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**Perkins Annual Grant Narrative**

**2024-2025**

The purpose of the Annual Grant Narrative is for local Perkins recipients to outline annual efforts related to:

**Part 1:** **Required Uses of Perkins Funds** *(required)*

**Part 2:** **Performance Improvement Plans** *(as applicable)*

**Part 3:** **Local Application Amendments** *(response required)*

**Part 4:** **Rule 47 Career Academy Report for Continued Operations** *(as applicable)*

**Part 5:** **Additional Information** *(optional)*

Please reflect on the following questions and submit this narrative into the Nebraska Department of Education’s Grants Management System (GMS) along with the 2025-2026 budget proposal. The budget proposal template can be found on the Perkins Administration webpage [Perkins-administration](https://www.education.ne.gov/nce/perkins-administration/). Additional Perkins-related information can be found within the [Grants Management Guide](https://www.education.ne.gov/nce/perkins-administration/).

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| --- | --- |
| **Local Education Agency:** | Click or tap here to enter text. |
| **Perkins Contact:** | Click or tap here to enter text. |
| **Email**:  | Click or tap here to enter text. |

**Part 1: Required Uses of Perkins Funds**

Required section to be completed by all.

Per Section 135 of Perkins V, funds must be used to support CTE programs that are of sufficient size, scope, and quality and in each of the following six ways. Describe how your district, consortia, or community college used Perkins funds last year on the following activities:

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| 1. **How were Perkins funds used to provide career exploration and career development activities?**
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| 1. **How were Perkins funds used to provide professional development for CTE professionals?**
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| 1. **How were Perkins funds used to provide within CTE programs the skills necessary for students to pursue careers in high-skill, high-wage, and high-demand industry sectors or occupations?** If funds were not used last program year in this area, please describe when this required use of funds will be or was already addressed.
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| 1. **How were Perkins funds used to support the integration of academic skills into CTE programs and programs of study**
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| 1. **How were Perkins funds used to plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increasing student achievement of the local levels of performance?**
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| 1. **How were funds used to develop and implement evaluations of the activities carried out with Perkins funds?**
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**Part 2: Performance Improvement Plan**

If no performance targets were missed, skip to Part 3.

Performance Improvement Plans (PIP) are required for LEAs who failed to meet at least 90% of the state determined levels of performance for any of the core indicators of performance for all CTE concentrators. LEAs must develop and implement a PIP that includes an analysis of the performance disparities or gaps, and actions that will be taken to address such gaps in consultation with local stakeholders. The NDE may, after notice and opportunity for a hearing, withhold from the eligible recipient all, or a portion, of the eligible recipient’s allotment if they fail to implement an improvement plan with respect to any specific core indicator of performance that was identified in a PIP, or, fails to meet at least 90% of state determined levels of performance for such core indicator for two consecutive years after the recipient has been identified for improvement. For more information about PIP requirements, visit: [performance-improvement-plan](https://www.education.ne.gov/nce/performance-improvement-plan/) webpage.

**A table that includes all LEAs and which, if any, core indicators of performance were missed can be found on the Perkins** [**PIP webpage**.](https://www.education.ne.gov/nce/performance-improvement-plan/) Core indicators denoted with an “X” indicate the LEA failed to meet at least 90% of the performance target, and a PIP is required.

If a core indicator is not denoted with an “X” no PIP is required. A PIP must be developed for each core indicator where overall performance was below the 90% threshold.

**If all other performance targets were within the 90% performance threshold or above, no PIPs are required. Skip to Part 3.** Otherwise, complete the following steps.

**Step 1:** Review and analyze disaggregated performance data. Two primary data reports are available within ADVISER, the Central Data Collection (postsecondary), or upon request to review Perkins-related accountability data: (1) Perkins Indicator Trends Report, and (2) Perkins Indicator Report. Both reports disaggregate data based on sub and special populations. It is highly recommended to leverage and build on the analyses already completed through the reVISION process.

**Step 2**: Select each performance indicator that was missed in the previous reporting year and for which a PIP will be developed and implemented in the upcoming program year.

