

reVISION

Action Grant

Application

2020-2021

OFFICE OF CAREER, TECHNICAL, AND ADULT EDUCATION

NEBRASKA DEPARTMENT OF EDUCATION

301 Centennial Mall South, Lincoln, NE 68508



Section 1: Application Overview (1/2-1 pages)

According to the Nebraska Department of Economic Development, agriculture, education, and business are some of the top jobs in the Mid-Plains Region.

- General and Operations Managers are #3 (agriculture and business)
- Bookkeeping/Accounting/Auditing Clerks are #4 (business),
- Elementary Teachers are #5 (education),
- Farm Equipment Mechanics and Service Technicians are #6 (agriculture),
- Secondary Teachers are #7 (education),
- Managers are #9 (agriculture and business)¹.

Nationally, we are seeing people in the agriculture industry retire and teacher shortages.

Students enrolled at Stapleton Public Schools also show high aptitude/interests in these areas. The student data from the YouScience and Nebraska Career Connections assessments showed that **42%** of 9-12 students at Stapleton Public Schools had agriculture-related careers in their top career options, **34%** had Business related careers, and **48%** had Education related careers.

At a community engagement night, business leaders expressed concerns that students were not ready for the workforce because of their lack of 21st-century employability skills. These skills include emotional intelligence, team player attitude, growth mindset, openness to feedback, adaptability, active listening, work ethic, communication, problem-solving and, time management.

After analyzing the Perkins V strategic priorities, Mid-Plains workforce needs, student aptitude/interest data, and community engagement night data, Stapleton Public Schools knew they had to change their Career and Technical Education programming. These changes will ensure that our students can fill the employment gap in the Mid-Plains economic development region and successfully transition into postsecondary education/training and the workforce.

The Stapleton Public School's agriculture program is in its infancy. We are committed to enhancing the quality of the agricultural program. Stapleton Public Schools understands the direct impact on our community of a thriving agriculture program. Through the reVISION process, Stapleton Public Schools is hoping to enhance the welding experience to align with the current workforce. Stapleton Public Schools understands that welding skills will directly align with the Nebraska Department of Economic Development's top jobs in the Mid-Plains region (farm equipment mechanics and service technicians, operation managers, and managers).

The Stapleton Public School's education/early childhood program is also in its infancy. Nationally, schools are experiencing a teacher shortage. At Stapleton Public Schools, we feel the ripple effect of this shortage. According to the Nebraska Department of Economic Development, elementary and secondary teachers are considered a top job in the

¹ 1 Office of Labor Market Information, Nebraska Department of Labor. Online: <http://h3.ne.gov/> - Mid-Plains region is selected (visited August 26, 2020)

Mid-Plains region. Through this program, we hope to “grow our own” in early childhood education and K-12 education. With the help of reVISION, Stapleton Public Schools wishes to enhance this program by giving students hands-on experiences in early childhood and K-12 education.

Lastly, Stapleton Public Schools hopes to have students graduate with workforce certifications. The administration at Stapleton Public Schools believes that students will be more marketable and ready for the workforce with certain certifications. Through our business program, we hope to have students graduate with Microsoft Office Specialists certifications. This certification would require purchasing industry-standard computer hardware and software. Given Microsoft Office is the industry-standard software used by many businesses and colleges/universities will help meet Nebraska Information Technology Applications I (Course Code 270501) Standards even better than before.

Stapleton Public Schools is hopeful that industry-standard equipment and curriculum will complement the newly revised Career and Technical Education programming. We want our CTE programs to offer genuinely immersive and hands-on experiences so that students are prepared for post-secondary education/training and the workforce.

Section 2: Key Objectives (1-2 pages)

The school district is dedicated to providing a data-driven Career & Technical Sciences program that aligns with the local workforce needs while providing students with systemic career development, and teachers with sustained professional growth.

