



LOCAL PERKINS APPLICATION 2024-2028

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

DEPARTMENT OF EDUCATION

2nd Floor, Lincoln, NE 68510-2611



Learning that works
for Nebraska

Additional Information

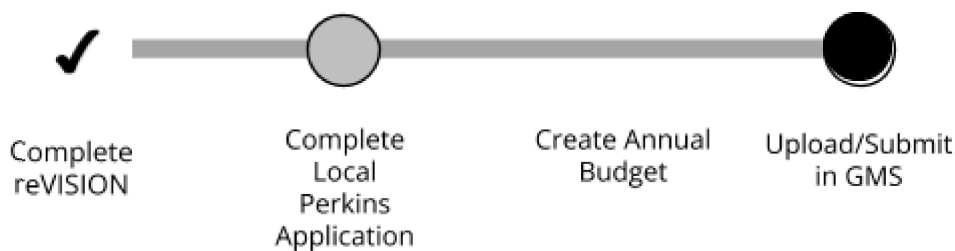


Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and 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 of are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

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

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

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

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.

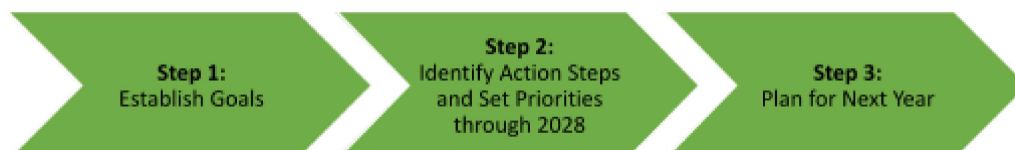
Section 1: reVISION Summary

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 results.

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)
SAMPLE: Size, Scope, and Quality and Implementing CTE Programs of Study	<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>	<i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i> <i>Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE's Standards Implementation Framework.</i>

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
Career Development		<ul style="list-style-type: none">• Within the next four years, all students have a written,

	<p>We have built the structures to ensure all students have instructors and counselors that are prepared to provide career guidance through the curriculum that is offered, and the experiences students will receive in our academy design. By completing our graduate profile, students will have been exposed to all aspects of Career Development within their four years at Grand Island Senior High school.</p>	<p>post-secondary, multiple-year plan by the end of their junior year housed in the Xello platform. There will be evidence of an intentional process whereby the ongoing personalized learning plans are reviewed by multiple people in advisor roles and that the students “own” their plans.</p> <ul style="list-style-type: none"> ● Within the next 4 years emphasis and support will be on the refinement of Professional Learning Communities (PLC’s) to collect and review student data on at least a bi-weekly basis.
<p>Local Workforce Alignment</p>	<p>We used the Grand Island MSA and Nebraska H3 jobs report to develop and ensure all of our academies and pathways were aligned to local, regional and state workforce needs. We have representation from business and industry, as well as post-secondary in all of our advisory committees, which meet quarterly.</p>	<ul style="list-style-type: none"> ● Within the next four years focus will be placed on certifications and support for dual credit opportunities. ● Within the next 4 years focus will be placed on providing opportunities and support for students in special populations. ● Within the next 4 years focus will be on reviewing and revising individual personal learning plans through the Xello platform.
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>The majority of our 11 pathways either have, or we are in the process of obtaining industry-grade equipment and materials. All students are in one of our 5 academies, so special populations are included in our academy design.</p>	<ul style="list-style-type: none"> ● Within the next 4 years we will design, adopt, and implement a 6-12 college and career skills rubric. ● Within the next 4 years we will document alignment of the 6-12 curriculum identifying HQIM and equipment to be used in each 6-12 CTE course. ● Within the next 4 years we will update our continuum of WBL opportunities to include

