



LOCAL PERKINS APPLICATION 2024-2028

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

DEPARTMENT OF EDUCATION

2nd Floor, Lincoln, NE 68510-0014



Additional Information

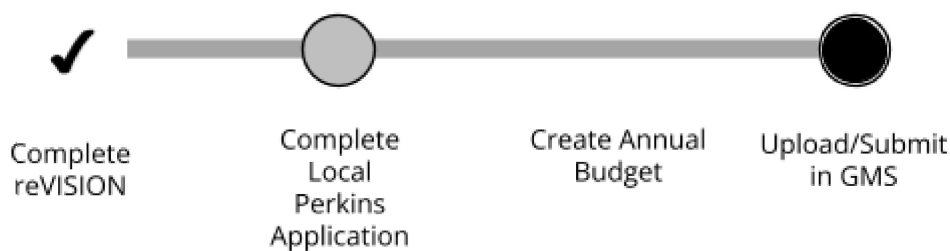


Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and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

The federal Strengthening Career and Technical Education for the 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.

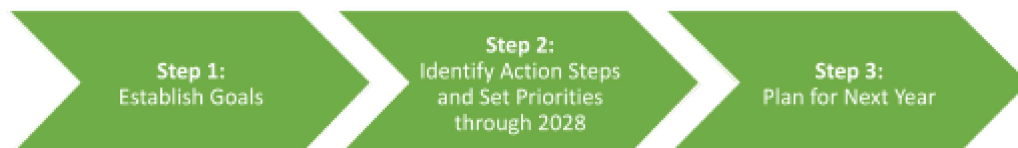
Section 1: reVISION Summary

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) |
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| 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 | | |
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| Element | Summary of Current State | Overarching Goal(s) |
| Career Development | We utilize members of the community within each of the career field industries to provide guidance and suggestions on career development.. Teachers attend the summer NCE | Within the next four years, we would like to be able to offer Introductory courses at the middle school level or general career education classes. We would like our middle school students |

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| | <p>Conference for training/workshops to ensure our district is aligned with industry standards and state level expectations. Students participate in a variety of extracurricular activities related to industry such as FFA contests held at NCTA and UNL including SAE (supervised agriculture experience) projects that allow students to investigate potential career opportunities. Students also participate in UNL Extension activity Connecting the Dots.</p> <p>Staff continue to build capacity in understanding of curriculum standards and career pathways including identifying essential skills necessary for post-secondary success..</p> <p>Our course pathways are designed to embed skills necessary for students' current and post-secondary experiences. Our high school partners with MPCC for dual credit opportunities in a variety of career fields including career academy opportunities. Students are provided opportunities to take career planning assessments [YouScience], experience Military visits, college visits, college days and career fairs to name a few.</p> <p>High school Programs of Study are aligned and promoted through our Guidance Counselors, Bulldog Time Advisement period and through the opportunity to participate in a Career Internship.</p> <p>Students are Introduced to the Nebraska Career Education model at both the elementary and middle school levels.</p> <p>We currently do not offer courses in all career fields at the middle school level.</p> | <p>to have opportunities to visit specific CASNR programs like NCTA and UNL. and Field trips to MPCC to explore skilled trades, vocational programs while bringing in speakers into the classroom for more career exposure at the middle schools. Additionally, for our high school post-secondary visits, we would like more targeted college visits to institutions that have specific career field programs of study.</p> <p>Within the next four years, we want to continue secondary collaboration with our 6-12 teaching staff in support of embedding Career Education throughout course offerings. We will need to provide training in Career Coaching for all CTE instructors which will include strategic implementation of our career assessment, YouScience.</p> <p>Within the next four years, we want to use both our middle school advisement period [DRIVE] and our high school advisement period [Bulldog Time] as a way to implement Career Focused information and opportunities.</p> <p>We would like to evaluate the class schedule and see if we provide the necessary time for in-depth learning activities.</p> |
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| <p style="text-align: center;">Local Workforce Alignment</p> | <p>We offer a wide variety of CTE Programs of Study, ie. Agribusiness, Animal Systems, Environmental & Natural Resource and Plant Systems, Culinary Arts, Business Technology Communications, Finance, Entrepreneurship, Digital Design, Communication Arts, Video Production, Business Technology, Data Science, Web Development, Information Technology, Health Sciences-Therapeutic Certificated Services, Manufacturing, Architectural Design, Construction, Welding, Transportation, Distribution & Logistics-Technician, Education & Training, Early Childhood Education and Design.</p> <p>At a minimum on a yearly basis we are reviewing our programs of study data. We also use our aptitude and career survey information via You Science. This data is used to inform our students about their strengths. This data is also used to help us project out our course planning and staffing.</p> <p>Many of the programs provide guided workforce alignment provided by program facilitators for each entity: NPPSD Transition House N.P. Opportunity Center English Learner program Job Coaching and job site placement Career internship program. NE V.R. for transition services Migrant Education</p> <p>Transition planning is in place for students in Special Education at the age of 14 which includes career assessments to guide students to career fields in the workforce.</p> <p>Skills USA, FFA, and FCCLA are organizations that students can gain experience in career fields.</p> | <p>Within the next four years, we will continue to update our Course Description Book. We will design one page CTE Fact Sheets for each pathway that are accessible by students and staff.</p> <p>Within the next four years, we will analyze the Labor Market Information annually and evaluate and update our Programs of Study document and continue to utilize data from the Economic Workforce Development Corporation to provide guidance to our evaluations of programs.</p> <p>During the next four years, the Accountability report from the NDE showing concentrators and completers will be monitored annually and shared with school counselors to ensure appropriate course and career planning are aligned.</p> <p>Within the next four years, we are wanting to implement Business, Marketing, Finance/Accounting Pathways. Additionally, we are in the process of creating an Entrepreneurship Capstone course. We are beginning an Introduction to Skilled and Technical Sciences course to begin pathways in the trades.</p> <p>Within the next four years, we would like to pursue a connection with MPCC to provide opportunity for CDL certification and include the expansion of Health Science courses by adding LifeSpan Performance capstone courses.</p> <p>Over the course of the next four years, we will continue to review data on current enrollments and help our students identify the correct courses to complete pathways. This review would occur each term when working on</p> |
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| | <p>Our CTE programs and pathways are more streamlined and connected to the demands in our Mid Plains Region.</p> <p>Prior to completing the local needs assessment, we revised the course description book to match the course offerings with our H3 jobs and our staffs' strengths.</p> | <p>student enrollments. In addition to the aforementioned, we would hope to continue or incorporate one if not more of the following within the next four years.</p> <ul style="list-style-type: none"> • Continue to survey former graduates and local employers on the preparation for the local workforce. • Create and schedule an evening for incoming HS students and parents that promotes the process of our CTE Pathways and course offerings. • Build a component for career interest in our 8th grade orientation/planning day and develop a transitional plan for all students 14 and over. • Affiliate a HOSA Chapter <p>Our desired state is to have no single class that isn't found in a program of study.</p> |
| <p>Size, Scope, & Quality and Implementing CTE Programs of Study</p> | <p>All career fields and career pathway curriculums are newer and up to date and all special population groups can be seen in our pathways. Each career field program of study applies new standards to the course content.</p> <p>AFNR works closely with WCREC to provide opportunities for students to develop skills outside of the classroom. We also use industry professionals to coach teams for career development events within the FFA organization.</p> <p>In our BMIT pathways, all Digital Communications has updated computers, digital media capturing devices, large format printers, Adobe Creative Cloud. IT uses Microsoft Office, Google Apps, Developer Environments for Python, HTML, and Unreal Engine development. Z space</p> | <p>NPPS CTE Programs desire to offer opportunities through relationships and partnerships with local industry, chamber of commerce, and college resources. These relationships help to give an idea of expectations in the various workplaces that are represented in our programs of study. The programs of study should be complete without gaps, providing beginning, intermediate, and advanced learning opportunities for our students to learn in the classrooms, then have a foundation of understanding that prepares them for a career internship through our school and local industry.</p> |

