



## **LOCAL PERKINS APPLICATION 2020-2024**

**STAND-ALONE**

**Office of Career, Technical, and Adult Education**

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



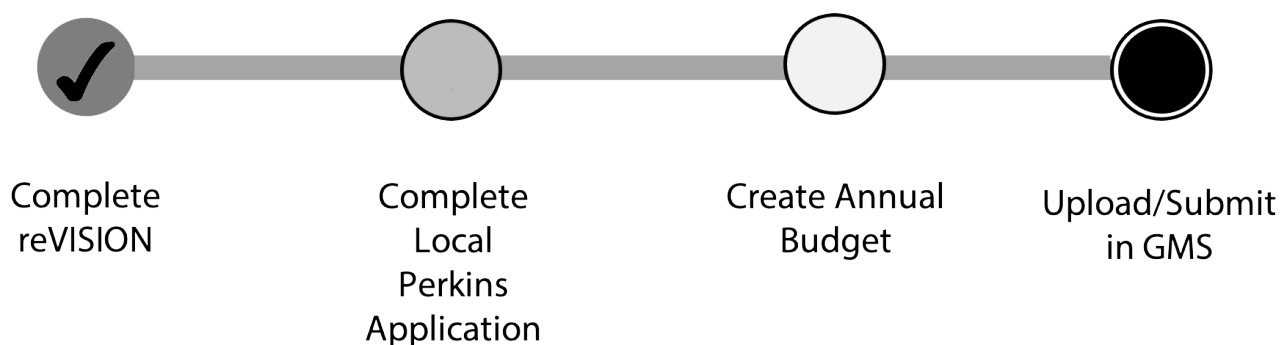
## General Information

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

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



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

## Eligible Recipients

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

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

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

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

## Use of Funds

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

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

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

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

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

## Timeline and Deadlines

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

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

## Submission Information

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

## Application Elements

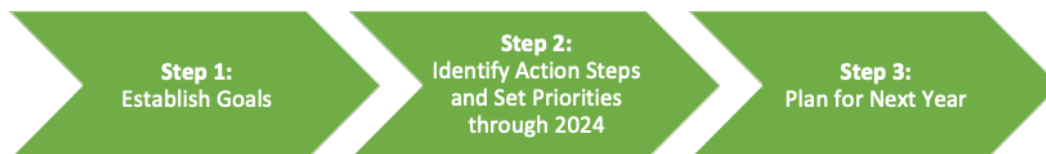
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

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

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

## Going from reVISION to the Local Perkins Application

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



### Step 1: Establish Goals

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

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

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

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



#### Helpful Tip

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

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

### Step 3: Plan for Next Year

After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website:

<https://www.education.ne.gov/nce/perkins-administration/>. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

## Section 1: reVISION Summary

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.

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

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

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
Career Development	<p><b>We have built the structures to ensure all students have instructors and counselors that are prepared to provide career guidance through the curriculum that is offered, and the experiences students will receive in our academy design. By completing our graduate profile, students will have been exposed to all aspects of Career Development within their four years at Grand Island Senior High school.</b></p>	<ul style="list-style-type: none"> <li>• <b>Within the next four years, all students have a written, post-secondary, multiple-year plan by the end of their junior year. Counseling of students that includes career and college information is obvious and evidenced by written plans, media regarding informational sessions, and student and parent attendance at presentations, with evidence that almost all of the students participate in the planning and informational sessions. There is strong evidence of an intentional process whereby the ongoing personalized learning plans are reviewed by multiple people in advisor roles and that the students “own” their plans.</b></li> </ul>

