



LOCAL PERKINS APPLICATION 2024-2028

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

DEPARTMENT OF EDUCATION

2nd Floor, Lincoln, NE 68510-0014



Learning that works
for Nebraska

For more information, visit <https://www.doe.ne.gov/cte>

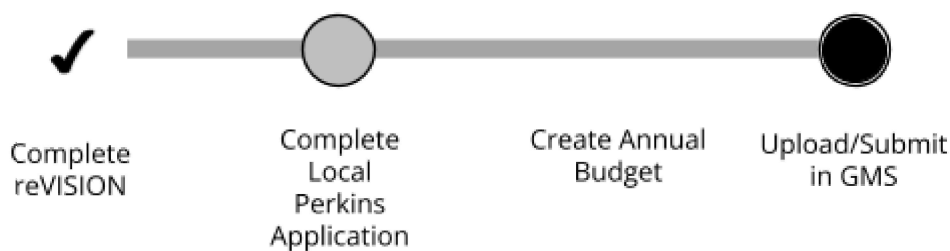


Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and 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 a review of the reVISION process, your district and economic development region have identified a set of high-priority, overarching goals. These goals are the foundation for the Local Perkins Application. **Step 1: Establish Goals** involves reviewing the reVISION process and identifying a set of high-priority, overarching goals. **Step 2: Identify Action Steps and Set Priorities** involves identifying action steps that will help achieve the goals. **Step 3: Plan for Next Year** involves planning for the next year. Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2024-2025)?

Based on all reflections throughout reVISION and in preparing this Local Perkins Application, prioritize the actions steps to be addressed under Perkins V that will help achieve the goals established for your district. Your district will be held accountable for working towards accomplishing these goals over the next four years to move the entire CTE system forward. You will have the opportunity to update and refine your goals and action steps throughout the four years of the plan.



Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable 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/. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

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

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

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
Career Development	On-going curriculum professional development and support, resources provided, lessons embedded in courses regarding skill sets, interests, and career	Update or select a new College and Career Readiness platform including assessments and surveys. Update required High School

	<p>options.</p> <p>Teachers are certified in their content area, including CTE teachers and those that oversee Work-Based Learning. Starting in middle school all students are provided information through mailings home, curriculum handbook and registration guide, required coursework, parent meetings, transition meetings, etc.</p> <p>All students receiving special education services have a personal interview junior or senior year regarding plans for the future.</p> <p>College going rate for Millard Class of 2022 is 80% compared to Nebraska average of 72%</p> <p>Millard college completion rate for Class of 2017 (six year rate) is 63% compared to Nebraska average of 52%.</p> <p>Follow-up Survey (BOSAR survey) with the Class of 2020 showed 67% feeling prepared or very prepared for college.</p> <p>All MPS graduates complete a Personal Learning Plan (PLP) in high school which includes career assessments and a senior exit interview.</p> <p>Building professional development time dedicated to the advisement process.</p> <p>Guest speakers, field trips, college visits, career fairs, college fairs,</p>	<p>Personal Learning Plan (PLP) for all students.</p> <p>Update counseling curriculum through the use of a Program Plan process for Student Personal Planning and Wellbeing.</p> <p>Continue to explore partnerships and expand usage of partnerships (micro credentialing opportunities, apprenticeships, sponsorships, scholarships, etc.)</p> <p>Revise advisement processes and procedures in accordance with existing curriculum cycle, focus plans, priority outcomes, or Strategic planning.</p> <p>Utilize district CTE planning and implementation procedures for District Strategic Plan. Strategy 2.2 regarding special programs and Strategy 3.2 regarding communication starting in 24-25 and onward.</p>
--	--	--

	visits by industry professionals, etc. include CTE teachers and counselors in collaboration.	
Local Workforce Alignment	<p>According to LMI Top 25 H3 Occupations include Registered Nurses, Business (Bookkeeping, Accounting, Managers, etc.), Software Developers, Machinists, Teachers, and additional Skilled and Technical Sciences related occupations.</p> <p>The top H3 occupations correspond with MPS Programs of Study.</p> <p>MPS offers CTSO's (Skills USA, Educators Rising, HOSA, FCCLA, and DECA)</p> <p>Data from advisory groups and focus groups indicates the need for skilled workers connected to current MPS pathways. This is always part of the MPS Curriculum Cycle procedures.</p> <p>The MPS Curriculum Cycle procedures are reviewed and updated annually.</p> <p>Review data and add it as a discussion point to the annual CTE Advisory meeting.</p> <p>MPS has a Young Adult program in-which students with disabilities can remain until they reach 21 years of age. This program includes Work-Based Learning, Job Skills, and Job coaches.</p> <p>Students that are English Learners or members of other special populations can enroll in any CTE</p>	<p>Capitalize on research and initiatives connected to MPS Strategic Plan Strategy 2.2: Evaluate and expand current and future programs of choice and activities to retain and attract students to Millard Public Schools.</p> <p>Continue to review and maintain current programs of study to offer students meaningful pathways for workforce needs. MPS Curriculum Cycle Procedures Policies 6100, 6001, 6110</p> <p>Investigate staffing options for specific CTE areas connected to Academies (CNA, Engineering, Computer Science, Economics, Accounting, etc)</p> <p>Continue to seek out partnerships and opportunities for job development for all students.</p> <p>Include staff in all professional development regarding opportunities for students.</p>

	<p>courses and participate in Work-Based Learning opportunities.</p> <p>Staffing is provided specific to EL and Special Education programs (teachers, paras, etc.)</p> <p>Enrollment in our CTE pathways continues to be strong (Perkins V data supports this statement, overall 4575 concentrators for 23-24). Human Services (3950), Manufacturing (625), Business (959), Hospitality and Tourism (620) are the most enrolled areas.</p> <p>The Health Sciences Academy routinely has over 130 applicants for the 60 seats in the Academy. (Data 2020- 2024)</p> <p>Entrepreneurship Academy only had enough seats to accept 50% of the applicants (Data 22-23 and 23-24)</p> <p>STEM Academy had only enough seats to accept 50% of applicants (Data 22-23 and 23-24)</p>	
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>On-going post-secondary communication during curriculum planning process, academy advisement, and professional development.</p> <p>Students and staff are involved with CTSOs, regularly attending meetings, conferences, and competitions.</p> <p>MPS partners with MCC and UNO to offer dual credit opportunities</p>	<p>Capitalize on resources and initiatives connected to MPS Strategic Plan: Strategy 3.2 in order to promote and communicate CTE opportunities to all students. Strategy 3.2: Maximize our communication systems to ensure access and transparency of information and to spotlight Millard Public Schools.</p> <p>Capitalize on research and initiatives connected to MPS</p>

