



**LOCAL PERKINS APPLICATION
2024-2028**

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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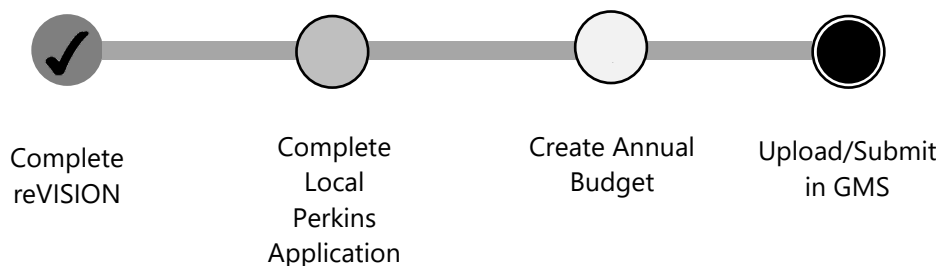
General Information

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

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

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

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



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

Eligible Recipients

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

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

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

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

Use of Funds

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

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

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

6. Develop and implement evaluations of the activities funded by Perkins.

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

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

Timeline and Deadlines

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

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

Submission Information

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

Application Elements

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

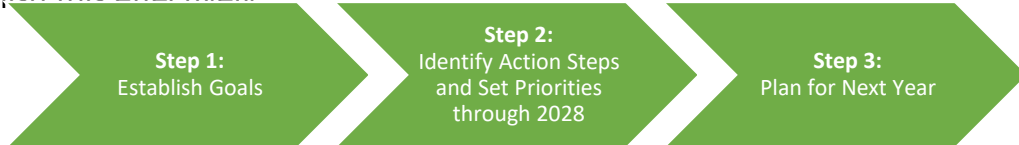
Section 1: reVISION Summary

Section 2: Narrative Responses

Section 3: Annual Budget Worksheet

Going from reVISION to the Local Perkins Application

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



Step 1: Establish Goals

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

Step 2: Identify Action Steps & Set Priorities

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

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



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.

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.

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>Size, Scope, and Quality and Implementing CTE Programs of Study</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>CTE teachers have limited training around career coaching and how to talk with students about career choices.</p> <p>There is limited collaboration between counselors and CTE teachers related to counseling/career advisement.</p> | <p>Within the next four years, we will identify and have CTE teachers attend career coaching training opportunities.</p> <p>Within the next four years, strategies will be developed and time will be allocated specifically for CTE teacher and counselor collaboration.</p> |

| | | |
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| <p>Local Workforce Alignment</p> | <p>Westside offers several full programs of study that prepare students to enter the workforce in the Omaha area.</p> <p>We have some Work-Based Learning opportunities for students and would like to have more.</p> <p>We have limited development/enrollment of our health science pathway, and that is an H3 area of need in the Omaha community.</p> | <p>Within the next four years, evaluate the curriculum, materials, and programming and update these as needed to meet industry standards to attract students to H3 programs of study.</p> <p>Within the next four years, identify opportunities to include and expand work-based learning and the opportunity to earn industry-standard credentials in CTE courses, and purchase needed materials for teaching and training for staff.</p> |
| <p>Size, Scope, & Quality and Implementing CTE Programs of Study</p> | <p>Westside offers several programs of study and has multiple CTSOs where students can compete regionally and nationally. We have up-to-date equipment in many areas.</p> <p>We have opportunities for students to earn dual enrollment, earn credentials, and/or participate in internships or Work-Based Learning and would also like to expand those opportunities.</p> <p>We are making progress in registering students for classes that are nontraditional for their gender and would like to continue to make gains in this area.</p> | <p>Within the next four years, expand dual enrollment opportunities for all areas of CTE.</p> <p>Within the next four years, identify potential internship and externship opportunities for students and facilitate placement at such opportunities.</p> <p>Within the next four years, explore industry-recognized certifications that are available and achievable and integrate into coursework.</p> <p>Within the next four years, continue to recruit and retain students to programs of study that are non-traditional for their gender.</p> |
| <p>Student Performance Data</p> | <p>In the academic areas of reading, math and science as well as graduation rates, the most significant gaps are for students who are Black/African American, those who qualify for F/R lunch, and students participating in special education. The same groups are participating less frequently in work-based learning experiences and have lower rates of post-program placement.</p> <p>We are making progress in registering students for classes that are nontraditional for their gender and</p> | <p>Within the next four years, evaluate curricular resources for integration of academic skills and update to include the integration of academic skills in all programs of study.</p> <p>Within the next four years, develop marketing materials to recruit and retain students in programs that are non-traditional for their gender.</p> <p>Within the next four years, narrow/close the achievement gap between student groups on academic performance outcomes.</p> |

