



LOCAL PERKINS APPLICATION  
2024-2028

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

500 S. 84th St., 2nd Floor, Lincoln, NE 68510-2611

Additional Information

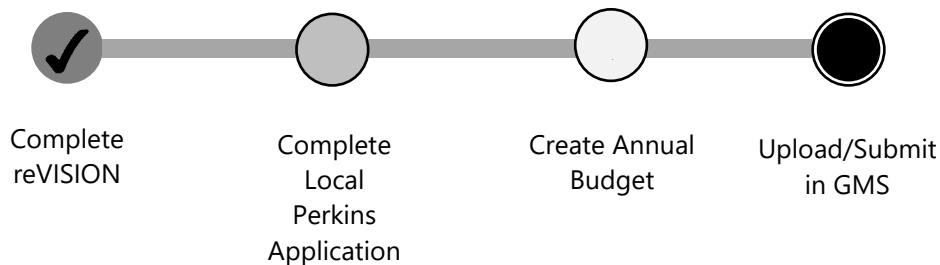


Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and 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 21<sup>st</sup> 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/](http://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/](http://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.

## 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/](http://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>Size, Scope, and Quality and Implementing CTE Programs of Study</p>	<p>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.</p>	<p>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</p> <p>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.</p>

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
<p>Career Development</p>	<p>Although some secondary CTE departments have attended national conferences in the past 4-5 years, not all departments have. The counselors have attended one that focused on career counseling/advising. This has supported student advising during registration to align courses based on their interests. The academic &amp; career advising continues throughout high school. As they enter &amp; advance within a CTE program of study, students collaborate with their assigned counselors &amp; teachers to determine their goals, identify applicable courses/programs of study that align to</p>	<p>Each CTE department successfully takes advantage of their opportunities to attend a national conference once every four years.</p> <p>Given that only 5 CTE &amp; counseling staff have their WBL endorsement, we encourage existing staff &amp; hire new staff as needed that have their WBL endorsement.</p> <p>In the future, students will successfully complete WBL. The goal would be to increase the percentage of students enrolled in WBL to 15%. To increase the percentage of students enrolled in WBL, we want to continue expanding our speaker/job-shadowing/onsite WBL</p>

	<p>their goals, &amp; research post-graduation &amp; post-secondary options.</p> <p>A WBL pathway has been put in place with students enrolled in the inaugural year of 2023-24. The HPS Board of Education has also approved on-site WBL.</p>	<p>opportunities throughout the community to provide a wider variety of options for HPS students.</p>
<p>Local Workforce Alignment</p>	<p>The district provides a wide variety of programs of study that correspond with many of the top 25 H 3 occupations in the Central Economic Development Region. These would include programs of study in the following career fields: Business, Marketing, &amp; Management; Communication and Information Systems; Health Sciences, and Skilled &amp; Technical Sciences. Additionally, the district is lacking an Education &amp; Training program of study which is a significant need in the Central Economic Development Region.</p>	<p>In the future, one goal would be to add additional capstones through a collaborative effort with CCC, Hastings College, Bryan Health, &amp; Mary Lanning Memorial Hospital. Furthermore, we want to add an Education &amp; Training program of study (Human Sciences) which is a significant need in the Central Economic Development Region, specifically in the Hastings area.</p>
<p>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</p>	<p>Through this structure, the CTE departments function interdependently throughout the year. Through the CTE PLC, the team share and analyze CTE student performance data, H3 data, POS study/enrollment data, and the alignment of standards &amp; skills to ensure that students are prepared when entering the workforce. The team also meets with stakeholders, including CCC, local manufacturers &amp; businesses, &amp; the Department of Labor to identify the local needs, technical skills, &amp; academic skills students must possess &amp; adjust to those needs within our programs.</p>	<p>Our desired state in the future would be to expand our CTE PLC to include CTE instructors from the middle school on a more regular basis. In doing so, the district CTE team would be more aligned in reviewing workforce &amp; economic data, adjusting &amp; expanding programs &amp; developing new programs, revising curriculum &amp; assessments, &amp; update equipment to become more aligned &amp; effective in meeting the needs of students &amp; the community, as well as promoting CTE options to under-represented populations.</p>
<p>Student Performance Data</p>	<p>During academic and career advising, counselors place an emphasized focus on careers to prepare all students for nontraditional fields.</p>	<p>To address disparities or gaps, we will continue to refine instructional &amp; intervention practices that are aligned with current core &amp; CTE standards, collaborate with teachers of core content, special education, EL, &amp; CTE, &amp; promote and encourage CTE participation to all students &amp; provide them with opportunities to interact with community organizations and members working in nontraditional careers (e.g. guest speakers, job shadowing, &amp; WBL). Ultimately, we want to increase student</p>

