PERKINS V

LOCAL PERKINS APPLICATION
2020-2024

STAND-ALONE

Office of Career, Technical, and Adult Education
The Nebraska Department of Education
301 Centennial Mall South, Lincoln, NE 68508

General Information

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

The federal Strengthening Career and Technical Education for the 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 2020-2024 academic years. Local CTE providers (districts, consortia, and community colleges) receiving a Perkins V grant allocation are also required to submit plans with the same timeline committed. Submission of this Local Perkins Application will fulfill that eligibility requirement.

✔ Complete reVISION — Complete Local Perkins Application — Create Annual Budget — Upload/Submit in GMS
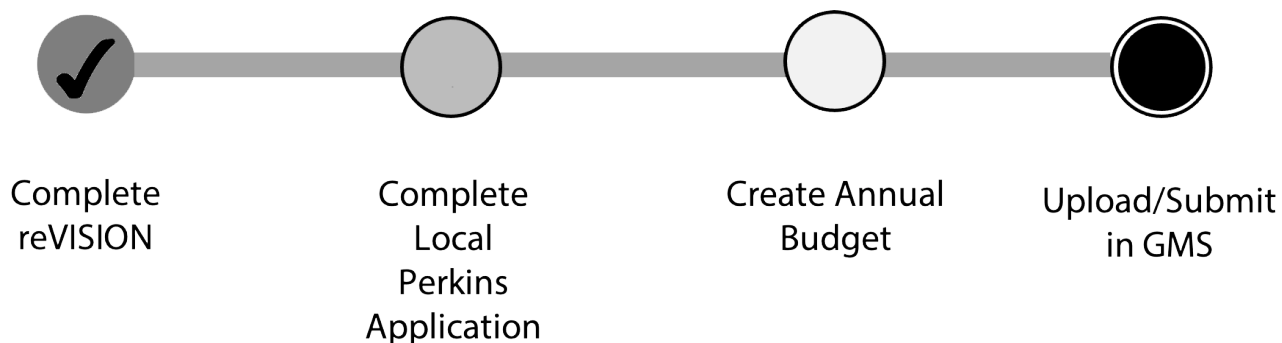
The Local Perkins Application and Resources are available online at
https://www.education.ne.gov/nce/perkins-administration/

Eligible Recipients

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

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

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

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

Use of Funds

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

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

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

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

Visit the Perkins Management Guide for additional information about allowable uses of Perkins funds.

Timeline and Deadlines

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

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

Submission Information

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

Application Elements

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

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

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

Going from reVISION to the Local Perkins Application

Creating and enhancing opportunities for all students requires foresight, careful planning, and targeted investment. To help your district determine where to begin and which action steps to approach first, it will be necessary to review the actions steps identified by your district and economic development region through the reVISION process (see Local and Regional CTE Assessments) and establish a set of high priority, overarching goals. Multiple sources of information and other data from the reVISION process may need to be reviewed to accomplish this effectively.
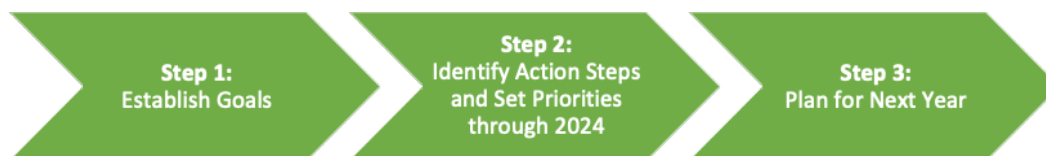
Step 1: Establish Goals
Through active participation in the reVISION process, your district, along with education partners, reviewed a number of different data elements (e.g. school faculty demographics, non-traditional student participation rates, CTE student performance data, etc.). Given these data, desired states and potential action steps were identified for each of the six required elements (at both the Local and Regional levels). <u>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.</u>

Step 2: Identify Action Steps & Set Priorities
After careful review of the action steps already identified through reVISION, consider the following questions in relation to your overarching goals as identified above:

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

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

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

Step 3: Plan for Next Year
After identifying the prioritized action steps your district will take to achieve your overarching goals, you will need to detail the related expenditures you seek Perkins funds to support for the upcoming academic year. Carefully review the required uses of Perkins funds along with the non-allowable uses of Perkins funds – both found on the Perkins Grants Management website: https://www.education.ne.gov/nce/perkins-administration/. A budget template is provided to help gather and prepare the necessary information to enable quick and easy entry into the NDE's Grants Management Systems (GMS) Perkins Budget.

Section 1: reVISION Summary

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

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

Element	Current State	Overarching Goal(s)
SAMPLE: *Size, Scope, and Quality and Implementing CTE Programs of Study*	*Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in their local planning and selection of programs of study offered (validated through reVISION), the identification of new and emerging technologies and occupational projections necessitates a comprehensive and thorough review of programs and how each are being implemented throughout the college.*	*Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.* *Within the next four years, strategies will be developed to expand CTE program offering amongst the college, which includes professional development.*

reVISION SUMMARY		
Element	**Summary of Current State**	**Overarching Goal(s)**
Career Development	As advisors, CCC faculty interact on a regular basis with CCC students regarding CTE and H3 career choices. In addition, CCC has a Career and Development department dedicated to assisting students with career development and job placement. CCC has dual credit offerings and offers in Career and Employment Services. CCC benefits from the fact that CTE faculty members serve as student advisers.	Within the next four years, 1. Build upon current advising model to assist current and potential students in choosing CTE career paths. 2. Provide regular professional development to CCC faculty on CTE and H3 career coaching. 3. Implement processes bringing high school and middle school students enrolled and/or interested in a CTE program of study to a CCC campus to explore CTE career opportunities. 4. Explore ways to connect CCC's Career & Employment Services to high school counselors and CTE instructors in the CCC service area.