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| | <p>computers are available at the middle school. Spheroid robots are also utilized at the middle school level and new apple computers are installed in the computer labs at middle school. All pathways offer capstone level classes and career internships.</p> <p>FCS Programs of Study are complete/up-to-date according to NDE standards. The FCS Advisory Committee is made up of local industry, but it has not met in quite some time. Equipment at the middle school level and high school level is up to industry standards if supported by the infrastructure of our facilities. Middle school FCS courses are required electives, so each demographic is represented equally. At the HS level, FCS courses are selected by a diverse group of students, however, they are not always completers in a pathway. At the HS level, Health science courses are more frequently selected by female students. The number of students taking this pathway has decreased.</p> <p>TDL is supported by the many connections/relationships with local businesses. There is a need for better connection with Post-Secondary institutions. There is a desire for Welding and Woods would like to get more business/industry connections. TDL has very little industry standard equipment. This is due to this pathway being dormant for several years. Metals manufacturing has some industry standard equipment but also has equipment that needs to be updated (ie plasma cutter). Construction/Woods manufacturing has some industry standard equipment but some of the equipment will need to be upgraded.</p> | <p>While students are in the classroom, they have exposure to equipment, hardware, and software that is used as the industry standard in career fields. Students learn safety, technique, and best practices with these materials.</p> <p>These experiences are open to all students. NPPS encourages all students to participate in any career field beginning-level class, that they can then gain interest in, and complete the programs of study. Any student, regardless of gender, race, and background, can become career/college ready through any of our programs of study. Departments hope this will increase the number of students completing programs of study.</p> |
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| <p>Student Performance Data</p> | <p>Please Note: We have discovered a discrepancy between course codes at the state level and course codes at the building level which we believe is altering the data.</p> <p>1S1: Architecture/Construction; subgroup male 2S1: AGFNR; subgroup FRL Manufacturing; subgroup HI 2S2: Hospitality; subgroup FRL Manufacturing; subgroup HI 2S3: Manufacturing; subgroup HI Transportation; subgroup FRL 4S1: Manufacturing; subgroup FRL/WH Transportation; FRL 5S3: Health Sciences; WH/Female</p> | <p>Within the next four years, our desire is to ensure that we have accuracy in course coding that aligns with state coding. In addition, we desire a clear and vertical alignment in course offerings in our Programs of Study. Students will then be able to complete their 4 year academic plan with better accuracy which will result in clean data. Additionally, the clusters and subgroups identified with the largest gaps in proficiency will be shared with the entire staff to move efforts towards targeted interventions. Each student will have a Personal Learning Plan that addresses their specific educational needs and goals. Advising with our Guidance Counselors is intentionally taking place around Programs of Study.</p> <p>Guidance office will utilize YouScience results or other means to share career opportunities and course offerings with students during registration.</p> |
| <p>Recruitment, Retention, and Training of Faculty and Staff</p> | <p>Our HR Director is very diligent in posting openings as soon as they occur. We advertise open positions through a variety of ways. Staff also network through their state organizations and conferences to recruit candidates. We offer bonus stipends for new hires and also hire student teachers for open positions. We promote our teacher benefits when recruiting. We offer a 10 year longevity bonus and a new hire bonus that is spread over a 3 year period. We emphasize our district's Teacher Mentor program during recruitment. We utilize our CTE Programs of Study with students as an opportunity to outline various careers including teaching in the CTE content areas.</p> <p>We currently are almost staffed in all of our CTE content areas. We do not however have 6th grade FCS, AG, STS, or Health Science teachers. We have</p> | <p>The concern to meet our overarching goals within this element is not only financial but also because there is a dire applicant pool to be able to add staff to support the development of new CTE courses at the middle school level. We would like to be able to offer Introductory courses at the middle school level or general career education classes. We would like our middle school students to have opportunities to visit specific CASNR programs like NCTA and UNL. and Field trips to MPCC to explore skilled trades, vocational programs while bringing in speakers into the classroom for more career exposure at the middle schools. Additionally, for our high school post-secondary visits, we would like more targeted college visits to institutions that have specific career field programs of study.</p> <p>We want to continue secondary</p> |

