



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



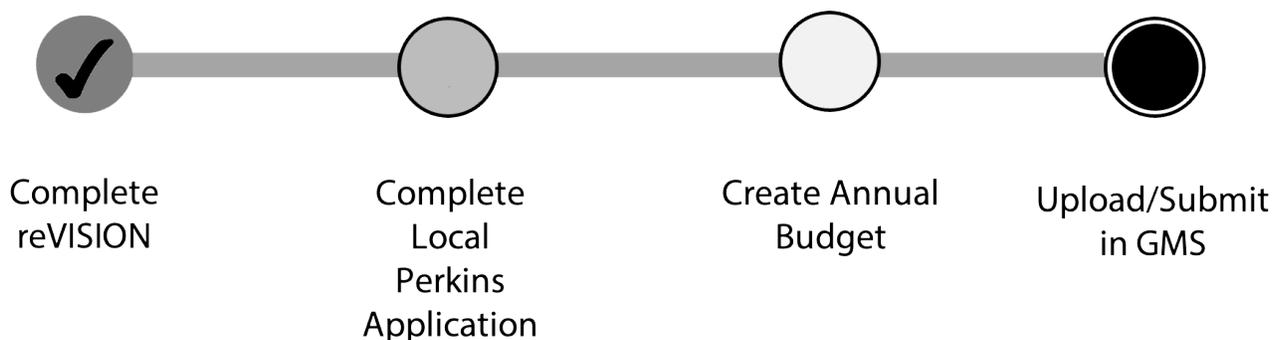
General Information

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.



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

Eligible Recipients

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

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

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

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

Use of Funds

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

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

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

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

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

Timeline and Deadlines

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

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

Submission Information

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

Application Elements

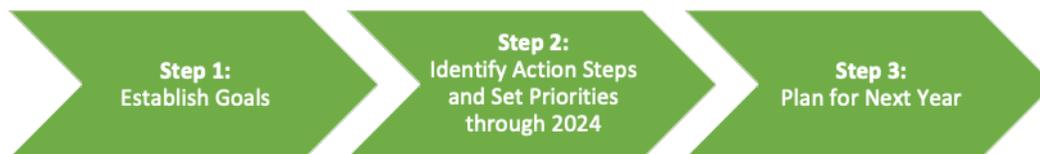
The following outline is provided to support eligible recipients as they develop their four-year Local Perkins Application.

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

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

Going from reVISION to the Local Perkins Application

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



Step 1: Establish Goals

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

Step 2: Identify Action Steps & Set Priorities

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

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



Helpful Tip

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

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

Step 3: Plan for Next Year

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

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

Section 1: reVISION Summary

<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.

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.

Perkins V application summary	
<p>Northeast Community College's Perkins V synopsis</p>	<p>As we are all aware, the coronavirus pandemic has changed things in the world of education – some aspects temporarily, some perhaps permanently.</p> <p>As Northeast Community College has sought to adapt to existing conditions and plan for the future, discussions involving its Perkins V application have been impacted, too. In addition to pandemic-caused adjustments, Northeast has been in a transitional state because of other factors, including the arrival of a new college president, Dr. Leah Barrett, at the start of the calendar year and the subsequent reorganization of the college's educational services division. A significant part of the reorganization has been the effort to align short-term workforce and industry training offered by Northeast with career training.</p> <p>As a result, some goals and plans, including those associated with Perkins funding, have been delayed.</p> <p>For example: Based on feedback received as part of the reVision process early in 2020, Northeast was interested in comprehensively assessing all the college currently is engaged in regarding work-based learning – whether that be programs or personnel. That assessment could result in a variety of different future directions and options to enhance work-based learning overall at Northeast. One possibility is creating a work-based learning coordinator's position because the college wants to ensure optimal coordination of apprenticeships, internships, job shadow experiences and other work-based learning opportunities. Such an effort could result in increased partnerships with area high schools, area Educational Service Units and local and regional businesses and industries.</p> <p>But because of the current uncertainty caused by the pandemic and other transitional factors, there was not adequate time to complete that assessment as it related to Perkins funding for the 2020-2021 year. Time must be provided for the College's business and industry partners, in particular, to recover from the economic shutdown that has taken place.</p>

	<p>All of that has resulted in Northeast deciding that such an assessment will best be able to take place in the coming school year. That will allow time for the concept of focusing more on work-based learning to be fully explored as Northeast prepares for the 2021-2022 year of Perkins funding.</p> <p>This will work well timing-wise as Northeast continues to develop its Guided Pathways efforts in 2020-2021. Northeast’s quality initiative is “Capacity Building for Implementing a Guided Pathways Culture and System.” This college-wide initiative focuses on student success, including those involved in CTE career fields, by creating intentionally designed academic pathways.</p> <p>For the coming year, Northeast is instead proposing a Perkins budget that features cutting-edge equipment purchases that will allow CTE students to enhance their skills and education. Northeast is also proposing to host “learning expos” that will involve students, secondary teachers and guidance counselors – whether in person or digitally – as well as some professional development opportunities for Northeast faculty members. With the need for accountability and transparency, Northeast will seek prior approval from the Nebraska Department of Education for all educational supplies and materials budgeted for in relation to these learning expos to ensure that they are allowable expenses. Northeast also will only offer stipends for instructional hours to individuals teaching at or attending learning expos if they are off contract from their employers.</p> <p>All of this is being proposed with the knowledge that Northeast’s interest in work-based learning may well impact the college’s Perkins budget requests in subsequent years.</p>
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Element	Current State	Overarching Goal(s)
<p>SAMPLE:</p> <p>Size, Scope, and Quality and Implementing CTE Programs of Study</p>	<p><i>Most programs have the minimum SSQ components in place, though the following programs require updating of equipment to meet changing industry standards (program 1, program 2) in communication arts. While we are confident in 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.</i></p>	<p><i>Within the next four years, CTE programs that are aligned with H3 occupations will be reviewed to ensure all equipment and resources are up-to-date and meet industry standards and expectations.</i></p> <p><i>Within the next four years, strategies will be developed to expand CTE program offering amongst the college, which includes professional development.</i></p>