Goal #1a: Workforce Alignment (Agriculture). Stapleton Public Schools sits in rural Nebraska with a mere population of 298. The Stapleton economy thrives on farm and ranch operations. In 2007 the United States Department of Agriculture reported that the fastest-growing group of farm operators is 65 years and older.² In 2019, the United States Department of Agriculture reported that only 32% of agriculture producers were female and the average net income was \$87,824.³ Because of this, our constituents expressed their concerns about the lack of agriculture programs at Stapleton Public Schools. Three years ago, Stapleton Public Schools started their first Agriculture CTE program.

Agriculture occupations are an enormous need in the Mid-Plains Economic Development region in Nebraska. Potentially three of the top ten occupations for the Mid-Plains Region are in Agriculture (General and Operations Managers, Farm Equipment Mechanics and Service Technicians, and Managers, All Other) for the Mid-Plains Economic Region.⁴

² 2007 Census of Agriculture. Retrieved August 27, 2020, from https://www.nass.usda.gov/Publications/AgCensus/2007/Online_Highlights/Fact_Sheets/Demographics/farmer_age.pdf

³ Potter, L. (2019, April 12). Number of farms in Nebraska down 7 percent, latest Census of Agriculture reports. Retrieved August 27, 2020, from https://kearneyhub.com/news/state/number-of-farms-in-nebraska-down-percent-latest-census-of/article_d49a3696-5d35-11e9-b923-7370ef3e1cfa.html

⁴ Office of Labor Market Information, Nebraska Department of Labor. Online: <http://h3.ne.gov/> - Mid-Plains region is selected (visited August 26, 2020)

It is projected that by 2026, the projected employment for General and Operations Managers is **780**. The projected employment for Farm Equipment Mechanics and Service Technicians by 2026 is **398**. Lastly, the projected employment for Managers by 2026 is **406**.

We are confident that our agricultural program at Stapleton Public Schools will ensure all students are successfully transitioning into postsecondary education/training and the Nebraska workforce.

Goal #1b: Workforce Alignment (Family & Consumer Sciences/Education). Because of Stapleton's unique location, it can be challenging to recruit teachers to our area. According to the Nebraska Department of Education, districts/systems reported 2,147 positions as available in 2019-20, 321 positions were unfilled with fully qualified personnel, and 62 left vacant. Of those 321 positions, 110 positions (34%) were in districts/systems with less than 500 students.⁵ Stapleton Public Schools is one of the largest employers in Logan County. With this data in mind, Stapleton Public Schools knew it was important to start "growing our own" for education. Three years ago, Stapleton Public Schools revived the Family & Consumer Sciences program. The program was eliminated for 15 years. Through our newly restored Family & Consumer Sciences program, students are able to enroll in Child Development and Intro to Education courses.

According to the Nebraska Department of Economic Development (H3), Elementary and Secondary Teachers are just two of the top H3 occupations (high-skill, high-wage, high-demand) in the Mid-Plains Economic Development Region. By 2026, the projected employment for Elementary Teachers is **629**, and Secondary Teachers it is **557**.

Stapleton Public Schools is hopeful that this new program will bring students back to Stapleton to teach.

Goal #1c: Workforce Alignment (Business). Stapleton Public Schools has always offered Business, Marketing, and Management and Information Technology programs to our students. However, we have revamped our programming to better align with local workforce needs.

According to the Nebraska Department of Economic Development (H3), General and Operations Managers; Bookkeeping, Accounting, and Auditing Clerks; and Managers, All Other are three of the top H3 occupations (high-skill, high-wage, high-demand) for the Mid-Plains Economic Development Region. By 2026, the projected employment for General and Operations Managers is **780**. The projected employment for Bookkeeping, Accounting, and Auditing Clerks by 2026 is **731**. Lastly, the projected employment for Managers by 2026 is **406**.