<p><b>Local Workforce Alignment</b></p>	<p>We used the Grand Island MSA and Nebraska H3 jobs report to develop and ensure all of our academies and pathways were aligned to local, regional and state workforce needs. We have representation from business and industry, as well as post-secondary in all of our advisory committees, which meet quarterly.</p>	<ul style="list-style-type: none"> <li>• Within the next four years, specific reports, statistics, or other evidence provide clear evidence that the academy focus was selected to fit with the community industries and employer base to allow for adequate involvement of volunteers and to support local economic and workforce development.</li> </ul>
<p><b>Size, Scope, &amp; Quality and Implementing CTE Programs of Study</b></p>	<p>The majority of our 20 pathways either have, or we are in the process of obtaining industry-grade equipment and materials. Our facilities have been newly built, or upgraded to mimic industry, and provide students the best possible experience. All students are in one of our 6 academies, so special populations are included in our academy design.</p>	<ul style="list-style-type: none"> <li>• Within the next four years, adequate funding, facilities, equipment, and materials have resulted in supportive scheduling, internships, early college and career, and technical learning. The district has provided the needed support for the academy.</li> <li>• Within the next four years, integration, sequencing, and relevance of the curriculum are obvious, intentional goals of the curriculum and instruction. Review of the Program of Study illustrates sequencing of theme-related classes and core subjects over the years. Project-based learning is embedded into learning on a regular basis. There is strong evidence of ongoing, daily integration of academy themes and academic subjects. The use of technology is incorporated into the teaching and learning on a regular basis.</li> </ul>
<p><b>Student Performance Data</b></p>	<p>With the transition into a wall-to-wall academy design, and moving towards all students being Concentrators, we have seen increases in our Non-Traditional areas, but decreases in our Academic Attainment and Graduation areas. Our baseline data has shown major opportunities in growth in Math, Reading, and Science.</p>	<ul style="list-style-type: none"> <li>• Within the next four years, data submissions for both the academy and school-level populations are ADEQUATE for the following outcome measures of indicators of performance: attendance, retention, credits, GPAs, graduation rates, college going rates, state test scores, national test scores (e.g, ACT, SAT, NAEP), more rigorous coursework, graduation rates. The alignment of student outcome measures with CCSS or national standards is clear. Group-level data are available for the current year and two previous years.</li> </ul>

<b>Recruitment, Retention, and Training of Faculty and Staff</b>	<p>We actively recruit the CTE teacher preparation programs in our region, to ensure we have a pool of candidates for any potential openings, and to provide a host opportunity for student teachers. We support our instructors in expanding their skillsets through technical and academic professional development.</p>	<ul style="list-style-type: none"> <li>• Within the next four years, professional development logs (e.g., sign-in sheets, summary reports, transcripts) indicate adequate training in the academy structure, curricular integration, student support, and employer involvement. Self-report by all team members indicates adequate training in the academy structure, curricular integration, student support, and employer involvement.</li> </ul>
<b>Work-Based Learning</b>	<p>We have Phase 1 and 2 WBL experiences offered in all of our pathways, and Phase 3 WBL experiences in our Skilled &amp; Technical pathways. We are currently working with our business and industry partners to expand our WBL opportunities to all 3 phases in all pathways.</p>	<ul style="list-style-type: none"> <li>• Work-based learning opportunities are clearly offered to ALL academy students with at least 90-100% participating by the end of their time in the academy. There is a process in which the academy team and advisory board create a sequential three or four year plan for academy students with specific activities occurring within different grade levels. These can include shadowing, mentoring, field experiences, tours, college visits, internships, community service or others. Evidence from advisory board meeting documentation, partner self-report, or work-based learning rosters to support this is available.</li> </ul>



### Helpful Tip

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

<http://bit.ly/SmartCTEGoals>.



## Section 2: Narrative Descriptions

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

### Element 1: Career Development

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

- 1. Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your district will ensure each student is provided with:**
- a) Self-awareness: self-knowledge of one's own attainment of NE career readiness standards, academic standards, and technical skills;**
  - b) Career exploration: understanding and skills to find valid information about occupations, CTE options for middle school, high school, and postsecondary education and training for career goals; labor market information for high-wage, high-skill, and high-demand (H3) occupations as determined through the reVISION process, and opportunities for work-based learning to demonstrate skills;**
  - c) Career planning: understanding and skills to choose, apply, and finance relevant postsecondary options for career goals, and develop job search skills such as interviewing, application and resume writing, portfolio development, professional networking, etc.; and**
  - d) An organized system of delivery to implement career development content with career and academic advising to students on an on-going basis (before enrolling and while participating in CTE programs).**

#### **RESPONSE:**

Our Academy structure has been developed, vetted, monitored, and evaluated in a collaborate system from day one. Business and industry partners, as well as post-secondary partners are working with us to ensure we are providing the most rigorous and relevant coursework to prepare students to be college and career ready.

Students begin their career exploration in 7<sup>th</sup> grade using Kuder Navigator to provide interest and aptitude inventories. They then move into their Freshman Seminar course that continues the exploration, and introduces them to all of our pathway options within our Academy structure. In their Freshman year, they participate in a college fair, a college visit, and a career fair based around their interests. All of these experiences help prepare them to select the CTE pathway they will pursue throughout the remainder of their high school experience. Students will document their entire high school experience in their digital portfolio, which they will start their Freshman year, and complete as part of their capstone project as seniors. During their four years, they will work through our Profile of a Graduate, that outlines all of the academic, technical, and work-based learning experiences they will take part in. As they progress

through their pathway of choice, they'll learn about the opportunities after high school and set goals on what that path looks like. They'll receive instruction through OnToCollege to help improve their ACT, and learn how to attend college with the least possible amount of debt.