		5. Evaluate goals one through four and explore ways to continue to improve.
Local Workforce Alignment	CCC's 37 CTE programs are designed to prepare students for current and future workforce demands. In fact, 94% of CCC's 2017-18 graduates (most recent data available) were employed full-time within our 25-county area. The majority of CCC's programs directly lead to employment within H3 occupations identified by the State of Nebraska and other programs ladder into four-year programs that also lead to identified H3 occupations. CCC conducts annual reviews for all programs, in which they evaluate three-years of longitudinal data including enrollments, graduation rates and job placement data. In addition, each program meets with their advisory boards at least annually, but more often semi-annually, to review curriculum, programming, and local employer needs. Advisory boards consist of a wide range of stakeholders, that include local employers, students, parents, workforce and economic development representatives, CCC faculty, support services and administrators. The advisory board meetings provide a venue for dynamic interaction between industry and education to discuss changes that are occurring in industry and how education can adapt to meet those needs, whether it be technology and equipment updates or changes to curriculum to produce graduates that meet the qualifications required by industry. CCC maintains ongoing relationships with educational partners, economic development, workforce and civic leaders within the communities we serve to stay abreast of current trends and changes in the workforce and economic development landscape. CCC has extensive articulation agreements with four-year institutions and actively works with those receiving institutions (e.g. UNL, UNK) to ensure transferability of CCC credits. Central Community College is proud to be an educational institution that welcomes	Within the next four years: 1. Enhance existing evaluation process to update lab equipment in CTE areas to meet or exceed standard equipment used in industry. 2. Provide professional development opportunities to ensure faculty are up to date on knowledge, skills and abilities required for their program area, along with short-term, industry-recognized credentials.

	and supports all our students. By removing some of the barriers to education that students with disabilities often experience, we hope to create a learning environment that encourages and challenges our students. Students with disabilities who meet the academic and technical standards for participation are eligible to request reasonable accommodations to achieve equal access. Qualified students are accommodated when they disclose their disabilities and request accommodations. The disability support services staff at CCC is committed to providing access for students with disabilities. The Adult Education program offers English as a Second Language (ESL) for people who want to learn to speak, read and write English and EL/Civics classes which provide civics instruction for immigrants and U.S. citizens. Adult Education/ESL instruction is provided to students who are 16 years or older and have either officially withdrawn from a Nebraska school or have completed home-schooling.	
Size, Scope, & Quality and Implementing CTE Programs of Study	CCC maintains conversations with secondary, postsecondary, and business/industry representatives so that a robust and up-to-date skill set is developed in each program in multiple ways. One way CCC accomplishes this is through their semi-annual program advisory board meetings. Advisory boards are comprised of multiple stakeholders, including students, business/industry representatives, faculty and administration. In addition, CCC is an active member of the Manufacturing Pathways Advisory Team (MPAT) in Hastings. MPAT is comprised of representatives from the local high schools, CCC, economic development and business and industry. The college also relies on the advisory boards and consultations with industry to determine whether programs use current industry standard equipment and lab space, which changes at a rapid pace due	Over the next four years: 1. Expand the use of new technology to ensure students have cutting edge technology to enhance the student learning experience, to include diagnostic and scenario-based technology. 2. Explore piloting a second pathway advisory team in a high demand field, per revision finding, which is a focus group to support the pathway from high school to college to support a local pathway including secondary, post-secondary, industry and economic development members. 3. Continue to ensure Central is providing in their programs the knowledge, skills and abilities necessary to meet area employer expectations for employment through ongoing implementation of advisory board feedback and recommendations. 4. Continue to support student success in progression through academic requirements of career pathways through coaching and support services.

	to the use of technology in industry. The college currently struggles to keep up with the changing demands in equipment. Due to different laws that govern postsecondary, CCC is unable to track some of the special populations as identified by Perkins legislation; however, we do know that there continues to be gender disparity in programs that are either traditionally male or female.	
Student Performance Data	Overall, Blacks/African American students as a sub-group have the largest gap in performance indicators, far underperforming the overall attainment and falling well below the statewide goals in 1P1, 2P1, and 3P1. The second largest gap is in the sub-group Hispanics, and the third largest gap is in the sub-group Individuals with disabilities. Regarding Nontraditional Participation and Completion: The sub-group Males has the largest gap in performance, followed by Hispanics and American Indians.	Within the next four years: 1. Using Central's Assessment of Student Learning process, which is established in concert with the college's regional accreditation and post-secondary standards, CCC will continue to work to better understand and narrow gaps presented in our data. At this time, the data provided by Perkins represents a partial picture of the opportunities for improvement. 2. Work with state and local partners to improve awareness related to CTE careers to secondary and postsecondary students especially those in special population groups, including students in minority populations. 3. Seek ways for secondary and postsecondary faculty to stay updated on availability of CTE careers especially as it relates to special populations. 4. Implement more programming through data analysis of student performance at program level seeking ways to improve gaps in retention and completion, especially as it relates to special and underrepresented populations (particularly to improve performance gaps for Hispanic students and those with disabilities) through dedicated programmatic skill building.
Recruitment, Retention, and Training of Faculty and Staff	Accreditation standards drive requirements for educational credentials for CTE educators at postsecondary institutions. CCC hires industry professionals with multiple years of industry experience and educational achievement requirements as determined by accreditation standards to serve as faculty in the CTE program areas. However, CCC struggles to find qualified, properly	Over the next four years: 1. Recognizing that some faculty hired from industry do not have professional pedagogy training, increase teaching and learning professional development for faculty hired directly from industry, such as but not limited to the learning management system, classroom management, pedagogy training,

	credentialled candidates at a wage we can afford to pay.

Retaining CTE faculty is accomplished through good working conditions and excellent benefits. In addition to providing administrative support for faculty, CCC has an established an Instructional Excellence Team to teach, assist, and support faculty with instructional improvement. This team, along with instructional administration, works to remove barriers which, in turn, helps retain faculty and reduce their frustrations.

Faculty at CCC are encouraged to participate in Return to Industry events as well as to attend industry specific conferences annually. The Faculty Resource Center (FRC) provides regular opportunity for faculty to learn about best practices through professional development sessions. In addition, FRC staff work individually with CTE faculty to strategize improvements and provide professional development based on individual needs.

CCC leverages linkages to high schools by employing many high school educators as adjunct faculty in early college. In addition, high school career and technical educators participate in development training throughout the year. These events strengthen our partnerships and provide valuable information and opportunities to explain the needs, address challenges, and successes when linking career technical education at the secondary and postsecondary level through programs of study.

CCC shares faculty with high schools such as the welding program at Grand Island. Grand Island Senior High sends welding students to CCC campus for classes. This allows CCC to have a FT welding faculty and so GISH does not need to hire one.