	<p>in all of the MPS Career academies. MPS students earn over 20,000 dual enrollment credits annually. Most of these are in non-CTE areas.</p> <p>MPS has representatives attending NCE conference and fall NDE CTE meetings.</p> <p>During professional development CTE teachers regularly meet with business and industry partners. All CTE areas have instructors with content area credentials.</p> <p>Professional development is systemic and systematic for all CTE areas including a dedicated district level teacher leader for each CTE area.</p> <p>All CTE areas have industry grade equipment, high-quality instructional materials, and updated classroom space. These are maintained through the use of leveraging Perkins funds, a focus during Curriculum Planning procedures 7 year cycle, and Strategic Planning initiatives. Non-traditional program concentration has the widest gap in the gender category. More males are involved than females (Overall concentrator data 4561, Males 84%, Females 11%). Those numbers are consistent 20-21, 21-22, and 22-23.</p> <p>The largest variances are in the Engineering, Architecture and Construction, and Information Technology. MPS started a new STEM Academy in 2021 and one of</p>	<p>Strategic Plan Strategy 2.2: Evaluate and expand current and future programs of choice and activities to retain and attract students to Millard Public Schools. Continue efforts being made with staffing, student recruitment, and course offerings to decrease this gender gap in the programs of study.</p> <p>Explore additional CTE area courses for dual enrollment.</p> <p>Continue to seek meaningful professional development for CTE area teachers regarding post-secondary and business and industry alignment.</p> <p>Continue to develop Perkins plans which include long-term planning for the use of funds to support industry standard equipment and quality instructional materials.</p> <p>Continue yearly Perkins plan review with advisory group, teachers, district level teacher leaders, and adjust the plan as needed.</p> <p>Support new and updated CTE pathways with industry standard equipment and resources as well as professional development.</p> <p>Monitor number of CTE completers and participants, include in district priority outcomes data tracking.</p> <p>Monitor new CTE pathways and any changes to CTE programs coming through the existing Millard Education Plan</p>
--	--	---

	<p>the goals is to include more females in the Engineering and Information Technology courses. The work on this is on-going.</p>	<p>curriculum cycle.</p>
<p>Student Performance Data</p>	<p>Post-program placement is similar among all groups.</p> <p>MPS meets all state goals for Perkins V for 2022-2023 (1S1 94%, 2S1 67%, 2S2 61%, 2S3 70%, 3S195%, 4S1 48%, 5S3 14%)</p> <p>Proficiency in 2S3 Science, (22%), 2S2 Math (10%), and 2S1 ELA (11%), showed a gap between overall proficiency and the Special Education Sub Group (%'s noted above). This was the widest gap of the subgroups which included a significant number of students.</p> <p>The subgroup of students designated EL is one that currently make up a small percentage of overall concentrator numbers (51 out of 4561 for 22-23) but is an area that is growing in MPS and will need to be considered for the future.</p> <p>As noted in Element 2 Non-traditional program concentration has the widest gap in the gender category. More males are involved than females (Overall concentrator data 4561, Males 84%, Females 11%). Those numbers are consistent 20-21, 21-22, and 22-23.</p> <p>In the areas of Health Sciences and Education there is a gender gap with a marked difference</p>	<p>Capitalize on resources (including Perkins V funds) and initiatives included with MPS Strategic Plan Strategy 1: We value our changing demographics and will maximize our systems, educational programs, and instructional practices to ensure high levels of academic achievement and growth for all students. 1.1: Refine our current educational practices to address various learning needs and ensure rigorous instruction. 1.2: Maximize support for diverse learners by integrating data resources to optimize our academic and behavior systems.</p> <p>Capitalize on resources and initiatives included with MPS Strategic Plan Strategy 2: We will be the destination school district of choice by strengthening our competitive programs and innovative offerings to retain and recruit students and staff.</p> <p>Capitalize on resources and initiatives connected to MPS Strategic Plan: Strategy 3.2 in order to promote and communicate CTE opportunities to all students. Strategy 3.2: Maximize our communication systems to ensure access and transparency of information and to spotlight Millard Public Schools.</p> <p>Systematically leverage Perkins funds to provide high quality</p>

	<p>between the number of females and males enrolled in these programs of study (Health Sciences 116 Females to 17 Males, and Education 31 Females to 2 Males).</p> <p>Efforts being made with staffing, student recruitment, and course offerings to decrease this gap. For example: female Engineering and Information Technology Teachers and male Education Academy teachers.</p>	<p>equipment, resources, professional development, and curriculum development to continue to meet or exceed listed student achievement indicators.</p> <p>Utilized MEP cycle procedures (phases I-IV) to monitor student achievement data, identify strengths and opportunities, and review or revise instructional practices and curriculum to address strengths and opportunities.</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>MPS seeks out student teachers in CTE areas and includes those teachers in professional development.</p> <p>MPS and MPS Foundation partner to provide an expanded Education Academy (two locations) and to provide dual enrollment tuition scholarships for all students in all dual enrollment courses in Education Academies.</p> <p>MPS has expanded dual enrollment opportunities with UNO in the area of teacher education.</p> <p>MPS HR meets regularly with all Education Academy students in both year 1 and 2.</p> <p>MPS HR actively recruits candidates through channels such as career fairs and college campus events.</p> <p>MPS has supported the use of alternative certification routes for</p>	<p>Each CTE area continues to have a district level teacher leader devoted to the planning and facilitation of professional development.</p> <p>All CTE areas are considered when planning district level professional development and differentiation of materials is provided as applicable. CTE teachers and administrators participate in conferences, workshops, and other professional development opportunities.</p> <p>Continue MCC partnership for MCC Academies.</p> <p>Increased community and post-secondary partnerships to expand programs such as para to teacher programs, pre-service teacher scholarships/stipends.</p> <p>Expand dual enrollment course offerings for students in the area of education.</p> <p>Continue to support and explore alternative paths to certification.</p>

	<p>CTE teachers and provides scholarships for people to get fully credentialed for CTE courses.</p> <p>Teachers are supported with building level and district level Professional Learning Communities.</p> <p>Professional development is provided regularly for all CTE teachers and is planned and facilitated by content area specialist district level teacher leaders.</p> <p>The district has offered retention stipends, flexibility with working from home at given times, and additional teacher work time has been provided.</p> <p>Perkins funds are leveraged to maintain industry standard equipment in all CTE areas.</p> <p>All CTE areas are part of the MPS Curriculum procedures and policies which ensures they are reviewed and updated regularly.</p> <p>MPS offers scholarships and salary advancement incentives for teachers to pursue advanced training and education.</p> <p>MPS offers CTE focused professional development based on needs assessment and surveys.</p> <p>Evaluation and feedback reports are collected after all formal professional development opportunities. The results of those are positive.</p>	<p>Systematic recruitment and retention practices will continue and be expanded.</p> <p>Continued district retention efforts (stipends, schedules, flexibility, work time, salary raises, quality facilities, industry grade equipment, etc.)</p> <p>Continue to be open to and research utilizing unique partnerships regarding instructors in CTE areas.</p> <p>Support alternative teacher credentialing pathways.</p>
--	---	---