⁵ Teacher Shortage Survey. (n.d.). Retrieved August 27, 2020, from <https://www.education.ne.gov/educatorprep/teacher-shortage-survey/>

Goal #2: Systemic Career Development. Each Stapleton Public Schools learner deserves the opportunity to discover how their skills fit into workplaces, explore and learn about career options, and receive guidance in planning for successful transitions into their career. Through Stapleton Public School's reVISION process, we saw deficits in intentional Career Development K-12. 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 in elementary, middle, and high school.

All students enrolled in Stapleton Public Schools are required to take a Careers course. These students take part in assessments from the Nebraska Career Connections to discover their career interests, skills, confidence, and work values. With this data, students can explore careers that are best suited for them and develop a career plan that helps them tackle their career goals. These courses also focus on the 21st-century work skills that area businesses were promoting at our community engagement night.

Three years ago, Stapleton Public Schools started an elementary careers curriculum that allows our students 20 minutes of intentional career instruction weekly. Students are required to take a semester-long career class at the middle level, and in high school, students have the option to take a career elective course.

Stapleton Public Schools also allows students an opportunity for work-based learning in the Intro to Education course. Students are allowed time to create lesson plans and work with students in elementary classrooms.

The student data from the YouScience and Nebraska Career Connections assessments showed that **42%** of 9-12 students had Agriculture related careers in their top career options, **34%** had Business related jobs, and **48%** had Education associated careers.

We are confident that our systemic career development for all students at Stapleton Public Schools will ensure all students are successfully transitioning into postsecondary education and Nebraska's workforce.

Goal #3: Sustained Professional Development. Stapleton Public Schools values continuous professional development for all teachers employed. The administration at Stapleton Public Schools understands that industry trends are constantly changing and that our CTE educators must be kept up-to-date. Up-to-date training will ensure that Stapleton Public School students receive the latest instruction in agriculture, business, and education. These professional development opportunities will help meet our students' aptitudes, strengths, help feed into the Mid-Plains workforce needs, and create ample opportunities for students' career development.

Each year Stapleton Public Schools is committed to our Career and Technical Education instructors attendance at the Nebraska Career Education conference held annually in Kearney, Nebraska. Here, our instructors receive training in their specific content areas. They are also able to tour innovative workplaces. Our teachers always come back with something new to share with their students.

Our school CTE educators are also encouraged to attend the Nebraska Department of Education's fall workshops to receive updates from the state department. New Nebraska standards come out every five years for CTE, and instructors are encouraged to attend to get updated on their courses.

The school district is part of the three annual ESU 16 EDventurous Regional Professional Learning Communities, where they create professional relationships with other area CTE instructors in their particular discipline. Professional Learning Communities allow educators to sit down with 12 different school districts to discuss what is working with their programming and what is a current struggle with their current programming. There, educators share ideas and create lessons that they can use in their classrooms.

The PLC model is established at the school level. The principal has attended PLC institutes and created teams which include CTE team members to analyze data and answer the following questions:

- What do we want our students to learn?
- How will we know if they have learned the content?
- What do we do if students have not learned the content?
- What do we do if students already knew the content before instruction (high ability learners)?

The administration and board of education at Stapleton Public Schools values continued professional development for all teachers. If an instructor wants to attend professional development outside the regular requests, we find ways to fund and find substitute coverage for that instructor.

Summary: Stapleton Public Schools has evaluated and analyzed Perkins V strategic priorities, community engagement data, H3 workforce needs, student aptitudes/interest data. We have made changes to our Career and Technical Education programming to help our students better transition into the workforce through this process. Because of this new programming, we understand that our current equipment is not considered industry-standard and that the curriculum needs to be aligned to the current Nebraska State Standards. We believe we are asking for the correct equipment to create a more robust career and technical education programs of study through our research and recommendations. Time will be dedicated for curriculum alignment of the new Nebraska State Standards.

Section 3: Project Activities

Activity #1 (Agriculture). Stapleton Public School will implement a well-rounded welding program to provide education and career exploration to students interested in Priority Instructional Areas of Advanced Manufacturing or Business Services. We will provide an in-depth study of metals and fabrication using industry-standard tools and equipment to emphasize personal safety.