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

**District's Goal(s) for Career Development:**

*(Copy and paste from the reVISION Summary)*

- Within the next four years, all students have a written, post-secondary, multiple-year plan by the end of their junior year. Counseling of students that includes career and college information is obvious and evidenced by written plans, media regarding informational sessions, and student and parent attendance at presentations, with evidence that almost all of the students participate in the planning and informational sessions. There is strong evidence of an intentional process whereby the ongoing personalized learning plans are reviewed by multiple people in advisor roles and that the students "own" their plans.

**Prioritized Action Steps for Career Development:**

<b>Program Year</b>	<b>Action Steps</b> <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>• By the end of the 2020-21 school year, all Freshman will have completed the Freshman portion of their digital portfolio, had it reviewed by staff, and were provided feedback</li> </ul>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>• By the end of the 2021-22 school year, all Freshman and will have completed their digital portfolios, had it reviewed by staff, and have received feedback</li> <li>• By the end of the 2021-22 school year, all Seniors will have completed the Senior Capstone project</li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>• By the end of the 2022-23 school year, all Freshman, Sophomores and Juniors will have completed their digital portfolios, had it reviewed by staff, and have received feedback</li> <li>• By the end of the 2022-23 school year, all Seniors will have completed the Senior Capstone project</li> </ul>
<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>• By the end of the 2023-24 school year, all students will have completed their digital portfolios, had it reviewed by staff, and have received feedback</li> <li>• By the end of the 2023-24 school year, all Seniors will have completed the Senior Capstone project</li> </ul>

**Element 2: Local Workforce Alignment**

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

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

**RESPONSE:**

Over the course of the past 3 years, we've been working to plan, develop and implement our wall-to-wall academy structure based on the National Standards of Practice put forth by the National Career Academy Coalition (NCAC), and our previous work with the Career Pathways Institute programs. All of this work was done utilizing the Grand Island MSA and the Nebraska H3 reports, as well as input from our local, regional, and state business/industry partners. We established 20 pathways as a result of this work, and those are the pathways that district and Perkins funds will go to support. Our Local and Regional CTE Assessments mirrored the findings we built our Academy structures around.

**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:**

We will be working this year to develop a fourth pathway in our Academy of Medical Sciences, based on the results of the Local CTE Assessment, and feedback from our medical community. In the Fall of 2021, we will start to phase in the Biomedical Sciences pathway for students, that is based on the Project Lead the Way (PLTW) curriculum, and will be a 4-course sequence during students' Junior and Senior year.

**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:**

Our special populations receive an equitable exposure to the CTE offerings at Grand Island Senior High through our Academy design. All students experience the Freshman Seminar curriculum, either through the Seminar class, Newcomer, or SPED courses. Each of our Academies has EL and SPED staff represented, that plan and teach within the Academy structure.

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

**District's Goal(s) for Local Workforce Alignment:**

*(Copy and paste from the reVISION Summary)*

- **Within the next four years, specific reports, statistics, or other evidence provide clear evidence that the academy focus was selected to fit with the community industries and employer base to allow for adequate involvement of volunteers and to support local economic and workforce development.**

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>By the end of the 2020-21 school year, we will we will create a system of documentation and evaluation to ensure all academies have data regarding the adjustments to our pathways, curriculum, equipment and facilities, and WBL opportunities based on feedback from our Advisory Committees, and local employment data.</li> </ul>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>By the end of the 2021-22 school year, we will implement the evaluation system identified in Year 1 to assess adjustments to our pathways, curriculum, equipment and facilities, and WBL opportunities based on feedback from our Advisory Committees, and local employment data.</li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>By the end of the 2022-23 school year, we will evaluate the student impact due to the systemic evaluation process of adjustments to our pathways, curriculum, equipment and facilities, and WBL opportunities based on feedback from our Advisory Committees, and local employment data.</li> </ul>
<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>By the end of the 2023-24 school year, we will have analyzed the process, and made adjustments based on successes adjusting pathways, curriculum, equipment and facilities, and WBL opportunities based on feedback from our Advisory Committees, and local employment data.</li> </ul>

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

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

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

**RESPONSE:**

We have 20 pathways that we are currently offering that will all be State approved as of this Fall. All 20 pathways have a 3-course sequence spanning the Sophomore through Senior years, and build off the Freshman Seminar course that all Freshman take, which introduces them to Grand Island Senior High, and helps prepare them to select their Academy and Pathway. All of our pathways were a product of local, regional and state business/industry support and guidance, and are on the H3 jobs report.