	<p>Teachers report a continued need for differentiated professional development based on content area.</p> <p>Advisory groups provide input as to important business and industry trends and needs. Many advisory group members facilitate opportunities for connections for students to do field trips, engage with guest speakers, internships, etc.</p> <p>MPS partners with Metropolitan Community College (MCC) for students to attend MCC career academies on their campus with MPS paying for the text resources.</p> <p>MPS shares an instructor with MCC for the Emergency Medical Responder course in the Health Sciences Academy.</p> <p>MPS offers dual enrollment opportunities for six MPS career academies utilizing MPS instructors as MCC and UNO adjuncts.</p>	
<p>Work-Based Learning</p>	<p>WBL opportunities are available to all students are part of the comprehensive CTE offerings in Millard.</p> <p>Students can enroll in any of the CTE courses which then lead towards a WBL opportunity.</p> <p>Indicator 5S3: WBL Participation 22-23- 14% 21-22 10% 20-21 13%</p> <p>During that same time the</p>	<p>Expand WBL opportunities as specific CTE content areas go through the curriculum cycle. Add the WBL course to the content areas framework. Starting with FCS implemented in the 25-26 school year.</p> <p>Support teachers attaining the WBL credential to have a critical number of teachers able to teach and oversee the WBL opportunities.</p> <p>Review WBL participant data and</p>

	<p>students qualifying for SpED services WBL involvement was: 22-23 11% 21-22 7%, 20-21 8%</p> <p>School based enterprise is active at all high schools.</p> <p>Partnerships are continually being pursued and developed.</p> <p>All MPS academies have a WBL component. These partnerships have been developed over the years.</p> <p>WBL opportunities are only offered for credit as part of an MPS course with standards, curriculum, credentialed teacher, etc.</p> <p>Students must be enrolled concurrently or have completed a capstone course in the pathway in order to participate in WBL.</p>	<p>any potential gaps or deficiencies as part of the MPS curriculum cycle procedures.</p> <p>Continue to participate in, be receptive to, and lead WBL initiatives and opportunities in the Metro area and state through an investment of time, talent, and communication with stakeholders.</p> <p>Support and expand school based enterprise opportunities.</p> <p>Incorporate more explicit descriptions of WBL opportunities and curriculum ties in communications with academic advisors and in the course content.</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:

Planning for college and career readiness is a focus area as it is a part of the MPS Strategic Plan approved in the spring of 2023. Strategy 2 includes Career and Technical Education.

Strategy 2: We will be the destination school district of choice by strengthening our competitive programs and innovative offerings to retain and recruit students and staff.

2.1: Attract, retain, and develop high quality staff by maximizing systems and processes.

2.2: Evaluate and expand current and future programs of choice and activities to retain and attract students to Millard Public Schools.

2.3: Identify, develop, and cultivate strategic partnerships to maximize the District's mission.

2.4: Design, renovate, and maintain facilities to attract and retain students and staff.

Millard provides students with a comprehensive education program which includes requirements for students to meet standards in both academic and college and career areas as outlined in Millard policy. Students must complete a personal learning plan (PLP) as a graduation requirement. Through the PLP students complete career interest inventories, and explore options for a 4 year academic plan as well as post-secondary planning. All students will have a plan when they leave and middle and high school based on knowledge of self, interests, readiness, and advisement by teachers.

Students have a regular advisory class where teachers meet with them regarding course selection, special programs participation, post-secondary planning, and career goals and interests. Teachers are provided advisement training and updates yearly. Additionally students must earn credits in not only core academic areas but also elective areas and complete a course in financial literacy.

Millard is an active participant in local and regional CTE, Business and Industry, and Post-secondary partnerships in the community. Workforce development including offering meaningful paid internships is a critical issue in the metro area as indicated from the CTE needs assessment and Millard is pleased to be a part of many organizations and partnerships actively working to address that issue including the STEM ecosystem.

The Millard Education Plan (MEP) is a curriculum review and revision process and all content areas are routinely evaluated including workforce development, relevant H3 data, and student participation including program diversity and course selection. Millard offers many programs of choice and special programs which are open to all students. The Millard career academies is an example of a program in which students can gain specialized training in a career area, earn dual credit, participate in an internship, and gain valuable career information.

Millard believes all students are career education students and through the systematic MEP process, the requirement of a completed HS personal learning plan, required coursework, an advisement course, an advisement teacher, CTE student organizations, and accessibility to multiple career academies students are provided with multiple avenues to participate in CTE.

- 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)

Update or select a new College and Career Readiness platform including assessments and surveys.

Update required High School Personal Learning Plan (PLP) for all students.

Update counseling curriculum through the use of a Program Plan process for Student Personal Planning and Wellbeing.

Continue to explore partnerships and expand usage of partnerships (micro credentialing opportunities, apprenticeships, sponsorships, scholarships, etc.)

Revise advisement processes and procedures in accordance with existing curriculum cycle, focus plans, priority outcomes, or Strategic planning.

Utilize district CTE planning and implementation procedures for District Strategic Plan. Strategy 2 regarding curricular and special programs and Strategy 3.2 regarding communication starting in 24-25 and onward.

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"> • Update or select a new College and Career Readiness platform including assessments and surveys. • With a focus on expanding micro credentialing pilot, continue to explore partnerships and expand usage of partnerships (micro credentialing opportunities, apprenticeships, sponsorships, scholarships, etc.) • Support attendance at CTE focused conferences and professional development opportunities for teachers and counselors to enhance career development knowledge for use in the classroom. • Update counseling curriculum through the use of a Program Plan process for Student Personal Planning and Wellbeing. • Utilize district CTE planning and implementation procedures for District Strategic Plan. Strategy 2 regarding curricular and special programs and Strategy 3.2 regarding communication starting in 24-25 and onward.
Year 2: 2025-2026	<ul style="list-style-type: none"> • Update required High School Personal Learning Plan (PLP) for all students. • Implement a new College and Career Readiness platform including assessments and surveys revision as needed. • With a focus on expanding micro credentialing pilot, continue to explore partnerships and expand usage of partnerships (micro credentialing opportunities, apprenticeships, sponsorships, scholarships, etc.) • Support attendance at CTE focused conferences and professional development opportunities for teachers and counselors to enhance career development knowledge for use in the classroom. • Monitor and adjust support and systems for teachers and students to participate in business and industry tours, guest speakers, job shadowing, internships. Encourage teachers to complete internship teacher experiences when offered. • Update and gather input from teachers, post-secondary, business and industry on H3 trends, special populations data, expanded opportunities that could be incorporated into Advisement procedures at each Middle and High school. • Utilize district CTE planning and implementation procedures for District Strategic Plan. Strategy 2 regarding curricular and special programs and Strategy 3.2 regarding communication starting in 24-25 and onward.
Year 3: 2026-2027	<ul style="list-style-type: none"> • Implement a new College and Career Readiness platform including assessments and surveys revision as needed. • Support attendance at CTE focused conferences and professional development opportunities for teachers and counselors to enhance career development knowledge for use in the classroom.

	<ul style="list-style-type: none"> • Monitor and adjust support and systems for teachers and students to participate in business and industry tours, guest speakers, job shadowing, internships. Encourage teachers to complete internship teacher experiences when offered. • Update and gather input from teachers, post-secondary, business and industry on H3 trends, special populations data, expanded opportunities that could be incorporated into Advisement procedures at each Middle and High School. • Utilize district CTE planning and implementation procedures for District Strategic Plan. Strategy 2 regarding curricular and special programs and Strategy 3.2 regarding communication starting in 24-25 and onward.
Year 4: 2027-2028	<ul style="list-style-type: none"> • Support attendance at CTE focused conferences and professional development opportunities for teachers and counselors to enhance career development knowledge for use in the classroom. • Monitor and adjust support and systems for teachers and students to participate in business and industry tours, guest speakers, job shadowing, internships. Encourage teachers to complete internship teacher experiences when offered. • Update and gather input from teachers, post-secondary, business and industry on H3 trends, special populations data, expanded opportunities that could be incorporated into Advisement procedures at each Middle and High School. • Utilize district CTE planning and implementation procedures for District Strategic Plan. Strategy 2 regarding curricular and special programs and Strategy 3.2 regarding communication starting in 24-25 and onward.