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| | <p>one BMIT teacher at the 6th grade level. Staffing and programming are difficult at this level. We have one 7th grade and one 8th grade FCS teacher. We have 3 BMIT staff also but no STS or AG staff or Health Science staff. We have one new FCS teacher adding to 9-12 for 2024-25. We have lost 2 full FTE at the HS level over the past 3 years in FCS and BMIT. We are in need of a dedicated Health Science teacher to build our Program of Study. We will be shifting some of our Health Science classes to one of our science teachers for the 24-25 school year. We do offer our Transportation and Logistics pathway and all autos courses with a staff member who was hired under the Career Education Permit. We do not share instructors across the district nor with other districts. We do have students enrolled in MPCC for dual credit and for two different college level academies in the area of Welding and Construction.</p> <p>All CTE staff attend all district level professional development, CTE Workshops and NCE Conferences. All CTE staff network with their content area listserv groups and work closely with their content area specialist at NDE.</p> | <p>collaboration with our 6-12 teaching staff in support of embedding Career Education throughout course offerings. We will need to provide training in Career Coaching for all CTE instructors which will include strategic implementation of our career assessment, YouScience.</p> <p>We want to use both our middle school advisement period [DRIVE] and our high school advisement period [Bulldog Time] as a way to implement Career Focused information and opportunities.</p> |
| Work-Based Learning | <p>We utilize labs specific to career skills and shadowing hours in the industry. This list has been built over the last 5-6 years. Best Practices in Education and Training with WBL and Best Practices in Early Childhood Education with WBL are both offered at the Intermediate level of both programs of study. We also offer the Practicum Capstone courses of both of these programs that require a WBL component. However, we only have a couple students per year who complete this level. WBL/Career Internships are available to students</p> | <p>The goals of the North Platte Public School District include expanding our CTE programs into the middle school to provide exposure to work-based learning opportunities earlier and continuing to build partnerships within the community to provide more internship opportunities.</p> |

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| | <p>who are juniors or seniors at our high school. Shadowing hours are available in capstone classes, however, many community partnerships are short staffed and hesitant to welcome shadowing/internships. Another challenge we have encountered is that students have to be 18 to work in most of our industries. Currently we have a list of employers who have participated. WBL experiences are supported through the counseling and Career Coach office within our high school.</p> <p>Classroom practices and projects are similar to settings students would see in college or in the workplace. Students are receiving hands-on experiences. In many courses students are expected to develop a portfolio. Project based learning is a main component of many classes. Students who are placed in a Career Internship also create a portfolio throughout their experience that are connected to the students career path.</p> <p>Currently our middle school program is condensing 3 levels of FCS into 2 levels. At the middle school we have introductory/exploratory levels of child care & development, sewing/construction, food preparation/nutrition. We currently offer 3 levels of BMIT courses, as well. We currently do not offer courses in AFNR, STS, or Health Sciences.</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).**

- UNL Extension Connecting the Dots program coming to our high school and delivering a dedicated career simulation for all junior students to promote self awareness, self knowledge and career readiness skills. All students also complete their own YouScience assessments, which are used as a way to promote self awareness of student interests and aptitudes.
- The use of students' results from YouScience Aptitude Assessments to promote self awareness for the student in the way of aptitudes and interests. These are used directly when advising students (4 year personal learning plans) and working with Career Coach

and internship opportunities. The UNL Connecting the Dots program also provides a dedicated career exploration experience that aids in career planning.

- Create literature/publications of available pathways.
 - Teachers can create brochures of pathways that students are currently in, review their current progress, and emphasize available and emerging careers, especially during the first few days of the course.
- Collaborate with guidance counselors for class registration procedures and information.
 - Share what we do in the classes. Help come up with ways for purposeful enrollment with students.
- Meet with the guidance office and career coach regarding course offerings and what careers they align with.
 - Share student names and interests. Look at the results of our student's YouScience interest/aptitude scores. See if students are registering for those courses and find interest in internship/capstone activities.
 - Provide some staff development to all staff so Bulldog time teachers can help guide students in the direction of their interest.
- Collaborate with the career coach regarding field-trips, job shadows, internships, classroom visits, etc.
 - Try to find best opportunities for career exposure in each of our levels of our pathways.
 - Involve students with projects for business partnerships, district projects, etc.
 - Schedule visits with MPCC staff
 - Keep in communication with our overall advisory committee, and our department community advisors.
 - Military opportunities.
- Each course should have an activity, usually a summative assessment based on a state standard that involves students researching current job and education opportunities in related fields, and predicting trends in emerging fields.
- Work to develop a Perkins Advisory Committee that has specific area workforce representation for each CTE department [FCS/STS/AG/Business/IT]
- Each department will work to "rebrand" the CTE departments and bring attention to what our departments offer. *[EX #1: Home Economics was a recognized brand & most individuals knew what was taught under this title. Now, the general public doesn't recognize that Home Economics is now FCS/Human Sciences & Ed. EX #2: There have been several students going to pursue an Engineering Degree and they have not taken any of our drafting / CADD classes.]*
- Evaluate and implement a Middle School program that vertically aligns to 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)

We would like to be able to offer introductory CTE courses at the middle school level or general career education classes. We would like our middle school students to have opportunities to visit specific CASNR programs like NCTA and UNL. We would like to offer students the opportunity for field trips to MPCC to explore skilled trades, vocational programs while bringing in speakers into the classroom for more career exposure at the middle schools. Additionally, for our high school post-secondary visits, we would like more targeted college visits to institutions that have specific career field programs of study.

