

  
 **PERKINS V**

**LOCAL PERKINS APPLICATION  
2020-2024**

**CONSORTIA**

OFFICE OF CAREER, TECHNICAL AND ADULT EDUCATION  
NEBRASKA DEPARTMENT OF EDUCATION  
301 Centennial Mall South, Lincoln, NE



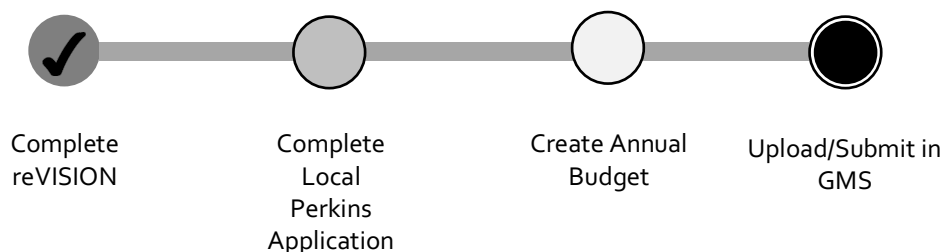
## General Information

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

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

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

The Local Perkins Application asks you to describe how your consortia will use federal funds to support schools in strengthening CTE programming and expand student access to CTE programs. Under Perkins V, each state is required to submit a four-year plan to the U.S. Department of Education, Office of Career, Technical, and Adult Education (OCTAE) covering the 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.



*The Local Perkins Application and Resources are available online at <https://www.education.ne.gov/nce/perkins-administration/>*

## **Eligible Recipients**

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

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

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

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

## **Use of Funds**

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

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

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

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

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

### Timeline and Deadlines

- Annual Intent to Participate Due: March
- **Local Perkins Applications Due (2020-2024):** **May 22, 2020 (tentative)**
- Grant Award Notification for ¼ of annual allocation: July 1
- Grant Award for full annual allocation: October 1
- Annual Final Claims Due: September 1

*\*Dates are subject to change. Please visit <https://www.education.ne.gov/nce/perkins-administration/> for updated information.*

### Submission Information

Completed applications should be submitted and uploaded within the NDE's Grants Management System by May 22, 2020.

### Application Elements

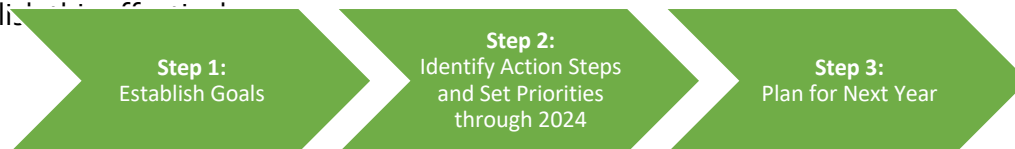
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

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

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

## Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your consortium determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by each district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high-priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.



### Step 1: Establish Goals

Through active participation in the reVISION process, districts and education partners reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). Taking all of these desired states and action steps into consideration, identify a goal or set of goals your consortium might pursue to ensure high-quality CTE programming for member districts and their students.

### Step 2: Identify Action Steps & Set Priorities



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

1. Which of the action steps identified are of highest priority?
2. Are all action steps equally likely to be achieved?
3. Which action steps might you seek to address in each of the application's four years, especially the first grant year (2020-2021)?

### Helpful Tip

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

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

### Step 3: Plan for Next Year

After identifying the prioritized action steps your consortia will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website: <https://www.education.ne.gov/nce/perkins-administration/>. A budget

will provide the necessary information to enable quick and accurate systems (GMS) Perkins Budget.

## Section 1: reVISION Summary

The Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act (Perkins V) requires each eligible Perkins recipient to complete a comprehensive local needs assessment. In Nebraska, this requirement will be met by participating in the reVISION process – Nebraska's opportunity for schools and community colleges to analyze and transform their current CTE systems in order to improve their ability to educate a qualified workforce that meets industry needs within an ever-changing economy. Outcomes from reVISION will drive the development of this Local Perkins Application and all future spending decisions.

