



**LOCAL PERKINS APPLICATION
2024-2028**

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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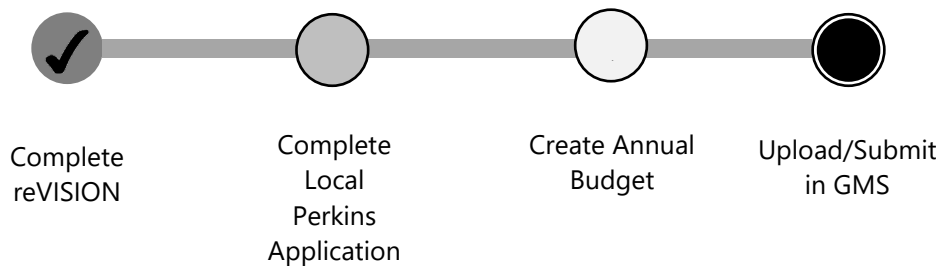
General Information

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

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

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

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2024-2028 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



The Local Perkins Application and Resources are available online at www.education.ne.gov/nce/perkins-administration/

Eligible Recipients

Under Perkins V, eligible recipients include local educational agencies, area career and technical education schools, educational service agencies, Indian Tribes, Tribal organizations, Tribal educational agencies, or a consortium eligible to receive assistance under section 131 of the Act, or, an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132 of the Act.

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs of are of sufficient size, scope, and quality to be effective and meet the needs of all learners.

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

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components is verified through multiple means to ensure high-quality CTE programming (e.g., monitoring visits, risk analysis, annual reports).

Use of Funds

Under Perkins V, the allocation of resources must be aligned with the results of the reVISION process. Specifically, funds must be spent "to develop, coordinate, implement, or improve career and technical education programs to meet the needs identified in [reVISION]."

In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective and meet the needs of all learners, the law requires the following uses of funds (throughout the duration of the four-year application):

1. Provide career development activities through an organized, systematic framework;
2. Provide professional development for a wide variety of CTE professionals;
3. Provide within CTE the skills necessary to pursue high-skill, high-wage and high-demand industry sectors or occupations;
4. Support the integration of academic skills into CTE programs;
5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement*; and
6. Develop and implement evaluations of the activities funded by Perkins.

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

Visit the [Perkins Management Guide](#) for additional information about allowable uses of Perkins funds.

Timeline and Deadlines

- Annual Intent to Participate Due: March 1
- Local Perkins Applications Due (2024-2028): May 15 (*tentative*)
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

**Dates are subject to change. Please visit www.education.ne.gov/nce/perkins-administration/ for updated information.*

Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 15.

Application Elements

The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

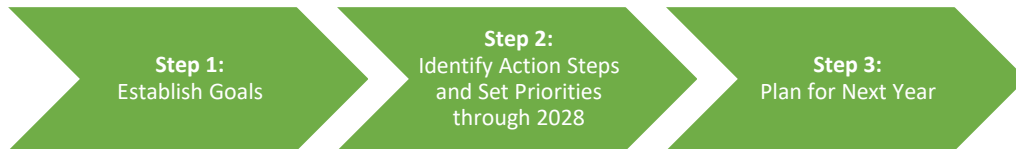
Section 1: reVISION Summary

Section 2: Narrative Responses

Section 3: Annual Budget Worksheet

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process and establish a set of high-priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g., school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements. Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

