



**2014
Applications
Forms
Grant Management**

**Carl D. Perkins
Career and Technical Education
Improvement Act of 2006**

Grants Management System and Perkins Application Instructions

Hardware/Software Requirements

The grants management system will be functional on PCs and on Macintosh computers using Internet Explorer or Netscape Navigator browsers, however the Portal was designed to be used with IE 5.0 and greater. The system will not function within AOL or other browsers.

TIP: Internet Explorer 6.0 has an option that may cause problems with the system if not set appropriately. The following steps will allow you to check this: Tools → Internet Options → Temporary Internet Files Section → Settings → Check for new versions of stored pages → Automatically. If the setting is not “Automatically,” the system will not save data entered.

Overview of the Grants Management System

System Rule

- A check in a box means “yes,” a blank box means “no.”
- **SAVE:** Use the Save Page button at the end of each page. Whenever a page is **SAVED**, the system brings the user back to the top of that page. If something needs to be changed on that page, an error message will appear at the top of the page.
- **DO NOT** use the “BACK” button on the browser to move among the tabs. Click on the next tab or use the pull-down menu of applications.
- Users can move among tabs and programs without having to **SAVE** the information entered on one page. This is why it is so important to **SAVE** what has been entered. Selecting another Tab without clicking Save Page (and resolving any errors) will result in loss of the data entered.
- Data that has been **SAVED** can be changed at any time until the application is submitted.

Page Design

- At the top of each page is the name of applicant and a unique number assigned to each applicant. The first two digits are the year of the application, followed by the program number, ESU area, county, district, nonpublic (if applicable) and building numbers.
- A pull-down menu on the right-hand side contains all the grant programs included in the application. The Perkins Basic Grant and Perkins Postsecondary are the two options. Only grants that continue an allocation are necessary to complete.
- Beneath the pull-down menu is an option to print a page without the graphics (Printer Friendly). If you desire to print a web page within the GMS, it is recommended to first click the Printer Friendly link, and then use your browsers File → Print option.
- A link (identified by the underline) to instructions for that page is also on the right hand side of most pages.
- Across the screen is a **TAB** strip designed to look like the tabs from a file folder. The number and names of tabs vary based on which program you are on. Each tab represents a different web page that should be reviewed and completed by the applicant. Some pages, like Overview, are strictly informational, and require no data entry.

Assistance to Applicants

A green-colored “Contact Us” link at the bottom of each page provides a list of program director’s names, email and phone numbers. If program questions or technical problems arise, use this link to determine whom to contact.

Security

The grants management system has several security features. It has been designed to work with the NDE Portal to assure that there is only one authorized representative to submit the application per district or ESU. Through the Portal, the authorized representative can approve staff requests to complete parts of the application, **but only the authorized representative can agree to the assurances and submit it to NDE.**

History

The grants management system will record the activity for each application. This includes the date submitted and who submitted it, the approval date, amendment dates, etc. The system will keep applications from year to year and, in future years, all previous actions (applications and amendments) will be available for review.

Built-in Validations and Accuracy

The system has several ways to ensure that when an application is submitted, it is as accurate and complete as possible. For example, an error message will appear in red at the top of the screen if a number is entered when a word is required. Validation errors must be corrected before the data can be saved. When the correct entry is made, the error message disappears and the data is saved.

The system has been designed to ensure that applications are complete before submission. The last step in the process of completing the Perkins Consolidated Application is on a tab called “Submit”. Prior to the authorized representative clicking the “submit” button, the system requires a Consistency Check to be successfully submitted. The consistency check examines the entire application, as opposed to a single web page of the application. If any page contains required responses that were skipped or if any available funds were not budgeted, an error message is displayed. Applicants may want to do this check before submitting. The “submit” button is only available after the consistency check has successfully passed. Further, when the consistency check does pass, the application is “Locked.” This prevents modifications to the application that could nullify the consistency check. If the applicant desires to change the application, after a successful consistency check (but before submission), they must click the “Unlock” button that is also located on the Submit page. By unlocking the application at this time, the record of a successful consistency check is erased, necessitating the consistency check be run again prior to submission.

This is a consolidated application for all funds a district, consortium, or institution has received and cannot be submitted until all components are completed and the consistency check is run.

Communication

The system will automatically send email messages to the authorized representative, as defined in the NDE Portal, whenever there is an approval or an application is returned for changes. The system will notify the staff person in the Department when an application or amendment has been submitted. The messages will be sent to the email address as provided by the agency in the Portal.

Lock Application

During the time the applicant is completing an application, the application can be placed in a “lock” status. This means that information cannot be added or changed while in lock status. Only the user who placed the application in lock status or the authorized representative for that agency can unlock the application.

NDE Review and Approval of Applications

Each Perkins Application will be reviewed and approved by one of the assigned NCE Monitoring staff and a Leadership Council member will give the final approval of all applications.

When an application is being reviewed for approval, the reviewer will use the Reviewer’s Checklist. This Checklist is available to all applicants as a reference during the process of completing their application. Any applicable item on the checklist that is not acceptable will cause the application to be returned to the district, ESU, or institution for changes. The Checklist will identify the needed changes and contain the comments of the reviewer as to what is needed. The Checklist can be accessed by clicking the Review Checklist button on the Application Select page. The Checklist will open in a separate browser. This enables the NDE reviewers to easily toggle between the application they are reviewing and the review checklist that they must complete before approving an application. During the review and approval process, the Department staff will not be able to change anything on the application.

When the application has received final approval, the system will notify the authorized representative. A Grant Award Notification will be sent to the applicant for each program approved in the application.

Consortium Projects

Any agency that serves as the fiscal agent for a Perkins consortium project must submit an application.

The system will contain the allocations from all member districts that have declared their intent to participate through the online Intent to Participate Tool site. The consortium directors will need to verify the member districts to ensure accuracy. A list of member districts is found by opening the Allocations page and clicking on the green-colored ESU County/District Code of Fiscal Agent” link. The number serves as a link to the allocations. Any errors must be reported immediately to the Department by contacting Teri Sloup at 402-471-4809 or teri.sloup@nebraska.gov.