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

Element	Consortia's Current State	Consortia's Overarching Goal(s)
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<p><b>SAMPLE:</b></p> <p><b>Size, Scope, and Quality and Implementing CTE Programs of Study</b></p>	<p><i>Most programs have the minimum SSQ components in place, though the following districts require updating of equipment to meet changing industry standards (district 1, district 2) in communication arts. While most districts within the consortium are confident in their local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the consortium.</i></p>	<p><i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i></p> <p><i>Within the next four years, strategies will be developed to expand CTE program offering amongst consortia members, which includes professional development on program of study standards and the NDE's Standards Implementation Framework.</i></p>
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<h2 style="text-align: center;">reVISION SUMMARY</h2>		
<b>Element</b>	<b>Summary of Consortia's Current State</b>	<b>Consortia's Overarching Goal(s)</b>
<p style="text-align: center;"><b>Career Development</b></p>	<p>Many consortium CTE teachers are regular participants at the CTE conference each summer, in which they are updated with the latest programs and options available to students, including the tools needed to promote the career paths within their fields.</p> <p>Most programs offer opportunities for Freshman and Sophomore students participate in local career fairs.</p> <p>Most programs do not offer career development opportunities for grades 5-8.</p>	<p>Within the next four years, districts in the ESU 11 Consortium will analyze, revise, and implement a comprehensive career development program as identified through the reVISION process.</p>
<p style="text-align: center;"><b>Local Workforce Alignment</b></p>	<p>Many programs of study have not been updated or aligned to local, state, and regional workforce needs based on current data.</p>	<p>Within the next four years, consortium member schools will align local programs of study to better support regional, state, and local workforce labor markets as indicated in reVISION local and regional data.</p>
<p style="text-align: center;"><b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b></p>	<p>Many programs of study have not been updated or aligned to Nebraska's Career Education Standards.</p> <p>Many programs lack industry-standard equipment.</p>	<p>Within the next four years, consortium member schools will partner with area business and industry leaders to create CTE programs that align with industry standards and Nebraska CTE Program of Study Standards, as identified in reVISION local and regional data.</p>

<b>Student Performance Data</b>	Gaps in student performance in CTE courses mirror those in the general courses. SpEd and Free/Reduced scores in academic skills below school averages. All CTE programs show same trends.	Within the next four years, consortium member districts will utilize data to make decisions that align with, support, and address the needs of all students, including special populations.
<b>Recruitment, Retention, and Training of Faculty and Staff</b>	It is increasingly difficult for the small, rural schools in the ESU 11 Consortium to hire CTE teachers due to the CTE teacher shortage. The distance between rural districts makes sharing staff difficult but not impossible. There have been attempts to make this work, but it continues to be a challenge. Consortium schools advertise and contact universities but have limited success.	Within the next four years, consortium member schools will have established a positive partnership with the NDE, local business and industry leaders, and teacher preparation institutions to recruit, retain, and train faculty and staff and address the needs identified by the reVISION data.
<b>Work-Based Learning</b>	It is challenging to offer work-based learning opportunities in our small, rural communities. Many of the consortium schools do not currently offer these opportunities due to challenges in placement and scheduling.	Within the next four years, consortium member school districts will develop a work-based learning program and increase work-based learning experiences for teachers and students.



### Helpful Tip

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



## Section 2: Narrative Descriptions

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

### Element 1: Career Development

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

1. Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your consortium will support districts in ensuring each student is provided with:
  - a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;
  - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education

and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;

- c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and
- d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).

**RESPONSE:**

The ESU 11 Consortium will, in collaboration with education and workforce partners, help consortium schools ensure that each student, including those in special populations, is provided with self-awareness, career exploration, and career planning guidance in the following ways:

- support districts by providing resources so teachers can attend regional, state, and national professional development opportunities and are able to keep abreast of the latest trends and opportunities of the workplace and employment.
- collaborate with other ESUs that share schools in our regions to provide a CTE Collaboration Day specifically designed for CTE teachers, counselors, and administrators that offers a variety of sessions designed to help teachers improve CTE instruction, career development and improve student achievement.
- work with teachers within the ESU #11 consortium area to develop skills that will transfer to the classroom as they work with students in preparing for the world of work by allowing them the opportunity to spend time during the summer in a workplace of their interest, with the intent being they can more easily recognize the needs of business and industry.
- provide an interactive career exploration simulation program, such as the Nebraska Extension's Connecting the Dots Career Exploration Day, to help all students learn more about careers of interest as well as how to create a career path from high school through postsecondary study to the workplace.

2. In each district's Local and Regional CTE Assessments, action steps were identified that might be used to improve student understanding of career pathways. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Career Development your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

**Consortium Goal(s) for Career Development:**

*(Copy and paste from the reVISION Summary)*

By 2023-2024, the number of consortium member schools that have implemented an effective comprehensive career development program as identified in reVISION local and regional data, will increase.

Prioritized Action Steps for Career Development:	
Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>• Provide opportunities for schools to analyze their current career development program and identify gaps they need to address.</li> <li>• Provide resources for teachers to attend regional, state, and national professional development opportunities.</li> <li>• Provide resources to help schools address gaps identified in their existing career development program (that were identified during the analysis of their current career development program in the first bullet OR while attending a regional, state, or national professional development opportunity in the second bullet), including but not limited to an interactive career exploration simulation program to help all students learn more about careers of interest as well as how to create a career path from high school through postsecondary study to the workplace.</li> </ul> <p>Evidence of completion: Gather data to identify which schools participate in career development and professional development opportunities.</p>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>• Provide opportunities to cultivate cooperative relationships between teachers and counselors so all staff members understand the value of a comprehensive career development program, and assist in implementing it across all aspects of the curriculum.</li> <li>• Provide resources to help schools address gaps identified in their existing career development program, including but not limited to an interactive career exploration simulation program to help all students learn more about careers of interest as well as how to create a career path from high school through postsecondary study to the workplace.</li> <li>• Provide funding so teachers can attend regional, state, and national professional development opportunities.</li> </ul> <p>Evidence of completion: Gather data to identify which schools participate in professional development opportunities.</p>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>• Offer workshops for schools to learn more about the effectiveness of personal learning plans.</li> <li>• Offer workshops to provide schools with a variety of ways as to how to organize a system of delivery for career development with career and academic advising to all students including special populations.</li> <li>• Coordinate and fund training for CTE instructors and school counselors to increase their capacity to implement a high-quality career development program and work in partnership with CTE and academic staff to ensure student success and continuously enhance their programs, processes, and practices.</li> </ul>

