2018-2019
Applications
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**Carl D. Perkins
Career and Technical Education
Improvement Act of 2006**

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BUILDING A HIGH-QUALITY CAREER EDUCATION SYSTEM

A VISION FOR THE FUTURE

For over a century, as a part of comprehensive high schools and postsecondary institutions, career education has provided students with necessary academic and technical skills for employment. Rapid changes in technology, globalization, shifting demographics, and increased education accountability have provided the impetus for rethinking the design and delivery of career education.

Over the past several years, the NCE staff at the Nebraska Department of Education has engaged numerous stakeholders from across the state representing K-12, postsecondary, business and industry, and workforce and economic development partners to develop a conceptual framework for creating Nebraska Career Education for the 21st Century. This framework, including a vision, mission statement, and guiding principles set the stage for the work being completed. The State Plan for the Carl D. Perkins Career and Technical Education Act of 2006 provides support to implement this framework for Nebraska Career Education.

VISION

Nebraska Career Education provides world-class programs that engage students in high-quality, rigorous, and relevant education, enhanced with partnerships with business and industry, workforce and economic development that allows students to turn their passion, talent and ability into successful careers and fulfilling lives.

MISSION

The mission of Career Education in Nebraska is to prepare all individuals to:

- Learn through career exploration and technical skill development while meeting academic standards,

- Earn as productive citizens in a global society, and

- Live as a contributing member of their community

BELIEF STATEMENTS

We believe Nebraska Career Education provides students with:

- knowledge, attitudes and skills to live and work as productive individuals who are successful in their work, family and community

- educational experiences for personal and professional growth

- opportunities to apply academic knowledge and skills

- the career application of academic skills

- preparation to meet the challenges of a fast-changing society

- meaningful experiences through partnerships in the business community

- contextual learning, work-based learning and workplace skill development delivered through a relevant, rigorous curriculum

- personal development through student-led leadership

- learning environments conducive to authentic assessment

DELIVERY

Nebraska Career Education is delivered through a variety of programs of study in the Nebraska Career Model.

GOALS FOR NEBRASKA CAREER EDUCATION LEARNERS

All learners should have access to quality career education programs of study.

All learners should achieve high academic standards, occupational and employability skills so they are prepared for employment and post-high school education.

All learners should have access to quality career management information.

All learners should be able to make smooth transitions through the education system into the workplace to attain economic self-sufficiency and become contributing members of their family and community.

Building a High-Quality Career Education System

The Nebraska Department of Education's mission is to prepare all Nebraskans for learning, earning and living. Nebraska Career Education assists to accomplish this same mission. To increase student achievement and prepare students for life-long success, NCE recommends a career development process that begins in the elementary grades and continues throughout the lifespan. The stages of the career development process include career: *awareness*, *exploration*, *preparation*, and *application* culminating in life-long *career management*.

To teach career development, the NCE Model recommends implementation of curriculum, includes up-to-date career information, personal learning plans and expanded learning activities. Career development is for all students, is based on standards, and should be developmentally appropriate.

Career development is to be delivered through the coordinated efforts of professional educators of Career and Technical Education (CTE), school counseling programs and all academic content throughout the school.

Curriculum: Nebraska Career education recommends the career development process be intentionally taught. Curriculum, materials, resources and time to learn for K-12 students and parents, postsecondary students, and adults are needed. A variety of materials have been developed with the NCE model. A full semester course of career exploration, ENGAGE, is available online at: www.education.ne.gov/schoolcounseling/engage

Additional resources are available at: www.education.ne.gov/nce/career-clusters and more included on: www.NebraskaCareerConnections.org.

Career Information: NebraskaCareerConnections.org provides up-to-date career information that connects curriculum to the real world. Relevant career information supports and enhances the entire career development process. In Nebraska, it is important to have career information that aligns with the Nebraska Career Education Model. NebraskaCareerConnections is a web-based career information system with current resources, the capacity to store electronic PLPs, resumes, interest/skill assessments and more. A considerable advantage is 24-hour availability to students, parents, educators and of course any adults for their career management.

Expanded learning: Expanded learning opportunities bring relevance and real-world context to the curriculum. It is highly recommended that expanded learning becomes a regular part of the school's curriculum for all students. Examples of expanded learning opportunities are recommended throughout NCE career development and listed on Sample Personal Learning Plans for students to follow as a guide at: www.education.ne.gov/nce/CareerClustersResources.html

Personal Learning Plans: Personal Learning Plans provide for college and career planning, and for personalizing education for each student. It documents the planning process. A multitude of decisions and information are considered before a PLP can be developed or updated in a meaningful way to become a useful tool to guide students and lifelong learners.

PERSONAL LEARNING PLANS-MIDDLE SCHOOL CAREER EXPLORATION

- Develop initial PLP using informed decision making and understanding consequences of choices
- Select career clusters of interests and strengths
- Explore a variety of postsecondary options and corresponding entrance requirements
- Register for coursework using the PLP
- Plan expanded learning and extracurricular opportunities and record on PLP

PERSONAL LEARNING PLANS- GRADE 9-10 CAREER PREPARATION

- Update PLP with any changes desired or needed while understanding consequences of choices
- Prioritize selected clusters based on interests/strengths
- Consider postsecondary majors
- Identify preference of postsecondary option
- Register for high school coursework using PLP
- Use PLP to record and plan school activities, expanded learning and/or part-time employment

PERSONAL LEARNING PLANS- GRADE 11 THROUGH POSTSECONDARY CAREER APPLICATION

- Update or revise PLP
- Choose career cluster focus
- Prioritize program of study for high school into postsecondary major
- Determine and apply for postsecondary education
- Register for coursework using PLP
- Use PLP to plan expanded learning, internships and/or employment
- Continue to plan for earning and learning of knowledge/skills for life-long career management

GUIDING ASSUMPTIONS – THE DEVELOPMENT OF THE STATE PLAN FOR CAREER AND TECHNICAL EDUCATION

Perkins IV maintains much of the program improvement emphasis of Perkins III but requires Nebraska Career Education to focus on new areas. The following guiding assumptions are instrumental in moving Perkins IV forward.

- Federal Perkins IV funding for Nebraska Career Education (NCE) is NOT an entitlement at either the state or local level.

- The use of Perkins IV funds must be focused on school improvement and increased student achievement outcomes and NOT on regular maintenance of career education. Perkins IV is very clear that these funds are not to be used to supplant local effort.

- NCE and core academic courses must be integrated in a comprehensive way emphasizing the academic content of career education courses.

- NCE must include comprehensive career guidance as an integral component at all levels of education.

- The skills needed for success in postsecondary education and for success in a career are closely related.

- NCE must be strategically placed within the broader vision, mission and goals for education within the state of Nebraska.

- NCE must be aligned with Nebraska's workforce needs and economic development priorities.

NEBRASKA CAREER EDUCATION/PERKINS IV AREAS OF EMPHASIS

The implementation of the Nebraska Career Education (NCE) model and Perkins IV requires emphasis in areas designed to result in program improvement and increased student achievement. These areas are:

STUDENT ACHIEVEMENT

o   Perkins IV funds must be used to improve student achievement as reflected in the performance measure data required in the Perkins Act.

o   Quality data and performance measure accountability results must drive decisions about use of Perkins IV funds that results in improved student achievement and program improvement.

o   Emphasis will be placed on developing a new system of measuring technical skill attainment that is consistent with industry certifications and degree/certificate requirements.

PROGRAMS OF STUDY AND CURRICULUM DEVELOPMENT

o   State model Programs of Study are based on the NCE model and align curriculum at the secondary and postsecondary level, creating opportunities for dual-credit where possible.

o   Programs of Study focus on academic and technical rigor in both secondary and postsecondary NCE courses.

o   Programs of Study and curriculum development supports new and emerging occupations that align with labor market information, economic development priorities and high skill, high demand, high wage careers.

SECONDARY/POSTSECONDARY ALIGNMENT

o   Both secondary and postsecondary are required to demonstrate alignment of courses for seamless transition between secondary and postsecondary NCE programs of study.

o   The Partnerships for Innovation statewide consortium will provide leadership and funding for the development of statewide alignment and articulation of secondary and postsecondary NCE courses to improve opportunities for student transition.

o   Continue to develop and strengthen partnerships among secondary schools, postsecondary institutions (both 2- and 4- year), workforce development, economic development and Nebraska business and industry.

ALIGNMENT TO HIGH SKILL, HIGH WAGE AND HIGH DEMAND CAREERS

o   NCE course offerings are reviewed to align to Nebraska's workforce needs. Labor market information is used to inform decisions about programs of study offerings and areas of emphasis for the use of Perkins funds.

o   Target Perkins funds for programs of study that lead to high skill, high wage and high demand occupations.

o   Support the instruction, preparation and resources of entrepreneurs and the opportunities to support innovation in business startups and acquisition.

INNOVATIVE DELIVERY MODELS AND EQUITY OF ACCESS TO INSTRUCTION

- o 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.
- o Innovative delivery strategies supported through collaboration among schools, institutions and business and industry partnerships ensure access for Nebraska students to NCE instruction.

PROFESSIONAL DEVELOPMENT

- o Professional Development should promote leadership, disseminate current research and best practice and enhance knowledge and skills of NCE instructors, administrators and counselors resulting in improved quality of NCE.
- o Professional development must be more than a one-day workshop experience; the emphasis is on a sustained and focused professional development program.
- o Support the recruitment and retention of highly qualified professionals to deliver effective and engaging instruction in all areas of career education.

SPECIAL POPULATIONS

- o The term Special Populations is defined in the law as individuals with disabilities, economically disadvantaged, migrant, English language learners and gender under-represented populations (students who are in programs or employment in occupations in which their gender comprises less than 25% of total employment).
- o Nebraska Career Education must be available and provide services to all students, including special populations.
- o Special emphasis must be given to the success of special populations in career education courses.

SCHOOL COUNSELING AND CAREER GUIDANCE

- o School counseling services, with emphasis on career guidance and personal learning plans, are provided to all students.
- o An effective student advisement program that supports students achieving career investigation, exploration and preparation is essential.
- o Implementing an educational planning process that supports student success is critical as they pursue the career area of their choice.

THE LOCAL PLANNING PROCESS

INTENT TO PARTICIPATE IN PERKINS IV GRANTS

Nebraska public secondary schools and community colleges (referred to as the local education agency in the Act) that are offering approved State Model programs of study in Nebraska Career Education are eligible to participate in Perkins IV. State Model programs of study may be found at: http://cestandards.education.ne.gov/

The local education agency (LEA) allocation will be made on a single fiscal year basis. The allocation to each LEA is calculated using a formula established in the Federal legislation and published in the Nebraska State Plan for Career Education. Local education agencies will be notified of the annual allocation.

SECONDARY

The Nebraska Department of Education will use the Perkins IV Intent to Participate Tool through the NDE portal for local secondary schools to declare their intent to participate in Perkins IV for the fiscal year. Completing the requested information will accomplish the following:

- Declare the school's intent to participate by identifying the participation option.
- Affirm the school meets the essential components requirement for participation.
- Submit the chapters of an active Career and Technical Education Student Organization (CTSO) offered through the District.

Local education agencies on the secondary level can choose one of three participation options:
- If the LEA allocation is greater than $15,000, the LEA can either accept the federal funds and operate its own program or choose to participate in a consortium.
- If the allocation is less than $15,000, the LEA can enter into a consortium managed by an educational service unit or community college in order to meet the $15,000 minimum allocation requirement.
- The LEA can decline the allocation.

POSTSECONDARY

Postsecondary institutions will declare their intent to participate by responding to the written request for information.

Local education agencies on the postsecondary level can choose one of three participation options:
- If the LEA allocation is greater than $50,000, the local education agency may operate independently.
- If the LEA allocation is less than $50,000, the eligible recipient must form a consortium in order to participate.
- The LEA can decline the allocation.

BEGINNING THE LOCAL PLANNING PROCESS

Developing a local plan through analyzing data and formulating a strategic plan for career and technical education will allow the use of funds, regardless of the source, to best meet the needs of all students enrolled in career education.

The planning process for use of Perkins IV funds should be a part of and coordinated with the continuous school improvement plan and/or technology plan for the district/consortium or community college. The critical steps of the planning process are:

- Assessing current demographic data, labor market, population and career education program data.

- **Involving a career education advisory committee with diverse representation of parents, business leaders, students, special populations, and CTE and non-CTE instructors. (This advisory committee must conduct at least one meeting to advise on application of funds.)**

- Establishing goals and objectives aimed at meeting the needs of the students in career education programs.

- Identifying career and technical education programs that can best meet established educational objectives though the use of Perkins IV funds.

- Analyzing past performance on Perkins Performance Measurement Quality Indicators.

- Allocating resources to achieve identified goals and objectives.

- Evaluating results and making necessary revisions.

This planning process should be used to provide guidance for the development of the five-year plan and annual application to focus the use of Perkins IV funds provided to each district, institution, and consortium.

## LOCAL NEEDS PLANNING CONSIDERATIONS

A needs assessment that provides the basis for local application development and the use of a diverse career education advisory committee support an effective and visionary approach to the planning process.

The needs assessment process should identify improvement needs of career education programs in the following areas:

- Academic and technical skills acquired by students through the integration of academic and CTE programs in a program of study.

- Student opportunities for experiences that address all aspects of an industry.

- The use of technology, which may include training career and technical education personnel to use state-of-the-art technology, that may include distance learning; providing students with academic, occupational and technical skills to enter high technology and telecommunications careers; and encouraging schools to partner with high technology industries to offer internships and mentoring programs.

- Professional development for administrators, counselors and teachers to include: inservice and preservice training in state-of-the-art programs and techniques, effective teaching skills based on research and effective practices to improve parental and community involvement; education programs to ensure that teachers and personnel stay current with all aspects of an industry; teacher internship programs that provide business experience; and training programs in the use and application of technology.

- Evaluation of programs assessing the needs of special populations.

- Initiating, improving, expanding and/or modernizing career education programs.

- Providing services/activities that are of sufficient size, scope and quality to be effective.

- Linking secondary and postsecondary career education.

In addition, as the local needs assessment is designed, it may also address the following:

- Involvement of parents, businesses and labor organizations in planning, implementing and evaluating career education programs.
- Career guidance and academic counseling for students participating in career and technical education programs.
- Workplace experiences, such as internships, cooperative education, school-based enterprises, entrepreneurship and job shadowing that are related to career education programs.
- Programs for special populations.
- Support local business and education partnerships.
- Quality and accessibility of CTSOs mentoring and support services.
- Leasing, purchasing and adapting or upgrading equipment.
- Improving or developing new career education courses.
- Career education programs for adults and school dropouts to complete their secondary school education.
- Assistance to students who have participated in services and activities under this title in finding an appropriate job and continuing their education.
- Support for nontraditional training and employment activities.
- Support for other career and technical education activities consistent with the purposes of this Act.
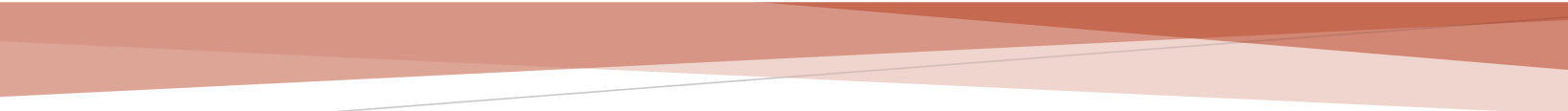
GENERAL AUTHORITY

The primary purpose of Perkins IV funds received by eligible recipients is to improve or expand career education. **Perkins IV funds cannot be used to *maintain* career education programs.**

ALLOCATIONS

The formula for determining the allocations of Perkins IV funds is established in the Federal Carl D. Perkins Career and Technical Education Act of 2006.

CONSORTIUM GUIDANCE FROM PERKINS IV

Section 131 (Secondary) provides the following guidance on consortia/consortium requirements

1.   Any local educational agency receiving an allocation that is not sufficient to conduct a program which meets the requirements of section 135 is encouraged to:

   A. form a consortium or enter into a cooperative agreement with an area career and technical education school or educational service agency offering programs that meet the requirements of section 135;

   B. transfer such allocation to the area career and technical education school or educational service agency; and

   C. operate programs that are of sufficient size, scope, and quality to be effective.

2.   FUNDS TO CONSORTIUM–Funds allocated to a consortium formed to meet the requirements of this subsection shall be used only for purposes and programs that are mutually beneficial to all members of the consortium and can be used only for programs authorized under this title. Such funds may not be reallocated to individual members of the consortium for purposes or programs benefiting only one member of the consortium.

ALLOCATION OF FUNDS WITHIN A CONSORTIUM

The allocation of the Perkins Grant must be done on the consortium level. **The consortium CANNOT "grant back" the money to the individual schools.** The legislation is very clear that a grant back situation can cause the entire amount to be reclaimed by the U.S. Department of Education.

Example: If a school generates $5,600 through the formula and cooperates with a consortium, they are not guaranteed $5,600 to be spent on their career education programs. The consortium must review the career education needs of all the schools and allocate the money on the consortia level to the programs. For example, if the consortium decides to spend money on business education, then all business education programs in the consortium must have the opportunity to participate.

The consortium Career Education Advisory Committee must have input on the allocation of funds. Any equipment or instructional materials purchased remain the property of the consortium and must be clearly identified as such.

NOTE: *If a school leaves a consortium, any equipment purchased by the consortium that has undepreciated value, for the school, is returned to the consortium.*

REALLOCATION OF PERKINS FUNDS

Federal funds that are not applied for as of September 1 of the current fiscal year will be reallocated by formula for use during the following fiscal year to LEAs with applications approved for federal funding. The Perkins Act does not allow LEAs to carry funds forward to the next year.