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:

Millard is an active participant in local and regional CTE, Business and Industry, and Post-secondary partnerships in the community. Through a comprehensive Millard Education Plan (MEP) process Millard utilizes data routinely on best practices, workforce development, H3 data, labor trends, CTE participator and concentrator, and other various other sources to inform the curriculum review and revising process. The information gathered from the local and regional CTE assessment has been vital in focusing the work of the Perkins plan and in guiding the next steps in our Strategic Plan. Workforce development is a critical issue in the metro area as indicated from the CTE assessment and Millard is pleased to be a part of many organizations and partnerships actively working to address that issue

including recently updated micro credentialing options for students in partnership with local businesses and Metropolitan Community College. The local and regional assessment process provided not only valuable data but also validation that many of the process and goals associated with CTE in Millard are on-track and need to continue and even be expanded.

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

RESPONSE:

Millard Public Schools supports curriculum development through the Millard Education Program (MEP) process. It is a four phase cyclical process with each content area being in one of the four phases annually. During Phase I of the cycle, each discipline of study conducts research on the best instructional practices, workforce needs, trends in the field, and anecdotal input. During Phase II, discipline frameworks, curriculum guides, and resources selection are completed in preparation for implementation in Phase III and monitoring in Phase IV. All work in the MEP cycle aligns with the district strategic plan and Perkins plans are written to support the work as well. Family and Consumer Sciences went through phase 1 and II of the curriculum cycle the past two years and will be implementing new curriculum and a new program of study for the 25-26 school year in design. Business, Communications and Information Systems, and Skilled and Technical Sciences revised their courses and course sequences over the past few years and will begin again with phase I within the next three years.

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:

In Millard all students complete a Middle school personal learning plan and a high school personal learning plan (PLP). The PLP completion is a high school graduation requirement. Through the PLP students complete career interest inventories, and explore options for a 4 year academic plan as well as post-secondary planning. Students have a regular advisory class where teachers meet with them regarding course selection, special programs participation, post-secondary planning, and career goals and interests. Teachers are provided advisement training and updates yearly.

Students, staff, and parents are provided a comprehensive Curriculum Handbook and Registration Guide in which all courses are listed. The MPS Curriculum Handbook and Registration guide is updated yearly and includes a Notice of Nondiscrimination to make students and parents aware of their rights and how to communicate a grievance if needed. Parent nights, open houses, direct home mailings, social media, email, and assemblies are examples of some of the ways Millard communicates to students, parents, and community member's opportunities within the Millard district.

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)

Capitalize on research and initiatives connected to MPS Strategic Plan Strategy 2.2: Evaluate and expand current and future programs of choice and activities to retain and attract students to Millard Public Schools.

Continue to review and maintain and expand programs of study to offer students meaningful pathways for workforce needs. MPS Curriculum Cycle Procedures Policies 6100, 6001, 6110.

Investigate staffing options for specific CTE areas connected to Academies (CNA, Engineering, Computer Science, Economics, Accounting, etc)

Continue to seek out partnerships and opportunities for job development for all students.

Include all building staff in professional development regarding opportunities for students.

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"> Capitalize on research and initiatives connected to MPS Strategic Plan Strategy 2.2: Evaluate and expand current and future programs of choice and activities to retain and attract students to Millard Public Schools. Continue to review and maintain and expand programs of study to offer students meaningful pathways for workforce needs. MPS Curriculum Cycle Procedures Policies 6100, 6001, 6110. Continue to seek out partnerships and opportunities for job development for all students (post-secondary, business and industry, etc) Include all building staff in professional development regarding opportunities for students.
Year 2: 2025-2026	<ul style="list-style-type: none"> Investigate staffing options for specific CTE areas connected to Academies (CNA, Engineering, Computer Science, Economics, Accounting, etc) Implement partnerships and opportunities for job development for all students (post-secondary, business and industry, etc) Include all building staff in professional development regarding opportunities for students.
Year 3: 2026-2027	<ul style="list-style-type: none"> Implement partnerships and opportunities for job development for all students (post-secondary, business and industry, etc) Capitalize on research and initiatives connected to MPS Strategic Plan Strategy 2.2: Evaluate and expand current and future programs of choice and activities to retain and attract students to Millard Public Schools. Include all building staff in professional development regarding opportunities for students. Investigate staffing options for specific CTE areas connected to Academies (CNA, Engineering, Computer Science, Economics, Accounting, etc)

***Year 4:
2027-2028***

- Review and revise initiatives connected to MPS Strategic Plan Strategy 2.2: Evaluate and expand current and future programs of choice and activities to retain and attract students to Millard Public Schools.
- Include all building staff in professional development regarding opportunities for students.

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:

Millard public schools offers a comprehensive CTE program for students including multiple pathways available to all students. This past year the Family and Consumer Sciences area went through a review and revision process to update the course offerings and better align offering and programs of study with employment and student interest data. The STS and Business and Communications and Information systems content area also went through the MEP process over the past three years and were able to work with business partners, industry experts, and post-secondary representatives to design course sequences and review programs of study for relevancy and alignment with workforce needs. Programs of study updated in the past few years include: FCS- adding a design pathway to existing culinary pathway, CIS cybersecurity, STS updated district level pathways of architecture, construction management, welding, woods, metals, engineering design, and engineering robotics. Additional work is happening at the district level with communication, academic planning, and better alignment to increase the likelihood that students would complete at least one and ideally multiple programs of study in CTE.

CTE course offerings and programs continue to be a part of Millard's cyclical Millard Education Plan (MEP) process and are systematically examined and included in that work.

Millard participated in the revision process which was completed in March 2024. Information from the Dept. of Labor and business and industry partners, will be used in driving our course offerings, course sequences, and academy development.

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:

Millard believes all students are career education students and therefore a focus on ensuring participation, awareness, advisement, and core academic integration into all courses supports Career

and Technical Education. Ongoing review of data shows that a student who is credit deficient in core academic areas their freshman and sophomore year does not have as many opportunities to fully explore elective or career and technical education areas due to limited time in their schedule. Therefore a sustained effort has been made to create a better transition from middle to high school, supporting that freshman cohort even more so that all possibilities remain open to a student further in their academic career and are not limited due to credit deficiency.

In addition, during the Millard Education Plan (MEP) curriculum process both core academic skills and college and career ready skills are reviewed and implemented into all curricular areas. Millard has a long history of using a Strategic plan to guide the work of the district and the current plan includes Strategy 2: We will be the destination school district of choice by strengthening our competitive programs and innovative offerings to retain and recruit students and staff. In addition to that plan Millard has priority outcomes for each school year which are focus areas and one of the goals is related to CTE completers, focus being on ensuring all students have a plan when they leave both middle and high school and are well informed of opportunities.

