



**LOCAL PERKINS APPLICATION
2024-2028**

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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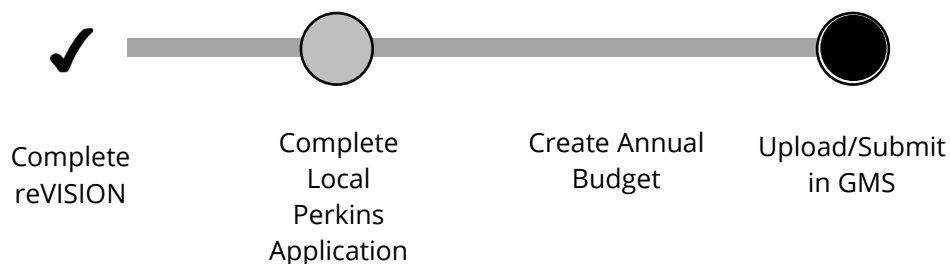
General Information

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

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

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

The Local Perkins Application asks you to describe how your 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.

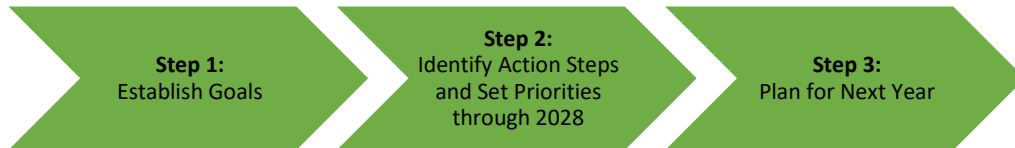
Section 1: reVISION Summary

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

Section 1: reVISION Summary

Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found within the Perkins Grants Management Guide located on the Perkins Grant Management website: www.education.ne.gov/nce/perkins-administration/. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

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

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

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
<p>Career Development</p>	<p>We have well established Career Development practices in KPS. We have a plan for educating and preparing students to make career choices and decisions. We need to continue with those processes and find ways to enhance those experiences. We would</p>	<p>1. Career coaching focus for all teacher to help support students. Focus on our career coaching model for all teachers and support CTE curriculum with the use of</p>

	<p>like to bring more collaboration between high school and middle level and spark a renewed focus among our Core teachers.</p>	<p>Career Codes with our students.</p> <ol style="list-style-type: none"> 2. Utilize our strong community partners to bringing in more speakers to work with students and staff to understand career options after high school. 3. Encourage more parent involvement through our education nights and sessions. 4. Increased collaboration among all CTE teachers 6-12 and with Core partners 5. Increased business partners with renewed focus on their role in the process. Externship opportunities for teachers to take students out to explore business and industry. Bringing those speakers into the building. 6. We are adding the JAG program at the high school level and will have the chance to expose more students to careers through this program.
<p>Local Workforce Alignment</p>	<p>High School Assistant Principal is designated to attend Chamber Business & Education Committee Meetings and the EmployKARNY meetings. Both are monthly meetings that provide consistent information about employment needs in the community.</p> <p>Various district and building administrators participate on the Junior Achievement Board and other community organizations to maintain a connection with community needs.</p> <p>The high school has programs of study in all six career fields to provide broad offerings to students. The specific programs of study align to the Top 10 H3 jobs -</p> <ol style="list-style-type: none"> 1. Truck Drivers - TDL-Technician 2. Registered Nurses - Health Science 	<ol style="list-style-type: none"> 1. Building partnerships with CCC and other post-secondary providers to expand our programs of study and course offerings, either on our campus or theirs. More targeted involvement for our Advisory Teams, with the Economic Development Council, Kearney Area Chamber of Commerce, and other local partners to help us shape our curriculum to fit the industry needs as well as develop capstone experiences for students. 2. Development of a standalone Health Sciences department to better fit the needs of our community and create appropriate coursework and programs of study to match those needs.