	<ul style="list-style-type: none"> <li>• Provide resources to help schools offer a high-quality career development program.</li> <li>• Provide resources to help schools address gaps identified in their existing career development program, including but not limited to an interactive career exploration simulation program to help all students learn more about careers of interest as well as how to create a career path from high school through postsecondary study to the workplace.</li> <li>• Provide funding so teachers can attend regional, state, and national professional development opportunities.</li> </ul> <p>Evidence of completion: Gather data to determine which schools participate in professional development opportunities that focus on career development and academic advising and personal learning plans.</p>
<p><b>Year 4: 2023-2024</b></p>	<ul style="list-style-type: none"> <li>• Show schools a variety of ways to implement a system of delivery for career development with career and academic advising to all students including special populations.</li> <li>• Fund professional development opportunities to allow CTE teachers and counselors to attend regional, state, and national professional development opportunities.</li> <li>• Provide resources to help schools offer high quality career development programs.</li> <li>• Provide resources to help schools address gaps identified in their existing career development program, including but not limited to an interactive career exploration simulation program to help all students learn more about careers of interest as well as how to create a career path from high school through postsecondary study to the workplace.</li> <li>• Provide funding so teachers can attend regional, state, and national professional development opportunities.</li> </ul> <p>Evidence of completion: Gather data to identify which districts effectively implement a comprehensive career development program.</p>

**Element 2: Local Workforce Alignment**

**Context:** Each Nebraska student participating in a CTE program should graduate with the skills and credentials necessary to continue their education and find employment in high-skill, high-wage, and high-demand (H3) occupations. In this section of the application, you will use the results of each district’s local and regional CTE assessments to support districts in improving the alignment between educational programming and labor market needs.

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

**RESPONSE:**

- The local and regional CTE Assessment results confirmed that consortium districts need professional development and support in order to better align educational programming and the needs in local labor markets. Data from the reVISION process concluded that districts within the consortium have been offering not less than one state-approved programs of study, mainly in the area of agriculture. Grant activities will continue to improve and strengthen agriculture programs of study.

**4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of the Local and Regional CTE Assessment results.**

**RESPONSE:**

- The local assessment results from the reVISION process conclude that most districts in the consortium offer agriculture and business programs of study. Some districts are also able to offer human sciences and education, and skilled and technical sciences. More districts would like to offer these programs of study, but it is challenging to find qualified CTE teachers in these areas who are willing to teach in a rural setting. Discussions will be facilitated with stakeholders in order to determine the possibility of adding additional programs of study that might be developed in order to align more closely with the local labor market.

**5. How will students, including those from special populations, learn about their school’s CTE course offerings and whether each course is part of a CTE program of study? Be specific in regards to serving special populations based on the outcomes of the reVISION process.**

**RESPONSE:**

- School counselors and career education teachers work together with all students, including special populations, to provide information regarding course offerings and programs of study in a variety of ways including but not limited to: individual planning sessions, local and regional career fairs, and career exploration activities. Course offerings and programs of study information may also be posted on school websites and teacher web pages.

**6. In each district’s Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the consortium’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Local Workforce Alignment your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for Local Workforce Alignment:**

*(Copy and paste from the reVISION Summary)*

By 2023-2024, consortium member schools will align local programs of study to better support regional, state, and local workforce labor markets as indicated in reVISION local and regional data.