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:

Dual enrollment in Millard continues to rise as last year Millard students earned an impressive 26,416 college credits through the University of Nebraska- Omaha and Metropolitan Community College (MCC), saving students and their families \$2,227,480.

Millard continues to work with our partner institutions to develop additional means for students to participate in dual enrollment and methods by which concurrent enrollment staff can be approved. Credentialing in some CTE areas continues to be an issue with an industry work experience requirement disqualifying some teachers. We are working with MCC and UNO on that issue to get more students the opportunities to earn dual credit in CTE areas. We do have multiple dual credit opportunities in Business, CIS, Education, and Health Sciences pathways.

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)

Capitalize on resources and initiatives connected to MPS Strategic Plan: Strategy 3.2 in order to promote and communicate CTE opportunities to all students. Strategy 3.2: Maximize our communication systems to ensure access and transparency of information

and to spotlight Millard Public Schools.

Capitalize on research and initiatives connected to MPS Strategic Plan Strategy 2.2: Evaluate and expand current and future programs of choice and activities to retain and attract students to Millard Public Schools. Continue efforts being made with staffing, student recruitment, and course offerings to decrease this gender gap in the programs of study.

Continue a focus on offering high-quality, equitable, and impactful CTE programs by leveraging Perkins funds for support of industry standard equipment, resources, professional development, and resources. Continually monitor and review workforce needs and industry trends to support all CTE areas with industry standard equipment, modernized or expanded use of technology equipment. resources, and materials.

Explore additional CTE area courses for dual enrollment and develop partnerships to have CTE teachers credentialed to offer additional dual credit opportunities.

Continue to seek meaningful professional development for CTE area teachers regarding post-secondary and business and industry alignment.

Continue to develop Perkins plans which include long-term planning for the use of funds to support industry standard equipment and quality instructional materials.

Continue yearly Perkins plan review with advisory group, teachers, district level teacher leaders, and adjust the plan as needed.

Support new and updated CTE pathways with industry standard equipment and resources as well as professional development.

Monitor number of CTE completers and participants, include in district priority outcomes data tracking.

**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	Capitalize on resources and initiatives connected to MPS Strategic Plan: Strategy 3.2 in order to promote and communicate CTE opportunities to all students. Strategy 3.2: Maximize our communication systems to ensure access and transparency of information and to spotlight Millard Public Schools.

	<p>Capitalize on research and initiatives connected to MPS Strategic Plan Strategy 2.2: Evaluate and expand current and future programs of choice and activities to retain and attract students to Millard Public Schools. Continue efforts being made with staffing, student recruitment, and course offerings to decrease this gender gap in the programs of study.</p> <p>Continue a focus on offering high-quality, equitable, and impactful CTE programs by leveraging Perkins funds for support of industry standard equipment, modernized equipment, professional development, and resources. Continually monitor and review workforce needs and industry trends to support all CTE areas with industry standard equipment, modernized or expanded use of technology equipment, resources, and materials.</p> <p>Explore additional CTE area courses for dual enrollment and develop partnerships to have CTE teachers credentialed to offer additional dual credit opportunities.</p> <p>Monitor number of CTE completers and participants, include in district priority outcomes data tracking.</p>
<p>Year 2: 2025-2026</p>	<p>Capitalize on resources and initiatives connected to MPS Strategic Plan: Strategy 3.2 in order to promote and communicate CTE opportunities to all students. Strategy 3.2: Maximize our communication systems to ensure access and transparency of information and to spotlight Millard Public Schools.</p> <p>Capitalize on research and initiatives connected to MPS Strategic Plan Strategy 2.2: Evaluate and expand current and future programs of choice and activities to retain and attract students to Millard Public Schools. Continue efforts being made with staffing, student recruitment, and course offerings to decrease this gender gap in the programs of study.</p> <p>Continue a focus on offering high-quality, equitable, and impactful CTE programs by leveraging Perkins funds for support of industry standard equipment, modernized equipment, professional development, and resources. Continually monitor and review workforce needs and industry trends to support all CTE areas with industry standard equipment, modernized or expanded use of technology equipment,</p>

	<p>resources, and materials.</p> <p>Explore additional CTE area courses for dual enrollment and develop partnerships to have CTE teachers credentialed to offer additional dual credit opportunities.</p> <p>Monitor number of CTE completers and participants, include in district priority outcomes data tracking.</p>
<p>Year 3: 2026-2027</p>	<p>Continue to seek meaningful professional development for CTE area teachers regarding post-secondary and business and industry alignment.</p> <p>Continue to develop Perkins plans which include long-term planning for the use of funds to support industry standard equipment, modernized or expanded use of technology equipment, and quality instructional materials.</p> <p>Continue yearly Perkins plan review with advisory group, teachers, district level teacher leaders, and adjust the plan as needed.</p> <p>Support new and updated CTE pathways with industry standard equipment and resources as well as professional development.</p> <p>Monitor number of CTE completers and participants, include in district priority outcomes data tracking.</p>
<p>Year 4: 2027-2028</p>	<p>Continue to seek meaningful professional development for CTE area teachers regarding post-secondary and business and industry alignment.</p> <p>Continue to develop Perkins plans which include long-term planning for the use of funds to support industry standard equipment, modernized or expanded use of technology equipment, and quality instructional materials.</p> <p>Continue yearly Perkins plan review with advisory group, teachers, district level teacher leaders, and adjust the plan as needed.</p> <p>Support new and updated CTE pathways with industry standard equipment and resources as well as professional development.</p> <p>Monitor number of CTE completers and participants, include in district</p>

	<p>priority outcomes data tracking.</p> <p>Monitor new CTE pathways and any changes to CTE programs coming through the existing Millard Education Plan curriculum cycle.</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.

- In Millard all students complete a Middle school personal learning plan and a high school personal learning plan (PLP). The PLP completion is a high school graduation requirement.
- Through the PLP students complete career interest inventories, career interest reflections, set-goals, and explore options for a 4 year academic plan as well as post-secondary planning.
- Students have a regular advisory class where teachers meet with them regarding course selection, special programs participation, post-secondary planning, and career goals and interests.

- Teachers are provided advisement training, in-service time, and updates yearly. PLC time and additional staff development time is devoted to preparation for this training. Examples of that training include building “field-trips” to different CTE departments, presentations by CTE teachers to the whole building staff, development of recruitment materials such as banners and fliers, creation of videos promoting CTE areas.

B.

- Data on diversity including cultural and gender diversity are included as a part of the Millard Education Plan curriculum review process. Teachers are a part of the team that regularly reviews and updates curriculum and reviews the data. Courses, recruitment, and pedagogy are all reviewed to begin a process to incorporate strategies to address identified areas of opportunities. With the STEM Academy addition much research went into course selection, recruitment practices, staffing, etc. to support a more diverse student candidate pool for the program. This work is on-going.
- Diversity in recruitment of students including under represented genders, race, and ethnicity in non-traditional fields will continue to be developed and addressed. Exact plans for what expanded diversity recruitment for the programs looks like has not been developed yet but the support is there for teachers and administrators to regularly look at the data, collaborate, learn, and develop better ways of addressing the need to increase participants in non-traditional fields. The structure to support this work is through district provided regular PLC time, regular staff development time, a systematic curriculum review process, and resources such as texts to support this work.
- The H3 data is incorporated into professional learning opportunities and incorporated into fall workshop and MLK Jr. day professional development. Teacher requests and input drive the development of those professional development times and addressing diversity and non-traditional fields will be included in those district provided opportunities.