		6-12 opportunities by grade level.
Student Performance Data	Performance gap exists in English (16.98), math (15.81), and science (17.42). We are above the state in non-traditional concentration and work-based learning.	<ul style="list-style-type: none"> • Within the next 4 years we will establish curriculum crosswalks between Math, English, and Science content with Academy Pathway CTE Content. • Within the next 4 years we will identify key academic vocabulary, to include Math, Science, and ELA, and instructional practices for content in Academy Pathway CTE classes.
Recruitment, Retention, and Training of Faculty and Staff	We actively recruit the CTE teacher preparation programs in our region, to ensure we have a pool of candidates for any potential openings, and to provide a host opportunity for student teachers. We support our instructors in expanding their skillsets through technical and academic professional development.	<ul style="list-style-type: none"> • Within the next 4 years we will implement a professional development plan specific to CTE staff.
Work-Based Learning	Work-based learning opportunities are clearly offered to ALL academy students with at least 90-100% participating by the end of their time in the academy. There is a process in which the academy team and advisory board create a sequential three or four year plan for academy students with specific activities occurring within different grade levels. These can include shadowing, mentoring, field experiences, tours, college visits, internships, community service or others. Evidence from advisory	<ul style="list-style-type: none"> • Within the next 4 years we will clearly define Academy Professional Learning Community responsibilities for WBL. • Within the next 4 years we will support professional development on how to document WBL activities in Xello.

	board meeting documentation, partner self-report, or work-based learning rosters to support this is available.	
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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:

Students will begin their career exploration in 7th grade using Xello to provide interest and aptitude inventories. At the 8th grade level students will participate in tours of the Academies of Grand Island Senior High and Central Community College. They then move into their Freshman Seminar course that continues the exploration, and introduces them to all of our pathway options within our

Academy structure. In their Freshman year, they participate in a college fair, a college visit, and a career fair based around their interests. All of these experiences help prepare them to select the CTE pathway they will pursue throughout the remainder of their high school experience. Students will revise and maintain their Personal Learning Plan within Xello, which they will start their 7th grade year, and complete as part of their capstone course as seniors. During their 6-12 years, they will work through our Profile of a Graduate, which outlines all of the academic, technical, and work-based learning experiences they will take part in. As they progress through their pathway of choice, they'll learn about the opportunities after high school and set goals on what that path looks like. Students will work with Education Quest, our higher ed partners, GEAR UP, our local employers, and military recruiters to plan their next course of study or career goals.

- 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)

- Within the next four years, all students have a written, post-secondary, multiple-year plan by the end of their junior year housed in the Xello platform. There will be evidence of an intentional process whereby the ongoing personalized learning plans are reviewed by multiple people in advisor roles and that the students "own" their plans.
- Within the next 4 years emphasis and support will be on the refinement of Professional Learning Communities (PLC's) to collect and review student data on at least a bi-weekly basis.

Prioritized Action Steps for Career Development:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2024-2025	<ul style="list-style-type: none"> • By 2024 2025 staff will create a personalized learning plan template with timeline and specific information to be included by students in their personal learning plan in the Xello platform. • By 2024 2025 data dashboards will be completed and shared with all Academy Professional Learning Communities (PLC's) to review student academic and behavioral data on at least a bi-weekly basis.
Year 2: 2025-2026	<ul style="list-style-type: none"> • By 2025 2026 staff will participate in professional learning to work through expectations on how to guide students in initiating and reviewing their personal learning plan.

	<ul style="list-style-type: none"> By 2025 2026 staff in all Academy Professional Learning Communities (PLC's) will participate in professional learning on how to use established data dashboards to review student academic and behavioral data on at least a bi-weekly basis.
Year 3: 2026-2027	<ul style="list-style-type: none"> By 2026 2027 staff will support students in initiating, reviewing, revising, and completing their personal learning plan to include post school plans. By 2026 2027 staff will implement, monitor, and problem solve use of data dashboards to review student academic and behavioral data.
Year 4: 2027-2028	<ul style="list-style-type: none"> By 2027 2028 students will have personalized learning plans that extend beyond high school in Xello that are reviewed by multiple people in advisory roles and the students own their plans. By 2027 2028 all Academy Professional Learning Communities (PLC's) will use established data dashboards to review student academic and behavioral data on at least a bi-weekly basis.