USE OF PERKINS FUNDS FOR EQUIPMENT

A more complete listing allowable/non allowable items can be found at www.education.ne.gov/nce/perkins-iv-administration under the Use of Funds tab.

Basic tools and equipment such as screwdrivers, pliers, hammers, non-commercial grade plastic food storage containers, residential kitchen equipment and prep tools, etc., are not approvable and are the responsibility of the local schools. Less than industry-standard or commercial grade equipment is not approvable, even though it may be inexpensive.

Any equipment purchased for Food and Culinary Arts classes must be National Sanitation Foundation® (NSF®) certified meeting NSF industry standards.

An old or worn out piece of equipment must be replaced with industry commercial grade equipment. Welding or power equipment must be replaced with an upgrade to the latest technology found in industry to be approvable for Perkins funds. If a kitchen stove or refrigerator needs to be replaced, it must be replaced with an upgraded unit commonly found in the commercial food service industry (NSF® standard) to be eligible for reimbursement.

Equipment must be inventoried as purchased with Perkins funds for the school, college or consortium and identified as such on the equipment. See sample below:

Sample Inventory Sticker for Perkins CTE Grant Purchases

> **Perkins Career & Technical Education Act Purchase**
>
> **Property of _____ (LEA/Consortium Name)**
> **_____ Fiscal Year of Purchase**

REQUIREMENTS FOR USE OF LOCAL FUNDS

Recent audit findings in other states have identified audit exceptions where the Local Education Agency failed to address all nine of the Required Uses of Funds as defined in the Federal Law. ***These nine uses are listed in detail on the following pages.***

NDE will also monitor all LEAs for the following:

- Review of annual applications to make certain plans include all nine required uses of funds.

- Monitor amendments to annual applications to ensure no change is made in addressing all nine required uses of funds.

- Review of the final report and claim to identify all nine required uses of funds are met.

NINE USES REQUIRED FOR USE OF LOCAL FUNDS

SECTION 135 (B) *REQUIREMENTS FOR USES OF FUNDS*–Funds made available to eligible recipients under this section shall be used to support career and technical education programs that:

(1) strengthen the academic and career 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 academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c) (1) (A), to ensure learning in:
    (A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and
    (B) career and technical education subjects;

(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than one career and technical program of study described in section 122(c)(1)(A);

(3) provide students with strong experience in and understanding of all aspects of an industry, which may include work-based learning experiences;

(4) develop, improve, or expand the use of technology in career and technical education, which may include–
    (A) training of career and technical education teachers, faculty, and administrators to use technology, which may include distance learning;
    (B) providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
    (C) encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;

(5) provide professional development programs that are consistent with section 122 to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including–
    (A) in-service and pre-service training on–
        (i) effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
        (ii) effective teaching skills based on research that includes promising practices;
        (iii) effective practices to improve parental and community involvement; and
        (iv) effective use of scientifically based research and data to improve instruction;
    (B) support of education programs for teachers of career and technical education in public schools and other public school personnel who are involved in the direct delivery of educational services to career and technical education students, to ensure that such teachers and personnel stay current with all aspects of an industry;
    (C) internship programs that provide relevant business experience; and
    (D) programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

(6) develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

(7) initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;

(8) provide services and activities that are of sufficient size, scope, and quality to be effective; and

(9) provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

SECTION 135 (C) PERMISSIVE.—Funds made available to an eligible recipient under this title may be used:

(1) to involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;

(2) to provide career guidance and academic counseling, which may include information described in section 118, for students participating in career and technical education programs, that–
      (A) improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
      (B) provides assistance for postsecondary students, including for adult students who are changing careers or updating skills;

(3) for local education and business (including small business) partnerships, including for–
      (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
      (B) adjunct faculty arrangements for qualified industry professionals; and
      (C) industry experience for teachers and faculty;

(4) to provide programs for special populations;

(5) to assist career and technical student organizations;

(6) for mentoring and support services;

(7) for leasing, purchasing, upgrading or adapting equipment, including instructional aides and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;

(8) for teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming career and technical education teachers and faculty, including individuals with experience in business and industry;

(9) to develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students, including through the use of distance education;

(10) to develop initiatives that facilitate the transition of sub baccalaureate career and technical education students into baccalaureate degree programs, including–
      (A) articulation agreements between sub-baccalaureate degree granting career and technical education postsecondary educational institutions and baccalaureate degree granting postsecondary educational institutions;
      (B) postsecondary dual and concurrent enrollment programs;
      (C) academic and financial aid counseling for sub-baccalaureate career and technical education students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
      (D) other initiatives–
          (i) to encourage the pursuit of a baccalaureate degree; and
          (ii) to overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

(11)   to provide activities to support entrepreneurship education and training;

(12)   for improving or developing new career and technical education courses, including the development of new proposed career and technical programs of study for consideration by the eligible agency and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which career and technical education students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

(13)   to develop and support small, personalized career-themed learning communities;

(14)   to provide support for family and consumer sciences programs;

(15)   to provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade the technical skills, of the adults and school dropouts;

(16)   to provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job, such as through referral to the system established under section 121 of Public Law 105-220 (29 U.S.C. 2801 et seq.);

(17)   to support training and activities (such as mentoring and outreach) in non-traditional fields;

(18)   to provide support for training programs in automotive technologies;

(19)   to pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include–
    (A)   improving the initial preparation and professional development of career and technical education teachers, faculty, administrators, and counselors;
    (B)   establishing, enhancing, or supporting systems for–
        (i)   accountability data collection under this Act; or
        (ii)   reporting data under this Act;
    (C)   implementing career and technical programs of study described in section 122(c)(1)(A); or
    (D)   implementing technical assessments; and

(20)   to support other career and technical education activities that are consistent with the purpose of this Act.

SECTION 135 (D) ADMINISTRATIVE COSTS.–Each eligible recipient receiving funds under this part shall not use more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

SUPPLANTING WITH FEDERAL FUNDS

Federal grant funds must supplement, not supplant, local or state funds. The filter is always to demonstrate that the expenditure of funds improves or expands career education. In both cases, the expenditure of funds must be above normal operational expense. Here are some examples:

- It would be appropriate to refer a student to a remedial or developmental course as needed but not to pay for an instructor's salary in that course.

- It would be appropriate to print outreach and recruitment brochures for single parents, displaced homemakers or limited English proficient students, but not to expend funds on printing the general college catalog.

- It would be appropriate to expend Perkins funds on career education student assessment activities that go beyond the assessments available to all students. *In other words, if Perkins funds provided a service that the LEA is required to provide under local or state law, supplanting would occur.*

- Replacing an old or worn out piece of equipment with a similar piece of equipment would be supplanting local fiscal responsibility. Replacing equipment to current industry standards would be approvable.

- Supplanting occurs when federal dollars replace what is typically paid for by local/state dollars to support career education programs and activities.

In essence, Perkins funds cannot be used for a local education agency's general responsibilities.

ELIGIBLE EXPENDITURES FOR USE OF FUNDS

The following list of eligible expenditures for use of funds is provided as a basic guideline. This information is from OMB Circular A87 and A122 (postsecondary).

OBJECT CODE 100/200- SALARIES/BENEFITS

Object Code 100–Salaries/200–Benefits

Use of Perkins IV money for personnel services and salaries is an approvable expense if it helps to accomplish the activities identified in the local application.

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). 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.

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. *Semi-annual* time certification records are acceptable.

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.

> *Regular Salary/Benefits*. When it is permissible to use funds for staff, expenditures must be limited to only that amount that is necessary to carry out the activity. Funds cannot be used to maintain staff; however, if funds are used to establish a new program, then funds could be used to provide instructional staff for a **period of not more than three years**.

> Employee benefits are considered part of the personnel cost. These may include social security, retirement, health insurance, worker's compensation, tax-sheltered annuities, and life insurance. Personnel who are chargeable to more than one program must be time certified, and time certification records should be kept on the local level. See the project sample in "Approved Application of Accounting Procedures" at the end of this chapter. Include all personnel that will be associated with the project. This may include the project contact person, instructors, aides, tutors and secretaries. The local application should include:

> - Name of person or position
> - How the salary and benefits were calculated
> - Total salary for the project

> ==**EXAMPLE**==
> ==Pat Jones, a CTE teacher, is involved in an approved career education project to revise one course that is a part of the total career education program in the school. The plan included 1/8 of Pat's time during the school year to field test the revised course.==

> *Stipends/Extended Contract Time.* Stipends may be paid to teachers or participants (other than students/clients) participating in inservice training or workshops if one of the following conditions is met:

> - There is a genuine need to pay stipends. *Example*: The inservice training or workshop is conducted after school hours, weekends or during the summer. **Actual expenses may also be reimbursed in addition to the stipend.**

> **Or**

- The stipend is paid in lieu of paying expenses (travel, registration, etc.) If stipends are paid, it will be necessary to check the IRS guidelines because under some circumstances stipends may be subject to Social Security and Income Tax withholding. Stipends and substitutes are paid at the local district's established rate.

> *Substitute Teacher Salaries.* Substitute teachers are an eligible expense if it allows for NCE teachers to participate in professional development activities.

OBJECT CODE 300 PURCHASED PROFESSIONAL & TECHNICAL SERVICES

This category is used for payment of fees to consultants or for professional and technical services. It ma*y also be used for payment from consortiums to schools for stipends to teachers. The membership contribution for the Partnerships for Innovation* consortium is also budgeted in this object code.

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

Professional & Technical Services. Services needed to carry out the activities as defined in the local application. This may include work of a subcontractor.

Subcontractors. The funded agency may enter into written agreements for part of the services to be provided under the local application. Such agreement will describe the services of the subcontractor and will contain provisions assuring that the funded agency will retain supervision and administrative control over the services. Services of the subcontractor agreement must be specified in the local application. If subcontractors are used, indicate their qualifications and specific responsibilities to the local agency.

Consultants. Consultant fees must be justified in the local application. Consulting fees plus travel, lodging and per diem shall conform to the funded agency's written policy. Consultant travel, lodging and per diem must be itemized in the expenditure printout.

EXAMPLE
The ESU is sponsoring a one-day, multi-session, CTE Collaboration Day. This is a professional development event. Estimation is based upon 20 CTE teachers attending including mileage and substitute reimbursement for those on contract time. (Code 300: Mileage of $1000 + Substitute Reimbursement of $2200 = $3200). Anticipated CTE workshops throughout the year to enhance the engagement, instructional, and technological strategies for student success. (Code 300: Possible Mileage + Substitute reimbursement (contract time) OR Stipends (non-contract time).

Training.
The cost of training provided for teacher development is allowable. This may include the cost of meals and breaks subject to the Federal guidelines in OMB Circular A87, Attachment B.

Working Lunches
USDE, the Office of Vocational and Adult Education, references the OMB CircularsA-87 (Cost Principles for State, Local, and Indian Tribal Governments), CFR225, Attachment B (Selected Items of Cost), #27 (Meetings and Conferences) states:

Costs of meetings and conferences, the primary purpose of which is the dissemination of technical information is allowable. This includes the costs of meals, rental of facilities, and other items incidental to such meetings or conferences. The costs should be considered necessary and reasonable, and allocable and only when secondary to meetings, workshops or events, (e.g., the meal is not the purpose of the meeting).

- **NOTE:** Expenses for advisors/sponsors attending student organization conferences and/or activities are a local responsibility and are not allowed as an eligible expenditure. This would be an example of supplanting local fiscal responsibility.

Legal Requirements for Use of Perkins IV Funds

OBJECT CODE 400/500– OTHER PURCHASED PROPERTY SERVICES/OTHER PURCHASED SERVICES

Services purchased to operate, repair, maintain, and rent property owned or used by the school district. These services are performed by persons other than school district employees. Although a product may or may not result from the transaction, the primary reason for the purchase is the service provided. Repair and/or maintenance of instructional equipment meeting these criteria is an eligible expenditure. *General maintenance agreements for equipment not purchased under these criteria are not an eligible expenditure*.

Expenses budgeted and reported here include travel, conference expenses and other activities that support the requirements of the legislation. 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:

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

Travel expenses are limited to mileage, airfare, meals and lodging. Travel must be justified in terms of value of the travel to the successful completion of the local application.

Costs associated with participation in both in-state and out-of-state conferences are approvable as requested on the local application. The potential benefit to NCE programs should be identified on the local application for justification of conference participation.

OBJECT CODE 600 – SUPPLIES

Instructional Materials and Equipment (Instructional Equipment items <$5,000) Appropriate non-consumable instructional and curriculum materials include reference books, audio-visual materials, instructional software, curriculum and necessary duplication of materials. State the instructional materials/equipment to be purchased and the activities to be addressed. Supplies and materials are allowable expenditures, within reason, used to meet the intent of the program. Simply stating intent to purchase (for example, applied academics curriculum for consortium schools) is not adequate. Any instructional materials, software and equipment (both <$5,000 and >$5,000 per item) must be justified according to their ability to modernize, improve or expand the career and technical education offerings and align them with current industry standards and expectations. **It is not permissible to buy** *residential grade* **equipment and seek Perkins reimbursement.** Any equipment purchased (both <$5,000 and >$5,000 per item) must be industry grade and quality to be eligible for reimbursement. Office supplies used specifically for Perkins purposes may include:

Instructional Software. Instructional software is defined as software that is needed to improve the academic or technical skill development of students; is used for professional development of teachers; or to update technological resources available in the programs. Instructional materials, software and/or equipment must enhance instruction for students to gain knowledge and skills that meet industry standards and expectations in high wage, high skill and high demand occupations. Instructional materials, software or equipment used in hobby, craft or leisure arts courses are not approvable for reimbursement.

Instructional Materials. Instructional materials must be non-consumable (student *workbooks* are not an approvable expense). Textbooks are considered a part of the regular school's obligation and therefore are not approvable because of the federal guidelines on supplanting state and local resources *except* when the books or curriculum are purchased for developing new curriculum not previously offered. Supplanting occurs when the school is replacing textbooks of an existing program. Online working documents that are purchased as a per student fee are not eligible for reimbursement.

Instructional Equipment (Items <$5,000) Instructional equipment for this section costs **less than $5,000 per individual unit** and is described as a movable or portable item, an implement, a devise or a machine designed for a specific instructional purpose that meets the following conditions:

- Retains its original shape and appearance with use and is **non-consumable**. (Consumable supplies that are not eligible include such things as plants, potting soil, welding rods/wire, welding gas, food, printer cartridges, paper, office supplies, lumber, etc.)
- Equipment purchased using lease/purchase is approvable.
- It is generally repairable.
- Retains its identity.
- It is a necessary adaptation to upgrade an existing item of equipment in order to be consistent with technology found in business and industry.

OBJECT CODE 700 – CAPITAL ASSETS (EQUIPMENT ITEMS >$5,000)

Capital Assets defined as equipment that costs more than $5,000 per individual item. **It is not permissible to buy *residential grade* equipment and seek Perkins reimbursement.** Any equipment purchased (both <$5,000 and >$5,000 per item) must be industry grade and quality to be eligible for reimbursement. Equipment is described as a movable or portable item, an implement, a device or a machine designed for a specific instructional purpose that meets the following conditions:

- Retains its original shape and appearance with use and is **non-consumable**. (Consumable supplies that are not eligible include such things as plants, potting soil, welding rods/wire, welding gas, food, printer cartridges, paper, office supplies, lumber, etc.)

- Equipment purchased using lease/purchase is approvable.

- It is generally repairable.

- Retains its identity.

- It is a necessary adaptation to upgrade an existing item of equipment in order to be consistent with current technology found in business and industry.

- Repair and/or maintenance of instructional equipment meeting these criteria is an eligible expenditure. General maintenance agreements for equipment not purchased under these criteria are not an eligible expenditure.

- All equipment must be housed within career education programs, not in general use computer or learning labs. Equipment purchased with federal funds must be used for career education instruction purposes. For example, computers purchased using federal funds may not be used for general school clerical/office work.

- Equipment purchased by a consortium must be maintained and inventoried by the consortium.

- **All equipment purchases must be shown on an itemized printout that is submitted with the final claim for reimbursement.**

- All equipment must be housed within career education programs, not in general use computer or learning labs. Equipment purchased with federal funds must be used for career education instruction purposes. For example, computers purchased using federal funds may not be used for general school clerical/office work or library computer labs.

- All equipment must be tagged designating the source of funding as Perkins.

- Equipment purchased by a stand-alone/consortium must be maintained and inventoried by the stand-alone/consortium using the local inventory process.

- Periodic review or request of inventory list may occur through monitoring.

- All equipment purchases must be detailed and shown on an itemized printout that is submitted with the final claim for reimbursement. An inventory must be maintained, which includes the make, model number, serial number, school/consortium inventory number and depreciation schedule, until the item is depreciated. The depreciation schedule used should be the same as the school depreciation schedule. In the absence of a local depreciation schedule, NDE defaults to IRS guidelines. Inventory is maintained at the consortium level.

In the case of food and food science labs, residential grade equipment may be purchased with Perkins funds to modernize or expand career and technical education offerings. However, any equipment (free standing or counter top) purchased **must** demonstrate or showcase the most recent technology within the equipment category. For example: a low end, coil burner, electric range does not demonstrate or showcase the most recent technology in electric ranges. Residential grade washers/dryers, salt and pepper shakers, flatware, spatulas, private label products sold through home parties outlets, used/damaged or discounted because of damage, light grade plastic products (bowl toppers), etc., are not approvable and are the responsibility of the local school.

Items of equipment with an original purchase unit price of $5,000 or more must be identified in the Capital Assets category on the local application consolidated budget and final claim form. An inventory must be maintained that includes the make, model number, serial number, school/consortium inventory number and depreciation schedule, until the value of the item is less than $5,000. See sample inventory tag in the section *Use of Perkins Funds for Instructional Materials, Software and/or Equipment Examples* of this manual.

