



**LOCAL PERKINS APPLICATION
2024-2028**

CONSORTIA

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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



Learning that works
for Nebraska



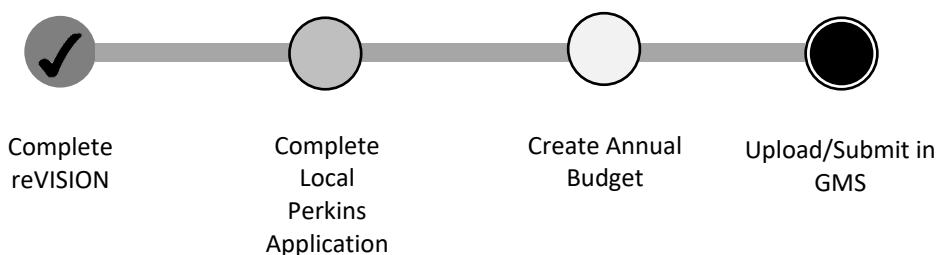
General Information

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



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

Eligible Recipients

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

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

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

School districts and community colleges will continue to use the NDE's web-based tool that indicates their intent to participate in Perkins funding each year and certify their Essential Components are in place. The implementation of the Essential Components will be 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.*

Review 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 most current information.*

Submission Information

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

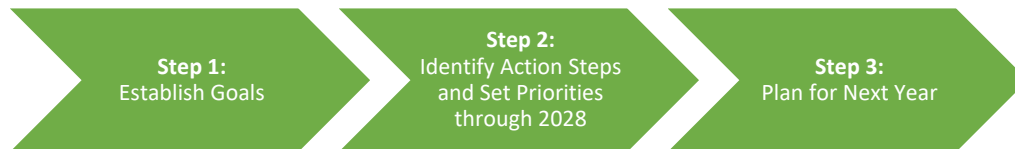
Application Elements

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 consortium determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by each 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, districts and 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 consortium might pursue to ensure high-quality CTE programming for member districts and their 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 consortium. Your consortium 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 consortium makes early on will form a foundation for subsequent work. You are encouraged to identify between 2-3 high priority action steps that the consortium and all participating districts agree to be held accountable for over the next four years which will produce measurable results.

Section 1: reVISION Summary

Step 3: Plan for Next Year

After identifying the prioritized action steps your consortia 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 Grant Management guide, located on the Perkins Grants 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.

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

Element	Consortia’s Current State	Consortia’s 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 districts require updating of equipment to meet changing industry standards (district 1, district 2) in communication arts. While most districts within the consortium are confident in their 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 consortium.</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 amongst consortia members, which includes professional development on program of study standards and the NDE’s Standards Implementation Framework.</i></p>

reVISION SUMMARY		
Element	Summary of Consortia’s Current State	Consortia’s Overarching Goal(s)
<p>Career Development</p>	<p>ESU4 CTE teachers have indicated that they do not feel adequately trained to be career coaches. There are opportunities in 10/11 of the schools that have indicated that they have</p>	<ul style="list-style-type: none"> • Sustain current opportunities to support professional development of educators and counselors.

	<p>meaningful conversations between educators or counselors and students about their skill sets and career choices. 4/11 schools work with students to create personal learning plans. Schools have also indicated that they use a variety of tools to help students discern various career field interests.</p> <p>CTE teachers and Guidance Counselors are trained and certified in their respective areas. CTE teachers and Guidance Counselors attend professional development activities including the NCE and ACTE conferences. 100% of schools in the ESU4 Perkins Consortium provide opportunities for students to attend college fairs, go to college tours and visit with military recruiters.</p> <p>100% of schools participate in the Connecting the Dots event to explore various careers.</p>	<ul style="list-style-type: none"> • Expand SENCAP and other dual credit course offerings, military recruitment. • Continue to fund the Connecting the Dots event on a yearly basis for high school students. • Continue to build partnerships with local business Work Based Learning.
<p>Local Workforce Alignment</p>	<ul style="list-style-type: none"> • Industry-grade equipment: The Perkins Advisory Board allocates funds for purchasing industry-grade equipment for consortium schools. There is an effort to ensure programs have up-to-date equipment that reflects current industry needs. • Data review process: The current process for reviewing workforce and economic data relies on experts but lacks a systematic approach. There may be some misalignment between 	<ul style="list-style-type: none"> • Create a clear structure for school CTE teams to review H3 data in a systematic way. • Continue to support schools to expose students to high need areas including education by hosting the ESU4 Future Educators Academy, pursuing the Grow Your Own asynchronous class through NDE, encourage partnerships with business and economic leaders. • Support schools to meet the demands of a healthcare shortage by working with schools to have ESU4

