



**LOCAL PERKINS APPLICATION  
2024-2028**

**STAND-ALONE**

**OFFICE OF CAREER, TECHNICAL AND ADULT EDUCATION**

**NEBRASKA DEPARTMENT OF EDUCATION**

500 S. 24th St., 2nd Floor, Lincoln, NE 68540-0644



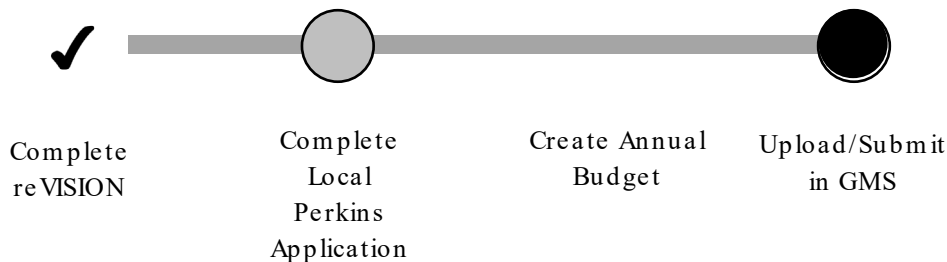
## General Information

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

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

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

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



The

*Local Perkins Application and Resources are available online at [www.education.ne.gov/nce/perkins-administration/](http://www.education.ne.gov/nce/perkins-administration/)*



## Eligible Recipients

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

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs 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<sup>nt\*</sup>; and
6. Develop and implement evaluations of the activities funded by Perkins.

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

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

## Timeline and Deadlines

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

*\*Dates are subject to change. Please visit [www.education.ne.gov/nce/perkins-administration/](http://www.education.ne.gov/nce/perkins-administration/) for updated information.*

## Submission Information

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

## Application Elements

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

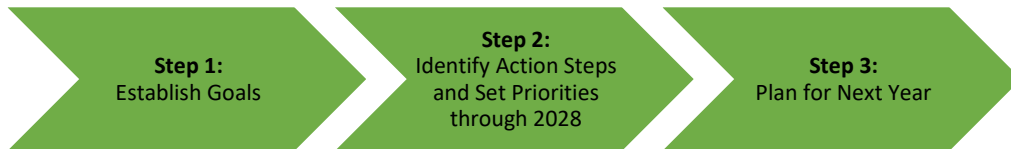
Section 1: reVISION Summary

Section 2: Narrative Responses

Section 3: Annual Budget Worksheet

# Going from reVISION to the Local Perkins Application

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



## Step 1: Establish Goals

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

## Step 2: Identify Action Steps & Set Priorities

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

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

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



### Helpful Tip

Ideally, the changes your district makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that your district will be held accountable for over the next four years which will produce measurable

## Section 1: reVISION Summary

### Step 3: Plan for Next Year

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

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

Element	Current State	Overarching Goal(s)
<p><b>SAMPLE:</b></p> <p><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)
---------	--------------------------	---------------------



<p><b>Career Development</b></p>	<p>Plattsmouth High School boasts a faculty enriched with real -world expertise in Career and Technical Education (CTE) programs. Every student benefits from engaging with career speakers and participating in industry and business visits. Additionally, each grade level class, along with smaller interest -based groups, has the chance to explore both 2 -year and 4 -year colleges. Graduation requirements encompass various career -focused activities such as job shadowing, internships, college tours, and exposure to military recruitment. A wide array of career speakers, mentors, and industry specialists offer insights into potential career paths. Furthermore, students at PHS are assigned an Advisor from their chosen Career Academy to assist them in navigating course selections and Program of Study options. Participation in Career and Technical Student Organizations (CTSOs) opens doors for students to connect with professionals in their chosen fields.</p>	<p>Within the next four years, Plattsmouth High School aims to ensure that at least 90% of the instructional practices and curriculum resources used in CTE courses support the Nebraska state CTE standards through a comprehensive review of current course implementation practices.</p> <p>Within the next four years, Plattsmouth Community School District will focus on aligning Middle School Career Development courses with the Nebraska Career Development Model.</p> <p>Within the next four years, Plattsmouth High School will establish strategies aimed at increasing collaboration with post -secondary instructors and industry professionals to ensure that curricula offerings effectively prepare students for both college and career pathways.</p> <p>Within the next four years, Plattsmouth High School will formulate a comprehensive plan to facilitate increased Professional Development opportunities tailored to the specific needs of CTE teachers as they address career development needs.</p>
<p><b>Local Workforce Alignment</b></p>	<p>Plattsmouth High School offers diverse programs of study in fields such as Business, Marketing, &amp; Management, Health Sciences, Human Sciences &amp; Education, and Skilled &amp; Technical Sciences, which align with high -demand H3 jobs. However, there is a noticeable</p>	<p>Within the next four years, Plattsmouth High School will work to expand programs of study in Communications &amp; Information Systems, particularly in computer science.</p>