The depreciation schedule used should be the same as the school depreciation schedule. In the absence of a local depreciation schedule, NDE defaults to IRS guidelines.

Equipment items with a current unit value of $5,000 or more cannot be disposed of without approval from the Nebraska Department of Education. Disposal of items is defined as sale, trade-in, transfer, exchange or loan. If disposal is approved, the federal share of the equipment must be used for approved career and technical education purposes or returned to NDE for reallocation.

> **For the purposes of disposing or transferring equipment, current fair market value is determined by obtaining two signed bids from potential purchasers or two appraisals from authorized appraisers for the purpose of disposing of or transferring equipment. When the equipment is being traded in for like or similar equipment used in the same program for the same purpose, the trade in value constitutes the current fair market value of the traded in equipment.**

If an item of equipment is stolen, copies of letters should be submitted to the Nebraska Department of Education to document the notification and action of law enforcement officers.

ADMINISTRATIVE COSTS

Administrative costs must be associated with the direct administration of the local application. Costs are limited to no more than 5% of total allocation. Approved indirect costs are considered administrative costs and must be included in the 5% limitation. **Documentation of actual expenses must be maintained to claim the 5% administrative cost.** Budget and reporting of the direct administrative expenditures should appear in the appropriate object code.

Expenses associated with conducting an advisory committee meeting may be considered a direct or indirect administrative cost. This may include meals or breaks associated with the meeting.

DIRECT ASSISTANCE TO STUDENTS

Only in providing support for a program for individuals who are members of special populations or gender nontraditional, Perkins IV funds may be used to provide direct assistance to students, including dependent care, tuition, transportation, books and supplies if **all** of the following conditions are met:

- Recipients of the assistance must be individuals who are members of special populations who are participating in approved career education programs that are consistent with the goals and purposes of Perkins IV.

- Assistance may only be provided to an individual to the extent that is needed to address barriers to the individual's successful participation in career education programs.

- Direct financial assistance to individuals must be a part of a broader, more generally focused effort to address the needs of individuals who are members of special populations. Direct assistance to individuals who are members of special populations is not by itself a program for special populations. It should be one element of a larger set of strategies designed to address the needs of special populations.

- Funds must be used to supplement, not supplant, assistance that is otherwise available from non-federal and other federal sources. For example, an eligible recipient could not use Perkins IV funds to provide child care for single parents if non-federal or other federal funds previously were made available for this purpose, or if non-federal or other federal funds are used to provide child care services for single parents participating in non-career education programs and these services otherwise would have been available to NCE students in the absence of Perkins funds.

- Direct assistance should be paid to the vendor rather than the student whenever possible. Actual expenses can be reimbursed based on submission of a documented expense voucher. Costs for public transportation or a rate consistent with public transportation may be allowed only to provide student's transportation to attend a NCE approved education activity. Perkins funds cannot be given to students for purchase of uniforms, equipment or materials. Perkins funds cannot be used for car repair.

* Direct assistance to a student not identified as a member of a special population or gender nontraditional is not permissible.

OBLIGATION PRIOR TO AUTHORIZED DATE

Obligations/Purchase Orders cannot be made prior to or after the Grant Period. Obligations/Purchase Orders cannot surpass the 25% allocation limitation (from July 1 to October 1), or after the ending dates of the grant. Following are some guidelines for when Perkins IV funds are considered obligated (from 34CFR 76.707):

Equipment and supplies	→	Date of purchase order
Work of employees	→	When work is done
Contracted services	→	Date of written agreement
Travel	→	When travel is taken

> **Payments for State and Federal grants are made on a reimbursement basis only. There are no scheduled payments nor advance payments.**

INELIGIBLE EXPENDITURES FOR USE OF FUNDS

*Also see Non-Allowable Uses of Funds

The following list of ineligible expenditures for use of funds is provided as a basic guideline. This information is from OMB Circular A87 and A122 (postsecondary.) A more complete listing can be found in this Guide as well as online: https://www.education.ne.gov/NCE/documents/NonAllowable_uses_of_Perkinsfunds.pdf

DIRECT ASSISTANCE TO STUDENTS

Lodging, meals, transportation, childcare, tuition, fees, textbooks, student workbooks, tools and other items that may be required of a student are ineligible uses of funds, except as provided to nontraditional students such as single parents, single pregnant women, and displaced homemakers or certain members of special populations. (See Glossary of Terms and Eligible Use of Funds)

DIRECT BENEFITS

Anything that is a direct benefit to an individual, instructor or student, such as purchasing supplies, jackets, T-shirts, and other personal ownership effects is not an allowable expense.

ENTERTAINMENT

Entertainment, social activities and related costs such as meals, beverages, lodging, transportation and gratuities, including non-working meals are ineligible expenses.

PROMOTIONAL ITEMS/AWARDS

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. Items such as trophies, plaques, notebooks, pens, calendars, registration folders, and other gratuitous items are not allowable expenses.

INDIVIDUAL/CHAPTER MEMBERSHIP DUES AND FEES

Individual membership dues and chapter fees are ineligible uses of funds. This includes membership dues to NCE professional organizations and CTSOs.

COLLEGE TUITION AND FEES

This also includes books, tools, and other items the student may be required to have except as provided to nontraditional students such as single parents, single pregnant women, and displaced homemakers or certain members of special populations. (See Glossary of Terms and Eligible Use of Funds)

FINES AND PENALTIES

Perkins IV money cannot be used for any fines or penalties.

CONTRIBUTIONS AND DONATIONS

Perkins IV money cannot be used for any contributions or donations.

CONTINGENCY FUNDS

Startup or implementation of petty cash and miscellaneous funds are ineligible expenses.

MISCELLANEOUS EQUIPMENT COSTS

Payment on repair and maintenance on equipment is ineligible unless it is for equipment purchased by Perkins federal funds.

INSURANCE

The payment of insurance on buildings, equipment or personal/institutional liability is not allowed.

COST OF CONDUCTING AUDITS
(Except for the Portion Required to Audit the Perkins Grants)

The cost of a general audit cannot be charged to Perkins IV funds, however, that portion of the audit that was attributed to auditing the Perkins grant may be charged against the five percent administration category.

COST OF FURNITURE OR FACILITIES

This includes any construction, remodeling, rewiring or line installation or anything that becomes a permanent part of the facilities. Furniture is an ineligible expenditure although some exceptions may be made for furniture that is required for equipment to be operational, (e.g., laptop cart with power station for laptop) or to provide reasonable accommodations to NCE students with disabilities.

SUPPORT FOR PRE-SEVENTH GRADE

No funds may be used to provide career education programs to students prior to the seventh grade; except that such students may use equipment in NCE classes that was purchased for NCE students in grades 7-12.

Ineligible Expenditures for Use of Funds

APPROVED APPLICATION OF ACCOUNTING PROCEDURES

The following items must be part of the accounting procedures for the local institution conducting any approved project.

TRACKING EXPENDITURES

The best method of fulfilling Perkins tracking expenditure requirements efficiently is the establishment of a separate budgeting account for Perkins grants. The guidance by the NDE school finance team encourages use of the code 6700 for Perkins-related expenditures that correspond to the Final Financial Report submitted by school districts and educational service units.

STAFF TIME

- Use POSITIVE time allocation records for staff time expenditures.

- Semi-annual time certification records are acceptable.

- If expenditures are for a percentage of staff time factored against salary paid, time logs or some other positive time documents indicating how time was allocated must be kept.

- If expenditures are by the hour, a log must be kept that shows the number of hours spent on the project and the rate of pay per hour.

- If expenditures are for a contract in which payment is based on a final product, the final product should be kept as evidence of time spent.

SEE SAMPLES ON NEXT PAGE.

Example #1

Pat Jones is involved in an approved career education project to revise one course that is a part of the total career education program in the school. The plan included 1/8 of Pat's time during the school year to field test the revised course. Documentation of this time during the year should be accomplished using the following chart:

September 2018 ___Pat Jones

Activity Day	REGULAR CONTRACT	Project	Total Hours For Date
9/3	7	1	8
9/4	3	5	8
9/5	4	4	8
			24

The above is an accurate accounting of the noted month's time and attendance.

Employee signature, date _____ Supervisor signature, date _____

Example #2

Kim Smith is conducting a local needs assessment during the summer for the advisory committee to utilize in the development of a long-range plan for career and technical education in the school. The needs assessment is being completed during the summer and is not a part of Kim's regular contract with the school. Documentation of this time could be accomplished using a regular time card or the following:

July 2018__ Hours Worked _12____ Employee: _Kim Smith___

Activity Day	REGULAR CONTRACT	Project	No.	Rate/Hour	Total Paid
				TOTAL HOURS FOR DATE	
7/22	–	8	8	10.00	80.00
7/23	–	4	4	10.00	40.00
		12	12		120.00

The above is an accurate accounting of the noted month's time and attendance.

Employee signature, date_____Supervisor signature, date_____

Approved Application of Accounting Procedures

Preferred Expenditures Documentation Template

DATE	SOURCE VENDOR	CATEGORY	EXPLANATION	PAYMENT	CHECK #	BALANCE	CODE 100/200	CODE 300	CODE 400/500	CODE 600	CODE 700
						12,395.00					
11/13/17	Any School	Materials/Supplies	Reimburse for camcorder	1,950.37	1	10,444.63			1,950.37		
11/13/17	Any School	Materials/Supplies	Reimburse equipment (Ag System/Plasma Cutter/Triangular Ruler Set/T-Square/Drawing Board)	1,989.37	2	8,455.26			1,989.37		
11/13/17	NEB Community Foundation	Purchased Service	Partnerships for Innovation participation fee	500.00	3	7,955.26		500.00			
12/11/17	Any Vendor	Purchased Service	Consultant for Counselors Networking Session	468.75	4	7,486.51		468.75			
						7,486.51					
						TOTALS	0.00	968.75	3,939.74	0.00	
						BUDGETED	0.00	1,892.00	6,703.00	3,800.00	
						DIFFERENCE BETWEEN BUDGETED AND ENCUMBERED	0.00	-923.25	-2,763.26	-3,800.00	

SAMPLE

Approved Application of Accounting Procedures

OVERVIEW OF THE NEW GRANTS MANAGEMENT SYSTEM

SYSTEM RULES

- IMPORTANT-- When inserting text, do not use quotation marks ".", bullets•, or other special characters &, * ^. When copying and pasting from another document, ensure the results do not include hypertext (<br>). Proofread the text information and remove any of these characters. The page will give an error and will not save if hypertext is present.

- A check in a box means "yes," a blank box means "no."

- SAVE: - The "Save" button is at the end of each page. If data has been omitted or is inaccurate, **an error message in red** will appear at the top of the page. Make the necessary corrections or additions and click on the "Save Page" button again.

- SAVE OFTEN – The GMS system has a security feature and times out after 20 minutes of inactivity, so save often to prevent loss of data.

- To move across the page or between Tab sections, use the computer mouse – DO NOT USE the computer's "tab" key. Move from left to right across the tabs.

- 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.

- Pages with multiple text boxes/questions – All required text boxes/questions must be completed before the page will save. You may need to enter one word in each text box to save the page, then go back and work on each box, saving after each. This will eliminate timing out and losing previously entered data.

- Once all information is entered, use the "Save Page" button. **Clicking on another section Tab before saving a page will result in the loss of data entered on that page!**

- Pre-populated pages do not have a "Save Page" button because that information is already saved by the GMS and is for your review.

Data that has been saved can be changed at any time until the application's final submission to NDE.

PRINTING

To print individual web pages, click on the "Printer Friendly" link in the upper right hand corner of any application page. This is an immediate print for individual pages only.

To get the entire document in one request, the "Application Print" tab is available on the tab strip of each grant application.
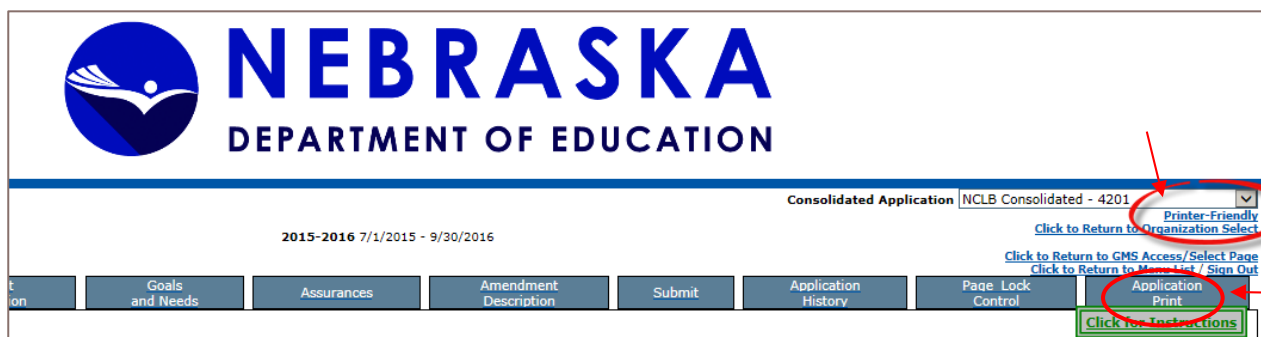
- **Select Fiscal Year:** Check the year appearing in the drop down box to determine the correct applications are showing in the status window.

- **Revision**: Indicates if it is an Original Application or Amendment #1, etc.

Status:

- **Not Submitted** – Application still resides at the District in progress.

- **Submitted for Review** – Submitted to NDE or District Administrator.

- **Returned for Changes**– District needs to make revisions based on NDE findings listed on the Review Checklist.

- **In Process** – First level of NDE approval passed. Now needs to be final approved by NDE.

- **Final Approved** – Application has been final approved by NDE and GAN has been created.

AMENDMENTS

Amendments cannot be created until _after_ an application has been approved by NDE. (Selecting an application with a status of "In Process" results in the "Create Amendment" button being disabled. Amendments are only necessary when

A. The scope of the program is expected to change, e.g., add or remove a new activity

B. Grantees wish to budget for more available funds

C. Grantees wish to revise amounts across major object codes

D. Changes to the original approved budget where the expenditures for a major object code exceed 25% or $2500, whichever is greater, and there are no program restrictions on that activity.

Example: If a budget category was for $1,000 the flexibility would allow up to $3,500 without a budget change needed. Keep in mind that a budget category for $0.00 has no flexibility.

A sub-category or budget line item must exist in the annual budget –money budgeted and previously approved for the line item—in order to move money into it _without prior approval._

CREATING AMENDMENTS **STEP-BY-STEP:**

On the approved application, click on the "Amend" button under the Actions Column. This creates a new Amendment with the Number 1 in the Revision columniation). Click on the Open button. This opens the Application and its Tabs.

Click on the Amendment Description tab to open a description text box where all changes need to be listed for NDE's review. Save Page when finished.

*Because the application was submitted and approved by NDE, it is set to a Locked Status. Pages can be unlocked for changes in the Page Lock Control tab.

PAGE LOCK CONTROL

After an application is submitted, the SAVE buttons will no longer be visible and the following message will appear within the pages of the application:

This page has been locked by the agency review. You must unlock it on the Page Control Tab if changes are needed.

Open the Page Lock Control tab. In the Expand All box on the left-hand side, you can view the lowest level of detail for each section. All pages in each of the application sections will display in this column.

Page Status: The Page Status column displays the status of the GMS web pages. Displayed will be Unlock Section, LOCKED or OPEN.

Open Page for Editing column: Click the check box next to the page name needing to be edited. A SAVE PAGE button should be visible at the bottom of the page.

Once saved, navigate to the application page needing to be edited. The locked page message should be gone and the page should have a SAVE button.

*Pages marked FINAL (e.g. Assurances) CANNOT be edited or unlocked by the district.

Once the page is OPEN, users can navigate to the page and edit as required.

After editing, a Consistency Check must be rerun before submission, then click the Submit button to send the amendment to NDE for review.

SECURITY

The grants management system has several security features. 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.

NDE REVIEW AND APPROVAL OF APPLICATIONS (REVIEW CHECKLIST)

Each Perkins Application is reviewed for approval. When an application is reviewed, 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 for changes.

To view the review checklist, click on the "Review Checklist" button to the right of the most current approved application/amendment. Note: this is a pop-up window, so pop-up blockers must be turned off. The Checklist will identify the needed changes and contain the comments of the reviewer.

When the application has received final approval, the system will notify the authorized representative. A Grant Award Notification is sent to the applicant designated 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.

Go to https://nde.mtwgms.org/NDEGMSWebv02/logon.aspx
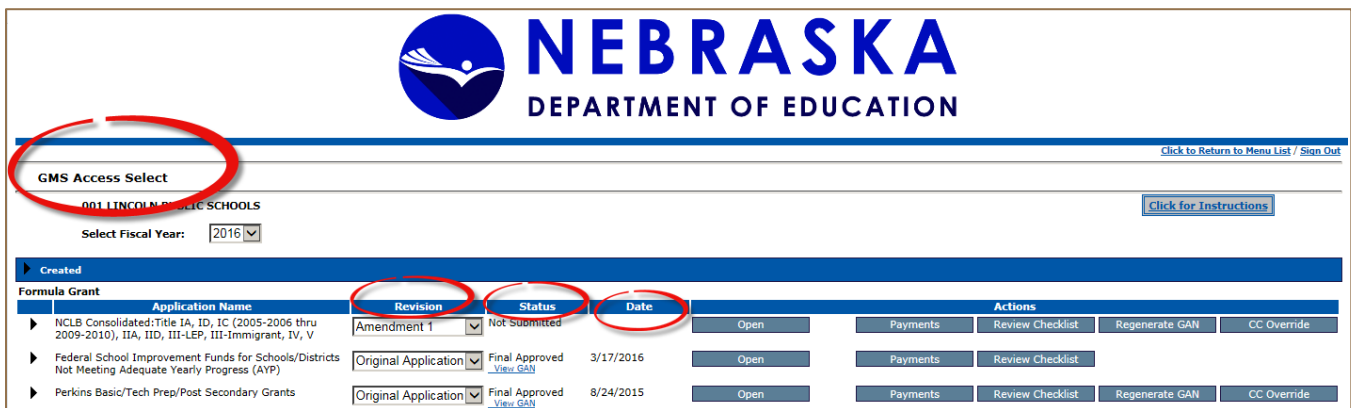
Sign in with your email address and password.

