



PERKINS V

LOCAL PERKINS APPLICATION 2020-2024

STAND-ALONE

Office of Career, Technical, and Adult Education

The Nebraska Department of Education
301 Centennial Mall South, Lincoln, NE 68508



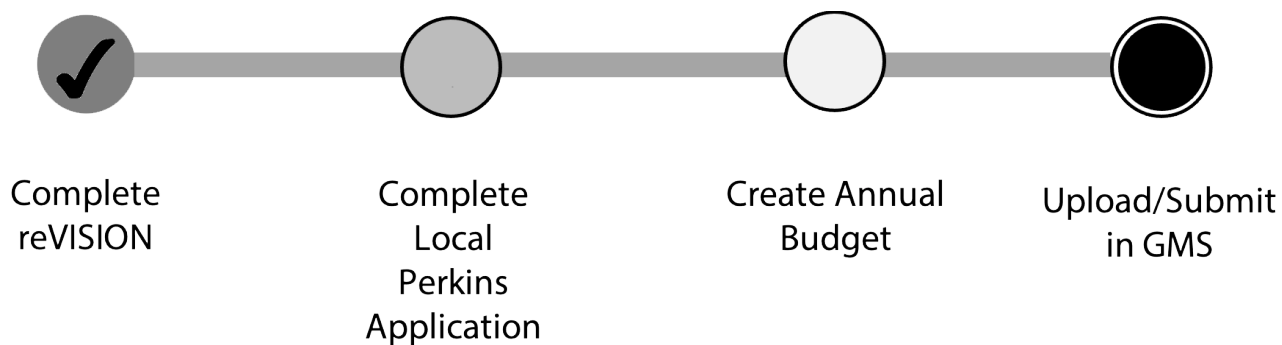
General Information

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

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

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

The Local Perkins Application asks you to describe how your district will use federal funds in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 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 <https://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 (i.e. monitoring visits, risk analysis, annual reports).

Use of Funds

Under Perkins V, the allocation of resources must now 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 plan):

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
- Local Perkins Applications Due (2020-2024): May 22, 2020 (*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 <https://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 22, 2020.

Application Elements

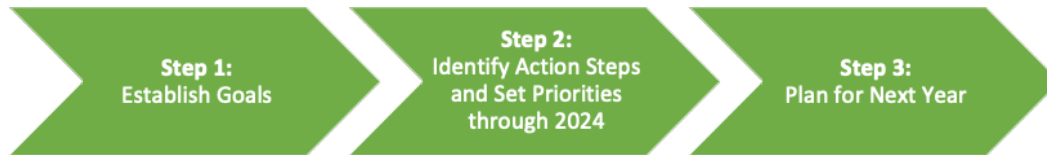
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

- Section 1: reVISION Summary
- Section 2: Narrative Responses
- Section 3: Annual Budget Worksheet

This four-year Local Perkins Application only needs to be submitted **once**. For the remaining program years (2021- 2024), only progress, update, and annual budget information will be submitted to the NDE.

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 (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



Step 1: Establish Goals

Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). 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 (2020-2021)?



Helpful Tip

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

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

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 on the Perkins Grants Management website:

<https://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.

Section 1: reVISION Summary

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

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

reVISION SUMMARY

Element	Summary of Current State	Overarching Goal(s)
<p>Career Development</p>	<p>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. These content areas mirror the high school content areas, thus providing early exploration to identify student interests. In addition, 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.</p> <p>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 social sciences course. Updating their survey creates an environment in which students</p>	<p>Over the next four years, Gretna Public Schools will improve and continue to evaluate (based on increased enrollment, trend data, and special populations) the career awareness program to increase CTE opportunities for students as reflected in H3.</p>

