



**LOCAL PERKINS APPLICATION
2024-2028**

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

500 S. GARDNER ST., LINCOLN, NE 68540-0044



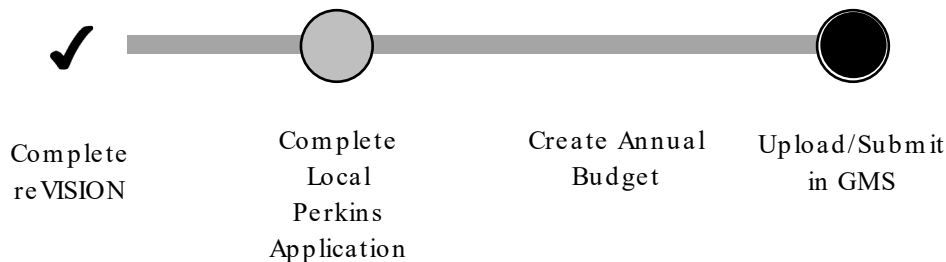
General Information

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

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

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

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



The

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

Eligible Recipients

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

Eligibility is contingent upon recipients' completion of the NDE's reVISION process, submission and approval of this Local Perkins Application and annual budgets, and the annual confirmation that CTE Essential Components are in place, which indicate CTE programs 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^{nt*}; 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/ 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.

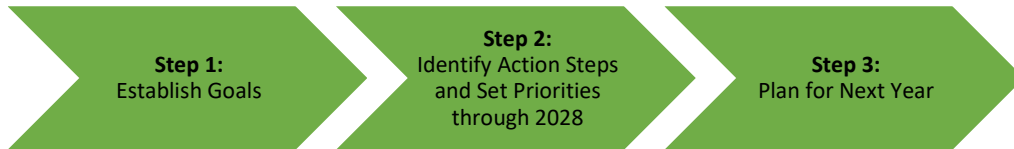
Section 1: reVISION Summary

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/. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

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

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

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
<p>Career Development</p>	<p>Currently, guidance counselors build relationships with students and discuss strengths for potential career choices and students have PLP's. Technical colleges are introduced to students in many of our CTE courses. Our CTE teachers do not</p>	<p>Starting with the 24-25 school year, all 9th Grade Freshman Advisory students will be enrolled into the freshman seminar course and will be exposed to strengths assessments, career exploration, pathway education, etc. The seminar teachers will</p>

	<p>collaborate much with our counselors about career advisement.</p>	<p>work with these students to select which upper academy they will declare.</p> <p>Within the next four years, all CTE teachers and core teachers will be comfortable with speaking on behalf of the careers and training associated with their academies and pathways.</p> <p>Within the next four years, we will improve dual enrollment program partnership and better align these courses with our career academy pathways and work more in depth with career advisement professionals to ensure classes and programs align with student and community needs.</p>
<p>Local Workforce Alignment</p>	<p>We are in the process of starting career academies that align with high skill, high wage, high need careers in the Siouxland Area. We have college prep, education, metals, construction, nutrition and health career pathway opportunities/programs of study. We do not have a set process for reviewing workforce and economic data to determine effectiveness and impact of program offerings on a regular basis. We are evaluating how we can reprioritize our courses currently offered that don't align with the H3 positions in our community.</p>	<p>Within the next four years, our goal is to have a set process for looking at student outcomes beyond the National Student Clearinghouse Report. We desire to have a systematic review process for looking at post-graduation data and to reflect on current offerings and make sure they align with H3 careers in our area. This will enhance student career readiness and contribute to the local economy by addressing our workforce gaps.</p> <p>Our goal is for our community Advisory Boards to be effective for Freshman Advisory Academy 24-25 school year and our upper academies by the 25-26 school year to support student readiness and provide insight on the skills needed for success in the H3 careers.</p>
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>Our high school has established strong industry partnerships, facilitated by our internship coordinator to provide HS students with on-the-job training opportunities and hands-on experiences. These opportunities help students develop skills that are directly applicable to areas of interest in the current workforce. Construction, welding, and our engineering & design courses have industry standard equipment so that our students can receive high-quality, relevant</p>	<p>Within the next four years, we will establish advisory committees composed of representatives from secondary schools, postsecondary schools, and business/industry partners related to the academy programs. Regular meetings will be held to discuss the curriculum, industry trends and skills needed in the workforce. These committees will provide insight and guidance to ensure our programs of study remain relevant and effective.</p>