This will open the **"Menu List"** for the Grants Management System (GMS)

Select the **GMS Access / Select** link to open up the Grants Management System.

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 year from the drop down box, then click the "Open" button alongside the appropriate grant.

Revision Column: Indicates if it is an Original Application or Amendment #1, etc.

Status Column:

Not Submitted – Application still resides at the District in progress.

Submitted for Review – Submitted to NDE or District Administrator.

Returned for Changes– District needs to make revisions based on NDE findings listed on the Review Checklist.

In Process – First level of NDE approval passed. Now needs to be final approved by NDE.

Final Approved – Application has been final approved by NDE and GAN has been created.

View GAN: Click on the blue link "View GAN" to bring up the most current pdf of the Grant Award Notification of the *approved* application.

Date Column: the application/amendment date based on the status of the approval cycle.

Actions: These buttons take action on the application – Open, Amend, Payments and Review Checklist.

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.*

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 Blue 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.

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.

AMENDMENT DESCRIPTION TAB

The Amendment Description tab is a page that was created for NDE Reviewer efficiency and auditing purposes. This page only needs to be completed upon an amendment to the original approved application. The information required should describe the changes made to the application. This text box description allows the NDE Reviewer to accurately determine and approve changes from the original application. The amendment cannot be submitted without having this page completed.

BUDGET AMENDMENTS

Amendments to an approved application and budget are required when:

- The scope of the program is expected to change, either to remove or add a new activity (example: adding a new component like a summer school); or

- Grantees wish to budget for more available funds (i.e., carryover); or

- Grantees wish to revise amounts across major object codes.

Changes to the original approved budget will require an amendment. To reduce the number of amendments, the expenditures for a major object code can exceed the approved budget by 25% or $2,500 (whichever is greater) before an amendment is needed provided there are no program restrictions on that activity or major object code (e.g., an administrative cost limitation). A sub-category or budget line item must exist in the annual budget (money budgeted and previously approved for the line item) in order to move money into it without prior approval.

NOTE: If a budget category was for $1,000 the flexibility would allow up to $3,500 without a budget change needed. Keep in mind that a budget category for $0.00 has no flexibility.

SUBMIT TAB

This is the last step in the process and is used only when all application pages are complete for. Prior to the authorized representative clicking on the "**Submit**" button, the system requires a "**Consistency Check**" to be successfully performed. The consistency check examines the entire application. When the consistency check does pass, the application is "**Locked**".

APPLICATION HISTORY

This tab will display the progress of your application after submission to NDE.

PAGE LOCK CONTROL

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.

APPLICATION PRINT

To print individual web pages, click on the "Printer Friendly" link in the upper right hand corner of any application page. This is an immediate print for individual pages only.

To get the entire document in one request, the "Application Print" tab is available on the tab strip of each grant application.

OVERVIEW–TAB

The overview provides the background information for the application and all 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.*

CONTACT INFORMATION TABS

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 asks for the Financial Contact as this information will assist in communicating information about the financial components and payment processes. This information is optional.

ADVISORY COMMITTEE TAB

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. Please select the most prominent role or enter in the name of the person in additional entries with the different roles identified.

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.

ANNUAL ACTIVITIES TAB

This is the "heart" and most critical part of the application. The Perkins Application is designed to ensure that Perkins funds support activities 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.

Justification: Perkins requires that funds are used to support identified needs and to assist in clarifying the process identifying those needs. Analyze past performance data and describe how the use of this data influences the plan for activities for the upcoming grant year. The review and evaluation of the data (including prior year data) should provide the foundation for the rationale for selecting priorities for the use of Perkins IV funds.

Activities: This is where the specific activities or uses of funds of the grant process are identified. It must be explicitly clear which expenditures/activities relate to which required use of funds. Provide detailed information regarding the career education, activities and strategies and selected target goals. If there are specific expenditure items, provide detail for those in the narrative. If all 9 uses of funds are selected for an activity, each needs to be clearly linked to that part of the work.

E.g., "how" will sending some teachers to a one-day Professional Development activity demonstrate that you will develop and implement evaluation of the CTE programs carried out with Perkins funds including assessment of meeting the needs of special populations over the course of the grant year?

Every required use of fund must be explicitly detailed so that all requirements are met. This example applies to all activities.

Addressing Special Populations: It is suggested that the publication *Activities and Strategies to Enhance Student Achievement and Address Perkins Performance Measures* be reviewed for ideas/activities that might be added to the plan in the future or even be incorporated into existing professional development. See Perkins Administration Resources https://www.education.ne.gov/nce/publicationsresources/.

The activities entered on this page are automatically transferred to the budget detail page.

See Sample of writing the budget of the Activities below:

Activity 1 Curriculum Toolbox: Staff will be provided time to review standards, meet with local business partners and share what they have learned at national and local professional development activities. This includes visits to local industry to gain further knowledge that will support authentic learning in the classroom and support what skills students need for success in the future. Curriculum will be updated so all staff members are providing a cohesive curriculum that supports the skills needed for real world connections and career exploration.

Activity 1 addresses Uses of Funds for A, E and G

A., E.   Substitute Teachers days for Curriculum Toolbox: 45 x $150 (sub rate)= $6,750

Personnel Salary and Benefits

G.   Administrative Fee: 7.17 days @ $445.37 = $3194.00 (salary); 7.17 days @ $113.50 = $815.00 (benefits) for a total of $4009.00

TOTAL: $13,259

PERFORMANCE IMPROVEMENT PLAN TAB

Used only for grant recipients that are required to submit.

Check the listings at the following link to determine if your Local Education Agency (LEA) failed to meet the required level of performance for any Perkins core indicators of performance: www.education.ne.gov/nce/PIP.html

As part of the legislative requirements associated with Section 113 of the Carl D. Perkins Career and Technical Education Act of 2006, a sub-recipient that does not meet 90% of the established goal for any performance measures must create and implement an improvement plan in the program year following the year of the deficiency.

The Performance Improvement Plan must include a detailed description of its plans to increase performance including, but not limited to, the proposed activities, possible redirection of resources, funds, or projects to increase achievement in the performance area. The improvement plan must be submitted to NDE within 60 days of the official notification regarding the accountability status.

To complete the PIP, select each indicator for which your LEA failed to meet performance and provide a complete description of the activities planned to ameliorate performance. This text will be redisplayed on the Budget Detail page where you will be prompted to allocate financial resources to support these activities and address failing performance.

A separate tab: **Performance Improvement Plan—Post Secondary** has been created for applications under the Post Secondary Education Agency.

LOCAL PLAN TAB (OPENS LOCAL PLAN TABS PAGES 1 AND 2)

Proposed activities funded with the Perkins grant must 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 and 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 ensure students receive high quality career and technical education that infuses academic content to assist with Statewide Assessments
>
> • 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 and 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 workplace experiences into all career and technical education courses

> • Describe how Perkins funds are used to partner with business and industry in creating workplace experiences into CTE 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 (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 CTE standards in the programs of study they offer

> • Describe how personal learning plans are used for students to map their career and 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

(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

EQUIPMENT/CAPITAL ASSETS–TAB OPERATIONAL EQUIPMENT AND CAPITAL ASSETS–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 improvement is allowed in any project.

Some Federal programs have specific guidance regarding equipment itemization and inventory requirements. Equipment items costing at least $5,000 must be inventoried although it is prudent to inventory any equipment that meets the definition above. Items that are considered "small and attractive," such as i-pads, i-pods, laptop computers, etc., should also be inventoried.

OPERATIONAL EQUIPMENT

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

CAPITAL ASSETS

Itemize equipment items costing $5,000 or more per unit or equipment that must be capitalized (depreciated).
Only equipment that has a unit cost of $5000 or more can be budgeted in the Object Code 500 on the Budget Detail page.

BUDGET

BUDGET DETAIL AND BUDGET SUMMARY–SUB TABS

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.

PAGE LOCK CONTROL TAB

PAGE LOCK CONTROL

Page Lock Control functionality is used to manage the locking and unlocking of individual GMS Web Data pages within the GMS online applications. The LEA users have the ability to unlock pages that have been LOCKED by NDE; however they cannot unlock pages that are marked FINAL.

Getting Started

PERKINS BASIC GRANT−ANNUAL CLOSEOUT PROCESS

The year-end closeout process is to be completed and submitted to NDE by October 1.

The Basic Grant closeout process for Perkins consists of:

- The Annual Report (the narrative of the Grant's activities)

- The Final Financial Reimbursement claim requested through the Grants Management System (GMS) including supporting financial documentation

Final payments will not be processed until the Annual Report and Final Financial Claim for Reimbursement are submitted.

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.

The following information is provided as a template for writing the report.

ANNUAL CLOSEOUT REPORT

Advisory Council Activities
Document the activities of the advisory council including number of meetings and their role in developing the application and completing the activities outlined in the application.

Required Uses of Funds
Describe the specific outcomes that resulted from utilizing Perkins funds for the activities approved in the application.

1) How did the use of these funds strengthen and improve the academic and technical knowledge and skills of CTE students participating in CTE programs? (Section 135(b)1

2) How did the use of these funds link career technical education at the secondary and postsecondary level through programs of study (Section 135(b)2)

3) How did the use of these funds provide students with strong experience and understanding of all aspects of an industry (Section 135(b)3)

4) How did the use of these funds develop, improve or expand the use of technology (Section 135(b)4)

5) How did the use of these funds provide professional development to CTE teachers, administrators and career guidance counselors (Section 135(b)5)

6) How did the use of these funds 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)

7) How did the use of these funds initiate, improve, expand and modernize quality CTE programs (Section 135(b)7)

8) How did the use of these funds provide services that are of sufficient size, scope and quality to be effective (Section 135(b)8)

9) How did the use of these funds 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)?

> **Review Check of Activities**
> - The Report includes a Summary of Activities conducted?
> - The Report addresses measurable outcomes from funded activities?
> - The Report addresses the impact on Special Populations?
> - The Report addresses that the Activities met the goals and objectives?

Performance on the Perkins Performance Measures - Section 113(b)

1b) Describe strategies employed resulting in progress in achieving levels of performance on the Section 113(b) core indicators of performance.

2b) What strategies did you employ to address any disparities or gaps in performance between any such category and the performance of all students?

Perkins Improvement Plan (if applicable)

1c) Document the results of the Perkins Improvement Plan activities as identified in the application.

> **Review of Financial Claims**
> - Expenditures were made as approved?
> - Claim reflects expenditures reported? (equipment purchases must be itemized)
> - No more than 5% of allocation administration fee is claimed and documented?
> - Total amount requested does not exceed amount allocated?

PLEASE ATTACH THE ANNUAL REPORT IN PDF FORM TO THE CLAIM FOR FINANCIAL REIMBURSEMENT BEFORE SUBMITTING TO NDE.

Validate the financial claims submitted through the GMS system represent the expenditures for the fiscal program year.
REIMBURSEMENTS/CLOSE OUT OF THE GRANT

Select Fiscal Year:	2017 ∨					
Created						
rmula Grant						
Application Name	**Revision**	**Status**	**Date**			
Perkins Basic/Post Secondary Grants	Original Application ∨	Final Approved _View GAN_	8/4/2016	Open	Payments	
Title IC - Migrant	Original Application ∨	Final Approved _View GAN_	1/20/2017	Open	Payments	
SPED Planning Region Team (PRT) Grant	Original Application ∨	Final Approved _View GAN_	11/28/2016	Open	Payments	

When requesting reimbursements, or to close out the grant, select the Payments button in the GMS Access Select page. This will activate the payments portion of the Application. The Payment Summary page opens. Click on the button View Reimbursement Requests/Financial Reports. This opens the Reimbursement Request/Financial Report. Select the Create New Request button. These reimbursements are made by their Object Code expenditures.

CLAIMING EXPENDITURES WHEN REQUESTING A *FINAL* REIMBURSEMENT

Enter LEA Contact Information (District Financial Contact).
Select the check box for Final Reimbursement Request. This option is to close out a program by entering YTD expenditures and determines whether a final payment is due or if there is cash on hand to be returned to NDE. This can only be selected if there are no other pending reimbursement requests.

☑ Select here to add a report for this program

☑ Select here if this is the Final Reimbursement Request

Budgeted	Submitted Expenditures YTD 1	Scheduled Payments YTD
$3,000		$0

Complete the "Actual Expenditures YTD" Column. This column is used to determine cash on hand. This needs to be completed when submitting a Final Reimbursement Request.

Enter whole dollar amounts only

Remaining for Expenditure/ Payment	Actual Expenditures YTD	(Overpaid)/ Underpaid
$3,000	$1340	$1,340
$525	$103	$103
$0	$0	$0
$2,175	$1916	$1,916

Select Save Page then select (RE)Calculate Closeout Amounts button. "Projected Grant Closeout Summary" is populated.

1. Attach the FINAL (CLOSE OUT) REPORT (i.e., PDF, word or excel format, be sure the file extensions are included.)

a) Select "Browse".

b) Navigate to the file/report needed for attachment and select.

Enter expenditure amounts and save prior to submission

Attach Document [   ] Browse...

Save Page

☑ Check here if documentation has been sent to NDE via Mail

c) For multiple attachments repeat "browse", saving the page each time an attachment is selected.

to the best of my knowledge and belief, this report is true and correct in all aspects: supporting documentation for all entries in the cords are on file and will be retained for five (5) years or until the Applicant is notified that such records are no longer needed for e review; and the federal funds have been expended only for the purposes they were granted.

(Re)Calculate Closeout Amounts

Submit to NDE

d) Select the "Submit to NDE" button. A message will appear indicating whether there are errors or if the request has been forwarded to NDE for review and approval.

Preferred Expenditures Documentation Template

DATE	SOURCE VENDOR	CATEGORY	EXPLANATION	PAYMENT	CHECK #	BALANCE	CODE 100/200	CODE 300	CODE 400/500	CODE 600	CODE 700
						12,395.00					
11/13/17	Any School	Materials/Supplies	Reimburse for camcorder	1,950.37	1	10,444.63			1,950.37		
11/13/17	Any School	Materials/Supplies	Reimburse equipment (Ag System/Plasma Cutter/ T-Square/Drawing Board)	1,989.37	2	8,455.26			1,989.37		
11/13/17	NEB Community Foundation	Purchased Service	Partnerships for Innovation participation fee	500.00	3	7,955.26		500.00			
12/11/17	Any Vendor	Purchased Service	Consultant for Counselors Networking Session	468.75	4	7,486.51		468.75			
						7,486.51					
						TOTALS	0.00	968.75	3,939.74	0.00	
						BUDGETED	0.00	1,892.00	6,703.00	3,800.00	
						DIFFERENCE BETWEEN BUDGETED AND ENCUMBERED	0.00	-923.25	-2,763.26	-3,800.00	

SAMPLE

MONITORING

Each LEA will be assigned an NDE career education staff member as a monitor. The monitor will be identified through the NCE website at www.education.ne.gov/nce **and when possible will remain the same from year to year to ensure consistency.**

Monitoring takes many forms (e-mail, phone, personal contact, etc.). Desk audits are completed annually by approving the local application, approving claims and final closeout reports. An on-site monitoring visit requiring the completion of the Monitoring Manual will be periodically completed, at least twice during the remaining five-year period of the Act.

Monitoring Manuals have been updated and can be found on the NCE website at: www.education.ne.gov/nce/perkins-iv-administration/perkins-grant-monitoring/

Specific instructions about the monitoring process will be provided by the assigned monitor prior to the on-site monitoring meeting. It is helpful if the LEA completes the Monitoring Manual prior to the actual on-site visit.

Some of the issues most commonly found during monitoring:

- Providing ID tags to identify equipment purchased with Perkins Funds in inventory system
- Minimal involvement or failure to use advisory committee
- Keeping positive time records for staff time certifying to Perkins Funds

AUDIT REQUIREMENTS

Federal regulations require that 1) sub-recipients of federal funds distributed by the Department have audits, and 2) the Department will review the audits as per OMB Circular A-133, and if required, take corrective action.

If a sub-recipient expends a total of $500,000 or more during the sub recipient's fiscal year from ALL federal funding sources, the sub recipient shall have either a single audit or a program specific audit made for such fiscal year in accordance with the Single Audit Act of 1984, as amended by the Single Audit Act Amendments of 1996, and a copy of the complete audit report must be submitted to the NDE Office no later than nine months after the audited period ends.

Sub-recipients expending amounts less than the $500,000 threshold will still be subject to a review of financial statements and a compliance audit. These reviews may be fulfilled through an audit conducted by an auditing firm and/or through the monitoring activities conducted by NDE.

RECORDS MANAGEMENT

Recipients of federal funds are responsible for maintaining a full and complete record of expenditures of federal, state and local funds connected with a project. Copies of primary source documents such as purchase orders, paid invoices, paid vouchers, and related correspondence are to be on file **WITH THE ELIGIBLE RECIPIENT** and available upon request for state and federal audits. Please follow your school district record retention schedule.

All records including student enrollment records must be kept five complete fiscal years **plus** the current fiscal year.

NEBRASKA CAREER EDUCATION STATE MODEL PROGRAMS OF STUDY

The Nebraska Department of Education in cooperation with the Partnerships for Innovation has completed the development of State Approved Model Programs of Study for Nebraska Career Education. The concept of programs of study was first required in the Carl D. Perkins Career and Technical Education Act of 2006. .

