



## LOCAL PERKINS APPLICATION 2024-2028

### STAND-ALONE



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OFFICE (

TECHNICAL, AND ADULT EDUCATION



NEBRASKA DEPARTMENT OF EDUCATION

500 S. 84th St., 2nd Floor, Lincoln, NE 68510-2611

### General Information

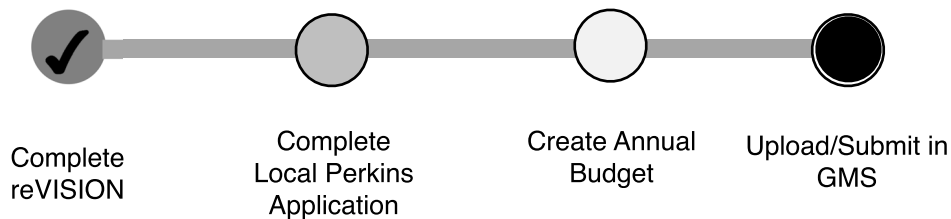
Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region's workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure

employment. Career and Technical Education (CTE) in Nebraska helps prepare students for postsecondary education and careers, both options and not one or the other.

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

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

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



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

## **Eligible Recipients**

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

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

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

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

## **Use of Funds**

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

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

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

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

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

## Timeline and Deadlines

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

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

## Submission Information

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

## Application Elements

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

Section 1: reVISION Summary

Section 2: Narrative Responses

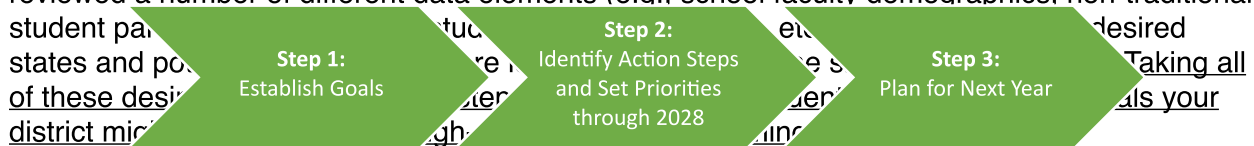
Section 3: Annual Budget Worksheet

# Going from reVISION to the Local Perkins Application

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

## Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g., school faculty demographics, non-traditional student population, etc.).