	<p>absence of programs in Communications &amp; Information Systems, particularly in computer science. Moreover, due to the absence of an instructor, programs of study in Agriculture, Food &amp; Natural Resources are slated for removal. Opportunities in the local labor market for students with disabilities, English learners, and other special populations are currently limited.</p>	<p>Within the next four years, Plattsmouth High School will work to provide opportunities for students interested in the Agriculture, Food &amp; Natural Resources career fields. These opportunities may include but are not limited to, continued field trips, work-based learning, connections to core classes, and career speakers.</p>
<p><b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b></p>	<p>Plattsmouth High School's wall -to-wall program is based on a comprehensive and high -quality model for career education. It meets both NDE and National Career Academy Coalition standards and qua lity criteria. Plattsmouth High School utilizes field trips and career speakers to help inform the curriculum to guide its course offerings.</p> <p>Maintaining and acquiring up -to-date, industry -grade equipment in all programs is a high priority.</p> <p>Current data suggests that more can be done to support all students. The special population groups that are underrepresented in CTE programs overall are:</p> <ul style="list-style-type: none"> <li>● students receiving EL services</li> <li>● females</li> <li>● students experiencing homelessness</li> <li>● students from migrant households</li> </ul> <ul style="list-style-type: none"> <li>● Asian students</li> <li>● Students who are single-parents</li> </ul>	<p>Within the next four years, Plattsmouth High School will continue to implement and refine the process for consistent review of industry needs and alignment to instructional materials that support the use of high -quality instructional materials/equipment to contribute to an effective CTE program.</p> <p>Within the next four years, Plattsmouth High School will develop a more effective recruiting process to allow for greater diversity within program areas, specifically in identifying populations that are underrepresented in CTE programs.</p> <p>Within the next f our years, Plattsmouth High School will offer parent training relevant to the accessibility and impact of CTE clusters for all students, including high-ability and special populations.</p>

<p><b>Student Performance Data</b></p>	<p>Plattsmouth High School has performance gaps in multiple areas based on academic performance data in reading, math, and science. The largest gaps appear in the following populations:</p> <ul style="list-style-type: none"> <li>- English Learner</li> <li>- Migrant</li> <li>- American Indian or Alaskan Native</li> <li>- Black or African American</li> <li>- Hispanic</li> <li>- Single Parent</li> <li>- SPED</li> </ul>	<p>Within the next four years, Plattsmouth High School will work to increase reading and math skills within all populations, with a specific focus on populations identified as having significant achievement gaps. PHS believes a focus on reading and math will positively impact science scores as well. PHS is reviewing MTSS process, strategies, and materials as well as other research-based practices.</p>
<p><b>Recruitment, Retention, and Training of Faculty and Staff</b></p>	<p>Plattsmouth High School recruits new CTE teachers through advertising, education job fairs at colleges and universities, and networking with other districts and teacher training programs. The recruiting of industry professionals who desire to enter teaching by obtaining a Career Education Permit is also pursued. CTE Teachers are offered paid professional development in order to maintain high-quality, relevant programs and to retain teachers. Teachers have the opportunity to teach dual-credit courses as their certifications permit.</p>	<p>Within the next four years, Plattsmouth High School will work to recruit and retain qualified CTE Teachers to meet the needs of the programs. A targeted focus will be given to the recruitment of an Agriculture teacher to be able to offer courses and programs in the AFNR field. Other strategies are being explored for retaining and supporting teachers.</p>
<p><b>Work-Based Learning</b></p>	<p>At Plattsmouth High School, the Work-Based Learning opportunities are growing and expanding across the NDE continuum. The partnerships with businesses in the community continue to increase through sponsorships, the Career Advisory Board, and Career Mentors. Many</p>	<p>Within the next four years, Plattsmouth High School will develop a Work-Based Learning catalog that specifies known WBL opportunities for students across the continuum of experiences. Additionally, a WBL Handbook for WBL host sites and partners will be created to strengthen</p>

	<p>of the businesses connected to PHS in one or more of these capacities also participate in our WBL program. The WBL opportunities tie to the curriculum in Career Exploration, Pathways (POS) and Capstone. The continuum supports student interest and participation in internships.</p>	<p>communication and understanding of the WBL requirements for students and their host sites.</p>
--	---	---



### **Helpful Tip**

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

## Section 2: Narrative Descriptions

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

### Element 1: Career Development

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

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

**RESPONSE:**

- a) To encourage self-discovery about potential career paths, Plattsmouth High School will continue to offer students the Nebraska Career Connections and ASVAB assessments. Further exploration is facilitated by informal tools like the NDE's Career Clusters Survey.