We want to continue secondary collaboration with our 6-12 teaching staff in support of embedding Career Education throughout course offerings. We will need to provide training in Career Coaching for all CTE instructors which will include strategic implementation of our career assessment, YouScience.

We want to use both our middle school advisement period [DRIVE] and our high school advisement period [Bulldog Time] as a way to implement Career Focused information and opportunities.

We would like to evaluate the class schedule and see if we provide the necessary time for in-depth learning activities.

Prioritized Action Steps for Career Development:

| Program Year | Action Steps <i>(What are you going to do to achieve your goal?)</i> |
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| Year 1: 2024-2025 | <p>NPPS can find opportunities in certificates, certifications, and scholarships to recruit and retain teachers from industry. Perkins funds can allow for up-to-date industry standard equipment. Schools will continue to look at enrollment and program participation when evaluating staffing needs.</p> <p>CTE will have opportunities for growth in content focused professional development opportunities (BMIT workshops, NCE Conference, etc.). NPPS will build capacity for 6-12 curriculum alignment discussions and collaboration opportunities and set the foundation for all teachers having opportunities to learn CTE programs of study and concepts.</p> <p>CTE departments can identify stakeholders for career field pathways, and brainstorm ideas for marketing materials and onsite visits. Strategic planning can be done for job expos, career fairs, and college planning events (UNL Connecting the Dots Day).</p> |
| Year 2: 2025-2026 | <p>NPPS can find opportunities in certificates, certifications, and scholarships to recruit and retain teachers from industry. Perkins funds can allow for up-to-date industry standard equipment. Schools will continue to look at enrollment and program participation when evaluating staffing needs.</p> <p>CTE staff will continue to take advantage of opportunities for growth in content focused professional development. NPPS teachers utilize PLC time for 6-12 curricular alignment discussions and collaboration opportunities. Teachers will have exposure or training for CTE concepts.</p> |

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| | <p>CTE departments can reach out to identified stakeholders for career field pathways. Departments can develop marketing materials, and have conversations with industry representatives about school or onsite visits. Strategic planning can be done for job expos, career fairs, and college planning events (UNL Connecting the Dots Day).</p> |
| <p>Year 3: 2026-2027</p> | <p>NPPS can find opportunities in certificates, certifications, and scholarships to recruit and retain teachers from industry. Perkins funds can allow for up-to-date industry standard equipment. Schools will continue to look at enrollment and program participation when evaluating staffing needs.</p> <p>CTE staff will continue to take advantage of opportunities for growth in content focused professional development. NPPS teachers will utilize PLC time for 6-12 curricular alignment work and collaboration opportunities. Core area teachers will be able to incorporate ideas for CTE content with their curriculum.</p> <p>CTE departments can have conversations with stakeholders and industry representatives about best practices for careers, or schedule times for tours, activities, etc. with students. Strategic planning can be done for job expos, career fairs, and college planning events (UNL Connecting the Dots Day).</p> |
| <p>Year 4: 2027-2028</p> | <p>NPPS can find opportunities in certificates, certifications, and scholarships to recruit and retain teachers from industry. Perkins funds can allow for up-to-date industry standard equipment. Schools will continue to look at enrollment and program participation when evaluating staffing needs.</p> <p>CTE staff will continue to take advantage of opportunities for growth in content focused professional development. NPPS teachers will utilize PLC time for 6-12 curricular alignment work and collaboration opportunities. Staff can evaluate the current state of programs and evaluate if changes are needed going forward.</p> <p>CTE departments can give students opportunities to have discussion and interaction with industry representatives, and use business partnerships to help evaluate programs of study and course content. Strategic planning can be done for job expos, career fairs, and college planning events (UNL Connecting the Dots Day).</p> |

Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the

results of your reVISION outcomes to improve the alignment between educational programming and labor market needs.

3. How did the reVISION outcomes inform the selection of specific CTE programs and activities to be funded?

The Local & Regional CTE assessment results provided guidance for our district to evaluate and analyze our current programs of study. The CTE departments along with Teaching & Learning, and the district's Data Steward, evaluated all CTE course offerings to determine which courses did and did not align with NDE's programs of study. Collaboration took place between the school's business partners and department advisors. Through these meetings, advisors were able to share what was occurring in the classrooms and how those activities aligned with state standards. Business partners were able to describe skills/qualities they would like to see being taught in the classroom.

H3 data allowed the school to determine which skills are most employable in our area. Using this data, we determined how to incorporate new learning activities to make students more marketable.

Lastly, we analyzed which of our career programs of study at the high school could align with a pathway at our local community college, MPCC. Pathways that align with jobs in highest demand in our area and those that align with MPCC are chosen to receive funding.

