



**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



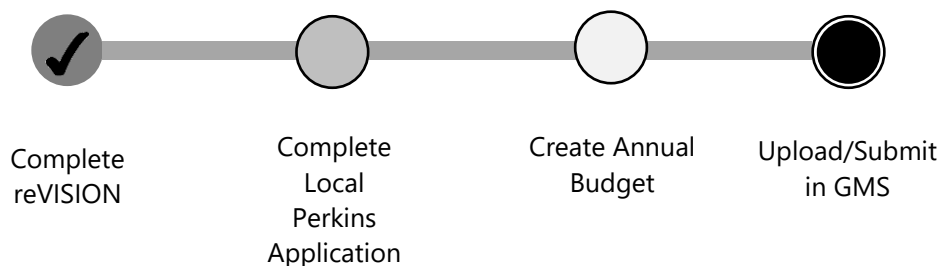
## General Information

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 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.

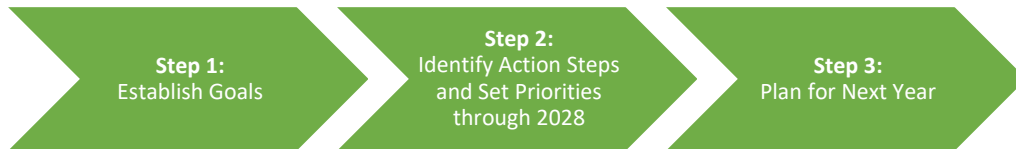
Section 1: reVISION Summary

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><b>SAMPLE:</b></p> <p><b>Size, Scope, and Quality and Implementing CTE Programs of Study</b></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><b>Career Development</b></p>	<p><b>Experiences and plans are in place to expose every high school grade/student to career awareness and college visit(s). From freshman to seniors these plans develop the whole career &amp; college ready goal by the end of their HS years:</b></p> <ul style="list-style-type: none"> <li><b>Freshman: Connect the Dots Career Exploration provided by</b></li> </ul>	<p><b>To continue this systematic approach to College &amp; Career readiness for all LHS students by assessing strengths, exposing students to all regional colleges including community colleges, technical colleges, state colleges, &amp; universities.</b></p>

	<p>NE 4-H &amp; Extension, Central Community College visit.</p> <ul style="list-style-type: none"> <li>• <b>Sophomores:</b> Pre-ACT testing, Regional College &amp; Career Fair, Nebraska Career Connections, &amp; UNK Tours for selected Kearney Bound Students.</li> <li>• <b>Juniors:</b> ACT Testing – practice and state assessment, college visits, regional business &amp; industry tours, Nebr. Career Connections, &amp; UNK tours for Kearney Bound program students.</li> <li>• <b>Seniors:</b> College tours based on career interests to community, state and university colleges. Speed Career Dating for students entering the workforce upon graduation, &amp; LHS Senior Seminar for interviews, job application steps, financial aid, and college preparation.</li> </ul>	
<p><b>Local Workforce Alignment</b></p>	<p>Current state includes a partnership with Dawson Area Development to provide a regional career fair all juniors and seniors with local businesses, industry, and colleges represented.</p>	<p>Continue to use local &amp; regional Workforce data to align courses and programs of study to employer’s present needs &amp; future needs. Continue to work with Dawson Area Development, local &amp; regional business &amp; industry partners to link to economic outlook, employment needs, and partnership opportunities.</p>
<p><b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b></p>	<p>Strongest areas of Programs of Study are in Agriculture and Skilled &amp; Technical Sciences. However, the Ag teacher took an administrative position at a different school and we have been unable to fill that position so the Ag POS will no doubt decline. We have added Program of Study in Health Science and Human Services.</p>	<p>Goals include establishing a Program of Study in every CTE Field starting with Business, Marketing, &amp; Management and Communication &amp; Information Systems. We will work towards an Information Technology Program of Study also.</p>

<p><b>Student Performance Data</b></p>	<p>The current state celebrates the WBL 5S3 numbers as they are now counted correctly due to course coding to credit this measurable area. Lexington HS is well above the state's percentage.</p>	<p>The goal is to continue to work on connecting student data to Perkins data indicators:</p> <ul style="list-style-type: none"> <li>• Academic measures in 2S1, 2S2, and 2S3</li> <li>• Increase 4S1 Non-traditional concentration</li> </ul>
<p><b>Recruitment, Retention, and Training of Faculty and Staff</b></p>	<p>Current state includes high-quality professional development and teacher training offered monthly and quarterly in the district.</p> <p>CTE Dept. meetings are scheduled in the professional development agendas.</p>	<p>The goal continues to focusing on offering high-quality professional development for all staff:</p> <ul style="list-style-type: none"> <li>• Continue to train CTE Staff in effective instructional strategies, Explicit Instruction, &amp; Vocabulary instruction.</li> <li>• Continue to provide additional supports to Career Ed Staff through Transition to Teaching to assist with mastery in classroom planning and instruction.</li> </ul>
<p><b>Work-Based Learning</b></p>	<p>Current state reflects met Goals of 2020-2024 plan to increase WBL numbers.</p>	<p>Continue to implement WBL opportunities for students in Program of Study options. This will ensure adequate data for reporting.</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:**