The NCRSEvaluation Rubric empowers both teachers and students to assess academic readiness.

b) Plattsmouth High School will continue to prioritize career exploration for its students through a multi-pronged approach:

- **CTE courses:** A wide range of Career and Technical Education courses expose students to various career paths.
- **Career Connections within Core Courses** : Intentional connections are highlighted in core courses through interdisciplinary planning and real -world applications.
- **Career Exploration Field Trips:** Students gain firsthand experience by shadowing professionals in H3 occupations that align with coursework and career interests.
- **Career Academy Advisory Board & Mentors:** Career Academy Advisory Board & Mentors will provide insights into best practices, industry -standard equipment/regulations and career readiness.
- **Career Speakers:** Engaging presentations from professionals aligned with the student's career interests broaden students' understanding of career possibilities.
- **Work -based learning partnerships:** Collaboration with local businesses continues to expand opportunities for students to participate in real -world work experiences through local internships.

c) Through targeted professional development, Plattsmouth High School will empower CTE, core subject and school counseling staff to effectively guide students in career planning. This includes industry -specific interview and application skills, navigating college financial aid options, and portfolio development

d) Plattsmouth High School will continue to maintain daily Advisory class periods to implement career development content and connect students with career mentors. This ensures students receive ongoing and systematic career and academic guidance.

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)*

- Within the next four years, Plattsmouth High School aims to ensure that at least 90% of the instructional practices and curriculum resources used in CTE courses support the Nebraska state CTE standards through a comprehensive review of current course implementation practices.
- Within the next four years, Plattsmouth Community School District will focus on aligning Middle School Career Development courses with the Nebraska Career Development Model.

- Within the next four years, Plattsmouth High School will establish strategies aimed at increasing collaboration with post-secondary instructors and industry professionals to ensure that curricula offerings effectively prepare students for both college and career pathways.
- Within the next four years, Plattsmouth High School will formulate a comprehensive plan to facilitate increased Professional Development opportunities tailored to the specific needs of CTE teachers as they address career development needs.

**Prioritized Action Steps for Career Development:**

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b><i>Year 1: 2024-2025</i></b>	<ol style="list-style-type: none"> <li>1. Convene a team of Special Education Instructors, CTE Instructors, and Core Teachers to do the following.               <ol style="list-style-type: none"> <li>a. Identify gaps and determine appropriate next steps utilizing targeted Professional Development guidance to improve student understanding of career pathways</li> <li>b. Identify gaps and determine appropriate next steps to meet the needs of underrepresented and nontraditional subgroups of students as they seek to understand and select career pathways</li> <li>c. Identify gaps in curriculum resources, equipment, and research-based practices with NDE standards, local business needs, and H3 career fields</li> </ol> </li> <li>2. Collaborate with AFJROTC Instructors and other Military Representatives to determine ways to enhance communication about military postsecondary options to students who do not participate in our AFJROTC program</li> </ol>
<b><i>Year 2: 2025-2026</i></b>	<ol style="list-style-type: none"> <li>1. Convene the team of Special Education Instructors, CTE Instructors, and Core Teachers, students, and postsecondary professionals to do the following.               <ol style="list-style-type: none"> <li>a. Generate strategies utilizing targeted Professional Development guidance to improve student understanding of career pathways</li> <li>b. Generate strategies to meet the needs of underrepresented and nontraditional subgroups of students as they seek to understand and select career pathways</li> <li>c. Generate a list of curriculum resources, equipment, and research-based practices that align with NDE standards, local business needs, and H3 career fields</li> </ol> </li> <li>2. Implement strategies determined by AFJROTC Instructors and other Military Representatives to enhance communication about military postsecondary options to students who do not participate in our AFJROTC program</li> </ol>
<b><i>Year 3: 2026-2027</i></b>	<ol style="list-style-type: none"> <li>1. Convene the team of Special Education Instructors, CTE Instructors, and Core Teachers, students, and postsecondary professionals to do the following.               <ol style="list-style-type: none"> <li>a. Implement strategies utilizing targeted Professional Development</li> </ol> </li> </ol>

	<p>guidance to improve student understanding of career pathways</p> <ol style="list-style-type: none"> <li>b. Implement strategies to meet the needs of underrepresented and nontraditional subgroups of students as they seek to understand and select career pathways</li> <li>c. Acquire and implement curriculum resources, equipment, and research-based practices that align with NDE standards, local business needs, and H3 career fields</li> </ol> <p>2. Continue implementing strategies determined by AFJROTC Instructors and other Military Representatives to enhance communication about military postsecondary options to students who do not participate in our AFJROTC program</p>
<p style="text-align: center;"><i>Year 4: 2027-2028</i></p>	<ol style="list-style-type: none"> <li>1. Convene the team of Special Education Instructors, CTE Instructors and Core Teachers, students and postsecondary professionals to: <ol style="list-style-type: none"> <li>a. Evaluate strategies utilizing targeted Professional Development guidance to improve student understanding of career pathways</li> <li>b. Evaluate strategies to meet the needs of underrepresented and nontraditional subgroups of students as they seek to understand and select career pathways</li> <li>c. Evaluate the effectiveness of curriculum resources, equipment, and research-based practices and their alignment with NDE standards, local business needs, and H3 career fields</li> </ol> </li> <li>2. Evaluate strategies utilized to enhance communication about military postsecondary options to students who do not participate in our AFJROTC program</li> </ol>