Getting Started

The first step is to register for the NDE Portal. This occurs by going to <https://portal.education.ne.gov> and registering your personal account. If you already have registered, your single sign on will work. A complete set of Grants Management Instructions can be found in the GMS system under the green INSTRUCTIONS link or a pdf can be accessed at: www.education.ne.gov/gms/Grant%20Management%20Guidance.pdf

The NDE Help Desk can also be contacted for questions by calling toll free at 888-285-0556 or at the local number 402-471-3151. You can also send an email to the NDE Help Desk at nde.helpdesk@nebraska.gov

The administrator of record in the portal will also need to log in and will be provided activation codes for the Perkins Basic Grants. These codes will be necessary to gain access and start a Perkins Basic Grant application. There will be two activation codes provided to the administrator. The first code is for the administrator, provides complete access to all aspects of the application, and allows for the approval and acceptance of assurances. The second code can be used by whoever is responsible for the application input and processing. As many people as appropriate to work on the application can use this code.

Once the activation codes are received, the process for applying for a grant begins with logging into the NDE Portal, selecting the GMS from the Portal tab strip at the top of the page. This will bring up the Perkins Applications as one of the options. Selecting the Perkins Application opens up a window to enter the activation code provided by the administrator and creates access to the application. This step only occurs once, as the application will be connected to your login ID and password from that point forward.

After registering and approval through the NDE Portal, the applicant will select GMS from the Portal tab strip (at the top of webpage). This will bring up the Perkins Application as one of the options. Selecting the Perkins Basic/PostSec link opens up the Grants Management System in a separate window.

Application Select

The first step is selecting the application or starting a new application. The system is designed to maintain a history of applications and amendments through the years. To create a new application select the “create new application” button. If wanting to edit and review previously created applications, select the appropriate application and then choose “Open Application.” The button actions not valid will be disabled (or grayed out). For example, an amendment cannot be created until after an application has been approved. Therefore, selecting an application whose status is “Submitted for Review” will result in the Create Amendment button still disabled.

Organization Select

If an administrator is responsible for more than one district, ESU, or institution, the **Organization Select** screen appears first. This screen will list all of the districts approved for that person.

Perkins Application-4720

Overview-Tab

The Overview provides the background information for the application and all of the programs included. The Perkins Application is built around the goals identified by the current Perkins legislation and state plan. *There is no action needed on this page.*



NEBRASKA DEPARTMENT OF EDUCATION

Grants Management System

Applicant: 01-090-0017-16 WAYNE COMMUNITY SCHOOLS Consolidated Application
Perkins Grant - 4720

Application Cycle: 2014-2015 Perkins Basic/Tech Prep - 00 Original Application [Printer-Friendly](#)
[Click to Return to Application Select](#)

Overview	Allocations	Assurances	Amendment Description	End of Year Report	Submit	Application History	Page Lock Control	Application Print
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Perkins Consolidated - Overview [Click for Instructions](#)

This grant for Perkins funds includes applications for the Perkins Basic (Secondary) Grant and Postsecondary Grant - Nebraska Career Education. The funds are provided under the Carl D. Perkins Career and Technical Education Improvement Act of 2006. Nebraska has opted to merge the funding streams of Title I (Basic (Secondary) Grant) and Title II (Tech Prep) of the Act into a single funding stream for the basic (secondary) grant covered by this application.

Nebraska Career Education is an organized instructional program represented by the Nebraska Career Fields and Clusters model that provides integrated academic and technical curriculum to prepare secondary and post-secondary students for continuing education, employment and/or entrepreneurship.

Allocations-Tab

The system will contain the allocations from all member districts that have declared their intent through the online Intent to Participate Tool site. The consortium directors will need to verify the member districts to ensure accuracy. A list of member districts is found by clicking on the “ESU County/District Code of Fiscal Agent” link in the middle section of the Allocations page. The number is highlighted in Green and serves as a link to the allocations. Any errors must be reported immediately to the Department by contacting Teri Sloup at teri.sloup@nebraska.gov.

Overview	Allocations	Assurances	Amendment Description	End of Year Report	Submit	Application History	Page Lock Control	Application Print
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Allocations [Instructions](#)

Grant Award Notification	PerkinsBasic-4700	PerkinsPostSec-4701
Current Year Funds		
Allocation	\$8,053	\$0
ReAllocated (+)	\$0	\$0
Released (-)	\$0	\$0
Total Current Year Funds	\$8,053	\$0
Prior Year(s) Funds		
Carryover (+)	\$0	\$0
ReAllocated (+)	\$0	\$0
Released (-)	\$0	\$0
Total Prior Year(s) Funds	\$0	\$0
Sub Total	\$8,053	\$0
Multi-District		
Transfer In (+)	\$0	\$0
Transfer Out (-)	\$0	\$0
Administrative Agent		
Adjusted Sub Total	\$8,053	\$0

Assurances-Tab

All of the assurances for the program year are now in the system. At the end of the assurances is the “Organization Agrees” button. This button will only be displayed to the authorized representative. Once the organization agrees to the assurances, it does not need to repeat this step for amendments or changes later in the year.

The Assurances Tab should be completed only after all other parts of the Perkins Consolidated Application are final.