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

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

**RESPONSE:**

Our Academy design allows for dedicated weekly common planning time with academy teachers. During this time, they can work on interdisciplinary project based lesson plans, RTI, and discuss support structures needed for students since they share the same students. By identifying students with deficiencies sooner, we can provide the supports necessary to help students grow and improve in their academic areas. Also, by strengthening the core content through the CTE courses, it provides another opportunity for students to increase their knowledge of the key academic standards.

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

**RESPONSE:**

We currently have CTE dual credit offered in 11 of our 20 pathways, as well as 15 core content dual credit options available, and 17 Advanced Placement (AP) courses available. We are in constant communication with 4 different post-secondary partners to identify and increase the dual credit opportunities for our students.

We have also expanded our partnerships, and negotiated new pricing structures to make dual credit free to all our students. This will remove the barrier of cost for our students, and address equity and access for all students.

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

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

- Within the next four years, adequate funding, facilities, equipment, and materials have resulted in supportive scheduling, internships, early college and career, and technical learning. The district has provided the needed support for the academy.
- Within the next four years, integration, sequencing, and relevance of the curriculum are obvious, intentional goals of the curriculum and instruction. Review of the Program of Study illustrates sequencing of theme-related classes and core subjects over the years. Project-based learning is embedded into learning on a regular basis. There is strong evidence of ongoing, daily integration of academy themes and academic subjects. The use of technology is incorporated into the teaching and learning on a regular basis.

**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>By the end of the 2020-21 school year, we will create a system of documentation and evaluation to ensure all academies are meeting the expectations of the National Career Academy National Standards of Practice, as well as the ACTE High Quality CTE Framework in the area of Size, Scope and Quality of Implementing CTE Programs of Study.</li> </ul>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>By the end of the 2021-22 school year, we will implement the evaluation system identified in Year 1 to assess Size, Scope and Quality of Implementing CTE Programs of Study.</li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>By the end of the 2022-23 school year, we will evaluate the student impact due to the systemic evaluation process of Size, Scope and Quality of Implementing CTE Programs of Study.</li> </ul>
<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>By the end of the 2023-24 school year, we will have analyzed the process, and made adjustments based on successes and student impact from the systemic evaluation process of Size, Scope and Quality of Implementing CTE Programs of Study.</li> </ul>

#### Element 4: Student Performance Data

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

**The term “special populations” means-**

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

#### 11. Describe how the district will provide support to teachers so they will:

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

**RESPONSE:**

District staff will assess data in relationship to participation among special populations, and provide the data, and guidance to building staff to increase equity and access to special populations. We will continue to work with our business partners to build on activities we have already established, targeted at special populations. Through our Freshman Academy, we are strategic about who we bring in to speak to our students, as well as our upper classmen that talk to Freshman on tours, so that special populations are represented. Our marketing materials, and social media exposure are calculated to ensure representation of all students in each experience. Our academy design is built around ALL students working towards the College & Career Readiness indicators in their area of interest. We have support structures built into every academy team to help special populations progress towards their post-high school goals. We monitor and ensure that the demographic makeup of each academy is consistent with the overall makeup of Grand Island Senior High. We have established an equity task force, and will provide training and support to staff around equity, and non-discrimination in the school setting.

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

**RESPONSE:**

The Academy structure breaks the large 2,600 student feel of Grand Island Senior High into smaller, more intimate learning communities. This allows our academy teams of teachers, counselors, administrators, and support staff to really get to know their students, build relationships, and provide quicker supports to students who may be struggling in an academic area. We also will have GEARUP supports starting in our Academy of Freshman Exploration this year, which will provide additional academic support and socio-emotional support for students over the next 5 years towards college and career readiness. GEARUP has academic support coaches that will work with students to reduce those gaps in performance. We will also use our yearly data to arrange professional development, from experts in the field, for staff in areas that need support in reducing the achievement gaps. If, prior to the third program year, no meaningful progress has been achieved to reducing the achievement gaps, we will earmark funds to bring in consultants in that area of specialty to provide professional development to our staff.