| | | |
|--|---|--|
| | would like to continue to make gains in this area. | |
| Recruitment, Retention, and Training of Faculty and Staff | <p>Teachers are appreciative of current recruitment and retention strategies, including tuition reimbursement for a master's degree, Westside Loves Me Days, We-Side Belonging Efforts, successful labor relations, etc.</p> <p>Teachers would like to see more opportunities for content-specific professional learning.</p> | <p>Within the next four years, provide consistent access to CTE-specific professional development for teachers.</p> <p>Within the next four years, continue and increase external partnerships, competitions, and real-world opportunities with industry professionals.</p> |
| Work-Based Learning | We are growing in the area of Work-based learning, and would like to continue to see this area grow and for more students to participate in this area. | <p>Within the next four years, expand work-based learning/OJT/certifications opportunities for all students in all areas of CTE.</p> <p>Within the next four years, provide teachers with training that will enable them to teach curriculum required for industry-recognized credentials so that students can earn those credentials as a part of class.</p> <p>Within the next four years, expand business partnerships.</p> |



Helpful Tip

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

Section 2: Narrative Descriptions

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

Element 1: Career Development

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

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

RESPONSE:

As a district and in collaboration with education and workforce partners, we will take the following steps ensure that each student has self-awareness of CTE standards and skills, opportunities for career exploration & planning, and access to a system of career and academic advising.

A: In the middle grades, all students participate in coursework related to FCS, BMIT, and STS, and self-assessment of standards and skills is embedded in the guaranteed and viable curriculum; at the high school level, students participate in

a variety of programs of study where this self-assessment is also embedded. Additionally, all 9-12 students meet annually with a homeroom adviser and academic counselor and reflect on areas of strength.

B: In the middle grades, in addition to the coursework mentioned previously, all students in grade 8 participate in a career day that allows them to explore various careers. Middle school students and families are also invited to high school college and career fairs. At the high school level, we have college and career fields where both higher education and industry are represented. We are also increasing our work-based learning experiences. Additionally, all students grades 9-12 are required to take a Counseling seminar each year, where career exploration is one of the topics.

C: All students work with the same counselor at the high school for their four years of enrollment. Students are also enrolled in a counseling seminar course annually, where they work on career planning items such as choosing/applying/financing postsecondary options and developing job skills. The job skills portion is also covered in our required Personal Finance course and is a part of our dual credit Human Relations class with MCC.

D: Students receive this information annually through Counseling seminar courses and through their assigned SHIELD time (homeroom) adviser. Both the SHIELD time teacher and counselor are the same for all four years of a student's high school experience.

2. In your district's reVISION process, action steps were identified that might be used to improve student understanding of career pathways. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

District's Goal(s) for Career Development:
(Copy and paste from the reVISION Summary)

Within the next four years, we will identify and have CTE teachers attend career coaching training opportunities.

Within the next four years, strategies will be developed and time will be allocated specifically for CTE teacher and counselor collaboration.

Prioritized Action Steps for Career Development:

| Program Year | Action Steps <i>(What are you going to do to achieve your goal?)</i> |
|------------------------------|--|
| Year 1: 2024-2025 | 1. Provide professional learning/training related to career coaching for 25% of teachers. |
| Year 2: 2025-2026 | 1. Provide professional learning/training related to career coaching for 25% of teachers. 2. Provide summer writing and/or sub release time for counselors and CTE teachers to collaborate. |
| Year 3: 2026-2027 | 1. Provide professional learning/training related to career coaching for 25% of teachers. 2. Provide summer writing and/or sub release time for counselors and CTE teachers to collaborate. |
| Year 4: 2027-2028 | 1. Provide professional learning/training related to career coaching for 25% of teachers. 2. Provide any additional training or resources that have been identified as needs since original application writing in spring 2024. |

Element 2: Local Workforce Alignment

Context: Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of your reVISION outcomes to improve the alignment between educational programming and labor market needs.

