



**LOCAL PERKINS APPLICATION
2024-2028**

STAND-ALONE

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

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



Additional Information

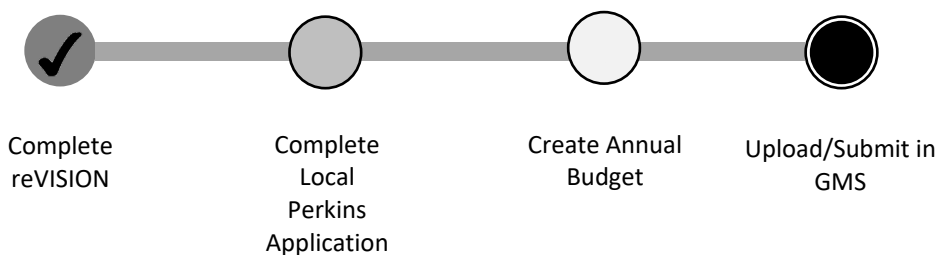


Nebraska has a vibrant economy with an array of promising career opportunities for its citizens. To take full advantage of the region’s workforce options, students must be aware of the occupations that exist and earn the requisite secondary and postsecondary credentials to secure employment. Career and 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 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 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.



The Local Perkins Application and Resources are available online at 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 is verified through 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.*

Visit the [Perkins Management Guide](#) 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/ for updated 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.

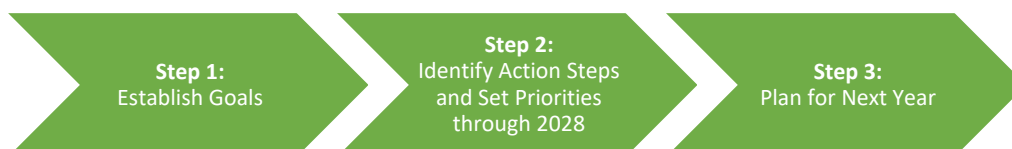
Section 1: reVISION Summary

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 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 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. 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 (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 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.



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.

Section 1: reVISION Summary

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 within the Perkins Grants Management Guide located on the Perkins Grant Management website: 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.

reVISION Summary. Considering your district's reVISION outcomes, 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)
<p>SAMPLE:</p> <p>Size, Scope, and Quality and Implementing CTE Programs of Study</p>	<p><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></p>	<p><i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i></p> <p><i>Within the next four years, strategies will be developed to expand CTE program offering across the district, which includes professional development on program of study standards and the NDE's Standards Implementation Framework.</i></p>

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
<p>Career Development</p>	<p>Career development and college research is embedded within the counseling curriculum. Students participate in lessons and participate in interest inventories. CTE instructors, counseling staff, and career center counselors have the opportunity to attend National Conferences pertaining to career coaching, student skill sets, and interest inventories.</p>	<p>Our desired state is to continue to offer professional development opportunities for counselors, CTE staff, administration, and core area teachers in regards to career coaching.</p> <p>We continue to seek input and learn from industry partners on keeping curriculum relevant to today's work place needs.</p>

<p>Local Workforce Alignment</p>	<p>The curriculum has been developed through a state and regional lens. We communicate with industry partners to learn about their needs and to share what programming we are offering our students. CTE programs are included in the curriculum cycle for systematic review.</p> <p>We provide workforce and economic data to our stakeholders through curriculum meetings, industry partner meetings, student meetings, and electronic methods.</p>	<p>In collaboration with local industry we will identify workforce needs. Industry will have the opportunity to meet and speak with students in regards to career choices in their fields.</p> <p>We will continue to seek input and learn from our industry partners in reviewing workforce and economic data in the state and region.</p>
<p>Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<p>All of the programs meet the minimum size, quality, and scope as determined by the Nebraska State Standards. All programs will be continuously monitored for upgrades in equipment needs. BPS will continue to maintain communications with industry partners and post secondary institutions in developing state of the art programs with articulated dual enrollment possibilities and students earning certifications.</p>	<p>CTE programs are currently in the curriculum writing cycle. Programs will be reviewed to insure industry standard equipment is available, classroom and lab space is sufficient, and quality instructional materials are available. Bellevue Public Schools will continue to evaluate career trend data from the department of labor in partnership with industry to stay current with high demand careers and necessary skill sets that are required.</p>
<p>Student Performance Data</p>	<p>Overall, CTE students are meeting the state standards. The largest gaps in performance exist among Free and reduced lunch, EL, SPED, and black students. This is reflected in the number of students in each program and their overall performance in regards to graduation rate, 2S1, 2S2, and 2S3.</p>	<p>Continue to close the gap among special populations in performance indicators and CTE enrollment numbers. We will increase academic achievement for all students in CTE courses, with a particular emphasis on strategies to engage FRL, EL, and black students and students with disabilities.</p>
<p>Recruitment, Retention, and Training of Faculty and Staff</p>	<p>We continue to recruit highly qualified teachers to be a part of our CTE programming. Professional development is provided for new and veteran teachers. Local, regional, and national conferences</p>	<p>Continue with current practices and move towards recruiting not only locally and regionally, but also nationally. Continue to provide quality professional development to all staff including CTE teachers, in</p>