reVISION SUMMARY		
Element	Summary of Current State	Overarching Goal(s)
Career Development	<ul style="list-style-type: none"> ■ Northeast makes use of programs such as Fridays@Northeast and the Pathways 2 Tomorrow to enhance communication between faculty and students about CTE career opportunities. Sponsors a learning expo for high school guidance counselors to share CTE information, too. ■ The College also works consistently with industry to maintain relationships. ■ Northeast has dual credit offerings, participates in a new 	<p>Within the next four years:</p> <ol style="list-style-type: none"> 1. Build upon current advising model using the Guided Pathways method to assist current and potential students in choosing a career path. 2. Provide professional development opportunities for staff and stakeholders regarding the Guided Pathways model, utilization at Northeast Community College, and how to support the model through student advising in the

	<p>apprenticeship program with the Nebraska Department of Education and continues its work on Guided Pathways with the Higher Learning Commission.</p> <ul style="list-style-type: none"> ■ Northeast benefits from the fact that CTE faculty members serve as student advisers. 	<p>secondary and post-secondary environments.</p> <ol style="list-style-type: none"> 3. Expand career development activities and efforts at the junior high and high school level. 4. Continue to utilize and build upon the Skills USA platform where students can compete and further hone their skills.
<p style="text-align: center;">Local Workforce Alignment</p>	<ul style="list-style-type: none"> ■ Feedback from program advisory committees and local/regional economic development partners help aid workforce alignment. ■ The College also regularly monitors what area high schools are offering in terms of CTE and their possible future areas of interest. ■ Regular checks are made of H3 data as well as other sources of information regarding emerging careers. 	<p>Within the next four years:</p> <ol style="list-style-type: none"> 1. Continue with existing collaborative efforts with local and regional industry and economic development partners in the CTE fields, while also seeking out new ways of doing so, as well as new partners. 2. Explore ways to increase the college's emphasis on work-based learning. 3. Provide increased attention to industries/fields of study that may have strong employment potential in the near future. 4. Look for increased pathways and short-term, industry-recognized credentials.
<p style="text-align: center;">Size, Scope, & Quality and Implementing CTE Programs of Study</p>	<ul style="list-style-type: none"> ■ Northeast participates in industry tours, holds career days, hosts individual program advisory council meetings that feature industry representatives; and works with high school guidance counselors to share CTE information. ■ Northeast benefits from a robust assessment program when it comes to equipment and other educational aspects of its CTE programs. Information and feedback is sought from program advisory council members and industry liaisons on a regular basis to ensure Northeast is offering what CTE employers are seeking. ■ Northeast offers several ways to increase participation by special populations, including welding in South Sioux City and reserving seats in its electromechanical program for Tyson Foods employees in Madison. 	<p>Within the next four years:</p> <ol style="list-style-type: none"> 1. Expand use of new technology, including diagnostic, automation, simulation and scenario-based equipment. 2. Seek professional development for Northeast Community College faculty in the use of acquired technology and certifications. 3. Explore opportunities for collaboration with secondary schools in CTE programs of study emphasizing a seamless transition between institutions of learning. 4. Through the College's guided pathways initiative, Northeast will implement meta-majors (collections of academic majors that have similar courses) and design systems to build more pathways and core competencies.