Programs of study (POS), simply described, create a pathway from secondary to postsecondary education and/or work through a sequence of academic and technical courses, expanded learning opportunities and support activities. For students to be adequately prepared and ultimately succeed in tomorrow's workforce, they require:

- A sound academic foundation that provides the required knowledge and skills and contextual application to continue to build America's competitive economic base.

- A broad understanding of work, including career readiness skills that complement the specific technical skills required in their area of specialization.

- Effective transition from secondary to postsecondary education and continuation of life-long learning.

It is important to remember that a program of study is not simply the sequence of three or four identified career technical education courses. These sequences represent only part of an effective program of study. A viable secondary program of study, just like in postsecondary education, includes academic and other related courses in addition to effective policy and support to prepare students for the next phase of their career development process.

Nebraska's CTE Standards and CTE Sequences of courses that are a part of a program of study are found at http://cestandards.education.ne.gov/

The United States Department of Education has adopted a framework that defines the ten essential components of a Program of Study. This framework should be used to evaluate programs of study and their impact on students.

PROGRAM OF STUDY DESIGN FRAMEWORK
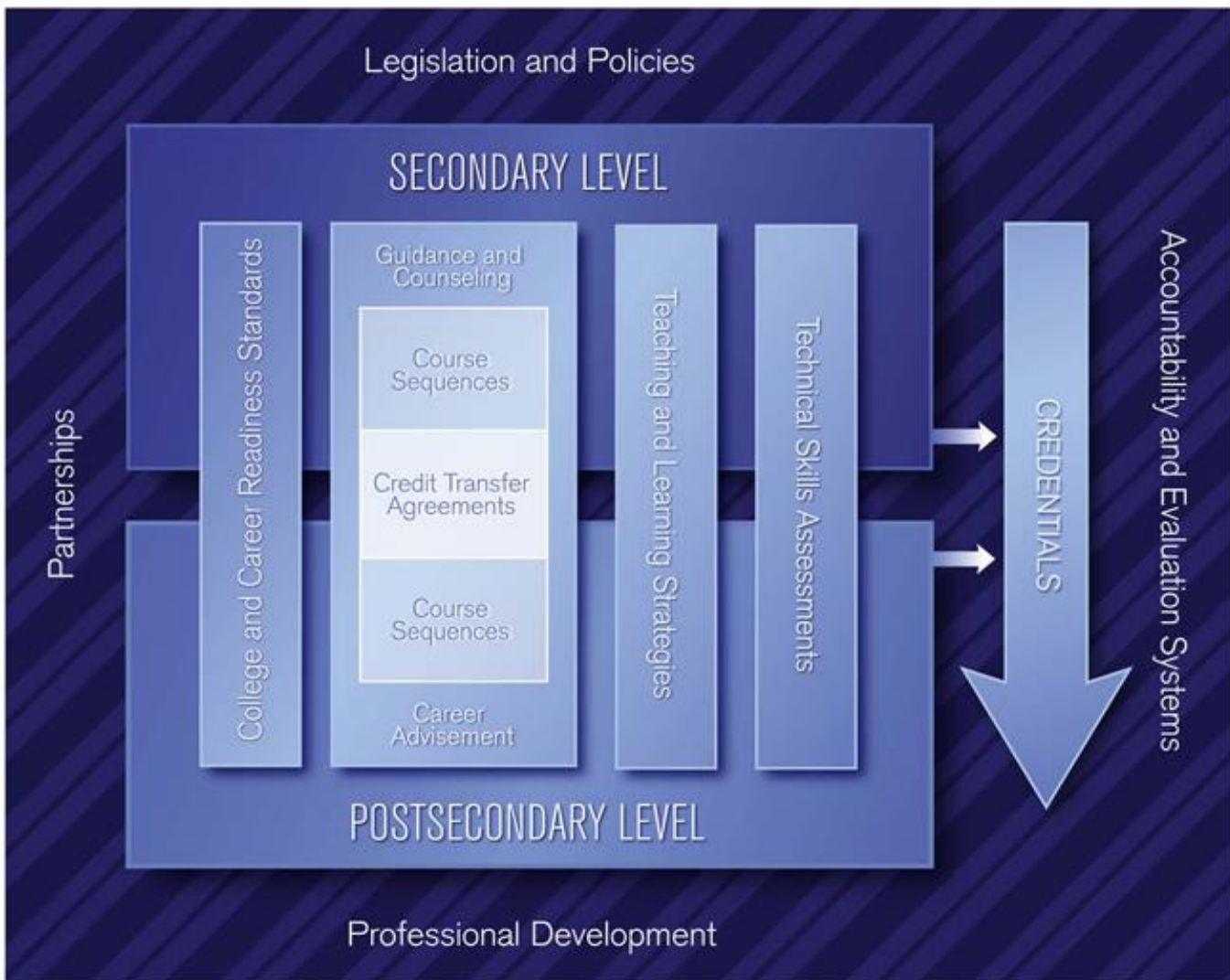
LEGISLATION AND POLICIES

Federal, state, and local legislation or administrative policies promote POS development and implementation. Effective legislation and policies should:

- Provide for state and/or local funding and other resources, such as professional development and dedicated staff time, for POS development.
- Establish formal procedures for the design, implementation, and continuous improvement of POS.
- Ensure opportunities for any secondary student to participate in a POS.
- Require secondary students to develop an individual graduation or career plan.
- Provide resources for long term sustainability of POS.

2. PARTNERSHIPS

Ongoing relationships among education, business, and other community stakeholders are central to POS design, implementation, and maintenance. Collaborative partnerships should:

- Create written memoranda of understanding that elaborate the roles and responsibilities of partnership members.
- Conduct ongoing analyses of economic and workforce trends to identify statewide (or regional) POS to be created, expanded, or discontinued.
- Link into existing initiatives that promote workforce and economic development, such as sector strategies and other activities supported by the Workforce Investment Act.
- Identify, validate, and keep current the technical and workforce readiness skills that should be taught within a POS.

3. PROFESSIONAL DEVELOPMENT

Sustained, intensive, and focused opportunities for administrators, teachers, and faculty foster POS design, implementation, and maintenance. Effective professional development should:

- Support the alignment of curriculum from grade to grade (9-12) and from secondary to postsecondary education (vertical curriculum alignment).
- Support the development of integrated academic and career and technical curriculum and instruction (horizontal curriculum alignment).
- Ensure that teachers and faculty have the content knowledge to align and integrate curriculum and instruction.
- Foster innovative teaching and learning strategies (see #9 below).

4. ACCOUNTABILITY AND EVALUATION SYSTEMS

Systems and strategies to gather quantitative and qualitative data on both POS components and student outcomes are crucial for ongoing efforts to development and implement POS.

Well-designed accountability and evaluation systems should:

- Include the "10 Essential Elements of A State Longitudinal Data System" identified by the Data Quality Campaign.
- Provide for administrative record matching of student education and employment data (i.e., Unemployment Insurance (UI) wage records).
- Yield valid and reliable data on key student outcomes (indicators) referenced in Perkins and other relevant federal and state legislation.
- Provide timely data to evaluate and improve the effectiveness of POS.

5. COLLEGE AND CAREER READINESS STANDARDS

Content standards that define what students are expected to know and be able to do to enter and advance in college and/or their careers comprise the foundation of a POS. Rigorous college and career readiness standards should:

- Be developed and continually validated in collaboration with secondary, postsecondary, and industry partners.
- Incorporate essential knowledge and skills (i.e., academic skills, communication, and problem solving), which students must master regardless of their chosen career area or POS.
- Provide the same rigorous knowledge and skills in English and mathematics that employers and colleges expect of high school graduates.
- Incorporate industry-recognized CTE standards that are valued in the workplace.
- To the extent practicable, be internationally benchmarked so that all students are prepared to succeed in a global economy.

6. COURSE SEQUENCES

Non-duplicative sequences of secondary and postsecondary courses within a POS ensure that students transition to postsecondary education without duplicating classes or requiring remedial coursework. Well-developed course sequences should:

- Map out the recommended academic and career and technical courses in each POS.
- Begin with introductory courses at the secondary level that teach broad foundational knowledge and skills that are common across all POS.
- Progress to more occupationally-specific courses at the postsecondary level that provide knowledge and skills required for entry into and advancement in a chosen POS.
- Offer opportunities for students to earn postsecondary credit for coursework taken during high school.

7. CREDIT TRANSFER AGREEMENTS

Credit transfer agreements provide opportunities for secondary students to be awarded transcripted postsecondary credit, supported with formal agreements among secondary and postsecondary education systems. Well-development agreements:

- Provide a systematic, seamless process for students to earn college credit for postsecondary courses taken in high school, transfer high school credit to any two- and four-year institution in the state that offers the POS, and transfer credit earned at a two-year college to any other two or four-year institution in the state that offers the POS.
- College credit should be automatically transcripted at the college for high school students so that they can transfer seamlessly into the postsecondary portion of a POS without the need for additional paperwork or petitioning for credit.
- Describe the expectations and requirements for, at a minimum, teacher and faculty qualifications, course prerequisites, postsecondary entry requirements, location of courses, tuition reimbursement, and credit transfer process.

8. GUIDANCE COUNSELING AND ACADEMIC ADVISEMENT

Guidance counseling and academic advisement help students to make informed decisions about which POS to pursue. Comprehensive guidance counseling and academic advisement systems:

- Are based on state and/or local guidance and counseling standards, such as the National Career Development Guidelines.
- Ensure that guidance, counseling, and advisement professionals have access to up-to-date information about POS offerings to aid students in their decision making.
- Offer information and tools to help students learn about postsecondary education and career options, including prerequisites for particular POS.
- Offer resources for students to identify their career interests and aptitudes and to select appropriate POS.
- Provide information and resources for parents to help their children prepare for college and careers, including workshops on college and financial aid applications.
- Offer Web-based resources and tools for obtaining student financial assistance.

9. TEACHING AND LEARNING STRATEGIES

Innovative and creative instructional approaches enable teachers to integrate academic and technical instruction and students to apply academic and technical learning in their POS coursework. Effective teaching and learning strategies should:

- Be jointly led by interdisciplinary teaching teams of academic and career and technical teachers or faculty.
- Employ contextualized work-based, project-based, and problem-based learning approaches.
- Incorporate team-building, critical thinking, problem-solving, communication skills, such as through the use of career and technical student organization (CTSO) activities.

10. TECHNICAL SKILLS ASSESSMENTS

National, state, and/or local assessments provide ongoing information on the extent to which students are attaining the necessary knowledge and skills for entry into and advancement in postsecondary education and careers in their chosen POS. Well-developed technical skills assessments:

- Measure student attainment of technical skill proficiencies at multiple points during a POS.
- Employ industry-approved technical skill assessments based on industry standards, where available and appropriate.
- Employ State-developed and/or approved assessments where industry-approved assessments do not exist.
- Incorporate performance-based assessment items, to the greatest extent possible, where students must demonstrate the application of their knowledge and skills.

DESIGN FRAMEWORK IMPLICATIONS FOR NEBRASKA CTE

While Nebraska's sequencing of career technical education courses is a vital and important component of a program of study, it is only a part of the total picture. As schools implement the State Approved Model Programs of Study, consideration should also be given to:

- Career Readiness Standards
  - o Infused throughout the school and program of study, not just in CTE courses
  - o Consider ways to recognize and document student performance on the career readiness standards
- Meaningful Technical Skill Attainment Assessment
  - o Look ways to validate technical skill other than just formative and summative tests. Consider portfolios, documentation of projects, completed work or other was to document knowledge and skill.
- Expanded learning Opportunities
  - o Involvement in Career Education Student Organizations
  - o Meaningful work-based learning tied to the content of the program of study
  - o Learning opportunities outside the normal classroom/laboratory

CTE Sequence of Courses as a part of a Program of Study

Capstone

Possibly another course

Course

Course

Introductory or Foundational Course (could be at the middle school level)
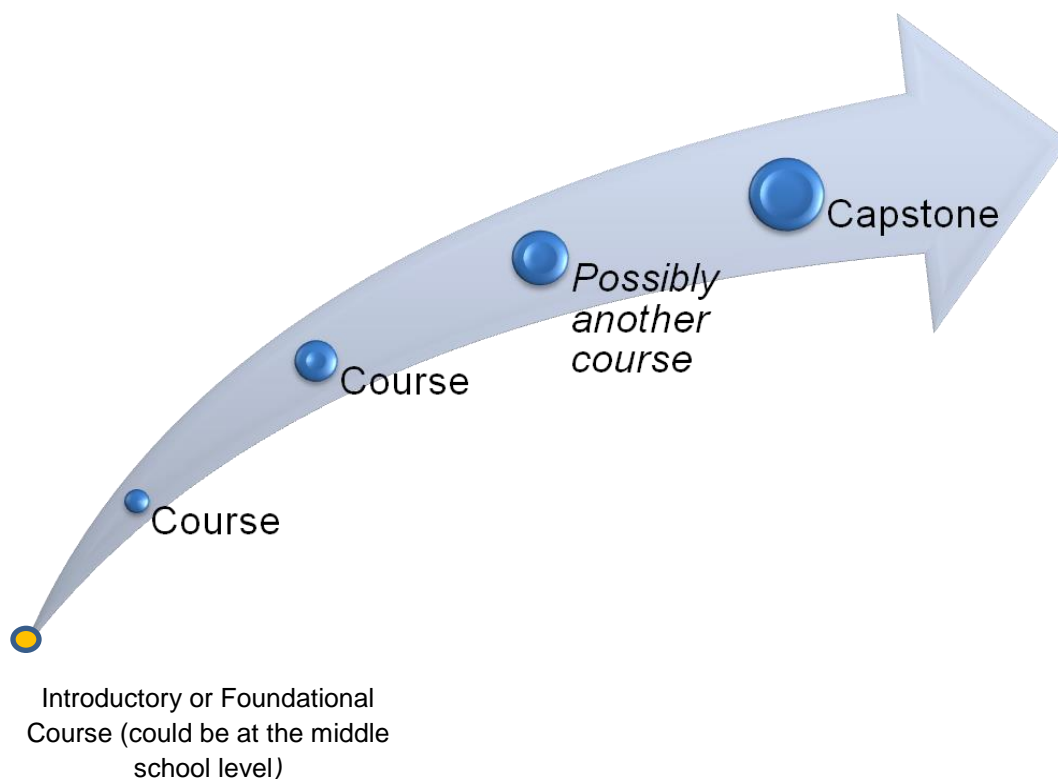
Number of Courses

At a minimum, a CTE sequence of courses must identify a minimum of two courses and a capstone course (three total). More than three courses are required in some sequences. Remember that introductory/foundational courses at the middle school level are not a part of the sequence, and are not required to complete a CTE sequence. An introductory course at the high school level may be included in the CTE sequence. Most courses are semester long courses. Where year-long courses are included, they count as two courses in the CTE sequence.

Capstone Courses

The capstone course should, when feasible, be a dual-credit course. In cases where a dual-credit course is available, the course title and course requirements from the offering college(s) will be used.

In cases, where a dual-credit course is not available or feasible, the capstone course should include:

- Unique learning opportunities and experiences
- Culminating projects
- Internships
- Available certifications/credentials

NON-ALLOWABLE USE OF FUNDS

Expenditure Category (non-allowable)	Description/additional detail
Fiscal Expenses	
Audits	The cost of a general school/institution audit is not permissible BUT the portion directly attributable to auditing the Perkins grant may be charged against the 5% administration category
Capital Expenditures	Building modifications, attachments, accessories, construction (including plumbing, wiring, HVAC, etc.) or land purchases are not approvable
Computers	Computers must be of industry standard that are found in the business world. Chromebooks are not approvable for payment with Perkins Funds.
Contributions and donations to contingency or "petty cash" funds	These contributions and funds are not approvable
CTE Teacher and Staff Salaries	Perkins funds may support a teacher and/or staff member's salary, however the State has a "three-year rule" on salaries using Perkins funding. A CTE related position will be funded for three years only. It is the responsibility of the local board of education to sustain this position after the first three years
Dues	Dues to professional or other organizations are not approvable
Fines and penalties	Fines and penalties of any type are not approvable
Fundraising	Perkins funds are not allowed to be used for fundraising
Insurance	Building, equipment or personal/institutional insurance is not allowable
Interest and other financial costs	Any interest paid or other financial costs such as audits are not approvable
Memberships	Memberships in civic or community organizations are not allowed
Supplanting is not allowable	1. Using Perkins funds to provide services the recipient is required to make available under other federal, state or local laws **or** 2. Using Perkins funds to provide services the recipient provided with state or local funds in the prior or previous years.