Overview	Allocations	Assurances	Amendment Description	End of Year Report	Submit	Application History	Page Lock Control	Application Print						
<p>Perkins Consolidated - Assurances Click for Instructions</p> <hr/> <p>Upon acceptance of Federal and technical education funds, the local educational agency, consortium, or community college agrees to the following assurances:</p> <p>Equity</p> <ol style="list-style-type: none"> 1. Career and technical education programs will address equity issues and provide equal opportunities to individuals without discrimination on the basis of race, color, national origin, sex, marital status, disability, creed, or age. <p>Coordination and Planning</p> <ol style="list-style-type: none"> 2. Career and technical education programs will be jointly planned and coordinated with programs conducted under the Workforce Investment Act, Adult Education, Title I, IDEA, and the Rehabilitation Act, and with apprenticeship programs to ensure non-duplication with other federal programs. 3. The local plan application will be made available for review and comment by interested parties including the Local Workforce Development Boards authorized under the Workforce Investment Act (P.L. 105-220). 4. Parents, students, teachers, representatives of business and industry, representatives of special populations, and other interested individuals, as well as the local career and technical education advisory committee, are involved in developing, implementing, and evaluating all career and technical education programs. 5. To the extent consistent with the number and location of students enrolled in private or religious secondary schools or home schools, provision is made for the participation of these students in the career and technical education programs of the local educational agency. 6. Effective procedures will be developed, including an expedited appeals procedure; by which concerned parents, students, teachers, and area residents will be able to directly participate in local decisions that impact programs offered under this Act. <p>Program Requirements for Use of Funds</p> <ol style="list-style-type: none"> 7. Students who participate in career and technical education programs will be taught to the same academic standards as all other students and encouraged through counseling to pursue a coherent sequence of courses that integrate academic and career and technical education disciplines. 8. Career and technical education programs will provide students with a strong experience in and an understanding of all aspects of an industry. 9. The local educational agency will develop, improve, or expand the use of technology in career and technical education, which may include teacher training to use state-of-the-art technology, providing students with skills to enter a high technology and telecommunications field, internships, and mentoring programs in high technology industries. 10. The local educational agency will provide professional development activities, which may include effective teaching skills, improving community involvement, becoming current with all aspects of the industry, business internships, technology use and application. 11. The local educational agency will initiate, improve, expand, and modernize quality career and technical education programs. <hr/> <p>18. Will comply with all applicable requirements of all other Federal laws, executive orders, regulations and policies governing this program, including, but not limited to, OMB Circular No. A-87 and the Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards; Final Rule.</p> <hr/> <p>The applicant confirms that the Dun and Bradstreet Data Universal Number System Number (DUNS NUMBER) for the receiving entity is that which is displayed on the Contact Information page on the Basic and/or Post-Secondary grant application.</p> <hr/> <table> <tr> <td><input type="checkbox"/></td> <td><input type="text" value="Richard Katt(DA)"/></td> <td>Signature of School District Superintendent</td> </tr> <tr> <td><input type="checkbox"/></td> <td><input type="text"/></td> <td>Signature of Board-Certified Delegated Authority for the School District Superintendent</td> </tr> </table> <p style="text-align: center;"><input type="button" value="Organization Approves"/></p>									<input type="checkbox"/>	<input type="text" value="Richard Katt(DA)"/>	Signature of School District Superintendent	<input type="checkbox"/>	<input type="text"/>	Signature of Board-Certified Delegated Authority for the School District Superintendent
<input type="checkbox"/>	<input type="text" value="Richard Katt(DA)"/>	Signature of School District Superintendent												
<input type="checkbox"/>	<input type="text"/>	Signature of Board-Certified Delegated Authority for the School District Superintendent												

Amendment Description-Tab

An amendment cannot be created until *after* an application has been approved. Selecting an application with a status of “Submitted for Review” will result in the Create Amendment button being disabled.

Creating Amendments Step-by-Step

- Click the radio button next to the last approved application. Click on the “Create Amendment” button. This will open the application.
- Click on the Amendment Description tab to open a description text box where all changes are listed for NDE’s review. Save Page when finished.

Nebraska Career Education

- The pages needing changes should be unlocked by going to the Page Lock Control tab and selecting the necessary pages. Be sure to Save Page when finished selecting.
- Open unlocked pages, make changes, (be sure to save the page) and rerun the consistency check. Click Submit to return to NDE for review.
- If the Consistency Check has been run, but additional changes are needed, the application may need to be again unlocked. This can be done on the Submit tab.
- If the LEA needs more specific instructions, the NDE Help Desk can be reached by calling toll free at 888-284-0556 or the local number of 402-471-3151. An e-mail can also be submitted to nde.helpdesk@nebraska.gov

End of Year Report–Tab

This tab is where the new year-end report is located. This report will now be completed on line rather than submitted as a paper copy. This report must be completed along with the performance data before a final financial claim can be processed.

Submit–Tab

This is the last step in the process and is used only when all the applicable program specific pages are complete for each program. The Submit button validates the application and automatically sends it to the Department of Education. The process of submitting an application includes a validation or consistency check to ensure that all required questions have a response and that all available funds have been budgeted. However, since applicants may want to do this check before submitting, this page also contains a button called a “Consistency Check”. Any inconsistency generates a warning message notifying the applicant to complete the missing information. The Consistency Check button can be used as many times as desired before submission. It will still be run one more time when the application is submitted.

The submit page will be different for a person designated for data entry. The data entry person will have a “submit” button but it will send the completed application to the authorized representative. Only the authorized representative can submit the application to NDE for review and approval. If an attempt is made to submit an application before the agency has agreed to the assurances, an error message will direct the applicant to the assurances.

Application History–Tab

Once the authorized representative submits the application, the application is sent to the Nebraska Department of Education for review and approval. The information about the progress, where the application is in the process, including amendments submitted, changes, and/or approvals is all tracked on the Application History page. A time/date stamp is provided when each event occurred in the history of the application.

Page Lock–Tab

Page Lock Control functionality is used to manage the locking and unlocking of individual GMS Web Data pages within the GMS online applications. Applicants are able to unlock some GMS data pages. This capability is available to the LEA staff while the application is in LEA control—for example, when the application has been returned by NDE to the LEA for needed changes. The LEA users have the ability to unlock pages that have been LOCKED by NDE; however they cannot unlock pages that are marked FINAL.

Perkins Application–4700–Secondary 4701–Postsecondary

Overview–Tab

The overview provides the background information for the application and all of the programs included. The Perkins Application is built around the goals identified by the current Perkins legislation and state plan. *There is no action needed on this page.*

Program Information–Tab

Contact and Advisory Committee–Sub Tabs

This page opens up two additional tabs—the Contact Information and Advisory Committee.