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

As part of our reVision process we have gone through and identified courses that were no longer part of the new NDE/NCE programs of study. From there we determined which courses we were lacking in order to create complete programs of study in all 6 Career Clusters. Several of the programs are new as we have added courses to complete the programs. As a result, we only offer courses that are part of programs of study, they are listed below:

AGNR- Agribusiness, Animals Science, Plant Science and Environmental & Natural Resources

BMMT-Finance, Entrepreneurship and Culinary Skills and Event Planning

HSE- Early Childhood Education, Design and Education & Training

CIS- Broadcast Journalism, Digital Design, Business Technology, Computer Science and Web Development

Health Science- Health Sciences & Lifespan Performance

STS- Architectural Design, Construction, Manufacturing, Welding, and Transportation, Distribution & Logistics (Technician)

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.

Starting at our middle school level (specifically 8th grade) all of our students take an exploratory Careers class. In this course, all students complete a career interest inventory. From there, they spend time learning about all areas of Career and Technical Education and the Career

Cluster model. At the end of 8th grade, our high school counselors schedule special days to meet with all 8th grade classes to present about all of the CTE course offerings and explain about credits, electives and programs of study. After these presentations are complete, our 8th graders spend time creating their first 4 year plans.

At the high school level, our CTE staff committee will work with counselors, our Career Coach, and our Careers course teacher to better align students' 4-year academic plans. All students, including those in special populations, will continue to have meetings with our Career Coach and their assigned Guidance Counselor to determine which, if any, Programs of Study a student is interested in completing. These meetings provide students the opportunity to learn about all CTE course offerings and their programs of study at the high school. NPHS will continue hosting our fall and spring career fairs where career ed. programs from various colleges and employers in the area share information and make connections with our students.

Our Career Coach has also created promotional materials for all CTE Programs of Study. We advertise those on our high school TV's that are in the Commons area, as well as posting through Thrillshare on all of our school social media handles.

We have also purchased signage to be posted throughout our high school that promotes our CTE courses and programs of study. They will be strategically located in CTE areas of the building, outside CTE classrooms, the Career Center and Guidance Office.

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)

We will continue to update our Course Description Book.

We will design one page CTE Fact Sheets for each program of study that are accessible by students and staff.

We will analyze the Labor Market Information annually and evaluate and update our Programs of Study document and continue to utilize data from the Economic Workforce Development Corporation to provide guidance to our evaluations of programs.

The Accountability report from the NDE showing concentrators and completers will be monitored annually and shared with school counselors to ensure appropriate course and career planning are aligned.

We are wanting to implement Business, Marketing, Finance/Accounting Pathways. Additionally, we are in the process of creating an Entrepreneurship Capstone course. We are beginning an Introduction to Skilled and Technical Sciences course to begin pathways in the trades.

We would like to pursue a connection with MPCC to provide opportunity for CDL certification and include the expansion of Health Science courses by adding LifeSpan Performance capstone courses.

We will continue to review data on current enrollments and help our students identify the correct courses to complete pathways. This review would occur each term when working on student enrollments.

Continue to survey former graduates and local employers on the preparation for the local workforce.

Create and schedule an evening for incoming HS students and parents that promotes the process of our CTE Pathways and course offerings.

Build a component for career interest in our 8th grade orientation/planning day and develop a transitional plan for all students 14 and over.

Affiliate a HOSA Chapter

Our desired state is to have no single class that isn't found in an approved NDE/NCE program of study.

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 | <p>We will provide opportunities for all students to have necessary guidance and information to best select suitable pathways for their strengths and interests. Schools can share course offerings and programs of study with staff, families, and stakeholders regularly. We will prioritize communication to increase overall awareness and knowledge of NPHS CTE programming.</p> <p>Staff will have access to resources that share a comprehensive system of pathways at NPHS. Staff will be provided with opportunities for training in CTE programming to promote consistent language among staff and students. NPPS will continue to look at programs of study sequences and course offerings and make adjustments as needed to support our students and local workforce. Programs of study should include beginning, intermediate, and advanced courses, with students having an opportunity for an internship experience.</p> |
| Year 2: 2025-2026 | <p>We will provide opportunities for all students to have necessary guidance and information to best select suitable pathways for their strengths and interests. Schools can share course offerings and programs of study with staff, families, and stakeholders regularly. We will prioritize communication to increase overall awareness and knowledge of NPHS CTE programming.</p> <p>Staff will have access to resources that share a comprehensive system of pathways at NPHS. Staff will be provided with opportunities for training in CTE programming to promote consistent language among staff and students. NPPS will continue to look at programs of study sequences and course offerings and make adjustments as needed to support our students and local workforce.</p> |

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| | <p>Programs of study should include beginning, intermediate, and advanced courses, with students having an opportunity for an internship experience.</p> |
| <p>Year 3: 2026-2027</p> | <p>We will provide opportunities for all students to have necessary guidance and information to best select suitable pathways for their strengths and interests. Schools can share course offerings and programs of study with staff, families, and stakeholders regularly. We will prioritize communication to increase overall awareness and knowledge of NPHS CTE programming.</p> <p>Staff will have access to resources that share a comprehensive system of pathways at NPHS. Staff will be provided with opportunities for training in CTE programming to promote consistent language among staff and students. NPPS will continue to look at programs of study sequences and course offerings and make adjustments as needed to support our students and local workforce. Programs of study should include beginning, intermediate, and advanced courses, with students having an opportunity for an internship experience.</p> |
| <p>Year 4: 2027-2028</p> | <p>We will provide opportunities for all students to have necessary guidance and information to best select suitable pathways for their strengths and interests. Schools can share course offerings and programs of study with staff, families, and stakeholders regularly. We will prioritize communication to increase overall awareness and knowledge of NPHS CTE programming.</p> <p>Staff will have access to resources that share a comprehensive system of pathways at NPHS. Staff will be provided with opportunities for training in CTE programming to promote consistent language among staff and students. NPPS will continue to look at programs of study sequences and course offerings and make adjustments as needed to support our students and local workforce. Programs of study should include beginning, intermediate, and advanced courses, with students having an opportunity for an internship experience.</p> |

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

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

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

RESPONSE:

We offer courses that fit and complete a variety of programs of study (several examples listed below). These programs of study are in fields that are emerging and in-demand for an ever changing world. These programs of study also show students how to adapt. Many jobs these students will have do not currently exist, but the problem solving, inquiry, and troubleshooting skills are essential for success in any area. We offer 22 complete programs of study. Here are examples of our completed programs of study with course offerings.