Expenditure Category (non-allowable)	Description/additional detail
Career Technical Student Organizations	

Career Technical Student Organizations	Awards for recognition of students, advisors or other individuals are not approvable including:
	   o Cash Awards
	   o Medals/Pins
	   o Plaques
	   o Ribbons
	• Advisor/Student registration fees to events, conferences, activities
	• Dues (student or advisor)
	• Food for students
	• Jackets/uniform apparel
	• Lodging for students
	• Printing and disseminating of non-instructional materials
	• Supplies
	• Start-up kits
	• Student/Advisor expenses at CTSO conferences
	• Transportation of students to CTSO conferences

Construction	
Construction or renovation costs	Construction costs and materials for a permanent structure (e.g., greenhouse) or anything that becomes *a part of* a permanent structure are not allowable expenditures
Installation	Expenses for installing equipment or materials including wiring are not approvable. Perkins funds *may be used* for professional development for the use or set-up of equipment.
Entertainment	
Entertainment *(There is a high burden of proof to justify the expenditure of Perkins funds for a meal. Please refer to the Nebraska Grants Management Manual for more details)*	Non-allowable expenditures for entertainment or social activities include: • Beverages • Lodging • Meals *Non-working meals* • Transportation • Gratuities • Gifts, giveaways, promotional materials

Expenditure Category (non-allowable)	Description/additional detail
Entertainment	
Meals	Banquets and meals are considered entertainment expenses are not approvable. Working lunches (such as for an advisory committee) and that are essential to the meeting and the agenda reflects that work is taking place **are** permissible. • Alcoholic Beverages are not allowable (see EDGAR 2CFR, Section 200.423)
Promotional materials are not approvable	Examples: • Cups/glasses • Banners • Folders or bags • Advertising • Gratuitous items • Public Relations Costs • Key chains • Gifts (of any kind) • Pens/Pencils • Notepads • T-shirts
Equipment and Tools	
Basic Tools	Basic hand tools or tools that would not be considered innovative are not allowable (e.g., chisels, clamps, gardening tools, hammers, hand saws, levels, planes, pliers, punches, rasps, screwdrivers, tape measures, trouble lights, vise grips, wrenches) are **not** allowable. Ergonomic and/or state-of-the-art tools and tool kits that are part of an innovative program that combines rigorous academic instruction with career education **are** allowable.
Equipment	• Expenditures for equipment that are not specifically used for approved career technical education courses/programs of study and are housed in appropriate CTE classrooms/labs/workshops is **not** allowable. • Equipment that is used for general administrative or personal use is **not** allowed • Equipment that is mounted or becomes a part of a building or structure is **not** allowed • Equipment warranties and service contracts beyond the current grant year. This includes any warranties on computers or other electronic items that are considered supplies • Equipment and supplies needed for building maintenance are **not** allowed • Equipment must be inventoried and clearly labeled as purchased with Perkins funds • Equipment that is hobby, craft or non-occupational is not approvable

Expenditure Category (non-allowable)	Description/additional detail
Equipment and Tools	
Culinary/Kitchen Tools	Basic kitchen and culinary tools are not approvable. This includes flatware, dishes, food containers, spatulas, whisks, etc. Any tools or equipment for culinary must be industry grade and commonly found in professional culinary kitchens Residential type kitchen tools are not allowable (e.g., salt and pepper shakers, flatware, dishes, spatulas, private label products sold through home party outlets, light-grade plastic products) Equipment MUST be industry grade and quality and demonstrate or showcase the most recent technology within the category. Examples of residential grade equipment that would **not** be allowable include: • Electric ranges (Low end, coil burner) • Washers/dryers • Dishwashers • Pressure canners • Food dehydrators (unless they are industry-grade) • Quilting machines • Embroidery machines (unless industry grade and tied directly to a school-based enterprise)
Equipment—repair, or replacement of lost, stolen or broken	The cost of replacing or repairing federally funded equipment that is lost, stolen or broken is the responsibility of the grant recipient
Furniture	Furniture is **not** approvable. Furniture required to make reasonable accommodation for a student with disabilities may be approvable *Exception: if the furniture is unique to a tool or piece of equipment and is required for that tool or equipment to operate safely and properly, furniture may be approvable*
Maintenance contracts or agreements	These contracts or agreements are not approvable. This includes repair plans that may be purchased when purchasing a piece of equipment
Repair expenditures	Repairs (e.g., car repairs) are **not** allowable
Storage	Storage files or cabinets are **not** approvable
Vehicles	Purchase or leasing of automobiles, trucks, buses, airplanes, boats, golf carts, motorcycles, tractors, trailers

Expenditure Category (non-allowable)	Description/additional detail
Instructional Materials	
Career Information System Subscriptions	Because Nebraska provides a statewide career information system (Nebraska Career Connections) that is partially funded with Perkins funds, subscriptions to other career information systems are **not** approvable with Perkins funds
Certifications or Certification Exams	Perkins funds may not be used to pay for an individual certification or certification exams or tests. Perkins funds may *not* be used for industry recognized certifications. (This applies to students and teachers. I.e., Microsoft Office Specialist Certification licensing) *Professional development is approvable as long as it is not credit bearing.
College Preparatory Courses or Materials On-line college prep tests	These would be considered a direct benefit to the student and are not approvable
Consumable Instructional Materials	Any instructional materials that are consumable (one use only) or that are retained by the student are not approvable
Distance Learning Fees	Fees associated with operation of distance learning are **not** approvable as it provides a direct benefit to students
Electronic Instructional Materials*	*Subscription-based fees that supplement CTE classroom instruction CAN be purchased
Software for Use Outside the CTE Classroom/Lab	Instructional materials, software or equipment that is used in hobby, craft or leisure arts courses are not approvable for reimbursement. Software is only approvable if it is for use in career-technical skill enhancement directly tied to the CTE program of study and directly to instruction in the classroom/laboratory/workshop. Perkins funds cannot be used to purchase software or upgrades for additional alternative uses (e.g., software such as Striv, Wirecast Pro or other software used for videography or editing for athletic or other school activities such as plays, performances, etc.)
Subscriptions	Subscriptions to magazines or journals are not approvable
Textbooks	Textbooks are not approvable expenditures Exception: Textbooks and instructional materials for new programs or new courses that are part of a new program of study not previously provided by the school provided the curriculum is tied to current industry standards. **(Workbooks or consumable items are not approvable)**
Tuition and Fees	Tuition and fees associated with dual-credit or advanced placement coursework including testing and textbooks are **not** approvable

Non-Allowable use of Funds

Expenditure Category (non-allowable)	Description/additional detail
Supplies	
Consumable supplies or equipment	Standard classroom consumable and not allowable supplies including but not limited to: • CO_2 cartridges • Drill bits • Food • Ink • Lumber • Office supplies (e.g., markers, glue, shears, thank-you notes) • Paper • Plants • Potting soil • Printer cartridges • Replacement batteries • Safety Glasses • Toner • Welding rods/wire • Workbooks
Professional Development	
Conferences (CTE Conferences only are permissible)	Conference registration fees for teachers to attend a CTE-focused professional development workshop, seminar or conference **are** permissible.
Non CTE-focused Conference Expenses	Perkins can only pay for the expenses of CTE teachers, School Counselors or Perkins Administrators attending conferences that are **directly related** to CTE instruction.
Student Assistance	
Child Care	Not approvable except in the instance of special populations such as single parents participating in special CTE assistance programs.
College Visits	Funding to transport students to and from college visits or to and from student state conferences (e.g., Career and Technical Education Student Organization leadership or competitive events) would be considered direct assistance to students and therefore **not** allowable.
College Tuition and Fees	This includes books, tools and other items the student be required to have except as provided to non-traditional students such as single parents, single pregnant women and displaced homemakers or certain members of special populations.

Expenditure Category (non-allowable)	Description/additional detail
Student Assistance	
Direct assistance to students is not approvable *(An exception may be available in special cases dealing with identified special populations in special CTE programs. Permission is required.)*	The following forms of assistance are not approvable with Perkins funds: • Certification test costs • Childcare • Fees • Jackets/T-Shirts • Lodging • Meals • Personal tools or equipment retained by students • Textbooks • Tools • Transportation • Tuition • Uniforms or any clothing including lab coats, coveralls, gloves, etc. • Workbooks
Dues/Membership Fees	Memberships for students, faculty, or administration for career and technical student organizations, professional organizations or societies.
Instructional aides to be retained by students	Instructional materials that become the property of the student are not approvable.
Middle school (7-8 only) expenditures for hobby, craft, leisure arts, or other non-occupational, exploration or preparation courses	Middle school (7-8 only) purchases would be allowable ONLY if they are to modernize, improve or expand CTE offerings AND align them to current industry standards and expectations. Must also be used for a course or courses that enhance instruction for students to gain knowledge and skills that meet industry standards and certifications in high wage, high skills and demand occupations. The key is career skills development (not family or personal development) aligned to business/industry standards and focus on H3 careers.
Non-CTE Courses or Activities	Expenditures for students not enrolled in CTE are not approvable.
Pre-7th grade	No funds can be used to provide career education programs to students prior to the 7th grade (pre-7th grade students CAN use equipment in NCE classes that was purchased for 7-12 students
Postsecondary fees	Any fees for students or teachers related to postsecondary education are not approvable.
Remedial courses	Remedial or developmental courses are not approvable
Scholarships	Perkins funds may not be used for scholarships or awards.
Student Assessments	Individual student assessments that are specific to each student are not allowable, e.g., Strengths Finders, etc.

Expenditure Category (non-allowable)	Description/additional detail
Student Assistance	
Tests	College-prep tests or any test charging a "fee per student" are considered a direct benefit to students and are not allowable.
Tuition costs	Any **tuition** fee charged for students to attend a course is not allowable because it would be considered a direct benefit.
Travel	
Student Related Travel	Travel related to CTSO or student activities is not approvable. However, Travel costs (transportation only) for CTE students to attend field trips and laboratory experiences directly related to approved career education activities are permissible.
Travel outside of the US	Any travel outside the United States is not approvable with Perkins Funds

REVISION

reVISION is a strategic, data-driven approach that provides Nebraska schools with the opportunity to analyze and transform their current Career & Technical Education System in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Working in collaboration with postsecondary education, the Nebraska Departments of Labor and Economic Development, and regional workforce and economic development leaders, reVISION engages career educators, school administrators, school counselors, community stakeholders, and industry professionals as full partners in the development of education, workforce, and economic development strategies vital to sustaining and growing the local and state economies. reVISION participants end the year-long process with a 3-5 year plan of action to be implemented.

PROGRAM OVERVIEW-REVISION INITIAL GRANT

There are two distinct grants related to reVISION: the Initial grant and the Action grant. The Initial grant provides the funds and resources necessary for a school district to participate in the year-long strategic planning process. The competitive Action grant allows school districts (who have already completed the Initial process) to apply for additional funds that will support the goals and activities identified in their Implementation Plan.

REVISION INITIAL GRANT

The purpose of the reVISION Initial grant is to assist local school districts in completing a Career & Technical Education (CTE) strategic planning process. The specific outcomes of this process include the:

- Identification of local and regional workforce and economic development priorities based on current, accurate data
- Analysis and updating of current CTE Programs of Study and course offerings
- evaluation of students' career readiness and school's infusion of career readiness throughout the local CTE system, including school counseling, CTE programs and courses, as well as other components of the local education system
- Analysis of how entrepreneurship and innovation are fostered and infused nit he CTE system,
- Gathering of feedback from key community stakeholders on the priorities for enhancing the CTE system
- Development of a 3-5 year Implementation Plan that identifies high priority changes for the CTE system

ELIGIBLE RECIPIENTS

Nebraska school districts that have not already completed the reVISION process are eligible to participate in this grant opportunity. An Educational Service Unit (ESU) may apply on behalf of a group of schools and serve as the single fiscal agent for the grant. Similarly, a lead school may apply for a group of schools and serve as the single fiscal agent.

REQUIREMENTS

Participation in the reVISION process requires the following:

- The identification of a reVISION team. This team should consist of all CTE teachers from each CTE discipline/career field, school counselors, and at least one school administrator (building principal required). In addition, teams may consider additional team members such as school board members, core academic teachers, middle school teachers, and other key stakeholders.
- Completion of a series of pre-work activities related to the analysis of local CTE program offerings and career guidance and counseling.
- Participation in an initial meeting facilitated by Nebraska Career Education (NCE) staff. Regional meetings will be held in multiple reVISION districts if appropriate. The initial meeting should be scheduled in September or October if possible.
- Facilitation of a Community Engagement Meeting to be completed by January.

- Participation in a second meeting facilitated by NCE staff scheduled after the Community Engagement Meeting. This meeting should be held in January or February to allow adequate time to summarize feedback and key findings.
- Development of a 3-5 year Implementation Plan that identifies high priority changes for the CTE system.

THE PROCESS:
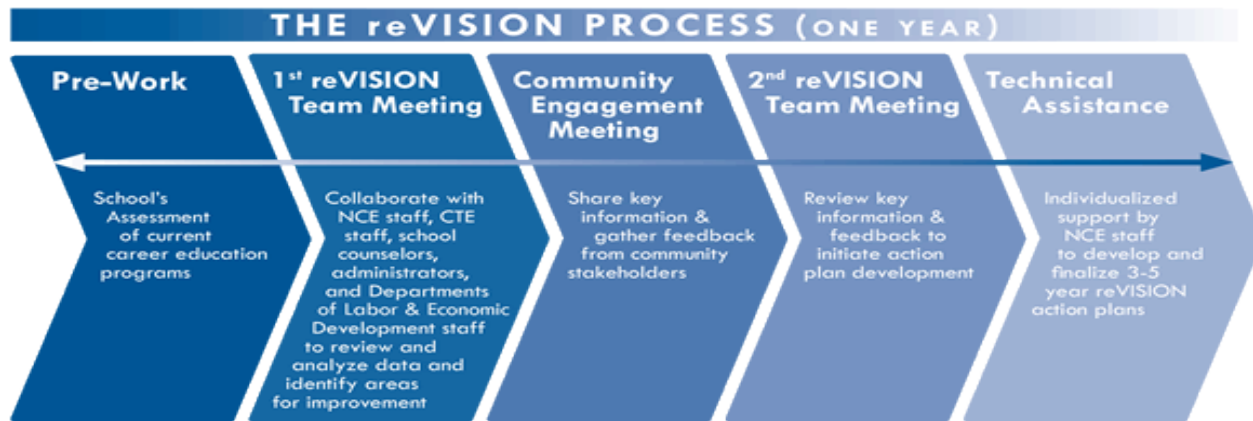
USE OF FUNDS

This grant is intended to assist with implementing the reVISION process in the local district. These Perkins funds may only be used to:

- Reimburse substitute teachers to allow teachers to participate in the reVISION process
- Teacher time outside of contract time to prepare for reVISION activities
- Expenses associated with the NCE facilitated and Community Engagement meetings (such as a working meal, materials, etc.)
- *Please note: contracted services, conference attendance, equipment purchases, etc. are NOT allowable using reVISION Initial grant funds. These activities may be considered allowable under the reVISION Action grant.*

FUTURE FUNDING OPPORTUNITITES

After completing the reVISION process, districts are eligible to apply for reVISION Action grants for the following three consecutive years. reVISION Action grants may be used to help enact the Implementation Plan developed by the district during the reVISION process.

APPLICATION

Each year around January applications for both reVISION grant opportunities will be posted online at: https://www.education.ne.gov/nce/revision.html.

REVISION **ACTION** GRANT

The purpose of the reVISION Action grant is to improve, modernize, and/or expand CTE programs to align with Nebraska's economic priorities and workforce labor demands. The competitive Action grant allows school districts (who have already completed the Initial process) to apply for additional funds that will support the goals and activities identified in their Implementation Plan.

ELIGIBLE RECIPIENTS

School districts are eligible to apply for a reVISION Action grant for the three consecutive years following successful completion of the Initial reVISION process, regardless of whether or not an Action grant was applied for or received in a prior year. Applicants must have completed the reVISION process and filed their Implementation Plan with NDE prior to applying.

USE OF FUNDS

Activities proposed under the reVISION Action grant must be directly related to the execution of the reVISION Implementation Plan created during the reVISION process. Only those activities that align with high-skill, high-wage, high-demand (H3) occupational preparation and are aligned with the following economic priorities of Nebraska as defined in SRI's Nebraska's Next Economy report will be considered for funding:

- Advanced Manufacturing (Precision Metals, Materials & Chemicals, Automotive & Transportation Equipment, Packaging)
- Agribusiness and Food Processing (Primary Agriculture, Food Processing, Agricultural Machinery, Agricultural & Food Related Wholesale)
- Biosciences (Agricultural Bioscience, Medical Bioscience)
- Business Services (Legal & Accounting Services, Management of Companies & Enterprises, Business Process Outsourcing & Employment/Temporary Services, Business Support & Security Services)
- Financial Services (Financial Institutions, Securities, Insurance)
- Health and Medical Services (Ambulatory Health Services, Hospitals, Nursing & Residential Care)
- Renewable Energy (Renewable Energy Production, Environmental Consulting & Organization)
- Transportation and Logistics (Freight, Distribution, & Warehousing, Air Transportation, Rail Transportation)

APPLICATION

Each year around January applications for both reVISION grant opportunities are posted online at: https://www.education.ne.gov/nce/revision.html.

SELECTION CRITERA

Action grant applications are evaluated based on the extent to which they:

- Key Objectives: (1) clearly demonstrate how the district will align their CTE programs with Nebraska's workforce needs and economic development priorities, (2) connect findings from the Initial reVISION process and proposed activities and/or with work already underway, and (3) describe the impact the potential grant funds may have on students' preparation for success in college and in Nebraska's workforce
- Project Activities: (1) strengthen career readiness resources and strategies for all students, (2) are described and justified based on the initial reVISION process and Implementation Plan, (3) reflect an understanding of what it will take to meet the objectives outlined in the district's reVISION Implementation Plan and articulate strategies that will lead to success, and (4) are feasible and well justified in the sustainability plan for each proposed goal/activity
- Commitment & Cohesion: (1) present a compelling rationale and logical plan of execution, (2) detail collaborative efforts, (3) are aligned to the district's reVISION findings, (4) address the alignment of curricular offerings and postsecondary education entrance expectations, and (4) include the required information and documentation

- Budget: (1) provide detailed information of how the grant funds will be used to support the proposed activities, and (2) are reasonable and allowable in relation to the proposed activities

Districts are encouraged to collaborate with community partners, the private sector, and philanthropic organizations to "match" reVISION grant funds using local dollars. Bonus points and funding priority will be given to these district's applications.