		learning & generate awareness that all CTE programs of study are available for everyone.
Recruitment, Retention, and Training of Faculty and Staff	<p>We recruit and request CTE student teachers from local/regional post-secondary institutions. However, those are very limited.</p> <p>To retain staff, we work to provide timely &amp; relevant professional learning that is applicable to the needs of staff &amp; the district. The CTE department is a cohesive &amp; collaborative interdependent group. We foster this providing the team opportunities to develop ownership &amp; provide leadership opportunities.</p>	<p>Moving forward, we will improve our district CTE team by increasing collaboration with postsecondary institutions that are outside of our local/regional area. To improve our retention efforts, we will continuously provide timely &amp; relevant professional learning to build the capacity of CTE faculty &amp; staff to keep them up to date, provide them with additional leadership opportunities within the district &amp; community, &amp; provide upgraded equipment that is relevant to current H3 careers.</p>
Work-Based Learning	<p>As of 23-24, we have started a 3 course WBL pathway. We currently have 28 students enrolled in this pathway. They will begin their WBL Field Experience within community businesses in 24-25 (their senior year). Students with greater needs are also provided opportunities outside of the classroom for the development of career &amp; career readiness skills through Project SEARCH.</p>	<p>Our goal is to increase the percentage of students enrolled in WBL to 15%. This will be accomplished by continuous recruitment through our hiring &amp; career fairs, develop informational flyers to advertise, recruit, &amp; provide information to local businesses &amp; industry, continuing the development of our speaker, job shadowing, &amp; WBL partners to provide more field placement experiences for students.</p>



### Helpful Tip

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

**Self-Awareness:** Throughout the Hastings Public Schools (HPS), students will gain a greater understanding of their own attainment of NE career readiness standards, academic standards, & technical skills through the use of local, state, & national assessments. By utilizing a variety of formative & summative assessments, HPS can ensure that assessments are aligned to CTE course standards & core academic content standards. Additionally, students will be provided opportunities to acquire the specific technical skills they will need to succeed in the workforce or at a postsecondary institution. To address the development & acquisition of specific technical skills, the district will utilize federal & state funds to upgrade resources & equipment that will enable students to hone these skills using updated industry-grade equipment.

Students will also benefit by continuing to provide access to district counselors & staff who provide career training, course registration support, opportunities for self & career exploration, career goal-setting, & assistance in meeting work-based learning needs. Together with the use of assessments,

HPS will also continue efforts to increase student proficiency in core courses, WBL opportunities, graduation rates of all students, & post-program placement.

**Career Exploration:** Beginning at the elementary level, students will continue to be exposed to various careers in core content coursework, during instruction, & during classroom guidance. At the middle school level, these opportunities will be expanded upon during core content courses, as well as in exploratory courses that include Introduction to Computer Science, Industrial Technology, & Family & Consumer Sciences. Middle school counselors will also support students' opportunities to explore careers through the use of interest/career surveys and by promoting academic, career, & social-emotional development.

Results of self-awareness assessments will be utilized to find specific careers that fit individual students' interests. Individualized plans for each student will be developed for students & provide them with a unique plan that they can adjust, follow, & take with them throughout their education & after graduation.

We will continue to use the internet as a resource for surface level career exploration. We will expand the usage of guest speakers from community & business leaders in all content areas. We will try to tailor the speakers to fit individual students' interests, skills, and abilities. When appropriate, CTE departments will also provide students to learn about careers & postsecondary options through field trips, extended learning opportunities, & other off-site visits.

Finally, the full development & implementation of a Work-Based Learning program will help students take a deep dive into a career/s of interest & gain local exposure to the work world.

**Career Planning:** Changes in class structure/class will continue to be examined to ensure that all students are getting adequate time & guidance to develop essential documents & practice skills involved in applying & interviewing for career positions. These documents will continue to be a part of each student's individualized plan. The implementation of a Work-Based Learning Program will also help students network with local business leaders to connect technical skills, NE career readiness standards, & academic standards to local workforce needs & requirements, to gain a deeper understanding of local & regional workforce opportunities, & to gain opportunities to develop & refine their career readiness skills. In doing so, students will have a greater understanding of career and/or postsecondary options.