Stapleton Public Schools is seeking funding to improve and modernize the current welding laboratory by adding multi-process welders, modern grinders, bandsaw, plasma cam

software, and bend tester. This action will result in the shop's modernization and reduction in hazard/injury threat.

These goals are in conjunction with the Nebraska Education Standards:

AFNR.HS.6.1.a - Apply physical science principles to metal fabrication using a variety of welding and cutting processes

AFNR.HS.6.1.b - Apply physical science and engineering principles to design, implement, and improve safe and efficient mechanical systems in AFNR situations.

Evaluation of Activity #1:

By the end of the 2020-21 school year, Stapleton Public Schools will have:

- Acquired and installed the needed tools and equipment.
- The instructor and 100% of welding students will be trained in the proper use and maintenance of each piece of equipment.
- During the 2020-21 school year, Stapleton Public Schools' welding shop will be OSHA compliant.
- 100% of students in the shop will have earned 10-OSHA construction cards.

Sustainability Plan of Activity #1:

- The district will continue to fund maintenance and equipment replacement costs.
- The instructor and students will perform regular maintenance of equipment to prevent breakdown & increase longevity.
- Community support and fundraising will allow for the purchase of additional needs.
- The district will continue to provide 100% funding for all industrial technology students to be OSHA certified.

Activity #2 (Family & Consumer Sciences/Education).

Stapleton Public Schools has recently reintroduced family and consumer sciences courses to our course offerings. The district is committed to amplifying our child development and introduction to education course by offering more hands-on experiences for our students. This will allow students an opportunity to be better prepared for post-secondary options. By providing a more robust and hands-on way child development course, the district will meet the following Child Development standards more precisely:

HSE.HS.2.1.a - Analyze biological processes related to prenatal development, birth, and health of child and mother.

HSE.HS.2.4.a - Analyze the physical, emotional, social, moral, and intellectual development of children.

HSE.HS.2.4.d Investigate issues that can hinder reaching developmental milestones.

With the use of reVISION funding, we would incorporate the following:

- Pregnancy Profile simulator,

- Birth Model set,
- Infant Simulators.

These tools would allow students “hands-on” experience when dealing with both infants and pregnancy.

The pregnancy profile simulator replicates the third trimester of pregnancy. Instructors use this educational tool with males and females.

The Birth Model set incorporates a curriculum that presents an in-depth look at labor initiation, stages 1-3 of labor, postpartum depression, and pregnancy complications. This grant will allow additional students a one-on-one opportunity to learn from the world’s most advanced infant simulator. Educators worldwide use this unique learning aid to teach early childhood, parenting, infant health lessons, and sex education. This smart baby adds meaning and accountability by using wireless programming to track and report on caregiver behaviors. Tracked behaviors include care events, mishandling actions, time in a car seat, and clothing changes—four sets of curriculum and activities to help instructors create relevant and career-driven learning experiences. Students can gain experience with a drug-affected baby, a fetal alcohol syndrome baby, a down syndrome baby, and a typically developed child.

Evaluation of Activity #2:

The program will be evaluated on the success our students have during their post-secondary life. A survey will be conducted to determine whether they felt prepared to enter the FACS workforce and gather any suggestions that could make the program even more robust.

Also, by assessing student data from formative assessments and their feedback, we will measure how effective the implementation of these pieces of equipment was and what needs to be still adjusted. We understand that we will have bumps in the road because this is a new course at our school. We know that we can analyze our failures and make them potential successes in the future.

Sustainability Plan of Activity #2:

The efforts with this activity will continue as FACS standards still need to be met in order to be a Program of Study and meeting clusters for Perkins funding. Not only that, but Stapleton FACS courses need to meet industry expectations. More opportunities will be available to our students through the partnerships built from the FACS work-based learning experiences.

The school district has pledged to ensure this the maintenance of equipment with the Stapleton Public Schools budget.

Activity #3 (Business).