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

RESPONSE:

We have several programs of study that match workforce needs in the area, and we will want to maintain up-to-date materials and equipment in those areas. Our ReVISION process also highlighted that we would like to continue to integrate Work-Based Learning Experiences and industry credentials into courses that are a part of our programs of study.

We would like to review the curriculum/programming and increase enrollment in the Health Sciences program of study, knowing that this is a field with high employment demand in the area.

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

RESPONSE:

We would like to expand our offerings in the Health Sciences area based off the results of revision and the workforce demands in the area.

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:

All WHS students meet with a homeroom teacher and an academic counselor annually for course/career planning. As noted in section 1, one of our goals is to develop our CTE teachers as career coaches, so that more professionals will be able to provide guidance to students. We want to make sure that students in special populations have additional reinforcement of this information that is a required element for all students, and future/transition planning is a part of the process for our students on IEPs, EL students, etc. Additionally, we will intentionally connect students in special populations with internships, work-based learning, etc. This can happen through course selection, programs Avenue Scholars and Project SEARCH.

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, evaluate the curriculum, materials, and programming and update these as needed to meet industry standards and attract students to H3 programs of study.

Within the next four years, identify opportunities to include and expand work-based learning and the opportunity to earn industry-standard credentials in CTE courses, and purchase needed materials for teaching and training for staff.

Prioritized Action Steps for Local Workforce Alignment:

| Program Year | Action Steps <i>(What are you going to do to achieve your goal?)</i> |
|------------------------------|---|
| Year 1: 2024-2025 | <ol style="list-style-type: none"> 1. Conduct needs assessment to prioritize materials, equipment, etc. needed to maintain industry standards and attract students to H3 programs of study 2. Provide sub-release and/or summer writing curriculum hours to update curriculum handbook materials to attract students to H3 Programs of study courses. 3. Update curriculum, materials, and equipment in H3 programs of study 4. Provide professional development for teachers around industry-standard credentials. |
| Year 2: 2025-2026 | <ol style="list-style-type: none"> 1. Continue to update curriculum, materials, and equipment in H3 programs of study 2. Continue to provide professional development for teachers around industry-standard credentials. |
| Year 3: 2026-2027 | <ol style="list-style-type: none"> 1. Continue to update curriculum, materials, and equipment in H3 programs of study 2. Continue to provide professional development for teachers around industry-standard credentials. |
| Year 4: 2027-2028 | <ol style="list-style-type: none"> 1. Continue to update curriculum, materials, and equipment in H3 programs of study 2. Continue to provide professional development for teachers around industry-standard credentials. 3. Provide any additional training or resources that have been identified as needs since original application writing in spring 2024. |

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

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

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

RESPONSE:

We have 17 full programs of study in the following areas:

Entrepreneurship; Management; Finance; Culinary Arts & Event Planning; Broadcast Journalism; Digital Design; Business Technology; Health Science, Lifespan Performance; Education & Training; Child, Youth & Family Studies; Design; Architectural Design; Construction; Engineering; Manufacturing; and Welding.

We have several programs of study that match workforce needs in the area. One goal would be to continue to integrate Work-Based Learning Experiences and industry credentials into the courses.

We would like to review the curriculum/programming and increase enrollment in the Health Sciences program of study, knowing that this is a field with high employment demand in the area.

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:

We will improve academic and technical skills of students participating in CTE programming by integrating academic content in our CTE programming. This will include the purchase of High-quality instructional materials in CTE areas, including purchases such as Project Lead The Way and EdRising curriculum.

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:

We have a variety of dual credit and concurrent enrollment options in place for our CTE students, including opportunities with the MCC Career Academies, Zoo Academy, UNMC Academy, Avenue Scholars, Introduction to Education, etc. We also partner with MCC and all students have the opportunity to take Personal Finance (a graduation requirement) for dual credit. We are constantly looking to expand our dual credit partnerships, and work with our HR department to incentivize teachers who are willing to work toward credentials that would allow them to teach dual credit courses.

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, identify potential internship and externship opportunities for students and facilitate placement at such opportunities.

Within the next four years, explore industry-recognized certifications that are available and achievable and integrate into coursework.

Within the next four years, continue to recruit and retain students to programs of study that are non-traditional for their gender.

Within the next four years, expand dual enrollment opportunities for all areas of CTE.