## 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:**

Plattsmouth High School found through its analysis that there is a need for deeper collaboration between CTE Teachers, Core Teachers, students, and postsecondary professionals. There is also a need to expand programs of study in the Computer Science & Information Technology career field and to establish a related program of study. Currently a



Pathway (POS) is offered in Digital Media which does align to local workforce needs, but expanded opportunities would provide training for other local workforce needs and areas of student interest. Additionally, PHS, utilizing data from Adviser, determined that there is a need to provide opportunities that meet the needs of underrepresented and nontraditional subgroups of students in CTE programs. The assessment also showed that more opportunities to earn certifications and complete apprenticeship programs would help prepare students for postsecondary opportunities. Subsequently, there is a need to consistently review curriculum resources, equipment, and research-based practices to ensure alignment with NDE standards, local business needs, and H3 career fields.

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

***RESPONSE:***

Plattsmouth High School will explore and develop a program of study that addresses the need for an emphasis on Computer Science & Informational Technology. This is an area of interest for students, and PHS currently lacks the necessary courses to provide a complete program of study. The exact Program of Study that will be offered will be determined through initial work in Academy PLCs, and input from students and postsecondary professionals.

**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:***

Plattsmouth High School will communicate CTE course offerings and Programs of Study through the Career Exploration class, Advisory, course registration, and communication with parents. Existing CTSOs will be utilized as a way to promote Programs of Study within the school. The Career Academy Assistant Principal, School Counselors, and Academy Leaders will work to inform both teachers and students of the Programs of Study available in CTE areas. CTE teachers will continue to promote courses to special population students through Advisory and collaboration with non-CTE teachers to demonstrate alignment of curriculum to college and career readiness. The school will also focus on awareness and the recruitment of students in special populations using CTE week, targeted CTSO activities of interest to students in special populations, and the efforts of core, career, and special education teachers.

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

**District's Goal(s) for Local Workforce Alignment:**  
*(Copy and paste from the reVISION Summary)*

- Within the next four years, Plattsmouth High School will work to expand programs of study in Communications & Information Systems, particularly in computer science.
- Within the next four years, Plattsmouth High School will work to provide opportunities for students interested in the Agriculture, Food & Natural Resources career fields. These opportunities may include but are not limited to, continued field trips, work-based learning, connections to core classes, and career speakers.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p><b>Year 1:</b> <b>2024-2025</b></p>	<ol style="list-style-type: none"> <li>1. Develop a team of Special Education Instructors, CTE Instructors, and Core Instructors to identify gaps and determine appropriate next steps utilizing targeted Professional Development guidance</li> <li>2. Develop a data-informed process to recruit underrepresented and nontraditional subgroups in CTE programs by ensuring that CTE data (from Adviser) is available to staff and advertising CTE programs effectively. Explore the curriculum materials, equipment, and WBL opportunities that support the engagement of underrepresented and nontraditional subgroups in CTE programs.</li> <li>3. Determine which courses are needed to supplement existing courses and to complete a Computer Science and/or Informational Technology Program of Study. During the appropriate Academy PLC, use discussions and student survey data to gauge interest in participation in this type of Program of Study</li> <li>4. Advertise and promote current certifications and involve community partners in recruiting students and determining additional relevant certifications and apprenticeship programs that align with CTE programs and industry needs</li> </ol>

<p><i><b>Year 2: 2025-2026</b></i></p>	<ol style="list-style-type: none"> <li>1. Convene the team of Special Education Instructors, CTE Instructors and Core Teachers, students, and postsecondary professionals to generate strategies utilizing targeted Professional Development guidance</li> <li>2. Ensure that courses are structured to be accessible and appealing to underrepresented and nontraditional subgroups and provide parent training relevant to the accessibility and impact of CTE clusters for special populations. Identify the curriculum materials, equipment, and WBL opportunities that support the engagement of underrepresented and nontraditional subgroups in CTE programs.</li> <li>3. Identify staff who are interested and will obtain additional training in order to teach courses included in the Computer Science / Informational Technology Program of Study and incorporate new courses into master schedule</li> <li>4. Implement identified certification and apprenticeship programs as identified by CTE staff and community partners</li> </ol>
<p><i><b>Year 3: 2026-2027</b></i></p>	<ol style="list-style-type: none"> <li>1. Convene the team of Special Education Instructors, CTE Instructors and Core Teachers, students and postsecondary professionals to implement strategies utilizing targeted Professional Development guidance</li> <li>2. Collaborate with community partners to provide work -based learning experiences that maximize involvement from underrepresented and nontraditional subgroups. Implement curriculum materials, equipment, and WBL opportunities that support the engagement of underrepresented and nontraditional subgroups in CTE programs.</li> <li>3. Implement new Computer Science / Informational Technology courses that complete the Program of Study</li> <li>4. Continue implementation of certification and apprenticeship programs and consider ways to expand offerings as needed to meet industry needs and student career interests</li> </ol>
<p><i><b>Year 4: 2027-2028</b></i></p>	<ol style="list-style-type: none"> <li>1. Convene the team of Special Education Instructors, CTE Instructors and Core Teachers, students and postsecondary professionals to evaluate strategies utilizing targeted Professional Development guidance</li> <li>2. Evaluate the effectiveness of intentionally providing opportunities that meet the needs of underrepresented and nontraditional subgroups of students in CTE programs. Evaluate the curriculum materials, equipment, and WBL opportunities that support the engagement of underrepresented and nontraditional subgroups in CTE programs.</li> <li>3. Evaluate the new course(s) and Program of Study and make adjustments as needed.</li> <li>4. Using data for certification and apprenticeship completion, evaluate the need to adjust current offerings</li> </ol>