3. General & Operations Managers - Management
4. Industrial Machinery Mechanics - TDL-Technician, Manufacturing, Engineering
5. Machinists - Mechatronics, Engineering, TDL-Technician, Manufacturing, Welding
6. Bookkeeping, Accounting, and Auditing Clerks - Accounting, Entrepreneurship, Management, Finance
7. Accountants and Auditors - Accounting
8. LPN - Health Science
9. Plumbers, Pipefitters, and Steamfitters - Not directly, but we do have Welding, Manufacturing, and Construction programs of study that are all "Similar Occupations" on the bls.gov website
10. Elementary School Teachers - Education & Training

Kearney Education Collaborative was formed to promote careers in education and address teacher shortages. The group is composed of UNK and KPS personnel. From the first year, the group developed a scholarship program - Kearney Teachers of Tomorrow which includes scholarship support throughout college and job upon graduation.

-TeachMates - a mentor/mentee program with a UNK student and a KHS student
 -KEC meets once a month to continue to brainstorm and pursue next steps

Early Childhood Steering Committee is a group of stakeholders trying to address the child care provider shortage in the area. An administrator and FCS teacher have worked with the group to work through alignment of related courses and informing high school students of opportunities.

3. Create targeted opportunities for our diverse learners to find a career match that fits into their area of skill and interest.
4. Support for teachers in our established and expanded programs in Agriculture, Video Production, and Computer Science.
5. Continue to work through funding streams to maintain quality, industry-grade equipment. This year we are adding commercial welding booths to our lab, anatomy tablets to our health science classes.
6. We would like to expand our AG program by building partnerships with the community to support school growth and finding funding to have facilities that would support animals on campus to enhance the educational experience.

<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>We have programs in many of the areas of high demand in our region including but not limited to health care. We have a large machinery operation simulator to prove students with those skills. We will work to redevelop our advisory team. After Covid the participation has fallen off and it needs to be revitalized to help the program grow with community needs.</p>	<ol style="list-style-type: none"> 1. Establishing time and opportunity for CTE groups to review their content areas and ensure that they are aligned with standards and teaching necessary skills. 2. Develop CTE Task Force to look at data, evaluate Programs of Study, partner with business and industry to develop targets for our group moving forward. 3. Continue with our strong post-secondary partnerships and industry level certification opportunities by removing barriers for students' participation in dual credit courses. 4. Field trips for students to post-secondary institutions focused on their area of interest. 5. Ensure that our current course offerings and programs of study are in alignment with state standards and the H3 job needs in our region.
<p>Student Performance Data</p>	<p>Our focus on implementing Tier I and II and III supports through the MTSS process is aimed at eliminating gaps in our student performance. We can utilize a data team structure to identify the groups who are underperforming and implement interventions to lessen those achievement gaps.</p>	<ol style="list-style-type: none"> 1. Utilize Data Team to further identify groups who are underperforming. 2. Develop detailed plan on how to support them through our current MTSS Structures. 3. Utilize Homeroom time to tie College and Career Readiness to performance indicators. 4. Explore options for offering MAP testing to 9th and 10th grade students to gather better data on student performance.
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>Our new teacher onboarding and mentoring programs. These have evolved over the years. We are able to offer a diverse set of course offerings in all areas, providing teachers and students with options. Teachers are able to meet with their departments on a regular basis to collaborate on curriculum through the KPS GVC process. Various PD opportunities provided by the state in their specific</p>	<ol style="list-style-type: none"> 1. Identify and reduce barriers to recruitment throughout our district. 2. Develop a structured framework for professional development time among our CTE staff across KPS district. 3. Develop a strategic and targeted plan to recruit and retain high

	<p>CTE areas are available and funded by the district and/or current Perkins grant. (NCE Conference & Career Field Workshop Days in the fall)</p>	<p>quality CTE teachers to our district.</p> <ol style="list-style-type: none"> 4. Partner with post-secondary institutions to track and recruit teachers into the profession.
<p>Work-Based Learning</p>	<p>We have made huge strides in this area in the past two years. We offer a wide variety of opportunities from cooperative education opportunities, business internships and a variety of field experiences for students. We utilize community groups such as the Chamber, Junior Achievement, Advisory Teams and other groups to promote our work-based learning programs and recruit new partnerships. We have teachers who oversee these programs and work intentionally with students once they are placed in these programs. Students complete weekly assignments that connect Nebraska Career Readiness Standards to their work-based learning experiences. Students complete a final assignment where they are required to connect their coursework to their work-based learning experience</p>	<ol style="list-style-type: none"> 1. Teacher education regarding programs of study and work based learning opportunities to help with student recruitment into programs and increase our number of completers and students in capstone experiences. 2. Teachers will go on externships and work with business and industry to experience their job needs and ensure that we are preparing students for those careers. 3. Partnering with businesses and industry to identify areas where they can serve as guest speakers and other support to recruit students into their field. 4. Identifying areas to expand our work-based learning opportunities and work to build those using partnerships with our Advisory Team members and other community leaders.