Contact Information asks for the name and contact information of staff that will be completing the various components of the application. The first and last name of the authorized representative is required. If the same person will complete all components of the application, it is not necessary to repeat that information. This page also asks for the name of the Financial Contact for each project as this information will assist in communicating information about the financial components and payment processes of the grant. This information is optional, but helpful.

Advisory Committee this information provides opportunity for entering in the names and roles of the various committee members. In many cases, a person may serve more than one role. Make certain the identified advisory committee has representation from the identified groups of stakeholders that should have input into the Local Plan and the Annual Application for Perkins Funds. Select the most predominant role for the person. Enter in the names of additional entries with the roles identified.

Nebraska Career Education

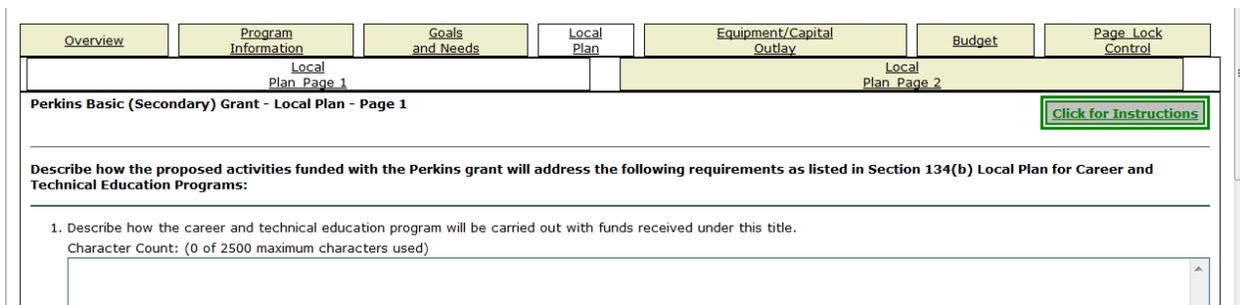
Describe strategies used to ensure participation by parents, students, academic and NCE teachers, administrators, school counselors, business, industry and labor representatives, representatives of special populations are involved in the development, implementation, and evaluation of NCE programs assisted with Perkins funds and how these individuals are effectively informed about and assisted in understanding the requirements of Perkins IV.

Suggested items to include in response:

- Describe how the required stakeholders provided input into the local plan and annual application.
- Describe the level of involvement of stakeholders in the implementation of the plan and application.
- Describe the level of involvement of stakeholders in the evaluation of the activities as completed in the annual application.
- Describe how the stakeholders have provided input to the improvement of instruction, program of study delivery, quality of student experiences, and/or strategies for future growth of NCE.
- Describe how stakeholders interact with NCE instructors to provide input on content of instruction, student opportunities and direction of the program of study.

Local Plan-Tab

This is the local plan for how the LEA will use the Perkins funds allocation. This plan should represent the vision of the LEA for the improvement of career technical education. The plan may not change substantially, but should be adjusted annually to represent current initiatives being implemented with Perkins funds.



A response is required for each of the following questions regarding the Local Plan for the use of Perkins funds.

Basic Grant Local Plan:

Describe how the proposed activities funded with the Perkins grant will address the following requirements as listed in Section 134 (b) Local Plan for Career and Technical Education Programs:

(1) Describe how the career and technical education programs will be carried out with funds received under this title.

Suggested items to include in response:

- Describe how funds will be used by the following eligible institutions: (list)
- Describe how funds will be used within the parameters allowed under Perkins IV
- Briefly describe how the funds will be used to improve career technical education

(2) Describe how the career and technical education activities will be carried out with respect to meeting State levels of performance.

Suggested items to include in response:

- Describe how professional development activities for NCE instructors will include emphasis on areas where the LEA did not meet state levels of performance
- Describe how curriculum and instruction will be reviewed to insure students receive high quality career technical education that infuses academic content to assist with NeSA testing
- Describe how levels of performance will be reviewed by the LEA (if a consortium, all schools within a consortium) to track progress toward meeting state levels of performance
- Describe how all career education instructors will understand the state level of performance and develop strategies within their programs of study to help students meet state levels

(3)(a) Describe how the eligible recipient will offer the appropriate courses of not less than 1 of the career and technical programs of study.

(Documented through Nebraska Student and Staff Record System Student Grade Template)

(3)(b) Describe how the proposed activities will improve the academic and technical skills of students participating in career and technical education programs by strengthening the academic and career and technical education components of such programs through the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education programs to ensure learning in the core academic subjects and career and technical education subjects.

Suggested items to include in response:

- Describe how professional development for NCE instructors will include emphasis on pedagogy to strengthen the academic infusion of career technical courses
- Describe how professional development for NCE instructors will include teaching strategies such as project based learning or other student engagement strategies to improve teaching and learning
- Describe how professional development for NCE instructors will include use of technology to improve the academic and technical skills of career technical education students
- Describe how instructional materials and curriculum purchased with Perkins funds will be reviewed for academic content and teaching strategies that improve academic and technical skills of students
- Describe how career education instructors are provided time to review curriculum standards for alignment to core academic standards and altered curriculum and instructional strategies to strengthen academic content

(3)(c) Describe how the proposed activities will provide students with strong experience in, and understanding of, all aspects of an industry.

Suggested items to include in response:

- Describe how professional development is provided to assist NCE instructors in integrating work-based learning into all career technical courses
- Describe how Perkins funds are used to partner with business and industry in creating work-based learning into career technical courses
- Describe how Perkins funds are used to improve career guidance for middle and secondary students that expose students to the workplace through meaningful interaction with business and industry
- Describe how personal learning plans are used to identify activities that students will experience to give them an understanding of the industries they are considering

Nebraska Career Education

(3)(d) Describe how the proposed activities will ensure that students who participate in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as are taught to all other students.