C and D

- CTE teachers are supported by district PLC practices, professional development related to district initiatives , building data teams, and student support meetings.
- Millard communicates to students, parents, and community member’s opportunities within the Millard district available to all students through: Parent nights, open houses, direct home mailings, social media, email, and assemblies.
- Students, staff, and parents are provided a comprehensive Curriculum Handbook and Registration Guide in which all courses are listed. The MPS Curriculum Handbook and Registration guide is updated yearly and includes a Notice of Nondiscrimination to make students and parents aware of their rights and how to communicate a grievance if needed.
- Millard provides a comprehensive education for all students with special education students in the least restrictive environment possible. The inclusion model is used for all courses to provide support for special education students.
- The Multi-tiered System of Supports (MTSS) model is also used in Millard to provide a systematic way to support the learning needs of all students to ensure success in applied academic skills.

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:

A focus on narrowing and eliminating achievement gaps is not something exclusive to CTE areas as Millard uses data to drive and implement strategies in all curricular areas and programs. Through a systematic Millard Education Plan (MEP) process data is examined, programs are reviewed, and new programs, courses, and course sequences are proposed.

The review of student data and development/implementation of a responsive plan is an ongoing annual process and all content areas are examined cyclically. As this is an annual process the data on performance gaps is reviewed annually and addressed for the upcoming years.

An example of a plan implemented from the previous Perkins V plan and being expanded for this new plan is the use of an Early Warning System in conjunction with a Freshman Cohort model which seeks to ensure students are supported earlier and in-turn have more opportunities to explore programs such as CTE programs, Academies, or other electives that would otherwise not be possible if they fall behind on credits during their freshman year.

Strategies such as that one are continually added and updated yearly based on annual need. For example CTE Completer and Concentrator data and goals have been added to the district priority outcomes beginning this upcoming year.

There is not one singular plan that can be relied upon to correct for address ongoing gaps in performance but rather a concerted effort involving many components.. CTE is a part of the current MPS Strategic Plan and that ensures that the plan and progress towards those goals is reviewed annually including an update on progress to the Board of Education. Any gaps in performance or lack of progress towards those goals is reviewed and analyzed annually and plans are developed responsive to the specifics of those gaps.

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

District's Goal(s) for Student Performance Data:

(Copy and paste from the reVISION Summary)

Capitalize on resources (including Perkins V funds) and initiatives included with MPS Strategic Plan Strategy 1: We value our changing demographics and will maximize our systems, educational programs, and instructional practices to ensure high levels of academic achievement and growth for all students. 1.1: Refine our current educational practices to address various learning needs and ensure rigorous instruction. 1.2: Maximize support for diverse learners by integrating data resources to optimize our academic and behavior systems.

Capitalize on resources and initiatives included with MPS Strategic Plan Strategy 2: We will be the destination school district of choice by strengthening our competitive programs and innovative offerings to retain and recruit students and staff.

Capitalize on resources and initiatives connected to MPS Strategic Plan: Strategy 3.2 in order to promote and communicate CTE opportunities to all students. Strategy 3.2: Maximize our communication systems to ensure access and transparency of information and to spotlight Millard Public Schools.

Systematically leverage Perkins funds to provide high quality equipment, resources, professional development, and curriculum development to continue to meet or exceed listed student achievement indicators.

Utilized MEP cycle procedures (phases I-IV) to monitor student achievement data, identify strengths and opportunities, and review or revise instructional practices and curriculum to address strengths and opportunities.

Prioritized Action Steps for Student Performance Data:	
Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2024-2025	<p>Capitalize on resources and initiatives included with MPS Strategic Plan Strategy 2: We will be the destination school district of choice by strengthening our competitive programs and innovative offerings to retain and recruit students and staff.</p> <p>Capitalize on resources and initiatives connected to MPS Strategic Plan: Strategy 3.2 in order to promote and communicate CTE opportunities to all students. Strategy 3.2: Maximize our communication systems to ensure access and transparency of information and to spotlight Millard Public Schools.</p> <p>Systematically leverage Perkins funds to provide high quality equipment, resources, professional development, and curriculum development to continue to meet or exceed listed student achievement indicators.</p> <p>Utilized MEP cycle procedures (phases I-IV) to monitor student achievement data, identify strengths and opportunities, and review or revise instructional practices and curriculum to address strengths and opportunities.</p>

<p>Year 2: 2025-2026</p>	<p>Capitalize on resources (including Perkins V funds) and initiatives included with MPS Strategic Plan Strategy 1: We value our changing demographics and will maximize our systems, educational programs, and instructional practices to ensure high levels of academic achievement and growth for all students. 1.1: Refine our current educational practices to address various learning needs and ensure rigorous instruction. 1.2: Maximize support for diverse learners by integrating data resources to optimize our academic and behavior systems.</p> <p>Capitalize on resources and initiatives included with MPS Strategic Plan Strategy 2: We will be the destination school district of choice by strengthening our competitive programs and innovative offerings to retain and recruit students and staff.</p> <p>Capitalize on resources and initiatives connected to MPS Strategic Plan: Strategy 3.2 in order to promote and communicate CTE opportunities to all students. Strategy 3.2: Maximize our communication systems to ensure access and transparency of information and to spotlight Millard Public Schools.</p> <p>Systematically leverage Perkins funds to provide high quality equipment, resources, professional development, and curriculum development to continue to meet or exceed listed student achievement indicators.</p> <p>Utilized MEP cycle procedures (phases I-IV) to monitor student achievement data, identify strengths and opportunities, and review or revise instructional practices and curriculum to address strengths and opportunities.</p>
<p>Year 3: 2026-2027</p>	<p>Capitalize on resources (including Perkins V funds) and initiatives included with MPS Strategic Plan Strategy 1: We value our changing demographics and will maximize our systems, educational programs, and instructional practices to ensure high levels of academic achievement and growth for all students. 1.1: Refine our current educational practices to address various learning needs and ensure rigorous instruction. 1.2: Maximize support for diverse learners by integrating data resources to optimize our academic and behavior systems.</p> <p>Capitalize on resources and initiatives included with MPS Strategic Plan Strategy 2: We will be the destination school district of choice by strengthening our competitive programs and innovative offerings to retain and recruit students and staff.</p> <p>Capitalize on resources and initiatives connected to MPS Strategic Plan: Strategy 3.2 in order to promote and communicate CTE opportunities to all students. Strategy 3.2: Maximize our communication systems to ensure access</p>