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:

- a. We will continue to use Nebraska Career Connections and other resources to help students discover their own skills and interests. These activities are done during the homeroom courses throughout our 6-12 buildings.
- b. We continue to require 15 credits of CTE courses at the 9-12 level so that students are exposed to a variety of career field areas throughout their high school career. This provides them with diverse experiences during their high school year. In grades 6-8, they are all exposed to all fields throughout their experience classes at the middle level. We add lessons into our homeroom lessons that allow students' exposure to college and career options available to them after high school.

- c. Students complete their career planning during the registration process. Each year they evaluate their survey results and use that information to help them make informed decisions on their coursework and programs of study based on those survey results.
- d. CTE education is a cornerstone of our curriculum. Students have targeted and repeated exposure to CTE lessons throughout their high school career.

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)

1. Career coaching focus for all teacher to help support students. Focus on our career coaching model for all teachers and support CTE curriculum with the use of Career Codes with our students. Books will be purchased and reused year to year, and not for individual students to keep.
2. Utilize our strong community partners to bringing in more speakers to work with students and staff to understand career options after high school.
3. Encourage more parent involvement through our education nights and sessions.
4. Increased collaboration among all CTE teachers 6-12 and with Core partners
5. Increased business partners with renewed focus on their role in the process. Externship opportunities for teachers to take students out to explore business and industry. Bringing those speakers into the building.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> ● Reestablishing the goals and role of our advisory teams and other community partnerships ● Evaluate CTE curriculums to amend our college and career readiness curriculum that we deliver during BT ● Purchasing of visuals and promotional items to help advertise and educate our staff and students regarding current Career Fields, Programs of Study and Post-Secondary opportunities. ● Provide time and opportunity for our 6-12 teachers to collaborate together.
Year 2: 2025-2026	<ul style="list-style-type: none"> ● Utilized our Advisory Team partnerships to bringing more community partners into the building to work with CTE teachers on topics in their related content. ● Develop a CTE Task Force to revisit our Small Learning Communities and plan for the future growth ● Holding parent involvement nights ● Structured collaboration time for 6-12 teachers across CTE content areas. ● Selection and implementation of CTE focused curriculum

<p style="text-align: center;">Year 3: 2026-2027</p>	<ul style="list-style-type: none"> • Further implementation of the CTE plan developed by the task force in year 1 • Continued 6-12 collaboration and involving CORE teachers in these conversations • Partnerships with Advisory teams will turn from presentations in classroom to identifying areas of teacher externship and other types of experiences that help teachers bring industry level information back to the classroom setting.
<p style="text-align: center;">Year 4: 2027-2028</p>	<ul style="list-style-type: none"> • Further implementation of the CTE plan developed by the task force in year one • Conduct teacher externships in CTE fields • Continue to provide focused education to core teachers related to CTE fields and how that ties back to their content area so that they can make curricular connections. • Share Program of Study and CTE content information with parents and students through programs and structure identified by the CTE Task Force

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:
 We looked at the H3 jobs in our area and identified places where we had the opportunity to grow and areas where we are doing well. Health care continues to be a strong focus in our region. We also identified criminal justice fields and mental health and social services as a need in our region that we do not address currently. We plan to expand our program offerings in this area so that we can hit these H3 jobs in our area. We talked about how we can expand some of our offerings and programs in the future to support these needs. In the areas of skilled trades, we currently have strong partnerships and alignment and should focus on maintaining the support in those areas.

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

RESPONSE:
 Based on the Local Assessment results and our local H3 jobs, we will look into the Criminal Justice field as well as Human Sciences and Education to expand our course offerings and better recruit and prepare students for jobs in that field.

We are adding dual credit opportunities in Production Welding for our alternative school students after school hours. These are new apprenticeship programs that will be starting in the fall of 2024.