	<p>are available to CTE staff. New staff have 3 days of PD to begin the year, they are also assigned a mentor to work with throughout the year. Curriculum writing is completed by our teachers during the regular school day.</p> <p>Partnership agreement with Metro Community College career academies utilizes MCC instructors for programming not available in Bellevue Public Schools. Our high schools share staff when necessary to offer CTE programming.</p>	<p>addition, teachers write and implement curriculum in alignment with state standards. Maintain our partnerships with post secondary institutions providing opportunities for students that may not be available in Bellevue Public Schools.</p>
<p>Work-Based Learning</p>	<p>We currently offer work-base learning experiences through our auto maintenance program, CNA Health Science program, Education program, and Business and Marketing programs Zoo Academy, and Athletic Training, Student experiences within the work based learning are acquiring and enhancing technical and career readiness skills. Communication with industry is the key to recruiting and retaining partners for job-shadowing and work-based experiences. We will be adding aviation/drone technology partners as the program progresses. Work-based learning and job-shadowing experiences are directly connected to classroom instruction, activities.</p>	<p>We would like to develop more opportunities in our current work-based learning programs through additional partnerships exposing students to additional experiences. Develop work-based learning opportunities in regards to the Aviation/Drone Technology program. Offutt Air Force Base, Eppley Airfield, and the Millard Airport will be targeted for new student experiences within the program. Continue to develop learning experiences that are connected to classroom instruction through curriculum writing and industry partner communication.</p>



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.

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:

A. Self-Awareness: Students are exposed to Career ready skills and academic standards set by the Nebraska Department of Education through the curriculum. The curriculum is updated per our school district cycle. Teachers are a part of this process and crosswalk current curriculum with new state standards and career ready skills. B. Career Exploration: Students develop a 4 year high school and post secondary plan. Career surveys, interest surveys, and skill sets provide a platform for exploration. C. Career Planning: Within our CTE courses, we provide a deeper understanding of careers, job market and skills needed to pursue the career. Teachers and counselors provide information about courses to students during scheduling and career events to inform students of opportunities provided in school or through Metro Community College. Students develop a career plan that includes their secondary goals in Xello. Counselors meet with students at least once a year to go over their plan and make any changes. D. Delivery: We have developed career lessons for all students through our 7-12 counseling toolbox that

allow students to explore career interests. We have developed career pathways that we share with students and parents so they can see the courses that connect to a desired career. Teachers in the middle and high school talk to students about their career goals and help guide them in the courses they may want to take to prepare them for the next steps after high school.

2. In your district’s reVISION process, 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)

Our desired state is to continue to offer professional development opportunities for counselors, CTE staff, administration, and core area teachers in regards to career coaching. We continue to seek input and learn from industry partners on keeping curriculum relevant to today’s work place needs.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
<p align="center">Year 1: 2024-2025</p>	<p>Career Center teachers will provide information on careers on the region and state and provide career exploration and student inventories using Xello/Kudor. Career Fair for high school students offers a time for students to explore local business and industry. Curriculum Night: All 8-11 grade students and parents are invited to learn about the pathways we offer at the high school. During the event, students and parents are able to attend smaller group meeting about the specific program/academy where they can learn more and ask questions in a smaller group. Field Trip: For students and staff. This will allow for students to engage with professionals in the career setting. Staff members can engage with professionals and talk about the skills needed for the careers in the field. These can be offered in person or remotely. Professional development: Counselors and staff members benefit from engaging with other professionals and learning new strategies to implement into their classroom. Local, state, and national conferences will be available for counselors, CTE teachers, and administrators.</p>
<p align="center">Year 2: 2025-2026</p>	<p>Career Center teachers will provide information on careers on the region and state and provide career exploration and student inventories using Xello/Kudor. Career Fair for high school students offers a time for students to explore local business and industry. Curriculum Night: All 8-11 grade students and parents are invited to learn about the pathways we offer at the high school. During the event, students and parents are able to attend smaller group meeting about the specific program/academy where they can learn more and ask questions in a smaller group. Field Trip: For students and staff. This will allow for students to engage with professionals in the career setting. Staff members can engage with professionals and talk about the skills needed for the careers in the field. These can be offered in</p>