For additional information or if you have questions, please email **NDE.reVISION@nebraska.gov**

OUTCOMES OF REVISION

IDENTIFIED LOCAL AND/OR REGIONAL WORKFORCE AND ECONOMIC DEVELOPMENT PRIORITIES
This includes:
   a. Reviewing local, regional, and statewide workforce and economic data
   b. Engaging local and regional business representatives in career education programs
   c. Creating opportunities for teachers and students to experience work in career areas

ANALYZED AND UPDATED CTE PROGRAMS OF STUDY AND COURSE OFFERINGS
This includes:
   a. Evaluating current CTE Programs of Study and course offerings based on workforce and
   b. Economic needs, State Model Programs of Study for Nebraska CTE, expanded learning
   c. Opportunities, and career guidance opportunities
   d. Aligning Program of Study with postsecondary institutions
   e. Creating an action plan to modify current Programs of Study and course offerings, as
   f. needed, based on reVISION
   g. Investigating the opportunities to enhance CTE Programs of Study through the
   h. Implementation of career academies
   i. Bridging the gap between education and workforce/economic development

EVALUATED CAREER READINESS
This includes:
   a. Identifying the availability and use of K-12 career guidance systems
   b. Identifying the use of career information systems, career interest inventories/assessments, the on-going use of Personal Learning Plans, and the strategies used to provide effective career guidance based on the right education based on career choice
   c. Infusing the Nebraska Career Readiness Standards
   d. Recognizing opportunities for workplace experiences including work-based learning
   e. Analyzing how entrepreneurship and innovation/creativity are fostered and infused in the career education system
   f. Develop 3-5 year action plans that identify high priority changes for the career education system

PERKINS ACCOUNTABILITY

The Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) requires a continued federal, state, and local commitment to performance measurement and accountability. Perkins IV builds on past efforts to evaluate and improve career and technical education (CTE). This law gives States, school districts, and postsecondary institutions greater flexibility to design services and activities that meet the needs of their students and communities. In return for that flexibility, Perkins IV establishes a rigorous State performance accountability system "to assess the effectiveness of the state in achieving statewide progress in career and technical education and to optimize the return of investment of Federal funds in Career and Technical education activities" (sec. 113(a)).

As such, this document was designed to function as an instructional guide for **understanding and submitting** the required information to calculate Performance Indicators for Nebraska's Secondary schools that receive funding from the Carl D. Perkins Career and Technical Education Act of 2006.

This unit is broken up into several sections:

1. Definitions
   - Secondary Students
   - Postsecondary Students
   - Special Populations and Other Definitions
2. Performance Management
   - Performance Indicator Descriptions
   - State and Local Performance Goals
3. Annual Reporting
4. Frequently Asked Questions
5. Resources

DEFINITIONS

The definitions used in Perkins IV performance reporting build upon those used in the Perkins III reporting process and are provided below. Unless otherwise noted, the categories and definitions below are described in Section 3 of Perkins IV.

SECONDARY STUDENTS

Participant: Any student in grades 7-12 who has earned credit in at least one CTE course during the reporting school year. Students may participate in more than one career area.

Concentrator: A student in grades 9-12 who has earned credit in three (3) or more one semester-long courses within a single career cluster. Concentrators are reported in the 12th grade.

Participant with Postsecondary: A secondary career education participant who has also completed a course associated with postsecondary education. There are several options, including dual credit, concurrent credit, articulated credit, or some other designation provided through a postsecondary institution.

Concentrator with Postsecondary: A secondary career education concentrator who has also completed a course associated with postsecondary education. There are several options, including dual credit, concurrent credit, articulated credit, or some other designation provided through a postsecondary institution.

NOTE: The three or more one semester-long courses do not need to follow a Program of Study course sequence, but rather fall under the same career cluster umbrella of courses.

POSTSECONDARY STUDENTS

Participant: A postsecondary student who has earned one (1) or more credits in a 1.5 or 2.0 weighted course in any CTE program area.

Concentrator: A postsecondary student who:

1. Has earned at least 12 academic or CTE semester credits (18 quarter credits) within a single CTE program sequence that is comprised of 12 or more academic and technical semester credits (18 quarter credits) that ultimately results in an award of an industry-recognized credential, a certificate, diploma, or degree; OR

2. Has completed a short-term CTE program sequence of less than 12 semester credits (18 quarter credits) that ultimately results in an industry-recognized credential, a certificate, diploma, or degree.

Note: This does not include non-credit certification programs.

SPECIAL POPULATIONS AND OTHER DEFINITIONS

Career Cluster: An organizing structure of career areas with similar skills or common themes based on industry groupings at all educational levels.

Career Field: Six broad groupings of 16 different career cluster areas based on commonalities among career clusters.

Disability Status: An indication of whether a person is classified as disabled under the Americans with Disabilities Act of 1990 (42 U.S.C. 12102 [sec. 3(14)] and IDEA "97") [sec 300.7].

Displaced Homemakers: The term "displaced homemaker" refers to an individual who: (a)(i) has worked primarily without remuneration to care for a home and family and for that reason has diminished marketable skills; (ii) has been dependent on the income of another family member but is no longer supported by that income; or (iii) is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than two years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment [sec. 3(7)].

Economically Disadvantaged: The term "economically disadvantaged" refers to individuals from economically disadvantaged families, including foster children. Secondary schools use free and reduced lunch eligibility to determine the economically disadvantaged status. Postsecondary institutions use Pell Grant or BIA eligibility [sec. (3)(23)].

Employment: A student is considered employed if he or she works for pay at any point during the reporting period. Employment may include part-time or full-time work, and need not be related to a student's field of vocational study. Individuals should be counted as employed irrespective of whether they were continuously working throughout the time or whether they were employed, in the same or different job, before high school graduation.

Limited English Proficiency: The term "limited English proficiency" refers to a secondary school student, an adult, or an out-of-school youth, who has limited ability in speaking, reading, writing, or understanding the English language, and (a) whose native language is a language other than English; or (b) who lives in a family or community environment in which a language other than English is the dominant language [sec. 3(13)].

Migrant Status: The term "migrant status" as used in section 111(h)(1)(C)(i) of the ESEA is not defined; however, the Nebraska Definition follows 34 CFR 200.40 that Identifies: an eligible migrant child is one who is between 3-21 years of age and has moved across district or state lines within the preceding 36 months to seek, or to join a parent, spouse or guardian to obtain temporary for seasonal employment in agricultural or fishing work as a principal means of livelihood.

Military Enlistment: Military service may include any branch of the armed forces.

Nontraditional Training & Employment (Nontraditional Field): The term "nontraditional training and employment" means occupations or fields of work, including careers in computer science, technology, and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work. [sec. 3(17)].

Postsecondary Education or Advanced Training: At the secondary level, a student is considered pursuing higher education or advanced job training if he or she enrolls into a 2- or 4-year college or university, proprietary school, or adult education program during the reference period.

Program of Study: A sequence of at least three (3) semester-long CTE courses in a given career cluster that prepare students for postsecondary education and entry into a career area of personal choice.

Program Year: The program year for Carl Perkins funding is July 1st through June 30th.

Single Parent: The term "single parent" is described as an individual who: (a) is unmarried, divorced, or legally separated from a spouse; and (b) (i) has a minor child or children for which the parent has either custody of joint custody; or (ii) is pregnant.

PERFORMANCE MANAGEMENT

The Performance Indicator framework was developed by the United States Department of Education's Office of Career, Technical, and Adult Education (OCTAE), in cooperation with the United States Department of Labor and stakeholder organizations to achieve two major objectives:

1. To create a common reference format to discuss the components of Perkins accountability, and
2. To establish performance measurement approaches for the Performance Indicators.

The framework is intended to define state performance measurement approaches for each indicator to ensure sufficient rigor and comparability among state performance accountability systems. Further, the framework is intended to define performance and data collection approaches that can be easily integrated into state and local performance management systems to support continuous program improvement.

SECONDARY PERFORMANCE INDICATOR DESCRIPTIONS

1S1: Academic Skill Attainment – Reading/Language Arts: The percentage of Career Education students, concentrating in a course of study, who were included in the calculations for Adequate Yearly Progress (AYP) and achieved a proficient or advanced rating in Reading/Language Arts.

- Numerator: Number of CTE concentrators who met the proficient or advanced level on the statewide Reading/Language Arts assessment and who were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

- Denominator: Number of CTE concentrators who took the statewide assessment in Reading/Language Arts assessment and whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

1S2: Academic Skill Attainment – Math: The percentage of Career Education students, concentrating in a course of study, who were included in the calculations for Adequate Yearly Progress (AYP) and achieved a proficient or advanced rating in Math.

- Numerator: Number of CTE concentrators who met the proficient or advanced level on the statewide Mathematics assessment and who were included in the State's computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.

- Denominator: Number of CTE concentrators who took the statewide Mathematics assessment and whose scores were included in the State's computation of AYP and who, in the reporting year, left secondary education.

2S1: Technical Skill Attainment: Percentage of Career Education students, concentrating in a course of study, who demonstrate technical skill attainment through GPA, dual credit course completion, industry certification, or other approved methodology.

- Numerator: Number of CTE concentrators who passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.

- Denominator: Number of CTE concentrators who took the assessments during the reporting year.

3S1: Completion: Percentage of Career Education students, concentrating in a course of study that graduated with a diploma.

- Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a GED credential as State-recognized equivalent to a regular high school diploma (if offered) or other State-recognized equivalent (including

recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered) during the reporting year.

- Denominator: Number of CTE concentrators who left secondary education during the reporting year.

4S1: Graduation Rate: Percentage of Career Education students, concentrating in a course of study, who were included in the graduate rate calculation for adequate yearly progress (AYP) for the state of Nebraska.

- Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as defined in the state's consolidated accountability plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

- Denominator: Number of CTE concentrators, who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.

5S1: Placement: Percentage of Career Education students, concentrating in a course of study, that graduated and within the 2nd quarter after the year of completion are enrolled in a postsecondary program, advanced training, service to the military, or are employed.

- Numerator: Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, in the military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).

- Denominator: Number of CTE concentrators who left secondary education during the reporting year.

6S1: Nontraditional Participation: The percentage of gender non-traditional students participating in programs leading to occupations that are determined to be gender non-traditional.

- Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.

- Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.

6S2: Nontraditional Completion: Percentage of gender non-traditional students who complete programs leading to occupations that are determined to be gender non-traditional.

- Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.

- Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.

SECONDARY PERFORMANCE GOALS

The following state and local goals are agreed upon annually with the United States Office of Career, Technical, and Adult Education Office (OCTAE).

Performance Indicator	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1S1: Academic Skill Attainment – Reading/Language Arts	100%	71%	70%	70%	73%
1S1: Academic Skill Attainment – Mathematics	100%	59%	61%	61%	63.75%
2S1: Technical Skill Attainment	91%	88%	86.5%	88%	90%
3S1: Completion	95%	97%	97%	97.74%	98%
4S1: Graduation Rate	90%	98%	98%	98.75%	98.9%
5S1: Placement	95%	97%	97%	97%	97.25%
6S1: Nontraditional Participation	42.6%	42%	42%	42.43%	43.62%
6S2: Nontraditional Completion	27.75%	27%	27%	28.75%	29%

POSTSECONDARY PERFORMANCE INDICATOR DESCRIPTIONS

1P1: Technical Skill Attainment: The percentage of CTE Concentrators who have met technical skill attainment.

- Numerator: The number of CTE Concentrators who achieved a minimum GPA of 2.0 in CTE program curricula that are aligned with industry-recognized standards during the reporting year.

- Denominator: The number of CTE Concentrators during the reporting year.

2P1: Credential, Certificate, or Degree: The percentage of CTE Concentrators that graduated with a diploma, degree, certificate, or credential (previous reporting year).

- Numerator: The number of CTE Concentrators from the previous reporting year who received an industry-recognized credential, certificate, diploma, or degree.

- Denominator: The number of CTE Concentrators during the reporting year.

3P1: Student Retention or Transfer: The percentage of CTE Concentrators who did not graduate, but remained enrolled in postsecondary education (either in their original postsecondary institution or transferred to another 2- or 4- year institution).

- Numerator: The number of CTE Concentrators from the previous reporting year who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution during the current reporting year.

- Denominator: The number of CTE Concentrators from the previous reporting year who did not earn an industry recognized credential, certificate, diploma, or degree in the previous reporting year.

4P1: Student Placement: The percentage of CTE Concentrator graduates employed in work, military, or apprenticeships.

- Numerator: The number of CTE Concentrators from the previous reporting year who were placed or retained in employment, or placed in the military service or apprenticeship programs during the 2nd quarter following the program year in which they left postsecondary education (e.g. unduplicated placement status for CTE Concentrators who graduated by June 30th would be assessed between October 1st and December 31st).

- Denominator: The number of CTE Concentrators from the previous reporting year who left postsecondary education with a credential, certificate, degree, or diploma during the previous reporting year.

5P1: Nontraditional Participation: The percentage of CTE Participants taking a class that is nontraditional for their gender compared to all students taking a class in an area classified as nontraditional.

- Numerator: The number of CTE Participants from the current reporting year form underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the current reporting year.

- Denominator: The number of CTE Participants from the current reporting year who participated in a program that leads to employment in nontraditional fields during the current reporting year.

5P2: Nontraditional Completion: The percentage of gender nontraditional Concentrators who graduated.

- Numerator: The number of CTE Concentrators from the current reporting year from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the current reporting year.

- Denominator: The number of CTE Concentrators from the current reporting year who completed a program that leads to employment in nontraditional fields during the current reporting year.

POSTSECONDARY PERFORMANCE GOALS

The following state and local goals are agreed upon annually with the United States Office of Career, Technical, and Adult Education Office (OCTAE).

Performance Indicator	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
1P1: Technical Skill Attainment	89%	90%	91.5%	92%	91.5%
2P1: Credential, Certificate, or Degree	55%	48%	48%	40%	41.5%
3P1: Student Retention or Transfer	76%	74%	74%	73%	75%
4P1: Student Placement	77.5%	77%	73%	74%	71%
5P1: Nontraditional Participation	15%	20%	21.2%	24%	25%
5P2: Nontraditional Completion	15.75%	18%	14%	16%	16.5%

SECONDARY CTE DATA REPORTING

Career Education data are collected to support the federal reporting of the Carl D. Perkins Career and Technical Education Act. All templates, forms, data reporting calendar, and instructions for interfacing with the NSSRS are available on the NSSRS homepage.

The due date for these templates is June 15th. There is an audit window from June 15-June 30th.

Key considerations when reporting:

- Data submissions include grades 7-12 in schools that offer career education courses

- Career education participants are determined during the current program year

- Concentrators are determined by evaluating the number of courses in which the student earned credit throughout the 9-12 school experience within a specific career cluster.

- Concentrators should be reported when they are in the 12th grade

- No students can concentrate in the CEFOUND program code

There are three primary aspects for reporting secondary data:

1. **The Student Grades Template:** A student template (see www.education.ne.gov/dataservices/nssrs-resources/) must first be submitted for each student appearing in a Programs Fact template or the data loading process will reject the record. The Student Snapshot template is already required for reporting by every school for every student through the NSSRS system. This template collects information related to the student's demographics and characteristics.

2. **The Programs Fact Template: Career Education**: This template (see www.education.ne.gov/dataservices/nssrs-resources/) has three primary areas for completion for Career and Technical Education. The basic flow of completing the template requires (1) the identification and coding of what cluster area(s) the student participated and/or concentrated, (2) the identification of the student's highest level of participation in that cluster area, and (3) if the student is a concentrator, the identification of the Technical Skill Attainment using the coding structure provided.

3. **The Post School Survey Template**: the Post School Survey (see www.education.ne.gov/dataservices/nssrs-resources/) is used to provide follow-up information on the concentrators that graduated in the previous year. The information provides the data required to report on the follow-up measure. More information on obtaining follow-up data can be found in the Graduate Follow-up Approaches and Resources document at the National Student Clearinghouse. www.studentclearinghouse.org/

Secondary Data Collection Timelines	
June 15	CTE Accountability Data Due
June 15-30	Data Audit Window
June 30	CTE Data finalized

POSTSECONDARY CTE DATA REPORTING

Career Education data are collected to support the federal reporting of the Carl D. Perkins Career and Technical Education Act.

There are two primary aspects for reporting postsecondary data that relate to CTE:

1. **The Postsecondary Perkins Students Template:** This file collects sets of students that are enrolled in an institution during a certain academic year, and that are relevant to Perkins reporting (including all CTE Participants and Concentrators as defined here). A Postsecondary Enrollment record must be submitted for each student appearing in the Perkins Students template.

2. **The Postsecondary Perkins Courses Template:** This file collects the entire course history, though the end of the reporting academic year, for each of the students listed in the Perkins Students file. At a minimum, all courses with an REU Course Weight of 1.5 of 2.0 should be reported. A Perkins Students record must first be submitted for each student appearing in the Perkins Courses file.

Keep in mind the Postsecondary Enrollment Template as well as the Postsecondary Academic Awards Template must also be submitted by all Postsecondary institutions to avoid a data loading process rejection.

Note:

- Data submission includes all students who earn credit in at least one Career and Technical Education course.

- All courses related to occupational training should be weighted at least at a 1.5, per the Nebraska Community College State Aid Enrollment FTE/REU Guidelines document.

Postsecondary Data Collection Timelines

September 15	Student IDs created in Unique-ID
September 15	Postsecondary Terms entered into CDC
October 15	CTE Accountability Data due and uploaded in PSDM
October 15 – October 30	Data Audit Window
November 1	Data is finalized

Postsecondary File Specifications can be found at: www.education.ne.gov/dataservices/p-20-technical-group/.

All data should be submitted via the Postsecondary Data Manager, located within the NDE Portal. A User's Guide and additional information can be found on the Nebraska P-20 Technical Group's website: www.education.ne.gov/dataservices/p-20-technical-group/.

What secondary CTE data needs to be reported each year? And when?

All templates, forms, data reporting calendar, and instructions for interfacing with the NSSRS are available on the NSSRS homepage. The due date for these templates is June 15th. There is an audit window from June 15-June 30.