	<p>programs and workforce needs, as a more comprehensive data review process could identify gaps. Part of this is a result of lack of CTE educators in various fields, while a larger issue is that because agriculture is such a large part of this area, yet doesn't appear of the H3, it seems as if it might not be important, This is a case where the data and reality are not congruent.</p> <ul style="list-style-type: none"> • Professional development: Perkins funds are used to provide educators with professional development opportunities to improve student achievement in CTE programs. Improved educator skills and knowledge can better equip them to prepare students for in-demand careers. <p>There are programs that are not aligned with high-need jobs in southeast Nebraska. Currently the career fields including Water Treatment Plant Operator, Truck Driver, and Licensed Practical Nurse, are not currently served by a program of study in the ESU4 consortium.</p> <p>Overall, there are efforts to align CTE programs with workforce demands, but there's also room for improvement. The Perkins Consortium is taking steps to address this by providing</p>	<p>nursing staff provide instruction in Health Science to students through a hybrid model of instruction.</p> <ul style="list-style-type: none"> • Support those students with disabilities, English learners and members of other special populations by directly partnering with special education directors, transition specialists and business and industry partners. • Eliminate or deprioritize programs of study in a district-by-district decision making process as ESU4 continues to provide opportunities for schools to review H3 data. • Build on and expand current partnerships to include more face to face experiences with business and industry partners
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	<p>professional development for educators and hosting a Future of Work Summit. However, a more systematic approach to reviewing workforce data is needed to ensure programs are aligned with high-need jobs in the region.</p>	
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>ESU4 has established a strong relationship with the economic development councils in the three largest cities in the region. These councils have representatives available at most of the ESU4 Perkins Advisory Board meetings as well as attend many of the training opportunities afforded to the member schools. Schools have also indicated that they each have a partnership in some capacity with area businesses.</p> <p>ESU4 also partners with ESUs 5 and 6 to host an annual ESU 4,5,6 CTE Collaboration Conference at Southeast Community College in Beatrice where business and industry representatives provide learning sessions for the educators to share an up-to-date understanding of the skills needed by their industry as well as the types of technology and equipment that they use within their industry.</p> <p>Schools have been requesting updated industry standard equipment to be purchased with ESU4 Perkins consortium funds. 2/11 schools are in the process of increasing the size of their classroom and laboratory spaces.</p>	<ul style="list-style-type: none"> • Continue to have a robust relationship with area economic councils. • Continue to partner with Special Education directors, teachers and transition specialists to provide ensure that each student, including those from special populations, is provided with equitable access to CTE programs and activities. • Support the development of ongoing, organized, systemic framework for career development in middle and high school. • Modernize equipment in CTE programs to they are new, innovative and industry grade to prepare students for the workforce in CTE areas.

<p>Student Performance Data</p>	<p>Although ESU4 schools have currently met the minimum expectations for academic standards based on the Indicators Trends Report, the scores in, math and science are not as high as the ESU4 Perkins Advisory Board deems appropriate. The 2023 ESU4 Report Card indicated that the ESU4 math score was 47.29 and the state goal was 55.18, while the ESU4 science score was 54.70 and the state goal was 59.28.</p> <p>The largest discrepancies in student performance data is in reading, math, and science for EL and Sped students.</p>	<p>The ESU4 Consortium will work to close the achievement gap in CTE by continuing to provide supports through the MTSS process. Specific emphasis will be placed on increasing proficiency in reading, math and science for all students.</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<ul style="list-style-type: none"> • Schools work with area colleges to recruit CTE teachers and also look to career fields to recruit those eligible to get a career ed permit from NDE to do so. • Retention of CTE educators involves mentoring programs of new teachers, opportunities to shadow other teachers, strong teacher networks through ESU4 and CTSOs and updating equipment and facilities. • CTE teachers in 100% of consortium schools attend the NCE Conference, ACTE conference and pd opportunities offered by ESU4. 	<ul style="list-style-type: none"> • Sustain PD opportunities offered by ESU4 and continue to provide funds for CTE instructors to attend state and national conferences. • Continue to host Future Educators Academy at ESU4 to provide high school students with insight into becoming a teacher. • Continue to improve facilities and equipment. Expand staffing based on H3 and the needs assessments of area schools. • Establish CTE Career Specific Cadres led by CTE educators. • Provide instructional coaching through ESU4