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| **Secondary** | **Postsecondary** |
| [ ] 1S1: Four-Year Graduation Rate [ ] 2S1: Proficiency in Reading [ ] 2S2: Proficiency in Mathematics [ ] 2S3: Proficiency in Science[ ] 3S1: Post-Program Placement[ ] 4S1: Nontraditional Program Concentration[ ] 5S3: Program Quality- Work-Based Learning | [ ] 1P1: Postsecondary Retention and Placement[ ] 2P1: Earned Recognized Postsecondary  Credential[ ] 3P1: Nontraditional Program Concentrator |

**Step 3:** Develop a Performance Improvement Plan by answering the following questions for each indicator missed. Please feel free to copy and paste as many tables as needed:

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| **Perkins Performance Improvement Plan**  |
| **Core Indicator:** | **(e.g., 2S1)** |
| 1. **List the disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students for this indicator** *(e.g., For 3P1, the following categories of students had quantifiable disparities or gaps in performance when compared to all students or any other category of students for 3P1: Male; Hispanic or Latino; Native Hawaiian or Other Pacific Islander; White; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; English Learners; Architecture & Construction; Health Science; Human Services; Manufacturing; Transportation, Distribution & Logistics).*
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| 1. **Describe the action steps which will be implemented to improve performance on the core indicator and for the categories of students for which disparities or gaps in performance were identified.**
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| 1. **If this is the second consecutive year of missed performance what action steps from last program year identified in the performance improvement plan was found to be successful or unsuccessful toward progress?** (Write: “N/A” if not second consecutive year of missed performance).
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| 1. **List the staff member(s) who are responsible for each action step** (consortia should be specific relative to LEA staff, if applicable)**.**
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| 1. **Detail the timeline for completing each action step.**
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| **Perkins Performance Improvement Plan**  |
| **Core Indicator:** |  |
| 1. **List the disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students for this indicator** *(e.g., For 3P1, the following categories of students had quantifiable disparities or gaps in performance when compared to all students or any other category of students for 3P1: Male; Hispanic or Latino; Native Hawaiian or Other Pacific Islander; White; Individuals with Disabilities; Individuals from Economically Disadvantaged Families; English Learners; Architecture & Construction; Health Science; Human Services; Manufacturing; Transportation, Distribution & Logistics).*
 |
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| 1. **Describe the action steps which will be implemented to improve performance on the core indicator and for the categories of students for which disparities or gaps in performance were identified.**
 |
|  |
| 1. **If this is the second consecutive year of missed performance what action steps from last program year identified in the performance improvement plan was found to be successful or unsuccessful toward progress?** (Write: “N/A” if not second consecutive year of missed performance).
 |
|  |
| 1. **List the staff member(s) who are responsible for each action step** (consortia should be specific relative to LEA staff, if applicable)**.**
 |
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| 1. **Detail the timeline for completing each action step.**
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If a second core indicator of performance was missed, **copy, paste, and answer the questions above again relative to that missed indicator**. Repeat if a third, fourth, etc. indicator was missed.

**Part 3: Local Application Amendments**

**Part 4: Rule 47 Career Academy Report for Continued Operations**

*Required* ***only*** *for Approved Rule 47 Career Academies. Otherwise, skip to Part 5.*

An annual Career Academy Program Approval Report for Continued Operation must be submitted each year to ensure compliance with the Career Academy Program required components as defined in Section 003.02 of Rule 47. Please complete each section of the report.

1. **In which Career Fields did you offer Career Academy programs last year?**

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| --- | --- |
| [ ]  Agriculture, Food, and Natural Resources[ ]  Business, Marketing, and Management[ ]  Communication and Information Systems | [ ]  Health Sciences[ ]  Human Sciences and Education[ ]  Skilled and Technical Sciences |

1. **List the Programs of Study by career field that were offered within each approved Rule 47 Career Academy program, as indicated above.** Add more rows as needed.