## Step 2: Identify Action Steps & Set Priorities

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

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

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



### Helpful Tip

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

## Section 1: reVISION Summary

### Step 3: Plan for Next Year

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

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

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

## reVISION SUMMARY

Element	Summary of Current State	Overarching Goal(s)
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<p><b>Career Development</b></p>	<p>Currently our CTE instructors have no formal training in career coaching.</p> <p>Currently every student at Alliance High School takes a careers course that clearly teaches options and necessary training and education for all levels.</p> <p>CTE teachers meet often with the counseling department to align career pathways with local career opportunities as well as host a local career fair.</p>	<p>Have all CTE teachers participate in Career Coaching training increasing quality of these conversations with students</p> <p>Continue to expand the information and reinforce it multiple times throughout their high school education by establishing a careers unit in each CTE course.</p> <p>The Career Fair at AHS becomes a building block for all students where they have a career plan and meet with employers that align with that plan.</p>
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<p style="text-align: center;"><b>Local Workforce Alignment</b></p>	<p>Several programs of study are offered in each CTE program.</p> <p>Lack an effective method of Evaluating the process in place for reviewing workforce and economic data to determine effectiveness and impact of program offerings on a regular basis.</p> <p>We currently have a good working relationship with the Department of Labor as well as transitional services through our Special Education department.</p> <p>CTE programs offered align to state wide H3 demands.</p>	<p>Utilize the local career fair where we have 30-40 businesses in our school to survey them on program offerings and needs annually.</p> <p>We will be adding a Jobs for Americas Graduates program at Alliance High School which will increase opportunities for many of our special populations.</p> <p>In the future we would like to explore opportunities to offer a CDL course as well as an automotive pathway, and add health sciences.</p> <p>We should look at adding programs of study in automotive, as well as expanding business pathways to align with H3 jobs, and creating health sciences courses and pathways</p> <p>FCS may need to shift to focus more on food service and education. Business need to focus on offering a wider variety of programs.</p>
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<p><b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b></p>	<p>CTE programs collaborate with area colleges, as well as business and industry professionals through classroom visits, tours and a local career fair.</p> <p>Our STS and business programs have industry standard equipment, classroom and laboratory space. Our Agriculture program has high quality industry standard materials but lacks laboratory space.</p>	<p>Every CTE program at Alliance High School incorporates business and industry individuals in some capacity in their program.</p> <p>Improve industry standard equipment, appropriate classroom and laboratory space, and high-quality instructional materials for our agriculture and FCS pathways.</p>
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<p><b>Student Performance Data</b></p>	<p>We believe we have a lack of special population participation in our business pathway, as well as our mid-level and capstone courses in all CTE programs.</p> <p>The recruitment and retention of students in programs non-traditional for their gender, particularly at APS is improving greatly upon integrating female staff into teaching STS courses. As of this year Intro to Welding and Intro to Woods, as well as Welding 2 are all taught by female teachers and we are seeing large growth in female enrollment in those areas with a female in charge of the class.</p>	<p>We would like to see greater participation of all special populations across all CTE programs, and will work to intentionally recruit students to meet this goal.</p> <p>Retain the current students so that they become pathway completers.</p>
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<p style="text-align: center;"><b>Recruitment, Retention, and Training of Faculty and Staff</b></p>	<p>Up to date technology, curriculum, and equipment in most programs. Established CTSO groups. We need to explore adding an additional teacher for health sciences.</p> <p>Our school utilizes a first year teacher mentor program to help retain educators. Provide paid professional development days to attend CTE related professional development annually. CTSO stipend pay.</p> <p>Although we provide paid professional development opportunities not all CTE teachers participate in CTE professional development activities annually.</p>	<p>Additional teacher for health science pathway, expansion of STS staff</p> <p>Establish a more supportive CTE department that meets frequently, and helps to get new teachers acclimated and help them feel supported to improve retention. Work on relationships with CTE department and administration to increase support and understanding.</p> <p>Schedule one additional CTE professional development outside of the districtwide "SOAR" conference and aside from the NCE conference.</p>
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<b>Work-Based Learning</b>	<p>Currently work-based learning opportunities provide the opportunity for students to gain experience but have little follow up or guidance.</p>	<p>Work based learning experiences are coordinated at the department level with students receiving guidance and evaluation based on skills gained.</p>
	<p>In Agriculture Education there are intentional connections with classroom instruction, work based learning and career goals. However, as a whole our work-based learning program does not connect to a classroom setting as it is proctored completely separately.</p>	<p>Each CTE department coordinates with local employers in their pathway to offer work based learning opportunities for students and follow up on growth in skills and experiences with each individual student making it easier to connect these experiences to classroom activities.</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: [HYPERLINK "http://bit.ly/SmartCTEGoals"](http://bit.ly/SmartCTEGoals)[http://bit.ly/SmartCTEGoals.](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.) All juniors at Alliance High School take Career Exploration and career testing is part of that class. Through this class students become self-aware of her/his interests. Junior and Senior students also participate in the annual AHS career fair with local business and industry representatives.

b.) Through career exploration our students better understand career fields available to her/him. We can better use information that is available to all teachers such as H3 Nebraska and continue using Nebraska Career Education as well as continue to expand relationships with Career Connections of Western Nebraska to expose students to career opportunities.

c & d.) Currently several CTE teachers use iCEV for a better delivery of career planning and development. Funds will be used to supplement current CTE courses in business marketing, technical science, agriculture, food, natural resources with the iCEV digital curriculum. This will provide opportunities to apply instructional competencies and workplace readiness skills and enhance leadership development skills in cluster foundation knowledge skills. ICEV allows the teacher to teach a range of agricultural sciences which for our school includes agriculture, food & natural resources; animal science; veterinary science (rotated with large animal management;) plant science; crop management; agribusiness (management & entrepreneurship.) Offering these classes is needed to create a full, rich, and rigorous experience and due to the nature of these courses, all grade levels and populations will benefit from the courses. ICEV electronic instructional materials support and create multimedia lessons for students of all grade levels and students in the special population. In addition to iCEV CTE teachers also use other curriculum resources to reinforce content standards and career readiness standards.