In collaboration with Dawson Area Development, Vocational Rehabilitation, and other entities, students will be provided with College & Career resources through a variety of CTE classes and beyond. CTE instructors embed the NE Career Readiness Standards in lesson plans, instruction, and course outcomes. Academic standards are reinforced in CTE classes with expectations of literacy in reading and writing in every classroom. All teachers are Write Tools trained through professional development to ensure they are equipped with embedding reading and writing into their classes. Furthermore, explicit instruction, reading, and vocabulary instruction is expected in every classroom to assure students are learning and retaining the content. As for CTE classes, all classes are aligned to the NDE

state standards for course outcomes. Supports are in place afterschool for students that need extra assistance or just need help getting caught up.

Career exploration opportunities are strategically offered at each high school grade level. All cohort students tour a college &/or business and industry throughout the 4 years of school. A Regional Career Fair is held to provide the students exposure to further their career interests. This is a regional Career Fair with area school participating. This partnership with the Dawson Area is valuable for the outreach this Career Fair provides for students.

Work based learning opportunities are plentiful for students at Lexington High School. LHS offers the Cadet Program for Education interested students, work release for students wanting to work perhaps after HS, and Biz Intern where students intern with employers in their career field of interest.

Career Planning is addressed in many ways throughout HS. In many classes, activities and topics are embedded in the class such as Career English where students are exposed to career communications and Career & College Readiness standards.

All upper classmen participate in a mock interview at the Career Fair with each individual student participating in a person interview with a business/industry professional - complete with feedback. Dawson County Economic development is a partner in this "Senior Seminar" day providing this great opportunity for students.

Finally, the three Counselors have an organized system of delivery for College & Career Readiness including academic advising. They divide the approximate 950 students to provide personable services for each student related to their interests and abilities. Counselors assist with class registration, career advisement, and academic placement for each student thereby supporting CTE programs of study and academic preparation for college and 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)*

Continue offering career and college exposure activities and opportunities to each class every year through successful planned events. This would include career and college tours each year of the student's high school career. Participation in the regional Career & College Fair hosted by Dawson Area Development. Parent FAFSA nights and appointments with Education Quest to assist in the college going process. Continued activities for the workforce bound students by connecting them with future employers.

<b>Prioritized Action Steps for Career Development:</b>	
<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	Continuation of class and individual services for students in College & Career Readiness through CTE programming, Programs of Study, and College/Career Tours. This includes continuing Connect the Dots – Nebraska 4-H Extension for career assessments.
<b>Year 2: 2025-2026</b>	Continuation of class and individual services for students in College & Career Readiness through CTE programming, Programs of Study, and College/Career Tours. This includes continuing Connect the Dots – Nebraska 4-H Extension for career assessments & review and modifications as needed to meet Career Development outcomes.
<b>Year 3: 2026-2027</b>	Continuation of class and individual services for students in College & Career Readiness through CTE programming, Programs of Study, and College/Career Tours. This includes continuing Connect the Dots – Nebraska 4-H Extension for career assessments & review and modifications as needed to meet Career Development outcomes.
<b>Year 4: 2027-2028</b>	Continuation of class and individual services for students in College & Career Readiness through CTE programming, Programs of Study, and College/Career Tours. This includes continuing Connect the Dots – Nebraska 4-H Extension for career assessments & review and modifications as needed to meet Career Development outcomes.

## 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 revision outcomes pointed to the successes from the previous Perkins outcomes and included discussions of growing CTE programming to continue to support the projected workforce needs and illustrated by the data.

These discussions included expanding programs of study in Business, Health Science, Manufacturing, industrial Maintenance, Education, and Agriculture.

Specific concerns were filling the AG Teacher position vacated due to job advancement. Seeking a qualified applicant will be a priority for continuing the AG programs of study and programming offered at LHS.

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

**RESPONSE:**

Health Science and Business were two that resonated at the local assessment meeting. The addition of a Business teacher in 2023 opened the opportunity to develop a strong program of study in this area. Continued talk included the Mechatronics program and training the new instructor as to continue the programming with dual credit.

