PERKINS V

LOCAL PERKINS APPLICATION
2024-2028

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

DEPARTMENT OF EDUCATION

2nd Floor, Lincoln, NE 68510-2615

CTE
Learning that works
for Nebraska

eral 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.
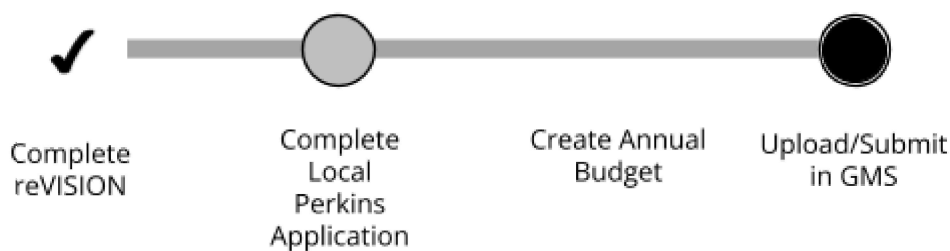
Complete reVISION — Complete Local Perkins Application — Create Annual Budget — Upload/Submit in GMS

Eligible Recipients

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

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

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

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

Use of Funds

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

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

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

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

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

Timeline and Deadlines

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

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

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Step 1: Establish Goals

Step 2: Identify Action Steps and Set Priorities through 2028

Step 3: Plan for Next Year

elements. Taking all of these desired states and action steps into consideration, identify a goal or set of goals your district might pursue to ensure high-quality CTE programming for your students.

Step 2: Identify Action Steps & Set Priorities

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

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

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

Helpful Tip

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

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)
SAMPLE: *Size, Scope, and Quality and Implementing CTE Programs of Study*	*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.*	*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.* *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.*

reVISION SUMMARY		
Element	**Summary of Current State**	**Overarching Goal(s)**
Career Development	We have teachers in our CTE courses at the middle school and high school who have real world experience in the industry. We do some career exploration and development in	**Within the next four years Priorities and Potential Action Steps (in priority order):** -Self assessment of current programming, along with analysis of

	pockets, but there is opportunity to do more career exploration starting in middle school. We do not provide much opportunity for our CTE teachers to collaborate. This is an area we can improve. We also do not connect with our local businesses consistently to come in and present/work with our students.	current and potential business partnerships -Collaboration opportunities for GPS counseling, CTE teachers, and leadership for program alignment -Review data / processes for Kuder assessment (interest inventory, work values, skills)
Local Workforce Alignment	We feel like our course offerings in CTE are strong. We need to collaborate more with other CTE coordinators for continued program development. Our SPED students have opportunities through our Young Adult Transition Program that is going well. Right now we have a wide variety of current course offerings across different career fields. We work with Metro Community College Career Academy which offers 26 career academies. Architectural drafting and Culinary Arts have decreasing enrollment. We need to examine current offerings and opportunities to revamp.	**Within the next four years Priorities and Potential Action Steps (in priority order):** Meet with MCC for opportunities to align course offerings at both the high school and secondary level. - kickstart, jumpstart, MCC career academies, MCC liaison for GPS Further review of program trend data, Kuder assessments, and H3 alignment
Size, Scope, & Quality and Implementing CTE Programs of Study	We have a strong relationship with Metro Community College. Our CTE teachers maintain their own communication with local business partners to set up classroom visits, site visits, etc. CNA programming, Woods/Construction, Business Entrepreneurship, and culinary are all up to date and industry standard. Looking at the data it shows that females are underrepresented in multiple CTE classes. EL and students of minority populations are also underrepresented in certain programs.	**Within the next four years Priorities and Potential Action Steps (in priority order):** -Development of systems and processes to identify current business partners and existing engagement opportunities. -Create a bank of current business partners and how we partner with them, in order to identify additional partners and opportunities to engage further. -Development of an Advisory Committee, as well as plans for collaboration. -Identify and contact female business