The AM AUTO (Hastings) is another example of sharing instruction.   The AM AUTO program is a pathway (4 courses) taught on campus by CCC faculty specifically for high school students. The | universal design, Quality Matters, accessibility and advising.
2. Explore replication of AM STEM (AUTO and Nurse Aide) model to provide CTE programming to smaller school districts, thus expanding access to CTE pathways.
3. Continue to provide opportunities to secondary and postsecondary instructors to learn about trends in CTE areas and general advancement of knowledge.
4. Continue collaboration with business and industry professionals to increase exposure of new opportunities to faculty. |

	CCC faculty member is dual credit certified so the high school can also offer it for high school credit. This allows local high schools to offer a CTE program to their students that they may not otherwise be able to provide access to.	
Work-Based Learning	Every CTE program at CCC has some type of work-based learning opportunity ranging from experiential learning to job shadows and internships. In some cases, the work-based learning is embedded in the program, such as culinary arts, dental hygiene, and truck driving. There are currently no apprenticeship opportunities. Industry professionals support CCC programs by participating on an advisory committee. Discussions about WBL opportunities occur frequently and the CCC faculty work closely with their industry partners to create opportunities for students. Students themselves often recruit the employers and faculty visits and interaction with business are useful strategies for developing WBL opportunities. Many businesses contact CCC regarding WBL experiences. There are some obstacles inherent in summer internships – If student is taking a summer internship of 3 credits, that is 3 less credits they are taking during the regular academic terms, which impacts enrollments and workload issues. Furthermore, many faculty are not comfortable sending all students out to industry to represent their program. As much as possible CCC CTE instructors try to tie real-world experiences to their classroom content. These experiences provide deeper understanding of the concepts being taught as they are applied as they would be handled in the work-based environment. Faculty do site visits to WBL businesses to determine skills intern needs and how to connect to teaching. Diesel technology sponsored students are required to do an internship as part of their sponsorship requirements	Over the next four years: 1. Determine feasibility of CCC current WBL efforts and take needed steps to enhance those efforts. 2. Expand WBL opportunities for CCC and HS partner students 3. Increase efforts to educate and prepare faculty to develop WBL opportunities for our students. 4. Define what work-based learning means at CCC and how they WBL fits within both course level and award level programming.

	For most health programs (e.g. dental hygiene, OTA, nursing), internships are required by program accreditation and the internship is specifically tied to program curriculum. CCC is 80% solid on work-based learning, but some areas need some deliberate focus.	

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 college's overall goals. You'll be asked to prioritize the action steps developed for each year of the Local Perkins Application. Utilize the findings of both the local and regional CTE assessments.

Element 1: Career Development

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

1. **Describe how, in collaboration with education and workforce partners (i.e. local workforce development boards, one-stop delivery systems, local workforce agencies, etc.) your college 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 further 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:
CCC's CTE programs are designed to prepare students for the workforce in the career area they have chosen. Curriculum is designed to meet stringent academic and technical skill attainment standards, guided by our advisory boards which include a wide array of advisors, which include local industry experts. Student attainment of these career readiness standards is assessed regularly throughout their coursework with rigorous assessment of student learning processes.

CCC offers various resources to students to assist them with CTE and H3 career planning. Students meet with advisors on a regular basis to review their academic plan, schedule courses and discuss CTE and H3 career opportunities. Advisors use student planner software to plan a students' program of study that matches career goals.

CCC's Career and Employment Services offices provides career assessment and coaching, career information such as occupational and job market information to include H3 careers, employment services such as resume assistance and job fairs; and experiential learning opportunities through cooperative education information, job shadowing opportunities and information on interviewing. Students who are undecided in their majors are provided career assessments which help match their interests and aptitudes to careers and educational programs.

2. **In your college's Regional CTE Assessment, action steps were identified that might be used to improve student understanding of career pathways. First, write the college'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 college will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

Goal(s) for Career Development:
(Copy and paste from the reVISION Summary)

Within the next four years,
1. Build upon current advising model to assist current and potential students in choosing CTE career paths.
2. Provide regular professional development to CCC faculty on CTE and H3career coaching.
3. Implement processes bringing high school and middle school students enrolled and/or interested in a CTE program of study to a CCC campus to explore CTE career opportunities.
4. Explore ways to connect CCC's Career & Employment Services to high school counselors and CTE instructors in the CCC service area.
5. Evaluate goals one through four and explore ways to continue to improve.

Prioritized Action Steps for Career Development:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: **2020-2021**	1. Establish a baseline on career coaching professional development opportunities for faculty and establish goals. 2. Determine a baseline of high schools who visit a CCC campus and establish goals 3. Establish baseline data / assessment of Career & Employment Services connection to high school counselors and develop plan to strengthen/expand those connections.
Year 2: **2021-2022**	1. Implement career coaching professional development opportunities for faculty as determined in year one. 2. Assess baseline data of high schools who visit a CCC campus and develop strategy to increase number of schools. 3. Continue and refine implementation of outreach of career and employment services to middle and high school counselors.
Year 3: **2022-2023**	1. Continue to implement career coaching professional development opportunities for faculty as determined in year one and evaluate effectiveness. 2. Assess baseline data of high schools who visit a CCC campus and develop strategy to increase number of schools. 3. Continue and refine implementation of outreach of career and employment services to middle and high school counselors.
Year 4: **2023-2024**	1. Continue to implement career coaching professional development opportunities for faculty as determined in year one and evaluate effectiveness. 2. Assess baseline data of high schools who visit a CCC campus and develop strategy to increase number of schools. 3. Continue and refine implementation of outreach of career and employment services to middle and high school counselors.

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 college's local and regional CTE assessment to improve the alignment between educational programming and labor market needs.

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

RESPONSE:
In order to gather as much input as possible, Central Community College referred to reVision efforts of 4 Regional Needs Assessment Summary's due to CCC geographical reach, gaining information for the local and regional CTE assessment. Secondary school results indicate a need to provide consistent and equitable access

to post-secondary CTE educational opportunities across the region, predominately in the more rural service area. H3 reports indicate a high demand for high wage, skilled health care and agricultural occupations as well as automotive technicians, diesel technicians, heating, ventilation, air conditioning, technicians, and welders. Area industry and employer feedback further identify a continuous need to update and modernize program training equipment. Integration of employability skillsets have also been identified by area employers as a need for CCC CTE graduates to be employable. The assessment results help to identify the specific programs where new technology and equipment are needed to keep the program aligned to industry standards. In addition, gaps in support services and outreach activities were recognized and feedback provided on ways to strengthen these activities.

CCC maintains close business relationships throughout our 25 county, 14,000 square mile service area, which ranges from Schuyler to Lexington and Albion to the Kansas border. Advisory groups are comprised of business and industry from across our service area and focus advisory groups have been established to focus on specific locations and pathways to further improve feedback from a broad array of stakeholders and ensure stakeholders have ample opportunity to engage with CCC.

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

RESPONSE:
As a result of the local and regional CTE assessment, CCC will be investing in new equipment for several CTE programs such as early childhood education, agriculture, medical technology, mechatronics, welding, and advanced manufacturing. The new equipment will allow faculty to incorporate learning objectives that align to industry standards, as identified in the local and regional CTE assessment. In addition, the college will utilize Perkins funding to provide CTE faculty with professional development in the form of return to industry opportunities. Summer professional development opportunities will also be provided to high school CTE instructors either teaching or interested in teaching dual credit CTE career pathway courses.