**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:**

Lexington Public Schools is a special populations school district with 79.9% Free & Reduced Lunch, 76% Hispanic, 15.1 White, 7.8% Black, 31.8% English Language Learners, and 4.27% Highly mobile. Equal access is provided for all aspects of the high school in policies, operations, and in the total HS experience.

All students, including special population students, work with a counselor for college & career guidance, course selection, and future planning. LHS offers a senior level class to all IEP seniors in which career inventories are taken, college or career plans are solidified, and scholarships are applied for. In addition, students served with an IEP also have the services of Vocational Rehabilitation to assist with transitions.

**6. Through your district's reVISION process, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

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

*(Copy and paste from the reVISION Summary)*

Within the next four years:

- Create a program of study for Business.

- Hire a new teacher for Agriculture & Mechatronics due to job advancement and to continue the program of study meeting local & regional workforce needs.
- Develop a post-graduation survey for program improvement as part of a school improvement goal.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1:</b> <b>2024-2025</b>	Train new Mechatronics Instructor through Central Community College’s summer 2024 professional development trainings. Continue to search for an Ag Instructor. Begin to develop a Business program of study and create new courses.
<b>Year 2:</b> <b>2025-2026</b>	Train new Ag Instructor. Examine program of study and courses to best meet local needs. Continue to train Mechatronics instructor with CCC’s trainings offered. Review Business program of study and modify as needed.
<b>Year 3:</b> <b>2026-2027</b>	Evaluate and improve new programs and courses. Continue to support new CTE teachers. Use revised local and regional needs assessments to assist in directing all CTE programming and programs of study.
<b>Year 4:</b> <b>2027-2028</b>	Continued implementation and review of CTE programs and courses.

### 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:**

In the previous Perkins 4-year plan, Programs of Study were greatly expanded adding Health Sciences and Early Childhood Education (with the addition of a new FCS teacher).

The next plans are to develop a business program of study – (also with the addition of a new Business teacher).

Programs of study have included Agriculture & STS in the past. This year with the Ag Teacher taking an administrative role in another district, the Ag program of study will be put to the side until we can hire a highly-qualified teacher.

These programs of study align with the great Dawson County future data.

**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:**

Collaborating with Central Community College for curriculum alignment in dual credit classes along with CTE alignment to the NCE state standards, strong CTE courses will be offered. Central Community College partners with LHS for Technical Math and Technical English both requirements for CCC's associate degree programs. By offering CTE dual credit courses, as well as, Academic requirements – students are building on the success students will have on the post-secondary side.

**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:**

Since the last Perkins plan, Lexington Public Schools increased the dual-credit offerings through Central Community College in two areas:

Health Science – CNA and Med Aide and in Mechatronics offering 4 courses over a 2-year sequence of courses.

In addition, in partnership with Central Community College LHS also offers Technical Math and Technical English both of which fulfill requirements for Associate degree programs at Central Community College.

This is in addition to the bachelorette transfer courses that Lexington High School has had in place. Concerted efforts were made to provide opportunities for all students for whatever post-secondary path they chose.

**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)*

Within the next four years while focusing on the revision data, CTE programs will modernize equipment and add resources as identified to support business & industry skills development for H3 careers.

- Create new programs of study where applicable.
- Strive to establish one program of study in each CTE area.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"> <li>• Establish a program of study in the Business career field (due to the addition of a new Business teacher).</li> <li>• Continue the hiring process for an Ag teacher left vacant from the '23-24 school year.</li> </ul>
<b>Year 2: 2025-2026</b>	<ul style="list-style-type: none"> <li>• Continue to develop programs of study in all CTE areas.</li> <li>• Examine programs of study in response to local and regional needs.</li> <li>• Look at present courses offered and how they fit into a program of study and hence, course coding.</li> <li>• Explore dual-credit possibilities, if feasible.</li> </ul>

<p><b>Year 3: 2026-2027</b></p>	<ul style="list-style-type: none"><li>• Review and analyze alignment of LHS CTE course offerings with NDE NCE programs of study with the goal being to create stronger programs of study.</li><li>• Evaluate revision data and business/industry recommendations to modernize programming and curriculum for college &amp; career readiness. Determine what is needed yet.</li><li>• Continue to ensure CTE course codes are correct and within the program of study.</li></ul>
<p><b>Year 4: 2027-2028</b></p>	<ul style="list-style-type: none"><li>• Review and analyze alignment of LHS CTE course offerings with NDE NCE programs of study with the goal being to create stronger programs of study.</li><li>• Evaluate revision data and business/industry recommendations to modernize programming and curriculum for college &amp; career readiness. Determine what is needed yet.</li><li>• Continue to ensure CTE course codes are correct and within the program of study.</li></ul>



## 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:**

Lexington Public Schools is a special populations school district with 79.9% Free & Reduced Lunch, 76% Hispanic, 15.1 White, 7.8% Black, 31.8% English Language Learners, and 4.27% Highly mobile. Equal access is provided for all aspects of the high school in policies, operations, and in the total HS experience.