- Broadcast Journalism (Digital Media, Video Production, Media Production, Foundations of Web Design)
- Digital Design (Digital Media, Digital Design, Advanced Digital Design, Foundations of Web Design)
- Business Technology (IT Applications 1, AT Applications 2, Digital Design, Foundations of Web Design)
- Computer Science (IT Fundamentals, Computer Science Principles, Software Development)
- Web Development (IT Fundamentals, IT Applications 2, Web Design & Development, Foundations of Web Design)
- Agribusiness- (Intro to AFNR, Agricultural Business, Agricultural Economics)
- Entrepreneurship (Intro to Business, Accounting 1, Entrepreneurship) 24-25
- Design (Intro to Design, Apparel Production, Entrepreneurship) 24-25
- Lifespan Performance (Health Sciences, Medical Terminology & Intro to Sports Medicine) 24-25
- Transportation, Distribution & Logistics (Technician)- (Intro to STS, Power Equipment, Transportation 1, Transportation 2) 24-25

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:

Wednesday afternoon professional learning communities allow teachers to look at data, interpret what the information means, and collaboratively work to find best practices to help students reach desired proficiency levels. Part of this work time will be dedicated to vertical alignment of content through different grades. ACT and Pre ACT test prep will provide opportunities for students to prepare for types of questioning found on standardized tests.

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:

NPHS students have a wide selection of courses they can take for college credit. Some of these courses are dual credit, and offered at the high school, while other courses are taught at Mid-Plains Community College. These courses include: IT Applications 2, Web Design & Development, Foundations of Web Design,

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)

NPPS CTE Programs desire to offer opportunities through relationships and partnerships with local industry, chamber of commerce, and college resources. These relationships help to give an idea of expectations in the various workplaces that are represented in our programs of study. The programs of study should be complete without gaps, providing beginning, intermediate, and advanced learning opportunities for our students to learn in the classrooms, then have a foundation of understanding that prepares them for a career internship through our school and local industry.

While students are in the classroom, they have exposure to equipment, hardware, and software that is used as the industry standard in career fields. Students learn safety, technique, and best practices with these materials.

These experiences are open to all students. NPPS encourages all students to participate in any career field beginning-level class, that they can then gain interest in, and complete the programs of study. Any student, regardless of gender, race, and background, can become career/college ready through any of our programs of study. Departments hope this will increase the number of students completing programs of study.

**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 | Course offering of Introduction to STS will be initiated to recruit non-traditional students. Teachers will apply content from ideas gained from workshops, classes, conversations with local industry, and/or MPCC faculty. We will create and share a completed Program of Study document with staff and students to promote the available courses and programs of study. Teachers will emphasize care and maintenance for equipment and hardware with CTE students. Teachers will monitor equipment to see if devices need to be replaced from wear-and-tear, or if the device is obsolete and a new industry standard replacement is available. |
| Year 2: 2025-2026 | Teachers will apply content from ideas gained from workshops, classes, conversations with local industry, and/or MPCC faculty. We will update and share a completed Program of Study document with staff and students to promote the available courses and programs of study. Teachers will emphasize care and maintenance for equipment and hardware with CTE students. Teachers will monitor equipment to see if devices need to be replaced from wear-and-tear, or if the device is obsolete and a new industry standard replacement is available. Evaluate working space for optimum safety and maximum efficiency. |
| Year 3: 2026-2027 | Teachers will apply content from ideas gained from workshops, classes, conversations with local industry, and/or MPCC faculty. We will update and share a completed Program of Study document with staff and students to promote the available courses and programs of study. Teachers will emphasize care and maintenance for equipment and hardware with CTE students. Teachers will monitor equipment to see if devices need to be replaced from wear-and-tear, or if the device is obsolete and a new industry standard replacement is available. Design or plan necessary changes in working space for safety and efficiency. |
| Year 4: 2027-2028 | Teachers will apply content from ideas gained from workshops, classes, conversations with local industry, and/or MPCC faculty. We will update and |

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| | share a completed Program of Study document with staff and students to promote the available courses and programs of study. Teachers will emphasize care and maintenance for equipment and hardware with CTE students. Teachers will monitor equipment to see if devices need to be replaced from wear-and-tear, or if the device is obsolete and a new industry standard replacement is available. Implement a plan for necessary changes in working space for safety and efficiency. |
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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 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:

All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment.

CTE participants can meet with counselors to discuss strengths, interests, and look at available course offerings that provide a good fit, regardless if it is a career field that would be considered nontraditional.

During the REVISION process, our 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 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.

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:

Designated Professional Learning Community time gives teachers time to look at student performance data, and work together to find gaps, then work on solutions to help students perform to desired proficiency.

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

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

(Copy and paste from the reVISION Summary)

Within the next four years, our desire is to ensure that we have accuracy in course coding that aligns with state coding. In addition, we desire a clear and vertical alignment in course offerings in our Programs of Study. Students will then be able to complete their 4 year academic plan with better accuracy which will result in clean data. Additionally, the clusters and subgroups identified with the largest gaps in proficiency will be shared with the entire staff to move efforts towards targeted interventions. Each student will have a Personal Learning Plan that addresses their specific educational needs and goals. Advising with our Guidance Counselors is intentionally taking place around Programs of Study.