**Prioritized Action Steps for Local Workforce Alignment:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
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<p><b>Year 1:</b> <b>2020-2021</b></p>	<ul style="list-style-type: none"> <li>• Establish a taskforce to identify local labor market opportunities for special populations.</li> <li>• Provide resources for teachers to attend regional, state, and national professional development opportunities.</li> <li>• Provide resources to help schools address gaps identified in their existing career development program.</li> </ul> <p>Evidence of completion: Collect taskforce meeting minutes. Gather data to identify which schools participate in professional development opportunities that focus on programs of study and career development.</p>
<p><b>Year 2:</b> <b>2021-2022</b></p>	<ul style="list-style-type: none"> <li>• Conduct workshops that focus on analyzing workforce and economic data to determine the effectiveness and impact on current CTE program offerings.</li> <li>• Provide resources for teachers to attend regional, state, and national professional development opportunities.</li> <li>• Provide resources to help schools address gaps identified in their existing career development program.</li> </ul> <p>Evidence of completion: Gather data to identify which schools participate in professional development opportunities that focus on data analysis, programs of study, and career development.</p>
<p><b>Year 3:</b> <b>2022-2023</b></p>	<ul style="list-style-type: none"> <li>• Facilitate workshops so schools can examine and revise current programs of study to determine the extent that they are preparing all students, including special populations, for current and future workforce and economic development needs.</li> <li>• Provide resources for teachers to attend regional, state, and national professional development opportunities.</li> <li>• Provide resources to help schools address gaps identified in their existing career development program.</li> </ul> <p>Evidence of completion: Gather data to identify which schools participate in professional development opportunities that focus on programs of study, workforce and economic development needs, and career development.</p>
<p><b>Year 4:</b> <b>2023-2024</b></p>	<ul style="list-style-type: none"> <li>• Conduct workshops so schools can evaluate the effectiveness of newly implemented programs of study.</li> <li>• Provide resources for teachers to attend regional, state, and national professional development opportunities.</li> <li>• Provide resources to help schools address gaps identified in their existing career development program.</li> </ul>

Evidence of completion: Gather data to identify which schools participate in professional development opportunities that focus on evaluating programs of study implementation and career development programs.

### Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

**Context:** Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska's [state model programs of study](#) are high-quality programs if implemented with fidelity (i.e. teaching at least 90% of each course's standards). They are based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated and NDE approved standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Local programs of study may be developed and submitted for approval if determined necessary by the Local and Regional CTE Assessment results.

**7. Describe the CTE course and program offerings that will be provided with Perkins funds, including not less than one state-approved program of study in each participating district. Justify these offerings with the local and regional CTE assessment results.**

**RESPONSE:**

The reVISION process provided ESU 11 consortium schools the opportunity to analyze and transform their current career education systems in order to improve their ability to educate a qualified workforce that meets industry needs in an ever-changing economy. Working in collaboration with postsecondary education and regional workforce/economic development leaders, this process linked career educators, school administrators, guidance counselors, and industry professionals.

Since the schools in the ESU 11 consortium are located in rural Nebraska with agriculture as the main industry, they all offer Agriculture, Food, and Natural Resources as a program of study. Data from the reVISION process concluded that districts within the consortium have been offering not less than one state-approved programs of study. Grant activities will continue to improve and strengthen agriculture programs of study. Other programs of study that are offered in the ESU 11 consortium area include Business, Marketing, and Management, Skilled and Technical Sciences, and Family and Consumer Science. These priorities will focus on improving and expanding CTE course and program offerings by developing a standard-aligned curriculum across all content areas, and eliminating courses that are not integral to a program of study.

**8. How will your consortium improve the academic and technical skills of students participating in CTE programs? This may include strengthening the academic and CTE components of such programs through the integration of coherent and rigorous content aligned with challenging**

**academic standards and relevant CTE programs to ensure learning in the subjects that constitute a well-rounded education.**

**RESPONSE:**

Based on the action steps listed for Element 3 in the reVISION process, the ESU 11 Consortium will:

- support districts by providing resources so teachers can attend regional, state, and national professional development opportunities and are able to keep abreast of the latest trends and opportunities of the workplace and employment in addition to learning instructional strategies that will strengthen the academic instruction of CTE classes. To ensure the skills of all students, including special populations, will improve, a variety of formative assessments including but not limited to NWEA MAP, NSCAS, and teacher observation, will be used regularly throughout the year. In addition, teachers will engage students in a goal setting process in order to encourage individual students to take charge of his/her own learning.
- collaborate with other ESUs that share schools in our region to provide professional development around best practices and new ideas regarding state model programs of study, career readiness standards, and special populations.
- provide funds so schools can modernize CTE programs across our consortium.

**9. Describe how districts within the consortium will provide CTE students with the opportunity to gain postsecondary credit while still attending high school, such as through dual or concurrent enrollment programs or early college high school, as applicable.**

**RESPONSE:**

The ESU 11 Consortium will work with post-secondary institutions to ensure that partnerships with post-secondary institutions are consistent and effective. ESU 11 will provide a variety of resources to all consortium schools allowing them to explore various means by which they can provide CTE students the opportunity to gain postsecondary credit while attending high school by providing opportunities such as dual enrollment, distance learning and certification opportunities, in order to allow all students, including those in special populations, the opportunity to achieve.

**10. In each district's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your consortium hopes to address over the next four years. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Size, Scope, and Quality and Implementing CTE Programs and Programs of Study your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

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



By 2023-2024, consortium member schools will partner with area business and industry leaders to create CTE programs that align with industry standards and Nebraska CTE Program of Study Standards, as identified in reVISION local and regional data.