**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 | <ol style="list-style-type: none"> 1. Continue exploration of industry-recognized certifications/credentials and professional learning/training opportunities available for staff to become certified to facilitate students earning those credentials. Fund professional learning or needed materials as applicable. 2. Develop curriculum handbook materials (via summer writing and/or sub release time) to increase student awareness for CTE programs, including developing materials that would encourage students to participate in non-traditional programs. 3. Provide summer writing and/or sub release time for teachers to connect with counselors, foundation partners, and employers about potential internship and externship opportunities. |

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| <p style="text-align: center;">Year 2: 2025-2026</p> | <ol style="list-style-type: none"> 1. Continue exploration of industry-recognized certifications/credentials and professional learning/training opportunities available for staff to become certified to facilitate students earning those credentials. Fund professional learning or needed materials as applicable. 2. Refine any needed curriculum handbook materials (via summer writing and/or sub release time) to increase student awareness for CTE programs, including developing materials that would encourage students to participate in non-traditional programs. 3. Continue to provide summer writing and/or sub release time for teachers to connect with counselors, foundation partners, and employers about potential internship and externship opportunities. |
| <p style="text-align: center;">Year 3: 2026-2027</p> | <ol style="list-style-type: none"> 1. Continue exploration of industry-recognized certifications/credentials and professional learning/training opportunities available for staff to become certified to facilitate students earning those credentials. Fund professional learning or needed materials as applicable. 2. Continue to provide summer writing and/or sub release time for teachers to connect with counselors, foundation partners, and employers about potential internship and externship opportunities. |
| <p style="text-align: center;">Year 4: 2027-2028</p> | <ol style="list-style-type: none"> 1. Continue exploration of industry-recognized certifications/credentials and professional learning/training opportunities available for staff to become certified to facilitate students earning those credentials. Fund professional learning or needed materials as applicable. 2. Continue to provide summer writing and/or sub release time for teachers to connect with counselors, foundation partners, and employers about potential internship and externship opportunities. 3. Provide any additional training or resources that have been identified as needs since original application writing in spring 2024. |

Element 4: Student Performance Data

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

The term “special populations” means-

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

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

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

RESPONSE:

The district will support teachers with professional development that will show teachers and counselors how they can prepare special populations for H3 jobs. This would include professional development on career education and how to integrate it into the curriculum. Another way the district will support teachers in preparing special populations for H3 work is through our annual advisement program and the revision of our program of study registration materials. This in-person advisement process is also a pathway to encourage CTE students to participate in non-traditional fields. We also follow all

rules and regulations prohibiting discrimination based on special population status, and these regulations are included as part of student and staff handbooks.

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:

The district will address disparities and/or gaps in performance through the district and school continuous improvement process. Potential interventions could include additional academic intervention, counseling/behavioral intervention, additional career counseling, etc. At the high school level, a student has the same homeroom teacher, counselor, and dean all four years of high school. Counselor and deans have the same group of students assigned to them and meet weekly to discuss student progress. This data will come from our eduCLIMBER student dashboard that comes with an early warning system. If progress has not been made within three years, additional interventions will be put in place to eliminate the disparities.

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

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

(Copy and paste from the reVISION Summary)

Within the next four years, evaluate curricular resources for integration of academic skills and update to include the integration of academic skills in all programs of study.

Within the next four years, develop marketing materials to recruit and retain students in programs that are non-traditional for their gender.

Within the next four years, narrow/close the achievement gap between student groups on academic performance outcomes.

Prioritized Action Steps for Student Performance Data:

| Program Year | Action Steps <i>(What are you going to do to achieve your goal?)</i> |
|------------------------------|--|
| Year 1: 2024-2025 | <ol style="list-style-type: none"> 1. Make curriculum purchases for CTE courses that integrate academic skills (ex: Project Lead the Way, EdRising) 2. Continue recruitment efforts for nontraditional students and students in special populations for participation in MCC Career Academies, Avenue Scholars, etc. 3. Begin pilot of edgenuity online credit recovery and original credit system at West Campus to provide more CTE opportunities to students at that location 4. Begin JAG pilot at both West Campus and Main Campus 5. Explore opportunities for WBL experiences for West Campus students, including professional development time for staff as needed. |
| Year 2: 2025-2026 | <ol style="list-style-type: none"> 1. Continue to make curriculum purchases for CTE courses that integrate academic skills (ex: Project Lead the Way, EdRising) 2. Continue recruitment efforts for nontraditional students and students in special populations for participation in MCC Career Academies, Avenue Scholars, etc. |