Currently, students 7-12 have 1:1 Chromebooks. This limits their exposure to the industry-standard software of Microsoft Office. By purchasing 20 desktops, students would have access to Microsoft Office. Given Microsoft Office is the industry-standard software used by many businesses and colleges/universities will help meet Nebraska Information Technology Applications I (Course Code 270501) Standards even better than before.

By exposing students to Microsoft Word would help meet Nebraska Information Technology Applications I (Course Code 270501) Standards:

CIS.HS.4a.2-Use document processing applications to prepare business communications

CIS.HS.4a.3-Develop and demonstrate effective professional communication skills and practices.

Microsoft Excel would be taught, helping meet the need and accomplish Nebraska Information Technology Applications I (Course Code 270501) Standard:

CIS.HS.4a.4-Organize and manipulate data using spreadsheet applications.

Finally, students will master Microsoft Access which would meet the Nebraska Information Technology Applications I (Course Code 270501) Standard:

CIS.HS.4a.5-Identify database management concepts to manage, evaluate, and organize information.

By adopting a curriculum that emphasizes industry-standard software and teaches mastery of Microsoft Office, students will earn their Microsoft Office Specialist certification through Certiport. The certification was a request by community members at the community engagement night. This activity will be measured by how many students gain MOS certification by the end of Year 2. The goal is to have 25% of students taking Information Technology Applications certified in Microsoft Word and Excel.

According to the Nebraska business data, industries need employees with experience in coding and have built computational-thinking skills. By implementing coding within Nebraska's Information Technology Applications 1 (Course Code 270501), the following standard will be addressed:

CIS.HS.4a.7-Describe emerging and evolving trends in information technology will be enhanced.

Not only will this standard be met, but there is room to incorporate Nebraska's Foundations of Computing (Course Code: 270704) Standards. According to the Nebraska Department of Education, the course description for Foundations of Computing is as follows: *Designed to be the first computer science course for students who have never programmed before.*

Foundations of Computing is a starting point for Computer Science. Students will explore the impact of computing in society and build skills in digital citizenship and cybersecurity. Beyond

learning the fundamentals of programming, students build computational-thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis. The following standards could be introduced within the Information Technology Applications 1 course already taught a Stapleton with the use of these laptops:

CIS.HS.7.21-Recognizes and define computational problems

CIS.HS.7.22-Develop and use abstractions in computational artifacts

CIS.HS.7.23-Create computational artifacts

CIS.HS.7.24-Use data to understand and model real-world situations.

These desktop computers would also allow students to experience industry-grade accounting software (i.e., QuickBooks). Much of these accounting software types are only available with hard-drive powered computers, not Chromebooks that the district provides for students.

Student's competence and growth will be measured through the use of formative and summative assessments. Students showing proficiency utilizing industry-grade accounting software will directly result in their proficiency in the workplace.

Information Technology Applications will be significantly enhanced with industry-standard software and technology. Students will have the opportunity to grow, learn, and acquire more 21st Century information technology, computational-thinking, and accounting skills that employers need and request, thus helping close the gap presently occurring at Stapleton Public Schools.

Evaluation of Activity #3:

We will evaluate this activity's effectiveness by having 25% of students pass the MOS certification in Year 2. Employers from the community will evaluate student work, including resumes, cover letters, business letters, spreadsheets, and possible databases. To check for alignment with their industry standards. This activity will evolve into partnerships with businesses for job shadowing and internships that will take place in Year 3.

The analysis of student data from formative and summative assessments will measure the effectiveness of coding. Cultivating relationships with Nebraska businesses will create a communication line that will allow the school district to stay abreast of the ever-changing needs and standards of technology business industries.

Sustainability Plan of Activity #3:

This activity's efforts will continue as BMIT standards still need to be met to be a Program of Study and meeting clusters for Perkins funding. Not only that, but Stapleton Business courses need to meet industry expectations and standards.