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:

We will continue to educate all of our students about CTE opportunities through our robust registration program. We pull data and information from their assessment results in Nebraska Career Connections to help them make informed decisions.

For those special populations, we will continue to have their case managers and EL teacher work with special groups to give individualized guidance and support through that process.

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)

1. More targeted involvement for our Advisory Teams, with the Economic Development Council, Kearney Area Chamber of Commerce and other local partners to help us shape our curriculum to fit the industry needs as well as develop capstone experiences for students.
2. Development of a standalone Health Sciences department to better fit the needs of our community and create appropriate coursework and programs of study to match those needs.
3. Create targeted opportunities for our diverse learners to find a career match that fits into their area of skill and interest.
4. Support for teachers in our newly established and expanded programs in Agriculture and Video Production and Computer Science.

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"> • Revitalization of the Advisory Team. Reevaluate the members of the team and identify individuals in this growth areas who can serve. • Involve those members in brainstorming meetings to look for areas of partnership and growth in the future. • Create a roadmap for how to better prepare students for careers in this field. • Evaluation of needs related to supplies, equipment, professional development and trainings to improve and expand upon our existing programs and establish the new programs as identified as an H3 job.

	<ul style="list-style-type: none"> • Creating the Health Science department at KHS which will include specific Health Science teachers to take over those courses and strengthen that program of study. • Support for teachers in our newly established and expanded programs in Agriculture and Video Production and Computer Science.
<p>Year 2: 2025-2026</p>	<ul style="list-style-type: none"> • Reevaluate our current programs of study and identify how our offerings are aligned with the goals of the Advisory Team and the needs within the community. • Follow the steps on the roadmap established by the Advisory Team to create further partnerships within the community. • Purchasing of equipment supplies and needs to sustain these identified H3 programs. • Continued support of our newly established and expanded programs in Ag, Video Production, Computer Science, Health Science and other newly identified H3 job areas.
<p>Year 3: 2026-2027</p>	<ul style="list-style-type: none"> • Add courses to our course offerings to establish programs of study in areas identified in the H3 document and as advised by the Advisory Team. • Follow the steps on the roadmap established by the Advisory Team to create further partnerships within the community. • Training and Professional Development centered on these areas for CTE teachers and other teachers within the departments.
<p>Year 4: 2027-2028</p>	<p>Follow the steps on the roadmap established by the Advisory Team to create further partnerships within the community.</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:

- Based on the labor market data and feedback from our local data, we will continue to support our current program of study areas and career fields as they are serving and preparing students in these areas. We have programs of study in all Career Field Areas. They include: Marketing, Hospitality and Tourism, Business Management, Accounting, Agribusiness, Animal systems, Plant systems and Environmental and Natural Resource Systems, Graphic Design, Audio/Video Technology and Film, Journalism and Broadcasting, Visual Arts and Web and Digital Communications, Computer Science, Web Design and Development, Early Childhood Development and Services, Family and Consumer Services, Teaching and Training, Health Sciences, Construction, Engineering and Technology, Media and Video Production and Computer Science and coding.
- Our priority focus will be on sustaining all of these programs and also identifying our new support programs that need continued support to ensure their successful implementation. These would include:
 - Law, Public Safety, Corrections and Security
 - Production Welding
 - Education and Counseling and Mental Health Services
 - Media and Video Production
 - Computer Science and coding
 - Other identified areas of STS, Health Science and Human Sciences and Education that appropriately prepare students for the H3 jobs in our region and are identified as an area of need by our Advisory Team 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:

We will conduct a thorough reevaluation of our CTE programs to ensure curriculum alignment and to evaluate our course offerings. This will be done with support from state departments, our Advisory Team and in partnership with post-secondary programs to determine alignment in our program and curricular needs.

We will use our academic data to make determinations regarding any gaps and how we can make improvements going forward. We will continue to use resources such as On To College and other supports to help students' academic success and demonstrate growth in our data.

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:

We will continue our partnerships with CCC and UNK to evaluate opportunities to maintain and expand our robust dual credit offerings. We are currently looking at partnerships in Criminal Justice, Health, Physical Therapy, Education and Counseling/Mental Health Services and will be adding production welding for next fall.