| | |
|---|---|
| | <ol style="list-style-type: none"> 3. Begin full implementation of edgenuity online credit recovery and original credit system at West Campus to provide more CTE opportunities to students at that location 4. Continue with JAG implementation, expanding presence at West Campus. 5. Expand WBL opportunities for students at West Campus, including professional development time for staff as needed. |
| <p style="text-align: center;">Year 3: 2026-2027</p> | <ol style="list-style-type: none"> 1. Continue to make curriculum purchases for CTE courses that integrate academic skills (ex: Project Lead the Way, EdRising) 2. Continue recruitment efforts for nontraditional students and students in special populations for participation in MCC Career Academies, Avenue Scholars, etc. 3. Continue to expand WBL opportunities for students at West Campus, including professional development time for staff as needed. |
| <p style="text-align: center;">Year 4: 2027-2028</p> | <p>Provide any additional training or resources that have been identified as needs since original application writing in spring 2024.</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: We have contacts with the Universities that license CTE teachers and collaborate with them regularly to see who is in the program and we communicate when we have openings. We also have worked at non-traditional licensure and provisional licensure when needed. We regularly send many of our CTE teachers to the Nebraska CTE conference in June in Kearney, as well as support additional professional development at national conferences and regional events like NETA. Our Human Resources department is active in recruiting individuals underrepresented in the teaching profession, and our secondary and district administration has made progress in this area in the past couple of years. We are also working on developing our Education and Training pathway and have an active EdRising group; we hope to recruit students interested in teaching while they are in school and then have them return to us. We have an active “Grow Our Own” program, that includes both recruitment of our own graduates and a para to teacher program that recruits from our current paras. Both groups are active in recruiting students from underrepresented groups.

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, provide consistent access to CTE-specific professional development for teachers.

Within the next four years, continue and increase external partnerships, competitions, and real-world opportunities with industry professionals.

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> |
|---------------------|--|
|---------------------|--|

| | |
|-------------------------------------|---|
| <p>Year 1: 2024-2025</p> | <ol style="list-style-type: none"> 1. Appoint a key point of contact for business partner connections – someone to create the list with names, contact information, and the type of support that the business partner is interested in (speaking, career day, shadow experience, etc.) 2. Begin monthly CTE PLC meetings at WHS to focus on work with CTSOs, etc. 3. Provide funds for CTE professional learning, including but not limited to NCE conference, fall CTE regional meetings, curriculum writing and alignment, etc. 4. Continue a documentation system for students who earn credentials, etc. related to the workplace |
| <p>Year 2: 2025-2026</p> | <ol style="list-style-type: none"> 1. Continue monthly CTE PLC meetings at WHS for assistance with CTSOs, etc. 2. Continue to provide funds for CTE professional learning, including but not limited to the NCE conference, fall CTE regional meetings, curriculum writing and alignment, etc. 3. Continue a documentation system for students who earn credentials, etc. related to the workplace |
| <p>Year 3: 2026-2027</p> | <ol style="list-style-type: none"> 1. Continue to provide funds for CTE professional learning, including but not limited to the NCE conference, fall CTE regional meetings, curriculum writing and alignment, etc. 2. Continue a documentation system for students who earn credentials, etc. related to the workplace |
| <p>Year 4: 2027-2028</p> | <ol style="list-style-type: none"> 1. Continue to provide funds for CTE professional learning, including but not limited to the NCE conference, fall CTE regional meetings, curriculum writing and alignment, etc. 2. Continue a documentation system for students who earn credentials, etc. related to the workplace 3. Provide any additional training or resources that have been identified as needs since original application writing in spring 2024 |

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:

We have multiple work-based learning opportunities at Westside High School. BMIT Students can work in the school store, the Colosseum; Tech students can work in our student-run tech support, the Pantheon; students in the education and training pathway participate in a site-based practicum; students in UNMC academy participate in job shadow experiences, etc. We also have the HATCH entrepreneurship program where students can launch their own businesses. We will continue to include WBL in our capstone courses and market these opportunities to students through the course handbook.