Partnerships built with local businesses through community engagement will gain support for future job shadowing, internships, sponsorships, mentoring, and certification.

The school district has pledged to ensure laptop maintenance and upkeep through Stapleton's IT department.

Stapleton's success with this activity is doable with the school district and community's support to close the gap on industry standards that are currently happening. Preparing students for H3 occupations is a must.

Section 4: Commitment & Capacity (1 page)

Before the reVISION process, the Career and Technical Education departments worked independently and somewhat competitively with each other. This meant that some aspects of Career and Technical Education were well covered by multiple classes and multiple teachers, while other topics were left unrepresented. The reVISION process has facilitated a platform for all departments to come together and work collaboratively to bring cohesion to our programs and benefit students as they prepare for their futures. The common goal among all Stapleton Public Schools CTE departments is to strengthen the high school and junior high CTE programs and align them with Nebraska's economic priorities and postsecondary entrance requirements.

The Perkins V reVISION grant leadership team will consist of:

- Mr. Howard Gaffney, Stapleton Public Schools Superintendent - Fiscal leadership
- Mrs. Kris Walker, Stapleton Public Schools Principal - Curriculum Development & Instructional Leadership
- Ms. Sandy Burke, Business Instructor - Curriculum & Class Instruction
- Mr. Bryce Funk, Agriculture Instructor - Curriculum & Class Instruction
- Mrs. Polly Burnside, Family & Consumer Sciences Instructor - Curriculum & Class Instruction
- Mrs. Margaret Ann Neal, Guidance Counselor

Advisory Council Members:

- Jon Walz, Local Farmer/Rancher (agriculture)
- Kristy Opela, President of the Stapleton Public School Board (education)
- Samantha Pavelka, Teaching & Learning Coordinator at Educational Service Unit #16 (education)
- Deb Paulman, Administrator at Educational Service Unit #16 (education)
- Nathan Weems, First State Bank and Community Member(business)
- Dr. Jody Tomanek, Vice President of Academic Affairs

The two governing bodies (leadership team and advisory council) will meet regularly bi-monthly to ensure grant funds will meet the goals by monitoring and developing curricular activities, field experiences/observations, and in-school events.

Leadership Team (administration, CTE teachers, guidance counselor)

- Increase opportunities for students
- Select Programs of Study that will lead to career exploration and competencies important to the region
- Expand program offerings to include certification and dual credit opportunities
- Increase parent involvement in career planning and college entrance

- Implement career awareness, goal setting, and planning meetings with students & parents
- Integrate career awareness into the curriculum
- Provide a project-based framework for all CTE courses
- Incorporate entrepreneurship lessons for all CTE students.

Advisory Council Members (post-secondary institutions, business/industry leaders, and community members):

- Partner with Stapleton Public Schools to provide industry certification programs
- Provide dual credit courses for HS students
- Have access to workers with 21st-century employability skills including accountability, timeliness, self-management and professional behavior skills, technology skills, etc
- Keep businesses in the area and facilitate community growth
- Keep families in the area
- Increase the number of skilled workers in the region

Section 5: Budget Proposal

**Appendix A
Budget Templates**

Activity Budget: Activity # 1		
Expenditure	Unit Cost	Total
Salaries – Specified by Position (Object Code 100)		
Agriculture Teacher Salary	\$38,224.20 (in-kind)	\$38,224.20 (in-kind)
<i>Subtotal</i>		\$38,224.20 (in-kind)
Employee Benefits – Specified by Position (Object Code 200)		
Health/Dental Insurance	\$7,567.32 (in-kind)	\$7,567.32 (in-kind)
FICA/Retirement/Long Term Disability	\$7,139.99 (in-kind)	\$7,139.99 (in-kind)
<i>Subtotal</i>		\$14,707.31 (in-kind)
Professional & Technical Services – (Object Code 300)		
Nebraska Career Education Conference	\$200 (in-kind)	\$200 (in-kind)
Nebraska Department of Education Fall Conference - AG mileage	\$100 (in-kind)	\$100 (in-kind)
Nebraska Department of Education Fall Conference - AG substitute	\$125 (in-kind)	\$125 (in-kind)
<i>Subtotal</i>		\$425 (in-kind)