	<p>instruction and training that meets current industry standards.</p>	<p>Within the next four years, we will assess our programs of study to incorporate high-quality instructional materials, state-of-the-art facilities and industry-standard equipment. Additionally we seek to offer students on-the-job training opportunities and experiences.</p>
<p>Student Performance Data</p>	<p>Looking at the 4 -Year Graduation Rate, overall we are 5.74% below the 95.55% state goal for 2023. Breaking this down, the gaps are primarily within our EL student graduation rate over a 4 year period. (26.8% below state average).</p>	<p>Our goal is to close the gaps within our subgroup performance over the next few years. Ideally, we would like to see our subgroups meet the state goal and our indicator trend report align closer to the state graduation rate goal of 95.5%. In order to see the biggest improvement, we need to increase the number of our EL graduates.</p> <p>We will utilize Advisory Boards/ Representatives to support the recruitment and retention for students in these underrepresented career pathways. We are also working to receive support and training from an outside EL training consultant to support this goal.</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>Our district works to increase our practicum and student teacher applications. Our 3R (Recruiting, Retention, and Recognition) committee attends career networking events at local colleges. They also typically bring a recent graduate of that school that is now a current staff member to talk on behalf of SSC. We pay student teachers \$1500/ semester as of this year. A retention bonus was provided to our teachers for the 2023 -24 school year. More candidates are desired and the CTE field is limited.</p>	<p>Within the next four years, we will utilize business partners to point us to industry professionals who could get certified with a teaching career education permit. We will utilize academy planning & our academy advisory boards to help retain our CTE educators.</p> <p>Within the next four years, we will develop a master schedule that guarantees common planning for the academy team, the cohorting of students within the academy, and advisory time. Common plan time would ideally retain our CTE educators as we are supporting and encouraging collaboration time and support amongst content areas.</p>
<p>Work -Based Learning</p>	<p>For entry level positions the work -based learning experiences are pretty strong. Our WBL program more -so aligns with a work -release program, rather than a WBL program. Students are learning soft skills, but they are lacking some of those skills aligned with a specific desired career.</p> <p>At this time, our students are demonstrating that they can follow the expectations of an employer in WBL. As for</p>	<p>Within the next four years, we will ensure our students have valuable opportunities that help them discover their future career. We will utilize our advisory boards to support us in work -based learning programs.</p> <p>Within the next four years, we will increase the number of classroom visits by employers. This will be integrated into the senior capstone class that all students will</p>

	<p>our internship experience, most students get placed in an area of interest.</p> <p>WBL is not aligned to any pathway or classroom instruction.</p>	<p>take. The capstone class will be the final academy pathway class a student takes before graduation.</p>
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Helpful Tip

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

Section 2: Narrative Descriptions

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

Element 1: Career Development

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

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

RESPONSE:

Completion of Kuder Career Assessments each year, beginning in middle school, allows students to identify career pathways that align with their personal skills, interests, and values. Students can use information gained from these results (as well as information gleaned from other components of the Kuder program) to develop their Personalized Learning Plan in a way that allows them to explore career pathways. Providing information on College and Career Readiness ensures that every student sees a future for themselves whether continuing to a four-year post-secondary school is an option for them. Homeroom and content area lessons focus on allowing students to identify a variety of careers that may align with their personal skills and abilities and encourage them to explore careers within a narrowed, more manageable career cluster. Using the results from their Kuder assessments, along with assistance from guidance counselors, teachers, and staff, students are encouraged to take advantage of