**Organized System of Delivery:** As we continue to develop the CTE programs in a more cohesive & comprehensive manner, as well as fully implementing the WBL program, we will deliver this information to students before enrolling in 9th-grade classes. This information will be delivered in a variety of different ways. We will utilize flyers, the district website, middle school & high school counselors, 8th grade orientation day & additional methods to provide information to students & families. Students & families need to be well informed of the opportunities that lie ahead in High School & how these opportunities can support post-graduation goals. While participating, students will continue to receive guidance as they reflect & revise their post-graduation goals based on internal & external changes that can/will occur.

**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 overarching goal of the Hastings Public Schools for Element One is to upgrade current programs of study & develop new programs of study that align with current local economic needs. Additionally, we strive to provide students the necessary supports that allow them to develop & gain greater insight of their academic & technical skills so they can apply them to current & future workplace settings, provide them with multiple opportunities in the classroom & community to explore possible career options, & to receive support and guidance through academic & career advising.

To do so, we will need to continue building the capacity of our CTE staff, including district counselors, by providing professional learning opportunities to CTE departments. These opportunities would align specifically to the district’s CTE programs of study & the goals identified through the reVISION process, as well as developing programs & supports to develop students’ insight & application. This would allow CTE staff to provide students additional career & academic support within the next four years so they can achieve their goals.

In addition, the CTE Advisory committee will be developed consisting of department heads & CTE curriculum liaisons (approximately 8-10 CTE staff members). The CTE Advisory committee will be charged to facilitate professional learning communities & planning, review regional economic data, develop program goals, inventory resources/equipment & recommend upgrades, & implement expanded opportunities through Work-Based Learning.

**Prioritized Action Steps for Career Development:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
<p><b>Year 1: 2024-2025</b></p>	<p>Revise Staff Member Training/Professional Development</p> <ul style="list-style-type: none"> <li>- Local, Regional, State, and National Conferences</li> <li>- These opportunities would align specifically to the district’s CTE programs of study and the goals identified through the reVISION process, as well as developing programs and supports to develop students’ insight and application. This would allow CTE staff to provide students additional career and academic support within the next four years.</li> </ul> <p>Utilize the CTE Advisory to facilitate the implementation of Work-Based Learning</p> <ul style="list-style-type: none"> <li>- Increase the percentage of students enrolled in WBL by 5% each year</li> <li>- To do this, the CTE Advisory will focus on continuous outreach to local business &amp; industry leaders to expand our speaker/job-shadowing/onsite WBL opportunities throughout the community to provide a wider variety of options for HPS students</li> </ul> <p>Develop WBL survey/evaluation tool to collect the perspectives of WBL coordinators, site supervisors, &amp; students</p> <ul style="list-style-type: none"> <li>- To measure experiences &amp; to gather feedback of WBL experiences</li> <li>- Survey/evaluation results will be used to make adjustments to WBL as needed</li> </ul> <p>By utilizing WBL surveys &amp; local economic data, begin identifying content &amp; equipment/resource needs to upgrade existing programs of studies &amp; to develop new programs of study</p>
<p><b>Year 2: 2025-2026</b></p>	<p>Staff Member Training/Professional Development</p> <ul style="list-style-type: none"> <li>- National, Regional, &amp; Local Conferences</li> </ul> <p>Continuous outreach to local business and industry leaders to develop relationships &amp; provide students with opportunities to learn about soft-skill &amp;</p>

	<p>academic\technical requirements in various career fields. The building of a comprehensive list of community partners that will expand class visitors &amp; job-shadowing opportunities will strengthen WBL opportunities for students in the majority of our programs of study.</p> <ul style="list-style-type: none"> <li>- Utilizing speakers to visit classes &amp; provide expanded job-shadowing opportunities for students prior to participating in WBL</li> <li>- Continue implementing, refining, &amp; expanding WBL using survey/evaluation results &amp; local economic data</li> </ul> <p>Utilizing multiple resources to determine program needs (e.g. health science, human services, etc...)</p>
<b>Year 3: 2026-2027</b>	<p>Staff Member Training/Professional Development</p> <ul style="list-style-type: none"> <li>- National, Regional, &amp; Local Conferences</li> </ul> <p>Continuous outreach to local business and industry leaders to develop relationships &amp; provide students with opportunities to learn about soft-skill &amp; academic\technical requirements in various career fields</p> <p>Utilizing multiple resources to determine program needs (e.g. health science, human services, etc...), evaluate current programs</p>
<b>Year 4: 2027-2028</b>	<p>Staff Member Training/Professional Development</p> <ul style="list-style-type: none"> <li>- National, Regional, &amp; Local Conferences</li> </ul> <p>Continuous outreach to local business and industry leaders to develop relationships &amp; provide students with opportunities to learn about soft-skill &amp; academic\technical requirements in various career fields</p> <p>Utilizing multiple resources to determine program needs (e.g. health science, human services, etc...), evaluate current programs</p>