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)

1. Establishing time and opportunity for CTE groups to review their content areas and ensure that they are aligned with standards and teaching necessary skills.
2. Develop CTE Task Force to look at data, evaluate Programs of Study, partner with business and industry to develop targets for our group moving forward.
3. Continue with our strong post-secondary partnerships and industry level certification opportunities by removing barriers for students' participation in dual credit courses.
4. Field trips for students to post-secondary institutions focused on their area of interest.
5. Ensure that our current course offerings and programs of study are in alignment with state standards and the H3 job needs in our region.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> • Have all of our CTE teachers reevaluate their current program of study offerings and identify areas of expansion and ensure that we are aligned with state programs. • Ensure that our program offerings are appropriately aligned to the H3 careers as identified in the Local Needs Assessment in Element 2.

	<ul style="list-style-type: none"> • Establish framework and timeline for our Advisory Team to join a CTE Task Force to develop more robust partnerships with local businesses and industry.
<p>Year 2: 2025-2026</p>	<ul style="list-style-type: none"> • Identify the professional development, training, supplies and equipment that was needed to implement any new courses or programs that were developed and identified through the reevaluation process. • Ensure that teachers have appropriate credentialing and training for these courses. • Identify areas where we can work in partnerships with other institution on program sharing and dual credit options for students. • Hold CTE Task Force meetings to discuss our partnerships, growth and needs in the H3 areas.
<p>Year 3: 2026-2027</p>	<ul style="list-style-type: none"> • Monitor and evaluate the success of these new programs and courses. • Establish Capstone Experience opportunities that align with these programs.
<p>Year 4: 2027-2028</p>	<p>Conduct full evaluation of these programs and collect data on their successful implementation.</p>

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) We will continue to use our robust registration process to educate students and advisors on the programs that are available to students and how they can/should encourage their participation. Through this process, we will focus on special student groups by involving them in student groups and ensuring that Special Education, English Learners, and other specialty teachers are involved in our task forces and in our planning.
- b) The goal at KPS is to prepare students for life beyond the walls of KHS. This is not limited to the traditional education process. This year, we are looking to add JROTC to enhance

character and leadership. We are looking to grow our SkillsUSA program. The plan is to double, if not triple, our participation numbers. These are just a few examples of the skills we hope to expose our students to. We have also expanded with a non-traditional high school. Students attending the non-traditional high school are part of the special populations groups including individuals with disabilities, individuals from economically disadvantaged families, as well as several others. The non-traditional high school has assisted students in acquiring specialized instruction to acquire their high school diplomas that may not have been completed without the targeted support. There are no specific CTE courses at the non-traditional high school, however, they work closely with Central Community College as an apprenticeship partner. Students are currently participating in culinary/hospitality classes and work experience as a registered apprentice. Personnel from KPS and CCC meet monthly to continue developing opportunities for students and meeting workforce needs.

- c) KPS is a system that prides itself by being inclusive. We encourage all students to grow at their ability level. We provide support in the classroom for all students who want to participate in any career pathway. For example, we had students receiving special education services in the Transportation course. The course is currently a partnership with Central Community College and the instructor is a CCC employee, therefore, all students take it for dual credit. Rather than changing the students' schedule and removing them from the course, KPS and CCC personnel met to discuss IEP modifications versus accommodations allowed at the college level. The instructor became aware of what was allowed, KPS instructed personnel on what supports the student could have according to the regulations, and students successfully completed the course.
- d) KPS is aligned with the IDEA standards and spends time each year training the staff to work with and build accommodations for all students of varying ability levels. CTE teachers attend IEP meetings alongside special education personnel. Many times, the CTE courses are used as part of IEP goals or a student's transition plans. The Free and Reduced Lunch information is only provided to personnel as needed. Therefore, teachers do not see the designation on their rosters and are not subjected to the potential bias from knowing of a student's economic status.

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:

- We are continuing to provide supports for all students through our MTSS process and establishing Tier 1 protocols.
- We will include case managers, EL teachers and other support team members in our CTE planning conversations so that they can advocate for the student populations that they serve.
- We will identify programs and supports that can be implemented across the building to build awareness and advocacy with these student groups.
- Implement targeted marketing initiatives to support these diverse student groups.
- Look at student scores and data to determine the performance of special groups and identify targeted areas of growth and improvement.