introductory level classes offered in a variety of career pathways. Students are encouraged to take multiple introductory classes to better understand different career opportunities in these fields. Current goals focus on increasing opportunities for students to make connections with a variety of industry professionals to engage students in career exploration conversations and networking. Utilizing counseling and support systems (including programs like Talent Search and Teammates) gives students an opportunity to explore how they will achieve career goals given individual circumstances. CTE teachers and Work-Study/Internship Coordinators help students find and complete dual-credit course options and career-aligned internships that provide practical and applicable experience within a given field. Additionally, staff provide support in helping students identify certifications, testing and additional educational opportunities that will move them toward successful preparation. Our guidance department works diligently to help students identify and apply for scholarships and other financial aid opportunities that can help students pay for continuing education. Our Skilled and Technical Science students are regularly offered paid internships or jobs because of their involvement in the CTE youth-apprenticeship programs. Additional opportunities through CTSO programs allow students opportunities to develop career skills such as resume writing, interviewing, application of job skills, and career networking. Our current goals focus on creating a stronger promotional plan for our CTE programs that reaches students earlier in their high school career. We want students in 9th grade to plan their PLP's in a way that allows them room to explore and take advantage of CTE opportunities. To remove barriers for special populations, we provide the majority of our CTE opportunities on campus and strive to continue to provide highly qualified staff in each CTE area who are well-versed in industry standards. Collaborative efforts with local school districts have been established to provide additional CTE opportunities to students in areas where South Sioux City does not have programming, and it is our goal to develop a transportation system that will allow students ease in accessing all opportunities, whether they are available on our campus or not. To maintain engagement in CTE programming, career internships, apprenticeships, and on-the-job work experiences are made available to students who complete at least two courses in a career pathway.

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)

Starting with the 24 -25 school year, all 9th Grade Freshman Advisory students will be enrolled into the freshman seminar course and will be exposed to strengths assessments, career exploration, pathway education, etc. The seminar teachers will work with these students to select which upper academy they will declare.

Within the next four years, all CTE teachers and core teachers will be comfortable with speaking on behalf of the careers and training associated with their academies and pathways.

Within the next four years, we will improve dual enrollment program partnership and better align these courses with our career academy pathways and work more in depth with career advisement professionals to ensure classes and programs align with student and community needs.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2024-2025</i>	Students will have a 10 year personalized plan starting at the middle school. Employers related to each of our 9 career pathways will visit with our students to talk about opportunities.

Year 2: 2025-2026	Freshman students will visit a college campus with their freshman teams. All upper academy advisory boards will be established.
Year 3: 2026-2027	Improve our dual -enrollment program and increase the number of dual enrollment classes at S. Sioux City High School , especially those aligned with our academy pathways.
Year 4: 2027-2028	Students will have more experiential career exploration related to their academy.

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:

Using the reVISION outcomes, South Sioux City Community Schools has determined the need to:

1. Continue to develop, expand, and enhance business and industry partnerships through:
 - a. Internships apprenticeships, and job shadowing experiences
 - b. Career fairs, guest speakers, and business tours
 - c. Advisory boards featuring business industry professionals, educators, counselors, and post-postsecondary representatives
 - d. Capstone and dual credit opportunities
2. Study workforce needs and alignment by:
 - a. Gathering and interpreting relevant student and workforce data
 - b. Parallel career course offerings with industry needs
3. Examine how special populations can be integrated into local and regional industry needs by:
 - a. Working in partnership with businesses to expand opportunities.
 - b. Identifying the specific needs of different special populations and determining their placement in the workforce.
 - c. Workforce preparation, training, alignment, and placement
 - d. Understanding the pivotal role of counselors
 - e. Providing appropriate vocational rehabilitation and transition programs for students of disabilities

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

RESPONSE:

South Sioux City Community Schools will be developing capstone courses for upper academies. While our pathway classes with the Academy of Construction and Engineering courses are in good shape, we will need to review and add new programs of study for a majority of the pathways offered in the Academy of Business and Programming and the Academy of Public and Human Services. There are some PLTW opportunities that would align well with these needs for some of the courses. We will also be implementing a JAG program for career exploration during the 24-25 school year at South Sioux City Middle School. Our goal is to transition away from FCS since the career pathways these courses lead to are not high skill, high wage, high demand in the SSC community.

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:

As part of our district's goals, we are working to develop a more comprehensive promotion program for our CTE offerings. One goal of this promotion is to inform students of existing H3 jobs and provide a clear pathway for students to prepare for these jobs. Currently, course guides and internal school promotion among staff and counselors are the primary recruitment strategies for these programs; however, they may be underutilized for the purpose of career exploration. Career pathway opportunities are typically outlined for students who take introductory coursework, and many of these students remain either engaged in their current CTE pathway or move to another pathway. One of our current goals is to develop a CTE PLC with regular meeting times. A primary task for this group will be to focus on additional ways to promote and support the CTE programs, including making additional connections between students and workforce professionals in CTE areas. Advocacy for special populations will be a critical piece incorporated into our CTE promotion plan. We will promote the inclusion of individuals with disabilities, ELL, and special populations in the local workforce and educate employers and community about talents and contributions of these individuals.