		leaders to explore opportunities to engage female students in CTE programs. -Communication with counselors and CTE staff to ensure a common message to inform female students about CTE opportunities.
Student Performance Data	Four year graduation rate for Hispanic is 89.47, SPED 89.47, and FRL 93.9 compared to overall 99.04%. Our SPED students are the most concerning looking at all of the data. We need to support the recruitment and retention of students in programs non-traditional of their gender better. Health services is our only female heavy CTE program. Our ACT data for the 22-23 school year was ELA 54% met expectations, Math 62% met expectations, and Science 72% met expectations.	**Within the next four years Priorities and Potential Action Steps (in priority order):** Graduation rate of our SPED, Hispanic, and FRL populations. Get more check-ins along the way during high school to make sure they are on track, and more support if they are not on track. Increase our number of females in our CTE courses. -Conversations with female business leaders to speak to students. -Explore hands-on opportunities in lower grades to expose students to industry / careers. -Develop materials / communication with CTE staff and counselors to market courses and programs.
Recruitment, Retention, and Training of Faculty and Staff	We go to Career Fairs and try to connect with college students for potential teachers. Building relationships with colleges for student teachers. We will start paying student teachers for the 24-25 school year. HS Education classes to get students interested in the field of education and hopefully grow our own. Industrial Tech is very difficult. We are continuing to support teachers for professional development and going to conferences to learn and grow. This is something that we keep discussing at our district office as we look at opening a third middle school in the 25-26 school year.	**Within the next four years Priorities and Potential Action Steps (in priority order):** -Further investigate parameters of the Career Education Permit for consideration in hiring procedures. -Develop an advisory committee that includes representation from CTE staff and counseling, as well as industry. -Partner with ESU3 to discuss opportunities to enhance the teacher mentorship program. -Review NCE Conference participation and incentives / support to attend, as well as collaborative opportunities for CTE teachers to connect with their peers in other districts.

Work-Based Learning	This is our biggest priority in our district. The last four years Gretna has talked about this, but very little progress has been made. Currently there is no formal work-based learning opportunities for our students.	**Within the next four years Priorities and Potential Action Steps (in priority order):** -Explore current business partnerships to gauge interest in providing work based learning opportunities. -Develop an advisory committee to establish parameters for successful work based learning. -Review NDE guidance on work based learning as a team in order to apply this to our programs. We plan on sharing this process with our CTE teachers to see if anyone has interest in this endorsement. We currently have 2 staff members with this endorsement.

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.

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

Element 1: Career Development

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

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

RESPONSE:
A) The seventh-grade business classes complete the first Kuder survey regarding careers. Shortly after identifying their interests, students begin their exploration by investigating different programs of study. In their freshman year, all students continue to work with their school counselors to investigate their interests by updating their Kuder survey. This investigation is well thought out and integrated in their introduction to the social sciences course. Updating their survey creates an environment in which students discover other areas of interest beyond their middle school experiences. At this point in their high school

experiences, students will have more opportunities to choose electives that best fit their interests.

B) The Gretna Public Schools middle school skills and technical sciences, business, computer technology, and family consumer science classes incorporate career awareness based on the content presented. Section 2: Narrative Descriptions These content areas mirror the high school content areas, thus providing early exploration to identify student interests. Gretna High School CTE classes offer shadow experiences throughout the community while also bringing in knowledgable speakers from the local workforce to present in relevant classes.

C) All 10th grade students do a career awareness unit in their Social Studies classes.

D) Every winter, all Gretna High School students (and their parents/guardians) individually meet with their school counselor to register for the upcoming school year. This one-on-one meeting allows for an in-depth conversation, which individualizes students' schedules and course work for the upcoming school year

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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)

Priorities and Potential Action Steps (in priority order):
-Self assessment of current programming, along with analysis of current and potential business partnerships
-Collaboration opportunities for GPS counseling, CTE teachers, and leadership for program alignment
-Review data / processes for Kuder assessment (interest inventory, work values, skills)

Prioritized Action Steps for Career Development:	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: ***2024-2025***	1. Self Assessment of current programming, along with analysis of current and potential business partnerships. 2. Collaboration opportunities for GPS counselors, CTE teachers, and leadership for program alignment.