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:

Outcomes informed the work that was done utilizing the Grand Island MSA and the Nebraska H3 reports, as well as input from our local, regional, and state business/industry partners. We ReVamped our academy model from 6 academies to 5 due to budget constraints and enrollment numbers. We have established 11 pathways as a result of this work. In addition to those 11 pathways, Perkins funds will go to support all 6-12 NDE model CTE programs of study. Our Local and Regional CTE Assessments mirrored the findings we built our Academy structures around.

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

RESPONSE:

GIPS has gone through a ReDesign process for our 3 middle schools. We are researching to improve our CTE services for middle school students to include alignment of a 6-12 soft skills rubric to NDE standards. We are also exploring the opportunity for 6-8 students to participate in SKILLS USA.

We will continue to recruit for additional WBL opportunities in the Grand Island area to include job shadow experiences, internships and apprenticeship opportunities.

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:

Our special populations receive an equitable exposure to the CTE offerings at Grand Island Senior High through our Academy design. All students experience the Freshman Seminar curriculum, either through the Seminar class, Newcomer, or SE courses. Each of our Academies has EL, Counseling, and SE staff represented, who support students within the Academy structure.

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)

- Within the next four years focus will be placed on the collection and review of data to support certifications and support for dual credit opportunities.
- Within the next 4 years focus will be placed on the collection and review of data to support students in special populations.
- Within the next 4 years focus will be on reviewing and revising personal learning plans to include certifications and dual enrollment.

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"> • By 2024 2025 certification and dual enrollment offerings will be identified and documented in our student information system. • By 2024 2025 staff will know of certification and dual enrollment opportunities for students in special populations.
Year 2: 2025-2026	<ul style="list-style-type: none"> • By 2025 2026 data on certification and dual enrollment offerings will be collected and organized in order to make data based decisions. • By 2025 2026 staff will receive training on how to recruit and support students in special populations in attaining certifications and dual enrollment credit.
Year 3: 2026-2027	<ul style="list-style-type: none"> • By 2026 2027 staff will receive training on how to collect and enter data into the student information system with accuracy and efficiency. • By 2026 2027 will learn how to support students in documenting certification and dual credit opportunities in their personal learning plans in Xello.
Year 4: 2027-2028	<ul style="list-style-type: none"> • By 2027-2028 certification and dual enrollment offerings will be revised based on a review of data, student performance, access by special populations and input of industry partners as documented in personal learning plans in Xello. • By 2027-2028 participation and attainment of certification and dual enrollment opportunities by students in special populations will increase as documented in personal learning plans in Xello.

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:

We have 11 pathways that are all state approved. All 11 pathways have a 3-course sequence spanning the sophomore through senior years, and build off the Freshman Seminar course that all Freshman take, which introduces them to Grand Island Senior High, and helps prepare them to select their Academy and Pathway. Additional elective offerings that meet state model programs of study are annually reviewed and supported through Perkins funding (i.e. Welding, Culinary, Information Technology). All of our pathways were a product of local, regional and state business/industry support and guidance, and are on the H3 jobs report.

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:

Our Academy design allows for dedicated weekly common planning time with academy teachers. During this time, they can work on intentional lesson plans with common formative and summative assessments, MTSS, and discuss support structures needed for students since they share the same students. By identifying students with specific needs, we can provide the support necessary to help students grow and improve in their academic areas. Also, strengthening the core content through the CTE courses provides another opportunity for students to increase their knowledge of the key academic standards and vocabulary.

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.	
<p>RESPONSE:</p> <p>We currently have CTE dual credit offered in 10 of our 11 pathways, as well as 10 core content dual credit options available, and 15 Advanced Placement (AP) courses available. We are in constant communication with 4 different post-secondary partners to identify and increase the dual credit opportunities for our students.</p>	
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.	
<p align="center">District's Goal(s) for <i>Size, Scope, and Quality and Implementing CTE Programs of Study</i> <i>(Copy and paste from the reVISION Summary)</i></p>	
<ul style="list-style-type: none"> • Within the next 4 years we will design, adopt, and implement a 6-12 college and career skills rubric. • Within the next 4 years we will document alignment of the 6-12 curriculum identifying HQIM and equipment to be used in each 6-12 CTE course. • Within the next 4 years we will update our continuum of WBL opportunities to include 6-12 opportunities by grade level. 	
<p align="center">Prioritized Action Steps for <i>Size, Scope, and Quality and Implementing CTE Programs of Study:</i></p>	
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"> • By 2024 2025 staff will create and adopt a 6-12 college and career skills rubric to include a student self rating. • By 2024 2025 staff will document current 6-12 CTE equipment, instructional materials and WBL opportunities.