### 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:**

Plattsmouth High School is committed to continuously enhancing its existing Programs of Study (Pathways). Currently, PHS offers Pathways in diverse fields like Business Marketing and Management, Health Sciences, Human Sciences and Education, and Skilled and Technical Sciences. Perkins funding will continue to support these established programs while expanding offerings within the Communication and Information Systems career field. Recognizing the regional demand in these professions as well as student interest, a dedicated Pathway in Computer Science/Information Technology will be a primary focus. Perkins funds will not only support existing Pathways but also drive the expansion of these programs to meet the growing regional need for skilled professionals in these fields. PHS will continue to support students who are interested in agriculture, foods, and natural resources careers.

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:**

Plattsmouth High School is dedicated to the continued alignment of all CTE courses with established Nebraska CTE standards, strengthening academic components through collaboration

with core content areas, and prioritizing the evaluation and improvement of current curricular materials and equipment to ensure high-quality programs of study. Additionally, PHS emphasizes the importance of professional development for CTE Teachers, Core Teachers, and special education teachers, providing them with strategies to enhance course rigor by integrating activities and lessons grounded in both challenging academic standards and current industry practices.

**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:***

Plattsmouth High School offers students the opportunity to earn post-secondary credit through a variety of institutions. Courses that are dual-credit as well as AP courses are available with scholarship opportunities for students who demonstrate financial need. The school counselor is in frequent communication with post-secondary institutions regarding requirements for CTE and Core Teachers to be qualified to teach courses through their institution. When desired, PHS class schedules can be arranged in a way that allows students the opportunity to attend courses on college campuses as well. These opportunities are advertised to students and parents.

**10. Through your district's reVISION process, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**District's Goal(s) for  
*Size, Scope, and Quality and Implementing CTE Programs of Study*  
(Copy and paste from the reVISION Summary)**

- Within the next four years, Plattsmouth High School will continue to implement and refine the process for consistent review of industry needs and alignment to instructional materials that support the use of high-quality instructional materials/equipment to contribute to an effective CTE program.

- Within the next four years, Plattsmouth High School will develop a more effective recruiting process to allow for greater diversity within program areas, specifically in identifying populations that are underrepresented in CTE programs.
- Within the next four years, Plattsmouth High School will offer parent training relevant to the accessibility and impact of CTE clusters for all students, including high-ability and special populations.

**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>
<b><i>Year 1: 2024-2025</i></b>	<ol style="list-style-type: none"> <li>1. Develop a data -informed process to intentionally recruit students from all subgroups in CTE programs by ensuring that CTE data ( from Adviser) is available to staff to generate strategies utilizing targeted Professional Development guidance to intentionally recruit students from all subgroups in CTE programs</li> <li>2. Seek added representation and input from the Computer Science / Information Technology field on technology skills and equipment for appropriate student and teacher preparation for each industry</li> <li>3. Evaluate current courses and resources needed to ensure high -quality instruction and instructional materials/equipment available in all career fields and related pathways</li> </ol>
<b><i>Year 2: 2025-2026</i></b>	<ol style="list-style-type: none"> <li>1. Convene the team of Special Education Instructors, CTE Instructors and Core Teachers, students, and postsecondary professionals to generate strategies utilizing targeted Professional Development guidance to intentionally recruit students from all subgroups in CTE programs</li> <li>2. Determine a process to implement strategies to meet industry needs in the fields of Computer Science / Information Technology including alignment to instructional materials and equipment</li> <li>3. Determine training and resources needed to ensure high -quality instruction and instructional materials/equipment available in all career fields and related pathways</li> </ol>
<b><i>Year 3: 2026-2027</i></b>	<ol style="list-style-type: none"> <li>1. Convene the team of Special Education Instructors, CTE Instructors and Core Teachers, students, and postsecondary professionals to implement strategies utilizing targeted Professional Development guidance to intentionally recruit students from all subgroups in CTE programs</li> <li>2. Implement strategies to meet industry needs in the fields of Computer Science / Information Technology including alignment to instructional</li> </ol>