	<ul style="list-style-type: none"> Partnerships between area schools to offer courses not available and to provide SENCAP dual credit courses are strong components of CTE programs in area schools. ESU4 hosts Future Educators Academy to expose high school students to all careers available in the field of education. 	
<p>Work-Based Learning</p>	<ul style="list-style-type: none"> A few of the schools have started developing WBL programs in some capacity. All schools have implemented the Phase 1 Awareness Strategies. Most schools have adopted Phase 2 Exploration Strategies, and a few schools have developed true Work Based Learning programs. 	<ul style="list-style-type: none"> Continue to develop WBL programs at Phase 1,2 and 3. Continue to build high levels of communication with businesses, industries, and other community partners to : expand work-based learning opportunities, develop a tool to collect data and evaluate WBL.



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 consortium'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 consortium will support districts in ensuring 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:

The ESU4 Perkins consortium is committed to empowering students with the knowledge and tools they need to succeed in their chosen career paths. The consortium will support school districts to ensure every student has a strong foundation in self-awareness. This includes understanding their strengths, interests, and ability to master Nebraska's career readiness standards, academic benchmarks, and technical skillsets. Schools will use the Kuder career interest assessment and/or YouScience to help students discern potential career fields.

To facilitate this career exploration, the consortium will continue to host an annual "Connecting the Dots" event where students can explore various career options. The simulation experience incorporates local/area business and industry, post-secondary, and

military partners. Additional workshops on resumes, motivating skills, and additional topics are a part of this program.

Furthermore, career planning and advisement will be more deeply embedded throughout the students' educational experience, from elementary to high school. ESU4 and the consortium will play a key role in supporting schools by analyzing local data and utilizing those insights to provide schools with curricular materials, resources, training, and professional development for guidance counselors, CTE teachers and administrators. This comprehensive approach will empower educators to deliver a more robust career exploration experience for students throughout their academic journey.

Students will be exposed to a wide range of career paths through various initiatives. This includes participation in the Southeast Nebraska Career Academy Partnership (SENCAP) program, which offers dual credit opportunities that SENCAP provides opportunities for students to have access to career pathways that are not otherwise available at their school because of limited staffing. Schools will also develop Work Based Learning programs to allow students to gain hands-on experience in various career fields. Additionally, students will learn about potential career paths in the military and explore non-traditional post-secondary educational opportunities such as apprenticeships.

By providing ongoing career and academic advising services, starting well before enrolling in Career and Technical Education (CTE) programs, and equipping students with essential job search skills, resume writing expertise, and portfolio development strategies, schools ensure students are well-prepared to navigate their academic journeys and transition smoothly into successful careers. ESU4 will also continue to host weekly Zoom meetings for counselors to network and collaborate.

2. In each district's reVISION process, action steps were identified that might be used to improve student understanding of career pathways. First, write the consortium'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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Career Development:

(Copy and paste from the reVISION Summary)

- Sustain current opportunities to support professional development of educators and counselors.
- Expand SENCAP and other dual credit course offerings, military recruitment and non-traditional post-secondary training opportunities.
- Continue to fund the Connecting the Dots event on a yearly basis for high school students. Continue to build partnerships with local business and industries.

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	<ul style="list-style-type: none"> • Provide consortium funds for CTE teachers, counselors, and administrators to attend professional development opportunities. • Host the Connecting the Dots student event. • Support collaboration among counselors as they develop with career development activities.
Year 2: 2025-2026	<ul style="list-style-type: none"> • ESU4 will coordinate and fund training for CTE educators, counselors, and administrators to increase their capacity (knowledge and skills) to implement a high-quality career development program and work partnership with CTE and academic staff, special education instructors and EL support staff to ensure student success and continuously enhance their programs, processes, and practices. • Host the Connecting the Dots student event.
Year 3: 2026-2027	<ul style="list-style-type: none"> • Provide consortium funds for CTE teachers, counselors, and administrators to attend professional development opportunities. • Host the Connecting the Dots student event. • Facilitate collaboration among counselors as they refine and implement a comprehensive plan to deliver career development services in an integrated manner with academic advising. This plan will encompass ongoing career development activities for students.
Year 4: 2027-2028	<ul style="list-style-type: none"> • Provide consortium funds for CTE teachers, counselors, and administrators to attend professional development opportunities. • Host the Connecting the Dots student event. • ESU 4 will facilitate ongoing collaboration among counselors as they utilize data analysis to refine and implement a comprehensive, data-driven plan for delivering career development services in an integrated manner with academic advising. This plan will encompass ongoing career development activities for students, with a focus on achieving measurable outcomes such as increased student engagement in career exploration.