**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)*

Maintain required career course and establishment of a local career fair but also intentionally train teachers to become career coaches and expand coursework to broaden students knowledge and hands on experiences in career fields.

**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>Year 1: 2024-2025</b>	Offer additional hands on courses in agriculture education in food products and processing and floriculture. Create a career plan document for students to utilize during the local career fair.
<b>Year 2: 2025-2026</b>	Have all CTE teachers attend career coaching training to become certified career coaches.

<b>Year 3: 2026-2027</b>	Establish a careers unit in each CTE department course to reinforce key career education concepts.
<b>Year 4: 2027-2028</b>	Reevaluate current status of use of H3 job report, career coaching and implementation.

## 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:**

Through review of assessment results we are better informed of the steps needed to improve our CTE programs. We see a need to use funds for skilled and technical science, agricultural science and health sciences in our community. Working to incorporate more equipment, curriculum and experiences that will be related to the jobs that are in demand and jobs of the future.

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

*Our district is adding a food science pathway in AFNR in the 2024-25 school year. The district sees a large need for development of a health sciences pathway and courses and is beginning to explore opportunities to begin that but do not have a set starting date yet.*

### 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:**

We will continue discussions with the school counselors to develop a better understanding of the importance of CTE pathways.

Students are also given a registration guide annually that informs them of courses and CTE programs of study, additionally counselors visit 8th grade students for a more in depth informational session with this information.

The implementation of career coaching training could also allow more students the opportunity to have input from staff members and help them find a program of study.

**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)*

- 1,. Develop a clear, annual method of surveying local employers to make sure our programs align with needs.
2. Meet with administration to evaluate effectiveness and alignment of programs of study to local work needs .
3. Develop an education and health career pathway and courses at Alliance High School.
  
4. Provide workforce opportunities for special populations that will lead to meaningful careers.
5. Collaborate with local businesses to involve students in real-life work experiences.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	Establish a survey to distribute in the community to evaluate local workforce alignment. Distribute the survey to the community by March of 2025.
<b>Year 2: 2025-2026</b>	Meet with administration to review survey results and current alignment of programs in August of 2025.



<b><i>Year 3: 2026-2027</i></b>	Evaluate the status and opportunities in a health science pathway and explore options for implementation in 2027.
<b><i>Year 4: 2027-2028</i></b>	Hire a teacher for health science courses at Alliance High School for the 2027-28 school year, if that goal still aligns well with feedback from the community.

## 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:**

Alliance High School offers the following programs of study, all of which utilize Perkins funds in some capacity.

AGRICULTURAL POWER, STRUCTURE, & TECHNOLOGY  
AGRIBUSINESS  
ANIMAL SCIENCE  
ENVIRONMENTAL & NATURAL RESOURCES  
FOOD PRODUCTS & PROCESSING  
PLANT SCIENCE  
BUSINESS TECHNOLOGY  
CHILD, YOUTH, & FAMILY STUDIES  
FOOD SCIENCE  
ACCOUNTING  
ENTREPRENEURSHIP  
FINANCE  
CONSTRUCTION  
MANUFACTURING  
WELDING

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:**

1. ***Our district will enhance the academic and technical skills of CTE students by integrating rigorous academic content with relevant technical training. We will align CTE curricula with state and national standards, incorporating interdisciplinary projects and ensuring collaboration between academic and CTE teachers. Professional development, industry partnerships, and the use of advanced technology will further bridge the gap between theoretical knowledge and practical application. By implementing integrated assessments and leveraging data-driven decision-making, we will continuously refine our programs to prepare students for success in both college and career pathways.***

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:**

Our district is exploring opportunities for collaboration with WNCC for dual credit coursework in several CTE pathways. Without a college campus in our community, dual credit would be the best way to offer postsecondary credit to our high school students.