**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:**  
 The Local and Regional CTE Assessment helped us gauge which H3 jobs/careers in the Hastings area & region, as well as aligned businesses, are in high demand. Furthermore, it provided us insight into what academic & technical skills are needed for our students to succeed in the workforce and/or postsecondary. We realized that our Health Sciences & Human Sciences & Education course offerings are limited. Additionally, we are seeing that some of the equipment students have access to are outdated compared to what is found in the workplace. As a district, we need to continue connecting with partners such as the hospital, postsecondary institutions, and local businesses/industries & promote finding a career in the Hastings area & region.

The other major theme taken from the Local and Regional assessment is the need for a Work-Based Learning program. This has continued to be a goal since 2020. Efforts have been made to develop WBL & the high school will begin implementing WBL in 2024-2025.

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

**RESPONSE:**

The priority program to implement is a robust Work-Based Learning for students to gain insight & experience to better prepare them for post-graduation and/or postsecondary opportunities. Plans are in place for the initial implementation in 2024-2025. Over the next four years, WBL will be continuously monitored & evaluated to ensure proper & appropriate placements & experiences, that the experiences are beneficial to students & local businesses/industries, & that they remain current & aligned to programs of study.

Given the interest of CNA certification, the district will explore offering phlebotomy technician & medication aide courses. This would likely be a collaborative effort between HPS, Mary Lanning Memorial Hospital, Bryan Health, & Central Community College (Hastings). Additionally, there is significant interest in developing an Education & Training program of study due to the current teacher shortage. The district has had preliminary discussions with ESU 9 and Hastings College to gauge their willingness to collaborate on this effort. To expand our Health Science efforts & Human Sciences (Education & Training), we would look to obtain more up-to-date resources & technology to support those courses/programs.

**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:**

During the reVISION process, we identified areas that could be improved to increase how students, including those from special populations, learn about the schools' CTE course offerings and programs of study. We determined that it is necessary to strengthen the collaborations of CTE programs at the middle school & high school level. Through strategic planning, we could examine the schedules of each buildings' PLCs to enable MS & HS CTE departments opportunities to plan together & become a more cohesive district CTE Advisory team composed of representatives from each CTE department at both levels. The CTE Advisory committee will be charged to facilitate professional learning communities, alignment of standards, curricula, courses, & programs of study, review regional economic data, develop program goals, inventory resources/equipment & recommend upgrades, & implement expanded opportunities through Work-Based Learning.

The district CTE Advisory will also lead in the development of a marketing plan that identifies courses & programs of study using a standardized rubric that demonstrates course/program of study sequences & requirements. This marketing plan will be shared with students at the middle & high school levels, as well as publicly throughout the community.

Through this work, counselors, CTE teachers, & teachers who serve special populations will be able to explain to CTE course offerings & programs of study & will improve efforts to guide students to meet their interests, goals, & needs of all students prior to course registration. As such, course & career advising would improve. This should result in staff being better prepared to promote all of the CTE programs of study to all students.

This majority of this work will take place during contracted hours in PLCs. Due to the depth and extent of this work, some of it may be completed after staff contracted hours.

**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)**

In the future, our goal would be to add additional capstones through collaborative efforts with CCC, Hastings College, Bryan Health, & Mary Lanning Memorial Hospital. Furthermore, we want to add an Education & Training program of study (Human Sciences) which is a significant need in the Central Economic Development Region, specifically in the Hastings area.