Guidance office will utilize YouScience results or other means to share career opportunities and course offerings with students during registration.

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 | <p>We should compare and make necessary changes to course codes to be sure NPPS course codes match state codes. We will continue to evaluate course sequencing so that programs of study are aligned and complete.</p> <p>School will build capacity for PLC work to work through as a district initiative. This will allow teachers time to focus on work that improves instruction.</p> <p>Students will begin having opportunities for targeted career counseling sessions that focus on building capacity in their aspirations for possible</p> |

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| | careers. Focus for these sessions would emphasize the importance of reaching proficiency in courses of study (math, reading, science) in order to reach career goals. |
| Year 2: 2025-2026 | <p>We will continue to adjust course codes as necessary, to be aligned with the state. We will continue to evaluate course offerings that align with our programs of study.</p> <p>CTE and core content area teachers can have conversations and share ideas on how their courses share key themes and concepts.</p> <p>Students will continue targeted career counseling sessions that focus on building capacity in their aspirations for possible careers. Focus for these sessions would emphasize the importance of reaching proficiency in courses of study (math, reading, science) in order to reach career goals.</p> |
| Year 3: 2026-2027 | <p>We will continue to adjust course codes as necessary, to be aligned with the state. We will continue to evaluate course offerings that align with our programs of study.</p> <p>Staff will continue to participate and utilize professional learning sessions with all staff regarding career and technical education programs of study to better support career planning for students. Core content area staff can have ideas of how their work supports CTE areas.</p> <p>Staff will collaborate in cross-curricular PLC's that analyze student proficiency data in the areas of reading, math, and science. Teams will utilize data sets to embed content area skills and knowledge into CTE courses of study. CTE staff can have ideas of how their work supports core content areas.</p> <p>Students will receive opportunities for targeted career counseling sessions that focus on building capacity in their aspirations for possible careers. Focus for these sessions would emphasize the importance of reaching proficiency in courses of study (math, reading, science) in order to reach career goals. Students should be familiar with the progress of their learning journeys, and familiar with programs of study concepts.</p> |
| Year 4: 2027-2028 | <p>We will continue to adjust course codes as necessary, to be aligned with the state. We will continue to evaluate course offerings that align with our programs of study.</p> <p>Staff will participate and utilize professional learning sessions with all staff regarding career and technical education programs of study to better support career planning for students. Core content areas can incorporate ideas to support CTE opportunities in their courses.</p> |

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| | <p>Staff will collaborate in cross-curricular PLC's that analyze student proficiency data in the areas of reading, math, and science. Teams will utilize data sets to embed content area skills and knowledge into CTE courses of study. CTE can incorporate ideas to support core area content in their courses.</p> <p>Students will receive opportunities for targeted career counseling sessions that focus on building capacity in their aspirations for possible careers. Focus for these sessions would emphasize the importance of reaching proficiency in courses of study (math, reading, science) in order to reach career goals. Students should be familiar with the progress of their learning journeys, and familiar with programs of study concepts.</p> |
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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:

NPPS HR Director travels to career fairs and offers an online interface for teachers to apply for jobs. The district works to get people who can transition into teaching when they have industry-related work experience. Teachers have the opportunity to attend NCE and other related conferences. NPPS teachers enjoy nice facilities and utilize content-related technologies for their students (digital cameras, video cameras, green screen, Adobe Creative Cloud software, 3D printers, large format printers, etc.) Teachers are able to move up on their salary scale by earning a Masters degree and getting hours after that in related Masters programs. This gives incentive for teachers to continue to pursue education in related fields. Staff have the opportunity for paid curriculum work during the summers. We have engaging, relevant content and are constantly updating our programs to be aligned with the latest industry standards. Our district also supports the Transitional Teacher Certification program to hire highly qualified candidates.

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)

The concern to meet our overarching goals within this element is not only financial but also because there is a dire applicant pool to be able to add staff to support the development of new CTE courses at the middle school level. NPPS makes it a priority to recruit talented teachers, but also emphasizes keeping our current staff. Offering compensation that is competitive to industry payscale allows education to be a viable option for trained and experienced candidates. NPPS will continue to monitor enrollment in programs, and staff classes accordingly. In career fields that evolve, providing opportunities for workshops and training are essential to stay current with

best-practices. Allowing teachers to travel to other schools and observe similar programs would be beneficial. When traveling to career fairs it would be good to look at opportunities for staff to attend with the HR department. This would provide opportunity for future teachers to have conversations with current teachers in similar content 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>We will look at opportunities for staffing based on enrollment, and evaluate if we can embed CTE offerings in the middle school.</p> <p>Brainstorm and research ideas for opportunities available from our district's foundation and community stakeholders to provide scholarships or certification costs for continuing education.</p> <p>Communicate with HR regarding job vacancies, career fairs, and other opportunities. Stay current with possible alternative teaching certificate options and other creative ways to fill teaching openings.</p> |
| Year 2: 2025-2026 | <p>We will continue looking at opportunities for staffing based on enrollment, and evaluate if we can embed CTE offerings in the middle school.</p> <p>Identify and pursue opportunities available from our district's foundation and community stakeholders to provide scholarships or certification costs for continuing education.</p> <p>Communicate with HR regarding job vacancies, career fairs, and other opportunities. Stay current with possible alternative teaching certificate options and other creative ways to fill teaching openings.</p> |
| Year 3: 2026-2027 | <p>We will continue looking at opportunities for staffing based on enrollment, and evaluate if we can embed CTE offerings in the middle school.</p> <p>Identify and pursue opportunities available from our district's foundation and community stakeholders to provide scholarships or certification costs for continuing education.</p> <p>Communicate with HR regarding job vacancies, career fairs, and other opportunities. Stay current with possible alternative teaching certificate options and other creative ways to fill teaching openings.</p> |
| Year 4: 2027-2028 | <p>We will continue looking at opportunities for staffing based on enrollment, and evaluate if we can embed CTE offerings in the middle school.</p> <p>Identify and pursue opportunities available from our district's foundation and community stakeholders to provide scholarships or certification costs for continuing education.</p> |