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)**

1. As a CTE department, prioritize bringing in outside representatives to our programs and classrooms.
2. Begin exploring options for upgrading FCS and Agriculture facilities and laboratory equipment.
3. Continue to work toward industry standard equipment in all CTE courses
4. Work with WNCC to have a dual credit option for CTE courses
5. Enhance the advisory committee to assist in work-based experiences and focus on career pathways for expansion and elimination of outdated programs.

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	Upgrade lab supplies and equipments to allow for offering courses in food products and processing and floriculture for the 2024-2025 school year.
<b>Year 2: 2025-2026</b>	Continue to update STS shop equipment to meet industry standards and better prepare students for careers in the field. Continue exploration of potential opportunity for dual credit coursework with WNCC.
<b>Year 3: 2026-2027</b>	Evaluate equipment and facilities in FCS department and ensure they are meeting industry standards and adequately preparing students for careers. Consider equipment and facility needs for Health Science courses if
<b>Year 4: 2027-2028</b>	Review program and equipment status across all CTE Department. Implement dual credit opportunities for students for the 2027-2028 school

## 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.

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

**RESPONSE:**

- A.** Alliance will continue to prepare students in special populations for H3 careers through a variety of ways. The district will continue to offer LEAD classes to our special education students. In these classes students take an interest inventory while in 8th and again in 9th grades. With the student's interest inventory high school special education teachers create schedules for the student which include CTE classes that best fits the student. This process helps our CTE teachers know that a special population student is in the best fit, this inturn increases the likelihood that the student will continue and complete CTE pathways. All students in designated CTE courses will be provided opportunities to utilize this machinery for projects and will be taught the process regardless of gender, age, race, religion or socio-economic status. To create equal access to all CTE courses, our special education teachers assign paraprofessionals to accompany a special needs student when needed. We will continue to work with Nebraska Vocational Rehabilitation to assist our students as they graduate from high school.
- B.** Alliance will work with our advisory committee and local business and we will be giving students the opportunity to observe and become familiar with all types of post school options.
- C.** Equal access will be provided for all students, including those in special populations, in designated CTE courses will be provided opportunities to utilize this machinery for projects and will be taught the process regardless of gender, age, race, religion or socio-economic status. To create equal access to all CTE courses, our special education teachers assign paraprofessionals to accompany a special needs student when needed. We will continue to work with Nebraska Vocational Rehabilitation to assist our students as they graduate from high school.
- D.** It is the policy of the Alliance Public Schools to not discriminate on the basis of gender, national origin, race, creed, color, age, marital status, religion or disability in its education programs, administration, policies, employment or other district programs. If you feel you are the recipient of illegal discrimination, please notify the Superintendent's office at 762-5475.

**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:**

Alliance High School will utilize school counselors as well as train CTE staff to be certified career coaches which will allow for more meaningful conversations with all students and better fit a student in CTE classes if needed. Improving our career development will show student's a variety of career pathways that will best fit his/her interests. Modernization of equipment will help all students to perform better. Budgeting for our CTE teachers to attend workshops and inservices will keep teaching tools up-to-date which will allow teachers to better recognize performance gaps and establish tools to help the student to perform to his/her ability.

If we are not making meaningful progress by the third year, based on CTE team evaluations and testing we will begin to reach out to our liaisons with Perkins Grant facilitators to increase the options that are working in other areas with similar demographics. We will also canvass participants and potential participants to see what areas they feel we are neglecting or missing so we can key on those gaps and modify our class offerings and curriculum to fully engage the population.

**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)*

***Increase participation from special populations in mid level CTE courses.***

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	Intentional recruitment of students from Introductory courses to mid level pathway courses. This will be reinforced by the career coaching training CTE staff will receive in 2025.

<b>Year 2: 2025-2026</b>	Explore training of paraprofessionals in CTE fields to offer additional support in these courses.
<b>Year 3: 2026-2027</b>	Offer CTE training to paraprofessionals in 2026-2027 school year.
<b>Year 4: 2027-2028</b>	Reevaluate data and identify any gaps in student performance across the CTE department.