	<p>person or remotely. Professional development: Counselors and staff members benefit from engaging with other professionals and learning new strategies to implement into their classroom. Local, state, and national conferences will be available for counselors, CTE teachers, and administrators.</p>
<p>Year 3: 2026-2027</p>	<p>Career Center teachers will provide information on careers on the region and state and provide career exploration and student inventories using Xello/Kudor. Career Fair for high school students offers a time for students to explore local business and industry. Curriculum Night: All 8-11 grade students and parents are invited to learn about the pathways we offer at the high school. During the event, students and parents are able to attend smaller group meeting about the specific program/academy where they can learn more and ask questions in a smaller group. Field Trip: For students and staff. This will allow for students to engage with professionals in the career setting. Staff members can engage with professionals and talk about the skills needed for the careers in the field. These can be offered in person or remotely. Professional development: Counselors and staff members benefit from engaging with other professionals and learning new strategies to implement into their classroom. Local, state, and national conferences will be available for counselors, CTE teachers, and administrators.</p>
<p>Year 4: 2027-2028</p>	<p>Career Center teachers will provide information on careers on the region and state and provide career exploration and student inventories using Xello/Kudor. Career Fair for high school students offers a time for students to explore local business and industry. Curriculum Night: All 8-11 grade students and parents are invited to learn about the pathways we offer at the high school. During the event, students and parents are able to attend smaller group meeting about the specific program/academy where they can learn more and ask questions in a smaller group. Field Trip: For students and staff. This will allow for students to engage with professionals in the career setting. Staff members can engage with professionals and talk about the skills needed for the careers in the field. These can be offered in person or remotely. Professional development: Counselors and staff members benefit from engaging with other professionals and learning new strategies to implement into their classroom. Local, state, and national conferences will be available for counselors, CTE teachers, and administrators.</p>

Element 2: Local Workforce Alignment

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

3. How did the reVISION outcomes inform the selection of specific CTE programs and activities to be funded?

RESPONSE: We will continue to support the programs in transportation and logistics, CNA health science, and the education academy. Additional programming will be added in communication and information systems, computer science, FCS STS, and aviation. The Aviation/Drone program will be a local program of study. These fields were identified due to career opportunities and expected growth. In addition, the Frank Kumor Career Center is under construction to complete the interior and exterior of the building using bond funding.

4. Describe any new programs of study that will be explored and developed and submitted for approval based on the results of reVISION.

RESPONSE:
An Aviation/Drone technology program will be added as a local program of study. Programs of study will be added in the Communication and Technology areas. More specifically, Broadcast Journalism, Digital Design, Web Development, IT Operations, and Computer Science Software.

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:
All students will receive a registration guide with all the information available to them. This includes complete Programs of Study and all other CTE classes. Students will meet individually with counselors to discuss interests and their schedules. All students will take interest inventories, skill strength surveys in the Career Center. Emphasis will be placed on under represented special populations of students in CTE areas. Special populations that were under represented according to the data from the Perkins 5 Indicator Report and the Perkins V Career Education Counts by Career Pathway reports on the Nebraska Department of Education website were free and reduced lunch, special education, and EL. Special Education teachers and Career Center teachers will collaborate with special populations about student's strengths, possible careers, and career planning skills.

6. Through your 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 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)

In collaboration with local industry we will identify workforce needs. Industry will have the opportunity to meet and speak with students in regards to career choices in their fields. We will continue to seek input and learn from our industry partners in reviewing workforce and economic data in the state and region and explore local labor market opportunities for special populations. Continue to provide partial and complete programs in all CTE areas that are high wage, high skill, and high demand for our local and state needs.