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, our goal is to have a set process for looking at student outcomes beyond the National Student Clearinghouse Report. We desire to have a systematic review process for looking at post-graduation data and to reflect on current offerings and make sure they align with H3 careers in our area. This will enhance student career readiness and contribute to the local economy by addressing our workforce gaps.

Our goal is for our community Advisory Boards to be effective for Freshman Advisory Academy 24-25 school year and our upper academies by the 25-26 school year to support student readiness and provide insight on the skills needed for success in the H3 careers.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<i>Year 1: 2024-2025</i>	Our community Advisory Boards will be effective for Freshman Advisory Academy 24-25 school year and our upper academies by the 25-26 school year.
<i>Year 2: 2025-2026</i>	

	Find a process we will use to evaluate the effectiveness of our career academies and pathways and monitor our student enrollment and effectiveness of recruitment for pathway offerings each year.
<i>Year 3: 2026-2027</i>	For our programs of study that will be implemented in our academies, we need to continually evaluate their effectiveness. Stay current on our Laborshed study in the Siouxland area and Nebraska (Northeast Region) Department of Labor analysis to ensure there are many job opportunities still available that align with our academies.
<i>Year 4: 2027-2028</i>	After students complete these pathways in four years, we want to be able to determine how many of these students are going into that career field.

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:

Our intent is to use Perkins funds to support professional development for administrators and teachers in all of our academies. As we are just implementing a school -wide academy program beginning with the 2024 -2025 school year, all educators will need support in utilizing advisory boards, selecting HQ IM, and developing a robust academy course offering and curriculum.

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:

Establishing advisory committees composed of representatives from secondary schools, postsecondary schools, and business/industry partners relative to the academy programs. Regular meetings will be held to discuss the curriculum, industry trends and skills needed in the workforce. We are currently assessing our programs of study to incorporate high-quality instructional materials.

We will also develop integrated curriculum projects that align CTE/Academy pathway courses with the core academic subjects to ensure students gain an understanding of how academic knowledge applies in real -life technical contexts. In addition to this, we want to ensure the content in the CTE programs are aligned with the state's academic standards and industry -recognized credentials. Having strong CTSO programs that coincide with our pathway offerings will also support strengthening this area.

When thinking about the integration of coherent and rigorous content that is relevant and hands -on, we would like for our Academy of Construction and Engineering to have off -site labs to hold and support the high number of students interested in those pathways. In our health pathway in the Academy of Public and Human Services we would like to increase the amount of medical equipment and supplies we have for our student learning experiences. We desire to increase the partnership with the local medical community to help provide these things. We have also discussed what partnering with a local bank or credit union to have an actual bank for students to utilize in our building could look like.

Our desired state is to incorporate underrepresented groups in each of our academy pathways we will be offering.

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:

In addition to offering on-site college level courses in English and math, South Sioux City currently offers on-site dual credit opportunities that align with our Education and Training pathway and Public and Human Services pathway. Additionally, South Sioux City collaborates with Northeast Community College to provide Basic Nurses Aid Training to students that allows them to earn CNA certification upon completion. South Sioux City also continues to build and strengthen our relationship with Northeast Community College, Wayne State College, and Nebraska Wesleyan University to offer our students online and/or on campus course offerings which allow students to earn college credit in courses related to our Entrepreneurship, Education and Health pathways. These relationships, along with flexible school scheduling options also allow students to earn college credit and explore careers paths that aren't provided in our on-campus experience. See Page 11 on [SSCHS Registration Guide for Anticipated Dual Credit Opportunities for 24-25 School Year](#).

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, we will establish advisory committees composed of representatives from secondary schools, postsecondary schools, and business/industry partners related to the academy programs. Regular meetings will be held to discuss the curriculum, industry trends and skills needed in the workforce. These committees will provide insight and guidance to ensure our programs of study remain relevant and effective.