	<p>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.</p> <p>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.</p>	
<p>Local Workforce Alignment</p>	<p>The Perkins Steering 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, Carpentry, Nursing, CDL (Drivers/Operators), Electricians, Plumbers.</p> <p>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.</p>	<p>Over the next four years, Gretna Public Schools will continue to develop CTE courses and experiences, as measured by new or revised courses offered, in order to address career fields with a shortage of candidates in the metropolitan area.</p>
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>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. The augmentation of the nursing pathway will go beyond the 2019-2020 school year, thus there may be some expenditure from this grant funding the nursing program. A prime example of this would be the addition</p>	<p>Over the next four years, Gretna Public Schools will improve and continue to evaluate, based on increased enrollment trend data, our career awareness program to increase CTE opportunities for students as reflected in H3. Over the next four years, Gretna Public Schools will continue to develop CTE courses and experiences, as measured by new or revised courses offered, in order to address career fields with a shortage of candidates in the metropolitan area.</p>

	<p>of a medication tech course in the 2020-2021 school year. 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.</p> <p>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.</p>	
<p>Student Performance Data</p>	<p>According to the Nebraska Department of Education, 91.5% of the Gretna Public Schools student population was White/Non-Latino. The concentrator data for the same school year indicates 90.3% were White/Non-Latino. Therefore, the number of students in our CTE programs reflects the demographics of the district.</p> <p>According to the Nebraska Department of Education, 11.92% of the Gretna Public Schools student population is classified as special education. 6% of the students were concentrators in CTE programs of study were classified as special education students. Therefore, the number of students with special education services is</p>	<p>Over the next four years, Gretna Public Schools will improve and continue to evaluate (based on increased enrollment, trend data, and special populations) the career awareness program to increase CTE opportunities for students as reflected in H3.</p>

	<p>not reflected in the enrollment for CTE programs. 11.4% of concentrators are categorized as male or female in non-traditional programs of study.</p>	
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>Gretna Schools have supported training for its teachers in regard to skills and technical sciences, nursing, and family consumer science. Examples of training opportunities are:</p> <ul style="list-style-type: none"> • Harley Training • Festo Training (mechatronics kits) • Vex workshops • Miller, Hobart, Lincoln: Welding • Yamaha School for marine engines • Skills USA • ProStart • FBLA • Educators Rising <p>Many of these opportunities and clubs provide training for professional staff.</p> <p>Gretna Schools have historically worked with colleges and universities from Nebraska and other mid-western post-secondary programs. Between the 2019-2020 school year and the 2020-2021 school year, Gretna Schools have consistently worked with student teachers in the CTE fields (business/computers/skills and technical sciences).</p>	<p>Over the next four years, Gretna Public Schools will continue to provide training opportunities for teachers as determined by staff development records; and, collaborate with post-secondary institutions to ensure high quality staff in CTE classrooms as determined by personnel reports.</p>
<p>Work-Based Learning</p>	<p>Gretna Public Schools currently utilizes work-based experiences in construction and nursing in the community.</p>	<p>Over the next four years, Gretna Public Schools will formalize work-based opportunities that enhance experiences for students enrolled in current CTE courses. New opportunities will be offered as new courses are implemented. Gretna Public Schools will work to increase opportunities by working with businesses in the community.</p>



Helpful Tip

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

Section 2: Narrative Descriptions

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

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 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.

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 knowledgeable speakers from the local workforce to present in relevant classes.

- C) All third year high school students are required to take an English credit. Throughout this year students focus on creating resumes, “soft skills”, and participate in mock interviews. Interviews are based on student interests with employees from the local workforce, who provide feedback and visit with students when the interview is completed.
- 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.