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 each district's reVISION outcomes to support districts in improving 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:

The ESU4 Perkins Consortium prioritizes funding for CTE programs that align with the highest wage, skills and demand (H3) occupations in the region, but also recognizes the importance of addressing local needs. This means programs Agriculture, Food, and Natural Resources (AFNR) programs crucial for the rural ESU4 region, may be funded even if they don't directly correspond to the H3 list. The consortium supports schools with professional development and equipment purchases to develop new programs that meet these combined priorities. A high priority of the schools in the ESU4 Perkins Consortium is to develop programs of study in health sciences and education to meet the demands in this 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:

A high priority of the schools in the ESU4 Perkins Consortium is to develop programs of study in health sciences and education to meet the demands in this area. Schools are eager to provide programs of study in health and education, however a lack of qualified educators to teach the classes is a challenge. ESU4 is in discussion with several schools to partner with the ESU4 Health Services nurses to develop a hybrid Health Science pathway. Schools are also eagerly awaiting the state roll out of the Grow Your Own courses designed by ESU6 and ESU9. Grant activities will continue to support the current programs of study in schools.

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:

The Perkins V Indicator Report indicates that EL and Special Education students are taking advantage of CTE courses in area schools. School counselors and CTE teachers play a vital role in informing students, including those from special populations, about the CTE programs available at their school. These educators can help students explore their interests and aptitudes and identify CTE courses that align with their future goals. By working together, school counselors and CTE teachers can ensure that all students have the opportunity to participate in high-quality CTE programs. A coordinated effort between the ESU4 Perkins

Consortium director, the Special Education director and the Title III EI director will ensure that all students will continue to be aware of opportunities in CTE.

6. Through each 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 consortium’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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Local Workforce Alignment:

(Copy and paste from the reVISION Summary)

- Create a clear structure for school CTE teams to review H3 data in a systematic way.
- Continue to support schools to expose students to high need areas including education by hosting the ESU4 Future Educators Academy, pursuing the Grow Your Own asynchronous class through NDE, encourage partnerships with business and economic leaders.
- Support schools to meet the demands of a healthcare shortage by working with schools to have ESU4 nursing staff provide instruction in Health Science to students through a hybrid model of instruction.
- Support those students with disabilities, English learners and members of other special populations by directly partnering with special education directors, transition specialists and business and industry partners.
- Eliminate or deprioritize programs of study in a district-by-district decision making process as ESU4 continues to provide opportunities for schools to review H3 data.
- Build on and expand current partnerships to include more face to face experiences with business and industry partners

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	<ul style="list-style-type: none"> • Create a Clear structure for school and consortia teams to review H3 data. • Host the ESU4 Future Educators Academy to introduce students to careers in education. • Schools begin outreach efforts to local businesses and economic partnerships aimed at exposing students to high need areas. • Address the healthcare shortage by developing a hybrid model of instruction with ESU4 Health Services nursing staff to deliver Health Science curriculum, or provide opportunities

	<p>of qualified educators within existing school systems to deliver the classes.</p> <ul style="list-style-type: none"> • Support special populations by establishing direct partnerships with sped directors, transition specialists and EL specialists. • Collaborate with business and industry partners to create opportunities for students with disabilities, English learners, and other special populations. • Review and prioritize programs of study by conducting initial reviews in school districts and identify programs that should be eliminated or deprioritized based on the H3 and local needs. • Expand partnerships with additional business and industry partners to foster face-to-face experiences for students.
<p>Year 2: 2025-2026</p>	<ul style="list-style-type: none"> • Continue to review H3 data and provide additional training for CTE team members to deepen their understanding of data analysis. • Continue to expose students to careers in education through the ESU4 Future Educators Academy and implement the Grow Your Own asynchronous class. • Evaluate the instruction model of Health Science classes and make adjustments. Scale up the hybrid model of Health Science to include additional schools, • Review and prioritize programs of study by conducting reviews in school districts and identify programs that should be eliminated or deprioritized based on the H3 and local needs. • Expand partnerships with additional business and industry partners to foster face-to-face experiences for students.
<p>Year 3: 2026-2027</p>	<ul style="list-style-type: none"> • Continue to review H3 data and provide additional training for CTE team members to deepen their understanding of data analysis. • Continue to expose students to careers in education through the ESU4 Future Educators Academy and implement the Grow Your Own asynchronous class. • Evaluate the instruction model of Health Science classes and adjust. Scale up the hybrid model of Health Science to include additional schools, • Review and prioritize programs of stud by conducting reviews in school districts and identify programs that should be eliminated or deprioritized based on the H3 and local needs.