	<p>and transparency of information and to spotlight Millard Public Schools.</p> <p>Systematically leverage Perkins funds to provide high quality equipment, resources, professional development, and curriculum development to continue to meet or exceed listed student achievement indicators.</p> <p>Utilized MEP cycle procedures (phases I-IV) to monitor student achievement data, identify strengths and opportunities, and review or revise instructional practices and curriculum to address strengths and opportunities.</p>
<p>Year 4: 2027-2028</p>	<p>Capitalize on resources (including Perkins V funds) and initiatives included with MPS Strategic Plan Strategy 1: We value our changing demographics and will maximize our systems, educational programs, and instructional practices to ensure high levels of academic achievement and growth for all students. 1.1: Refine our current educational practices to address various learning needs and ensure rigorous instruction. 1.2: Maximize support for diverse learners by integrating data resources to optimize our academic and behavior systems.</p> <p>Capitalize on resources and initiatives included with MPS Strategic Plan Strategy 2: We will be the destination school district of choice by strengthening our competitive programs and innovative offerings to retain and recruit students and staff.</p> <p>Capitalize on resources and initiatives connected to MPS Strategic Plan: Strategy 3.2 in order to promote and communicate CTE opportunities to all students. Strategy 3.2: Maximize our communication systems to ensure access and transparency of information and to spotlight Millard Public Schools.</p> <p>Systematically leverage Perkins funds to provide high quality equipment, resources, professional development, and curriculum development to continue to meet or exceed listed student achievement indicators.</p> <p>Utilized MEP cycle procedures (phases I-IV) to monitor student achievement data, identify strengths and opportunities, and review or revise instructional practices and curriculum to address strengths and opportunities.</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:

Recruitment, retention, and training of CTE faculty and staff is important to Millard and efforts continue to improve these processes. CTE teachers have provided valuable input into how they would like to be more actively involved with Human Resources in reaching out and supporting teacher candidates at higher education institutions and through other means of recruitment.

Ensuring teachers have the time to not only collaborate with each other and collaborate with post-secondary but also share information with current students is addressed in this proposed plan. Professional development has gone through an internal systematic review and revisions will continue to be made this upcoming year in ensuring professional development is focused and meaningful for CTE teachers.

Millard has an Education academy and has been expanded to include twice as many students this year. MPS has partnered with the MPS Foundation to provide for dual enrollment scholarships and the funding of an additional instructor for the academy. Human Resources is also actively involved with the Education academy collaborating on interview prep, strengths based teaching, and implementing a "signing day" congratulating seniors on going into the field of education and encouraging them to remember Millard when ready to start their career.

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)

Each CTE area continues to have a district level teacher leader devoted to the planning and

facilitation of professional development.

All CTE areas are considered when planning district level professional development and differentiation of materials is provided as applicable. CTE teachers and administrators participate in conferences, workshops, and other professional development opportunities.

Continue MCC partnership for MCC Academies.

Increased community and post-secondary partnerships to expand programs such as para to teacher programs, pre-service teacher scholarships/stipends.

Expand dual enrollment course offerings for students in the area of education.

Continue to support and explore alternative paths to certification.

Systematic recruitment and retention practices will continue and be expanded.

Continued district retention efforts (stipends, schedules, flexibility, work time, salary raises, quality facilities, industry grade equipment, etc.)

Continue to be open to and research utilizing unique partnerships regarding instructors in CTE areas.

**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	<p>Each CTE area continues to have a district level teacher leader devoted to the planning and facilitation of professional development.</p> <p>All CTE areas are considered when planning district level professional development and differentiation of materials is provided as applicable. CTE teachers and administrators participate in conferences, workshops, and other professional development opportunities.</p> <p>Continue MCC partnership for MCC Academies with MCC instructors.</p> <p>Increased community and post-secondary partnerships to expand programs such as para to teacher programs, pre-service teacher scholarships/stipends.</p>

	<p>Systematic recruitment and retention practices will continue and be expanded.</p> <p>Continued district retention efforts (stipends, schedules, flexibility, work time, salary raises, quality facilities, industry grade equipment, etc.)</p>
<p>Year 2: 2025-2026</p>	<p>Increased community and post-secondary partnerships to expand programs such as para to teacher programs, pre-service teacher scholarships/stipends.</p> <p>Expand dual enrollment course offerings for students in the area of education.</p> <p>Continue to support and explore alternative paths to certification.</p> <p>Systematic recruitment and retention practices will continue and be expanded.</p> <p>CTE teachers and administrators participate in conferences, workshops, and other professional development opportunities.</p> <p>Continued district retention efforts (stipends, schedules, flexibility, work time, salary raises, quality facilities, industry grade equipment, etc.)</p> <p>Continue to be open to and research utilizing unique partnerships regarding instructors in CTE areas.</p>
<p>Year 3: 2026-2027</p>	<p>Increased community and post-secondary partnerships to expand programs such as para to teacher programs, pre-service teacher scholarships/stipends.</p> <p>Continue to support and explore alternative paths to certification.</p> <p>Systematic recruitment and retention practices will continue and be expanded.</p> <p>CTE teachers and administrators participate in conferences, workshops, and other professional development opportunities.</p>

	<p>Continued district retention efforts (stipends, schedules, flexibility, work time, salary raises, quality facilities, industry grade equipment, etc.)</p> <p>Continue to be open to and research utilizing unique partnerships regarding instructors in CTE areas.</p>
<p>Year 4: 2027-2028</p>	<p>Increased community and post-secondary partnerships to expand programs such as para to teacher programs, pre-service teacher scholarships/stipends.</p> <p>Continued district retention efforts (stipends, schedules, flexibility, work time, salary raises, quality facilities, industry grade equipment, etc.)</p> <p>CTE teachers and administrators participate in conferences, workshops, and other professional development opportunities.</p> <p>Continue to be open to and research utilizing unique partnerships regarding instructors in CTE areas.</p>

Element 6: Work-based Learning

Context: Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska's work-based learning strategies can be found here:

<https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

16. Describe the WBL opportunities provided to CTE students in your district and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

Millard provides student multiple opportunities to participate in meaningful work-based learning opportunities and is in the process of expanding those opportunities. For many years students have participated in WBL through Business and Marketing internships and through internships in each of the career academies (Health Sciences, Business and Entrepreneurship, Business and Logistics

Management, and Education). The opportunities have been beneficial for students and remain sought after experiences.

Millard is involved with numerous metro area and statewide initiatives supporting increased WBL opportunities including for students including: InterNE, STEM Ecosystem, and Nebraska Tech. Collaborative. Millard will continue to participate in, be receptive to, and lead WBL initiatives and opportunities in the Metro area and state through an investment of time, talent, and communication with stakeholders.

An exciting addition to WBL this past year is opening doors to future opportunities for our students and that is the addition of a FCS specific WBL section in our content area frameworks that were Board of Education approved. These standards as part of the frameworks model will be extended to other CTE areas as they proceed through the review and revision process in Phase I and II of the Millard Education Plan (MEP) curriculum process with STS being the next area to explore adding WBL specific sections.. Millard is also exploring additional internship and apprenticeship options.

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)

Expand WBL opportunities as specific CTE content areas go through the curriculum cycle. Add the WBL course to the content areas framework. Starting with FCS implemented in the 25-26 school year.

Support teachers attaining the WBL credential to have a critical number of teachers able to teach and oversee the WBL opportunities.