2. In your district’s Local and Regional CTE Assessments, 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)

Over the next four years, Gretna Public Schools will improve and continue to evaluate, based on increased enrollment trend data, our career awareness program to increase CTE opportunities for students as reflected in H3.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	<ol style="list-style-type: none"> 1. Expand Kuder implementation by developing a uniform protocol for its use. 2. Engineering Design Sequence Project: Implement the drafting course in 9th grade to begin the Engineering Design sequence. 3. Education and Training Project: Implement the dual credit course titled, Introduction to Professional Education (and field experience) in 12th grade to begin the Education and Training Project sequence.
Year 2: 2021-2022	<ol style="list-style-type: none"> 1. Monitor and refine Kuder implementation. 2. Implement Electricity course and Plumbing course. 3. Engineering Design Sequence Project: Implementation of Engineering Design I in 10th grade– including new white-lab for more tech-based instruction to support. 4. Explore implementation of Semi Simulator (CDL). 5. Monitor Education and Training Project to expand the pathway.
Year 3: 2022-2023	<ol style="list-style-type: none"> 1. Monitor and refine Kuder implementation. 2. Pursue field experiences for Electricity and Plumbing courses. 3. Engineering Design Sequence Project: Implementation of Engineering Design II in 11th grade– white-lab for more tech-based instruction to support. 4. Implementation of Semi Simulator (CDL). 5. Monitor Education and Training Project to expand the pathway.
Year 4: 2023-2024	<ol style="list-style-type: none"> 1. Monitor and refine Kuder implementation. 2. Implementation of field experiences for Electricity and Plumbing courses. 3. Engineering Design Sequence Project: Evaluate effectiveness of project. 4. Ensure equity of program access across two high schools by offering the same curriculum programs at each building. This started in 2020-2021 school year by cross training teachers within many CTE classes ensuring that when teachers are split into two buildings they understand the entire curriculum area.

5. Monitor Education and Training Project to expand the pathway.

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 local and regional CTE assessments to improve the alignment between educational programming and labor market needs.

3. How did the Local and Regional CTE Assessment results inform the selection of specific CTE programs and activities to be funded?

RESPONSE:

The Perkins Steering 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, Carpentry, Nursing, CDL (Drivers/Operators), Electricians, and Plumbers. Gretna High School has offered carpentry for many years while nursing was just added during the 2019-2020 school year. In addition, a small engines class has been offered but not a class on 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 the Local and Regional CTE Assessment results.

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. This pathway will continue by adding a medication tech course in the future. Therefore, 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 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 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.

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 is located next door to a majority of the CTE classrooms.

6. In your district's Local and Regional CTE Assessments, 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)

Over the next four years, Gretna Public Schools will continue to develop CTE courses and experiences, as measured by new or revised courses offered, in order to address career fields with a shortage of candidates in the metropolitan area as stated on the H3 information.

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: 2020-2021	<ol style="list-style-type: none"> 1. Engineering Design Sequence Project: Implement the Drafting course in 9th grade to begin the Engineering Design sequence to incorporate current technologies. 2. Monitor H3 data for changes created by community needs and change plans if need be. 3. Education and Training Project: Implement the dual credit course titled, Introduction to Professional Education (and field experience) in 12th grade to begin the Education and Training Project sequence. 4. Implement Medication Tech course for students want to go beyond the CNA endorsement to the next level.
Year 2: 2021-2022	<ol style="list-style-type: none"> 1. Implement Electricity course and Plumbing course. 2. Engineering Design Sequence Project: Implementation of Engineering Design I in 10th grade– including new white-lab for more tech-based instruction to support. 3. Explore implementation of Semi Simulator (CDL). 4. Monitor H3 data for changes created by community needs and change plans if need be. 5. Monitor Education and Training Project to expand the pathway and make adjustments to the course if needed.
Year 3: 2022-2023	<ol style="list-style-type: none"> 1. Pursue field experiences for Electricity and Plumbing courses. 2. Engineering Design Sequence Project: Implementation of Engineering Design II in 11th grade– white-lab for more tech-based instruction to support. 3. Implementation of Semi Simulator (CDL). 4. Monitor H3 data for changes created by community needs and change plans if need be. 5. Monitor Education and Training Project to expand the pathway and make adjustments to the course if needed.
Year 4: 2023-2024	<ol style="list-style-type: none"> 1. Implementation of field experiences for Electricity and Plumbing courses. 2. Engineering Design Sequence Project: Evaluate effectiveness of project. 3. Ensure equity of program access across two high schools. 4. Monitor H3 data for changes created by community needs and change plans if need be. 5. Monitor Education and Training Project to expand the pathway and make adjustments to the course if needed.