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| | Communicate with HR regarding job vacancies, career fairs, and other opportunities. Stay current with possible alternative teaching certificate options and other creative ways to fill teaching openings. |
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Element 6: Work-based Learning

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

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

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

RESPONSE:

The transition house provides students an educational on-site learning experience for essential life skills after education.

Our Business Department gives students the opportunity for class speakers from careers and college, field trips, job shadows, internships, etc. Students also help with projects that are used in a variety of settings. Advertisement opportunities exist on the video board in the gym and at the football field. Posters promoting events, videos promoting schools, troubleshooting technology problems, etc. The further along students get through their program of study, the more experiences they receive that help our schools and businesses, and also help themselves with work-based learning opportunities to make themselves more marketable.

STS Construction students build a project of some sort every year that is run as a job site would be. Welding classes pursue opportunities to build and sell projects to community members. Residential wiring does a mock wall and auto mechanics does car repair that is run like a repair facility would be run. We also bring in speakers from post secondary and industry. We have had some job shadow / internships in the past. SkillsUSA also promotes job shadows as part of our program.

FCS teachers have been pursuing the creation of an FCCLA chapter. In Culinary, students would learn industry standards in safety, sanitation and work skills. We are also going to spend time learning more about SkillsUSA and FCCLA opportunities for FCS and how we can promote the

organizations for our students so they can become more involved and take advantage of the opportunities within that organization.

AG Students in capstone courses have the opportunity to job shadow in the field pertaining to that capstone course. For example, students in Veterinary Science are required to shadow for 6 hours at two different vet clinics in town. FFA members also work on SAE (supervised agricultural experience) projects that require students to build and track projects based on work-based learning.

Our Career Coach currently has over 160 local area businesses who are willing to accommodate interns throughout the year. We are working to catalog opportunities in as many career fields, clusters, and pathways as possible in this area. North Platte is deficient in many different areas with regard to industry so we will have a definite lean towards service based industries such as education and healthcare. The career coach will continue to work with teachers to determine and fill the need for shadows, field trips, and specific internships that would possibly complete pathways.

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)

The goals of the North Platte Public School District include expanding our CTE programs into the middle school to provide exposure to work-based learning opportunities earlier and continuing to build partnerships within the community to provide more internship opportunities.

Prioritized Action Steps for Work-based Learning:

| Program Year | Action Steps (What are you going to do to achieve your goal?) |
|------------------------------|--|
| Year 1: 2024-2025 | Year one, we can look to provide opportunities to expand dialogue with local industry regarding essential skills and equipment resources in the workplace. Communicating with the activities office regarding extracurricular activity passes for incentive to internship sponsors can help build positive business-school partnerships. We can look for opportunities with local industries to expand internships and SAE opportunities. Begin brainstorming and reaching out to people who want to participate in advisory meetings with CTE teachers. |
| Year 2: 2025-2026 | Provide opportunities to expand dialogue with local industry. Evaluate extracurricular activity passes as incentive. Evaluate internship opportunities, and expand or change directions as needed. Find what ways work best to meet |

| | |
|------------------------------|---|
| | with the CTE advisory committee. Look at facilities and equipment to evaluate if they resemble industry settings. |
| Year 3: 2026-2027 | Continue providing opportunities to expand dialogue with local industry. Evaluate extracurricular activity as an incentive or find other rewarding ways to express thanks. Evaluate internship opportunities, and expand or change directions as needed. Communicate with CTE advisory committees. Look at facilities and equipment to evaluate if they resemble industry settings. |
| Year 4: 2027-2028 | Continue providing opportunities to expand dialogue with local industry. Evaluate extracurricular activity as an incentive or find other rewarding ways to express thanks. Evaluate internship opportunities, and expand or change directions as needed. Communicate with CTE advisory committees. Look at facilities and equipment to evaluate if they resemble industry settings. |

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:

Students have been receiving individual meetings with counselors and look to bring back the 4 year plan to allow them the opportunity to learn about the various CTE pathways and opportunities. This allows equitable access to all students when deciding which courses to take and internship opportunities that may be available to them outside of the classroom.

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:

Through the reVISION process, all six elements were discussed and analyzed for each of the CTE areas. We considered our current state and our desired state and brainstormed steps to help reach our desired states. We looked at data from our indicator reports shared by NDE. Through this process, we were able to identify areas with largest performance gaps and begin to problem solve how we can raise student achievement in those areas. We also took into consideration our own perceptual data and reflectively discussed why students are not drawn to CTE pathways and why non-traditional fields in CTE are not pursued by all student population groups. We do believe we need to continue efforts to reach our students at a younger age.

We have begun giving funds and offering programming in the middle school levels. We would like to continue building opportunities for your younger students. We will continue to analyze student data and Perkins trend data to adjust and make improvements with deficiencies in current programming and transition activity planning as well as determine whether or not adjustments must be made to current course offerings and potential course offerings.

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

Section 3: Annual Budget Worksheets

Justified. Provide explicit detail (e.g. if you plan to purchase a piece of equipment, 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.

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.