	3. Review data/processes for Kuder assessment (interest inventory, work values, skills. 4. Consistent meetings through the year with our CTE teachers and our advisory team.
Year 2: 2025-2026	1. Conduct a comprehensive review of programming strengths and weaknesses, focusing on areas of improvement identified in the previous year's assessment. 2. Explore potential business partnerships that align with program goals and can provide valuable resources, expertise, or internship opportunities for students. 3. Facilitate collaborative sessions between GPS counselors, CTE teachers, and program leadership to ensure alignment of program objectives and curriculum. 4. Enhance collaboration opportunities for GPS counselors, CTE teachers, and program leadership, fostering a cohesive approach to program development and delivery. 5. Evaluate the effectiveness of the Kuder assessment process, including the interest inventory, work values, and skills assessment, and make necessary adjustments for improvement. 6. Schedule regular meetings throughout the year with CTE teachers and the advisory team to discuss program progress, address challenges, and solicit feedback for continuous improvement.
Year 3: 2026-2027	1. Conduct a comprehensive review of programming strengths and weaknesses, focusing on areas of improvement identified in the previous year's assessment. 2. Explore potential business partnerships that align with program goals and can provide valuable resources, expertise, or internship opportunities for students. 3. Facilitate collaborative sessions between GPS counselors, CTE teachers, and program leadership to ensure alignment of program objectives and curriculum. 4. Enhance collaboration opportunities for GPS counselors, CTE teachers, and program leadership, fostering a cohesive approach to program development and delivery. 5. Evaluate the effectiveness of the Kuder assessment process, including the interest inventory, work values, and skills assessment, and make necessary adjustments for improvement.

	6. Schedule regular meetings throughout the year with CTE teachers and the advisory team to discuss program progress, address challenges, and solicit feedback for continuous improvement.
Year 4: **2027-2028**	1. Conduct a comprehensive review of program outcomes and impact, leveraging data to assess student achievement, engagement, and post-graduation success.
	2. Expand and deepen existing business partnerships, emphasizing long-term sustainability and mutual benefit for both the program and partner organizations.
	3. Foster a culture of collaboration and innovation among GPS counselors, CTE teachers, and program leadership, encouraging the sharing of best practices and exploration of new initiatives.
	4. Implement a system for tracking and monitoring student progress and outcomes following participation in the program, including post-secondary education enrollment, employment, and career advancement.
	5. Conduct a thorough evaluation of the Kuder assessment tools and processes, seeking input from students, parents, and educators to ensure alignment with evolving career pathways and industry demands.
	6. Maintain regular meetings with CTE teachers and the advisory team, focusing on strategic planning and continuous improvement efforts to sustain program excellence over time.

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: The Perkins Advisory Committee reviewed the H3 data for the greater Omaha Metropolitan area. The committee found the following CTE programs and activities were most applicable to the students at Gretna Schools: Automotive, Business, Education, Carpentry,

Nursing, CDL (Drivers/Operators), Electricians, and Plumbers. Gretna High School has offered carpentry for many years while nursing was added during the 2019-2020 school year. In addition, a small engines class has been offered but not a class focused on automotive.

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

RESPONSE:The Gretna Public Schools have established automotive and carpentry pathways which provide the beginning skills to continue these pathways through Metropolitan Community College programs. The nursing pathway was implemented in the 2019-2020 school year. We also added two more Dual Credit Business classes for the 23-24 school year. The Committee decided to concentrate its efforts on the three careers found in the H3 study. In addition, the Committee will reinforce the use of current technologies in all CTE programming.

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:In their sophomore year, all students continue to work with their school counselors to investigate their interests by updating their Kuder survey. This investigation is well thought out and integrated in their introduction to social studies course. Updating their survey creates an environment in which students discover other areas of interest beyond their middle school experiences. At this point in their high school experiences, students will have more opportunities to choose electives that best fit their interests. Every winter, all Gretna High School students (and their parents/guardians) individually meet with their school counselor to register for the upcoming school year. This one-on-one meeting allows for an in-depth conversation, which individualizes students' schedules and course work for the upcoming school year. Because these meetings occur with every student and his/her guardian, special populations are included. The district works closely with local foundations to ensure any fees associated with our CTE classes are covered for our students receiving free or reduced meals. These individual meetings also allow for discussions of any other hurdles that may occur with students and how the district may help navigate these issues. In addition, a new special education department has been created focused on work-based learning and job skills. The special education teachers for this program are located next door to a majority of the CTE classrooms.

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)

Meet with MCC for opportunities to align course offerings at both the high school and secondary level.
- kickstart, jumpstart, MCC career academies, MCC liaison for GPS

Further review of program trend data, Kuder assessments, and H3 alignment

Prioritized Action Steps for Local Workforce Alignment:	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: 2024-2025	1. Enhance Collaboration with Metro Community College (MCC): • Schedule monthly meetings with MCC representatives to discuss course alignment opportunities. • Establish a liaison between Gretna High School (GHS), Gretna East High School (GEHS), and MCC to streamline communication and coordination. 2. Promote MCC Programs: • Launch targeted awareness campaigns to increase student enrollment in MCC kickstart, jumpstart, and career academies. • Organize informational sessions and workshops at both high schools to highlight the benefits and opportunities offered by MCC programs. 3. Annual Review and Assessment: • Conduct yearly evaluations of program trend data, Kuder assessments, and H3 alignment to identify strengths and areas for improvement. • Implement feedback mechanisms to gather input from students, parents, and faculty regarding the effectiveness and relevance of existing programs.