Year 2: 2025-2026	<ul style="list-style-type: none"> • By 2025-2026 a 6-12 college and career skills rubric will be implemented, monitored and refined. • By 2027-2028 staff will use the documented resources to identify gaps and redundancies and align resources 6-12.
Year 3: 2026-2027	<ul style="list-style-type: none"> • By 2026-2027 a 6-12 college and career skills rubric will be fully implemented and outcomes will be reported on student report cards and transcripts. • By 2027-2028 staff will develop a cycle to modernize programs.
Year 4: 2027-2028	<ul style="list-style-type: none"> • By 2027-2028 a 6-12 college and career skills rubric will be fully implemented and outcomes will be reported on student report cards and transcripts. • By 2027-2028 comprehensive documentation of 6-12 CTE equipment, instructional materials and WBL opportunities will be complete and a plan to modernize programs will be refined for Perkins priority.

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:

- a) Our special populations staff have received training on how to use the Xello platform to provide online college and career experiences, inventories, and self-reflection surveys.
- b) Students in grades 6-12 will use the Xello platform to explore non-traditional fields.

- c) Our academy design is built around ALL students working towards the College & Career Readiness indicators in their area of interest. We have support structures built into every academy team to help special populations progress towards their post-high school goals. We monitor and ensure that the demographic makeup of each academy is consistent with the overall makeup of Grand Island Senior High. We will implement support structures to monitor retention in pathways.
- d) The Grand Island Public School District (GIPS) serves an academically, culturally, and socio-economically diverse population of children and families. In GIPS, equity is providing each individual what they need, when they need it, in an inclusive and anti-discriminatory environment. The school district and the Board of Education are strongly committed to equal access and treatment for all students, families, employees, and the general public through our existing vision, mission, policies, and commitments when considering and implementing all federally assisted programs, projects, initiatives, and activities.

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:

The Academy structure breaks the large 2,600 student feel of Grand Island Senior High into smaller, more intimate learning communities. This allows our academy teams of teachers, counselors, administrators, and support staff to really get to know their students, build relationships, and provide quicker support to students who may be struggling in an academic area. The Academy teams will focus on Professional Learning Communities to use data dashboards and the MTSS process to identify students in need of individualized academic, behavioral and course grades. We will implement support structures to monitor retention in pathways to include students in alternative programs.

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)

- Within the next 4 years we will establish curriculum crosswalks between Science, Math and English content and Academy Pathway CTE Content.
- Within the next 4 years we will identify key academic vocabulary and shared instructional practices for content in Academy Pathway CTE classes.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> • By 2024 2025 a consultant will be identified to lead teams of CTE teachers through the curriculum crosswalk process. • By 2024 2025 core content and CTE teachers will participate in professional learning to learn strategies to implement core content in CTE courses.
Year 2: 2025-2026	<ul style="list-style-type: none"> • By 2025 2026 curriculum crosswalks will be shared in Academy PLC's to develop intentional lesson plans.

	<ul style="list-style-type: none"> • By 2025 2026 core content teachers will work with CTE teachers to identify strategies to implement Math, Science, and ELA content in CTE courses.
<i>Year 3: 2026-2027</i>	<ul style="list-style-type: none"> • By 2026 2027 staff will continue to create and refine lesson plans and strategies. • By 2026 2027 Academy staff will monitor and review the implementation of core content strategies in CTE courses for success and areas of need.
<i>Year 4: 2027-2028</i>	<ul style="list-style-type: none"> • By 2027-2028 curriculum crosswalks will be used to support cross-curricular planning by Academy PLCs improving student performance data. • By 2027-2028 Math, Science, and ELA content will be taught within the CTE classroom with ongoing monitoring and support provided to staff.