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)

Within the next four years, expand work-based learning/OJT/certifications opportunities for all students in all areas of CTE.

Within the next four years, provide teachers with training that will enable them to teach curriculum required for industry-recognized credentials so that students can earn those credentials as a part of class.

Within the next four years, expand business partnerships.

Prioritized Action Steps for Work-based Learning:

| Program Year | Action Steps <i>(What are you going to do to achieve your goal?)</i> |
|------------------------------|---|
| Year 1: 2024-2025 | <ol style="list-style-type: none"> 1. Begin efforts to solidify and market a health science program of study, including thinking through WBL components that would be available to students 2. Identify existing areas of WBL in each program of study, and capstone courses that have no or weak WBL opportunities for students 3. Provide time for teachers to teachers identify existing industry-standard credentials available to students in their classes, and to research the curriculum and resources necessary to embed those credentials into existing coursework. 4. Provide training for teachers to earn certifications that will enable them to certify students, as needed. 5. Provide sub-release and/or curriculum writing time to enable CTE teachers time to collaborate with business partners. |
| Year 2: 2025-2026 | <ol style="list-style-type: none"> 1. Continue efforts to market a health science program of study, including potential WBL and certification opportunities available. 2. Begin implementation of WBL in capstone courses that had little or weak WBL opportunities for students |

| | |
|------------------------------|--|
| | <ol style="list-style-type: none"> 3. Continue to provide time for teachers to teachers identify existing industry-standard credentials available to students in their classes, and to research the curriculum and resources necessary to embed those credentials into existing coursework. 4. Continue to provide training for teachers to earn certifications that will enable them to certify students, as needed. 5. Continue to provide sub-release and/or curriculum writing time to enable CTE teachers time to collaborate with business partners. |
| Year 3: 2026-2027 | <ol style="list-style-type: none"> 1. Continue efforts to market a health science program of study, including potential WBL and certification opportunities available. 2. Continue implementation of WBL in capstone courses that had little or weak WBL opportunities for students 3. Continue to provide time for teachers to teachers identify existing industry-standard credentials available to students in their classes, and to research the curriculum and resources necessary to embed those credentials into existing coursework. 4. Continue to provide training for teachers to earn certifications that will enable them to certify students, as needed. 5. Continue to provide sub-release and/or curriculum writing time to enable CTE teachers time to collaborate with business partners. |
| Year 4: 2027-2028 | <ol style="list-style-type: none"> 1. Provide any additional training or resources that have been identified as needs since original application writing in spring 2024 |

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:
 We used data from ADVISER, our continuous improvement plan goals, and the Nebraska Education Profile when we met as a group as part of the revision process. Additionally, we had representation on our committee from special population groups that helped to craft our goals for the six elements. We have many things that we are proud of, and we know the groups that we need to work with and engage as a part of this work. We will continue to facilitate collaboration with counselors, social workers, CTE teachers, administrators, and special educators to ensure that we are providing equitable access for all students.

Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian

Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

Evidence of this can be provided in several ways:

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Guidebook and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2024-2028); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2024-2028). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**
- 3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your district will continue to meaningfully engage them throughout the duration of the Application (2024-2028).**

It is recommended existing structures and means for engaging stakeholders that local districts no doubt already have in place are utilized as a starting point.

RESPONSE:

Appendix A was submitted to NDE on the google form with ReVISION documents in March. Please see the additional information/explanations.

Westside participated in the Omaha area Element 2 Revision Workforce alignment regional meeting on January 10. At this meeting, several of the stakeholder groups were present and shared information, including postsecondary CTE faculty, postsecondary administrators, local workforce development boards, business and industry representatives, and economic development members. Outside of this meeting, the Perkins administrator also interviewed Ladonna Jones-Dunlap of the Nebraska Department of Corrections. Information from all of these stakeholder groups was shared with local stakeholder groups when they worked to prioritize action items at the end of January.

In January, several ReVISION stakeholder groups were convened. These stakeholder groups met both in person and virtually, and they included CTE teachers, general education teachers, instructional support (paraeducators), counselors, administrators, community members, local workforce members, parents, and students. Representatives from special populations, including students of a Native American background, were included in these stakeholder engagement sessions.

Section 3: Annual Budget Worksheets

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

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

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

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

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

Scroll down to find the Perkins Annual Budget Template

**Helpful Tip**

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