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

**District's Goal(s) for Student Performance Data:**

*(Copy and paste from the reVISION Summary)*

- Within the next four years, data submissions for both the academy and school-level populations are ADEQUATE for the following outcome measures of indicators of performance: attendance, retention, credits, GPAs, graduation rates, college going rates, state test scores, national test scores (e.g, ACT, SAT, NAEP), more rigorous coursework, graduation rates. The alignment of student outcome measures with CCSS or national standards is clear. Group-level data are available for the current year and two previous years.

Prioritized Action Steps for Student Performance Data:	
Program Year	Action Steps (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>Assess the implementation of effective Professional Learning Communities (PLC's) in Academy Common Plan to establish the baseline data around: <ul style="list-style-type: none"> <li>Standards based planning</li> <li>Data driven decisions</li> <li>Core integration into CTE courses</li> </ul> </li> <li>By the end of the 2020-21 school year, Concentrators at Grand Island Senior High will progress towards the established State Academic Attainment Indicators: <ul style="list-style-type: none"> <li>Graduation Rate – 95.72%</li> <li>Proficiency in reading/language arts – 40.20%</li> <li>Proficiency in mathematics – 48.02%</li> <li>Proficiency in science – 48.79%</li> </ul> </li> </ul>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>Based on data from Year 1, align professional development to the areas of need.</li> <li>By the end of the 2021-22 school year, Concentrators at Grand Island Senior High will progress towards the established State Academic Attainment Indicators: <ul style="list-style-type: none"> <li>Graduation Rate – 95.88%</li> <li>Proficiency in reading/language arts – 44.70%</li> <li>Proficiency in mathematics – 50.90%</li> <li>Proficiency in science – 52.70%</li> </ul> </li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>Based on data from Year 2, align professional development to the areas of need.</li> <li>By the end of the 2022-23 school year, Concentrators at Grand Island Senior High will progress towards the established State Academic Attainment Indicators: <ul style="list-style-type: none"> <li>Graduation Rate – 96.05%</li> <li>Proficiency in reading/language arts – 49.20%</li> <li>Proficiency in mathematics – 53.78%</li> <li>Proficiency in science – 56.61%</li> </ul> </li> </ul>
<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>Based on data from Year 3, align professional development to the areas of need.</li> <li>By the end of the 2023-24 school year, Concentrators at Grand Island Senior High will meet the established State Academic Attainment Indicators: <ul style="list-style-type: none"> <li>Graduation Rate – 96.21%</li> <li>Proficiency in reading/language arts – 53.69%</li> <li>Proficiency in mathematics – 56.66%</li> <li>Proficiency in science – 60.51%</li> </ul> </li> </ul>

## Element 5: Recruitment, Retention, and Training of Faculty and Staff



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

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

**RESPONSE:**

We currently recruit from Wayne State College, University of Nebraska-Lincoln, and Fort Hays State for potential CTE instructors. We support new staff with a mentor program that provides support for their first two years in the district, and professional development in their content area, as well as collaborating with NDE to send new staff to JumpStart trainings. From the technical skill side, we have partnered with business and industry to provide our staff paid externship opportunities, so they can experience the "real-world," which increases their technical skills, along with providing them with experience to help shape the students they are teaching, so the students are prepared for the demands of business. Our Academy design provides these experiences to not only our CTE staff, but also core teachers, counselors, administrators, and EL & SPED support staff to ensure our students are supported from all staff in the academy.

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

**District's Goal(s) for the Recruitment, Retention, and Training of Faculty and Staff**

*(Copy and paste from the reVISION Summary)*

- Within the next four years, professional development logs (e.g., sign-in sheets, summary reports, transcripts) indicate adequate training in the academy structure, curricular integration, student support, and employer involvement. Self-report by all team members indicates adequate training in the academy structure, curricular integration, student support, and employer involvement.

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

Program Year	Action Steps (What are you going to do to achieve your goal?)
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>• By the end of the 2020-21 school year, we will define process of Recruitment, Retention, and Training of Faculty and Staff.</li> <li>• By the end of the 2020-21 school year, we will identify outcomes and measurable indicators that will be used to evaluate on an annual basis.</li> <li>• By the end of the 2020-21 school year, we will create a plan for professional development.</li> </ul>

<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>By the end of the 2021-22 school year, we will have implemented year one steps towards Recruitment, Retention, and Training of Faculty and Staff</li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>By the end of the 2022-23 school year, we will have evaluated student impact due to steps taken towards Recruitment, Retention, and Training of Faculty and Staff</li> </ul>
<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>By the end of the 2023-24 school year, we will have analyzed the process, and made adjustments based on successes in student impact from Recruitment, Retention, and Training of Faculty and Staff</li> </ul>