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

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

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



Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable 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)
<p>SAMPLE:</p> <p><i>Size, Scope, and Quality and Implementing CTE Programs of Study</i></p>	<p><i>Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in our local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the district.</i></p>	<p><i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i></p> <p><i>Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i></p>

reVISION SUMMARY

Element	Summary of Current State	Overarching Goal(s)
Career Development	<p>All CTE staff are certified within their respective content areas.</p> <p>All CTE/Guidance Staff are well-versed in their respective programs of study. They have the ability to speak with students and advise them of career opportunities in the area.</p> <p>There is not a formal procedure to measure the extent of the CTE instructor's training and skills as career coaches.</p> <p>Specific Career academy coordinator position. How we coordinate with Guidance</p> <p>Students are educated in all of these areas by programming provided through college access grant, career academies, academic classes, guidance office presentations, and community partnerships.</p> <p>Students are educated in all areas by programming provided through college access grant, career academies, academic classes, guidance office presentations, and community partnerships.</p> <p>Guidance counselors know and understand programs of study. There is not a formal, scheduled structure for collaboration between CTE instructors and Guidance</p>	<p>We want to continue to train and develop CTE staff to be career coaches and have meaningful conversations with students about skills and choices.</p> <p>Defined process when facilitating career exploration and academies.</p> <p>Continue to develop relationships within our building and in the community to enhance the opportunities and knowledge of options of students</p> <p>Create more formal, structured opportunities for counselors and instructors to meet and discuss various programs of study.</p>

<p style="text-align: center;">Local Workforce Alignment</p>	<p>NHS currently offers pathways for 8 of the 10 Top H3 occupations in the Northeast region. We do not offer full programs of study in Heavy and Tractor Trailer Drivers and Electricians. We have courses that relate to but do not comprise a program of study in Industrial Machinery</p> <p>NHS participates in NEN Manufacturing group, NENCAP, NECC, Growing Together Initiative, and community partners. Local Labor Director, Norfolk Area Economic Development Perkins Revision process</p> <p>NHS offers transition and vocational training programs. Partner with Voc Rehab. Every student on IEP is referred to Voc Rehab. League of Human Dignity partnership. We offer comprehensive ELL programming and ELL students participate in programming related to CTE</p> <p>According to the LMI, NHS offers several programs of study listed as H3 occupations. There are not many IT jobs listed in the LMI. Electrician and CDL may be possibilities for programs of study</p> <p>We currently offer 15 programs of study. The current programming aligns with area H3 data.</p>	<p>Continue to review current programs with assistance from advisory committees. Evaluate programs for potential addition of programs. Continue to improve and enhance current programs while looking at the possibility of additional WBL opportunities</p> <p>Continue to work with local labor director, Advisory Committees, and local external Stakeholders</p> <p>Increase the number of students in these categories (concentrators and completers).</p> <p>Possible Electrician, Diesel Mechanic, CDL, EMT, consolidate business offerings, evaluate IT offerings, consider NPS strategic plan, Advisory Committee</p> <p>Revisit Business offerings. Consolidate or eliminate some programs in this area. Find opportunities for dual credit and/or WBL in business. How does Personal Finance play into the discussion.</p>
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<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>We are in the process of revising advisory committees.</p> <p>We are working to increase participation rates in all special population groups.</p>	<p>Recreating Advisory committees, Board structure, etc.</p> <p>Continue to evaluate equipment needs and desires.</p> <p>Increased participation among all special populations in program areas.</p>
<p>Student Performance Data</p>	<p>Students with disabilities and ELL students represent the subgroups with biggest performance gaps.</p> <p>Students have access to all CTE classes and receive the same recruitment materials, however, we have not actively recruited non-traditional students into specific programs.</p>	<p>Increase in performance of students and concentrators and completers in program areas.</p> <p>An increase in participation of students in programs non-traditional to their gender. Increase in completers and concentrators</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>Partnerships with higher education institutions to recruit educators with specific certifications.</p> <p>Strong financial support for their programs and training. Access to PD, conferences, trainings via Perkins</p> <p>we share instructors with NECC, WSC, and in-house to provide opportunities to students.</p>	<p>Continue hosting CTE student-teachers to fill vacancies when they arise</p> <p>Increased participation by educators in PD, conferences, trainings.</p> <p>Continue to offer PD to CTE teachers based on needs and requests</p>

<p>Work-Based Learning</p>	<p>Continue to evaluate and create opportunities for WBL in all program areas.</p> <p>Make a plan/timeline to create Advisory committees that assist with WBL opportunities</p> <p>Create plans to connect instruction to activities, WBL, and potential career plans.</p>	<p>WBL reports Recreating of Advisory committees to assist with WBL opportunities</p> <p>Creating Advisory committees that intend to assist with WBL opportunities</p> <p>WBL data and a refined, organized way of creating WBL experiences.</p>
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Helpful Tip

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

Section 2: Narrative Descriptions

Instructions: For all six elements, answer each of the following questions based on the outcomes of the reVISION process and the district's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application.