	<ul style="list-style-type: none"> • Expand partnerships with additional business and industry partners to foster face-to-face experiences for students.
<p>Year 4: 2027-2028</p>	<ul style="list-style-type: none"> • Provide ongoing supports and professional development for CTE team members and implement best practices identified through data analysis to further enhance the review process. • Continue to review H3 data and provide additional training for CTE team members to deepen their understanding of data analysis. • Continue to expose students to careers in education through the ESU4 Future Educators Academy and implement the Grow Your Own asynchronous class. • Evaluate the instruction model of Health Science classes and adjust. Scale up the hybrid model of Health Science to include additional schools, • Review and prioritize programs of study by conducting initial reviews in school districts and identify programs that should be eliminated or deprioritized based on the H3 and local needs. Implement new course offerings based on these reviews. • Continue to expand partnerships with additional business and industry partners to foster face-to-face experiences for students.

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 in each participating district. Justify these offerings with reVISION outcomes.

RESPONSE:

Each ESU4 Perkins Consortium member district must offer at least one state-approved program of study. This is verified through the Annual Intent to Participate and monitored by the Nebraska Department of Education (NDE) through the ADVISER server data collection tool. Only schools that offer an approved program of study will be eligible for Perkins Grant funds.

The ESU4 Perkins Consortium can support schools and teachers as they align their local curriculum to approved programs of study. These programs are based on labor market information and NDE-approved standards. The consortium may also provide work-based learning experiences, including dual enrollment or early college programs, that could lead to postsecondary and industry credentials.

Each school in the ESU4 Perkins Consortium will participate in the reVISION and /reFRESH process every two years, so ensure that the program offerings are appropriate aligned to the reVISION outcomes. This process will help schools determine if alterations need to be made concerning class offerings or a change in Programs of Study.

Because of the wide array of schools in the ESU4 area, the Programs of Study offered to students are often driven by the availability of staff. There are Programs of Study that would be more in line with the H3 for southeast Nebraska, however because of the severe shortage of teachers, schools must often provide courses based on the instructor's expertise. The ESU4 Perkins Consortium will continue to provide professional development to all CTE educators in order to enhance or expand their programs.

Programs of Study that will be offered will include Business, Marketing and Management, Communication and Information Systems, Skilled Technical Sciences, Human Sciences and Education, Health Sciences, Agriculture, Food and Natural Resources

8. How will your consortium 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:

The ESU4 Perkins Consortium will improve the academic and technical skills of students in CTE programs by Sharing resources and expertise between schools and businesses. This will be accomplished through the annual ESU 4,5,6 CTE Collaboration Day in order to ensure that industry standards are clearly understood by educators. A strong curriculum for each course will be developed by being aligned with the state CTE standards, integrating academics and technical skills by ensure that students in CTE classes are also being held to rigorous academic standards. The ESU4 Consortium hosts curriculum collaboration days each summer to provide educators an opportunity to review academic data and strengthen the skills of educators in teaching reading, math and/or science. Schools will reference the NSCAS data to monitor the progress of students toward meeting academic skill attainment.

The ESU4 Perkins Consortium also provides funding for CTE teachers to participate in professional learning opportunities that improve their pedagogical and technical skills.

A special emphasis has been occurring for the past two years toward supporting students in special populations to be successful in CTE programs and will continue in the next four years. These special populations include students who are identified in the Trend Indicators Report (Sped, FRL, EL). ESU4 has had a strong collaborate effort between the ESU4 Perkins Consortium and the ESU 4 Special Education department, including a strong alliance with the Nebraska Southeast Region Transition Facilitator.

9. Describe how districts within the consortium 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:

The schools in the ESU4 Perkins Consortium will continue to work with post-secondary institutions including Southeast Community College (SENCAP) and Peru State College (dual credit.). SENCAP offers several Academies: Agriculture, Business, Construction, Criminal Justice, Education, Health Sciences, Information Technology, **and** Manufacturing in Energy and Welding.