## Element 6: Work-based Learning

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

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

#### **RESPONSE:**

In our Academy Continuum of Experiences, it outlines the WBL opportunities *ALL* students will experience throughout their four years at Grand Island Senior High. Starting with their Freshman year, students will attend both a college and a career fair, participate in mock interviews, as well as having many guest speakers. During their Sophomore year, students will go on several career field trips to business and industry partners' facilities. Industry tours continue throughout their Junior and Senior year as well. Job shadowing opportunities open up during students Junior year, with the expectation that by graduation, all students have participated in at least one job shadow experience. Towards the end of their Junior year and into their Senior year and beyond, students have the opportunity to apply for internships and registered apprenticeships.

While our internships and registered apprenticeships are primarily offered in two of our five upper academies, we are working with our business partners to add these opportunities in all of our academies, so students in all 20 pathways have the opportunity to apply for these experiences.

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

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

- **Work-based learning opportunities are clearly offered to ALL academy students with at least 90-100% participating by the end of their time in the academy. There is a process in which the academy team and advisory board create a sequential three or four year plan for academy students with specific activities occurring within different grade levels. These can include shadowing, mentoring, field experiences, tours, college visits, internships, community service or others. Evidence from advisory board meeting documentation, partner self-report, or work-based learning rosters to support this is available.**

#### **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?)
<b>Year 1: 2020-2021</b>	<ul style="list-style-type: none"> <li>• By the end of the 2020-21 school year, we will establish an accurate system of documentation and tracking of Work-Based Learning experiences.</li> </ul>
<b>Year 2: 2021-2022</b>	<ul style="list-style-type: none"> <li>• By the end of the 2021-22 school year, 10% of our Concentrators will participate in Phase 3 Work-Based Learning.</li> </ul>
<b>Year 3: 2022-2023</b>	<ul style="list-style-type: none"> <li>• By the end of the 2022-23 school year, 15% of our Concentrators will participate in Phase 3 Work-Based Learning.</li> </ul>
<b>Year 4: 2023-2024</b>	<ul style="list-style-type: none"> <li>• By the end of the 2023-24 school year, 20% of our Concentrators will participate in Phase 3 Work-Based Learning.</li> </ul>

### **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:**

Our wall-to-wall academy design is based on equity and access. We use a lottery system to award spots in each academy and pathway, so all students have an equitable chance of getting their top choice. This is contrary to previous practices of a merit-based application, that kept a lot of students out, many that were in a special population. We have been able to achieve over 90% of our students getting their first choice of what pathway to pursue, and over 98% get the Academy of their choice. While students are then assigned to an academy and a pathway to pursue, they are free to take any other class they would like, and we have many students that complete multiple pathways. We also have a formal process that students can change their academy/pathway as well, to ensure we provide the experience that matches their interests and future plans. Another goal of ours, is to ensure that each of our academy has similar demographics as Grand Island Senior High as a whole. We monitor and evaluate this data on an annual basis during our academy work, as well as in our advisory committee meetings to ensure transparency, and to involve stakeholders in the work.

### **Stakeholder Engagement and Consultation**

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

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

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

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

**RESPONSE:**

We have advisory committees for each of our 5 upper Academies that meet quarterly (July, October, January, and April), and an advisory committee for our Academy of Freshman Exploration that meets semi-annually (September and March). We also have advisory committees for several of our individual pathways that have continued since the inception of the Career Pathways Institute. We have an advisory board chair, which is an industry partner that helps plans and coordinate the content of the meeting, and is in charge of running the meeting. Throughout these meetings, we update members on the current events going on in each of the academies, identify and plan for WBL opportunities, make curriculum revisions based on industry needs, discuss budgets and spending and plan for future implementation and upgrades of equipment. [Sample Agenda](#)

We will continue to meet quarterly going forward, and we have processes in place to onboard new advisory members in the event some cannot continue, or we need to add due to a pathway addition or change in our academy structure.

## **Potential Stakeholder Worksheet for Local CTE Assessment**

Use this template to identify stakeholders to assist in the Local CTE Assessment process. All listed are required in Perkins V unless noted with an asterisk(\*) who will be present and represented at your Regional CTE Assessment meeting.