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| --- | --- |
| **Agriculture, Food, and Natural Resources** | **Heath Sciences** |
| 1. 2. 3.  | 1. 2. 3.  |
| **Business, Marketing, and Management** | **Human Sciences and Education** |
| 1. 2. 3.  | 1. 2. 3.  |
| **Communication and Information Systems** | **Skilled and Technical Sciences** |
| 1. 2. 3.  | 1. 2. 3.  |

1. **Indicate whether or not EACH Career Academy program included the following components related to *curriculum:***

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| * 1. A credit-bearing career exploration course which introduces students to the Nebraska Career Education Model in preparation for a Career Academy Program
 | [ ]  **Yes** [ ]  **No** |
| * 1. A Program of Study that includes a credit-bearing introductory course within the scope of the Career Academy Program's Program of Study.
 | [ ]  **Yes** [ ]  **No** |
| * 1. A Program of Study that includes a minimum of two credit-bearing Career and Technical Education courses to develop the appropriate knowledge and skill in preparation for employment or entrepreneurship in the Career Academy Program's Program of Study.
 | [ ]  **Yes** [ ]  **No** |
| * 1. A Program of Study that includes one or more academic courses offered for credit with the course content taught in the context of the Career Academy Program's Program of Study.
 | [ ]  **Yes** [ ]  **No** |
| * 1. Share links to updated syllabi/program information below or upload these documents along with this Perkins Annual Grant Narrative into GMS, as necessary.
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1. **Indicate whether or not EACH Career Academy program included the following components related to *career development:***

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| --- | --- |
| * 1. Career information, including career interests and aptitude assessments, labor market data, and postsecondary education and training options.
 | [ ]  **Yes** [ ]  **No** |
| * 1. Career exploration and planning activities.
 | [ ]  **Yes** [ ]  **No** |
| * 1. Personal Learning Plans.
 | [ ]  **Yes** [ ]  **No** |
| * 1. Opportunities to learn and practice the Nebraska Career Readiness Standards adopted by the Nebraska State Board of Education.
 | [ ]  **Yes** [ ]  **No** |

1. **An Approved Rule 47 Career Academy Program must include a district level chapter of the Career and Technical Student Organization (CTSO) aligned to the focus of the Career Academy’s Program of Study. Indicate which CTSOs were available to students during the last academic year.**

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| [ ]  DECA[ ]  Educators Rising[ ]  FBLA[ ]  FCCLA | [ ]  FFA[ ]  HOSA[ ]  Skills USA [ ]  No CTSOs were available  |

1. **Approved Rule 47 Career Academy programs must include work-based learning opportunities that provide a range of experiences that are intentionally designed to help students to extend and deepen classroom instruction through experiences in the employment sector that may include but are not limited to internships, apprenticeships, job shadowing, or business/industry visits and explorations.** **Indicate whether the Career Academy Programs listed above** **include work-based learning opportunities over the last academic year.**

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| --- | --- |
| [ ]  **Yes** | [ ]  **No**  |

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| * 1. Describe in detail the work-based learning opportunities offered to students over the last academic year. Refer to the [Nebraska Workplace Experiences webpage](https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/) regarding work-based learning strategies, as needed, when providing examples.
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1. **Indicate whether or not EACH Career Academy program included the following components related to *recruitment of students:***

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| --- | --- |
| * 1. Communication and marketing efforts in the district to parents, students, community members, and non-academy teachers.
 | [ ]  **Yes** [ ]  **No** |
| * 1. Student career interest and aptitude surveys or assessments.
 | [ ]  **Yes** [ ]  **No** |
| * 1. Student application and acceptance policies determined by the school district.
 | [ ]  **Yes** [ ]  **No** |

1. **Districts must secure the services of teachers who meet the requirements of the Nebraska Department of Education, Title 92, Chapters 21 and 24 – Teachers shall hold a valid Nebraska Teaching Certificate. Please indicate whether or not EACH Career Academy program included only teachers meeting this requirement.**

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| [ ]  **Yes** | [ ]  **No**  |

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| 1. Describe in detail the accomplishments of your Career Academy programs over the past year, which may include student and stakeholder satisfaction.
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| 1. Share any additional relevant information related to the Career Academy programs offered over the past academic year. Additionally, please share any suggestions for the Office of Career and Technical Education related to improving the leadership and support that was provided to you.
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**Part 5: Additional Information**

**Optional.**

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| **Is there any additional information you would like to share (e.g., clarifications about the grant narrative, performance improvement plan, budget, or amendment; new Perkins grant, data, or other staff to note; technical assistance needs)?** |
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