	<p>materials and equipment</p> <ol style="list-style-type: none"><li>3. Implement courses offering high-quality instruction and instructional materials/equipment available in all career fields and related pathways</li></ol>
<p><i>Year 4: 2027-2028</i></p>	<ol style="list-style-type: none"><li>1. Convene the team of Special Education Instructors, CTE Instructors and Core Teachers, students, and postsecondary professionals to evaluate strategies utilizing targeted Professional Development guidance to intentionally recruit students from all subgroups in CTE programs</li><li>2. Establish a process for consistent review of industry needs in Computer Science / Information Technology and alignment to instructional materials and equipment</li><li>3. Evaluate courses offering high -quality instruction and instructional materials/ equipment available in all career fields and related pathways</li></ol>

## Element 4: Student Performance Data

**Context** : All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the reVISION process, your district reviewed student performance data on a set of federal performance indicators, identified root causes for programs and student populations that are substantially underperforming, and identified a set of action steps that that might be adopted to improve performance. To ensure and promote equitable access to CTE programs, recruitment materials, school counseling activities, and educational services offered to special populations should also be considered. In this section, you will review the high priority action steps identified at the program and student population levels to guide improvement.

**The term “special populations” means** -

- Individuals with disabilities;
- Individuals from economically disadvantaged families, including low income youth and adults;
- Individuals preparing for non-traditional fields;
- Single parents, including single pregnant women;
- Out-of-work-individuals;
- English learners;
- Individuals experiencing homelessness
- Youth who are in, or have aged out of, the foster care system;
- Youth with a parent who is a member of the armed services or is on active duty status

**11. Describe how the district will provide support to teachers so they will:**

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

***RESPONSE:***

Overview: Plattsmouth High School will utilize Perkins funding to equip CTE teachers with the necessary training to effectively prepare all students, including those in special populations for careers within H3 sector occupations. Additionally, PHS will encourage and support CTE teachers



in actively seeking and participating in professional development opportunities focused on promoting and recruiting students from non-traditional backgrounds into CTE programs. Perkins funding will be used to help teachers enhance CTE courses, programs, and programs of study by acquiring industry-standard equipment and instructional materials that ensure equal access for students from special populations and facilitate their preparation for success in non-traditional fields. The MTSS process will be used to support these efforts.

Specific examples of the professional development, enhancements to programs and materials, and MTSS academic support are included below.

**a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**

- i. Use professional development to train and provide intentional preparation for CTE and special education teachers to engage students with disabilities in all activities that are part of the PHS Wall-to-Wall program. Use professional development to provide teachers with the strategies needed to engage special populations in work-based learning experiences, classes, SBEs, and other career activities. Use professional development to train administrators and counselors to identify and design more activities targeting special populations. Training could include: NCE and NCAC conferences, visits to other programs, ESU#3 training sessions
- ii. Enhance programs by finalizing and implementing the current PHS model for using activities that apply a gradual release approach to involving special education students in courses, SBEs, internships, etc. Enhance programs by increasing the activity options for special populations, including courses, SBEs, and internships.
- iii. Provide inclusive materials that support the gradual release approach and ensure students with disabilities have access to equipment (i.e. kits, CTE equipment that students can safely use in course activities, in SBEs, etc.). Provide materials that connect the interests of special population students to course activities and SBEs, etc.
- iv. Use the MTSS (including CTE teachers) process to plan for and provide the academic and behavioral supports needed to support student success and involvement in program activities.

**b. Prepare CTE participants for nontraditional fields**

- i. Use professional development to train CTE, core teachers, and counselors to engage and support non-traditional students in all aspects of the PHS Wall-to-Wall program (i.e. NCE and NCAC conferences, visits to other programs, ESU#3 training sessions).
- ii. Enhance programs by expanding systems where non-traditional students are provided guidance in pursuing H3 career fields. Use these systems in the career exploration class, advisory program, work-based learning program, and Capstone class. Market and advertise H3 and other relevant career fields making them more welcoming and relevant to students. Target non-traditional students when inviting alumni to present to and mentor students. finalizing and implementing the current PHS model for using a gradual release approach to involving special education students in courses, SBEs, internships, etc.

- iii. Provide inclusive materials that support the gradual release approach and ensure students have access to equipment (i.e. equipment, clothing, and other resources appropriate to non-traditional students, etc.)
- iv. Use the MTSS process (including CTE teachers) to plan for and support the career interests of non-traditional students and provide them the skills and support necessary to be successful.

**c. Provide equal access for special populations to CTE courses, programs, and programs of study; and**

- i. Use professional development to train CTE and special education teachers to support students with disabilities in all aspects of the PHS Wall-to-Wall program. Use professional development to train all staff to differentiate instruction and other research based practices to support special populations and give them equal access to opportunities. Train administrators and counselors to design programs that meet the needs of special populations and give them equal access to programs. Train student leaders on inclusive practices and activities they can use during their Academy activities (Freshman day, Academy Kick Off, 8th grade tours, etc. ) In all professional development activities, target career awareness, exploration, and self-advocacy. Training could include: NCE and NCAC conferences, visits to other programs, ESU#3 training sessions
- ii. Enhance programs by finalizing and implementing the current PHS model for using a gradual release approach to involving special education students in courses, SBEs, internships, etc. Enhance programs by having staff and students review the current model for barriers to engaging special populations of students and using that information to make needed changes.
- iii. Provide inclusive materials that support the gradual release approach and ensure students have access to equipment (i.e. kits, CTE equipment that students can safely use in courses and in SBEs, etc.). Provide the inclusive materials needed to connect the interests of special populations to H3 careers and engage special populations in more courses.
- iv. Use the MTSS process (including CTE teachers) to plan for and provide the academic and behavioral supports needed to support student success in the CTE program at PHS.