<p style="text-align: center;">Student Performance Data</p>	<ul style="list-style-type: none"> ■ Overall, students at Northeast perform well regardless of whether they are part of a special population classification or not. ■ Faculty frequently work with individualized plans to accommodate students to ensure student success. Faculty have gone as far as to integrate learning opportunities for students across programs to engage in inclusionary activities. ■ Survey results for 2019 graduates suggest programs are preparing students well for employment as evidenced by 90 percent of employers responding they would consider hiring a Northeast graduate and 86 percent of respondents noting the overall rating of the career program as excellent or good. 	<p>Within the next four years:</p> <ol style="list-style-type: none"> 1. Explore options to increase accessibility to CTE programs with high upfront costs (eg. Tools, non-disposable supplies). 2. Improve awareness related to available careers in CTE fields among secondary and post-secondary students, especially those in special populations groups. 3. Seek ways for secondary and post-secondary faculty to stay up-to-date regarding available careers in CTE fields, especially as it relates to special populations. 4. Implement more thorough data analysis of student performance at the program level, seeking ways to improve gaps in retention and completion. (This is an activity of guided pathways that Northeast will be incorporating.)
<p style="text-align: center;">Recruitment, Retention, and Training of Faculty and Staff</p>	<ul style="list-style-type: none"> ■ Recruitment efforts focus on working with industry representatives; advertising where appropriate; and word-of-mouth efforts. ■ Northeast strives to regularly allocate resources for professional development. In many areas, instructors have such opportunities available to them at least every three years, if not annually. ■ Northeast focuses its retention efforts on support for professional development participation; making overload available; flexibility in scheduling and a mentorship program as part of the onboarding process. 	<p>Within the next four years:</p> <ol style="list-style-type: none"> 1. Seek opportunities to bring advanced training to the area to aid existing faculty and appeal to future hires. Training will include emerging trends and general advancement of knowledge. 2. Continue collaboration with industry professionals and organizations, such as NC3, to increase exposure of new opportunities for faculty engagement and training.
<p style="text-align: center;">Work-Based Learning</p>	<ul style="list-style-type: none"> ■ Northeast has enjoyed success with involving employers in work-based learning because many college instructors came from those industries. As a result, strong work connections are in place. 	<p>Within the next four years:</p> <ol style="list-style-type: none"> 1. Fully assess Northeast's work-based learning efforts with the goal of then taking the needed steps to enhance those efforts. 2. Develop opportunities for secondary students to participate in various Northeast Community

	<ul style="list-style-type: none"> ■ Northeast stresses a direct tie to work-based learning experiences and classroom instructions because students report back to instructors on what they do during those experiences. ■ Internships are supervised to ensure that all participants are kept informed. 	<p>College workplace simulations in their field of interest.</p> <ol style="list-style-type: none"> 3. Explore opportunities to participate in programming at the secondary level. 4. Participate in regional efforts to expand and coordinate work-based learning opportunities.
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Section 2: Narrative Descriptions



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>.

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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:

Northeast has established many valuable relationships both within and outside of Northeast’s 20-county region with businesses, agencies, and organizations. Employer input and feedback remains invaluable in providing direction to move CTE programs forward, while ensuring instructional staff remain current on the latest technologies being utilized in industry. Many of the partnering companies provide internships for students, scholarships, hire program graduates, and provide educational discounts on tools and equipment to ensure affordable education for our students. Company representatives often serve as guest speakers, enabling students to hear examples of how their degree program prepares the student for a range of positions and activities within the industry. Partners foster engagement by providing tours as well. Program advisory boards play a key role in the assessment of student learning by helping to establish student learning outcomes for the curriculum, assessing student learning in field experiences and internships, and guiding curriculum enhancements to incorporate the latest technologies, tooling, and techniques.

All of those career development efforts stand to be enhanced via Northeast’s commitment to developing its guided pathways model for CTE student success. This initiative will be a three- to five-year redesign and reset that begins with building capacity to support and sustain a pathways culture of working with students. Several keys area of focus have been targeted for the Northeast guided pathways initiative over the next two years, including:

- Develop methods to assist students with exploring careers and establishing career goals.
- Develop an individual academic planning process and implement the necessary systems to assist students in planning their educational journey.

Northeast and its CTE programs work diligently with K-12 institutions, primarily as a function of capacity building. College students and staff actively host a number of career days, including the Applied Technology career day, Explore Northeast, 8th and 9th grade career days, multi-week career exploration blocks for students in grades 5-8, offer individual and group tours, and assist with various scholastic contests to provide career exploration opportunities, hands-on experiences, and overall awareness of CTE opportunities.

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)

1. Build upon current advising model using the Guided Pathways method to assist current and potential students in choosing a career path.
2. Provide professional development opportunities for staff and stakeholders regarding the Guided Pathways model, utilization at Northeast Community College, and how to support the model through student advising in the secondary and post-secondary environments.
3. Expand career development activities and efforts at the junior high and high school level.

4. Continue to utilize and build upon the Skills USA platform where students can compete and further hone their skills.

Prioritized Action Steps for Career Development:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	Make use of a Guided Pathways consultant (separate funding source) to develop and begin to implement Guided Pathways advising model for CTE students; send selected CTE faculty members (if travel is practical in light of pandemic) to highest-priority professional development trainings.
Year 2: 2021-2022	Continue and refine implementation of Guided Pathways advising model for CTE students; build out additional short-term programs, certifications and pathways for students; seek out and continue professional development opportunities.
Year 3: 2022-2023	Continue and refine implementation of Guided Pathways advising model for CTE students; build out additional short-term programs, certifications and pathways for students; seek out and continue professional development opportunities.
Year 4: 2023-2024	Continue and refine implementation of Guided Pathways advising model for CTE students; build out additional short-term programs, certifications and pathways for students; seek out and continue professional development opportunities.

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, Northeast Community College hosted two focus groups on its campus as part of its reVision efforts for the local and regional CTE assessment. In addition to college representatives, the focus groups involved members of the college’s CTE advisory board, parents of current and former students and representatives of the Educational Service Units that are located in Northeast’s service area, area high schools (including Norfolk High), the Norfolk office of the Nebraska Department of Labor, the City of Norfolk, the Norfolk Area Chamber of Commerce and the Nebraska Department of

Economic Development's regional offices. It was a considerably broader group than previously involved in Northeast's CTE advisory efforts.