**Prioritized Action Steps for Local Workforce Alignment:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<p align="center"><b>Year 1: 2024-2025</b></p>	<p>Develop a regularly scheduled time to meet as a unified CTE PLC that includes both MS &amp; HS (unfunded through Perkins V as it would occur during staff contract hours). Activities may include but are not limited to:</p> <ul style="list-style-type: none"> <li>• Aligning &amp; clarifying course standards with an emphasis on refining “Power Essentials”</li> <li>• Analyzing student CTE performance data and determining appropriate intervention with an emphasis on supporting the learning of special populations</li> </ul> <p>The CTE Advisory team will be charged to:</p> <ul style="list-style-type: none"> <li>• facilitate professional learning communities</li> <li>• facilitate alignment of standards, curricula, courses, &amp; programs of study</li> <li>• review regional economic data</li> <li>• develop program goals</li> <li>• inventory resources/equipment &amp; recommend upgrades</li> <li>• implement expanded opportunities through Work-Based Learning that are aligned with current local workforce needs</li> </ul> <p>Inventory resources/equipment &amp; recommend upgrades to align with current workforce resources/equipment</p> <p>The district CTE Advisory will also lead in the development of a marketing plan that identifies courses &amp; programs of study using a standardized rubric that demonstrates course/program of study sequences &amp; requirements</p> <p>Continue conversations with Mary Lanning Memorial Hospital, Bryan Health, &amp; CCC (Hastings) about expansion of Health Science programs of study</p> <p>Continue conversations with Hastings College &amp; ESU 9 regarding a partnership to develop an Education &amp; Training program of study due to the current teacher shortage</p>
<p align="center"><b>Year 2: 2025-2026</b></p>	<p>Analyze WBL data from surveys/evaluations</p> <ul style="list-style-type: none"> <li>• Make adjustments as needed</li> </ul>

	<p>Inventory resources/equipment &amp; recommend upgrades to align with current workforce resources/equipment</p> <p>Continue conversations with Mary Lanning Memorial Hospital, Bryan Health, &amp; CCC (Hastings) about expansion of Health Science programs of study</p> <p>Continue conversations with Hastings College &amp; ESU 9 regarding a partnership to develop an Education &amp; Training program of study due to the current teacher shortage</p>
<p><b>Year 3: 2026-2027</b></p>	<p>Analyze WBL data from surveys/evaluations</p> <ul style="list-style-type: none"> <li>• Make adjustments as needed</li> </ul> <p>Inventory resources/equipment &amp; recommend upgrades to align with current workforce resources/equipment</p> <p>Develop implementation plans for Health Science &amp; Human Science programs of study expansions &amp; purchase resources/equipment as needed</p>
<p><b>Year 4: 2027-2028</b></p>	<p>Analyze WBL data from surveys/evaluations</p> <ul style="list-style-type: none"> <li>• Make adjustments as needed</li> </ul> <p>Inventory resources/equipment &amp; recommend upgrades to align with current workforce resources/equipment</p> <p>Implement plans for Health Science &amp; Human Science programs of study expansions</p>

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

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

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

**RESPONSE:**

We currently have multiple programs of study in Accounting, Marketing, Design, Engineering, Manufacturing, & Construction. As some of our current course offerings lend themselves to be expanded into current & future programs of study as they align to programs of study & local/regional needs. Although our goal is to sustain & improve our current programs of study, we also aim to expand Health Sciences & Human Sciences programs of study. These could include but not limited to: phlebotomy technician, medication aide, & education-training programs of study. It was determined that our current program is inadequate and there is a need for this area within our community.

**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 goal is to sustain & improve our current programs of study, we also aim to expand Health Sciences & Human Sciences programs of study. These could include but not limited to: phlebotomy technician, medication aide, & education-training programs of study. It was determined that our current program is inadequate and there is a need for this area within our community.

Continuing to stay up to date with local economic needs is necessary. We will continue to utilize the CTE Advisory team to audit current course offerings & revise curriculum & assessments to ensure alignment with H3 trends & local needs. This would also include maintaining & upgrading equipment & technology which is vital to continuing to raise the academic and technical skills of students. We believe that the alignment & collaboration of all the CTE fields through an Advisory Team will improve students' skills as well. This will allow for more content alignment, career crossovers, & staying current on economic & business trends.

**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:**

Our district currently offers a number of dual credit opportunities that include core content courses from several postsecondary institutions & CTE-specific courses from CCC (Hastings). Our goal is to increase these opportunities in multiple career clusters/programs of study. Mary Lanning Memorial Hospital & CCC have provided students with opportunities to gain certifications & exploration of postsecondary programs in Health Sciences, Engineering, & Manufacturing. Increasing certification options in Business/Marketing courses are being explored.