Within the next four years, we will assess our programs of study to incorporate high-quality instructional materials, state-of-the-art facilities and industry-standard equipment. Additionally we seek to offer students on-site-the-job training opportunities and experiences.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2024-2025	Advocate for underrepresented populations across our academies and pathways, so that student enrollment is diverse in each pathway.
Year 2: 2025-2026	Get more opportunities for underrepresented groups to participate in more site visits and/or internship experiences.

	<p>Schedule quarterly meetings with our advisory boards to discuss curriculum alignment, industry trends, and workforce needs.</p> <p>Strengthen existing CTSOs and establish new ones needed that our district does not have established that align with our pathways.</p>
<p><i>Year 3: 2026-2027</i></p>	<p>Continue CTSO improvement and increased involvement.</p>
<p><i>Year 4: 2027-2028</i></p>	<p>Improve Partnership Development:</p> <ul style="list-style-type: none"> - Our desired state for our Construction and Engineering Academy is to have off -site labs to hold and support the high number of students interested in those pathways. - Health and Sciences - we would like to increase the amount of medical equipment and supplies we have for our student learning experiences. Increase the partnership with the local medical community to help provide these things. - Business Academy - Partner with a local bank or credit union to have an actual bank for students to utilize in our building. - We will establish programming that allows students to earn industry -recognized certification opportunities for students in all Pathways.

Element 4: Student Performance Data

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

The term “special populations” means -

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

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

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

RESPONSE:

- A. Teachers and course work are designed to engage students in applicable learning opportunities that will ultimately prepare them for career internships and work experience. Teachers are provided training as needed to ensure high levels of industry knowledge as well as content appropriate teaching strategies that are designed to move students toward more self-sufficient application of skills and knowledge.
- B. All teachers will be well versed in career pathways. Homeroom teachers are tasked with engaging in career-focused conversations with students to help them evaluate personal goals, skills, and career interests. Equipped with knowledge on career pathways, teachers can help guide students toward coursework and career fields that align

with individual students. Individual conversations remove expectations and barriers by focusing on a student's individuality which allows for more authentic preparation for career exploration and instruction.

- C. South Sioux City represents a diverse student population (81% minority students/63% free and reduced lunch/13% Special Education/ and 18% EL). Because of our student population, it is typical for our CTE courses to serve "special populations." One of the challenges we are currently addressing is how to make the rigor of dual credit CTE classes and the scheduling of all CTE classes more accessible to students who need to complete additional coursework because of their disabilities, language barriers, or educational gaps. Providing multi-tiered support for these students to gain foundational skills earlier/more efficiently will open up opportunities within the student's course schedules that will allow them to take advantage of more CTE opportunities.
- D. All students, regardless of race, ability, socio-economic status are given equal opportunities to engage in career education. Student course selection is individualized and regulated solely on graduation requirements. By engaging in PLP conversations early with students, every student can plan for CTE coursework within their high school experience. Because each student is assigned to a specific guidance counselor and homeroom teacher, these adults can intervene should obstacles arise that may prevent students from completing their PLP. Creating a standardized procedure for student's to plan for and select individual course work reduces the risk that students representing specialized populations would be excluded from CTE opportunities and increases the likelihood that students who may struggle to accomplish prerequisites need to engage in CTE will be identified early enough to receive assistance in overcoming their personal barriers.

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:

As part of our school improvement plan, South Sioux City will continue to develop comprehensive community education regarding the district’s career education opportunities. This effort will serve to both inform and prepare parents to advocate for their student’s career education and allow businesses to develop pipeline programs within the district. By starting early, these measures will help develop career-minded students. Using support from school staff and counselors, students will be able to identify career fields that align with their skills and interests. Helping students find the correct CTE “fit” is the first step in ensuring that disparities and performance gaps don’t exist or continue. Should these gaps continue to exist, South Sioux City Schools will seek continuing education from top industry experts to support instructional weaknesses. Additionally, industry level CTE equipment will be available in order to help students overcome barriers that may create gaps in performance success.

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)

Our goal is to close the gaps within our subgroup performance over the next few years. Ideally, we would like to see our subgroups meet the state goal and our indicator trend report align closer to the state graduation rate goal of 95.5%. In order to see the biggest improvement, we need to increase the number of our EL graduates.