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 by the Local and Regional CTE Assessment results.

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 the local and regional CTE assessment results.

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. The augmentation of the nursing pathway will go beyond the 2019-2020 school year, thus there may be some expenditure from this grant funding the nursing program. A prime example of this would be the addition of a medication tech course in the 2020-2021 school year. Therefore, based on the data the Committee decided to concentrate its efforts on the three careers found in the H3 study: TDL/CDL (new program), Electricity, and Plumbing. In addition, 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 programming 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. In your district’s Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your district hopes to address over the next four years. First, write the district’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your district will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

Over the next four years, Gretna Public Schools will improve and continue to evaluate our program, based on increased enrollment trend data, our career awareness program in order to increase CTE opportunities for students by adjusting current course curriculum or offering new courses as reflected in H3.

Over the next four years, Gretna Public Schools will continue to develop CTE courses and experiences, as measured by new or revised courses offered, in order to address career fields with a shortage of candidates in the metropolitan area.

**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: 2020-2021	<ol style="list-style-type: none"> 1. Expand Kuder implementation by developing a uniform protocol for its use. 2. Engineering Design Sequence Project: Implement the drafting course in 9th grade to begin the Engineering Design sequence. 3. Education and Training Project: Implement the dual credit course titled, Introduction to Professional Education (and field experience) in 12th grade to begin the Education and Training Project sequence. 4. Monitor H3 data for changes created by community needs.
Year 2: 2021-2022	<ol style="list-style-type: none"> 1. Monitor and refine Kuder implementation to make more efficient and effective as needed. 2. Implement Electricity course and Plumbing course. 3. Engineering Design Sequence Project: Implementation of Engineering Design I in 10th grade– including new white-lab for more tech-based instruction to support. 4. Explore implementation of Semi Simulator (CDL). 5. Monitor Education and Training Project to expand the pathway. 6. Monitor H3 data for changes created by community needs and adjust as needed.
Year 3: 2022-2023	<ol style="list-style-type: none"> 1. Monitor and refine Kuder implementation to make more efficient and effective as needed. 2. Pursue field experiences for Electricity and Plumbing courses. 3. Engineering Design Sequence Project: Implementation of Engineering Design II in 11th grade– white-lab for more tech-based instruction to support. 4. Implementation of Semi Simulator (CDL). 5. Monitor Education and Training Project to expand the pathway.

	6. Monitor H3 data for changes created by community needs and adjust as needed.
Year 4: 2023-2024	<ol style="list-style-type: none"> 1. Monitor and refine Kuder implementation to make more efficient and effective as needed. 2. Implementation of field experiences for Electricity and Plumbing courses. 3. Monitor Education and Training Project to expand the pathway. 4. Engineering Design Sequence Project: Evaluate effectiveness of project. 5. Ensure equity of program access across two high schools. 6. Monitor H3 data for changes created by community needs and adjust as needed.

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 Local and Regional CTE Assessments, 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 non-traditional fields
 - c. Provide equal access for special populations to CTE courses, programs, and POS; 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:

According to the Nebraska Department of Education, 91.5% of the Gretna Public Schools student population was White/Non-Latino. The concentrator data for the same school year indicates 90.3% were White/Non-Latino. Therefore, the number of students in our CTE programs reflects the demographics of the district.

According to the Nebraska Department of Education, 11.92% of the Gretna Public Schools student population is classified as special education. 6% of the students were concentrators in CTE programs of study were classified as special education students. Therefore, the number of students with special education services is not reflected in the enrollment for CTE programs.

11.4% of concentrators are categorized as male or female in non-traditional programs of study.