**d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

- i. Use professional development to train CTE, special education, core teachers, and administrators to be able to identify and address various types of discrimination and their impact on student engagement in CTE and the exploration of H3 careers. Train student leaders on inclusive practices and activities they can use during their Academy activities (Freshman day, Academy Kick Off, 8th grade tours, etc.) Training could include: NCE and NCAC conferences, visits to other programs, ESU#3 training sessions
- ii. Enhance programs reviewing course structures, content, and program systems to identify unintended bias and make adjustments.

- iii. Provide materials that support the inclusion of special populations in advertising materials, resources used in the classroom, speakers included in events, etc.
- iv. Use the MTSS process (including CTE teachers) to identify possible impact of discrimination on students and plan for and provide the academic and behavioral supports needed to support student success.

**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:***

Plattsmouth High School will address disparities or gaps in performance by using research-based practices and targeted interventions in their CTE courses that address literacy and math skills where appropriate. Additionally, PHS will develop a system to identify, monitor, and mitigate gaps when they exist in alignment with the district MTSS process.

**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, Plattsmouth High School will work to increase reading and math skills within all populations, with a specific focus on populations identified as having significant achievement gaps. PHS believes a focus on reading and math will positively impact science scores as well. PHS is reviewing MTSS process, strategies, and materials as well as other research-based practices.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2024-2025</i>	1. Develop a plan according to the district MTSS process, to close achievement gaps within subgroups including differentiated support in CTE and core instruction

	<ol style="list-style-type: none"> <li>2. Develop a data-informed process to intentionally recruit non-traditional students and other subgroups in CTE programs by ensuring that CTE data (from Adviser) is available to staff and advertising CTE programs effectively</li> </ol>
<p><i><b>Year 2: 2025-2026</b></i></p>	<ol style="list-style-type: none"> <li>1. Implement a plan according to the district MTSS process, to close achievement gaps within subgroups including differentiated support in CTE and core instruction</li> <li>2. Ensure that courses are structured to be accessible and appealing to non-traditional students and other subgroups and provide parent training relevant to the accessibility and impact of CTE clusters</li> </ol>
<p><i><b>Year 3: 2026-2027</b></i></p>	<ol style="list-style-type: none"> <li>1. Continue implementations of a plan according to the district MTSS process, to close achievement gaps within subgroups including differentiated support in CTE and core instruction</li> <li>2. Collaborate with community partners to provide work-based learning experiences utilized to maximize involvement from non-traditional students and other subgroups</li> </ol>
<p><i><b>Year 4: 2027-2028</b></i></p>	<ol style="list-style-type: none"> <li>1. Evaluate the plan according to the district MTSS process, to close achievement gaps within subgroups including differentiated support in CTE and core instruction</li> <li>2. Evaluate the effectiveness of intentionally providing opportunities that meet the needs of non-traditional students and other subgroups of students in CTE programs</li> </ol>

## 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:***

Plattsmouth High School is dedicated to continuous improvement within its CTE programs. The process is used to support the recruitment, preparation, retention, and training of staff. To achieve this, the school actively collaborates with other ESU #3 districts and NDE personnel through bi-annual meetings. This collaboration ensures PHS stays up-to-date on the latest Perkins and program of study requirements and training opportunities. Additionally, PHS prioritizes student exploration by encouraging participation in CTSOs, and providing staff with valuable externship and professional development opportunities related to CTE fields. CTE teachers are actively supported in their professional development through attendance at conferences and NDE workshops, allowing them to gain valuable knowledge specific to their disciplines. By collaborating and sharing knowledge with others, Plattsmouth High School strives to create an environment where both students and staff are well-equipped to be successful in their chosen CTE career paths. The high school utilizes its Career Academy Advisory Board to support the recruitment, preparation, retention, and training of staff. The board includes higher education representatives and business partners, making these efforts valuable.