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
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<p>Year 1: 2024-2025</p>	<p>We will continue to cross walk curriculum to align with state standards in the following career fields. Communication and Information Systems, Skilled and Technical Sciences, Business, Marketing, and Management, Human Services and Education, Health Sciences, and FCS. Input is sought from teachers and industry partners. We will add two new programs of study in the Communicative Arts curriculum. Broadcast Journalism and Digital Design are in the final stages of writing and will be implemented in the 24-25 school year. Computer Science will continue to write new curriculum for three new programs of study. Web Development, IT Operations, and Computer Science Software. These programs of study will begin in the 25-26 school year.</p> <p>Perkins funding for Professional development and curriculum writing may be used. Skilled and Technical Sciences and Family Consumer Science will begin curricular updates to align with state standards and meet the demand of workforce needs. Staff will continue to evaluate the new curriculum and equipment to recommend any changes in that may be necessary.</p>
<p>Year 2: 2025-2026</p>	<p>Implement Computer Science Programs of Study. Staff will continue to evaluate the new curriculum and equipment to recommend any changes in that may be necessary. Continue curriculum writing with Skilled and Technical Science and Family Consumer Science.</p>
<p>Year 3: 2026-2027</p>	<p>Implement Programs of Study in Skilled and Technical Science and Family Consumer Science. Staff will continue to evaluate the new curriculum and equipment to recommend any changes in that may be necessary.</p>
<p>Year 4: 2027-2028</p>	<p>Implement Programs of Study in Skilled and Technical Science and Family Consumer Science. Staff will continue to evaluate the new curriculum and equipment to recommend any changes in that may be necessary.</p>

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 through the reVISION process.

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 reVISION outcomes.

RESPONSE:

We have developed programs using regional and workforce data, Nebraska CTE standards, and careers that are considered H3 careers. We will add two new programs of study in the Communicative Arts curriculum. Broadcast Journalism and Digital Design. In addition, Computer Science will continue to write new curriculum for three new programs of study. Web Development, IT Operations, and Computer Science Software.

Programs of Study 24-25

Business: Accounting, Entrepreneurship, Management, Finance, Marketing, Hospitality and Event Planning.

Communication and Information Systems: Broadcast Journalism, Digital Design, Business Technology, Computer Science, IT Operations Management, Web Development.

Health Science: Health Science, Lifespan Performance.

Human Sciences and Education: Education and Training, Early Childhood Education.

Skilled and Technical Sciences: Architectural Design, Construction, Manufacturing, Transportation Distribution & Logistics-Technician.

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:

Bellevue Public Schools hires only highly qualified teachers in their content areas. CTE teachers are all endorsed in their areas of expertise and many have real world experience outside the educational setting. Our curriculum stays current with the state of Nebraska CTE course standards as each curricular area goes through revision.

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:

Concurrent Enrollment MCC

The Concurrent Enrollment program is a partnership between Metropolitan Community College (MCC) and our high school districts throughout the greater Omaha area. Concurrent enrollment allows high school students to earn both high school and college credit at the same time. MCC credits earned may transfer to other colleges or universities that accept MCC credits. Classes are taught in the individual high school classroom, as scheduled, during the regular school year. Concurrent enrollment classes will be offered at the BPS Career Launch Center. The BPS Automotive Maintenance Program is free. Tuition will be paid through BPS Partnerships. Transportation to and from the Career Launch Center will be provided for all students enrolled in the program. BPS has hired a certified teacher for the program who also qualifies to teach metro Community College classes. BPS will hire a para professional to assist the instructor with the day to day operations of the program.

Dual Enrollment UNO

The mission of UNO's Dual Enrollment Program is to deepen UNO's partnership and engagement with the local community and promote academic achievement and opportunity for Nebraska youths by enabling high school students the chance to earn college credit. Benefits of UNO Dual Enrollment include: Cost less than ¼ the tuition and fees at UNO, access to University resources, demonstrate college competitiveness for admission and scholarships, and gain experience and confidence.

CollegeNOW!

Our students are able to attend classes at seven different campus/center locations or online. The tuition is affordable, technology is up-to-date, and it provides students a jump start on a college education. Tuition is half-price for each MCC quarter while the student is in high school through the Summer Quarter of the year you graduate.

Career Academy Programs

MCC's Career Academy program is designed to provide high school juniors and seniors with opportunities to explore various career fields and get a jumpstart on their postsecondary education.

MCC Career Academies increase student awareness in various career fields prior to high school graduation so more informed career choices can be made. Students gain practical skills for specific career areas, knowledge of safety procedures, job-seeking skills, interpersonal skills for the workplace, and exposure to a college environment while earning both high school and college credit.