Concentrators in CTE programs of study are successful due to the Gretna Public Schools accountability philosophy. However, the data indicates an inequity in special education and non-traditional student enrollment in these 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 specials 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 manifest 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. In your district's Local and Regional CTE Assessments, 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)

Over the next four years, Gretna Public Schools will improve and continue to evaluate (based on increased enrollment, trend data, and special populations) the career awareness program to increase CTE opportunities for students as reflected in H3.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ol style="list-style-type: none"> 1. During annual meeting to monitor (a) H3 data for changes created by community needs, (b) student performance [disaggregated] data, and (c) historically underserved populations in various career paths. 2. Adjust curriculum content as needed while creating a plan to fill any needs the data shows.
Year 2: 2021-2022	<ol style="list-style-type: none"> 1. During annual meeting to monitor (a) H3 data for changes created by community needs, (b) student performance [disaggregated] data, and (c) historically underserved populations in various career paths. 2. Create a plan to adjust curriculum offerings should community needs begin to change.
Year 3: 2022-2023	<ol style="list-style-type: none"> 1. During annual meeting to monitor (a) H3 data for changes created by community needs, (b) student performance [disaggregated] data, and (c) historically underserved populations in various career paths. 2. Implement any necessary new curriculum offerings should H3 data show the offering is necessary to fill in gaps in community needs.
Year 4: 2023-2024	<ol style="list-style-type: none"> 1. During annual meeting to monitor (a) H3 data for changes created by community needs, (b) student performance [disaggregated] data, and (c) historically underserved populations in various career paths. 2. As a new high school is opened, review curriculum offerings and student performance data to ensure equal opportunities are provided to all students, including historically underserved populations, in both high school buildings.

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 and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of your district’s Local and Regional CTE Assessments to prioritize the action steps identified 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, nursing, and family consumer science. 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
- Educators Rising

Many of these opportunities and clubs provide training for professional staff.

Gretna Schools have historically worked with colleges and universities from Nebraska and other mid-western post-secondary programs. Between the 2019-2020 school year and the 2020-2021 school year, Gretna Schools have consistently worked with student teachers in the CTE fields (business/computers/skills and technical sciences).

During the fall of 2020, Gretna Schools will have a student teacher who was a recent graduate of Gretna High School. 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 club will help assist in this area as well.

15. In your district’s Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and 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 provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff 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 the Recruitment, Retention, and Training of Faculty and Staff

(Copy and paste from the reVISION Summary)

Over the next four years, Gretna Public Schools will provide training opportunities for teachers with a focus on cross-training teachers in other areas of the CTE curriculum. In addition, teachers will be trained before a new course is offered. The district will collaborate with post-secondary institutions to recruit student teachers each year to ensure high quality staff in CTE classrooms for years to come.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	1. Formalize a plan for cross-training in CTE programs in anticipation of opening a second high school. 3. Design courses for implementation of Engineering I, II, and III. 4. Contact local and regional colleges to seek student-teachers and possible future teaching candidates.
Year 2: 2021-2022	1. Provide training for welding and woods to prepare for cross-training. 2. Provide training for prepare for implementation of Engineering I. 3. Contact local and regional colleges to seek student-teachers and possible future teaching candidates. 4. Work with staff to become certified in work-based learning.

Year 3: 2022-2023	<ol style="list-style-type: none"> 1. Provide training for small engines to prepare for cross-training. 2. Provide training for prepare for implementation of Engineering II. 3. Contact local and regional colleges to seek student-teachers and possible future teaching candidates. 4. Work with staff to become certified in work-based learning.
Year 4: 2023-2024	<ol style="list-style-type: none"> 1. Provide training for engineering to prepare for cross-training. 2. Provide training for prepare for implementation of Engineering III. 3. Contact local and regional colleges to seek student-teachers and possible future teaching candidates. 5. Work with staff to become certified in work-based 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:
 Gretna Public Schools will seek to provide opportunities in electricity, plumbing, and CDL coursework that will encourage students to pursue careers in these areas. The District will collaborate with local businesses to allow students to learn on-site alongside professionals in these careers. In conjunction with the foregoing, the District will work with Metro Community College to align its career experiences with their training programs.