Teachers are supported through high-quality professional development held at the beginning of the school year and once a quarter throughout the year.

Local, State and National presenters are part of the Agenda for each of these full-day professional development days. Continuous school improvement drives the agenda with effective teaching and learning, technology integration, and content area specific training. The CTE Department meets for a Department Meeting each of these quarterly professional development days.

**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:**

By analyzing district and high school only data, CTE data, & regional workforce data, disparities will be addressed through training/professional development held quarterly throughout the school year. Also, department meeting time will utilize the data to provide insight, corrections, and analysis towards greater student achievement.

**13. Through the district’s reVISION process, action steps were identified to address any disparities in student performance data. First, write the district’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**District’s Goal(s) for Student Performance Data:**

*(Copy and paste from the reVISION Summary)*

Within the next four years, specific targeted work on student data in the Perkins data indicators:

- review the programs of study established for their content areas.
- teachers develop recruitment ideas for developing career awareness and how it relates to the established Program of Study.
- Teachers to tour B & I as related to their content area for levels of education required for jobs/careers with emphasis on multiple exit and entry points, level of education required, and job outlook.
- Continue to identify under-represented populations in CTE areas including male/female representation in non-traditional careers also special populations of EL, McKinney-Vento, Migrant, and Immigrant populations.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ul style="list-style-type: none"> <li>• Review content area program of study. For CTE programs that do not have one begin looking at which ones we are close to offering. For those with established programs of study examine enrollment numbers from the previous year. Examine data and make revisions or changes to what is offered.</li> <li>• Gather ideas for CTE recruitment and continuation in programs of study.</li> <li>• CTE teachers to connect with business and industry for CTE tours.</li> </ul>
<b>Year 2: 2025-2026</b>	<ul style="list-style-type: none"> <li>• Implement ideas for CTE recruitment and continuation in specific program of study.</li> <li>• Continue CTE teachers to connect with B&amp;I for CTE tours.</li> </ul>

	<ul style="list-style-type: none"><li>• Continue to create and strengthen programs of study.</li></ul>
<b>Year 3: 2026-2027</b>	<ul style="list-style-type: none"><li>• Evaluate Implementation of CTE recruitment and continuation in specific program of study.</li><li>• Continue CTE teachers to connect with B&amp;I for CTE tours.</li><li>• Continue to create and strengthen programs of study.</li><li>• Review existing programs of study and data numbers.</li></ul>
<b>Year 4: 2027-2028</b>	<ul style="list-style-type: none"><li>• Continued evaluation of CTE recruitment and programs of study.</li><li>• Continue CTE teachers to connect with B&amp;I for CTE tours.</li><li>• Evaluate programs of study and data for continuation and changes.</li></ul>

## 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:**

Lexington High School will coordinate and partner with NDE, institutions of higher learning in many ways to build collaboration. Perkins funds will provide opportunities for CTE teachers to attend quality state, regional, or national conferences &/or trainings to increase knowledge in recruitment, content, trends, teaching strategies, & technical skills. Also, to acquire skills in innovative, industry standard equipment & materials to enhance CTE classes and programs of study. Additionally, this emphasis on professional development opportunities will build collaboration and allow teachers to acquire the new skills and technical training needed to maintain a strong CTE program. This conference and professional development emphasis can provide insight into recruiting and maintaining under-represented groups in the teaching profession. Finally, Lexington Public Schools in the last 2 years has provided pay for all student teachers teaching in the district. This incentive has been extremely beneficial for attracting student teachers to the district then maintaining them into the next year under teaching contracts.