UNMC High School Alliance Possible course offerings include: • Biomedical Research • Exploration of Human Anatomy • Human Genetics • Infectious Disease • The Study of Patient Care • Pathology • Pharmaceutical Sciences • Dimensions of Community Health • Behavioral Health • Medical Imaging • Art and Science of Decision Making • Biology and Prevention of Cancer


10. Through your district’s reVISION process, 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)**

CTE programs are currently in the curriculum writing cycle. Programs will be reviewed to insure industry standard equipment is available, classroom and lab space is sufficient, and quality instructional materials are available. Bellevue Public Schools will continue to evaluate career trend data from the department of labor in partnership with industry to stay current with high demand careers and necessary skill sets that are required.

**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	<p>Purchase equipment for the following career fields: Communication and Information Systems will be the priority as they are finishing the district curriculum cycle.</p> <p>Skilled and Technical Science, Business, Marketing, and Management, Human Services and Education, and Health Sciences may purchase equipment to bring the programs up to industry standard.</p> <p>Family Consumer Science in district curriculum writing cycle.</p> <p>Professional Development: Curriculum writing, local, regional, and national conferences, training to support industry and teachers needs.</p>
Year 2: 2025-2026	<p>Purchase equipment for the following career fields: Family Consumer Science will be the priority as they complete the district curriculum writing cycle.</p> <p>Communication and Information Systems, Skilled and Technical Science, Family Consumer Science , Business, Marketing, and Management, Human Services and Education, and Health Sciences may purchase equipment to bring the programs up to industry standard.</p>

	Professional Development: Curriculum writing, local, regional, and national conferences, training to support industry and teachers needs.
Year 3: 2026-2027	<p>Purchase equipment for the following career fields: Communication and Information Systems, Skilled and Technical Science, Family Consumer Science , Business, Marketing, and Management, Human Services and Education, and Health Sciences. New equipment may be necessary to bring the programs up to industry standard.</p> <p>Professional Development: Curriculum writing, local, regional, and national conferences, training to support industry and teachers needs.</p>
Year 4: 2027-2028	<p>Evaluate the effectiveness of the 3 previous year equipment purchases and prioritize the purchase equipment for the following career fields:</p> <p> Communication and Information Systems, Skilled and Technical Science, Family Consumer Science , Business, Marketing, and Management, Human Services and Education, and Health Sciences. New equipment may be necessary to bring the programs up to industry standard.</p> <p>Professional Development: Curriculum writing, local, regional, and national conferences, training to support industry and teachers needs.</p>

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the reVISION process, 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 nontraditional fields
- c. Provide equal access for special populations to CTE courses, programs, and programs of study; and
- d. Ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations

RESPONSE:

The district will provide the Career Center teacher and CTE teachers with up to date information from the Nebraska Department of Labor website. <http://h3.ne.gov/> The district will provide all teachers the 11 Career Ready standards and the evidence that supports those standards to post in each classroom. The district will provide the Career Center teacher and CTE teachers with student performance data from all CTE areas. The district will provide in service time for CTE teachers to analyze the student performance data. The Career Center will keep special populations of students informed about H3 careers in the local community, regionally, and across the state. The Career Center teacher will meet with special populations of students in addition to the Career Center curriculum that is offered. They will have the opportunity to do interest inventories, strength finder surveys, college and career exploration, college finance, resume writing, and develop portfolios. Special populations of students will meet individually with their counselor to discuss scheduling, career goals, and college preparation. Special populations will be encouraged to enroll in any CTE course they have interest in or explore CTE classes for exposure to an unknown field. Develop CTE program brochures to provide better information to students, parents, and counselors about diverse opportunities in CTE courses and potential careers in non-traditional settings. The policy of the Bellevue Public Schools is to provide an equal opportunity for all students; to prohibit discrimination on the basis of race, color, religion, national origin, sex, age, physical or mental handicap, marital status and political affiliation; and through affirmative action to promote the full realization of equal opportunity. Registration practices will demonstrate full adherence to the letter and intent of federal and state government policy guaranteeing equal opportunity for all students.

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 district will monitor student performance in the CTE subject areas. This may include participation of special populations in CTE classes, graduation rates, reading proficiency, math proficiency, science proficiency, and participation in work-based learning data. In CTE courses, a focus has been put on students meeting their “Projected Growth” with the MAP assessment. Reading strategies and math strategies will be implemented in CTE classes in addition to online academic skill with “Edmentum” resources. These methods provide extra support to students in the CTE classes to close the reading and math gaps that exist. Additionally, in the classroom, teachers will continually make accommodations and modifications for specific students based on their needs.

13. Through the district’s reVISION process, 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 directly relate 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)

Continue to close the gap among special populations in performance indicators and CTE enrollment numbers. We will increase academic achievement for all students in CTE courses, with a particular emphasis on strategies to engage FRL, EL, and black students and students with disabilities. Continue to increase the number of students enrolled in non traditional classes for their gender.