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:

We currently recruit from Wayne State College, University of Nebraska-Lincoln, and Fort Hays State for potential CTE instructors. We support new staff with a mentor program that provides support for their first two years in the district, and professional development in their content area, as well as collaborating with NDE to send new staff to JumpStart training. From the technical skill side, we have partnered with business and industry to provide our staff paid externship opportunities, so they can experience the "real-world," which increases their technical skills, along with providing them with experience to help shape the students they are teaching, so the students are prepared for the demands of business. Our Academy design provides these experiences to not only our CTE staff, but also core teachers, counselors, administrators, and EL & SE support staff to ensure our students are supported by all staff in the academy.

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)

- Within the next 4 years we will implement a professional development plan specific to CTE staff supporting ELA, Math and Science.

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"> By 2024 2025 core content and CTE teachers will participate in professional learning to learn strategies to implement core content in CTE courses.
Year 2: 2025-2026	<ul style="list-style-type: none"> By 2025 2026 core content teachers will work with CTE teachers to identify strategies to implement Math, Science, and ELA content in CTE courses.
Year 3: 2026-2027	<ul style="list-style-type: none"> By 2026 2027 Academy staff will monitor and review the implementation of core content strategies in CTE courses for success and areas of need.
Year 4: 2027-2028	<ul style="list-style-type: none"> By 2027-2028 Math, Science, and ELA content will be taught within the CTE classroom with ongoing monitoring and support will be provided to CTE staff.

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:

We have advisory committees for each of our 4 upper Academies that meet quarterly (July, October, January, and April), and an advisory committee for our Academy of Freshman Exploration that meets

semi-annually (September and March). We are developing advisory committees for electives that meet NDE CTE model programs of study. We have an advisory board chair, which is an industry partner that helps plan and coordinate the content of the meeting, and is in charge of running the meeting. Throughout these meetings, we update members on the current events going on in each of the academies, identify and plan for WBL opportunities, make curriculum revisions based on industry needs, discuss budgets and spending and plan for future implementation and upgrades of equipment. [Sample Agenda](#)

We will continue to meet quarterly going forward, and we have processes in place to onboard new advisory members in the event some cannot continue, or we need to add due to a pathway addition or change in our academy structure.

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)

- Within the next 4 years we will clearly define responsibilities for WBL 6-12.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2024-2025	<ul style="list-style-type: none"> • By 2024 2025 staff will document current WBL opportunities 6-12 and create a plan to document opportunities in Xello.
Year 2: 2025-2026	<ul style="list-style-type: none"> • By 2025 2026 staff will align 6-12 WBL opportunities.
Year 3: 2026-2027	<ul style="list-style-type: none"> • By 2026 2027 staff will be trained on how to support students in initiating, revising, and completing documentation of WBL opportunities they have completed or plan to complete in Xello.

**Year 4:
2027-2028**

- By 2027-2028 staff will implement, monitor and provide ongoing support to ensure WBL activities are documented in Xello 6-12.

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:

The work of guaranteed and viable curriculum occurs during the academic year and summer curriculum work. It is also embedded in the PLC process. The expectation for all educators, including grade level, content, singletons and global teachers, is that they are knowledgeable about the relevant GVC and that implementation occurs in their classrooms. GIPS shall provide equitable opportunities for all students to participate in the education process by fostering knowledge of and respect and appreciation for the culture, history and contributions of diverse cultural groups including, but not limited to, African Americans, Hispanic Americans, Native Americans, Euro-Americans and Asian Americans. It shall place special emphasis on human relations and sensitivity toward all - *Policy 7180 Multicultural Education*.

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:

[2024-2028 GIPS ReVision Stakeholder Verification](#)

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

Section 3: Annual Budget Worksheets

justified. Provide explicit detail (e.g. if you plan to host a conference, 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.

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.