Element 1: Career Development

Context: Each Nebraska learner deserves the opportunity to discover how their own skills fit into workplaces, to explore and learn about career options, and receive guidance in how to plan for successful transitions to their career. Students receive these opportunities through learning skills in a Career Development program which includes: 1. Self-Awareness, 2. Career Exploration, and 3. Career Planning. Students should have access to a career development program throughout their education to prepare for enrollment in CTE and while participating in CTE programs.

- 1. Describe how, in collaboration with education and workforce partners (i.e., local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:**
 - a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
 - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
 - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
 - d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

RESPONSE:

- a) At Norfolk High School we continually evaluate our preparedness in regards to the NE career readiness standards. We have begun the process of identifying our priority standards and learning targets for our classes. Over the next four years, working with our district teaching and learning team, we will finalize those learning targets and assessments, then evaluate effectiveness and propose changes if needed. Providing our staff expanded professional development opportunities will help them as they develop those learning targets, assessments, and adjustments to curriculum.

- b) We will be expanding our career exploration opportunities for students in MS, JH and HS levels by exposing our students to local careers in the H3 identified occupations. Introductory classes and presentations from business leaders during the first semester of a student’s freshman year will help them to identify areas of interest and possible career academy connections they should explore while still in high school.
- c) In the middle school and junior high, students are provided multiple careers classes, occupation modules and presentations by our career academy coordinator. Students are also presented practice opportunities with resumes, applications, letter writing and mock interviews through our career academy offerings.
- d) Students are given exposure to multiple CTE offerings 5-8 and then spend the first semester of their freshman year examining every option we offer 9-12 in depth. This time provides them research into careers of their choosing, video presentations on our offerings, one on one instruction with their teacher, local business leader presentations from each of the career academy areas, and guidance from our career academy coordinator.

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)

Expand staff exposure to career training and advisement
 Better prepare our teachers to be able to better prepare our students.
 Develop curriculum map of career planning 5-12

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	Stakeholder meeting with CTE teachers All CTE teachers National Conf. attendance with staff reporting back what they took away from the conf. and what changes we feel would benefit our programs.
Year 2: 2025-2026	Stakeholder meeting with CTE teachers and Advisory members – Focus on local needs, what we took away from Conf. we attended, and what we still need to address. National Conf. attendance with staff reporting back what they took away from the conf.

	Implement career planning 5-12 – Expand Career Academy exposure at MS and JH levels.
Year 3: 2026-2027	Stakeholder meeting with CTE teachers – Focus on those CTE areas that went to Conf. and what they can share with the team, review what professional development will specifically address our local needs or industry training our staff needs. Evaluation of career planning 5-12 – Student survey and adjustments that need made.
Year 4: 2027-2028	Stakeholder meeting with CTE teachers – Focus on take-a-ways from the last few years professional development, begin curriculum alignment work and Target Based Grading with District Teaching and Learning team Evaluation of career planning 5-12 – Goal of increasing Career Academy enrollment 10%

Element 2: Local Workforce Alignment	
Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of your reVISION outcomes to improve the alignment between educational programming and labor market needs.	
3. How did the reVISION outcomes inform the selection of specific CTE programs and activities to be funded?	
RESPONSE: We offer many CTE programs and Career Academy options for our students that meet the needs of local businesses. Continued efforts to work with NECC to improve certification offerings and specialized training outside of our staff expertise will be a focus.	
4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of reVISION.	
RESPONSE: This is a four year application and no new programs of study will be developed during this time frame. We are meeting the major career academy needs in our local business area. Focus for the next four years will be professional development to increase participation and quality of those areas. There may be consideration on additional pathways in the automotive academy	

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:

Work with local workforce agencies to provide opportunities for Special populations group to explore H3 opportunities within our region.