***Year 2:
2025-2026***
	1. Strengthen Partnership with MCC:
	   • Formalize processes and procedures between GHS, GEHS, and MCC outlining the responsibilities and commitments of each party.
	   • Explore opportunities for joint initiatives such as additional dual enrollment courses, internships, and mentorship programs.
	2. Expand Student Participation:
	   • Develop targeted outreach strategies to engage underrepresented student populations at both Gretna High Schools and MCC programs.
	   • Establish support systems and resources to address barriers to participation, such as transportation or financial constraints.
	3. Continuous Improvement:
	   • Implement a continuous improvement cycle for CTE curriculum development and alignment based on feedback from stakeholders and industry trends.
	   • Invest in professional development opportunities for faculty to stay updated on best practices and emerging trends in career education.

***Year 3:
2026-2027***
	1. Integrate MCC Pathways:
	   • Continue Integrate MCC pathways into the academic counseling and career planning process at GHS and GEHS.
	   • Provide comprehensive guidance and support to students interested in pursuing MCC programs, including assistance with application processes and academic advising.
	2. Diversify Program Offerings:
	   • Collaborate with MCC to identify and develop new program offerings that align with emerging industries and workforce needs.
	   • Encourage interdisciplinary approaches to education by integrating MCC courses into existing curriculum frameworks.
	3. Data-Driven Decision Making:
	   • Establish a data analytics framework to monitor student outcomes and track the impact of MCC partnerships on academic and career success.
	   • Use data insights to make informed decisions regarding resource allocation, program prioritization, and strategic planning.

Year 4: ***2027-2028***	1. Monitor and Review our collaboration with MCC and to expand pathways and make adjustments to courses as needed. 2. Monitor and Review our program offerings to make sure we are keeping up with industry and workforce needs. 3. Monitor and Review our data from 2024-2028 to continue to make informed decisions regarding resource allocation, program prioritization, and strategic planning.

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: The Gretna Public Schools have established Business, Marketing, and Management, Health Sciences, and Skilled and Technical Science pathways which provide the beginning skills to continue these pathways through Metropolitan Community College programs. The health science pathway was implemented in the 2019-2020 school year and we have made adjustments and course additions, thus there may be some expenditure from this grant funding the nursing program. We also added two Dual Credit Business, Marketing, and Management courses (Dual Credit Financial Literacy and Dual Credit Principles of Marketing) for the 2023-2024 school year. The Committee will reinforce the use of current technologies in all CTE programming

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:The Gretna Public Schools will continue to update its use of current technologies within the CTE programs and ask students to go beyond problem solving. For example, students will be presented with a problem. They will draft a solution to the problem, then physically create what is needed to solve the problem. The latter may require the use of 3D printing skills or the programing of drones (TDL/CDL), which are examples of strengthening the academic component of the program.

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:The equivalent of an associate's degree core requirements can be completed at Gretna Public Schools as offered in a dual credit program in conjunction with Metropolitan Community College. The opportunity to begin earning community college credits (in the program of choice) is available through the Career Academy. For example, pre-apprenticeship in plumbing or course work in electrical technology is available through the Career Academy to begin earning credits for certification. The curriculum, instruction, and assessment department collaborate with Metropolitan Community College (MCC) to ensure courses offered at Gretna Public Schools are in alignment with courses offered at the college. For example, during the 2019-2020 school year Gretna Schools added a family and consumer science program in the area of foods including courses in ProStart 1 and ProStart 2. As part of this process, staff at MCC worked with the school to ensure our curriculum met industry standards.

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.

<table>
<tr><td align="center">District's Goal(s) for
Size, Scope, and Quality and Implementing CTE Programs of Study
(Copy and paste from the reVISION Summary)</td></tr>
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-Development of systems and processes to identify current business partners and existing engagement opportunities.
-Create a bank of current business partners and how we partner with them, in order to identify additional partners and opportunities to engage further.
-Development of an Advisory Committee, as well as plans for collaboration.
-Identify and contact female business leaders to explore opportunities to engage female students in CTE programs.
-Communication with counselors and CTE staff to ensure a common message to inform female students about CTE opportunities.