Other Purchased Professional Services – (Object Code 400/500)		
Nebraska Career Education Conference Lodging & Meals	\$450 (in-kind)	\$450 (in-kind)
	<i>Subtotal</i>	\$450 (in-kind)
Supplies— including Operational Equipment - (Object Code 600)		
Power Mig® 140 MP® MULTI-PROCESS WELDER (x1)	\$782.00	\$782.00
Grizzly Go561 Metal Cutting Bandsaw (x1)	\$955.00	\$955.00
Piranha II Tungsten Electrode Grinder (x1)	\$795.00	\$795.00
Lincoln Multi process - Flextec® 350X Standard (Tweco®) - K4272- (x4)	\$4164.26	\$16,657.04
Lincoln Electric DownFlex® 100-NF Weld Fume Downdraft Table - K2751-9 (x2)	\$3,723.00	\$7446.00
PlasmaCam Software (x1)	\$270.00	\$270.00
Pac-Kit Woolen Fire Blanket in Nylon Pouch (Item T9FB892458) (x1)	\$82.98	\$82.98
Fischer Pneumatic Weld Bend Tester (SCU M405900 BT1C) (x1)	\$2,904.00	\$2,904.00
JET Industrial Bench Grinder -578010 (x1)	\$598.89	\$598.89
JET 577172 Pedestal Stand for Bench Grinders (x1)	\$149.00	\$149.00
Milwaukee 2780-21 M18 FUEL 4-1/2"/5" Angle Grinder with Battery and Charger (x4)	\$333.81	\$1,335.24
TOOLIOM Welding Helmet True Color Auto Darkening 1/1/1/2 Large View 3.94"x 3.27" Battery Powered Welding Mask with Weld/Grind/Cut Mode (x6)	\$59.99	\$359.94
	<i>Subtotal</i>	\$32,335.09
Capital Assets- (Object Code 700)		
	<i>Subtotal</i>	\$0
	ACTIVITY TOTAL	\$53,806.51 (in-kind)
		\$32,335.09

Activity Budget: Activity # 2		
Expenditure	Unit Cost	Total
Salaries – Specified by Position (Object Code 100)		

Family & Consumer Sciences Teacher Salary	\$33,786 (in-kind)	\$33,786 (in-kind)
<i>Subtotal</i>		\$33,786 (in-kind)
Employee Benefits - Specified by Position (Object Code 200)		
Health/Dental Insurance	\$16,003.80 (in-kind)	\$16,003.80 (in-kind)
FICA/Retirement/Long Term Disability	\$6,185.94 (in-kind)	\$6,185.94 (in-kind)
<i>Subtotal</i>		\$22,189.74 (in-kind)
Professional & Technical Services - (Object Code 300)		
Nebraska Career Education Conference	\$200 (in-kind)	\$200 (in-kind)
Nebraska Department of Education Fall Conference - AG mileage	\$100 (in-kind)	\$100 (in-kind)
Nebraska Department of Education Fall Conference - AG substitute	\$125 (in-kind)	\$125 (in-kind)
<i>Subtotal</i>		\$425 (in-kind)
Other Purchased Professional Services - (Object Code 400/500)		
Nebraska Career Education Conference Lodging & Meals	\$450 (in-kind)	\$450 (in-kind)
<i>Subtotal</i>		\$450 (in-kind)
Supplies— including Operational Equipment - (Object Code 600)		
RealCare® Pregnancy Profile Simulator	\$1,539.00	\$1,539
RealCare® Birth Model Set	\$949.00	\$949.00
RealCare® Infant Simulators	\$825.32	\$3,301.25
Add course: Early Childhood Education & Services curriculum	\$4,000	\$4,000
<i>Subtotal</i>		\$9,789.25
Capital Assets- (Object Code 700)		
<i>Subtotal</i>		\$0
ACTIVITY TOTAL		\$56,850.74 (in-kind)
<i>Subtotal</i>		\$9,789.25