CCC also has an established, internal needs assessment process for new programs that is highly responsive to local workforce needs because it is based on employer and community feedback, economic data, feasibility and sustainability of the proposed program. New programs require additional approval from the Nebraska Coordinating Commission and the Higher Learning Commission. CCC continuously looks at the needs of our local economies through multiple strategies. In addition to our engaged program advisory boards, CCC leaders serve on a variety of community boards, such as chambers of commerce, economic development and the WIOA board, which help the stay abreast of new programs that may be needed within the service area. In fact, CCC's 950 employees are highly engaged in the communities where they live and work. New programs are explored that come forward through these assessments. CCC will also focus on modernizing program instruction, equipment, and services; building effective and influential secondary and industry partnerships; and creating internal institutional systems and structures to prepare students for CTE H3 careers. New programs of study as well as CTE certificate programs and trainings will be considered as the needs of industry and employer's evolve over the next four years.

5. How will students, including those from special populations, learn about 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:
CTE programs work in conjunction with various special population groups on campus to ensure that all students have opportunities to follow their career path of interest and have the necessary knowledge of the career itself. CCC will market course offerings to special population groups through internal and external resources and services. CTE exploratory opportunities will be offered for each CTE program of study to provide students with information, tours, and program details.

CCC actively recruits from our 25-county service area through visits to high schools and participation in college fairs throughout the state. CCC's college catalog clearly defines the courses that are associated with each degree, diploma or certificate program. CCC is an open enrollment institution. We serve any student that walks in our doors, including all special populations.

Tours of CCC campus facilities and informational visits include career exploration ~~activities~~ conversations to assist students in identifying available programs of interest and discovering career field occupations.

CCC currently offers thirteen early college/dual credit career pathways in area high schools, most of which lead to H3 occupations. These pathways include:
- Advanced Manufacturing Design Technology
- Agriculture Sciences
- Automotive Technology
- Business, Marketing and Management
- Business Technology
- Construction Technology
- Drafting and Design Technology
- Health Sciences
- Information Technology
- Mechatronics
- Media Arts
- Welding Technology

Completion of these pathways will result in high school seniors graduating with a 12-credit hour CCC certificate which are part of the program of study for the degree program at CCC. During the 2019-2020 school year, there were 1,100 enrollments in the CTE early college/dual enrollment courses offered by CCC in area high schools.

In accordance with federal law governing post-secondary education, CCC students are not identified or labeled as special populations students, unless they self-disclose a disability. However, if a student does self-disclose a disability, CCC's Disability Services offices offer an array of services to assist the student achieve their educational goals. Additionally, multiple professional development workshops are conducted at the college to help educate faculty, college personnel, and students on creating an inclusive, supportive campus environment.

6. **In your college's Local and Regional CTE Assessments, action steps were identified that might be used to improve program alignment to local workforce development efforts and labor market information. First, write the college'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 college will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.**

Goal(s) for Local Workforce Alignment:
(Copy and paste from the reVISION Summary)

Within the next four years:
1. Enhance existing evaluation process to update lab equipment in CTE areas to meet or exceed standard equipment used in industry.
2. Provide professional development opportunities to ensure faculty are up to date on knowledge, skills and abilities required for their program area, along with short-term, industry-recognized credentials.

Prioritized Action Steps for Local Workforce Alignment:	
Program Year	**Action Steps** *(What are you going to do to achieve your goal?)*
Year 1: ***2020-2021***	1. Include equipment assessment and needs as an agenda item on all CTE program advisory meetings to keep programs facilities aligned with industry expectations thereby keeping them current and relevant based on industry/employer feedback. 2. Review prior professional development participation by CTE faculty and identify growth opportunities for CTE faculty.
Year 2: ***2021-2022***	1. Review previous year advisory board agendas to ensure inclusion of equipment assessment and needs as an agenda item on all CTE program advisory meetings to keep programs facilities aligned with industry expectations thereby keeping them current and relevant based on industry/employer feedback. 2. Encourage professional development of CTE faculty to ensure are up to date on knowledge, skills and abilities required for their program area.
Year 3: ***2022-2023***	1. Review previous year agendas to ensure inclusion of equipment assessment and needs as an agenda item on all program advisory meetings to keep programs facilities aligned with industry expectations thereby keeping them current and relevant based on industry/employer feedback. Offer lab tours to advisory board members to view equipment. 2. Assess results of any professional development activities from prior year and continue to encourage professional development of CTE faculty to ensure are up to date on knowledge, skills and abilities required for their program area.
Year 4: ***2023-2024***	1. Review previous year agendas to ensure inclusion of equipment assessment and needs as an agenda item on all program advisory meetings to keep programs facilities aligned with industry expectations thereby keeping them current and relevant based on industry/employer feedback. Continue to offer lab tours to advisory board members to view equipment and assess efficacy of tours from previous year. 2. Assess results of any professional development activities from prior year and continue to encourage professional development of CTE faculty to ensure are up to date on knowledge, skills and abilities required for their program area.

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 CTE programs at both the secondary and postsecondary levels should be based on labor market information, offer non-duplicative, sequential coursework, incorporate industry-validated standards, provide work-based learning experiences when applicable, include dual enrollment or early college programs, and lead to recognized postsecondary and industry credentials. Postsecondary program approval is coordinated through the Coordinating Commission for Postsecondary Education.

7. **Describe the CTE course and program offerings that will be provided with Perkins funds. Justify these offerings with the local and regional CTE assessment results.**
RESPONSE:

Data from the Nebraska Department of Labor's Occupational Employment Statistics report indicates that among the top H3 jobs and careers now, are registered and licensed practical nurses, industrial machinery mechanics, automotive service technicians and mechanics and diesel engine specialists. Information gained as a result of the reVision Regional Assessment Meetings and Advisory Committee feedback mirrors, those findings. Directly addressing those findings CCC offers 37 career and technical education programs with a focus on degree, diploma and certificate programs requiring two years or less to complete. These programs fall under the six career clusters identified in the Nebraska Department of Education's career and technical education model which include: Business, Marketing and Management; Agriculture, Food and Natural Resources; Communications and Information Systems; Human Sciences and Education; Health Sciences; and Skilled and Technical Sciences. All programs are established based on local industry demand for skilled labor and approved based on specific criteria by Nebraska's Coordinating Commission for Post-Secondary Education (CCPE). CCPE criteria to approve or disapprove college programs include: need, demand, unnecessary duplication, resources, and cost. Feedback from CCC's local and regional CTE assessment indicate an ongoing need to invest in the six career clusters identified above.