In addition, Northeast representatives participated in Norfolk High School's reVISION process in order to help ensure sharing of information and continuity of CTE efforts. Northeast also closely reviewed the regional CTE assessment to see if there were areas addressed by others that would be pertinent to the college's CTE efforts. Northeast also helped organize meetings of Perkins coordinators at all of Nebraska's community colleges so that information could be shared regarding past successes involving Perkins grant allocations and plans for future use of Perkins funds.

The discussion and feedback received was instrumental in finalizing Northeast's action steps for the years ahead. As part of that, the focus group results were reviewed and discussed by Northeast's Perkins committee that meets regularly. It is made up of pertinent college vice presidents, deans, grants office representatives and those involved with student advising and early college programs.

With all of that feedback and discussion completed, members of Northeast's Perkins committee were surveyed as to their priorities for use of Perkins funding for the years ahead, reflecting the priorities and action steps previously identified through the local and regional CTE assessment process.

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:

The local and regional CTE assessment process, especially the focus group sessions that took place, were invaluable because they emphasized key points that now will be pursued by Northeast.

One is the desire to make Northeast Community College's summer CTE education offerings for teachers, counselors and students more readily available as compared to being solely hosted at the Norfolk campus. As a result, Northeast will seek to make more extensive use of its extended campuses to make such offerings more accessible. It's also worth noting that the impact of the COVID-19 pandemic created an environment in which Northeast is now in a better position to potentially deliver programming digitally, thereby helping to make it more accessible.

Another new effort that arose from the CTE assessment process was the interest among employers, industry partners, parents and area workforce officials to better coordinate and organize the variety of work-based learning opportunities available through Northeast – apprenticeships, internships, job shadowing, Fridays@Northeast and others. That is why Northeast will be engaged in a comprehensive assessment of all of its work-based learning efforts – whether programs or personnel – to devise a plan to enhance work-based learning in coming 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 support 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. Faculty frequently work with individualized plans to accommodate students to ensure student success. Faculty have gone as far as to integrate learning opportunities for students across programs to engage in inclusionary activities. For instance, the students in Northeast's machining program created a measuring device for a blind student so that the student could fully participate and be successful in a class in which current market devices were inadequate.

Northeast is excited about the impact its guided pathways quality initiative will have on all students, but perhaps especially special populations. In working with students to achieve their educational goals,

Northeast aims to improve persistence and completion for all students. As part of this, Northeast will identify student populations who have been unsuccessful in achieving their goals and address those issues. It is expected that student persistence and completion will improve by developing or maturing systematic processes and, eventually, program pathway planning for all students in CTE fields, including those who might be special populations.

One of the focus areas of Northeast’s guided pathways initiative is to identify programs that have common core courses to create meta-majors, as well as developing an individual academic planning process to assist students with exploring careers and establishing career goals. These efforts are designed to help students, perhaps especially those in special populations, to be aware of the related opportunities, courses and fields of study available to them and be successful in pursuing them.

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)

1. Continue with existing collaborative efforts with local and regional industry and economic development partners in the CTE fields, while also seeking out new ways of doing so, as well as new partners.
2. Explore ways to increase the college’s emphasis on work-based learning.
3. Provide increased attention to industries/fields of study that may have strong employment potential in the near future.
4. Look for increased pathways and short-term, industry-recognized credentials

Prioritized Action Steps for Local Workforce Alignment:

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	Fully research and assess current work-based learning efforts at Northeast and develop a plan for enhancement of those efforts, whether that be in terms of programs or personnel; continue discussions with business and industry partners about workforce needs through advisory councils and other meetings, and then create credential training programs when possible.
Year 2: 2021-2022	Implement plan for enhanced work-based learning efforts; continue discussions with business and industry partners about workforce needs through advisory councils and other meetings, and then create credential training programs when possible.
Year 3: 2022-2023	Continue to implement plan for enhanced work-based learning efforts at Northeast, including exploring ways to expand work-based learning through meetings and interviews with college partners; create credential training programs when possible based on industry feedback.

Year 4: 2023-2024	Continue to implement plan for enhanced work-based learning efforts at Northeast, including exploring ways to expand work-based learning through meetings and interviews with college partners; create credential training programs when possible based on industry feedback.
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Element 3: Size, Scope, & Quality and Implementing CTE Programs of Study

Context: Nebraska is committed to ensuring each student has access to high-quality CTE programming. Nebraska’s 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 reveals that among the top H3 jobs and careers now, and in the future, are registered and licensed practical nurses, industrial machinery mechanics, automotive service technicians and mechanics and diesel engine specialists. Those same fields were among those that came up anecdotally in Northeast Community College’s reVision focus group discussions involving local and regional business and industry partners. Reflecting that level of demand and career potential, the College’s proposed equipment purchases will bolster and enhance CTE fields of study that will supply men and women able to fill those high-wage, high-demand and high-skill positions.