Use the career planning model 5-12 to provide students an opportunity to explore different careers and the pathway of courses that lead to those careers. That model includes career exploration in 5th and 6th grade, career planning in 7th and 8th grade, and in 9th grade intensive exposure to career academy programs of study. Our focus is to get as many students as possible into an introductory CTE course. From there in 10th – 12th grade our focus switches to getting students to become concentrators in one of those career interest areas.

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)

Build connections with NECC to improve certification offerings

Work with local workforce agencies to provide opportunities for Special Populations group to explore H3 opportunities in our region.

Work with local workforce agencies to secure current job data in a timely manner.

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	Create relationships with local workforce agencies and invite them to stakeholder meetings. Examine opportunities with NECC that can be provided to students outside of what we can offer alone at NHS
Year 2: 2025-2026	Finish development of courses with NECC that students can be involved in and offer registration opportunities. Begin developing career planning 5-12 – Focus on Special Populations and H3 opportunities for them. Fall stakeholder meetings to evaluate and adjust current curricular offerings
Year 3: 2026-2027	Evaluate student enrollment in NECC course offerings and connection to local needs Evaluate career planning 5-12 and adjust as needed. Continue stakeholder meetings – Address student enrollment in Career Academies/NECC courses and Special Population participation.
Year 4: 2027-2028	Evaluate student enrollment in NECC course offerings and connection to local needs Evaluate career planning 5-12 and the previous year's adjustments. Goal to increase student enrollment in a career academy by 10% Continue stakeholder meetings to evaluate and adjust current curricular offerings

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:

At the Middle School, we offer students a careers exploration class to start looking into career options and secondary education needs. The Junior High offers students exposure to careers classes, FACS, Business, and STS. Norfolk High School offers 13 different NDE approved academies with 17 pathways. Our students are provided career learning opportunities in Agriculture, Automotive, Construction, Drafting, Metals, Culinary, Early Childhood Education, Health Sciences, Business, Finance, Information Technology, Marketing and Education. Perkins funds have been used in the past to support all levels of these academies to be sure we are providing up to date, industry standard education for our student. Continued training for our staff with the Perkins grant professional development opportunities will allow us to better prepare our students for H3 jobs in Northeast Nebraska.

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:

Provide new up to date training for staff in advancements in CTE programs/technology
Update and improve equipment to industry standard materials 5-12
Increase business and NECC involvement in advisory meetings to develop curriculum or make changes to current programs.

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:

Norfolk High School will increase partnerships with NECC and Wayne St. College to increase the number of dual credit offerings students can take.

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)

Provide up to date training for staff regarding new advancements in CTE programs/technology.

Update and improve equipment to industry standard materials in CTE courses 5-12

Increase business/NECC/WSC involvement in advisory meetings

**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>
<p align="center">Year 1: 2024-2025</p>	<p>Provide National Conference attendance for CTE staff to increase their exposure to new ideas, programs, and technological offerings. Continue to develop advisory team members to provide input into programs. Enhance our CTE programs with industry standard up to date training materials.</p>
<p align="center">Year 2: 2025-2026</p>	<p>At the fall advisory team meeting, staff will report back and share what they have learned from their National Conf. attendance and professional development, with their CTE team and advisory team members. If it is determined through this professional development and advisory team meetings that equipment needs to be updated, those items will be addressed. Evaluate effectiveness of advisory teams</p>
<p align="center">Year 3: 2026-2027</p>	<p>All CTE teams will have been given an opportunity for professional development by year 3. CTE areas where the stakeholders/advisory team members feel we need more professional development will be given extra focus and professional development opportunities. Expand advisory team local business representation with collaboration through the Chamber of Commerce. Goal to increase representation to 5 businesses per CTE area.</p>
<p align="center">Year 4: 2027-2028</p>	<p>Fall advisory team meeting for CTE staff to present what they have brought back from professional development opportunities, curricular changes, and evaluation of existing programs/offerings/equipment. Continue to develop advisory team members to provide input into programs. Evaluate goal of 5 businesses per CTE area and work with current advisory team members to develop a plan to meet that goal if we haven't.</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:

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

RESPONSE:

- At Norfolk High School, through Perkins funding, our staff members will attend professional development opportunities in their specific CTE area to focus on how to increase involvement of students from special populations and how to help them find a sense of belonging within those programs. We support and educate teachers on the level of involvement of special populations within their programs yearly. Using that data we set goals to expand our outreach to these special populations and address roadblocks that are limiting their participation.

- b. One way we have expanded our offerings to special populations is to bring in industry professionals who are considered nontraditional to that specific field (female mechanics) to speak to our students about the positives of the field. We also have added an option for students from our Alternatives for Success school to continue to attend the main high school building for CTE courses and career academy participation.
- c. Our courses and schedules are designed to provide equal access to students of special populations to any CTE course they would like to take. In addition students in introductory courses are encouraged to enroll in intermediate and capstone courses to complete the POS within that area. Guidance counselors also identify students from special populations to be invited on college visits through our college access grant to provide them links between our CTE courses and college programs.
- d. Our teachers, school counselors and case managers for students with IEP's are trained to help ensure students from special populations have every opportunity to take any of our CTE courses and participate in our Career Academy offerings. Norfolk provides a comprehensive education for all students with special education needs, in the least restrictive environment possible. The inclusion model is used for all courses to provide support for special education students. Administration monitors participation by ALL students in CTE offerings to ensure accommodations are being made so that every student gets an opportunity. Participation of students from special populations' data is reviewed yearly in an effort to continually educate staff on how we can better serve our students. Finally students, staff, and parents are provided a comprehensive Curriculum Handbook and Registration Guide in which all courses are listed. These are updated yearly and include a Notice of Nondiscrimination to make sure students and parents are aware of their rights and how to communicate a grievance if needed.

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:

Staff will increase understanding and address areas of low performance through specific training and attendance of conference sessions specializing in these areas.

If by the 3rd year there has not been meaningful progress made, staff will evaluate processes used with the district teaching and learning team to develop more targeted interventions.

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)

Use career exploration and staff trainings to help improve areas where we are below the state goal regarding CTE

Grow involvement in CTE programs through new and industry grade equipment/relevant instruction.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	Attendance of trainings and Conference sessions specific to their CTE area and areas where we are below the state goal.
Year 2: 2025-2026	Evaluation of things that were implemented and changes in scores. Continued staff training/professional development and Conference attendance Special presentations to CTE team members of new ideas or things that had a positive impact.
Year 3: 2026-2027	Evaluation of things that were implemented and changes in scores. Have the changes we implemented had an impact? Make minor changes to things we are implementing but no major changes until we have a couple years data.

**Year 4:
2027-2028**

Continue evaluation of things that were implemented and changes in scores. If measurable progress has not been made, involvement of the district teaching and learning team will be requested.

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:

Send staff to trainings and conferences where they can build relationships with other educators in efforts to recruit them to our area.

Take on practicum students whenever requests are made and work to build a relationship with those students so they will return to us when they have graduated.

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)

Sending staff to industry standard or CTE specialty training in areas of emphasis
Continue to take on practicum students as requests are made.

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	Reach out to local colleges and offer student teaching and practicum opportunities. Send CTE staff to trainings and conferences.
Year 2: 2025-2026	Request local colleges to complete a survey about the practicum opportunities and why students did or did not take advantage of them. Develop a plan to get our teachers in front of college students to expand their interest in coming to NPS.
Year 3: 2026-2027	Continue to evaluate the relationship with local colleges and how we can begin building relationships with young educators earlier. Implement the plan to get our teachers on college campuses to speak to future educators.
Year 4: 2027-2028	Look at the data from our college surveys over the last 3 years and staff going to colleges to speak to future educators. React to what the data is telling us for the next Perkins cycle.