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)**

Our desired state in the future would be to expand our CTE PLC to include CTE instructors from the middle school on a more regular basis. In doing so, the district CTE team would be more aligned in reviewing workforce & economic data, adjusting & expanding programs & developing new programs, revising curriculum & assessments, and update equipment to become more aligned & effective in meeting the needs of students & the community, as well as promoting CTE options to under-represented populations.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
<b>Year 1: 2024-2025</b>	<p>Restructure the CTE Advisory team to include CTE staff members from the middle and high schools</p> <p>Revising curriculum &amp; assessments to align with course standards &amp; H3 careers</p> <p>Continue conversations with Mary Lanning Memorial Hospital, Bryan Health, &amp; CCC (Hastings) about expansion of Health Science programs of study</p> <p>Continue conversations with Hastings College &amp; ESU 9 regarding a partnership to develop an Education &amp; Training program of study due to the current teacher shortage</p> <p>Utilize the CTE Advisory team to review regional economic data, develop program goals, &amp; inventory resources/equipment &amp; recommend upgrades</p>
<b>Year 2: 2025-2026</b>	<p>Continue collaborations with MLMH, Bryant Health, &amp; CCC to determine course &amp; equipment requirements for phlebotomy tech &amp; medication aide courses</p> <p>Revising curriculum &amp; assessments to align with course standards &amp; H3 careers</p> <p>Collaborate with ESU 9 &amp; Hastings College regarding Human Sciences Education-Training program of study, opportunities for dual credit course(s)</p>
<b>Year 3: 2026-2027</b>	<p>Develop implementation plans for Health Science &amp; Human Science programs of study expansions &amp; purchase resources/equipment as needed</p> <p>Revising curriculum &amp; assessments to align with course standards &amp; H3 careers</p>

**Year 4:  
2027-2028**

Implement plans for Health Science & Human Science programs of study expansions & purchase resources/equipment as needed

Revising curriculum & assessments to align with course standards & H3 careers

## 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:**

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

**RESPONSE:**

**ANTI-DISCRIMINATION, ANTI-HARASSMENT, AND ANTI-RETALIATION**

Elimination of Discrimination

The Hastings Public Schools hereby gives this statement of compliance and intends to comply with all state & federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The Hastings Public Schools does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, sexual orientation or gender identity, or other protected status in its programs and activities & provides equal access to the Boy Scouts and other designated youth groups. Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law. The following persons have been designated as “Coordinators” to handle inquiries regarding the non-discrimination policies:

Students: Director of Special Education, 1515 West 8th Street, Hastings, Nebraska, 68901, 402-461-7516

Employees and Others: Director of Human Resources and Operations, 1924 West A Street, Hastings, Nebraska, 68901, 402-461-7501

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at 601 East 12th Street, Room 353, Kansas City, MO 64106, (800) 368-1019 (voice), Fax (816) 426-3686, (800) 537-7697 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

- A) The district will continue to provide supports in place. Entities like Vocational Rehabilitation, Mosaic, & Project SEARCH will be used to help students in specific special populations.
- B) Within CTE courses, an increased focus will be put on careers to prepare all students for non-traditional fields. The goal is to help all students of all skill levels find a career to earn a livable wage in a career field of their interest.
- C) Providing access for all special populations will be addressed through the increased promotion of the courses available & how they can benefit each individual student & their unique situation. This will happen through the unification of the CTE departments & then the collaboration with the rest of the staff.
- D) Educating all staff on the opportunities in place & how we are going about teaching to students of ALL skill levels will support anti-discrimination. This will be presented to the staff. The presentation of the information put together about the opportunities for all of our students can take place during a professional development day. It can be followed up by digital copies of information sent out to teachers for reference. It would support all staff teachers to have supports & processes in place to help staff & students & can highlight benefits for students.

**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:**

To address these disparities, 1) Hastings Senior High School, and the district, continue to refine its Multi-Tiered Systems of Support (MTSS) processes to better identify students who are struggling and provide interventions and support earlier and more intensively. Furthermore, 2) the core content departments (ELA, Math, & Science) at the high school have collaborated with ESU 9 to update their power essentials and assessments that emphasize the Nebraska ACT Standards and align assessments to the Nebraska ACT Performance Level Descriptions documents to ensure the alignment of what is being taught & what is being assessed. This work will continue throughout 2024-2025. Finally, the 3) CTE Advisory Committee continues to collaborate with staff members who have backgrounds in Special Education, EL, and/or who are bilingual to partner with the CTE departments, provide instructional support, and assist students during academic and career advising.

**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)**

To address disparities or gaps, we will continue to refine instructional & intervention practices that are aligned with current core & CTE standards, collaborate with teachers of core content, special education, EL, & CTE, & promote and encourage CTE participation to all students & provide them with opportunities to interact with community organizations and members working in nontraditional careers (e.g. guest speakers, job shadowing, & WBL). Ultimately, we want to increase student learning & generate awareness that all CTE programs of study are available for everyone.