We will utilize Advisory Boards/ Representatives to support the recruitment and retention for students in these underrepresented career pathways. We are also working to receive support and training from an outside EL training consultant to support this goal.

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>	<p>Increase our ELL graduation rate. We will do so by working with AAIS to provide professional development to provide the high school staff with effective ELL strategies in the classroom for the 24 -25 school year.</p> <p>Schedule regular meetings to discuss recruitment strategies, retention efforts, and support for EL and underrepresented students.</p>
<i>Year 2: 2025-2026</i>	<p>Invite guest speakers and role models who have succeeded in non-traditional fields.</p> <p>Develop outreach programs to inform EL and underrepresented students and their families about academy opportunities.</p>

	<p>Develop peer support groups and encourage CTSO involvement that focuses on fostering a sense of belonging and community among EL and underrepresented students.</p> <p>Solidify Advisory Boards/ Representatives to support the recruitment and retention for students in these underrepresented career pathways.</p>
<p><i>Year 3: 2026-2027</i></p>	<p>Regularly assess the effectiveness of recruitment and retention strategies using performance data.</p> <p>We would like to have a Career Academy Fair where there are diverse representatives recruiting different career pathways once we are a wall -to-wall academy school.</p>
<p><i>Year 4: 2027-2028</i></p>	<p>Integrate the most successful recruitment and retention strategies into the standard operating procedures of the district.</p> <p>Maintain a robust system for monitoring student performance data and regularly report progress to stakeholders.</p> <p>Use data to continuously refine and improve strategies, ensuring ongoing progress toward the state graduation rate goal and closing performance gaps.</p>

Element 5: Recruitment, Retention, and Training of Faculty and Staff

Context : Providing high -quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of your district’s approaches towards recruiting a knowledgeable, diverse workforce, support services offered to retain staff, and professional development provided to improve their skillsets. In this section, use the results of your district’s reVISION outcomes to prioritize the action steps for supporting educators and providing quality instruction to every student.

14. Describe how your district will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.

RESPONSE:

Our response to the growing need for CTE instructors is to develop CTE staff from within whenever possible. In cases where mentorship and continuing education endorsements are feasible options for current staff transitions into CTE instruction, this is ideal. When this is not feasible, school officials will work with NDE and area institutions of higher education to recruit qualified candidates for open positions. Should additional need for staff occur, South Sioux City will utilize the Career Education Teaching Permit to find qualified individuals who meet the requirements for career education. South Sioux City’s Education and Training pathway is a key component in working toward the “grow your own” teaching staff. Counselors, instructors, and school staff promote the benefits of CTE educational careers in an effort to inspire interest and relevance to current CTE students who might one day pass those same opportunities on to future students. In addition to providing professional development and growth opportunities for current teachers, strong CTE support from school leadership is key in our commitment to retaining our CTE teachers. This administrative support includes a commitment to providing necessary space, equipment, and resources for staff to develop successful and fulfilling programs .

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, we will utilize business partners to point us to industry professionals who could get certified with a teaching career education permit. We will utilize academy planning & our academy advisory boards to help retain our CTE educators.

Within the next four years, we will develop a master schedule that guarantees common planning for the academy team, the cohorting of students within the academy, and advisory time. Common plan time would ideally retain our CTE educators as we are supporting and encouraging collaboration time and support amongst content areas.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	The academy model will allow our CTE educators to collaborate with educators in the building of other content areas that share similar students. This model recognizes the importance of CTE classes and student choice, while supporting our CTE teachers in their curriculum.
Year 2: 2025-2026	Continue to collaborate with employers through advisory boards to make sure that our career pathways and CTE teachers have the most robust equipment and current training. This will support students entering the workforce and/or secondary education and training.
Year 3: 2026-2027	Ensure our teachers of the new academy pathways are being supported with curriculum needs and high quality instructional materials and proper training. This goal includes assessing our teacher compensation framework to incentive teachers to obtain certification and training specific to their pathway.
Year 4: 2027-2028	Ensure our teachers of the new academy pathways are being supported with curriculum needs and high quality instructional materials.