**Prioritized Action Steps for  
Size, Scope, and Quality and Implementing CTE Programs of Study:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>• Develop a process to cultivate relationships with local business and industry leaders so they can assist schools in identifying equipment and skills that meet industry standards and needs.</li> <li>• Identify priority needs of equipment or classroom resources to modernize CTE programs of study to improve instruction on industry standards and align with reVISION local and regional data.</li> <li>• Partner with other ESUs that share schools in our region to provide professional development around best practices and new ideas regarding state model programs of study, industry standards, special populations, and local workforce and economic development.</li> </ul> <p>Evidence of completion: Gather data from each school to identify equipment and skills needed to meet industry standards. Gather data to identify which schools participate in professional development opportunities centered around industry standards and local workforce and economic development.</p>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>• Collaborate with community colleges and plan how to best meet student needs by exploring options for post-secondary credit opportunities in CTE programs of study to improve career readiness and student transitions to postsecondary.</li> <li>• Identify priority needs of equipment or classroom resources to modernize CTE programs of study to improve instruction on industry standards and align with reVISION local and regional data.</li> <li>• Partner with other ESUs that share schools in our region to provide professional development around best practices and new ideas regarding state model programs of study, industry standards, special populations, and local workforce and economic development.</li> </ul> <p>Evaluation: Gather data to identify which schools are offering post-secondary credit opportunities and how it is being done. Gather data from each school to identify equipment and skills needed to meet industry standards. Gather data to identify which schools participate in professional development opportunities centered around industry standards and local workforce and economic development.</p>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>• Schools will work together as a consortium group to explore, evaluate, and prioritize options as to how CTE instruction can be provided in many of the career clusters with a limited number of students and/or staff for these classes across the economic region.</li> </ul>

	<ul style="list-style-type: none"> <li>• Identify priority needs of equipment or classroom resources to modernize CTE programs of study to improve instruction on industry standards and align with reVISION local and regional data.</li> <li>• Partner with other ESUs that share schools in our region to provide professional development around best practices and new ideas regarding state model programs of study, industry standards, special populations, and local workforce and economic development.</li> </ul> <p>Evaluation: Gather data to show which CTE classes are offered in each school in the consortium. Gather data from each school to identify equipment and skills needed to meet industry standards. Gather data to identify which schools participate in professional development opportunities centered around industry standards and local workforce and economic development.</p>
<p><b>Year 4: 2023-2024</b></p>	<ul style="list-style-type: none"> <li>• Facilitate workshops to help schools develop standards-aligned curriculum across all areas.</li> <li>• Identify priority needs of equipment or classroom resources to modernize CTE programs of study to improve instruction on industry standards and align with reVISION local and regional data.</li> <li>• Partner with other ESUs that share schools in our region to provide professional development around best practices and new ideas regarding state model programs of study, industry standards, special populations, and local workforce and economic development.</li> </ul> <p>Evaluation: Gather data from each school to identify equipment and skills needed to meet industry standards. Gather data to identify which schools participate in professional development opportunities centered around industry standards, local workforce and economic development, and standards-aligned curriculum.</p>

**Element 4: Student Performance Data**

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

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

**11. Describe how the consortium will provide support to teachers so they will:**

- a. Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**
- b. Prepare CTE participants for non-traditional fields**
- c. Provide equal access for special populations to CTE courses, programs, and POS; and**
- d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations**

***RESPONSE:***

The ESU 11 Consortium will:

- a.**
  - provide resources so teachers can attend regional, state, and national professional development to use/analyze student performance data, learn best practices in mitigating or removing student barriers that stand in the way of attaining skills for H3 careers regardless of student demographics or sub-group of students across the Perkins V special population groups of students.
  - help schools integrate meaningful and engaging activities into the science, technology, engineering and mathematics (STEM) curriculum to improve and modernize quality career and technical education programs to prepare students for 21<sup>st</sup> Century vital career requirements for career success. STEM kits help schools provide dynamic hands-on STEM educational experiences that enable students to demonstrate skills with the use of least restrictive supports for any student or adaptive technology if needed for students with disabilities, to increase employment in higher technology, higher demand careers with self-sustaining wages.
- b.**
  - Instruct and review all consortium school's knowledge of gender non-traditional as an accountability measure to report. School's will examine non-traditional career examples and benefits to students to be able to include this information into classroom instruction. CTE staff will determine additional interventions needed to improve gender non-traditional participation and completion. Identify local/regional H3 non-traditional career opportunities CTE staff can promote to students/parents as career choices along with enrollment in CTE programs of study.
  - provide resources for professional development in current COVID-19 learning conditions opportunities so CTE and academic educators can learn how to provide quality instruction and provide access and success strategies to both non-traditional students and students in special

populations, during remote learning or in the traditional face-to-face setting so CTE participants are prepared in either mode of education.

