.
<i>Year 3: 2026-2027</i>	<ul style="list-style-type: none"> ● Presentation of key indicators and barriers will be shared with instructors to work toward better inclusion and outcomes.
<i>Year 4: 2027-2028</i>	<ul style="list-style-type: none"> ● Ongoing evaluation, assessment, and plan implementation.

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:

- Formalize a succession program that identifies potential candidates. For retention, we will continue to embrace the importance of CTE graduates and students by highlighting success stories of students and educators.
- “Grow Your Own” scholarship program for GPS graduates to come back as educators. Implementation of externship model where instructors are advancing skills in the field.

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)

Gering has strong incentive systems in place to recognize growth for our CTE instructors. We also have a well implemented PLC process that supports the collaboration and connectedness of instructors. The GPS onboarding process and mentoring program for new hires helps to support the transition.

Action Steps:

- Continue partnership with WNCC to increase access and expand capacity to courses.
- Implementation of an “externship” model where instructors are in the industry field.
- Partnership with WNCC where CTE professional development opportunities are offered regionally to help meet the needs of area districts.
- Provide more opportunities for connections to other district’s CTE instructors

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2024-2025</i>	<ul style="list-style-type: none"> • For retention and morale, continue to focus on the importance of CTE graduates and programs. Continue to be storytellers of success stories with our communities. Build that pride!
<i>Year 2: 2025-2026</i>	<ul style="list-style-type: none"> • Grow our partnership with WNCC and offer CTE professional development opportunities regionally to help meet the professional development needs of instructors.
<i>Year 3: 2026-2027</i>	<ul style="list-style-type: none"> • Implementation of an externship model where instructors are learning in industry fields.
<i>Year 4: 2027-2028</i>	<ul style="list-style-type: none"> • Continue to work with the Foundation and Central office administration on retaining, training, and recruitment.

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:

- Re-vamping our current Work Based Learning program with a new instructor and requirements for the program. Several community presentations were held with area service clubs, various chamber meetings, and economic development summits to promote the desire for increased work-based learning partnerships. We work with many employers through CTSOs and Career Pathways Advisory Committees.

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)

Gering has a strong work-based learning program but an increase in demand has maximized capacity to manage an effective evaluation process without a dedicated staff liaison – for which, we have no funding. The learning outcomes for industry partnerships and subsequent skill development has demonstrated work-based learning is a great way to enhance classroom learning.

Action Items:

- Analyze gaps in work-based learning opportunities in each pathway to ensure accessibility to all students.
- Address barriers to student’s participation (such as transportation) to work-based learning.
- Strengthen connection for instructors to workforce and orgs in the region through a resource fair.
- Collaborate with local chamber to explore partner and education opportunities for businesses.

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"> ● Re-assign a staff member to be able to continue expansion of work-based learning oversight and evaluation.
<i>Year 2: 2025-2026</i>	<ul style="list-style-type: none"> ● Analyze gaps in work-based learning opportunities in each pathway to ensure accessibility to all students and increased number of businesses.
<i>Year 3: 2026-2027</i>	<ul style="list-style-type: none"> ● Address barriers to student participation (such as transportation) to work-based learning.
<i>Year 4: 2027-2028</i>	<ul style="list-style-type: none"> ● Strengthen processes for instructors to incorporate work-based learning in coursework.

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:

- Expanding access for ALL students will allow us to further strengthen our own programs and regional workforce. Our goal is for our learners of today to become tomorrow’s leaders elevating the student’s success stories of special populations in CTE fields.

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:

- Throughout the process of expanding Career Pathways, completing the reVision process, and applying for Perkins funding, we held our regularly scheduled meetings/conversations with stakeholders. Parents, students, and staff were engaged through regular updates and process improvements as we already began the important work outlined in this process.

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 program. Justified. Provide explicit detail (e.g. if you plan to purchase a piece of equipment, list 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.

Section 3: Annual Budget Worksheets

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.