The Dynocom 3500 Series Chassis Dyno, for example, will enable Northeast students to complete automotive repairs using the latest equipment found in today’s automotive shops. The dyno will assist in building student engagement and optimize students’ time in the classroom by allowing them to remain in the lab to test their repairs rather than having to road test, make adjustments and road test again. Another example is the proposed Pro Cut PC192 Certification kit, which will meet Original Equipment Manufacturer requirements. Students pursuing auto technician opportunities will need to know how to use such equipment to meet current time allotments for brake service as well as finding innovative means to save money for both customers and employers.

In the health sciences field, the proposed Code Blue III Newborn hardware and software will provide nurses, paramedics, CNAs, emergency medical technicians and physical therapist assistants in training with the most up-to-date technology in learning how to deal with life-or-death scenarios. Northeast’s proposed learning expos are designed to provide students, teachers and guidance counselors with a way to learn more about what the College can offer in CTE fields.

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:

Career and Technical Education (CTE) programs at Northeast Community College prepare individuals for a wide range of careers that reflect the jobs demanded in the workplace. Northeast's CTE programs incorporate rigorous academic and technical standards that equip students with skills necessary for successful transition to a four-year education pathway or work while promoting life-long learning in a global society. Northeast's CTE programs support skills such as communication, critical thinking, problem solving, entrepreneurship and leadership.

Through a balance of traditional classroom learning and hands-on applications, program staff build engagement and experiences that lead to high-order thinking. Direct ties to one's community, education, and the workforce are essential to every CTE program and allow learning to take place in multiple settings. Integration of industry credentials and certifications, paid work-based learning opportunities through cooperative internships, contextualization of general education curriculum, and support of critical partnerships with industry leaders, government entities, economic development officials and others foster improved academic and technical skills.

Northeast further supports its faculty and CTE programs through a strong investment of equipment and tooling necessary to remain on the cutting edge of the knowledge and skills demanded by industry.

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:

Northeast collaborates with area high schools and Educational Service Units (ESUs) to provide access to college courses through dual credit programming. Courses are offered in the high schools and by distance learning technologies. High school students may also register for regular college courses through Northeast's Early College Program.

Fridays@Northeast, launched in the fall of 2016, allows high school seniors the opportunity to spend Fridays at Northeast's main campus or one of the extended campuses completing college courses in a career and technical education program area. Students earn college credit for the courses, and the student's high school can elect to give high school credit for the courses as well. During the 2016-2017 pilot year, 41 students from 13 different high schools participated in the program. In fall 2017, there were 71 students enrolled from 14 different high schools and one homeschooled student. In fall 2018, there were 62 students from 14 high schools and two homeschooled students. Last fall, the numbers increased significantly – 105 participating students from 25 different high schools, including four homeschool students.

Northeast is a partner in the Pathways-2-Tomorrow (P2T) consortium of six secondary schools along with Wayne State College (WSC) and the Northeast Nebraska Career Academies Partnership (NENCAP). These organizations are focused on creating career and technical pathways for students in high school to transition to the workplace or to further their education at a postsecondary institution. The goal of the partnership with P2T is to make career and technical education opportunities available at a new facility at the West Point Extended Campus. This partnership delivers six career pathways for students enrolled at one of the six high schools.

NENCAP is a partnership created to pool resources via Carl Perkins funds to expand career and technical offerings for students across the Northeast service area, making use of Northeast’s extended campus facilities in O’Neill, West Point and South Sioux City as opportunities arise.

A major accomplishment for the NENCAP consortium is the Fridays@Northeast program described above. NENCAP provided funding for textbooks and instructional materials for students enrolled in the courses. Working with the NENCAP Board, Northeast began offering career and technical education classes on Fridays at the Norfolk and South Sioux City locations for high school seniors. The program is in its fourth year and has grown in student participation and expanded course offerings.

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)

1. Expand use of new technology, including diagnostic, automation, simulation and scenario-based equipment.
2. Seek professional development for Northeast Community College faculty in the use of acquired technology and certifications.
3. Explore opportunities for collaboration with secondary schools in CTE programs of study emphasizing a seamless transition between institutions of learning.
4. Through the College’s guided pathways initiative, Northeast will implement meta-majors (collections of academic majors that have similar courses) and design systems to build more pathways and core competencies.

**Prioritized Action Steps for
Size, Scope, and Quality and Implementing CTE Programs of Study:**

Program Year	Action Steps <i>(What are you going to do to achieve your goal?)</i>
Year 1: 2020-2021	Purchase approved equipment to expand and enhance CTE programs of study in programs such as applied technology, health & wellness and agriculture; have selected CTE faculty members participate in to highest-priority professional development trainings; arrange meetings with secondary schools to discuss seamless CTE programs.
Year 2: 2021-2022	Propose and, if approved, purchase appropriate equipment to expand and enhance CTE programs of study; have selected CTE faculty members participated in highest-priority professional development trainings; continue with discussions with secondary schools to discuss seamless CTE programs.
Year 3: 2022-2023	Propose and, if approved, purchase appropriate equipment to expand and enhance CTE programs of study; have selected CTE faculty members participate in highest-priority

	professional development trainings; continue with discussions with secondary schools to discuss seamless CTE programs.
Year 4: 2023-2024	Propose and, if approved, purchase appropriate equipment to expand and enhance CTE programs of study; have selected CTE faculty members participate in highest-priority professional development trainings; continue with discussions with secondary schools to discuss seamless CTE programs.