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)

1. Utilize Data Team to further identify groups who are underperforming. –
2. Develop detailed plan on how to support them through our current MTSS Structures. –
3. Utilize Homeroom time to tie College and Career Readiness to performance indicators. –
4. Explore options for offering MAP testing to 9th and 10th grade students to gather better data on student performance.
5. Identify areas where our Tier 2 and 3 students could appropriately access these programs such as having our AE and Hanny Arram Center students enroll in CCC dual credit programs.

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"> ● Evaluate MTSS plan and ensure that supports are established for special groups. ● Form Data Team to review and analyze special group data and determine how to move forward with supports for student groups. ● Identify supports, resources, professional development and other supports to assist in the data analysis and implementation of programs to help support student group ● Develop a plan for how to target student groups through the use of these resources and supports.
Year 2: 2025-2026	<ul style="list-style-type: none"> ● Implement and utilize resources and curriculum to support those diverse student groups.

	<ul style="list-style-type: none"> ● Get feedback from classroom teachers on the needs of these students in their classrooms and identify additional supports and interventions for the students that require Tier 2 support in these courses. ● Evaluate MAP data to compare against baseline data to determine areas of growth and need. ● Continue to use the data team to look at our data and identify areas of growth and opportunity to expand. ● Ensure that we are increasing the number of students in capstone experiences who are completers in an area.
<p><i>Year 3: 2026-2027</i></p>	<ul style="list-style-type: none"> ● Determine additional supports for those students who need Tier 3 services. ● Identify areas and opportunities to provide access to these groups. ● Continue to analyze data to determine where to go from here.
<p><i>Year 4: 2027-2028</i></p>	<p>Look at continued special programs that need support and identify resources, trainings and professional development that can support teacher and student actions to improve in identified areas.</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:

- We will identify and build strong partnerships with local university staff to recruit teachers.
- We will encourage the placement of CTE student teachers and practicum students within our buildings as a recruitment tool.
- We will work with the Director of Human Resources to better identify and breakdown potential hiring barriers.

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)

1. Identify and reduce barriers to recruitment throughout our district.
2. Develop a structured professional development plan to support our CTE teachers and facilitate collaboration across all areas.
3. Develop a strategic and targeted plan for recruitment and retention of high quality CTE teachers.
4. Partner with post-secondary institutions to identify and recruit new teachers
5. Offering ongoing support and training to current teachers.

**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"> ● Meet with Director of HR and Director of 6-12 Education to facilitate an evaluation of recruitment barriers. ● Look for other PD opportunities and workshops. ● Survey teachers to determine what needs they have that are going unmet.

	<ul style="list-style-type: none"> • Provide current CTE teachers with the opportunity to attend focused CTE trainings and workshops to increase their knowledge and skills.
<p>Year 2: 2025-2026</p>	<ul style="list-style-type: none"> • Identify areas of improvement and determine resources and supports to help fill in those gaps. • Through the Task Force Planning, ensure that all teachers have access and are aware of the professional development opportunities in their area and encourage attendance at these events. • Continue to build connections with post-secondary. • Identify workshops and professional development to support our staff • Ensure all new CTE teachers are added into the process. • Provide current CTE teachers with the opportunity to attend focused CTE trainings and workshops to increase their knowledge and skills.
<p>Year 3: 2026-2027</p>	<p>Provide support in the form of stipends, sub pay, reimbursement, etc. for each CTE teacher to attend at least one PD opportunity related to their content area and connected to business and industry.</p>
<p>Year 4: 2027-2028</p>	<ul style="list-style-type: none"> • Expand on our offerings of PD opportunities related to business and industry for our CTE teachers. • Have teachers reflect on and document the impact these opportunities have provided to them. • Provide current CTE teachers with the opportunity to attend focused CTE trainings and workshops to increase their knowledge and skills.

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:

At KHS we utilize ELOs (Extended Learning Opportunities) as a way to provide for expanded learning for our CTE students. ELOs include dual credit and early college programs in partnership with local colleges and universities. They also included work-based learning sites where students are allowed to work during the day and our coordinator works alongside students and employers to provide job coaching and support and ensure robust experiences for students. We also have an

internship program that allows students to apply for and be placed into an internship that fits their career field interest. Students are eligible after they have completed a program of study in that area.