	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_**	1. Develop better systems and processes to identify current business partners and existing engagement opportunities. 2. Create a bank of business partners and a process for how we partner with them in order to identify additional partners and opportunities to engage further. 3. Breathe life back into our advisory committee, as well as plans for collaboration. 4. Identify and contact female business leaders to explore opportunities to engage female students in CTE programs. 5. Improve communication with counselors and CTE staff to ensure a common message to inform female students about CTE opportunities.

Year 2:
_2025-2026_
	1. Identify Current Business Partners:
	   • Conduct a comprehensive review of existing business partnerships.
	   • Implement a system to track partner interactions and engagement opportunities.
	   • Assign dedicated staff to manage partner relationships and identify new opportunities.
	2. Develop Partner Bank and Partnership Process:
	   • Create a centralized database of potential business partners across various industries.
	   • Establish clear criteria for partnership selection and collaboration.
	   • Implement a streamlined process for evaluating and onboarding new partners.
	3. Revitalize Advisory Committee:
	   • Reach out to former committee members and stakeholders to gauge interest in rejoining.
	   • Host regular meetings with clear agendas and objectives to foster collaboration.
	   • Encourage active participation and feedback from committee members.
	4. Engage Female Business Leaders:

	- Research and identify influential female leaders in relevant industries. - Reach out with personalized invitations to discuss potential collaborations and engagement opportunities. - Offer opportunities for mentorship and involvement in CTE programs tailored to female students. 5. Improve Communication with Counselors and CTE Staff: - Schedule regular meetings or workshops to align messaging and goals. - Provide training on effectively communicating CTE opportunities to female students. - Establish channels for ongoing communication and feedback to ensure alignment.
Year 3: *2026-2027*	1. Review and Enhance Business Partnerships: - Conduct a thorough assessment of partnership effectiveness. - Solicit feedback from partners to identify areas for improvement. - Explore innovative ways to deepen existing partnerships and explore new avenues for collaboration. 2. Expand Partner Network and Processes: - Actively seek out new potential partners through networking events, industry conferences, and referrals. - Continuously refine the partnership process based on feedback and performance metrics. - Leverage technology to automate and streamline partner relationship management tasks. 3. Sustain Advisory Committee Engagement: - Implement strategies to maintain enthusiasm and engagement among committee members. - Rotate leadership roles within the committee to encourage fresh perspectives and ownership. - Regularly evaluate the committee's effectiveness and adjust tactics as needed. 4. Empower Female Business Leaders in CTE Programs: - Cultivate strategic partnerships with female-led businesses and organizations. - Collaborate on initiatives to promote gender diversity and inclusion in CTE programs. - Provide resources and support to female leaders interested in mentoring students and supporting CTE initiatives. 5. Refine Communication Strategies:

	- Gather feedback from counselors and CTE staff on communication effectiveness. - Tailor messaging and outreach efforts to resonate with female students' interests and aspirations. - Implement targeted communication campaigns using a mix of traditional and digital channels.
Year 4: *2027-2028*	1. Optimize Partnership Portfolio: - Conduct a comprehensive review of the partnership portfolio to assess alignment with strategic objectives. - Consolidate or phase out partnerships that no longer align with organizational goals. - Invest resources in nurturing high-potential partnerships for long-term mutual benefit. 2. Innovate Partnership Processes: - Explore emerging technologies and trends in partnership management. - Pilot new approaches to foster a culture of innovation and adaptability within the partnership team. 3. Strengthen Advisory Committee Impact: - Increase the committee's influence by leveraging their expertise and networks. - Encourage cross-sector collaboration and knowledge-sharing among committee members. 4. Empower Female Leadership in CTE: - Launch targeted outreach campaigns to attract more female leaders to participate in CTE initiatives. - Provide leadership development opportunities tailored to the needs of female professionals. - Celebrate and showcase the successes of female role models in CTE programs to inspire the next generation. 5. Foster Seamless Communication Channels: - Implement a communication platform to streamline information sharing among stakeholders. - Offer ongoing training and resources to counselors and CTE staff to enhance communication skills. - Establish feedback processes to continuously improve communication effectiveness and address any challenges proactively.