Activity Budget: Activity # 3		
Expenditure	Unit Cost	Total
Salaries - Specified by Position (Object Code 100)		

Business Teacher Salary	\$61,752 (in-kind)	61,752 (in-kind)
<i>Subtotal</i>		\$61,752 (in-kind)
Employee Benefits - Specified by Position (Object Code 200)		
Health/Dental Insurance	\$7,567.32 (in-kind)	\$7,567.32 (in-kind)
FICA/Retirement/Long Term Disability	\$11,191.57 (in-kind)	\$11,191.57 (in-kind)
<i>Subtotal</i>		\$18,758.89
Professional & Technical Services - (Object Code 300)		
Nebraska Career Education Conference	\$200 (in-kind)	\$200 (in-kind)
Nebraska Department of Education Fall Conference - AG mileage	\$100 (in-kind)	\$100 (in-kind)
Nebraska Department of Education Fall Conference - AG substitute	\$125 (in-kind)	\$125 (in-kind)
<i>Subtotal</i>		\$425 (in-kind)
Other Purchased Professional Services - (Object Code 400/500)		
Nebraska Career Education Conference Lodging & Meals	\$450 (in-kind)	\$450 (in-kind)
<i>Subtotal</i>		\$450 (in-kind)
Supplies— including Operational Equipment - (Object Code 600)		
iMac Desktop Computers	\$1,099	\$21,980
QuickBooks Subscription	\$839.88	\$839.88
iMac Magic Keyboard with 10 Key Pad	\$149	\$2,980
Microsoft Office Suite 2020	\$200	\$4,000
<i>Subtotal</i>		\$29,799.88
Capital Assets- (Object Code 700)		
<i>Subtotal</i>		\$0
ACTIVITY TOTAL		\$81,385.89 (in-kind)
ACTIVITY TOTAL		\$29,799.88

Budget Summary Template

Complete one Budget Summary once all Activity Budgets are complete. Indicate the cost for each associated activity based on the type of expenditure. Add all activity totals for one grand total. This total should represent the full amount being requested in the grant application (not to exceed \$100,000). Add/remove rows as needed.

Budget Summary

Salaries

Activity 1	\$ 38,224.20 (in-kind)
Activity 2	\$ 33,786.00 (in-kind)
Activity 3	\$ 61,752.00 (in-kind)
<i>Subtotal</i>	\$ 133,762.20 (in-kind)

Employee Benefits

Activity 1	\$ 14,707.31 (in-kind)
Activity 2	\$ 22,189.74 (in-kind)
Activity 3	\$ 18,758.89 (in-kind)
<i>Subtotal</i>	\$ 55,655.94 (in-kind)

Professional & Technical Services

Activity 1	\$ 425 (in-kind)
Activity 2	\$ 425 (in-kind)
Activity 3	\$ 425 (in-kind)
<i>Subtotal</i>	\$ 1,275 (in-kind)

Other Purchased Services

Activity 1	\$ 450
Activity 2	\$ 450
Activity 3	\$ 450
<i>Subtotal</i>	\$ 1,350 (in-kind)

Supplies & Materials/Operational Equipment

Activity 1	\$ 32,335.09
Activity 2	\$ 9,789.25
Activity 3	\$ 29,799.88
<i>Subtotal</i>	\$ 71,924.22

Capital Assets

Activity 1	\$ 0
Activity 2	\$ 0
Activity 3	\$ 0
<i>Subtotal</i>	\$ 0

Grand Total \$192,043.14 (in-kind)
\$71,924.22



It is the policy of the Nebraska Department of Education not to discriminate on the basis of sex, disability, race, color, religion, marital status, age, national origin, or genetic information in its educational programs, admission policies, employment, or other agency programs.

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