We will continue with our current partnerships and also look for new opportunities in programs of study that are growing or are of high interest to the student. We will use our Advisory Team to support this work and help us make contact with local businesses who would be a good match.

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)

1. Teacher education regarding programs of study and work based learning opportunities to help with student recruitment into programs and increase our number of completers and students in capstone experiences.
2. Teachers will go on externships and work with business and industry to experience their job needs and ensure that we are preparing students for those careers.
3. Partnering with businesses and industry to identify areas where they can serve as guest speakers and other support to recruit students into their field.
4. Identifying areas to expand our work based learning opportunities and work to build those using partnerships with our Advisory Team members and other community leaders.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> ● Review all ELO opportunities and make sure that they are current and relevant. ● Update promotional materials and develop marketing campaign for student and parents. ● Educate our current staff as to the new and updated opportunities that we provide so that they can help recruit students to appropriate placements. ● Include Advisory Team in conversations about ELO opportunities to identify new ways to expand.
Year 2: 2025-2026	<ul style="list-style-type: none"> ● Offer business and industry workshops within our buildings where teachers can partner with others to bring information back to our students and recruit for their internships. ● Continue to look for work based learning opportunities for expansion and increasing our concentrators and those who move forward with capstone experiences. ● Redesign the ELO handbook for students, parents and community members with increased participation. ● Seek internships for career fields that do not currently have verified internships.
Year 3: 2026-2027	<ul style="list-style-type: none"> ● Recruit and encourage teachers to gain their work based learning endorsements to increase the number of students that we are able to serve in these programs.

	<ul style="list-style-type: none"> • Look at data to ensure that we have equitable access to each of our programs. Identify ways to expand opportunities to those groups. • Implement follow up surveys with former internships students to see how the experience impacted their future choices.
Year 4: 2027-2028	Implement the plan for expanding opportunities to student groups.

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:
 Through the development of a data team at KHS we have been able to pull the data on different student populations to identify enrollment and access to both courses as well as extended learning opportunities in internships, work based learning opportunities and dual enrollment. Our advisory team meeting consists of representatives from business and industry as well as local colleges and universities. They were able to identify areas where students could be better prepared and the need to push more female students into STEM and AG and IT areas. Our data continues to show that our Special Education population participates in work based learning opportunities, but has smaller participation in internships and dual credit opportunities. Through the work of our data teams and advisory groups, we will continue to examine this data and identify barriers. We plan to work specifically with EL teachers and SPED case managers during the registration process to support and encourage their participation in CTE opportunities and courses. We will increase our education on these programs during the registration process to encourage more evenly distributed participation by these groups. The addition of MAP testing at KHS will help us look for educational gaps for these students groups and our data team will be implementing various interventions through the MDT process.

As our Advisory Team and CTE Task Force meet next year, our focus will be on collecting and looking at data regarding our involvement in these programs. We will review the special populations' data to ensure that our CTE programs show the same or similar representations to the school as a whole. We will identify any barriers that may exist for these student groups. The next step will be to revise our current plan and model to look at new ways to train staff, inform and educate others (parents, students and teachers) so that we can ensure and document that these groups are participating. Each year we will look at the data to see if we have made progress in these areas and identify next steps.

We will continue to consult with our special education case managers and EL teachers to remain aware of our special populations and break down any potential barriers.

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:

1. We included a variety of building and district staff in our conversations. Middle Level and High School CTE teachers, teachers from each CORE area including Special Education and other special groups. We received feedback from para educators, our career coordinator and included various counselors and administrators in our planning. They were able to review the plan, submit their feedback participate in the planning meeting and then had the opportunity to review and comment on our final document.
2. The goal will be to bring back the advisory team.
3. Mrs. Jacobitz will be our new CCR coordinator and getting her onboarded and prepared to recruit this group and use the data provided by our teachers and support staff to make decisions about the future of our programs.
4. KHS has added the JAG program for the 2024-25 school year.
5. KHS has applied for a JROTC program in the future and has been put on the waiting list.
6. KHS and HACS have added apprenticeship programs partnering with CCC in Culinary Arts and Welding for the 2024-25 school year.

Section 3: Annual Budget Worksheets

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

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

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

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

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

Scroll down 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.