8. **How will your college 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:
CCC improves the academic and technical skills of our students participating in CTE programs by ensuring each CTE program has rigorous academic and CTE components which are aligned to industry and educational standards.

Every CTE program at CCC has its own unique advisory board comprised of multiple stakeholders, to include business and industry, students, parents, workforce and economic development representatives, and internal support services. This advisory board is important to ensuring technical skills taught in the classroom align to the needs of industry.

Each program is reviewed internally each year and a three-year plan is developed. Every seven years, programs are submitted to the CCPE for an extensive review. This review includes elements such as the programs mission and vision, occupational data to demonstrate need, awards (degrees, diplomas and certificates), enrollments, completion and retention rates, graduate employment, employer surveys, and assessment of student learning data.

Many of our programs, particularly in the health sciences, are accredited by professional occupational accreditation agencies. These accrediting bodies assess the quality of the academic programs, create a culture of continuous improvement of academic quality, and helps ensure education programs in a given occupation are held to common standards of quality throughout the country.

And finally, CCC maintains accreditation with the Higher Learning Commission, a regional accrediting body approved by the U.S. Department of Education. HLC accreditation is a rigorous process in which the college is evaluated based on multiple-criteria which include its mission; integrity (ethical and responsible conduct); teaching and learning – quality, resources and support; teaching and learning – evaluation and improvement; and resources, planning and institutional effectiveness.

9. **Describe how your college will partner with secondary school districts to 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:
CCC has a very robust early college/dual credit program. The dual credit enrollments reached an all-time high of over 6,000 registrations during 2019-2020. 1,100 of those enrollments were in CTE programs. Students were enrolled in dual credit courses in 80 high schools within the CCC service area and in an additional 19 high schools outside of the CCC service area. CCC has 13 Career Pathways approved and in place in several of our high schools. Completion of these Pathways will result in high school seniors graduating with a 12-credit hour CCC certificate. While in high school, dual credit students have access to three instructional modes of course delivery: 1) Onsite lecture if their high school teacher has the credentials to serve as an adjunct instructor for CCC, 2) IP course delivery via telecommunications between high schools or between their high school and a CCC campus or center, and 3) online.

Through CCC's Extended Learning Services and Early College Director, CCC maintains close relationships with our area high schools. If the high school is interested in offering CCC coursework in their CTE program and has an instructor that meets CCC's postsecondary credential requirements (as determined by the Higher Learning Commission), the college advises the high school on equipment requirements and provides curriculum support to the instructor. The high school instructor meets with CCC faculty to review the syllabus, textbook and learning outcomes for each course they will teach before the course begins. In addition, the high school instructor is required to attend an in-service conducted by the college that reviews college policies and procedures and introduces the high school instructors to the multiple resources available to them and their students at CCC.

Each summer, with the support of Perkins funding, workshops are held for CTE instructors. The instructors are brought to campus to work in the CCC labs. The collaboration among campus faculty and high school instructors make it possible to build and reinforce programming for students. The workshops provide education and training in the career and technical fields. The purpose is to strengthen participation in CTE programs and bridge secondary to postsecondary linkage. These experiences offer educators time to connect, learn, and share resources. They gain new skills and information to use in the classroom. Their commitment is shown in their attendance each summer and support for one another throughout the year, answering questions, assisting with community connections, and serving on advisory boards.

CCC also provides early college opportunities to high school student through their AM STEM program on the Hastings campus. Currently, this program offers courses in Automotive Technology and Nursing assistant courses. The classes are specifically scheduled in coordination with area high schools to either occur before school starts or are aligned to school schedules to avoid core classes to better accommodate release time to attend the classes on CCC's campus.

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10. In your college's Local and Regional CTE Assessments, action steps were identified related to CTE program implementation (including size, scope, and quality) your college hopes to address over the next four years. First, write the college'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 college will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

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

Over the next four years:

1. Expand the use of new technology to ensure students have cutting edge technology to enhance the student learning experience, to include diagnostic and scenario-based technology.
2. Explore piloting a second pathway advisory team in a high demand field, per revision finding, which is a focus group to support the pathway from high school to college to support a local pathway including secondary, post-secondary, industry and economic development members.
3. Continue to ensure Central is providing in their programs the knowledge, skills and abilities necessary to meet area employer expectations for employment through ongoing implementation of advisory board feedback and recommendations.
4. Continue to support student success in progression through academic requirements of career pathways through coaching and support services.

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: ***2020-2021***	1. Initiate discussions with stakeholders and explore feasibility of a second pathway advisory team in a high demand, high priority program area. 2. Assess methods and processes to increase effectiveness of career pathway coaches and advisors.
Year 2: ***2021-2022***	1. Establish new pathway advisory team, if feasible based on year one findings. 2. Implement any changes identified in year 1 to methods and processes to increase effectiveness of career pathway coaches and advisors or transition to different model.
Year 3: ***2022-2023***	1. Grow and improve new pathway advisory team, if feasible based on year one findings. 2. Support and increase effectiveness of career pathway coaches and advisors or transition to different model.
Year 4: ***2023-2024***	1. Continue to grow and improve new pathway advisory team, if feasible based on year one findings by increasing stakeholder representation. 2. Assess effectiveness of new methods and processes to increase career pathway coach/advising effectiveness from years 2 and 3.

Element 4: Student Performance Data

Context: All students participating in CTE programs should attain academic, technical, and career readiness skill proficiency and transition into advanced education and training and employment. Throughout the Local and Regional CTE Assessments, your college 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;

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

RESPONSE:

A. CCC has active inclusive student groups like the D.I.V.E.R.S.I.T.Y. Club (Different Individuals Valuing Each other Regardless of Skin, Intellect, Talents, or Years) who work to develop leadership, cultivate fellowship, and promote volunteerism among the students of CCC and to increase communication and awareness of the many differing identities. In addition, each student is assigned a dedicated advisor to help them achieve their educational and career goals in their tenure at CCC.

B. CCC also has a very active and visible Student Success Club, TRiO, that serves students who have a disability or are disadvantaged. They provide support, leadership prospects and the opportunity to reach your potential for academic and career success. The club sponsors community service socialization and information sharing opportunities; offers orientation each August for new students; and supports special accommodations, advocacy, progress monitoring, counseling, tutoring and other services for all students, including those pursuing non-traditional fields.