Element 4: Student Performance Data

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

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

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

RESPONSE: Our four year graduation rate for our Hispanic population is 89.47%, SPED is 89.47%, and Free and Reduced Lunch population is 93.9 compared to the overall graduation rate of 99.04%. Our SPED students are the most concerning. We would also like to see an increase in females in our CTE programs. The district will continue to focus on the inequity of this enrollment by continuing to meet with families individually during the registration process and utilizing the Kuder program. Regarding "a" through "d" above, this is all related to the previously mentioned accountability practice that occurs in our building. The mission of Gretna Public

Schools is to "Accept all students unconditionally and maximize their potential". This starts with Gretna Public Schools Accountability Policy Statement that requires students to complete all assignments to a level of proficiency. If a student struggles with an assignment or task, he/she must come in before or after school to relearn and retake the assignment until it is completed to proficiency. This allows teachers to work individually with students and get to know their specific needs regardless of any population. Regarding special education students, CTE teachers are actively involved in the IEP process and work closely with the special education teachers in order to help every child be successful. The building administration conduct daily walkthroughs of all classrooms, allowing necessary feedback for teachers and ensuring that none of the students are discriminated against. Supporting teachers and special populations must be part of a building culture in all areas of a building and have a constant focus if the mission is going to be carried out successfully.

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: reVision data indicates a gap in enrollment of special education students in our CTE programs; however, there is no indication that any special population shows a gap in performance. This is likely due to Gretna Public Schools Accountability Policy. According to the Gretna Public Schools Accountability Policy Statement, all students must complete all schoolwork to at least a 70% proficiency. When student achievement is below proficient, teachers, administrators, and parents work together to ensure students can reach or surpass the learning standards. This manifests itself in a variety of scenarios: before/after-school time with teachers for reteaching, for example. Students are not re-assessed until reteaching and learning has taken place. The enrollment gaps that were shown will continue to be monitored and discussed with the team of CTE teachers, counselors and administrators to ensure students are placed in elective classes of interest. In addition, data may show more curriculum offerings are required which may open new doors to all students, including those included in special populations

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)

Graduation rate of our SPED, Hispanic, and FRL populations. Get more check-ins along the way during high school to make sure they are on track, and more support if they are not on track.

Increase our number of females in our CTE courses.
-Conversations with female business leaders to speak to students.

Explore hands-on opportunities in lower grades to expose students to industry / careers. Develop materials / communication with CTE staff and counselors to market courses and programs.

Prioritized Action Steps for Student Performance Data:	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: ***2024-2025***	1. Graduation rate of our SPED, Hispanic, and FRL populations. Explore options to add check-ins along the way during high school to make sure they are on track, and more support if they are not on track. 2. Increase our number of females in our CTE courses. a. Conversations with female business leaders to speak to students. 3. Explore hands-on opportunities in lower grades to expose students to industry / careers. Develop materials / communication with CTE staff and counselors to market courses and programs.

Year 2:
2025-2026
	1. Graduation Rate Improvement for SPED, Hispanic, and FRL Populations:
	   • Implement quarterly check-ins with students from these populations to monitor progress and offer support as needed.
	   • Introduce mentorship programs pairing students with similar backgrounds who have successfully navigated high school.
	   • Provide targeted resources such as tutoring, counseling, and workshops to address specific challenges faced by these groups.
	2. Increasing Female Enrollment in CTE Courses:
	   • Host workshops led by female business leaders focusing on the importance of CTE education and its relevance to various industries.
	   • Organize career fairs showcasing successful women in traditionally male-dominated fields.
	   • Launch marketing campaigns highlighting female role models who have excelled in CTE pathways.
	3. Early Exposure to Industry Careers:
	   • Introduce career exploration modules in elementary and middle school curriculum, incorporating hands-on activities and field trips.
	   • Collaborate with local businesses to offer on-site visits and demonstrations for younger students.
	   • Provide resources and guidance to parents on encouraging career exploration and fostering a growth mindset in their children.

Year 3:
2026-2027
	1. Graduation Rate Improvement for SPED, Hispanic, and FRL Populations:
	   • Expand the mentorship program to include alumni from these populations who can provide insights and guidance.
	   • Establish support groups facilitated by counselors or trained peer mentors to address social and emotional needs.
	   • Evaluate and adjust academic support strategies based on data-driven assessments of student progress.
	2. Increasing Female Enrollment in CTE Courses:
	   • Partner with local organizations to offer scholarships and incentives specifically for female students pursuing CTE pathways.
	   • Develop a peer ambassador program where current female CTE students mentor and advocate for incoming students.
	   • Offer professional development opportunities for CTE teachers to explore gender-inclusive teaching practices.
	3. Early Exposure to Industry Careers:
	   • Incorporate career-themed projects into the curriculum across all grade levels, emphasizing teamwork and problem-solving skills.
	   • Foster partnerships with community colleges and technical schools to provide early access programs for middle school students.
	   • Engage industry professionals as mentors for elementary and middle school students through virtual platforms and in-person events.