**Prioritized Action Steps for Student Performance Data:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<b>Year 1: 2024-2025</b>	Collaborating with all teachers, especially those that teach special populations, to identify student strengths and needs based on multiple data sources  Analyze disaggregated NDE & local data to monitor the progress of all CTE students, especially members of special populations, to support individualized student needs & guide instruction  Revising curriculum & assessments to align with course standards & H3 careers
<b>Year 2: 2025-2026</b>	Maintain collaboration with all teachers, especially those that teach special populations, to identify student strengths and needs based on multiple data sources  Through these collaborative efforts, analyze disaggregated NDE & local data to monitor the progress of all CTE students, especially members of special populations, to support individualized student needs & guide instruction

	<p>Maintain collaboration with all teachers, especially those that teach special populations, to identify student strengths and needs based on multiple data sources</p> <p>Through these collaborative efforts, analyze disaggregated NDE &amp; local data to monitor the progress of all CTE students, especially members of special populations, to support individualized student needs &amp; guide instruction</p> <p>Continue curriculum &amp; assessment revisions to align with course standards &amp; H3 careers</p>
<p><b>Year 3: 2026-2027</b></p>	<p>Maintain collaboration with all teachers, especially those that teach special populations, to identify student strengths and needs based on multiple data sources</p> <p>Through these collaborative efforts, analyze disaggregated NDE &amp; local data to monitor the progress of all CTE students, especially members of special populations, to support individualized student needs &amp; guide instruction</p> <p>Continue curriculum &amp; assessment revisions to align with course standards &amp; H3 careers</p>
<p><b>Year 4: 2027-2028</b></p>	<p>Maintain collaboration with all teachers, especially those that teach special populations, to identify student strengths and needs based on multiple data sources</p> <p>Through these collaborative efforts, analyze disaggregated NDE &amp; local data to monitor the progress of all CTE students, especially members of special populations, to support individualized student needs &amp; guide instruction</p> <p>Continue curriculum &amp; assessment revisions to align with course standards &amp; H3 careers</p>

## 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:**

Turnover has mainly been due to retirement. When needed, we have increased the number CTE staff in recently years due to increased enrollment. The current CTE culture is very collaborative with a common goal & interdependent mindset. In order to support the recruitment, preparation, retention, & training of our teachers and other faculty, we will continue to build upon our strong relationships with Hastings College and Central Community College. These two postsecondary institutions share educational goals with the district & help to provide guidance, support new teachers, share staff, & allow us to offer multiple dual credit courses for our students. If needed, they can support to reach out to other area postsecondary institutions & develop relationships to have a wider range of CTE teachers available for potential hires.

We continue to improve by providing professional development to all CTE staff. Meeting with our higher education colleagues within our specific subject areas allow us to gather feedback as to what academic & technical skills are best for students coming out of HS, provide input to the professional development needs of our staff, & continue to align our programs to best meet student needs.

**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)**

Moving forward, we will improve our district CTE team by increasing collaboration with postsecondary institutions that are outside of our local/regional area. To improve our retention efforts, we will continuously provide timely & relevant professional learning to build the capacity of CTE faculty & staff to keep them up to date, provide them with additional leadership opportunities within the district & community, & provide upgraded equipment that is relevant to current H3 careers.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
<b>Year 1: 2024-2025</b>	Reach out to local & regional post-secondary institutions to maintain & improve relationships with CTE faculty & CTE student groups. Through these relationships, identify current & future collaborative efforts, learn how they are updating their programs, & collaborate on staffing.

	<p>Identify potential local, regional, state, &amp; national professional development opportunities that have a CTE-specific focus &amp; align with district's Perkins plan &amp; goals.</p>
<p><b>Year 2: 2025-2026</b></p>	<p>Continue collaborating with local &amp; regional post-secondary institutions to develop collaborative efforts &amp; working with CTE faculty &amp; student groups to benefit each other &amp; identify future teacher candidates that may fill CTE openings.</p> <p>Identify local, regional, state, &amp; national CTE-specific professional development opportunities that align with the district's Perkins plan and goals. Identify which staff and/or departments that will attend. Implement a plan to share learning with CTE faculty &amp; staff.</p>
<p><b>Year 3: 2026-2027</b></p>	<p>Continue collaborating with local &amp; regional post-secondary institutions to develop collaborative efforts &amp; working with CTE faculty &amp; student groups to benefit each other &amp; identify future teacher candidates that may fill CTE openings.</p> <p>Identify local, regional, state, &amp; national CTE-specific professional development opportunities that align with the district's Perkins plan &amp; goals. Identify which staff and/or departments that will attend. Implement a plan to share learning with CTE faculty &amp; staff.</p>
<p><b>Year 4: 2027-2028</b></p>	<p>Continue collaborating with local &amp; regional post-secondary institutions to develop collaborative efforts &amp; working with CTE faculty &amp; student groups to benefit each other &amp; identify future teacher candidates that may fill CTE openings.</p> <p>Identify local, regional, state, &amp; national CTE-specific professional development opportunities that align with the district's Perkins plan &amp; goals. Identify which staff and/or departments that will attend. Implement a plan to share learning with CTE faculty &amp; staff.</p>