Suggested items to include in response:

- Describe how professional development time is provided for instructors to review academic standards and the crosswalk of the Nebraska academic core standards to the career technical standards in the programs of study they offer
- Describe how personal learning plans are used for students to map their career technical and academic courses needed for graduation and to pursue the postsecondary education and career of their choice
- Describe how Perkins expenditures are reviewed to insure alignment with Nebraska academic standards

(3)(e) Describe how the proposed activities will encourage career and technical education students at the secondary level to enroll in rigorous and challenging courses in core academic subjects.

Suggested items to include in response:

- Describe how Perkins funds are expended to assist school counselors to strengthen career guidance for all students including encouraging enrollment in both core academic and career technical courses
- Describe how personal learning plans are used for students to map their career technical and academic courses
- Describe how NCE instructors are provided professional development to prepare them to serve as career counselors for students interested in pursuing careers in their programs of study

(4) Describe how comprehensive professional development for career and technical education, academic, guidance, and administrative personnel will be provided that promotes the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education (including curriculum development).

Suggested items to include in response:

- Describe how professional development is provided that prepares instructors to review curriculum for academic content and alignment to Nebraska core standards
- Describe how professional development is provided that provides strategies for the integration of Nebraska core academic and NCE standards
- Describe how Perkins funds are provided for academic challenging curriculum development that aligns to local workforce and economic development needs

(5) Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title, and how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study.

Suggested items to include in response:

- Describe how Perkins funds are expended on marketing materials that help stakeholders listed in (5) be informed and understand the purpose and potential of programs of study

- Describe how funds are used to insure that stakeholders listed in (5) are involved in the development, implementation and evaluation of career technical programs that receive Perkins funds

(6) Describe how the proposed activities are used to support career and technical education programs that are of such size, scope, and quality to bring about improvement in the quality of the programs.

Suggested items to include in response:

- Describe how Perkins funds are only used to support career technical programs that align to Nebraska's state model programs of study
- Describe how activities funded with Perkins funds are designed to improve the quality of the career technical program

(7) Describe the process that will be used to evaluate and continuously improve career and technical education programs.

Suggested items to include in response:

- Describe how Perkins funds are dedicated to activities that provide meaningful evaluation of career technical programs
- Describe how Perkins funds support the process used to evaluate and make recommendations for improvement of career technical education programs
- Describe how Perkins funds are used to provide time for instructors to seek external evaluation of their career technical education programs and activities

(8)(A) Describe how career and technical education programs will be reviewed, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs, for special populations.

Suggested items to include in response:

- Describe how Perkins funds are used to evaluate the success of support special populations in career technical education programs
- Describe how Perkins funds are used to create programs and services that help special populations succeed in career technical education programs
- Describe how Perkins funds are used to review policies and strategies for special populations to assist in career success

(8)(B) Describe how programs are provided that are designed to enable the special populations to meet the local adjusted levels of performance.

Suggested items to include in response:

- Describe how Perkins funds are used to provide time for career technical instructors to plan and evaluate policies and programs that help special populations achieve state levels of performance
- Describe how Perkins funds are used to provide professional development for career technical instructors to assist in developing programs and instruction that assist special populations meet state levels of performance
- Describe how Perkins funds are used to support career technical and special education instructors working together to design programs and strategies that help special populations meet state levels of performance

Nebraska Career Education

(8)(C) Describe how the proposed activities will prepare special populations, including single parents and displaced homemakers, for high skill, high wage, and high demand occupations that will lead to self-sufficiency.

Suggested items to include in response:

- Describe how Perkins funds are used for career guidance activities that help special populations prepare for high skill, high wage and high demand occupations
- Describe how Perkins funds are used to provide professional development for NCE instructors to assist special populations to achieve success in high skill, high wage and high demand occupations

(9) Describe how individuals who are members of special populations will not be discriminated against on the basis of their status as members of the special populations.

Suggested items to include in response:

- Describe how Perkins funds are used to insure that special populations are not discriminated against
- Describe how Perkins funds are used to provide professional development for NCE instructors on providing the same services to special populations as to other students

(10) Describe how funds will be used to promote preparation for gender nontraditional fields.

Suggested items to include in response:

- Describe how Perkins funds are used to provide career guidance to promote preparation for non-traditional fields
- Describe how Perkins funds are used to support recruitment, peer pressure and role model strategies for gender nontraditional students
- Describe how Perkins funds are used to support policy development and implementation to promote preparation for gender nontraditional fields

(11) Describe how career guidance and academic counseling will be provided to career and technical education students, including linkages to future education and training opportunities.

Suggested items to include in response:

- Describe how Perkins funds are used to provide career guidance to career technical students that connects their current courses to postsecondary and career plans
- Describe how Perkins funds are used to support the implementation of personal learning plans

(12)(A) Describe efforts to improve the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and (B) the transition to teaching from business and industry.

Suggested items to include in response:

- Describe how Perkins funds are used to promote recruitment of career technical education instructors and career guidance counselors

**Goals and Needs-Tab
Justification and Activities-Sub Tabs**

This is the “heart” and most critical part of the application. The Perkins Application is designed to ensure that Perkins funds support activities tied to goals and identified needs and are, as much as possible, connected to the performance data. Please review this entire section before beginning to complete this part of the application. It is important to understand how the information flows throughout the application.