## 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:**

Budget funding and continue with paid professional development leave for teacher to attend Nebraska Career Education conference, professional development, and fall workshops. Continue with extra duty pay for the CTSO sponsorship of FFA, FBLA, FCCLA and SkillsUSA; encouraging teachers to stay involved with our students as they pursue quality CTE classes and careers. Encourage teachers (sponsors) and students to attend workshops and conferences of FFA, FBLA, FCCLA, and Skills USA.

**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)*

1. Work to add a FTE position in Health Sciences
2. Establish a CTE department meeting schedule to increase connectivity, and support across the department.
3. Schedule one CTE professional development event annually for our CTE department

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

<b>Program Year</b>	<b>Action Steps</b> <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	Establish bimonthly meetings of the CTE department, administration, and counseling teams beginning in September 2024.
<b>Year 2: 2025-2026</b>	Offer a CTE professional development day locally at Alliance High School in 2025-2026 School year.
<b>Year 3: 2026-2027</b>	Evaluate the opportunity to add a health sciences teacher for the 2027-2028 school year.
<b>Year 4: 2027-2028</b>	Add a FTE position in health sciences for the 2027-2028 school year.

## 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:**

Students have the opportunity to take 2 periods per day as juniors and seniors to participate in work coop where they report to a job or shadowing experience and receive high school credit.

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)*

1. Re-evaluate implementation method for Work-Based learning and explore options to coordinate Work-based learning within each individual CTE pathway.
2. Establish a list of businesses in the community interested in partnering in Work-Based learning opp

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2024-2025</b>	A teacher with a WBL endorsement will officially be supervising all work-release students at AHS in 2024-2025.
<b>Year 2: 2025-2026</b>	Establish a list of businesses in the community interested in partnering in Work Based learning by August 2025.
<b>Year 3: 2026-2027</b>	Explore opportunities for collaboration per department with the WBL coordinator, and advisory committee.
<b>Year 4: 2027-2028</b>	Have CTE teachers take part in some component of WBL visits and evaluations by the 2027-2028 school year.

**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:**

Our CTE departments are growing stronger and growing in student participation. All teachers strongly encourage our students to enroll in a variety of classes. Our CTE teachers, counselors, and principal considered all six elements (to improving the access and success in CTE programs for each student) as we looked at the future of our program and the needs of our students by surveying where the interests are and utilizing the skills in our instructors and those of the community that are willing to share with our students. We used our ReVISION process to better improve access and success for all students in CTE classes. The ReVISION is how we set our goals for the six elements. When looking at Career Development we encourage students to narrow their career choices by selecting pathways in CTE and encouraging pathway completion in each CTE area. For Local Workforce Alignment, we will continue to bring in individuals from local businesses to CTE classrooms and work to expand work coop opportunities for students within those local industries. As a CTE team, we will continue to evaluate each individual CTE area and continue to ensure we are offering complete programs of study to provide opportunities in each, to all students. Regarding Student Performance Data, our CTE team will complete the required state reports and meet annually to review the report data, using that information to continue to improve programs and ensure access and success for all students, especially those in special populations. The CTE Team and Administration will set goals, and review data to encourage recruitment, retention, and training of Faculty and Staff in CTE. Lastly, students in all CTE pathways will be encouraged to participate in Work-Based Learning opportunities by utilizing the coop training periods at Alliance High School which allow students to leave for 2 periods per school day to work in the community, this will provide students with an application for their classroom knowledge

**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**
- 1. 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:**

***Our district will meet with the stakeholders group annually in September each year.***

***Meetings will be held on the 3rd Monday of the month.***

Secondary CTE and  
core academic  
teachers/faculty  
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Rennie Failor  
Sherrye Belford  
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CTE Department

**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

### Section 3: Annual Budget Worksheets

e.g. if you plan to use funds to attend a national conference along with all associated costs must be listed if you plan to purchase 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.