## 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:**

**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)**

Our goal is to increase the percentage of students enrolled in WBL to 15%. This will be accomplished by continuous recruitment through our hiring & career fairs, develop informational flyers to advertise, recruit, & provide information to local businesses & industry, continuing the development of our speaker, job shadowing, & WBL partners to provide more field placement experiences for students

**Prioritized Action Steps for Work-based Learning:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
<b>Year 1: 2024-2025</b>	<p>Begin the development of a WBL database for the placement of students in WBL field experiences, house survey/evaluation data, store documents, contacts, etc...</p> <p>Create/refine an application process to apply for WBL pathway &amp; surveys/evaluations of the WBL program that will be fully implemented in 2025-26 (soft pilot during 2024-25)</p> <p>Connecting with current local business &amp; industry partners to support WBL field placement experiences for students</p> <p>Develop informational flyers to advertise, recruit, &amp; provide information to local businesses &amp; industry to sponsor WBL field experiences</p>
<b>Year 2: 2025-2026</b>	<p>Make adjustments to the WBL database for the placement of students in WBL field experiences, house survey/evaluation data, store documents, contacts, etc...</p> <p>Begin the full implementation of WBL in 2025-26</p> <p>Continue building relationships &amp; opportunities with current local business &amp; industry partners to support WBL field placement experiences for students</p>

	<p>Revise &amp; continue providing informational flyers to advertise, recruit, &amp; share information with local businesses &amp; industry to sponsor WBL field experiences</p>
<p><b>Year 3: 2026-2027</b></p>	<p>Monitor &amp; adjust (if needed) all aspects of WBL</p> <p>Revise the application process to apply for WBL pathway &amp; surveys/evaluations of the WBL program (if needed)</p> <p>Expand relationships with current local business &amp; industry partners to support WBL field placement experiences for students</p>
<p><b>Year 4: 2027-2028</b></p>	<p>Monitor &amp; adjust (if needed) all aspects of WBL</p> <p>Revise the application process to apply for WBL pathway &amp; surveys/evaluations of the WBL program (if needed)</p> <p>Expand relationships with current local business &amp; industry partners to support WBL field placement experiences for students</p>

## 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:***

In order to determine the proportion of concentrators among the special populations, we looked at district statistics that NDE had provided. Our findings have been shared with counselors, SPED & EL teachers, & other adults who regularly interact with students. We found that there is a need to assist these students in completing their programs of study by enrolling in the capstone course. We believe that by implementing our objectives & next stages, this will contribute to provide these specific populations access to & support for CTE. It will be beneficial to put more of a focus on promoting the CTE possibilities that are accessible to students & the advantages they offer.

The continuous improvement process will be used to complete this work. We will keep holding regularly scheduled meetings to review multiple data sources, including information on special populations, & assess each student's progress toward better ensuring success, equity, & access. We will also pay close attention to each student's needs during these sessions & address them as needed.

## 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:**

In the past, the district assembled a diverse collection of staff members & stakeholders from the local, regional, & state levels to form a stakeholder group. Stakeholders evolved over time for a number of reasons. The reVISION Stakeholder Verification worksheet contains the current stakeholder group. The first Wednesday of each month is when the stakeholder group meets. When they are available, the external stakeholders from the state, area, & community attend. Nonetheless, we communicate with them frequently to get their opinions & advice.

They will remain a member of our stakeholder group going forward, & we will ensure they stay engaged in our work. We will continue to notify them of our meetings, any modifications made, processes started or adjusted, & solicit their opinion even if they are unable to attend. The external stakeholders have participated in the WBL program's development & future implementation & will continue to do so, offering insightful input & feedback. We continued to maintain our relationships with our stakeholders in the past, through this application process, & in the future. As we keep focusing on what is best for ALL of our students, this will continue to develop.

Attached are the minutes of our 2023-2024 meetings.

**The next step will be completed each year through 2028 and is based on the above four-year Local Perkins Application.**

## Section 3: Annual Budget Worksheets

Based on the Action Steps identified for each element for the program years 2024-2028, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit the Perkins Management Guide [Perkins Management Guide](#) for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e., subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)

Scroll down to find the Perkins Annual Budget Template



### Helpful Tip

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.