Year 4:
2027-2028
	1. Graduation Rate Improvement for SPED, Hispanic, and FRL Populations:
	   • Implement a comprehensive support system that includes academic, social, and emotional interventions tailored to individual student needs.
	   • Establish community partnerships to offer internship opportunities and real-world experiences for students nearing graduation.
	   • Collaborate with local agencies to provide wraparound services addressing external barriers to academic success.
	2. Increasing Female Enrollment in CTE Courses:
	   • Conduct outreach campaigns targeting middle school girls and their parents, highlighting the diverse career opportunities available through CTE education.
	   • Organize networking events connecting female students with industry professionals for mentorship and career guidance.

	● Implement a curriculum review process to ensure CTE courses are designed to be inclusive and relevant to all students, regardless of gender.
	 3. Early Exposure to Industry Careers:
	     ● Integrate career exploration into core subjects, emphasizing the practical applications of academic concepts in various industries.
	     ● Establish partnerships with local businesses to sponsor career awareness events and provide resources for hands-on learning experiences.
	     ● Offer professional development workshops for teachers on integrating career readiness skills into classroom instruction at every grade level.

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: Gretna Schools have supported training for its teachers in regard to skills and technical sciences, health sciences, and family consumer sciences. Examples of training opportunities are: • Harley Training • Festo Training (mechatronics kits) • Vex workshops • Miller, Hobart, Lincoln: Welding • Yamaha School for marine engines • Skills USA • ProStart • FBLA • Small Engines Educators Rising

Many of these opportunities and student organizations provide training for professional staff. Gretna Schools have historically worked with colleges and universities from Nebraska and other midwestern post-secondary programs. Our CTE teachers will continue to focus on harboring education as a pathway with a focus on individuals from groups who are underrepresented in the teaching profession. The creation of our Educators Rising student organization will help assist in this area as well.

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)

-Further investigate parameters of the Career Education Permit for consideration in hiring procedures.
-Develop an advisory committee that includes representation from CTE staff and counseling, as

well as industry.
-Partner with ESU3 to discuss opportunities to enhance the teacher mentorship program.
-Review NCE Conference participation and incentives / support to attend, as well as collaborative opportunities for CTE teachers to connect with their peers in other districts.

Prioritized Action Steps for Recruitment, Retention, and Training of Faculty and Staff:	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: 2024-2025	1. Further investigate parameters of the Career Education Permit for consideration in hiring procedures. 2. Develop an advisory committee that includes representation from CTE staff and counseling, as well as industry. 3. Partner with ESU3 to discuss opportunities to enhance the teacher mentorship program. 4. Review NCE Conference participation and incentives / support to attend, as well as collaborative

Year 2: 2025-2026	• Career Education Permit Parameters Investigation:
	   • Conduct a comprehensive review of the Career Education Permit parameters, focusing on potential updates or revisions to align with current industry standards and educational requirements.
	 • Advisory Committee Development:
	   • Establish an advisory committee comprising representatives from CTE staff, counseling departments, and various industry sectors to provide insight and guidance on program development and enhancement.
	 • ESU3 Partnership Exploration:
	   • Initiate discussions with ESU3 to explore opportunities for further collaboration, specifically focusing on enhancing the teacher mentorship program to support professional growth and development.
	 • NCE Conference Review and Support:
	   • Evaluate the effectiveness of NCE Conference participation incentives and support mechanisms, seeking ways to enhance participation and provide increased support for attending educators. Additionally, explore collaborative opportunities for CTE teachers to engage with peers from other districts.