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;
 - Out-of-work-individuals;
 - English learners;
 - Individuals experiencing homelessness
 - Youth who are in, or have aged out of, the foster care system;
 - Youth with a parent who is a member of the armed services or is on active duty status

- 11. Describe how 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:
 Student success is clearly identified within Northeast’s mission and is noted as the first of four Vision 2020 strategic goals. To enhance the College’s institutional focus on student success, Northeast’s Strategic

Enrollment Management Team developed a Student Success Pathway to help faculty and staff identify the various avenues of providing support for students. Within the Student Success Pathway, “Advise, Engage, and Support” is the overarching theme of a student’s educational pathway at Northeast. Students receive support to improve the academic and technical skills through the Advising and Academic Support Center, which houses tutoring and general advising, as well as the Career Services office, which works with students individually, provides classroom presentations, and hosts a variety of college-wide events to assist students with all aspects of their career search. Northeast also offers a TRIO program that serves men and women who are first-generation college students, have low incomes, or have a disability. Northeast also offers student counseling, disability services, and veteran support. Each of these programs works in conjunction with and in support of faculty members to ensure equal opportunities for all populations of students at Northeast.

The Northeast Student Success Pathway clearly defines the different phases through which students must transition to successfully meet educational goals. The pathway identifies what challenges/barriers students experience at Northeast and has created systems and support services to assist students to be successful. For example, successful completion of foundational courses is a challenge for many students who are not academically prepared for college coursework. Northeast has invested significant resources in redesigning foundational English to better meet students’ needs. Northeast has also prioritized foundational math, creating multiple pathways that align with each student’s specific field of study.

Northeast offers a sequence of credit English as a Second Language (ESL) classes for students who want to develop English language proficiency and who are planning to complete additional college coursework. An ESL pathway was created and implemented in fall 2017 as part of the foundational English redesign. A full-time ESL/Developmental English instructor was hired to further develop and instruct the new ESL pathway.

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 develop strategies to eliminate those disparities or gaps.

RESPONSE:

Northeast Community College is fortunate in that it has worked diligently in order to make strides regarding its CTE programs and the key performance indicators that have been in place. Yet there are areas that need to be addressed in the years ahead.

The College’s analytics services department recently provided data for a three-year review (2017-2019) of its CTE programs based on 2015-2020 established key performance indicators. This data is provided to deans and administrators on an annual basis – or more frequently upon request. Data relating to the performance indicators for Perkins V will continue to be provided in the same consistent manner.

Here’s a quick look at what the information reveals for 2017-2019:

■ 1P1 technical skills attainment

Northeast’s 1P1 outcomes increased from 92 percent to 98 percent over the past three years. Females exceeded males in 2017 (94 percent to 90 percent), but males caught up in 2019 (98 percent vs. 99 percent). Disabled students also saw an increase from 88 percent to 98 percent during the same period, as well as minority students (88 percent to 96 percent).

■ 2P1 credential, certificate or degree

Northeast's 2P1 outcomes cycled from 59 percent in 2017 to 60 percent in 2018 to 54 percent in 2019. No matter the fluctuation, males continued to exceed females each year. They also exceeded in population (at least an 8 percent difference). This contrasts with 3P1 where females exceeded males in both outcomes and populations. *As a result, closing the gap between males and females will be a Northeast focus for 2020-2025.*

■ 3P1 student retention or transfer

Northeast's 3P1 outcomes decreased from 89 percent in 2017 to 81 percent in 2019. Females continued to exceed males each year, generally by 3-5 percentage points. They also exceeded in population (at least a 2 percent difference). *Closing these gaps between males and females will be a focus for 2020-2025.* Disabled students saw a decrease over the past three years from 94 percent to 83 percent, as well as minority students (92 percent to 69 percent). *This will be another focus for 2020-2025.*

■ Other indicators

In terms of non-traditional student participation, Northeast's 5P1 outcomes cycled from 23 percent in 2017 to 25 percent in 2018 to 22 percent in 2019. In terms of nontraditional completion, Northeast's 5P2 outcomes cycled from 17 percent in 2017 to 18 percent in 2018 to 14 percent in 2019. The new key performance indicators for Perkins V will focus on participation only. But if Northeast focuses on decreasing the gaps described previously, completion should improve for this subpopulation.

All of this kind of data is used to spur further investigation and action to address gaps and disparities, much of it on a case-by-case basis.

For example, the dean of the college's extended campus in South Sioux City was made aware that the success rate of welding students there was low as compared to other sites. It was determined that the biggest single factor in preventing many students from earning their diplomas was a failing grade in a Business Communication course. In contrast, students in Norfolk were having more success by fulfilling that graduation requirement with a Workplace Communication course – that was designed to be contextualized and relevant for welding students. As a result, for the coming year, the South Sioux City campus will offer a Workplace Communication class that better fits the welding students' needs and schedules.