C. Over the past few years, the college has provided extensive training in the area of Universal Design and faculty are systematically reviewing and re-creating materials within the Learning Management System (LMS) to ensure all materials are fully accessible. In addition, every faculty member receives disability services training at least once each year through the college's Equity and Compliance department and the staff works one on one with faculty as needed.

As a post-secondary institution, CCC is governed by and follows the Americans with Disabilities Act (ADA) and section 504 of Rehabilitation Act to provide accommodations to students. Per these federal regulations, students must self-disclose disabilities to the post-secondary institution in order to receive disability services. If a disability is reported, CCC's Disabilities Services staff assist the student and faculty members to remove barriers for the student.

For example, the disability services staff may help the CTE instructors evaluate barriers that might be present in a CTE lab and work to remove those barriers such as providing more light or a magnifier for a student with a vision disability; assistance in positioning the lab equipment to accommodate a disable student; or additional time for testing. It is important to note that in post-secondary education, curriculum or learning outcomes may not be *modified* in response to a disability. Post-secondary institutions many only make accommodations to provide access and remove barriers and the student must be "otherwise qualified" to enter a post-secondary program of study.

D. Central Community College helps to support faculty in ensuring an inclusive classroom environment by providing all college employees the opportunity for diversity related trainings and activities several times throughout each semester. Additionally, all full time employees are required to complete a minimum of 1 diversity related online training each year. Examples of these efforts can be seen by our Disability Services Directors conducting divisional training over the rights and expectations for working with students with disabilities each Fall, completing microaggression and bias trainings annually and attending campus events such as "Antiracisim in Action". The opportunity to report experiences of discrimination are made available to students via phone, email, anonymous online reporting and in person to help ensure the college address all reports made.

Central Community College affirms its commitment to promote the goals of fairness and equity in all aspects of the educational enterprise. All policies below are subject to resolution using the Central Community College's Equal Opportunity, Harassment, and Nondiscrimination Procedure. The Policy and Procedure is applicable regardless of the status of the parties involved, who may be members or non-members of the campus community, students, student organizations, faculty, administrators, and/or staff. The College reserves the right to act on incidents occurring on-campus or off-campus, when the off-campus conduct could have an on-campus impact or impact on the educational mission of the College.

Central Community College adheres to all federal, state, and local civil rights laws prohibiting discrimination in employment and education. Central Community College does not discriminate in its employment practices, or in its educational programs or activities on the basis of sex/gender, race, religion, mental or physical disability, hearing status, personal appearance, color, sex, pregnancy, political affiliation, source of income, place of business, residence, religion, creed, ethnicity, national origin (including ancestry), citizenship status, physical or mental disability (including perceived disability), age, marital status, family responsibilities, sexual orientation, gender identity, gender expression, veteran or military status (including disabled veteran, recently separated veteran, active duty wartime or campaign badge veteran, and Armed Forces Service Medal veteran), predisposing genetic characteristics, domestic violence victim status, or any other protected category applicable under local, state or federal law, including protections for those opposing discrimination or participating in any grievance process on campus, with the Equal Employment Opportunity Commission, or other human rights agencies.

As a recipient of federal financial assistance for education activities, Central Community College is required by Title IX of the Education Amendments of 1972 to ensure that all of its education programs and activities do not discriminate on the basis of sex/gender. Sex includes [sex, sex stereotypes, gender identity, gender expression, sexual orientation, and pregnancy or parenting status]. Central Community College also prohibits retaliation against any person opposing discrimination or participating in any discrimination investigation or complaint process internal or external to the institution. Sexual harassment, sexual assault, dating and domestic violence, and stalking are forms of sex discrimination, which are prohibited under Title IX and by Central Community College policy. Any member of the campus community, guest, or visitor who acts to deny, deprive, or limit the educational, employment, residential, or social access, opportunities and/or benefits of any member of the Central Community College community on the basis of sex is in violation of the Discriminatory Policy. Any person may report sex discrimination (whether or not the person reporting is the person alleged to have experienced the conduct), in person, by mail, by telephone, by video, or by email, using the contact information listed for the Title IX Coordinator below. A report may be made at any time (including during non-business hours) online at:
https://cm.maxient.com/reportingform.php?CentralCCNeb&layout_id=40

12. How will the college 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 to develop strategies to eliminate those disparities or gaps.

RESPONSE:

CCC provides a wide array of services to students to address disparities or gaps in performance. Of primary significance is the Academic Success Center (ASC), which is available to all CCC students. The ASC provides free peer tutoring and general academic assistance for most classes offered on campus. It also is a great source for learning about various study strategies for any course and accessing online academic resources.

The ASC is open to all students and provides a variety of services, including on-campus tutoring, online tutoring, computer lab and computer assistance, and the academic skill builder workshop.

tutoring and writing coach assistance are available for online students or students unable to travel to a campus, as well as on campus students. These services are available every term – spring, summer and fall. Students and tutors will work together to determine the best way to conduct these tutoring services, whether it is through email and/or telephone correspondence or WebEx meetings. Tutoring is available for all courses and programs, depending on the availability of tutors.

Academic Skill Builder workshops are primarily focused on academic, general education courses. General education courses are required for all AAS degree programs of study and often are a barrier for students pursuing CTE degrees. ASB workshop data indicates a high success rate in helping students successfully completed their academic coursework and thus be more successful in reaching their academic goal. In Fall 2020, CCC will be piloting a new Skill Builder workshop specific for the Auto Body Technology program.

CTE students are also supported by CCC's four Success Coaches. These coaches focus on students enrolled in business, health and early college CTE career pathway programs. The success coaches work with students one on one to reduce disparities and reduce gaps in performance.

In addition to the academic structure mentioned above, CCC has a number of student-run and focused organizations that help students develop tools to overcome these disparities. The Student Success Club, TRiO provides for students' leadership development, advocates for its members and closely monitors their progress at CCC.

If no meaningful progress is been achieved prior to the third program year and disparities are not narrowing, The ASC will evaluate the usage data for all of its delivery options in the last three years, identify trends, positive and negative, and adjust its offerings to capitalize on its successes to help narrow those gaps. If the college's success coaches continue to have a marked impact on the students in their focus area, there are possibilities that a success coach could be added to programs that are not showing the narrowing of these gaps. This action would be dependent on funds being available to add new staff positions.