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:

Currently offer job shadows, practicums, and registered apprenticeships to students in a couple academies.

We will use advisory teams to develop relationships and focus on providing WBL opportunities for our students.

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)*

Attend training and conferences to build relationships with CTE instructors and businesses in order to create work based learn plans and opportunities.

Work with Chamber to develop a one stop site of work-based learning opportunities.

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	Send CTE staff members to industry specific trainings, professional development and conferences to see how other schools are using/developing WBL opportunities in their specific career areas. Work to strengthen involvement in advisory team meetings from local businesses.
Year 2: 2025-2026	Educate our local businesses about WBL and try to dispel their fears regarding OSHA and WBL. Develop the local businesses WBL opportunities for our programs Expand our registered apprenticeship program by adding 1 new business
Year 3: 2026-2027	Send CTE staff members to trainings and conferences to see how other schools are using/developing WBL opportunities in their specific career areas. Staff members will present to the rest of the team ideas they have learned and implementation results. Work to strengthen involvement in advisory team meetings from local businesses. Goal to increase business involvement in every career academy area to 5 businesses. Continue to develop new WBL opportunities for our programs and evaluate the success or failure of current ones.
Year 4: 2027-2028	Goal to have 1 WBL opportunity for every career academy we offer at NPS Work with our local businesses to continue to develop the registered apprenticeship program and increase student involvement by 50%

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:

Improving the access and success of our CTE programs for students was addressed by working to build relationships with local businesses, community partners, and higher education institutions. Through advisory team meetings it was determined that we needed to offer a form of a Freshman Academy for our students to better expose them to our career academy offerings. We used the

relationships we have built with our local business leaders to provide our students that exposure, bring in community speakers, and used our locally developed Norfolk Now videos to give our students a virtual tour of some of those career opportunities. Then providing our staff with the special training needed to meet the needs of those partners and develop skill to recruit and retain students of special populations. We used the partnerships with Northeast Community College and Wayne State College to provide a connection between high school and college for our students. Many of our career academy courses offer dual credit opportunities for students through NECC or WSC. We have also worked with our partners to be sure we have the appropriate, industry standard equipment necessary to give our students the knowledge and expertise necessary to be successful in those career areas.

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:

Appendix A 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	Jonathan Anderson Jay Arnold Alanna Binder Jennifer Bloom Eric Brandl Blair Brink Kristin Colvey Lance Kosch Kelly Krueger Bethanie Miller Rebecca Munson Blake Otte Ben Ries Deana Schreck Ryan Surber Mackenzie Waltke Pat Zach Junior High CTE Instructors Practical Communications			
disability, economically disadvantaged, non traditional, single parent, pregnant women, out-of work individuals, English learners, homeless, foster care, active-duty military parents, *corrections				
Postsecondary CTE faculty	Lisa Guenther - NECC Mary O'Boyle -NECC Sharyn Thomas -NECC? Michael Cooper-NECC Heather Claussen Karen Weidner Laura Schwanebeck Doug Dekker Wade Herley			
Postsecondary administrators	Christian Legler - WSC NECC Deans			

Postsecondary career guidance and advising professionals	NECC Advisors			
Local workforce development board	Becky Maggart	Nebraska Department of Labor		
Local business and industry representatives	Nucor NIM Midwest Bank FRHS Farmer Pride BMIT Elkhorn Valley Bank			
Regional economic development organization member	Candice Alder, Norfolk https://www.norfolknebraska.com/board-of-directors https://www.norfolknebraska.com/contacts			
Representatives of Indian Tribes and Tribal organizations	Candace Schmidt			

Section 3: Annual Budget Worksheets

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

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

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

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

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

Scroll down to find the Perkins Annual Budget Template



Helpful Tip

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