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**Local Perkins Application**

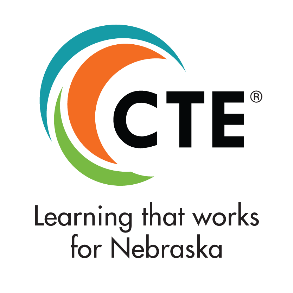
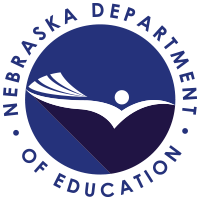
**2024-2028**

**Consortia**

Office of career, technical, and adult education

Nebraska Department of Education

500 S. 84th Street, 2nd Floor Lincoln NE, 68510-2611

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**General Information**

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

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

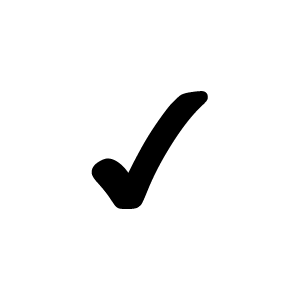
This **Local Perkins Application** must be completed by all secondary and postsecondary (stand-alone and consortia) CTE providers seeking federal funding through Perkins V. Staff from the Office of Career, Technical, and Adult Education at the Nebraska Department of Education (NDE) have created this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

The Local Perkins Application asks you to describe how your 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 2024-2028 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.

Complete Local Perkins Application

Create Annual Budget

Upload/Submit in GMS



Complete reVISION

*The Local Perkins Application and Resources are available online at*

[*www.education.ne.gov/nce/perkins-administration/*](http://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 though multiple means to ensure high-quality CTE programming (e.g., monitoring visits, risk analysis, annual reports).

**Use of Funds**

Under Perkins V, the allocation of resources must 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 application):

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*.

Review the [Perkins Management Guide](https://www.education.ne.gov/nce/perkins-administration/) for additional information about allowable uses of Perkins funds.

**Timeline and Deadlines**

|  |  |
| --- | --- |
| * Annual Intent to Participate Due: | March 1 |
| * Local Perkins Applications Due (2024-2028): | May 15, (*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* [*www.education.ne.gov/nce/perkins-administration/*](http://www.education.ne.gov/nce/perkins-administration/) *for most current information.*

**Submission Information**

Completed applications should be submitted and uploaded within the NDE’s Grants Management System by May 15.

**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

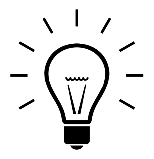
Section 3: Annual Budget Worksheet

**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 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. 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:

**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.

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 (2024-2025)?

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.

**Section 1: reVISION Summary**

**Step 3: Plan for Next Year**

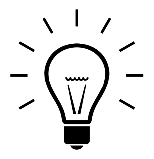
After identifying the prioritized action steps your consortia will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable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

**Consortium reVISION Summary.** Considering each district’s reVISION outcomes, 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)** | |
| ***SAMPLE:***  ***Size, Scope, and Quality and Implementing CTE Programs of Study*** | *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.* | *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.*  *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.* | |
|  |  |  | |
| **reVISION SUMMARY** | | | |
| **Element** | **Summary of Consortia’s**  **Current State** | | **Consortia’s Overarching Goal(s)** |
| **Career Development** |  | |  |
| **Local Workforce Alignment** |  | |  |
| **Size, Scope, & Quality and Implementing CTE Programs of Study** |  | |  |
| **Student Performance Data** |  | |  |
| **Recruitment, Retention, and Training of Faculty and Staff** |  | |  |
| **Work-Based Learning** |  | |  |

**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.

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| **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:** 2. **Self-awareness: self-knowledge of one’s own attainment of NE career readiness standards, academic standards, and technical skills;** 3. **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;** 4. **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** 5. **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:*** | |
| 1. **In each district’s reVISION process, 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)* | |
|  | |
| **Prioritized Action Steps for Career Development:** | |
| **Program Year** | **Action Steps**  *(What are you going to do to achieve your goal?)* |
| ***Year 1: 2024-2025*** |  |
| ***Year 2: 2025-2026*** |  |
| ***Year 3: 2026-2027*** |  |
| ***Year 4: 2027-2028*** |  |