10. Through each district’s reVISION process, action steps were identified related to CTE program implementation (including size, scope, and quality) your consortium hopes to address over the next four years. First, write the consortium’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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

- Continue to have a robust relationship with area economic councils. Partner with area business partners for educators to job shadow.
- Continue to partner with Special Education directors, teachers and transition specialists to provide ensure that each students, including those from special populations, is provided with equitable access to CTE programs and activities.
- Support the development of ongoing, organized, systemic framework for career development in middle and high school
- Modernize equipment in CTE programs to they are new, innovative and industry grade to prepare students for the workforce in CTE areas.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	<ul style="list-style-type: none"> • Strengthen relationships with area economic councils and explore joint initiatives and projects for mutual benefit. • Enhance equity in CTE by collaborating with special education and EL stakeholders to address barriers and provide support services and adapted curriculum materials. • Support the development of a career development framework at area schools to enhance CTE course offerings. • Upgrade CTE equipment as appropriate.
Year 2: 2025-2026	<ul style="list-style-type: none"> • Develop a process to cultivate relationships with local business, industry leaders and economic councils to they can assist schools in identifying equipment and skills that meet industry standards and needs.

	<ul style="list-style-type: none"> • Work with schools to identify methods of supporting special populations through the MTSS process as they enroll in CTE courses. • Establish a career development framework in schools and support staff in professional development to enhance CTE course offerings. • Continue to upgrade equipment as appropriate.
<p style="text-align: center;"><i>Year 3: 2026-2027</i></p>	<ul style="list-style-type: none"> • Continue to cultivate relationships with local business, industry leaders and economic councils to they can assist schools in preparing students to be ready to enter the workforce in CTE area fields. • Implement targeted interventions and strategies to address identified gaps in support for students in Special Education of English Learners. • Review and refine the career development framework in schools and support staff in professional development to enhance CTE course offerings. • Continue to upgrade equipment as appropriate.
<p style="text-align: center;"><i>Year 4: 2027-2028</i></p>	<ul style="list-style-type: none"> • Continue to cultivate relationships with local business, industry leaders and economic councils to they can assist schools in preparing students to be ready to enter the workforce in CTE area fields. • Continue to implement targeted interventions and strategies to address identified gaps in support for students in Special Education of English Learners. • Continue to review and refine the career development framework in schools and support staff in professional development to enhance CTE course offerings. • Continue to upgrade equipment as appropriate.

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, each 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 consortium 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 non-traditional 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:

A. - Through MTSS, teachers will be equipped with a range of activities tailored to address the diverse needs of special populations so that all students can achieve self-sufficiency. ESU4 hosts MTSS workshops each year and supports districts by providing direct support to schools with the help of NeMTSS partners. Counselors are typically included in this process, but an intentional effort will be made by the ESU4 Teaching and Learning Team to ensure that CTE educators are invited to and included in MTSS trainings to better support students with their academic and behavioral needs.

B. Schools will review performance data relative to CTE participation in non-traditional fields. Teachers and students will examine non-traditional career examples and benefits to students who pursue careers in non-traditional areas. Schools have indicated that they intend to enhance middle school programs to introduce various career fields to expose students to non-traditional career fields.

C. Through MTSS, teachers will implement strategies to eliminate barriers and promote equitable access to CTE courses, programs, and pathways for all students, including those from special populations. This may involve personalized support, accommodations, and alternative instructional approaches to meet diverse learning needs.

D. Teachers will receive training on recognizing and addressing discrimination, bias, and stereotypes, ensuring that members of special populations are treated fairly and with dignity, irrespective of their status.

12. How will the consortium 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 target individual schools to develop strategies to eliminate those disparities or gaps.

RESPONSE:

The ESU4 consortium will leverage disaggregated student performance data over the next four years to proactively identify student groups experiencing significant underperformance. Based on this data, the consortium will implement a series of targeted interventions aligned with the recommendations set forth by the Nebraska Career Education Leadership team. These interventions are designed to improve student performance outcomes. MTSS will also be incorporated in CTE classes to support all learners. UDL (Universal Design for Learning) will become a standard practice in CTE classes.