Prioritized Action Steps for Student Performance Data:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	Analyze student performance data with CTE teachers focusing on the special populations of students. (FRL,EL, SPED) Increase enrollment in the number of completers.
Year 2: 2025-2026	Analyze student performance data with CTE teachers focusing on the special populations of students. Identify under performing special populations. identify the issues that lead to under performance.
Year 3: 2026-2027	Analyze student performance data with CTE teachers focusing on the special populations of students. Identify root causes of underperforming populations. Provide PD of Best Practices for instruction for all student populations.
Year 4: 2027-2028	Analyze student performance data with CTE teachers focusing on the special populations of students. Determine if strategies implemented have had any impact on student performance.

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, diverse workforce, support services offered to retain staff, and professional development provided to improve their skillsets. In this section, use the results of your district’s reVISION outcomes to prioritize the action steps 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:

Bellevue Public Schools will continue to recruit and hire the best possible candidates for all open positions including certified and classified staff. Bellevue Public Schools maintains a strong mentor program for new employees to assist in acclimating new staff to policy and procedures of BPS and the state. Professional Development in district and out of district is available to all staff. BPS will continue to strive to hire certified and classified staff that is more reflective of our student body. Our student population is currently 66.6% Caucasian, 12.4% Hispanic, 13.8% African American, and 6.5% other. Our certified staff is currently 94% Caucasian, 2.1% Hispanic, 2.5% African American, and 1.4% other. Our classified staff is currently 83.4% Caucasian, 6.0% Hispanic, 3.4% African American, 7.2% other. Our district will also provide efforts towards recruitment of CTE teachers through the Educators Rising CTSO, specifically students interested in high-needs areas. Moving forward, we will work with the colleges and postsecondary institutions to recruit potential applicants through their educational classes and coursework.

15. Through your district’s reVISION process, action steps were identified to address CTE educator recruitment, retention, 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 below. List, in priority order, the action steps identified related to Recruitment, Retention, and Training of Faculty and Staff 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)

Continue with current practices and move towards recruiting not only locally and regionally, but also nationally. Continue to provide quality professional development to all staff including CTE teachers. Maintain our partnerships with post secondary institutions providing opportunities for students that may not be available in Bellevue Public Schools. Continue to recruit and hire teachers of all ethnicities that are the most qualified candidate for the position.

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

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	Gather input from CTE teachers in regards to the need and interest in creating collaboration time during district and building professional development days. This

	<p>may be completed through surveys, departmental meetings, or electronic conversation.</p> <p>Attend recruiting fairs at the local, regional, and national level. Communicate directly with universities and colleges concerning high demand subject area positions. This will be measured by comparing the percentage of teacher ethnicities year to year. Monitor and evaluate our ethnic breakdown of students enrolled in education courses at both high schools. Maintain a competitive salary and benefits package to attract top candidates to the district. This will be measured by comparing our salary package with those districts in our array year to year. Provide continuous professional development at the local level, regional level and national level in Best Practice instruction.</p>
<p>Year 2: 2025-2026</p>	<p>Develop a plan and process for a collaboration schedule for CTE teachers during building and district professional development days. The plan will be piloted during this year and evaluated at the end of the year.</p> <p>Attend recruiting fairs at the local, regional, and national level. Communicate directly with universities and colleges concerning high demand subject area positions. This will be measured by comparing the percentage of teacher ethnicities year to year. Monitor and evaluate our ethnic breakdown of students enrolled in education courses at both high schools. Maintain a competitive salary and benefits package to attract top candidates to the district. This will be measured by comparing our salary package with those districts in our array year to year. Provide continuous professional development at the local level, regional level and national level in Best Practice instruction. All staff will be trained in the BlendEd model to utilize IPAD's instructionally.</p>
<p>Year 3: 2026-2027</p>	<p>Based on the evaluation of the collaboration schedule that was piloted in the previous year, we will make any necessary adjustments and continue with the collaboration schedule for CTE staff.</p> <p>Attend recruiting fairs at the local, regional, and national level. Communicate directly with universities and colleges concerning high demand subject area positions. Monitor and evaluate our ethnic breakdown of students enrolled in education courses at both high schools. Maintain a competitive salary and benefits package to attract top candidates to the district. Provide continuous professional development at the local level, regional level and national level in Best Practice instruction.</p>
<p>Year 4: 2027-2028</p>	<p>Attend recruiting fairs at the local, regional, and national level. Communicate directly with universities and colleges concerning high demand subject area positions. Monitor and evaluate our ethnic breakdown of students enrolled in education courses at both high schools. Maintain a competitive salary and benefits package to attract top candidates to the district. Provide continuous professional development at the local level, regional level and national level in Best Practice instruction.</p>