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| **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 reVISION outcomes to support districts in improving the alignment between educational programming and labor market needs. | |
| 1. **How did the reVISION outcomes inform the selection of specific CTE programs and activities to be funded?** | |
| ***RESPONSE:*** | |
| 1. **Describe any new programs of study that will be explored and developed and submitted for approval based on the results of reVISION.** | |
| ***RESPONSE:*** | |
| 1. **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:*** | |
| 1. **Through each district’s reVISION process, 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)* | |
|  | |
| **Prioritized Action Steps for Local Workforce Alignment:** | |
| **Program Year** | **Action Steps**  *(What are you going to do to achieve your goal?)* |
| ***Year 1: 2024-2025*** |  |
| ***Year 2: 2025-2026*** |  |
| ***Year 3: 2026-2027*** |  |
| ***Year 4: 2027-2028*** |  |

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| **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](https://www.education.ne.gov/nce/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 through the reVISION process. |
| 1. **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 reVISION outcomes.** |
| ***RESPONSE:*** |
| 1. **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:*** |
| 1. **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:*** |

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| 1. **Through each district’s reVISION process, 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)* | |
|  | |
| **Prioritized Action Steps for**  ***Size, Scope, and Quality and Implementing CTE Programs of Study*:** | |
| **Program Year** | **Action Steps**  *(What are you going to do to achieve your goal?)* |
| ***Year 1: 2024-2025*** |  |
| ***Year 2: 2025-2026*** |  |
| ***Year 3: 2026-2027*** |  |
| ***Year 4: 2027-2028*** |  |

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| **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 reVISION process, 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 |
| 1. **Describe how the consortium will provide support to teachers so they will:**     1. **Provide activities to prepare special populations for H3 sectors or occupations that will lead to self-sufficiency**    2. **Prepare CTE participants for non-traditional fields**    3. **Provide equal access for special populations to CTE courses, programs, and programs of study; and**    4. **Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations** |
| ***RESPONSE:*** |

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| 1. **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:*** | |
| 1. **Through each district’s reVISION process, 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)* | |
|  | |
| **Prioritized Action Steps for Student Performance Data:** | |
| **Program Year** | **Action Steps**  *(What are you going to do to achieve your goal?)* |
| ***Year 1: 2024-2025*** |  |
| ***Year 2: 2025-2026*** |  |
| ***Year 3: 2026-2027*** |  |
| ***Year 4: 2027-2028*** |  |

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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 to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of each district’s reVISION outcomes to prioritize the action steps identified for supporting educators and providing quality instruction to every student. | | |
| 1. **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:*** | | |
| 1. **Through each district’s reVISION process, 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)* | | |
|  | | |
| **Prioritized Action Steps for**  **Recruitment, Retention, and Training of Faculty and Staff:** | | |
| **Program Year** | **Action Steps**  *(What are you going to do to achieve your goal?)* | |
| ***Year 1: 2024-2025*** |  | |
| ***Year 2: 2025-2026*** |  | |
| ***Year 3: 2026-2027*** |  | |
| ***Year 4: 2027-2028*** |  | |
|  | | |
| **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/>. | | |
| 1. **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:*** | | |
| 1. **Through each district’s reVISION process, 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)* | | |
|  | | |
| **Prioritized Action Steps for Work-based Learning:** | | |
| **Program Year** | **Action Steps**  *(What are you going to do to achieve your goal?)* | |
| ***Year 1: 2024-2025*** |  | |
| ***Year 2: 2025-2026*** |  | |
| ***Year 3: 2026-2027*** |  | |
| ***Year 4: 2027-2028*** |  | |
|  |  | |
| **Ensuring Equitable Access** | |
| 1. **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:*** | |

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| **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 completed copies of your stakeholder verification worksheet(s) provided in the reVISION Guidebook and include a description of how you will continue to engage these stakeholder groups throughout the duration of the Application (2024-2028); 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 (2024-2028). 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 (2024-2028).**   **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:*** |
|  |

**Section 3: Annual Budget Worksheets**

**The next step will be completed each year through 2028 and is based on the above four-year Local Perkins Application.**

Based on the Action Steps identified for each element for the program years 2024-2028, 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 the Perkins Management Guide [Perkins Management Guide](https://www.education.ne.gov/nce/perkins-administration/) 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](https://www.education.ne.gov/nce/perkins-administration/)   
Scroll down the webpage to find the Perkins Annual Budget 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.