13. Through each district’s reVISION process, action steps were identified to address any disparities in student performance data. First, write the consortium’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 consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Student Performance Data:

(Copy and paste from the reVISION Summary)

The ESU4 Consortium will work to close the achievement gap in CTE by continuing to provide supports through the MTSS process. Specific emphasis will be placed on increasing proficiency in reading, math and science for all students.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
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<p>Year 1: 2024-2025</p>	<ul style="list-style-type: none"> • Schools will review assessment data of students in CTE classes and determine which interventions are in place. • Provide MTSS training to CTE teachers. • Allocate Perkins funds for teachers to receive professional development to support students with achievement gaps.
<p>Year 2: 2025-2026</p>	<ul style="list-style-type: none"> • Schools will review assessment data of students in CTE classes and determine which interventions are in place, add or adjust interventions that are in place. • Customize supports to meet the specific needs to CTE students who are not proficient in reading, math or science. • Provide ongoing professional development to support educators with UDL and differentiation techniques.
<p>Year 3: 2026-2027</p>	<ul style="list-style-type: none"> • If no significant progress has been made, individual consortium members may be targeted for additional professional development based on the Perkins Report Card issued for the consortium. • Schools will review assessment data of students in CTE classes and determine which interventions are in place, add or adjust interventions that are in place. • Customize supports to meet the specific needs to CTE students who are not proficient in reading, math or science. • Provide ongoing professional development to support educators with UDL and differentiation techniques.
<p>Year 4: 2027-2028</p>	<ul style="list-style-type: none"> • Schools will review assessment data of students in CTE classes and determine which interventions are in place, add or adjust interventions that are in place. • Customize supports to meet the specific needs to CTE students who are not proficient in reading, math or science. • Provide ongoing professional development to support educators with UDL and differentiation techniques.

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 district approaches towards recruiting a knowledgeable and diverse workforce, support services offered to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of each district's reVISION outcomes to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your consortium 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:

The ESU4 consortium's success in supporting the recruitment, preparation, retention, and training of educators hinges on robust collaboration with the Nebraska Department of Education (NDE) and higher education institutions. Through strategic partnerships, the consortium will identify areas with teacher shortages and underrepresented groups, developing targeted recruitment initiatives to attract diverse talent. This entails participation in career fairs, hosting informational sessions, and leveraging digital platforms.

Once recruited, the consortium will work closely with schools to provide mentorship opportunities for teachers as well as instructional coaching tailored to provide a systematic support to help teachers find success. By fostering a culture of inclusivity and offering professional development opportunities focused on culturally responsive teaching and implicit bias awareness, the consortium aims to empower educators to excel in all classroom environments.

Paraeducators will be provided support through the ESU4 Special Education department and Project Para

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

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

- Sustain PD opportunities offered by ESU4 and continue to provide funds for CTE instructors to attend state and national conferences.
- Continue to host Future Educators Academy at ESU4 to provide high school students with insight into becoming a teacher.

- Continue to improve facilities and equipment. Expand staffing based on H3 and the needs assessment of area schools.
- Establish CTE Career Specific Cadres led by CTE educators.
- Provide instructional coaching through ESU4

**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	<ul style="list-style-type: none"> • Provide resources for CTE educators, counselors, administrators and paraeducators to attend appropriate professional development opportunities. • Host Future Educators Academy for high school students to recruit potential teachers. • Support schools as they purchase industry standard equipment. • Establish CTE Cadres led by ESU4 educators with three meetings a year. • Provide instructional coaching through the ESU4 instructional coaches.
Year 2: 2025-2026	<ul style="list-style-type: none"> • Build on the existing PD opportunities by focusing on new initiatives and formats conducive to staff needs. Encourage collaboration between faculty and staff from various schools within the consortium. • Continue to host Future Educators Academy or partner with Peru State College supporting their REACH initiative. • Continue to upgrade equipment based on the established plan as determined by the ESU4 Advisory Board. • CTE Cadres led by ESU4 educators with three meetings a year. • Scale up instructional coaching to ensure that students with IEPs and students with English Learners can participate fully in classes.
Year 3: 2026-2027	<ul style="list-style-type: none"> • Continue to provide PD to CTE educators, counselors and administrators based on the needs identified in the Perkins Report Card and determined by the ESU4 Perkins Advisory Board. • Continue to host Future Educators Academy or partner with Peru State College supporting their REACH initiative. • Continue to upgrade equipment based on the established plan as determined by the ESU4 Advisory Board. • CTE Cadres led by ESU4 educators with three meetings a year. • Scale up instructional coaching to ensure that students with IEPs and students with English Learners are able to participate fully in classes.
Year 4: 2027-2028	<ul style="list-style-type: none"> • Continue to provide PD to CTE educators, counselors and administrators based on needs identified in the Perkins Report Card and determined by the ESU4 Perkins Advisory Board. • Continue to host Future Educators Academy or partner with Peru State College supporting their REACH initiative.