Role	Name	Organization	Email/Contact Info	Evidence of Engagement
Middle, Secondary CTE/Core teachers	Teague Sutherland	Walnut Middle School	tsutherland@gips.org	MS CTE Lead
	Brett Forsman	Grand Island Senior High	bforsman@gips.org	AofTS Teacher Leader
	Leah Borer	Grand Island Senior High	lborer@gips.org	AofTS Teacher Leader
	Chris Mendyk	Grand Island Senior High	cmendyk@gips.org	AofELPS Teacher Leader
	Eric Sell	Grand Island Senior High	jsell@gips.org	AofET Teacher Leader
	Justin Goodwin	Grand Island Senior High	jgoodwin@gips.org	AofET Teacher Leader
	Chris Holton	Grand Island Senior High	cholton@gips.org	AofBC Teacher Leader
	Adam Zlomke	Grand Island Senior High	ajzlomke@gips.org	AofBC Teacher Leader
	Kathry Langrehr	Grand Island Senior High	klangrehr@gips.org	AofMS Teacher Leader
	Megan Stone	Grand Island Senior High	mstone@gips.org	AofMS Teacher Leader
Secondary school counselors, special education and advisement professionals, academic counselors	Melissa Luthi-Placke	Grand Island Senior High	mluthi@gips.org	AofTS Counselor
	Cathy Davis	Grand Island Senior High	cadavis@gips.org	AofELPS Counselor
	Alex Niederklein	Grand Island Senior High	aniederklein@gips.org	AofMS Counselor
	Dave Woods	Grand Island Senior High	dwoods@gips.org	AofBC Counselor
	Mindy Ulmer	Grand Island Senior High	mulmer@gips.org	AofET Counselor
	Kathleen Townsend	Grand Island Senior High	mtownsend@gips.org	AofMS Counselor
Secondary principal(s)	Jeff Gilbertson	Grand Island Senior High	jgilbertson@gips.org	GISH Executive Principal
	Fawn Gernstein	Grand Island Senior High	fgernstein@gips.org	AofBC Principal
	Matt Wichman	Grand Island Senior High	mwichman@gips.org	AofET Principal
	Greg Schlegel	Grand Island Senior High	gschlegel@gips.org	AofMS Principal
	Ron Hester	Grand Island Senior High	rhester@gips.org	AofELPS Principal
	DW Holley	Grand Island Senior High	dholleyjr@gips.org	AofTS Principal
Secondary Instructional support, paraprofessionals	Kris McMullen	Grand Island Senior High	kmcmullen@gips.org	GISH SPED Coordinator
	Amanda Levos	Grand Island Public Schools	alevos@gips.org	GIPS EL Coordinator
	Joel Aden	Parent	jaden@hornady.com	Advisory Committee

Parents and Students	Jennifer Kearney	Parent	jennifer@bradleylawoffice.com	Advisory Committee
	Mary Berlie	Parent	mberlie@grandisland.org	Advisory Committee
	Don Smith	Parent	dsstmb@gmail.com	Advisory Committee
	Michelle Walker	Parent	mwalker@gips.org	Advisory Committee
	Dr. Tom Cobler	Parent	Dr.cobler@coblerchiropractic.com	Advisory Committee
	Greg Gustafson	Parent	ggustafson@thepinnacleagency.com	Advisory Committee
	Jacob Staab	Student	jstaab@gips.org	Advisory Committee
	Jerome Silva	Student	jsilva@gips.org	Advisory Committee
	Alec Paul	Student	apaul@gips.org	Advisory Committee
	Daisy Gutierrez-Torres	Student	dgutierrezrtor@gips.org	Advisory Committee
	Matthew Ramirez Lopez	Student	mm Ramirezlopez@gips.org	Advisory Committee
	Josiah Rose	Student	jrose@gips.org	Advisory Committee
	Mia Valentina Paula	Student	mpaula@gips.org	Advisory Committee
Representatives of Special Populations <i>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 parents, *corrections</i>	Denise Kozel	Tri-City Electric	tricitysparky@gmail.com	Non-traditional, Advisory Committee
	Julie Wright	Tally Creative	julie@tallycreative.com	Gender, Advisory Committee
	Becky Lutte	UNO	rlutte@unomaha.edu	Non-traditional, Advisory Committee
	Abel Covarrubias	UNL	abel.covarrubias@unl.edu	Ethnicity, Advisory Committee
	Sandra Barrera Fuentes	UNL	sandra.barrera@unl.edu	Gender, Ethnicity, Advisory Committee
	Kim Placke	IAMS		Non-traditional, Advisory Committee
	Stephanie Thies	Chief Industries	Stephanie.theis@chiefind.com	Non-traditional, Advisory Committee
Other Relevant Stakeholders	Daniel Phillips	Grand Island Public Schools	dphillips@gips.org	Advisory Committee
	Bonnie Hinkle	GIPS BOE	boe_bhinkle@gips.org	Advisory Committee
	Dr. Robin Dexter	GIPS Cabinet	Rdexter@gips.org	Advisory Committee
	Dr. Toni Palmer	GIPS Cabinet	tpalmer@gips.org	Advisory Committee
	Jennifer Worthington	GIPS Cabinet	jworthington@gips.org	Advisory Committee