**b and c.**

- collaborate with other ESUs that share schools in our region to provide professional development around best practices and new ideas regarding academic instruction in the CTE classroom; student personal learning plans, and low performing special populations achievement levels identified by disaggregated data, and determine how to best prepare CTE participants for non-traditional fields.
- provide trainings or professional development to address skills gaps that have been identified across disaggregated student groups identified in student performance data

**d.**

- The ESU 11 Consortium does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, age, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to non- traditional students and students in special populations.
- ESU 11 consortium will regularly examine and analyze student data to ensure non-discrimination compliance for CTE programming.

**12. How will the consortium address disparities or gaps in performance? If no meaningful progress has been achieved prior to the third program year, describe the additional actions that will target individual schools to develop strategies to eliminate those disparities or gaps.**

**RESPONSE:**

The ESU 11 Consortium will:

- collaborate with other ESUs that share schools in our region to provide professional development around familiarizing teachers with research-based academic strategies that will increase student achievement for adolescent learners, in which the data identifies disparities or gaps in performance. Such strategies may include but are not limited to differentiated learning, blended learning, and providing opportunities so educators are more sensitive to students' home culture that will help increase achievement levels.
- If no meaningful progress has been achieved prior to the third program year, specific professional development that includes mentoring, tutoring, student goal setting, and direct explicit instruction will be provided to school districts to eliminate those disparities.

**13. In each district's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the consortium's overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Student Performance Data that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for Student Performance Data:**

*(Copy and paste from the reVISION Summary)*

By 2023-2024, consortium member districts will utilize data to make decisions that align with, support, and address the needs of all students, including special populations.

**Prioritized Action Steps for Student Performance Data:**

Program Year	Action Steps (What are you going to do to achieve your goal?)
<p align="center"><b>Year 1: 2020-2021</b></p>	<ul style="list-style-type: none"> <li>• Facilitate meetings with member schools to analyze local and regional workforce data and brainstorm ways to creatively promote CTE programs to all students, including special populations, and utilize data to recognize and identify the void in specific career fields.</li> <li>• Collaborate with other ESUs that share schools in our region to provide professional development around best practices and new ideas regarding academic instruction in the CTE classroom; student personal learning plans, and special populations.</li> <li>• Offer workshops that promote the exploration of best practices in order to provide quality instruction to all students, including special populations, during the time when students are not able to be educated in the traditional face-to-face setting.</li> </ul> <p>Evaluation: Gather data that shows which career fields have voids. Gather data to identify which teachers participate in professional development opportunities.</p>
<p align="center"><b>Year 2: 2021-2022</b></p>	<ul style="list-style-type: none"> <li>• Organize workdays that focus on helping schools analyze data to better understand the gaps in student achievement.</li> <li>• Collaborate with other ESUs that share schools in our region to provide professional development around best practices and new ideas regarding academic instruction in the CTE classroom; student personal learning plans, and special populations.</li> <li>• Coordinate professional development opportunities that help schools develop practices that provide quality instruction to all students, including special populations, during the time when students are not able to be educated in the traditional face-to-face setting.</li> </ul> <p>Evaluation: Gather data to show which schools participate in professional development opportunities.</p>
<p align="center"><b>Year 3: 2022-2023</b></p>	<ul style="list-style-type: none"> <li>• Create a workshop to align academic core classes with CTE classes and career readiness standards.</li> <li>• Facilitate meetings with school consortium leaders that explore options to address gaps in data.</li> <li>• Coordinate professional development opportunities that help schools develop practices that provide quality instruction to all students, including special populations, during the time when students are not able to be educated in the traditional face-to-face setting.</li> </ul> <p>Evaluation: Gather data to show which ESU 11 consortium schools have aligned academic core classes with CTE classes, and which schools participate in professional development opportunities.</p>

<p><b>Year 4: 2023-2024</b></p>	<ul style="list-style-type: none"> <li>• Facilitate conversations with consortium school leaders to develop and implement a plan to address gaps in data.</li> <li>• Coordinate professional development opportunities that help schools develop practices that provide quality instruction to all students, including special populations, during the time when students are not able to be educated in the traditional face-to-face setting.</li> </ul> <p>Evaluation: Gather data on which schools are participating in professional development opportunities.</p>
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**Element 5: Recruitment, Retention, and Training of Faculty and Staff**

**Context:** Providing high-quality instruction is at the heart of what CTE educators do in Nebraska every day. To prepare educators, take stock of district approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of each district’s Local and Regional CTE Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

**14. Describe how your consortium will coordinate with the NDE and institutions of higher education to support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialist instructional support personnel and paraprofessionals who meet applicable State certification and licensure requirements, including individuals from groups underrepresented in the teaching profession.**

**RESPONSE:**  
The ESU 11 Consortium will:

- partner with the Nebraska Department of Education to recruit and retain career technical education instructors and career guidance counselors, including individuals in groups underrepresented, in the teacher profession by providing NCE instructors and school counselors several professional development activities that support their continued professional growth. During these training opportunities, NCE instructors and school counselors are encouraged to nurture and support students interested in teaching and/or school counseling as a future career.
- consortium member schools to work with the teacher institutions by communicating and collaborating with higher education for the hiring of high-quality candidates that also reflects the student demographic make-up and promotes non-traditional careers.