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

**District's Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff**  
*(Copy and paste from the reVISION Summary)*

- Within the next four years, Plattsmouth High School will work to recruit and retain qualified CTE Teachers to meet the needs of the programs. A targeted focus will be given to the recruitment of an Agriculture teacher to be able to offer courses and programs in the AFNR field. Other strategies are being explored for retaining and supporting teachers.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	<ol style="list-style-type: none"> <li>1. Develop a system that provides compensation in recognition of the additional program and professional development required for school-based enterprises, as well as providing compensation for staff to attend conferences and training out of town that occur outside of contract time</li> <li>2. Identify post-secondary programs and establish targeted recruitment of pre-service, CTE educators to meet the needs of the program.</li> </ol>
<b>Year 2: 2025-2026</b>	<ol style="list-style-type: none"> <li>1. Implement a system that provides compensation in recognition of the additional program and professional development required for school-based enterprises as well as providing compensation for staff to attend conferences and training out of town outside of contract time</li> <li>2. Establish targeted recruitment in post-secondary programs of pre-service, CTE educators to meet the needs of the program</li> </ol>
<b>Year 3: 2026-2027</b>	<ol style="list-style-type: none"> <li>1. Continue implementation of a system that provides compensation in recognition of the additional program and professional development required for school-based enterprises, as well as providing compensation for staff to attend conferences and training out of town outside of contract time</li> <li>2. Continue targeted recruitment in post-secondary programs of pre-service, CTE educators to meet the needs of the program</li> </ol>
<b>Year 4: 2027-2028</b>	<ol style="list-style-type: none"> <li>1. Evaluate the system implemented that provides compensation in recognition of the additional program and professional development required for school-based enterprises, as well as providing compensation for staff to attend conferences and training out of town outside of contract time</li> <li>2. Evaluate targeted recruitment in post-secondary programs of pre-service, CTE educators to meet the needs of the program</li> </ol>

**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:***

Students at PHS are able to participate in a variety of work -based learning experiences along the NDE continuum. These experiences include the following.

- Cooperative education
- Education/training experiences
- Entrepreneurship
- Health science clinicals
- Internships
- School-based enterprises

Recruiting employers to participate in work-based learning programs has been accomplished through personal contact from the Career Academy Facilitator based on student interest and the Career Academy Advisory Board assisting with making connections. A focus on local business connections located in our community and with those employers that the student already has a connection with prior to the work-based learning experience. Currently, health sciences and technology have limited internship opportunities.

WBL opportunities will be expanded through the continued implementation of the current strategies with the addition of the following activities.

- A catalog of available experiences for students to consider, including the business/industry, type of work, paid or unpaid, hours required, and future opportunities connected to the experience
- Training for businesses offering internships

**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 pastefrom the reVISION Summary)*

- Within the next four years, Plattsmouth High School will develop a Work-Based Learning catalog that specifies known WBL opportunities for students across the continuum of experiences. Additionally, a WBL Handbook for WBL host sites and partners will be created to strengthen communication and understanding of the WBL requirements for students and their host sites.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2024-2025</i>	<ol style="list-style-type: none"> <li>1. Develop a catalog of available WBL experiences for students to consider, including the business/industry, type of work, paid or unpaid, hours required, and future opportunities connected to the experience. Specifically focus on expanding opportunities for students interested in health science and informational technology/computer science.</li> <li>2. Seek additional work -based learning experiences for all learners, including those with varied needs.</li> </ol>
<i>Year 2: 2025-2026</i>	<ol style="list-style-type: none"> <li>1. Recruit students who show interest in the areas of WBL opportunities during registration, and encourage them to participate in WBL opportunities.</li> <li>2. Continue to seek additional work -based learning experiences for all learners, including those with varied need s, and place students in WBL experiences accordingly.</li> </ol>
<i>Year 3: 2026-2027</i>	<ol style="list-style-type: none"> <li>1. Continue to add listings to the catalog of available WBL experiences and recruit students who show interest in the areas of WBL opportunities.</li> <li>2. Continue to seek additi onal work -based learning experiences for all learners, including those with varied needs, and place students in WBL experiences accordingly.</li> </ol>
<i>Year 4: 2027-2028</i>	<ol style="list-style-type: none"> <li>1. Evaluate current WBL opportunities and seek feedback for adjustments from stude nts and business/industry partners.</li> <li>2. Evaluate work -based learning experiences for all learners, including those with varied needs.</li> </ol>

**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:**

Recognizing participation gaps among certain student subgroups, Plattsburgh High School is committed to implementing more effective strategies for recruiting underrepresented students into CTE programs. This commitment is reflected in several of our goals, which emphasize the continuous evaluation of participation data (from Adviser), the development of targeted recruitment strategies, and the evaluation of those strategies to ensure their effectiveness.

Furthermore, a key aspect of this plan involves identifying and addressing the barriers that currently hinder participation from these underrepresented groups. This proactive approach ensures that our action plan directly addresses the underlying causes of these disparities.

## 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:**

Plattsmouth High School actively engages various stakeholders in shaping our local needs assessment, particularly those connected with our Career Academy Program. This diverse group includes members of our Advisory Board, Career Mentors, Career Academy Sponsors, Plattsmouth Community Schools staff, student Academy leadership representatives, and parents. The contributors are documented through the attached Stakeholder Verification Worksheet.

We maintain a close working relationship with our Advisory Board, particularly during the local needs assessment process. Their expertise will remain crucial as we implement and evaluate our goals and action plans. Regular meetings or events, held quarterly or more frequently as needed, ensure ongoing collaboration and effective stakeholder engagement throughout the process.

### 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.