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

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

*(Copy and paste from the reVISION Summary)*

Within the next four years, continue to offer high-quality professional development opportunities for all staff:

- Effective instructional strategies
- Explicit instruction methods
- Write Tools training for all staff including CTE with the expectation that writing is taking place in the classroom

- When applicable, offer CTE educators content specific professional development opportunities especially to expand teacher effectiveness, curriculum updates, and program of study effectiveness. Including but not limited to state, regional, and national conferences and specialized workshops.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<p>Offer CTE Network meetings and opportunities with local and regional business &amp; industry partners for CTE teachers to collaborate, learn of industry, &amp; increase knowledge to impact LHS CTE programs of study and course content.</p> <p>Provide opportunities to attend state, regional, and national CTE trainings &amp; conferences to increase knowledge, improve programming, and to enhance instruction.</p> <p>Determine current CTE staff needs and to work with state and university colleges to recruit qualified professionals.</p>
<b>Year 2: 2025-2026</b>	<p>Offer CTE Network meetings and opportunities with local and regional business &amp; industry partners for CTE teachers to collaborate, learn of industry, &amp; increase knowledge to impact LHS CTE programs of study and course content.</p> <p>Provide opportunities to attend state, regional, and national CTE trainings &amp; conferences to increase knowledge, improve programming, and to enhance instruction.</p> <p>Determine current CTE staff needs and to work with state and university colleges to recruit qualified professionals.</p>
<b>Year 3: 2026-2027</b>	<p>Offer CTE Network meetings and opportunities with local and regional business &amp; industry partners for CTE teachers to collaborate, learn of industry, &amp; increase knowledge to impact LHS CTE programs of study and course content.</p> <p>Provide opportunities to attend state, regional, and national CTE trainings &amp; conferences to increase knowledge, improve programming, and to enhance instruction.</p> <p>Determine current CTE staff needs and to work with state and university colleges to recruit qualified professionals.</p>
<b>Year 4: 2027-2028</b>	<p>Offer CTE Network meetings and opportunities with local and regional business &amp; industry partners for CTE teachers to collaborate, learn of industry, &amp; increase knowledge to impact LHS CTE programs of study and course content.</p>

	<p>Provide opportunities to attend state, regional, and national CTE trainings &amp; conferences to increase knowledge, improve programming, and to enhance instruction.</p> <p>Determine current CTE staff needs and to work with state and university colleges to recruit qualified professionals.</p>
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**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:**

From the last Perkins 5 year plan, extensive work has taken place on LHS’s WBL opportunities for students:

- Established an Early Childhood Practicum
- Greater emphasis on capstone placement of students
- Correction of course codes to NDE programs of study

Maintaining this WBL mindset as well as increasing WBL opportunities for students will be a continued effort in this round of Perkins planning.

**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)*

In the next four years, maintain and implement WBL opportunities for students in approved Career & Technical Education programs of study as identified in the ReVision data.

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

Program Year	Action Steps
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	<i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	Continue implementation of work-based learning opportunities and to implement new opportunities as they arise.
<b>Year 2: 2025-2026</b>	Continue implementation of work-based learning opportunities and to implement new opportunities as they arise. Evaluate and revise as needed.
<b>Year 3: 2026-2027</b>	Continue implementation of work-based learning opportunities and to implement new opportunities as they arise. Evaluate and revise as needed.
<b>Year 4: 2027-2028</b>	Continue implementation of work-based learning opportunities and to implement new opportunities as they arise. Evaluate and revise as needed.

## 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:**

All student groups were taken into account in establishing the Perkins goals for the six-elements. Through the increased efforts to collect and analyze more specific CTE data including local data, sub-groups data, and participation numbers, a more comprehensive decision will be made addressing program needs, instructional needs, gaps, equity, and other needs for effective CTE programming.

## 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:***

Lexington High School Perkins Grant Advisory Members:

Jim Hoyt, LHS STS teacher

Emma Krysl, FCS Teacher

Kristen Nieto, FCS Teacher

Shannon Keller, Business Teacher

Jose Ayala, Computers & Technology teacher

Shane Schmidt, Automotive teacher

Keith Nielsen, Welding teacher

Erica Brockmoeller, Journalism teacher

Cole Brockmoeller, Art teacher

Cyndi Hoyt, Counselor

Joel Lemus, Counselor

Michele McKeone, Counselor

Becky Archer, SPED Transitions

Eric Bell, Principal

Dr. John Hakonson, Superintendent

Annette Fitzgerald, Curriculum Director

Marni Baker, Title 1C/Migrant Coordinator

Lindsay Rosner, Instructional Coach

Maria Aguirre, EL teacher and Dept. Chair

Robin Hines, Vocational Rehabilitation Counselor

Scott Foster, Dawson Area Development

Amy Hill, Central Community College

Brenna Bartruff, Lexington Community Hospital

Jill Denker, Lexington Community Hospital

Lupita Medrano, Tyson

Through the work with Perkins and the ReVision Process smaller committees may be developed to accomplish grant outcomes and activities.

On a larger scale, continued work with the Dawson Area Development group will be key to hosting career development and career exposure opportunities.

## 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.