**15. In each district’s Local and Regional CTE Assessments, action steps were identified to address CTE educator recruitment, retention, and training and what your consortium hopes to address over the next four years. First, write the consortium’s overarching goal(s) for this element in the space provided. Then list, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff that your consortium will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

**Consortium Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff**  
*(Copy and paste from the reVISION Summary)*

By 2023-2024, consortium member schools will have established a positive partnership with the NDE, local business and industry leaders, and teacher preparation institutions to recruit, retain, and train faculty and staff and address the needs identified by the reVISION data.

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

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
<p align="center"><b>Year 1:</b> <b>2020-2021</b></p>	<ul style="list-style-type: none"> <li>• Create a consortium-wide program that provides mentoring opportunities for CTE teachers with industry professionals.</li> <li>• Provide resources for teachers to attend regional, state, and national professional development opportunities.</li> </ul> <p>Evidence of completion: A description of the available mentoring opportunities in addition to the list of mentees and mentors will be collected.</p>
<p align="center"><b>Year 2:</b> <b>2021-2022</b></p>	<ul style="list-style-type: none"> <li>• Create a taskforce comprised of educators and industry leaders, to explore options for recruitment and retention of staff.</li> <li>• Provide resources for teachers to attend regional, state, and national professional development opportunities.</li> </ul> <p>Evidence of completion: Taskforce agendas and meeting minutes will be gathered.</p>
<p align="center"><b>Year 3:</b> <b>2022-2023</b></p>	<ul style="list-style-type: none"> <li>• Establish a CTE mentoring program within the ESU 11 consortium.</li> <li>• Provide resources for teachers to attend regional, state, and national professional development opportunities.</li> </ul> <p>Evidence of completion: A description of the mentoring program in addition to the list of mentees and mentors will be collected.</p>
<p align="center"><b>Year 4:</b> <b>2023-2024</b></p>	<ul style="list-style-type: none"> <li>• Develop workshops for singleton teachers in the area of CTE (aka professional learning communities) to collaborate. For example: workshops for singleton business teachers, workshops for singleton FCS teachers, etc.</li> <li>• Provide resources for teachers to attend regional, state, and national professional development opportunities.</li> </ul> <p>Evidence of completion: Gather data to show which schools and which teachers participate in these workshops.</p>

**Element 6: Work-based Learning**

**Context:** Work-based learning strategies connect learners with employers to prepare them for success in an ever-changing workplace. Work-based learning is a planned program of meaningful

experiences related to the career interests of a learner that enable him or her to acquire knowledge and skills in a real or simulated work setting. It requires strong partnerships between schools, colleges, and local employers. Work-based learning is learning through work, not learning about work. Nebraska will evaluate the quality of CTE programs, in part, by the percentage of CTE concentrators who participate in high-quality work-based learning experiences. Additional information about Nebraska’s work-based learning strategies can be found here: <https://www.education.ne.gov/workplace-experiences/phase-3-work-based-learning-strategies-overview/>.

**16. Describe the WBL opportunities provided to CTE students in your consortium and how you will work with businesses and employers to develop or expand WBL opportunities, as applicable.**

**RESPONSE:**

The ESU 11 Consortium will, in collaboration with education and workforce partners:

- support districts by providing resources so teachers can attend regional, state, and national professional development opportunities and are able to keep abreast of the latest trends and opportunities of the workplace and employment.
- collaborate with other ESUs that share school in our regions to provide professional development around work-based learning opportunities.
- work with teachers within the ESU #11 consortium area to develop skills that will transfer to the classroom as they work with students in preparing for the world of work by allowing them the opportunity to spend time during the summer in a workplace of their interest, with the intent being they can more easily recognize the needs of business and industry.
- support districts in all phases of the Nebraska Workplace Continuum by providing resources and learning opportunities that center around career awareness, career exploration, and work-based learning strategies including but not limited to apprenticeships, educational/training experiences, internships, and apprenticeships.

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

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

By 2023-2024, consortium member school districts will develop a work-based learning program and increase work-based learning experiences for teachers and students.