In terms of non-traditional program completion, deans and faculty members take advantage of tours, career exploration days and other such events to stress that a particular career field is suitable for all genders. Information is also shared anecdotally about the career success of non-traditional students in various CTE fields.

In regard to minority students, one creative example of Northeast's commitment to increase diversity is its work with Tyson Foods in Madison. Northeast reserves several slots in its electromechanical program for Tyson employees – many of whom are minorities – who then have their work schedules adjusted to allow them to increase their education and improve their skillsets.

The above are examples of the individualized attention given to gaps and disparities that may arise in relation to CTE fields and their performance indicators. That will continue in the years to come.

On a broader basis, Northeast's commitment to a Guided Pathways approach to student success should prove beneficial. Northeast is putting into place a comprehensive, focused and deliberate approach to student advisement and counseling. Northeast's Guided Pathways emphasis ultimately may lead to specific additional aids in helping close performance gaps, such as summer educational

academies, the use of career area-specific tutors, more robust library services, collaboration with local and area high schools and others.

Overall, the statistical review of CTE fields to identify disparities and gaps in student performance is the first step Northeast takes – at least annually – for assessment purposes. Once identified, the areas of concern are addressed on a case-by-case basis by administrators, deans and faculty members – or a broader approach as needed. The effectiveness of the rectifying steps subsequently taken are then reviewed, too. All of these efforts will continue through the life of the Perkins V program.

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)

1. Explore options to increase accessibility to CTE programs with high upfront costs (eg. Tools, non-disposable supplies).
2. Improve awareness related to available careers in CTE fields among secondary and post-secondary students, especially those in special population groups.
3. Seek professional development opportunities for secondary and post-secondary faculty regarding available careers in CTE fields, especially as it relates to special populations.
4. Implement more thorough data analysis of student performance at the program level, seeking ways to improve gaps in retention and completion. (This is an activity of guided pathways that Northeast will be incorporating.)

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	Take a renewed look at materials currently used by Northeast to share information about CTE fields to students to determine if updates are needed; with future budgeting in mind, explore possibility of developing a program that would loan CTE-related items needed by students to increase accessibility.
Year 2: 2021-2022	Implement updated CTE awareness materials or continue with existing materials but seek new ways to disseminate them; develop possible budget proposal that would allow certain CTE program tools to be checked out to students to increase accessibility.
Year 3: 2022-2023	Look for professional development opportunities for secondary and post-secondary faculty regarding trends and developments in CTE fields so as to provide students with the best possible educational opportunities.
Year 4: 2023-2024	Continue to look for professional development opportunities for secondary and post-secondary faculty regarding trends and developments in in CTE fields so as to provide students with the best possible educational opportunities.

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:

To promote academic excellence, Northeast is committed to obtaining and retaining a qualified faculty who determine curricular content, teach effectively, assess student learning and make appropriate revisions in instructional strategies and curriculum to improve student-learning outcomes. Northeast has developed a credentials checklist that is used to monitor all faculty qualifications in order to meet the credentialing requirements. The credential checklist takes into account candidates who have work experience but no bachelor’s degree yet can positively affect student achievement and meaningfully connect with students in and about CTE career pathways. The college provides access to high-quality professional learning opportunities to ensure faculty meet the highest of standards. Northeast further works with the Nebraska Department of Education to utilize renewable certifications for CTE teacher candidates in CTE fields that allow for college faculty who are experts in their field to co-instruct dual credit course at the high school.

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)

1. Seek opportunities to bring advanced training to the area. Training will include emerging trends and general advancement of knowledge.
2. Continue collaboration with industry professionals and organizations, such as NC3, to increase exposure of new opportunities for faculty engagement and training.

**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	

	Explore with college representatives and business and industry partners a variety of opportunities to bring advanced training to the area. Training will include emerging trends, and general advancement of knowledge; continue to seek out new ways to successfully identify potential CTE instructors.
Year 2: 2021-2022	Continue to explore with college representatives and business and industry partners different opportunities to bring advanced training to the area; continue to seek out new ways to successfully identify potential CTE instructors.
Year 3: 2022-2023	Continue to explore with college representatives and business and industry partners any opportunities to bring advanced training to the area; continue to seek out new ways to successfully identify potential CTE instructors; look for professional development opportunities for secondary and post-secondary faculty regarding trends and developments in CTE fields so as to provide students with the best possible educational opportunities.
Year 4: 2023-2024	Continue to explore with college representatives and business and industry partners any opportunities to bring advanced training to the area; continue to seek out new ways to successfully identify potential CTE instructors; look for professional development opportunities for secondary and post-secondary faculty regarding trends and developments in CTE fields so as to provide students with the best possible educational opportunities.

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/>.

16. 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:

Northeast Community College has created a series of innovative partnerships among local employers, educators, community organizations, workforce and economic development partners, and others working in collaboration to align education resources with the skills and talents in demand by area employers. Northeast

engages employers by viewing their relationship as a hierarchy of activities whereas each activity ladders into a higher degree of engagement and integration in the college's goals and strategic vision.