Overview	Program Information	Goals and Needs	Local Plan	Equipment/Capital Outlay	Budget	Page Lock Control										
Goals and Activities			Performance Improvement Plan													
<p>Perkins Basic (Secondary) Grant - Goals and Activities Click for Instructions</p> <p>All required uses of funds, as defined in Section 135(b) of the Federal legislation, must be addressed in one or more of the goals and activities in the application. If an application is submitted that does not address all of the required uses of funds, the application will be denied.</p> <p>From the list below, select the appropriate required use(s) of funds. (Required)</p> <p>Once the activity is selected, Use the textbox below to provide a detailed narrative (goal) on the activities to be funded. If there are specific expenditure items, provide detail for those in the narrative. The goals and activities are copied forward to the budget detail page for budgeting.</p> <p>If more goals are needed, place a check mark next to the Check to add Goal/Activity.</p> <p>PLEASE NOTE: All 9 uses of funds (listed below) must be used with a Goal and Activity or within a combination of Goals and Activities.</p> <p>Select the required uses of funds as detailed in Section 135(b) that apply to the goals and activities listed in the textbox below.</p> <table border="0"> <tr> <td><input type="checkbox"/> Strengthen student's academic and career technical skills by integrating academics and CTE (Section 135(b)1)</td> <td><input type="checkbox"/> Develop and implement evaluation of the CTE programs carried out with Perkins funds including assessment of meeting the needs of special populations (Section 135(b)6)</td> </tr> <tr> <td><input type="checkbox"/> Link career technical education at the secondary and postsecondary level through programs of study (Section 135(b)2)</td> <td><input type="checkbox"/> Initiate, improve, expand and modernize quality CTE programs (Section 135(b)7)</td> </tr> <tr> <td><input type="checkbox"/> Provide students with strong experience and understanding of all aspects of an industry (Section 135(b)3)</td> <td><input type="checkbox"/> Provide services that are of sufficient size, scope and quality to be effective (Section 135(b)8)</td> </tr> <tr> <td><input type="checkbox"/> Develop, improve or expand the use of technology (Section 135(b)4)</td> <td><input type="checkbox"/> Provide activities to prepare special populations enrolled in CTE programs for high skill, high wage or high demand occupations that lead to self-sufficiency (Section 135(b)9)</td> </tr> <tr> <td><input type="checkbox"/> Provide professional development to CTE teachers, administrators and career guidance counselors (Section 135(b)5)</td> <td></td> </tr> </table> <p>Character Count: (0 of 2500 maximum characters used)</p> <div style="border: 1px solid gray; height: 100px; width: 100%;"></div> <p> <input type="checkbox"/> Check to add Goal/Activity 2 <input type="checkbox"/> Check to add Goal/Activity 3 <input type="checkbox"/> Check to add Goal/Activity 4 <input type="checkbox"/> Check to add Goal/Activity 5 </p> <p> http://gmstest.education.ne.gov/NDEGMSWebv02/ApplicationShell.aspx?PADPageName=Perfo... Save Page </p>							<input type="checkbox"/> Strengthen student's academic and career technical skills by integrating academics and CTE (Section 135(b)1)	<input type="checkbox"/> Develop and implement evaluation of the CTE programs carried out with Perkins funds including assessment of meeting the needs of special populations (Section 135(b)6)	<input type="checkbox"/> Link career technical education at the secondary and postsecondary level through programs of study (Section 135(b)2)	<input type="checkbox"/> Initiate, improve, expand and modernize quality CTE programs (Section 135(b)7)	<input type="checkbox"/> Provide students with strong experience and understanding of all aspects of an industry (Section 135(b)3)	<input type="checkbox"/> Provide services that are of sufficient size, scope and quality to be effective (Section 135(b)8)	<input type="checkbox"/> Develop, improve or expand the use of technology (Section 135(b)4)	<input type="checkbox"/> Provide activities to prepare special populations enrolled in CTE programs for high skill, high wage or high demand occupations that lead to self-sufficiency (Section 135(b)9)	<input type="checkbox"/> Provide professional development to CTE teachers, administrators and career guidance counselors (Section 135(b)5)	
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All activities funded by Perkins must be listed in this section. The goal and description of each activity must be detailed and contain the amount of dollars allocated for each activity. *The activities entered on this page are automatically transferred to the budget detail page.*

The description of the activity must be complete – for example, do not simply list participation in professional development activities. The proposed professional development activities must be detailed and the participants in each activity identified.

Up to five goals/activities may be used in the application.

Nebraska Career Education

All of the Section 135(b)(1) Required Uses of Funds must be addressed in one or more activities listed in this section. Activities may address more than one of the required uses of funds. An application will not be able to be submitted unless all required uses of funds are addressed.

For each required uses of funds checked for an activity, the activity narrative must detail how each of the parts of the activity addresses the required use of funds. The required uses of funds that must be addressed are:

Strengthen student’s academic and career technical skills by integrating academics and CTE (Section 135(b)1)

Suggested activities to address this required use of funds:

- Professional development activities to strengthen NCE instructors pedagogy including the integration of academics and CTE
- Professional development for NCE instructors to receive training on a new aspect of their industry that requires increased academic connections
- Purchase curriculum and instructional materials that have strong academic components
- Implement State Approved Career Academies with integrated academic courses

Link career technical education at the secondary and postsecondary level through programs of study (Section 135(b)2)

Suggested activities to address this required use of funds:

- Extended contract time for NCE instructors to review current course offerings and align to State Model Programs of Study
- Meetings and professional development involving both secondary and postsecondary instructors in given areas of programs of study to align secondary exit and postsecondary entrance requirements within a program of study

Provide students with strong experience and understanding of all aspects of an industry (Section 135(b)3)

Suggested activities to address this required use of funds:

- Professional development to help NCE instructors integrate work-based learning into career technical courses and programs of study
- Career guidance activities to provide meaningful experiences for students to explore the industry in the career area of their choice
- Professional development for NCE instructors to receive training on a new aspect of their industry to share with students
- Activities that integrate work-based learning into career technical instruction and provide students with exposure to the world of work

Develop, improve or expand the use of technology (Section 135(b)4)

Suggested activities to address this required use of funds:

- Purchase of new technology for career technical education courses
- Professional development for teachers to use new technology

Provide professional development to CTE teachers, administrators and career guidance counselors (Section 135(b)5)

Suggested activities to address this required use of funds:

- Professional development activities to strengthen NCE instructors pedagogy
- Professional development for NCE instructors on the latest instructional content, technology and career opportunities within their program of study
- Professional development for career guidance counselors

Develop and implement evaluation of the CTE programs carried out with Perkins funds including assessment of meeting the needs of special populations (Section 135(b)6)