**Prioritized Action Steps for Work-based Learning:**

<b>Program Year</b>	<b>Action Steps</b> (What are you going to do to achieve your goal?)
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<p><b>Year 1: 2020-2021</b></p>	<ul style="list-style-type: none"> <li>• Identify a taskforce to determine the goals for a comprehensive work-based learning program.</li> <li>• Develop a work-based learning program based on local and regional needs, and aligned with the reVISION data and input.</li> <li>• Coordinate and fund training for CTE instructors and school counselors to stay abreast of the latest trends and opportunities in the workplace.</li> </ul> <p>Evaluation: Gather data on which teachers and schools participate in professional development opportunities. Share taskforce comprehensive work-based learning program goals with ESU 11 Consortium schools.</p>
<p><b>Year 2: 2021-2022</b></p>	<ul style="list-style-type: none"> <li>• Develop an ESU 11 Consortium business registry of local businesses that are willing to provide schools with the opportunity for students to engage in business tours, job shadowing/mentoring and internship opportunities.</li> <li>• Coordinate and fund training for CTE instructors and school counselors to stay abreast of the latest trends and opportunities in the workplace.</li> </ul> <p>Evaluation: Gather data on which teachers and schools participate in professional development opportunities. Share business registry with ESU 11 Consortium schools.</p>
<p><b>Year 3: 2022-2023</b></p>	<ul style="list-style-type: none"> <li>• Provide workshops to help consortium schools explore a variety of options and considerations to incorporate work-based learning into their schools.</li> <li>• Establish work-based learning opportunities for teachers through externship programs to improve the relationships between education and the workplace.</li> <li>• Coordinate and fund training for CTE instructors and school counselors to stay abreast of the latest trends and opportunities in the workplace.</li> </ul> <p>Evaluation: Gather data on the number of teachers from each district who participate in externship programs and professional development opportunities.</p>
<p><b>Year 4: 2023-2024</b></p>	<ul style="list-style-type: none"> <li>• Offer technical assistance on various work-based learning implementation strategies for districts.</li> <li>• Coordinate and fund training for CTE instructors and school counselors to stay abreast of the latest trends and opportunities in the workplace.</li> <li>• Provide work-based learning opportunities for teachers through externship programs to reinforce the relationship between education and the workplace.</li> </ul> <p>Evaluation: Track the number of teachers from each district who participate in professional development opportunities. Gather data to examine how schools implement work-based learning into their district.</p>

## Ensuring Equitable Access

**18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?**

**RESPONSE:**

Districts within the ESU 11 Consortium received and analyzed data from the following sources:

- Nebraska Student Centered Assessment System (Summative Assessment)
- NWEA MAP Data (Criterion Referenced Test)
- Perkins Report Card
- Perkins V Indicator Trend Report provided by NDE

District teams, consisting of CTE teachers, career guidance counselors, workforce representatives, parents, and administrators held professional discussions regarding trends and gaps that were discovered in the data. This information from across the ESU 11 Consortium was thoughtfully considered as goals were developed to encompass all six elements.

## Stakeholder Engagement and Consultation

Eligible recipients are required to engage a broad range of stakeholders who represent CTE and core academic areas, school counselors, special education, advisement professionals and academic counselors, administrators, instructional support professionals, parents and students, special populations (gender, race, ethnicity, migrant status, disability, economically disadvantaged, nontraditional, single parent, pregnant women, out of work individuals, English learners, homeless, foster care, active duty military, corrections), postsecondary CTE faculty, local workforce development, regional economic development, local business and industry, Indian Tribes and Tribal Organizations, and youth corrections, as applicable, in the development of the Local Perkins Application.

**Evidence of this can be provided in several ways:**

- 1. Upload a completed copy of your stakeholder verification worksheet(s) provided in the reVISION Resource Manual and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2020-2024); or**
- 2. Detail the membership of an Advisory Committee that meets regularly to provide counsel, direction, and assistance to CTE programs. Include meeting dates, a sample agenda, and a description of the engagement that will take place throughout the duration of the Application (2020-2024). Membership should include representation from the above mentioned stakeholder groups, as applicable; or**

3. Describe in detail how efforts were made to engage each of the required stakeholder groups throughout the development of this Local Perkins Application and how your consortium will continue to meaningfully engage them throughout the duration of the Application (2020-2024).

It is recommended existing structures and means for engaging stakeholders that local districts and consortia no doubt already have in place are utilized as a starting point.

**RESPONSE:**

The Advisory Council and ESU 11 work together as partners along with the businesses and individual school teams to implement programs that support career education and needs of the local, state, and regional labor markets. The ESU 11 area covers six counties. This, along with the varying schedule of the multiple workplaces of our committee members, makes it challenging to gather at a central location. Therefore, the Advisory Council has utilized technology to meet via video conferencing twice a year. During these meetings, this committee receives a Perkins Legislation update, reviews the grant activity implementation, and discusses the most recent workforce data available.

## Section 3: Annual Budget Worksheets

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

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

Allowable uses of funds: All grant funds must adhere to the Perkins Guidelines for use of Federal Perkins Funds as defined in the Nebraska Perkins Management Guide. In particular, no consumable items, furniture, or items that become part of a permanent structure may be purchased. Please visit <https://cdn.education.ne.gov/wp-content/uploads/2019/04/NonAllowableUseofFunds.pdf> for additional information related to allowable uses of funds. **As a reminder, only those activities that directly align with the outcomes of the reVISION process (as detailed in the Local Perkins Application) may be eligible for Perkins funding.**

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly

related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

[Click here for the Annual Perkins Budget Worksheet Template](#)



**Helpful Tip**

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.