Review WBL participant data and any potential gaps or deficiencies as part of the MPS curriculum cycle procedures.

Continue to participate in, be receptive to, and lead WBL initiatives and opportunities in the Metro area and state through an investment of time, talent, and communication with stakeholders.

Support and expand school based enterprise opportunities.

Incorporate more explicit descriptions of WBL opportunities and curriculum ties in communications with academic advisors and in the course content.

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	<p>Expand WBL opportunities as specific CTE content areas go through the curriculum cycle. Add the WBL course to the content areas framework. Starting with FCS implemented in the 25-26 school year.</p> <p>Support teachers attaining the WBL credential to have a critical number of teachers able to teach and oversee the WBL opportunities.</p> <p>Review WBL participant data and any potential gaps or deficiencies as part of the MPS curriculum cycle procedures.</p> <p>Support and expand school based enterprise opportunities.</p>
Year 2: 2025-2026	<p>Expand WBL opportunities as specific CTE content areas go through the curriculum cycle. Add the WBL course to the content areas framework. Starting with FCS implemented in the 25-26 school year.</p> <p>Continue to participate in, be receptive to, and lead WBL initiatives and opportunities in the Metro area and state through an investment of time, talent, and communication with stakeholders.</p> <p>Support and expand school based enterprise opportunities.</p> <p>Incorporate more explicit descriptions of WBL opportunities and curriculum ties in communications with academic advisors and in the course content.</p> <p>Support teachers attaining the WBL credential to have a critical number of teachers able to teach and oversee the WBL opportunities.</p>
Year 3: 2026-2027	<p>Monitor existing WBL opportunities in CTE content areas.</p> <p>Continue to participate in, be receptive to, and lead WBL initiatives and opportunities in the Metro area and state through an investment of time, talent, and communication with stakeholders.</p> <p>Support and expand school based enterprise opportunities.</p>

<p>Year 4: 2027-2028</p>	<p>Explore expanding WBL opportunities as STS goes through curriculum cycle.</p> <p>Continue to participate in, be receptive to, and lead WBL initiatives and opportunities in the Metro area and state through an investment of time, talent, and communication with stakeholders.</p>
-------------------------------------	---

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE:

Millard is fortunate to have many engaged and motivated stakeholders interested in supporting and furthering Career and Technical Education. Millard makes ongoing efforts to include, collaborate, and consult with various stakeholders throughout our structured Millard Education Plan (MEP) curriculum review process and through many standing stakeholder engagement groups such as parent advisory group, business community partnership committee, and student representative group. The stakeholder groups provided input into the current plan and in many cases were asked to provide input on how to improve access and engagement specifically for special populations. The data provided by NDE regarding special populations and participation in MPS CTE programs also proved very helpful in not only providing input for the writing of this plan but in also sparking conversations and ideas about future goals and needs regarding CTE in Millard. Through the Millard Education Plan (MEP) curriculum process data is examined routinely regarding participant and concentrators, this data is also being incorporated more systematically in decisions regarding professional development for CTE teachers.

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:

The stakeholder verification worksheet is attached and represents just a small number of people involved in providing input to reVision, CTE curriculum updates, and Perkins planning. Millard is fortunate to have many engaged and motivated stakeholders interested in supporting and furthering Career and Technical Education. Millard makes ongoing efforts to include, collaborate, and consult with various stakeholders throughout our structured Millard Education Plan (MEP) curriculum review process and through many standing stakeholder engagement groups such as parent advisory group, business community partnership committee, and student representative group. The people listed on the verification sheet represent a sampling of these groups members.

Parents, administrators, teachers, counselors, business partners, and post-secondary are all represented as part of our MEP process and will continue to be a part of that systematic curriculum updating and revision process.

An advisory committee specifically devoted to CTE is convened annually. The Perkins plan is created to align district financial support and grant spending with the MEP cycle.

reVISION Stakeholder Verification Worksheet

Use this template to identify stakeholders to assist in the reVISION process. All listed are required under Perkins V, as applicable.

Role	Name(s)	Organization(s)	Email/Contact Info	Evidence of Engagement
Secondary CTE and core academic teachers/faculty	Madison Wieck Jeff Gustafson Brenda Schmidt	MPS MPS MPS	mrwieck@mpsomaha.org jtgustafson@mpsomaha.org blschmidt@mpsomaha.org	Participant Sign-in
Secondary school counselors, special education and advisement professionals	Taylor Burr Amanda Parker Elizabeth Dickson	MPS MPS MPS	tnburr@mpsomaha.org amparker@mpsomaha.org edickson@mpsomaha.org	Participant sign-in
Secondary principal(s)	Ted Esser Anthony Weers Mark Hawkins	MPS MPS MPS	tesser@mpsomaha.org ajweers@mpsomaha.org mwhawkins@mpsomaha.org	Attendance Confirmation
Secondary instructional support and paraprofessionals	Diane Reiners Tami Whitted Shannon Cooley-Lovett	MPS MPS MPS	dreiners@mpsomaha.org tjwhitted@mpsomaha.org Smcooley@mpsomaha.org	Attendance Confirmation
Parents and Students	Seth White Brian Elsasser Casey Olson	Parent Parent Student	sjwhite@mpsomaha.org brian.elsasser@hotmail.com colson423@millardps.org	Participant list and Correspondence
Representatives of special populations	Amy Breiter Emily Murphy Bridget Bliefernich	MPS MPS MPS	aebreiter@mpsomaha.org ecmurphy@mpsomaha.org bkblifernich@mpsomaha.org	Participant Sign-in

Postsecondary CTE faculty	Jacque Armstrong Mary Ball David Reed	MCC MCC Creighton	jmarmstrong@mccneb.edu mball@mccneb.edu DaveReed@creighton.edu	Attendance list
Postsecondary administrators	Mike Flesch Art Brown Brian Dorn	MCC Dean MCC Dean UNO	mflesch@mccneb.edu abrownii@mccneb.edu bdorn@unomaha.edu	Attendance rosters
Postsecondary career guidance and advising professionals	Nicole Franta Anthony Blaser Angela Barona	UNL MCC MCC	nicole.franta@unl.edu aablaser@mccneb.edu asbarona@mccneb.edu	Various communications
Local workforce development board	reVISION Workforce Alignment Regional Meeting on January 10th at Metropolitan Community College in Omaha	NDE facilitated	Sydney Kobza contact	Registration roster 
Local business and industry representatives	Roger Essink Ralph Kleinsmith Rogene Smith Grace Erickson	Tri-V Tool & Die Lozier Corp. Conductix- Wamphier WP Engine	rogere@tri-vtool.com Ralph.Kleinsmith@lozier.biz Rogene.Smith@conductix.com grace.erixon@gmail.com	Attendance Roster
Regional economic development organization member	reVISION Workforce Alignment Regional Meeting on January 10th at Metropolitan Community College in Omaha	NDE facilitated	Sydney Kobza contact	Registration roster

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. Justified. Provide explicit detail (e.g. if you plan to attend a conference, list the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Section 3: Annual Budget Worksheets

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

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

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

Scroll down to find the Perkins Annual Budget Template



Helpful Tip

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