Year 3: 2026-2027	- Career Education Permit Parameters Refinement: - Based on the findings from the previous year's investigation, implement necessary refinements to the Career Education Permit parameters to ensure they remain relevant and supportive of educator qualifications and industry demands. - Advisory Committee Activation: - Activate the established advisory committee, convening regular meetings to solicit feedback, address challenges, and strategize program improvements in alignment with industry needs and educational objectives. - ESU3 Partnership Strengthening: - Strengthen the partnership with ESU3 by expanding the scope of collaboration to include additional resources and support for the teacher mentorship program, fostering a robust network of mentorship opportunities. - NCE Conference Promotion: - Promote NCE Conference participation among CTE teachers, offering enhanced incentives and support packages to encourage attendance. Facilitate collaborative sessions and networking opportunities for teachers to connect with peers from diverse districts.
Year 4: 2027-2028	- Career Education Permit Parameters Optimization: - Continuously optimize the Career Education Permit parameters based on ongoing feedback, research, and emerging trends to ensure they reflect the evolving needs of both educators and industry stakeholders. - Advisory Committee Engagement Enhancement: - Enhance engagement within the advisory committee by implementing structured feedback mechanisms, fostering active participation, and leveraging diverse perspectives to drive innovation and program excellence. - ESU3 Partnership Expansion: - Expand the scope of the partnership with ESU3 to include tailored professional development opportunities, collaborative projects, and resource-sharing initiatives aimed at elevating CTE teacher effectiveness and student outcomes. - NCE Conference Integration: - Integrate NCE Conference participation into the professional development framework for CTE teachers, embedding collaborative learning experiences and knowledge-sharing

	platforms into district-wide initiatives to promote continuous growth and learning.

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 currently do not have any formal work based learning. This is a major area of emphasis for us the next four years.

17. **Through your district's reVISION process, action steps were identified related to work-based learning. First, write the district's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Work-based Learning that your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

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

1. Explore current business partnerships to gauge interest in providing work based learning opportunities.
2. Develop an advisory committee to establish parameters for successful work based learning.
3. Review NDE guidance on work based learning as a team in order to apply this to our programs.
4. Implement work based learning opportunities for our students.

Prioritized Action Steps for Work-based Learning:	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: ***2024-2025***	1. Explore current business partnerships to gauge interest in providing work based learning opportunities. 2. Develop an advisory committee to establish parameters for successful work based learning. 3. Review NDE guidance on work based learning as a team in order to apply this to our programs. 4. Research and plan to Implement work based learning opportunities for our students.
Year 2: ***2025-2026***	• Explore Potential Partnerships: Identify and reach out to local businesses and organizations to gauge interest in providing work-based learning opportunities for students. • Establish Advisory Committee: Form an advisory committee comprised of stakeholders from educational institutions, businesses, and community organizations to develop parameters for successful work-based learning initiatives. • Review Current Guidelines: Review the latest guidance on work-based learning provided by relevant educational and governmental bodies to ensure alignment with best practices and regulations. • Implement Pilot Programs: Launch pilot work-based learning programs based on the recommendations of the advisory committee and the insights gained from partnerships and guideline reviews.
Year 3: ***2026-2027***	• Expand Partnership Network: Strengthen existing partnerships and establish new ones with a diverse range of businesses and organizations to increase the variety of work-based learning opportunities available to students. • Refine Advisory Committee: Evaluate the effectiveness of the advisory committee and make any necessary adjustments to ensure its continued relevance and impact. • Update Guidelines: Stay updated with the latest guidelines and regulations related to work-based learning and adjust program parameters accordingly.

	• Scale Up Programs: Expand the scope and scale of work-based learning programs based on the success of pilot initiatives and feedback from stakeholders.
Year 4: 2027-2028	• Strengthen Partnerships: Foster deeper, long-term partnerships with key businesses and organizations to create sustainable work-based learning opportunities that benefit both students and industry partners. • Enhance Advisory Committee: Enrich the advisory committee with diverse perspectives and expertise to provide comprehensive guidance on optimizing work-based learning initiatives. • Customize Guidelines: Tailor guidelines and frameworks for work-based learning to meet the specific needs and objectives of different student cohorts and industries. • Diversify Program Offerings: Introduce new formats and models for work-based learning, such as apprenticeships, internships, and co-op programs, to accommodate a wider range of student interests and career pathways.

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 have to look at all of our CTE data and student data more consistently as a team. We meet with each high school department in October to update our curriculum handbook and we need to make this a talking point at our meetings. How do we continue to get more students involved in CTE courses, and more specifically our SPED, EL, and female population. We need to continue to enhance our communication with our staff and families of our SPED and EL families so they know what opportunities are out there for their child.   As we discussed our goals for this grant we talked a lot about improving the way we communicate and promote all of our CTE programming with our students and families. Work based learning has to be our biggest priority for all students. Our district has talked about this for the last four years, but we have just not made the headway we need to. All students can benefit from this, and we live in an area that should allow us a lot of different avenues for students to get opportunities.

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:
Gretna Stakeholder Verification Worksheet

We plan on having multiple meetings with this group next year to gather input and continue to build CTE relationships in our community.

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.