13. In your college's Local and Regional CTE Assessments, action steps were identified to address any disparities in student performance data. First, write the college'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 college will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Goal(s) for Student Performance Data:
(Copy and paste from the reVISION Summary)

Within the next four years:

1. Using Central's Assessment of Student Learning process, which is established in concert with the college's regional accreditation and post-secondary standards, CCC will continue to work to better understand and narrow gaps presented in our data. At this time, the data provided by Perkins represents a partial picture of the opportunities for improvement.
2. Work with state and local partners to improve awareness related to CTE careers to secondary and postsecondary students especially those in special population groups, including students in minority populations.
3. Seek ways for secondary and postsecondary faculty to stay updated on availability of CTE careers especially as it relates to special populations.
4. Implement more programming through data analysis of student performance at program level seeking ways to improve gaps in retention and completion, especially as it relates to special and underrepresented populations (particularly to improve performance gaps for Hispanic students and those with disabilities) through dedicated programmatic skill building.

Prioritized Action Steps for Student Performance Data:	
Program Year	**Action Steps** (What are you going to do to achieve your goal?)
Year 1: *2020-2021*	1 Conduct yearly assessment of student learning activities and implement changes to address gaps presented in the data. 2. Pilot Skillbuilder Workshop for Auto Body Technology to help improve student performance, increase retention, completion and student success.
Year 2: *2021-2022*	1 Continue yearly assessment of student learning activities and determine impact of changes from year 1. Implement changes to address gaps presented in the data. 2. Analyze data from Auto Body Skillbuilder Workshop and continue pilot of Auto Body Skillbuilder Workshop to gain additional data.
Year 3: *2022-2023*	1 Continue yearly assessment of student learning activities and implement changes to address gaps presented in the data. Explore best practices for strategies to address ongoing gaps presented in the data. 2. Analyze data from Auto Body Skillbuilder Workshops (2 year cumulative data) and expand the Skillbuilder Workshops to additional CTE programs, as data indicates.
Year 4: *2023-2024*	1 Continue yearly assessment of student learning activities and implement best practices, as determined in year 3 to address gaps presented in the data. 2. Conduct and support CTE customized skill builder workshops in Auto Body and at least one other CTE program area, as data indicates.

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 college's approaches towards recruiting a knowledgeable and diverse workforce, support services offered in order to retain staff, and the professional development provided to improve their skillsets. In this section, you will use the results of your college's Local and Regional CTE

Assessments to prioritize the action steps identified for supporting educators and providing quality instruction to every student.

14. Describe how your college will coordinate with the NDE and secondary CTE programs 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:

High school career and technical educators and support staff participate in development training provided by CCC throughout the year. These events strengthen our partnerships and provide valuable information and opportunity to explain the needs, address challenges, and successes when linking career technical education at the secondary and postsecondary level through programs of study.

Each summer workshops are held for CTE instructors. The instructors are brought to campus to work in the CCC labs. The collaboration among campus faculty and high school instructors make it possible to build and reinforce programming for students. The workshops provide education and training in the career and technical fields. The purpose is to strengthen participation in CTE programs and bridge secondary to postsecondary linkage. These experiences offer educators time to connect, learn, and share resources. They gain new skills and information to use in the classroom. Their commitment is shown in their attendance each summer and support for one another throughout the year, answering questions, assisting with community connections, and serving on advisory boards. Through a partnership with the University of Nebraska – Lincoln, secondary teachers are awarded graduate credit for participation in these workshops.

In the summer of 2019, CCC faculty devoted time and talent to host 14 professional development workshops. With some instructors facilitating one or more sessions due to high enrollment serving 108 participants across the service area. Subjects included advanced manufacturing, auto body, automotive, business software, criminal justice, drafting and design, mechatronics, speech and welding. An excellent opportunity to feature programming, individual class, and connect with professionals.

Through CCC's Extended Learning Services and Early College Director, CCC maintains close relationships with our area high schools. If the high school is interested in offering CCC coursework in their CTE program and has an instructor that meets CCC's postsecondary credential requirements (as determined by the Higher Learning Commission), the college advises the high school on equipment requirements and provides curriculum support to the instructor. The high school instructor meets with CCC faculty to review the syllabus, textbook and learning outcomes for each course they will teach before the course begins. In addition, the high school instructor is required to attend an in-service conducted by the college that reviews college policies and procedures and introduces the high school instructors to the multiple resources available to them and their students at CCC.

Return to work experiences are also made available every summer to all CCC faculty, including high school adjuncts who teach CTE career pathway courses. These return to work experiences are important professional development opportunities to help faculty stay abreast of changes in industry so they can adjust curriculum as necessary to ensure the knowledge and skills taught in their classroom match the expectations of business and industry.

CCC also partners with the University of Nebraska – Lincoln to help fill the gap of secondary industrial arts teachers. The program is an agreement between the College of Agricultural Sciences and Natural Resources (CASNR) and community college systems in Nebraska. The 2+2 program enables a student to

complete 60 semester hours at a community college and earn an associate of science degree that transfers to the University of Nebraska--Lincoln (UNL). Students enrolled in this program Learn teaching methods while taking experiential learning courses in welding, auto mechanics, engineering and more. Successful graduate become a Nebraska secondary school teacher with an endorsement in Skilled and Technical Sciences (STS).

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

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

Over the next four years:
1. Recognizing that some faculty hired from industry do not have professional pedagogy training, increase teaching and learning professional development for faculty hired directly from industry, such as but not limited to the learning management system, classroom management, pedagogy training, universal design, Quality Matters, accessibility and advising.
2. Explore replication of AM STEM (AUTO and Nurse Aide) model to provide CTE programming to smaller school districts, thus expanding access to CTE pathways.
3. Continue to provide opportunities to secondary and postsecondary instructors to learn about trends in CTE areas and general advancement of knowledge.
4. Continue collaboration with business and industry professionals to increase exposure of new opportunities to faculty.

Prioritized Action Steps for the Recruitment, Retention, and Training of Faculty and Staff:	
Program Year	**Action Steps** (What are you going to do to achieve your goal?)
Year 1: ***2020-2021***	1. Ensure new CTE faculty hired from industry receive fundamental training on the Leaning Management System (LMS), Universal Design, Quality Matters, accessibility, advising, pedagogy and classroom management, when needed. 2. Assess best practices and functionality of AM STEM model. 3. Conduct summer workshops for secondary instructors to learn about trends in CTE areas and general advancement of knowledge and evaluate effectiveness.
Year 2: ***2021-2022***	1. Continue to provide new CTE faculty hired from industry fundamental training on the Leaning Management System (LMS), Universal Design, Quality Matters, accessibility, advising, pedagogy and classroom management, when needed. Collect feedback to improve future training sessions. 2. Conduct feasibility study to expand AM STEM. Implement expansion as study indicates and institutional priorities allow.