	Kelly Enck	GIPS BOE	Boe_kenck@gips.org	Advisory Committee
	Lisa Albers	GIPS BOE	boe_lalbers@gips.org	Advisory Committee
	Virgil Harden	GIPS Cabinet	vharden@gips.org	Advisory Committee
*Postsecondary CTE faculty	Wendy Leiding	CCC	wendyleiding@cccneb.edu	Advisory Committee
	Kyle Finecy	CCC	kylefinecy@cccneb.edu	Advisory Committee
	Keith Dubas	CCC	keithdubas@cccneb.edu	Advisory Committee
	Michael David	CCC	michaeldavid@cccneb.edu	Advisory Committee
	Jeff Bexten	CCC	jeffrejbexten@cccneb.edu	Advisory Committee
	Michael Snell	CCC	michaelsnell@cccneb.edu	Advisory Committee
	John Willmes	CCC	johnwillmes@cccneb.edu	Advisory Committee
*Postsecondary Administrators	Brad Keasling	CCC	Bradley.keasling@cccneb.edu	Advisory Committee
	Nate Allen	CCC	Nathan.allen@cccneb.edu	Advisory Committee
	Marcie Kemnitz	CCC	Marcie.kemnitz@cccneb.edu	Advisory Committee
	Roxanne Holiday	CCC	Roxann.holiday@cccneb.edu	Advisory Committee
	Scott Unruh	UNK	unruhs@unk.edu	Advisory Committee
	Terry Gibbs	UNK	gibbst@unk.edu	Advisory Committee
	Dr. Marysz Rames	Wayne State College	Marames1@wsc.edu	Advisory Committee
*Local Workforce Development board member	Cindy Johnson	GI Chamber	cjohnson@gichamber.com	Advisory Committee
	Dave Taylor	GI Area EDC	dtaylor@grandisland.org	Advisory Committee
*Regional Economic Development Organization Member	Randy Kissinger	NE DOL	randy.kissinger@nebraska.gov	Advisory Committee
*Local Business & Industry Representative	Todd Enck	TC Enck Builders	tenck@tcenck.com	Advisory Committee
	Justin Pfenning	Dramco Tool	justinp@dramcotool.com	Advisory Committee
	Brad Kissler	CMBA Architects	kissler.b@cmbaarchitects.com	Advisory Committee
	Shawn Sullwold	Anderson Ford	shawns@andersonautogroup.com	Advisory Committee
	Brandon Nielsen	CaselH	Brandon.nielsen@cnhind.com	Advisory Committee
	Marty Klein	Hall County	martink@hallcountyne.gov	Advisory Committee
	Audrey Scott	Doane University	Audrey.scott@doane.edu	Advisory Committee

	Jim Duering	GIPD	jduering@gipolice.org	Advisory Committee
	Susan Milner	Prairie Winds Healing LLC	susanmilner67@gmail.com	Advisory Committee
	Dustin Asher	CaselH	dustin.asher@cnhind.com	Advisory Committee
	Shannon Callahan	City of Grand Island	scallahan@grand-island.com	Advisory Committee
	Jay Gnuse	Chief Industries	jay.gnuse@chiefind.com	Advisory Committee
	Zach Thompson	Trego Dugan	zacht@trego-dugan.com	Advisory Committee
	Paul Lewandowski	Duncan Aviation	paul.lewandowski@duncanaviation.com	Advisory Committee
	Beth Bartlett	CHI St. Francis	bbartlett@sfmc-gi.org	Advisory Committee
	Russ Blackburn	City of Grand Island	russbl@grand-island.com	Advisory Committee
	Matt Hillegas	LiveWell Physical Therapy	matt@livewellpt.com	Advisory Committee
*Representatives of Indian Tribes and Tribal Organizations				
*Youth corrections education representative				
*Postsecondary career guidance and advising professionals				

## 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.