- Continue to upgrade equipment based on the established plan as determined by ESU4 Advisory Board.
- CTE Cadres led by ESU4 educators with three meetings a year.
- Scale up instructional coaching to ensure that students with IEPs and students with English Learners can participate fully in classes.

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 consortium and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.

RESPONSE:

In our consortium, we've taken significant strides in the past year in fostering Work Based Learning (WBL) opportunities for Career and Technical Education (CTE) students. Our approach has been structured across different phases, ensuring a progressive and comprehensive engagement with both educational institutions and business partners. A business registry has been started with the help of school counselors.

Firstly, our focus has been on Phase 1 Awareness Strategies, ensuring that all schools within our consortium are well-versed in the concept and potential benefits of WBL. This foundational understanding lays the ground for deeper engagement and collaboration.

We've seen encouraging progress with the adoption of Phase 2 Exploration Strategies across most schools. This phase involves actively exploring various avenues and methodologies for implementing WBL, aligning with the specific needs and interests of our students and local industries.

Some schools have already transitioned into developing true WBL programs. These programs serve as an integral part of the curriculum, fully entrenched within their schools, but exceptional effort and intentional planning has gone into providing meaningful opportunities to students.

During the summer of 2024 our approach to working with businesses and employers to develop or expand WBL opportunities for schools in the consortium at the ESU4 CTE Collaboration Day. Educators from a nearby

who have developed a strong WBL program will be sharing their experiences and resources as teams of educators from each school will have time to build out their own processes for WBL.

17. Through each district’s reVISION process, action steps were identified related to work-based learning. First, write the consortium’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 consortium will address over the next four years. The activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Consortium Goal(s) for Work-based Learning:
(Copy and paste from the reVISION Summary)

- Continue to develop WBL programs at Phase 1,2 and 3.
- Continue to build high levels of communication with businesses, industries, and other community partners to: expand work-based learning opportunities, develop a tool to collect data and evaluate WBL.

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	<ul style="list-style-type: none"> • Expand the business registry by actively recruiting additional business and industry and community partners to participate in WBL. • Promote the benefits of WBL partnerships through targeted outreach campaigns. Utilize the registry as a strategic tool for matching educators, students and suitable employers. • Offer professional development opportunities for educators to enhance their practice in WBL.
Year 2: 2025-2026	<ul style="list-style-type: none"> • Expand the business registry by actively recruiting additional business and industry or community partners to participate in WBL. Promote the benefits of WBL partnerships through targeted outreach campaigns. Utilize the registry as a strategic tool for matching educators, students and suitable employers. • Offer professional development opportunities for educators to enhance their practice in WBL.
Year 3: 2026-2027	<ul style="list-style-type: none"> • Continue to build the business registry and pursue additional business partners. • Continue to offer professional development opportunities for educators to enhance WBL
Year 4: 2027-2028	<ul style="list-style-type: none"> • Continue to build the business registry and pursue additional business partners. • Continue to offer professional development opportunities for educators to enhance WBL

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 ESU4 Perkins Consortium has been intentional about addressing the needs of students in special populations. A special emphasis on students in Special Education and English Language Learners has been a particular point of interest based on the Perkins Indicator Trends reports and discussions in the ESU4 Perkins Advisory Board.

- Special Education department and transition specialists have been involved in planning professional development opportunities for CTE educators at ESU4.
- The Title III program director has been consulted on best practices regarding meaningful access to CTE programs for EL learners.

These efforts demonstrate a commitment to providing equitable CTE opportunities for all students, regardless of their background or needs.

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 completed copies 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 the 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 consortium 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 are utilized as a starting point.

RESPONSE:

ESU4 has made strides in creating a system where stakeholder engagement and consultation is “how we do business.” Stakeholders will continue to be invited to ESU4 Advisory Board Meetings and schools will be advised to include the assorted stakeholders listed in the reVISION Guidebook as part of their individual planning meetings. CTE Team and Stakeholders – Link -

<https://docs.google.com/spreadsheets/d/1U1vGK8j5fPsPo084mWSmDrdRNW1aPn3zEBDnySks4IE/edit?usp=sharing>

Advisory Committee Agenda – Link -

<https://docs.google.com/document/d/1FqSRmwyGPb7NoFt1ynqFBkBBIssr2ekldBPVRYB1Lms/edit?usp=sharing>

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 the webpage 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.