	3. Conduct and improve summer workshops for secondary instructors to learn about trends in CTE areas and general advancement of knowledge and evaluate effectiveness.
Year 3: 2022-2023	1. Continue to provide new CTE faculty hired from industry fundamental training on the Leaning Management System (LMS), Universal Design, Quality Matters, accessibility, advising, pedagogy and classroom management, when needed. Collect feedback to improve future training sessions. 2. Market and recruit for expanded AM STEM program. Collect data. 3. Conduct and improve summer workshops for secondary instructors to learn about trends in CTE areas and general advancement of knowledge and evaluate effectiveness.
Year 4: 2023-2024	1. Continue to provide new CTE faculty hired from industry fundamental training on the Leaning Management System (LMS), Universal Design, Quality Matters, accessibility, advising, pedagogy and classroom management, when needed. Collect feedback to improve future training sessions. 2. Evaluate AM STEM expansion focusing on key metrics such as increased career pathway opportunities, matriculation rates, impact on technical workforce. 3. Conduct and improve summer workshops for secondary instructors to learn about trends in CTE areas and general advancement of knowledge and evaluate effectiveness.

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. 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/.

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

RESPONSE:
Every CTE program at CCC has some type of work-based learning opportunity ranging from experiential learning, job shadows, internships. In some cases, the work-based learning is embedded in the program, such as culinary arts, dental hygiene, and truck driving. There are currently no apprenticeship opportunities.

Industry professionals support CCC programs by participating on advisory committee. Discussions about WBL opportunities occur frequently and the CCC faculty work closely with their industry partners to create opportunities for students. Students themselves often recruit the employers and faculty visits and interaction with business are useful strategies for developing WBL opportunities. Many businesses contact CCC regarding WBL experiences.

As much as possible, CCC CTE instructors try to tie real-world experiences to their classroom content. These experiences provide deeper understanding of the concepts being taught as they are applied as they would be handled in the work-based environment. Faculty do site visits to WBL businesses to determine skills intern needs and how to connect to teaching.

Diesel technology sponsored students are required to do an internship as part of their sponsorship requirements

For most health program (e.g. dental hygiene, OTA, nursing), internships are required by program accreditation and the internship is specifically tied to program curriculum.

16. In your college's Local and Regional CTE Assessments, action steps were identified related to work-based learning. First, write the college'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 college will address over the next four years. These activities should directly relate to the annual budget application for Perkins funds submitted to the NDE.

Goal(s) for Work-based Learning:

16. *(Copy and paste from the reVISION Summary)*

Over the next four years:
1. Determine feasibility of CCC current WBL efforts and take needed steps to enhance those efforts.
2. Expand WBL opportunities for CCC and HS partner students
3. Increase efforts to educate and prepare faculty to develop WBL opportunities for our students.
4. Define what work-based learning means at CCC and how they WBL fits within both course level and award level programming.

Prioritized Action Steps for Work-based Learning:

Program Year (What are you going to do to achieve your goal?)	
Year 1: 2020-2021	1. Leverage career services and apprenticeship coordinator to develop WBL professional development for faculty. 2. Ensure advisory board meetings include an agenda discussion item regarding WBL opportunities and analysis of effectiveness of WBL activities. 3. Provide WBL opportunity for CCC students in Energy Technology program (Tower Climbing/Climbing Safety).
Year 2: 2021-2022	1. Conduct WBL professional development activity for faculty 2. Review effectiveness of including WBL discussion in advisory board meeting from year 1. If review indicates it is effective, ensure advisory board meetings include an agenda discussion item regarding WBL opportunities and analysis of effectiveness of WBL activities.
Year 3: 2022-2023	1. Conduct and enhance WBL professional development activity for faculty 2. Continue to ensure advisory board meetings include an agenda discussion item regarding WBL opportunities and analysis of effectiveness of WBL activities and explore new ways to engage businesses in WBL opportunities.

Year 4: 2023-2024	1. Review effectiveness of WBL professional development activity for faculty. Conduct and enhance WBL professional development activity for faculty, as data indicates. 2. Assess results of efforts from years 1-3, while continuing to ensure advisory board meetings include an agenda discussion item regarding WBL opportunities and analysis of effectiveness of WBL activities and implementing any new engagement identified in year 3.

Ensuring Equitable Access

17. 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:
CCC is an open enrollment institution and implements all federal and state requirements for access. Ensuring special population student access to and success in CTE programs for each student is a priority at CCC. Student Advocacy at CCC encourages special populations student success by:

- Assisting students experiencing life events and circumstances that can impact their academic pursuits.
- Providing additional support and guidance to students in complex academic or personal situations.
- Promoting wellness and a healthy school-life balance.
- Supporting faculty and staff with concerning students.
- Advocacy services aim to support the personal and academic development of students and assist faculty and staff in the creation of a welcoming and effective learning environment at CCC.
- Services require no documentation and there is no threshold or criteria students, faculty or staff must meet to access services.

Students are matriculated in to CCC courses like any other college student. Additionally, CCC related to discrimination includes CCC does not discriminate on the basis of race, color, national origin, religion, sex, marital status, age, disability or sexual orientation in admission or access to its programs and activities or on its treatment or hiring of employees. CCC complies with Title VI of the Civil Rights Act of 1964 then Civil Rights Acts of 19990, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, Title II of the Americans with Disabilities Act of 1990, as amended, the Age Discrimination Act of 1975, related Executive Orders 11246 and 11375 and all civil right laws of the State of Nebraska.

CCC uses a number of different strategies to promote preparation for non-traditional fields. CCC staff and faculty are engaged with community agencies and conduct presentations throughout the year explaining opportunities. Additionally, CCC partners with non-traditional agencies working with students in special populations to inform them about non-traditional careers as well as conducting workshops, providing tours and presentations. Per federal law, post-secondary institutions may not modify curriculum for special populations. The CCC disability services office works extensively with faculty and students to remove barriers for students with disabilities and works closely, with based on an assessment of each student's specific needs.

Stakeholder Engagement and Consultation

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

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

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

RESPONSE:
Attached is a list of stakeholders who are consulted at least annually through advisory groups and one on one meetings. This is a mature process of stakeholder engagement that CCC has utilized for much of the history of our institution.

Section 3: Annual Budget Worksheets

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

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable

and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

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

Non-allowable uses of funds: Perkins grant funds may not be spent on costs associated with writing the application, consumable items, whole-school improvement efforts not directly related to CTE programs, professional development not directly related to needed changes identified in the reVISION process, direct assistance to students (i.e. subscriptions or single-use licenses), or students below grade five. Perkins funds cannot be used to supplant funds. Carefully review the non-allowable uses of funds document found under the Perkins Management Guide link noted above.

<p align="center">Click here for the Annual Perkins Budget Worksheet Template</p>

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.