17. In your district’s Local and Regional CTE Assessments, 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)

Over the next four years, Gretna Public Schools will formalize work-based opportunities that enhance experiences for students enrolled in current CTE courses. New opportunities will be offered as new courses are implemented. Gretna Public Schools will work to increase opportunities by working with businesses in the community.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	<ol style="list-style-type: none"> 1. Create a database of current work-based opportunities to include contact information and descriptions of work. 2. Pursue industry field experiences in the area of Med-Tech and Construction.

<p>Year 2: 2021-2022</p>	<ol style="list-style-type: none"> 1. Update database of current work-based opportunities including contact information and descriptions of work. 2. Implement industry field experiences in the area Med-Tech and Construction. 3. Pursue industry field experiences in the area of ProStart 1 and ProStart 2.
<p>Year 3: 2022-2023</p>	<ol style="list-style-type: none"> 1. Update database of current work-based opportunities including contact information and descriptions of work. 2. Evaluate impact of industry field experiences in the area of Med-Tech and Construction by using exit surveys for students and industry personnel. 3. Implement industry field experiences in the area of ProStart 1 and ProStart 2. 4. Pursue industry field experiences in the area of Electricity and Plumbing.
<p>Year 4: 2023-2024</p>	<ol style="list-style-type: none"> 1. Update database of current work-based opportunities including contact information and descriptions of work. 2. Evaluate impact of industry field experiences in the area of ProStart 1 and ProStart 2 by using exit surveys for students and industry personnel. 2. Implement industry field experiences in the area of Electricity and Plumbing. 3. Pursue industry field experiences in the area of CDL.

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:

In response to previous elements the Gretna Public Schools have built the improvement and success for all students based on its career awareness program and accountability philosophy.

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. These content areas mirror the high school content areas, thus providing early exploration to identify student interests. In addition, 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. It was important that all students are required to take courses in the CTE areas, as well as all students completing the Kuder survey. Special populations are included in these areas.

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 social sciences course. This method ensures all students are involved, including students from special populations. 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. Individual meetings ensure that students of special populations are included and time is spent focused on individual interests and needs are met when considering scheduling. Included in these meetings is a conversation regarding a process to waive any fees that may create an obstacle and keep a child from taking a specific class.

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 manifest 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. Not succeeding in a class is not an option. Transportation, special education teachers, and any other resource needed is provided so there are no obstacles in the way of completing work proficiently.

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 Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); 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 (2020-2024). 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 (2020-2024).**

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:

Previously, Gretna Public Schools was part of the ESU3 Perkins Consortium. Meetings were held throughout the year with stakeholders from the area. That process continued throughout the fall and spring of the 2019-2020 school year. Concurrently, Gretna Public Schools began investigating other grant opportunities, as it was known a new STEAM lab was being designed for Gretna High School. That group consisted of Dr. Anderson, Dr. Glasshoff, Stacy Okander (Metro Staff), Tony Glenn & Katie Graham (NDE), Chris Heese (Lueder Construction), Staff at GHS: Jason Novotny, Dan Hotovy, Tim Gatewood, Andrew Lechtenberg, Jennifer Schmit, Kim Wasalaski, Kimberly Ingraham, Lucas Grossnicklaus, Carrie Smith, Chris Swantek, Bill Heard. With Gretna Public Schools becoming a stand-alone district, this group will now become the Advisory Committee and will meet a minimum of one time per year.

Section 3: Annual Budget Worksheets

The next step will be completed each year through 2024 and is based on the above four-year Local Perkins Application.

Based on the Action Steps identified for each element for the program years 2020-2024, 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 <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> 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](#)



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.