- **Advisory** - Employers serve on one of 33 program advisory boards that are responsible for identifying student learning outcomes, equipment, facility needs, and course/program effectiveness. Advisory committees provide input regarding new programming, curriculum changes, assessment, and skills gaps. Industry leaders further participate in program assessment measures and conduct student evaluations against national norms in our Utility Line, Construction, Wind Energy, and Plumbing programs, among others. Engagement of industry representatives continues to grow in multiple capacities.
- **Capacity Building** - Employers and college personnel work collaboratively to provide customized training through credit and non-credit programming in addition to providing over 350 internships and practicums/clinical experiences, in-kind and financial donations, and providing tours and classroom speakers.
- **Participatory Design** - Employers engage in participatory design of programs, training, workforce initiatives, and facilities. For instance, the Nucor Detailing Center was actively involved in curriculum development and completion pathways for the drafting program of study. The Nebraska Pork Producers have been instrumental in helping to design new Ag facilities and associated curriculum. A cohort of industry, educators, economic development, and regulatory official held several focus group meetings to determine the area need for a plumbing program and to establish curriculum needs.
- **Strategic Leadership** - The KBR Leadership Academy (Keya Paha, Brown and Rock counties) in partnership with areas chambers develops active and engaging leaders who will protect local resources and promote a tri-county region in the College's service area. Workforce Partners Programs allow businesses to buy memberships that allowed their organization to utilize seats for various leadership/soft skills programming throughout a 6-8 month period to match their needs. The NC3 partnership has enabled students to earn 2,604 industry-recognized credentials. Mopar CAP Local program provides dealer access to students and enables students to conduct level 2 warranty work upon graduation. Partnerships with the American Welding Society, Professional Truck Driving Association, and government entities for refrigeration certifications and OSHA 10-Hr credentials have yielded over another 1,100 industry recognized credentials.
- Finally, Northeast's intentions for its multi-year Perkins V allocation are to fully assess its work-based learning programs and personnel in order to pursue the best ways possible to enhance work-based learning opportunities.

17. 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:
(Copy and paste from the reVISION Summary)

1. Fully assess Northeast's work-based learning efforts with the goal of then taking the needed steps to enhance those efforts.

2. Develop opportunities for secondary students to participate in various Northeast Community College workplace simulations in their field of interest.
3. Explore opportunities to participate in programming at the secondary level.
4. Participate in regional efforts to expand and coordinate work-based learning opportunities.

Prioritized Action Steps for Work-based Learning:

Program Year	Action Steps (What are you going to do to achieve your goal?)
Year 1: 2020-2021	Fully research and assess current work-based learning efforts at Northeast and develop plan for enhancement of those efforts, whether that be in terms of programs or personnel; have discussions with secondary schools in College’s service area about coordinating CTE efforts; work with partners, such as City of Norfolk, chamber of commerce, Nebraska Department of Economic Development and others; in identifying workplace needs and opportunities.
Year 2: 2021-2022	Implement plan for enhanced work-based learning efforts; continue discussions with business and industry partners about workforce needs through advisory councils and other meetings.
Year 3: 2022-2023	Continue to implement plan for enhanced work-based learning efforts; explore ways to increase college’s emphasis on work-based learning through meetings and interviews with college partners.
Year 4: 2023-2024	Explore future possibilities for the position; continue discussions with business and industry partners about workforce needs through advisory councils and other meetings.

Ensuring Equitable Access

18. How was improving the access to and success in CTE programs for each student, especially those who are members of a special population, examined and considered throughout the development of your goals for all six elements?

RESPONSE:

A focus on special populations – and how best to serve them – was part of every Perkins meeting and discussion over the past year. Those included focus groups as part of the reVision process as well as the meetings of the College’s Perkins planning committee.

On a broader scale, access to and success in CTE programs for students was a particular focus with business and industry partners in the reVision focus groups. Their input reflected feedback received at individual academic program advisory council meetings.

Northeast plans to continue those discussions with focus group participants, as well as others with a particular focus on ensuring that there is minority and special populations involvement in those efforts.

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:

In an attachment, please find a copy of the stakeholder verification worksheet that was part of Northeast's reVision process via its focus group sessions.

Attendance at the focus group sessions was considerably broader than past advisory council meetings and was met with enthusiastic participation from those involved. Northeast will reflect that broader scope of participants as it schedules future meetings to update them on efforts under way at Northeast with Perkins funding, as well as continue to gain their feedback on work-based learning efforts. This will be particularly valuable as Northeast fully assesses its work-based learning efforts, both in terms of programs and personnel, with the goal of enhancing them in the years to come.

Section 3: Annual Budget Worksheets

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

Based on the Action Steps identified for each element for the program years 2020-2024, detail your budget request **for the upcoming program year** using the budget template provided. List all direct costs associated with the implementation of the proposed activities/action steps that are allowable and justified. Provide explicit detail (e.g. if you plan to use funds to attend a national conference, the name and date of the conference along with all associated costs must be listed if known; if you plan to purchase a piece of equipment, list the name, model, and price). Add/remove rows as needed.

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

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

[Click here for the Annual Perkins Budget Worksheet Template](#)



Helpful Tip

When writing your action steps and developing your budget, remember there are some activities that require no funds, some that are being addressed by existing programs and initiatives within a school, college, or program, and still others that will require funds outside of the Perkins grant.