Suggested activities to address this required use of funds:

- Evaluation of career technical education programs and programs of study
- Evaluation of student achievement in career technical education
- Evaluation of services provided to special populations
- Evaluation of success of special populations in career technical education programs of study

Initiate, improve, expand and modernize quality career technical education programs, including relevant technology (Section 135(b)7)

Suggested activities to address this required use of funds:

- Professional development activities
- Purchase of equipment, curriculum and instructional materials

Provide services that are of sufficient size, scope and quality to be effective (Section 135(b)8)

Suggested activities to address this required use of funds:

- Professional development activities that are longer than one session in length
- Equipment purchased that is industry standard
- Curriculum and instructional materials that reflect high skill, high wage, high demand careers

**Capital Outlay/Equipment–Tab
Inventoried and Depreciated–Sub Tabs**

Two tables open for listing equipment. Equipment is any instrument, machine, apparatus or set of articles that meets NDE’s established guidance. Applicants are required to itemize proposed equipment purchases that have an item cost of \$5,000 or more. No construction or permanent structural improvements are allowed in any project.

Inventoried Equipment Object Code 400

Equipment items costing at least \$1,500 per unit must be inventoried although it is prudent to inventory any equipment that meets the definition above. Recently, auditors have added to the definition of what equipment needs to be inventoried.

Depreciated Equipment Object code 500

Only equipment that has a unit cost of \$5000 or more can be budgeted in the Object Code 500 on the Budget Detail page. This change in guidance is necessary to align the Grants Management System (GMS) with the NDE's Users Manual.

Budget-Tab

Budget Detail and Budget Summary-Sub Tabs

This tab first opens the **Budget Detail**. This is where the specific activities entered on the previous pages are budgeted. The categories across the top of the budget page represent the highest level of budget categories. The drop down menu on the left hand side represents the required and/or approvable areas for uses of funds. Additional lines can be added to completely budget an activity for different uses of funds within an activity.

Budget Summary

The final tab is that of Budget Summary. This is a compilation of the funds provided on the budget detail pages. No data entry is necessary.

Indirect Costs

The system will provide the indirect cost rate for each district or ESU on the budget pages if selected as an option. The applicant must decide, for each program, whether to use indirect costs or not. If chosen, the system will figure the amount of indirect costs. **Note:** *if the budget includes equipment (capital outlay), this amount will be subtracted from the amount allowable for indirect costs as required by law.*

Object Category 100 Salaries

Administrative expenditures are limited to 5% of the total budget and can be spent for meeting general requirements of administering the grant (records retention, financial management). Documentation of individual staff time must be kept at the local level, and detailed on the itemized printout submitted to NDE when claiming for reimbursement.

Grant funds can be used to pay staff for grant-related activities if the time spent is documented and justification is made for determining the rate of compensation. Under no circumstance is supplanting allowable. Stipends and substitutes are paid at the local district's established rate.

Object Category 200-Benefits

These may include social security, retirement, health insurance, worker's compensation, tax-sheltered annuities, life insurance.

Object Category 300-Purchased Services

Purchased services are allowable expenses, within reason, used to meet the intent of the program, and documented at the local level. Examples may include:

- Postage
- Printing
- Consultant Services
- Presenter services

Object Category 300-Purchased Services—continued

- Registration, conference fees

Object Category 400-Supplies and Materials

Supplies and materials are allowable expenditures, within reason, used to meet the intent of the program, and documented at the local level. Examples may include:

- Workshop or meeting expense (food is eligible only when secondary to meetings, workshops, or events that provide an activity with an educational purpose; (i.e. the meal is not the purpose of the meeting))
- Office supplies used specifically for Perkins purposes
- Books or curriculum purchased for developing new curriculum not previously offered Supplanting occurs when the school is replacing textbooks of an existing program
- Software when implementing resources to supplement curriculum, or update technological resources available in the program
- Equipment purchases that are less than \$5,000 per individual unit cost

Promotional items-Non-allowable

Prizes, rewards, and/or entertainment (recreational activities) are non-allowable expenditures as per federal guidelines. Promotional items and memorabilia, including souvenirs, after school or after event activities, and clothing are generally considered to be non-allowable expenditures because they do not serve a direct educational purpose. For example, t-shirts to students for attending a function is perceived as a reward.

Object Category 500-Capital Outlay

The Department established consistent guidance defining and budgeting for equipment purchases for all state and federal grants. Applicants are required to itemize proposed equipment purchases that have an item cost \$5,000 or more. No construction or permanent structural improvements are allowed in any project.

Object Category 600-Travel/Other

Instate travel is allowable. Out of state travel is allowable if the grantee is unable to receive comparable information (a comparable service or conference) within the state. If the budget includes expenses for out of state travel, include justification under performance measures/planned activities. Examples of allowable expenses may include:

- Board and lodging
- Mileage (paid at the local district's established rate)
- Airfare (if appropriate)

Page Lock-Tab

Page Lock Control functionality is used to manage the locking and unlocking of individual GMS Web Data pages within the GMS online applications. Applicants are able to unlock some GMS data pages. This capability is available to the LEA staff while the application is in LEA control—for example, when the application has been returned by NDE to the LEA for needed changes. The LEA users have the ability to unlock pages that have been LOCKED by NDE; however they cannot unlock pages that are marked FINAL.

Perkins Basic Grant–Year-End Closeout Process

The year-end closeout process is to be completed by October 15.

The basic grant closeout for Perkins consists of three primary pieces.

- The End of Year Report submitted through the Grants Management System (GMS)
- The Accountability Data submission
- The Final Financial Reimbursement Claim request through the Grants Management System (GMS)

Final payments will not be processed until all three pieces are submitted and approved. The following information provides the process and options for submitting.

Basic Grant End of Year Report and Closeout information

Item 1: The **End of Year Report** is the narrative portion of the final report. An outline of the sections expected exists below to assist in organizing and identifying the necessary information to include in the final report. The submission of this report through the GMS **eliminates** the need for paper copies, signatures, cover pages, copies, etc.