Element 6: Work-based Learning

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

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

RESPONSE:

Current work-based experiences in Bellevue Public Schools include partnerships with Beardmore Subaru, Corwin Toyota, Jensen Tire, Yeck’s Auto, Baxter Auto Group, and Woodhouse for our Automotive Maintenance student. Hillcrest Health Services for our Health Science CNA students, and BPS for our Education students. Students will have the opportunity to visit work sites, speak with professionals in specific career related fields, and work side by side with employees in those areas. Our BEST program is a collaboration between business, industry and our school district.

17. Through your district’s reVISION process, 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)

We would like to develop more opportunities in our current work-based learning programs through additional partnerships exposing students to additional experiences. Develop work-based learning opportunities in regards to the Aviation/Drone Technology program. Offutt Air Force Base, Eppley Airfield, and the Millard Airport will be targeted for new student experiences within the program. Continue to develop learning experiences that are connected to classroom instruction through curriculum writing and industry partner communication.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2024-2025	Continue to update and develop work-based learning opportunities in regards to the Aviation/Drone Technology program, Communication and Information Technology programs, Skilled and Technical Science programs, and FCS programs. Monitor the current work-based learning programs. Auto Maintenance, Health Science, and Education.
Year 2: 2025-2026	Implement new work- based learning opportunities in the Aviation/Drone Technology program and Communication and Information Technology programs in a trial year. Monitor and check progress on student experience as well as industry partner experience.
Year 3: 2026-2027	Continue work-based learning opportunities in the Aviation/Drone Technology program and Communication and Information Technology program. Implement new work-based opportunities on the Skilled and Technical Science and FCS programs.

	Monitor and check progress of students and industry partners for work-based learning opportunities.
Year 4: 2027-2028	Monitor the new work-based learning opportunities offered during the school year to adjust for business and student experiences that provide the best opportunities.

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:

Career Development: All students participate in a career classes 7-12 as they develop a personal learning plan. We provide opportunities for students and families to learn about career programs at Curriculum nights. We offer brochures and links for more information on CTE offerings.

Local Workforce Alignment: We utilize regional workforce data and student data with our local business partners as we develop curriculum.

Size and Scope: We are expanding programs in the skilled and technical sciences and communication and technology. We are marketing these programs to all students through the registration guide, the Career Center and one on one counselor meetings.

Student Performance: We share student performance data with CTE teachers from the Perkins V Indicator reports and the Perkins V Career Education Counts.

Recruitment, Retention- Training: CTE teacher openings are getting harder and harder to fill. We network with state and regional colleges to connect with new teachers to the field and are always open to having student teachers. We send teachers to local and national conferences each year to keep current with industry standards and to network with other professionals.

Work-Based Learning: We have several work-based learning experiences including shadowing, internships, field trips, and guest speakers for students to participate in. We encourage all students to be a participant or a completer in a CTE program. Teachers do a great job of support and providing opportunities for students to succeed while learning essential knowledge and skills to be successful. For example, we have 29 students (47.3% Caucasian, 28.9% Hispanic, 15.7% African American, 8% other), completing 24 hours of CNA clinical experiences at Hillcrest Health Services. Students attend three eight hour shifts from 6:00am-2:00pm for three straight days experiencing and learning in a real world setting. We have 30 students (70% Caucasian, 16.6% Hispanic, 3.3% African American, and 10% other), in our automotive maintenance program who spend sixteen hours at 4 different dealerships, independent shops, and regional auto maintenance facilities. These include Baxter, Beardmore, Corwin, Jensen Tire, and Yeck's Auto. We have 27 students (66.6% Caucasian, 12.4% Hispanic, 13.8% African American, and 6.5% other), in the education program who spend over 110 hours in a Master Teacher's classroom throughout the year. We evaluate the experiences for the students and our industry partners throughout the year anecdotally and we meet in person over the summer.

student

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 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 district 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:

The Bellevue Public Schools curriculum model facilitates the involvement of a wide array of stakeholders. For career and technical education departments, this involves researching industry standards, anticipated economic needs, and programs offered in other school districts. The curriculum development process in Bellevue is intended to ensure that curriculum developed by classroom teachers is consistently implemented throughout the district. Therefore, the purchase of needed supplies to implement the curriculum are made during this time as well. The advisory committee is another way to involve stakeholders in the Perkins process. These professionals represent a diverse stakeholder group that is consistent with the goals of Perkins V. The advisory committee will review economic development data, major accomplishments of the program, and provide input on the future direction of the program.