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:

For entry level positions the work based learning experiences are pretty strong. Our WBL program more-so aligns with a work-release program, rather than a WBL program. Students are learning soft skills, but they are lacking some of those skills aligned with a specific desired career. Our internship coordinator is frequently checking in on students at their workplace sites and checking in with their supervisors to make sure students are doing what they are supposed to be doing.

Our employers are able to contact our internship coordinator via phone or email at any time to address any concerns. If a student is not following through with desired expectations, the student will be pulled from that learning experience so that we can remain on good terms with our employers.

At this time, our students are demonstrating that they can follow the expectations of an employer in WBL. As for our internship experience, most students get placed in an area of interest.

It is not aligned to any pathway or classroom instruction.

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)

We want to ensure our students have valuable opportunities that help them learn what they want to do for a future career. We will utilize our advisory boards to support us in work-based learning programs. We would like to have more employers come into our school to visit with our students in said pathways.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p>Year 1: 2024-2025</p>	<p>Students who have internships and work-based learning will gain experiences that model more of the H3 jobs in our area.</p> <p>Set clear, measurable goals for our WBL program aligned with career academies. Identify what the skills and competencies required for each pathway will look like.</p>
<p>Year 2: 2025-2026</p>	<p>Develop WBL opportunities that align with SSC's identified career pathways.</p> <p>Enhance the role of the internship coordinator to include pathway-specific guidance and support.</p>
<p>Year 3: 2026-2027</p>	<p>Develop a curriculum for our capstone experience course in each academy pathway (9 pathways total).</p> <p>Improve employer engagement so the buy-in to host our students in WBL opportunities is strong. Develop recognition programs for employers who actively participate in the WBL program.</p> <p>Develop a curriculum for our capstone experience course in each academy pathway (9 pathways total).</p>
<p>Year 4: 2027-2028</p>	<p>Students who have internships and work-based learning are gaining experiences in their career pathway from the academy they are in.</p>

	<p>Increase the number and diversity of WBL opportunities, including internships, apprenticeships, and co-op programs.</p> <p>Strengthen community and parental involvement through organization of career fairs, workshops, and information sessions for both students and their parents.</p> <p>Secure new WBL partnerships and opportunities by the start of the school year.</p>
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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:

The major outcome of our Local CTE Plan Development meeting was that we needed to increase enrollment for our special populations groups. In our district, which is highly diverse, we see a high population of minority students. However, when you dig a little deeper into the data, you will notice that not many students who are receiving EL services are enrolled in our CTE programs. Increasing their enrollment was a driving force behind many of our action steps.

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:

There has been great effort to engage a variety of stakeholders to develop our district's goals and Perkins application. Partnerships with local colleges and universities have been helpful in the creation of pathways. We will continue to meaningfully engage these partners when seeking dual-credit opportunities aligned with our academies, as well as obtain industry-recognized credentials. We have had several higher education representatives meet with us to determine how our programs can align with post-secondary education requirements and facilitate seamless transitions for SSC students.

We have also involved parents, guardians, students, staff, community members, etc. to identify our high school brand promise with our academies. This inclusive approach helped our high school team to gather diverse viewpoints and provided some community support for our College and Career Academy Initiatives.

Both our CTE/Pathway teachers, Freshman Academy teachers, and other staff members have been involved with the planning process and will continue to receive proper professional development in the upcoming years. PD sessions, workshops, and collaborative planning meetings have taken place to ensure that our teachers are well-prepared to deliver high-quality instruction with the launch of our academies.

When looking at our ongoing engagement over the next four years to meet the goals outlined in our Perkins application, our advisory boards will play a large role to ensure we are making progress. Comprising business leaders, college representatives, parents, community members, and staff, our boards will meet quarterly at minimum to review program progress, provide feedback, and recommend improvements.

- [Stakeholder List](#)
- [SSC's SWOT Survey Results Fall 2023](#)
- [Fall 2023 - Freshman Academy PD Meeting Summary Recap](#)
- [Spring 2024 - Academy PD Meeting Summary Recap](#)
- [Plan for Freshman Advisory Board Meeting 6/1 - 4/24](#)
- [SSC Academy and Pathway Partner Agreement](#)
- [Overview of Business Partnership Strategy and Implementation Guidelines](#)
- [Global Integration - Academy Partnership Investment Ideas](#)

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.