Item 2: Submit the **Perkins Performance Accountability Data** through the NSSRS Accountability site located at <http://portal.education.ne.gov/Site/DesktopDefault.aspx>. Consortia must have data submitted by all participating institutions by June 30. For guidance, please review the secondary or postsecondary data manuals located here: www.education.ne.gov/nce/Accountability/Secondary/PDFs/SecondaryPerkinsManual.pdf or www.education.ne.gov/nce/Accountability/Postsecondary/PDFs/PostsecondaryPerkinsManual.pdf.

Item 3: Submit the *Final Financial Reimbursement Claim* request through the GMS. Access to the payments and reimbursement process is gained through the Grants Management System within the NDE Portal. The site is <http://portal.education.ne.gov>.

Audit guidelines require that an itemized printout of the total expenditures attributed to the approved Career and Technical Education Application for the year must accompany all claims for reimbursement. This printout must include the date of purchase, vendor, amount and description of items purchased. The printout should also provide detailed information on any personnel services charged to the Perkins grant.

Consideration and tips for the final financial claim process:

1. Select the final claim button within the payments section of the GMS to identify and initiate the final financial reimbursement claim.
2. Attach the itemized printout of the total expenditures files through the GMS financial claim system one at a time. Using “save page” between submitting attachment files ensures all files are uploaded into the system.
3. If you have questions about the Payments or Final Financial Reimbursement Claim processes contact Harlan Feather, Harlan.feather@nebraska.gov or the Help Desk at: **1-888-285-0556**, or the local number: **402-471-3151**.

Perkins IV Target Areas

The implementation of the Nebraska Career Education model and Perkins IV requires emphasis in areas designed to result in program improvement and increased student achievement. Examples of activities in each of these areas are:

Student Achievement

- Use Perkins funds to ensure the quality and completeness of data and performance measure accountability results.
- Identify activities to improve student achievement as reflected in the Perkins performance measure data required in the law.
- Identify activities to improve NCE programs that assist students in meeting Perkins performance measurement data required in the law.
- Use funds for measuring technical skill attainment that is consistent with industry certifications and degree/certificate requirements.

Secondary/Postsecondary Alignment

- Alignment of courses and student outcomes for seamless transition between secondary and postsecondary NCE programs of study.
- Development of courses to create programs of study on the secondary or postsecondary level.
- Review and revision of courses at the secondary or postsecondary level to align to NCE programs of study and provide relevant learning experiences.

Alignment to Regional Economies and High Skill, High Wage and High Demand

- Review NCE course offerings to align to the workforce needs of the regional economy.
- Use labor market information to inform decisions about programs of study offerings and areas of emphasis for the use of Perkins funds.
- Target Perkins fund use for programs of study that lead to high skill, high wage and/or high demand occupations.
- Support the instruction, preparation and resources of entrepreneurs and the opportunities to support innovation in the creation of new businesses or acquisition of existing businesses.

Programs of Study, Curriculum Development

- Implement approved programs of study at both secondary and postsecondary levels that align and support the NCE Model.
- Strengthen programs of study to focus on academic and technical rigor in both secondary and postsecondary NCE courses.
- Develop courses and curriculum that support new and emerging occupations that align with regional economies, labor market information and economic development priorities.

Innovative Delivery Models and Equity of Access to Instruction

- Implement new delivery strategies so all students have access to quality NCE courses and programs of study; to highly qualified instructors; and to facilities and technologies that ensure quality NCE is available regardless of location and size of institution.
- Explore and implement innovative delivery strategies, supported through collaboration among schools, institutions and business and industry partnerships that ensure access for Nebraska students to NCE instruction.

Nebraska Career Education

Professional Development

- Conduct professional development that promotes leadership, disseminates current research and best practice and enhances knowledge and skills of NCE instructors, administrators and counselors resulting in improved quality of NCE.
- Develop sustained professional development programs focusing on improved student achievement rather than just a series of workshops.
- Support the recruitment and retention of highly qualified professionals to deliver effective and engaging instruction in all areas of career and technical education.

Special Populations

- The term Special Populations is defined in the Perkins legislation (Sec 3; 29, A-F) as:
 - individuals with disabilities,
 - individuals from economically disadvantaged families, including foster children;
 - individuals preparing for nontraditional fields (individuals who are in programs for occupations in which their gender comprises 25% or less of total employment);
 - single parents, including single pregnant women;
 - displaced homemakers; and
 - individuals with limited English proficiency
- Provide career education courses and supportive services to all students including special populations.
- Activities that provide needed support to ensure success of special populations in career education programs of study.
- Activities that reduce barriers for special populations in career education programs of study.

School Counseling and Career Guidance

- Strengthen school counseling services with emphasis on career guidance for all students.
- Implement a student advisement program that supports students achieving career investigation, exploration, and preparation.
- Implement an educational planning process that supports student success as they pursue the career area of their choice.

Career Education and Academic Integration

- Increase both academic and technical attainment of students by strengthening NCE program components through academic integration, sequenced classes and programs of study.
- Implement common planning times for academic and NCE instructors to coordinate integration themes and activities.
- Professional development that assists NCE instructors in reinforcing academic concepts in NCE instruction.
- Reinforce and strengthen academic competencies through career education courses.

Understanding All Aspects of Industry

- Provide students with strong experience in and understanding of the following aspects of the industry: planning, management, finance, technical and production skills, underlying principles of technology, labor, community issues and health, safety and environmental issues.
- Provide students with extended learning opportunities including work-based learning (internships, job-shadowing, labs, clinicals, field trips, etc.) leadership skills, employability skills, SCANS skills and transferable skills.



Nebraska Department of Education

State and Federal Grant Management

Requirements and Guidance

Revised August 2013

This document is updated annually and can be found on the Grants Management System (GMS) website at:

<http://www.education.ne.gov/gms2/index.html>

Click on the link labeled “Grant Management Guidance” in the left-side column.