Role	Name(s)	Organization(s)	Email/Contact Info	Evidence of Engagement
Secondary CTE and core academic teachers/faculty	Valorie Sailors Angie Daughtery Pat Hinkle Dawn Danauskas Joe Nadgwick Ryan Walz Robin Derickson Sara Armstrong Kristan Burlingame	Math Teacher East Math Teacher West Business Teacher West Business Teacher East STS Teacher West STS Teacher MS FCS MS Education Teacher FKCC	Valorie.sailors@bpsne.net Angela.daughtery@bpsne.net Patricia.hinkle@bpsne.net Dawn.danauskas@bpsne.net Joseph.nadgwick@bpsne.net Ryan.walz@bpsne.net Robin.derickson@bpsne.net Sarah.armstrong@bpsne.net Kristan.burlingame@bpsne.net	District CTE meetings/interviews/electronic response

		CNA Teacher FKCC		
Secondary school counselors, special education and advisement professionals, academic counselors	Mike Chudomelka Melissa Minahan Matt Fenster	Counselor East Counselor West Director SPED	Michael.Chudomelka@bpsne.net Melissa.minahan@bpsne.net Matthew.fenster@bpsne.net	Interviews
Secondary principal(s)	Kevin Rohlfs Nathan Bacon	Bellevue West Bellevue East	Kevin.rohlfs@bpsne.net Nathan.bacon@bpsne.net	Interviews
Secondary instructional support and paraprofessionals	Robert Condrey	Frank Kumor Career Center	Robert.condrey@bpsne.net	Interviews
Parents and Students	Matt Fenster Eli Fenster	Parent Student	Matt.fenster@bpsne.net elijahfenster.student26@bpsne.net	Interviews/electronic response
Representatives of special populations Gender, race, ethnicity, migrant status, disability, economically disadvantaged, non-traditional, single parent, pregnant women, out-of-work individuals, English learners, homeless, foster care, active-duty	Lillian Torres Natalie Orozco Brandon Tracy Diamond Christian Aleigh Monro Mihana Planck Damien Groff Samantha Caro Kira Stull	Student Student Student Student Student Student Student Student	lilliantorres.student25@bpsne.net nataliaorozcomerkley.student24@bpsne.net brandontracy.student25@bpsne.net diamondchristianjohnson.student25@bpsne.net aleighmonro.student24@bpsne.net mihanaplanck.studnet24@bpsne.net damiengroff.student25@bpsne.net samanthacaro.student24@bpsne.net Kirastull.student24@bpsne.net	Interviews/focus groups/electronic response

military parents, *corrections				
Postsecondary CTE faculty	Scott Broady Kevin James	MCC Faculty MCC Faculty	sbroady@mccneb.edu kevin.james@bpsne.net	Adicory board meetings
Postsecondary administrators	Jordan Pirtle	MCC Administrator	jlpirtle1@mccneb.edu	Advisory Board meetings
Postsecondary career guidance and advising professionals	Alyssa Weise	MCC Liason	awiese@mccneb.edu	Individual Interviews
Local workforce development board	Phil Davidson	Community Member	Phil.davidson@bpsne.net	Advisory Board Meetings
Local business and industry representatives	Ralph Gladbach Steve Rodriguez Mike Albers Brian Schram Chris Fasbender Nick Jensen Martha Zubke Anna Fischer Sharra Smith	GP Architecture BG Equipment BG Equipment Nebraska Medicine Beardmore Jensen Tire Hillcrest Health Services Hillcrest Health Services BPS	gp-arch@cox.net hunterguyblt@gmail.com equipped@cox.net bschram@nebraskamed.com cfasbender@thinkbeardmore.com njensen@jensentireandauto.com mzubke@hillcresthealth.com fisheranna@email.phoenix.edu sharra.smith@bpsne.net	Advisory Board Meetings

Regional economic development organization member	Jim Sutfin			NDE Revision meeting
Representatives of Indian Tribes and Tribal organizations				
Youth corrections education representative	Tami Steensma	Director Sarpy County JJC	tsteensma@sarpy.gov	Advisory Board meeting
Other relevant stakeholders				

Section 3: Annual Budget

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](#) 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](#)

Scroll down 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.