There are three primary aspects for reporting secondary data:

1. The Student Grades Template: A student template must first be submitted for each student appearing in a Programs Fact template or the data loading process will reject the record. The Student Snapshot template is already required for reporting by every school for every student through the NSSRS system. This template collects information related to the student's demographics and characteristics.

2. The Programs Fact Template: Career Education: This student template has three primary areas for completion for Career and Technical Education. The basic flow of completing the template requires (1) the identification and coding of what cluster area(s) the student participated and/or concentrated, (2) the identification of the student's highest level of participation in that cluster area, and (3) if the student is a concentrator, the identification of the Technical Skill Attainment using the coding structure provided.

3. The Post School Survey Template: the Post School Survey is used to provide follow-up information on the concentrators that graduated in the previous year. The information provides the data required to report on the follow-up measure. More information on obtaining follow-up data can be found in the Graduate Follow-Up Approaches and Resources document.

Note:

- The Programs Fact template includes data for grades 7-12 in schools that offer Career Education courses.

- Career Education "Participants" are determined during the current program year (July 1 -June 30).

- Concentrators are determined by evaluating the number of courses in which the student has earned credit throughout the 9-12 high school experience within a specific career cluster (program code).

- No student can concentrate in the CEFOUND program code.

- Students may have multiple Programs Fact records if participating in and/or concentrating in more than one program code.

What postsecondary CTE data needs to be reported each year?

There are two primary aspects for reporting postsecondary data that relate to CTE:

1. **The Postsecondary Perkins Students Template:** This file collects sets of students that are enrolled in an institution during a certain academic year, and that are relevant to Perkins reporting (including all CTE Participants and Concentrators as defined here). A Postsecondary Enrollment record must be submitted for each student appearing in the Perkins Students template.

2. **The Postsecondary Perkins Courses Template:** This file collects the entire course history, though the end of the reporting academic year, for each of the students listed in the Perkins Students file. At a minimum, all courses with an REU Course Weight of 1.5 of 2.0 should be reported. A Perkins Students record must first be submitted for each student appearing in the Perkins Courses file.

*Keep in mind the Postsecondary Enrollment Template as well as the Postsecondary Academic Awards Template must also be submitted by all Postsecondary institutions to avoid a data loading process rejection.

Note:

- Data submission includes all students who earn credit in at least one Career and Technical Education course.

- All courses related to occupational training should be weighted at least at a 1.5, per the Nebraska Community College State Aid Enrollment FTE/REU Guidelines document.

Who is considered a CTE Concentrator?

A CTE Concentrator is a student in grades 9-12 who has completed three (3) or more one semester-long coursers within a single career cluster.

NOTE: The three or more one semester-long courses do not need to follow a Program of Study course sequence, but rather fall under the same career cluster umbrella of courses.

When do I report a student as a CTE Concentrator?

Concentrators should be reported when they are in 12th grade. Each student's high school course history (transcript) should be examined to see if, at any point in his or her high school career, he or she met the criteria for becoming a Concentrator as defined above.

NOTE: If you report a student as a concentrator before he or she is in the 12th grade, NSSRS will send you an alert letting you know that NDE will be counting that student as a CTE Participant. You should report this student as a Concentrator again once they reach the 12th grade.

NDE has found in looking back that not all 12th graders reported as Concentrators before grade 12 were reported again their senior year. To resolve this issue, NDE is devising a protocol to explore 4 years of reported student participation identification to ensure any students not re-reported as a Concentrator in 12th grade is identified and included in year-end reporting.

What do I do if a student Concentrates in multiple areas?

If a student has more than one area of concentration, the schools have two options: (1) the school can report all areas of concentration for each student. NDE will then utilize an internal strategy to determine in which area he or she will be counted (as we only report one area of concentration per student to the federal government), or (2) the school can select one area of concentration to report.

NOTE: If a school decides to make the decision as to which area of concentration (of multiple) to report for a single student, we suggest you select the area for which the student has earned the most course credits or completed the most courses.

How do I know which course fits into each cluster?

The cluster to NDE Course Code crosswalks provide an alignment between every course and one individual career cluster. These can be found under the "resource" section on the left hand side of this page.

How can I find out where my graduates went after they left high school for the Post School Survey?

Please review the Graduate Follow-up Approaches and Resources document at www.studentclearinghouse.org/

Do I count courses like Anatomy & Physiology as a CTE course? It's part of a Program of Study.

You should only use non-CTE courses when determining if a student is a Concentrator (not if they are a Participant). Because some non-CTE courses are a part of several State Model Programs of Study, they could be used to determine CTE Concentration. If a student took two CTE courses and A&P all within the same career cluster, in this case, A&P could be considered the third course making a student a Concentrator.

Our 8th graders take Computer Applications and then our Freshmen take Information Technology I & II (it's a graduation requirement). Are all of our students Program Concentrators unless they did not pass or if they transferred in later?

No. Concentrators are only determined using courses completed during grades 9-12. So, the 8th grade computer applications course would not be used when determining their highest level of participation when they are in the 12th grade.

Where can I find the file specification templates?

Postsecondary file specifications can be found here: www.education.ne.gov/dataservices/p-20-technical-group/

When and where do I submit these data?

The data collection timeline can be found here: Data Collection Timeline.

Data should be submitted via the Postsecondary Data Manager, located within the NDE Portal. A User's Guide can be found here: Postsecondary Data Manager User Guide. www.education.ne.gov/dataservices/p-20-technical-group/

If you need help obtaining activation codes or navigating the site, the NDE Helpdesk can be reached at 888-285-0556 or nde.helpdesk@nebraska.gov.

RESOURCES

CTE Research and News: www.education.ne.gov/nce/cte-data-research/research-and-news/

Data Collection Timeline: www.education.ne.gov/dataservices/nssrs-resources/#Calendar

Graduate Follow-up Approaches and Resources: www.studentclearinghouse.org/

NSSRS (Nebraska Student and Staff Record System) www.education.ne.gov/dataservices/nssrs-resources/

P-20 Data System www.education.ne.gov/dataservices/p-20-technical-group/

Perkins Collaborative Resource Network: http://cte.ed.gov/

Perkins Report Cards: www.education.ne.gov/nce/cte-data-research/perkinsreportcards/

Perkins Program Improvement Plan: www.education.ne.gov/nce/cte-data-research/program-improvement-plan/

SLDS (Statewide Longitudinal Data System): www.education.ne.gov/dataservices/slds/

Postsecondary File Specifications: www.education.ne.gov/dataservices/p-20-technical-group/

Postsecondary Data Manager User Guide: www.education.ne.gov/dataservices/p-20-technical-group/

RESOURCES/RELATED WEB LINKS

ACTE Nebraska http://actenebraska.org/

CTE Course Standards http://cestandards.education.ne.gov/

Career & Technical Education Student Organizations (CTSOs) www.education.ne.gov/nce/CSOs.html

Nebraska Department of Education www.education.ne.gov/

Department of Economic Development www.neded.org/

Department of Economic Development Data & Research https://opportunity.nebraska.gov/research/

Department of Labor http://dol.nebraska.gov/

Educational Service Unit (ESU) Coordinating Council www.esucc.org/

Entrepreneurship Standards www.education.ne.gov/entreped/stdsnational.html

Grants Management System https://www.education.ne.gov/gms2/index.html

H3 High Demand High Wage High Skill http://h3.ne.gov/H3/

NCE Home Page www.education.ne.gov/nce/

NDE Portal https://portal.education.ne.gov/site/DesktopDefault.aspx

NE Works https://neworks.nebraska.gov/vosnet/Default.aspx

AdvanceCTE www.careertech.org/

Nebraska Career Connections www.nebraskacareerconnections.org/

Nebraska Career Ready Standards http://cestandards.education.ne.gov/Standards.aspx

Nebraska Community College System www.ncca.ne.gov/

Partnerships for Innovation http://partnershipsforinnovation.org/

Perkins IV Resources www.education.ne.gov/nce/PerkinsIV.html

School Counseling www.education.ne.gov/CARED/index.html

Work Place Experiences http://www.nebraskaworkplaceexperiences.com/

NEBRASKA CAREER EDUCATION CAREER FIELDS

Agriculture, Food and Natural Resources www.neaged.org/main.html

Business, Marketing and Management www.education.ne.gov/BMIT/

Communication and Information Systems www.education.ne.gov/BMIT/

Health Sciences www.education.ne.gov/healthscience/index.html

Human Sciences and Education www.education.ne.gov/HSE/index.html

Skilled and Technical Sciences www.education.ne.gov/STS/

Administration: Activities of a local authorized agency necessary for the proper and efficient performance of its duties under this application.

All aspects of the industry: Strong experience in and an understanding of all aspects of the industry the students are preparing to enter, including planning, management, finances, technical and production skills, underlying principles of technology, labor issues and health and safety issues.

Articulation Agreements: An agreement with secondary and postsecondary institutions that prevents duplication within sequences of courses.

Assessment: A comprehensive, ongoing process with the purpose of identifying characteristics, strengths, weaknesses and interests as well as education, training, support services and placement needs.

Career Education: Educational programs offering a sequence of courses that are directly related to the preparation of individuals in paid or unpaid employment in current or emerging occupations requiring other than a baccalaureate or advanced degree. Such programs shall include competency-based applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills and occupational specific skills necessary for economic independence as a productive and contributing member of society.

Career & Technical Student Organization: An organization for individuals enrolled in a career and technical education program that engages in career and technical activities as an integral part of the instructional program. In Nebraska the organizations include: DECA, an Association of Marketing Students; FCCLA, Family, Career and Community Leaders of America; FBLA, Future Business Leaders of America; HOSA, Health Occupations Students of America; Nebraska FFA Association; and SkillsUSA.

Career academies: Programs that focus on a career theme in a field in which demand is growing and good employment opportunities exist. The curriculum combines technical and academic content with part-time employment in jobs related to the career theme.

Career guidance and counseling: Programs providing access to information regarding career awareness and planning with respect to an individual's occupational and academic future that shall involve guidance and counseling with respect to career options, financial aid and postsecondary options.

Cooperative education: A method of instruction for individuals who, through written cooperative arrangements between the school and employers, receive instruction, including required academic courses and related career education instruction by alternation of study in school with a job in any occupational field. Such alternation shall be planned and supervised by the school and employers so that each contributes to the student's education and to his or her employability. Work periods and school attendance may be on alternate half days, full days, weeks or other periods of time in fulfilling the cooperative program.

Core indicators of performance: Identifies the categories for accountability of career and technical education including student:

- attainment of challenging academic and vocational and technical skill proficiencies;
- attainment of a secondary school diploma or its equivalent or a postsecondary degree or credential;
- placement in, retention in and completion of, postsecondary or advanced training, placement in military service or placement or retention in employment;
- participation in and completion of career education programs that lead to nontraditional training and employment.

Curriculum materials: Instructional and related or supportive material, including materials using advanced learning technology, in any occupational field that is designed to strengthen the academic foundation and prepare individuals for employment at the entry level or to upgrade occupational competencies of those previously or presently employed in any occupational field, and appropriate counseling and guidance material.

Displaced homemaker: An individual who has worked primarily without remuneration to care for a home and family, and for that reason has diminished marketable skills; has been dependent on the income of another family member but is no longer supported by that income; is a parent whose youngest dependent child will become ineligible to receive assistance under Part A of Title IV of the Social Security Act (42 U.S.C. 601 et seq.) not later than 2 years after the date on which the parent applies for assistance under this title; and is unemployed or underemployed and is experiencing difficulty in obtaining or upgrading employment.

Eligible recipient for local plan funds: A local educational agency, a two-year postsecondary educational institution or a consortium.

Individuals/students with disabilities: Individuals with autism, behavior disorders, deaf-blindness, hearing impairments, mental disabilities, multiple disabilities, orthopedic impairments, other health impairments, specific learning disabilities, speech-language impairments, traumatic brain injury or visual impairments, who because of these impairments, cannot succeed in the regular career and technical education program without special education assistance.

Individual with limited English proficiency: A secondary school student, an adult or an out-of-school youth, who:

- has limited ability in speaking, reading, writing or understanding the English language, and
- whose native language is a language other than English; or
- who lives in a family or community environment in which a language other than English is the dominant language.

Nontraditional training and employment: Occupations or fields of work, including careers in computer science, technology and other emerging high skill occupations, for which individuals from one gender comprise less than 25 percent of the individuals employed in each such occupation or field of work.

Single parent: An individual who is unmarried or legally separated from a spouse and has a minor child or children for which the parent has either custody or joint custody or is pregnant.

Special populations: Individuals with disabilities, individuals from economically disadvantaged families (including foster children), individuals preparing for nontraditional training and employment, single parents (including single pregnant women), displaced homemakers and individuals with other barriers to educational achievement (including individuals with limited English proficiency).

Support services: Services relating to curriculum modification, equipment modification, classroom modification, supplemental instructional personnel, instructional aids and devices and direct assistance to students who are single parents, single pregnant women, displaced homemakers or in nontraditional training and employment activities.   An eligible recipient, as appropriate, may use Perkins IV funds to provide direct assistance to students, including dependent care, tuition, transportation, books and supplies if all of the following conditions are met:

- Recipients of the assistance must be individuals who are members of special populations who are participating in career education programs that are consistent with the goals and purposes of Perkins IV.

- Assistance may only be provided to an individual to the extent that it is needed to address barriers to the individual's successful participation in career education programs.

- Direct financial assistance to individuals must be part of a broader, more generally focused effort to address the needs of individuals who are members of special populations. Direct assistance to individuals who are members of special populations is not by itself, a program for special populations. It should be one element of a larger set of strategies designed to address the needs of special populations.

- Funds must be used to supplement, and not supplant, assistance that is otherwise available from non-federal and other federal sources. For example, an eligible recipient could not use Perkins IV funds to provide childcare for single parents if non-federal or other federal funds are used to provide childcare services for single parents participating in non-career education programs and these services otherwise would have been available to career education students in the absence of Perkins IV funds.

GLOSSARY OF ACRONYMS

ABE…………………………………………..Adult Basic Education	LMI…………………………………………Labor Market Information
AdvanceCTE.National Association of State Directors of CTE	MCC………………………………Metropolitan Community College
AFNR……………………Agriculture, Food, & Natural Resources	MPCC……………………………….Mid-Plains Community College
ACTE……………Association for Career & Technical Education	NASTSE…………………Nebraska Association of STS Educators
ACTEN…Association for Career & Technical Education of NE	NCCER……………National Center for Construction Education
AQuESTT......Accountability for a Quality Education System, Today & Tomorrow	NCE……………………………………………Nebraska Career Education
ASTS………………..Association for Skilled & Technical Sciences	NCEIF….Nebraska Career Education Innovation Foundation
BMIT……....Business, Marketing, & Information Technology	NCTA………………….Nebraska College of Technical Agriculture
BMM……………………Business, Marketing, and Management (Career Field)	NECC…………………………………….Northeast Community College
CASE…………Curriculum for Agricultural Sciences Education	NETA………….Nebraska Educational Technology Association
CBE……………………………………..Competency Based Education	NDE…………………………….Nebraska Department of Education
CBO…………………………..……...Community Based Organization	NEQuESTT…………..NE Quality Education System for Today & Tomorrow
CCC……………………………...…………Central Community College	NSBEA………………..NE State Business Education Association
CCSSO………………………Council of Chief State School Officers	NRCSA………………..NE Rural Community School Association
CIS………………………..Communication & Information Systems	OCR…………………………………………………Office of Civil Rights
CTE……………………………………………Career & Technical Education	OCTAE…Office of Career, Technical, and Adult Ed. (federal)
CTSO…………………..Career & Technical Student Organization	OSHA…………..Occupational Safety & Health Administration
DECA…………………………………….CTSO for Business & Marketing	Perkins……………………………..…Law and funding source for CTE
DED………………….Department of Economic Development	PFI…………………………………………..Partnerships for Innovation
DOL………………………………………………Department of Labor	PLC………………………………...Professional Learning Community

GLOSSARY OF ACRONYMS

Ed Rising…………………………………CTSO for future teachers	PLP……………………………Personalized Learning Program/Plan
ESSA………………………………….Every Student Succeeds Act	PLTW……………………………………………….Project Lead the Way
ESU…………………………………………Educational Service Unit	RA………………………………………………Registered Apprenticeship
FACS…………………………………..Family & Consumer Sciences	SAE……………………………..Supervised Agricultural Experience
FBLA……………………………………………………CTSO for BMIT	SBE……………………………………………….School-based Enterprise
FCCLA……………………………………………………CTSO for FACS	SCC………………………………………Southeast Community College
FCSTN……Family & Consumer Sciences Teachers of America	SEA…………………………………………….State Education Agency
FFA……………………………………………………….CTSO for AFNR	SkillsUSA………………………………………………………CTSO for STS
FTE………………………………………………Full-time Equivalent	SIS……………………………………………Student Information System
GMS………………………..Grants Management System for NDE	STS…………………….Skilled & Technical Sciences (Career Field)
H3………………………….High Wage, High Demand, High Skill	T&L………………………………….Teaching & Learning team at NDE
HOSA…………………………………………………………CTSO for HS	USDE…………………….United States Department of Education
HS…………………………………..Health Sciences (Career Field)	VR…………………………………………….Vocational Rehabilitation
HSE………………..Human Services & Education (Career Field)	Wall-to-Wall………..Design approach for Career Academies
IDEA…………………………………Individuals with Disabilities Act	WBL……………………………………………….Work-Based Learning
IEP…………………….Individualized Education Program/Plan	WIOA…………………Workforce Innovation & Opportunity Act
IRC………………………………….Industry Recognized Credential	WNCC…………………….Western Nebraska Community College
LEA…………………………………………….Local Education Agency	